

Second Grade ELA Reading, Writing, and Phonics Power Targets

| | Timeline | Reading | Writing | Phonics |
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| Q1 | <p>Sept 5th-13th (7 days)</p> <p>Sept. 13th - Spelling Inventory</p> | <p>Friendship & Kindness Literature Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Name Jar <input type="checkbox"/> The Invisible Boy <input type="checkbox"/> The Word Collector <p>HF Words: sea, wrote, again, carry, wait, each, feel</p> | <p>Writing & Conventions (Launching the writing workshop)</p> <p><i>W1 Write narratives which recount real or imagined experiences or events or a short sequence of events</i></p> <p>Lessons 1-7 of writing workshop</p> <ul style="list-style-type: none"> <input type="checkbox"/> Getting started <input type="checkbox"/> Building writing stamina (ELA practice) <input type="checkbox"/> Teaching procedures for the workshop <input type="checkbox"/> Language for sharing: <ul style="list-style-type: none"> <input type="checkbox"/> S&L1 (see anchor chart) | <p>Unit 1 -Review of CVC, digraphs, doubled consonants, & inflectional endings 2RF3</p> <ul style="list-style-type: none"> ● Review 5 short vowels: a, i, o, u, e (taught in this order) ● Digraphs (ck, ch, th, sh, wh*, -ng, -qu) ● Double consonants (l, f, s, z) <p><i>*Note: Incorporate blends (initial and final) into instruction</i></p> <p><i>Also note: begin incorporating two-syllable word instruction during unit 1</i></p> |
| Q1 | <p>Sept 16-20th (5 days)</p> <p>Benchmark</p> <p>Assess CVC, digraphs, etc.</p> | <p>Reading: Fables & Stories (L&L Domain 1)</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Fisherman and His Wife <input type="checkbox"/> The Emperor's New Clothes <input type="checkbox"/> Beauty and the Beast <input type="checkbox"/> Paul Bunyan <p>I can identify the lesson in a story.</p> <p>HF Words: always, first, ask, food, work</p> | <p>Writing</p> <p>Lesson 8-9 of writing workshop</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adding feelings <input type="checkbox"/> Choosing a topic (W3) | <p>Unit 1 -Review inflectional endings</p> <ul style="list-style-type: none"> ● Soft c, g ● Inflectional endings (s, ing, ed). ● Review s, ing, ed (3 sounds) |

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| Q1 | Sept 23rd-27th | <p>Reading: Fables & Stories (L&L Domain 1)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pecos Bill <input type="checkbox"/> John Henry <input type="checkbox"/> Casey Jones <p>I can identify the lesson in a story.</p> <p>HF Words: brother, through, funny, gave, things</p> | <p>Writing</p> <p>Lesson 10-11</p> <ul style="list-style-type: none"> <input type="checkbox"/> Incorporating transition words <input type="checkbox"/> Spelling words | <p>Unit 2 Review VCE 2RF3</p> <ul style="list-style-type: none"> ● Final e: a-e, i-e, o-e, u-e, e-e (taught in this order) <ul style="list-style-type: none"> <input type="checkbox"/> Harcourt 2= ame, ake <input type="checkbox"/> Harcourt 3= at, ate |
| Q1 | Sept 30th -Oct 4th | <p>Fairy Tales Literature Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> After the Fall <p>I can make connections between stories.</p> <p>HF Words: close, even, grow, gone, same</p> | <p>Writing</p> <p>Lesson 12-14</p> <ul style="list-style-type: none"> <input type="checkbox"/> Building partnerships in writing <input type="checkbox"/> Selecting a piece of writing to make public | <p>Unit 2 Review VCE</p> <ul style="list-style-type: none"> ● Final e: a-e, i-e, o-e, u-e, e-e (taught in this order) |
| Q1 | Oct 7th -11th Writing On-Demand | <p>L&L Domain 2:Early Asian Civilizations</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Indus River Valley Part 1 <input type="checkbox"/> The Indus River Valley Part 2 <input type="checkbox"/> Hindus and Hinduism <input type="checkbox"/> The Tiger, The Brahman, and the Jackal <p>I can make connections to key details in diverse texts.</p> <p>HF Words: new, begin, winter, happy, catch, third</p> | <p><u>Writing Celebration! Our Pictures Tell A Story</u></p> <p>Lessons 15-19 Lesson 20 Celebration</p> <p><u>Final Process Writing Piece:</u> Students will write a narrative which they will make public</p> <p><u>Final culminating task:</u> On demand writing to determine independence</p> <p>*See 2nd grade rubric</p> | <p>Unit 2 Review High Frequency Vowel teams</p> <ul style="list-style-type: none"> ● Review ee, ea, oo, ou, ow, oi, oy er, or, ar |

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| <p>Q1</p> | <p>Oct 15th-18th (4 days)</p> <p>Assess Unit 2 Spelling Skills Introduced</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Diwali <input type="checkbox"/> Buddhists and Buddhism <input type="checkbox"/> The Yellow and the Yangtze Rivers <p>I can make connections to key details in diverse texts.</p> <p>HF Words: night, goes, school, walk, change, outside</p> | <p>Introduction to Writing journals</p> <p>I can write about a focused topic.</p> | <p>Unit 2 Checkpoint</p> <ul style="list-style-type: none"> ● Review ee, ea, oo, ou, ow, oi, oy er, or, ar <ul style="list-style-type: none"> <input type="checkbox"/> Harcourt 12= /ow/ (ou, ow) <input type="checkbox"/> 14= oo (oo, ue) <input type="checkbox"/> 15= oo (ew, ui) <input type="checkbox"/> 18= oo vowel variants (wood) <input type="checkbox"/> 19= Long oo (ou, ough) |
| <p>Q1</p> | <p>Oct 21st -25th</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Paper, Writing, and Calligraphy <input type="checkbox"/> The Magic Paintbrush <input type="checkbox"/> The Importance of Silk <input type="checkbox"/> China's Great Wall <p>I can make connections to key details in diverse texts.</p> <p>HF Words: part, live, party, game, try, pick</p> | <p>Writing Prompts</p> <p>I can write about a focused topic.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Review ee, ea, oo, ou, ow, oi, oy er, or, ar <ul style="list-style-type: none"> <input type="checkbox"/> Harcourt 13= /Oy/ - oi, oy |
| <p>Q1</p> | <p>Oct 28th -Nov 1st</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Confucius <input type="checkbox"/> Chinese New Year <p>I can make connections to key details in diverse texts.</p> <p>HF Words: right, teach, until, second, deep, view</p> | <p>Narrative Writing Unit</p> <p><u>W1 Write narratives which recount real or imagined experiences or events or a short sequence of events</u></p> <p>Lessons 1-4:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explore narrative stories <input type="checkbox"/> Planning out story <input type="checkbox"/> Adding the next page <input type="checkbox"/> Editing - using a carat | <ul style="list-style-type: none"> ● Ee, ea, oo, ou, ow, oi, oy er, or, ar |

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| Q1 | <p>Nov 4th-8th</p> <p>Assess all of Unit 2 Spelling</p> | <p>Mentor Text and/or literature to support concepts learning</p> <p>HF Words: grade, snow, does, together, house, start</p> | <p>Lessons 5 - 8:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Show, don't tell <input type="checkbox"/> Rereading <input type="checkbox"/> Finding ideas | <p>Review and Assess Unit 2</p> |
| <p>Writing Skills:</p> <p>Writing Priority Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> One clear topic that is supported by details that help the reader picture what happened <input type="checkbox"/> Writing has a clear beginning, middle, and end with at least one transitional word <input type="checkbox"/> The writing contains more than one sentence that describes the main event <input type="checkbox"/> Some sentence variation is included <input type="checkbox"/> Most grade level high frequency words are spelled correctly <p><i>Students will select writing goals</i></p> <p>Final Process Writing Piece: Students will write a narrative which they will make public</p> <p>Final culminating task: On demand writing to determine independence</p> <p>See early writer rubric</p> | | <p>Writing Workshop Text Options:</p> <p>Mentor texts: What do authors do? By Eileen Christellow (For the writing process)</p> <p>Books About the Writing Process: The best story ever by Eileen Spinelli Mr Putter and Tabby Write a book by Cynthia Rylant</p> <p>Being a fearless writer: Ish by Peter Reynolds</p> <p>About details in illustrations: Kitchen Dance by Maurie J. Manning</p> | | |

| | Timeline | Reading | Writing | Phonics |
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| Q2 | Nov. 12-15 (4 days) | <p>Focus Text:</p> <p><i>2SL1, SS2F6</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The Other Side by Jacqueline Woodson <p><i>I can infer to help me understand what is happening in the story.</i></p> <p>Written response</p> <p>HF: grew, way, friend, story, street</p> | <p>Lessons 9-12:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adding dialogue <input type="checkbox"/> Noticing detail in illustrations | <p>Unit 3 - Lessons 1-4</p> <ul style="list-style-type: none"> ● Review er, or, ar ● Long 'a' - a_e, ai, a, ay, 'odd ducks' (great, hey, weigh) ● Multi-syllable words w/ 'a' at the end of a syllable (wager, baker, taking) - see page 36 <p>See Appendix p. 193</p> |
| | Nov. 18-22 | <p>Listening & Learning Domain 3: The Ancient Greek Civilization</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 1: The Ancient Greeks <input type="checkbox"/> Lesson 2: Mount Olympus Part 1 <input type="checkbox"/> Lesson 3: Mount Olympus Part 2 <input type="checkbox"/> Lesson 4: The Olympic Games <p><i>I can listen carefully to infer the perspective and motive of a character.</i></p> <p>HF: above, find, between, every</p> | <p>Lessons 13-16:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adding Sound <input type="checkbox"/> Updating our word wall <input type="checkbox"/> Review | <p>Lessons 5-9</p> <ul style="list-style-type: none"> ● Review long 'a' ● Inflectional Endings (-ed, -ing, -es, -s) ● Long 'o' - o_e, o, oe, oa, 'odd ducks' (snow, crow) ● Multi-syllable words w/ 'o' at the end of a syllable (open, robot, hotel) - see page 62 and 71, See Appendix p. 193 |
| | Nov. 25-26 (2 days) | <p>Review</p> | <p>Lessons 19-20:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select one piece to make public | <p>Review</p> |

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| | | | <input type="checkbox"/> Celebrate | |
| Dec. 2-6 | <input type="checkbox"/> Lesson 5: All for Sparta <input type="checkbox"/> Lesson 6: Athens and the Olive Tree <input type="checkbox"/> Lesson 7: Athens: The Birthplace of Democracy <input type="checkbox"/> Lesson 8: Marathon <i>I can determine the problem in a story.</i> HF: should, watch, father, children, enough | <input type="checkbox"/> Lesson 9: Thermopylae: The Persians Strike Again <input type="checkbox"/> Lesson 10: The Great Thinkers of Greece <input type="checkbox"/> Lesson 11: Alexander the Great, Part 1 <input type="checkbox"/> Lesson 12: Alexander the Great, Part 2 HF: dark, great, inside, light | Paragraph Writing <input type="checkbox"/> Review the 5 parts of a friendly letter (heading/date, greeting, body, closing, signature) | Lessons 11-15 <ul style="list-style-type: none"> ● Review long 'o' and long 'a' ● Long 'i' - i_e, i, ie, 'odd ducks' (right, dry) ● Review the spellings wr, kn, wh, and qu ● Multi-syllable words w/ 'i' at the end of a syllable (sinus, tripod, silent) - see page 92 and 97-98, See Appendix p. 193 ● Plural nouns - see page 106 |
| Dec. 9-13 | <input type="checkbox"/> Lesson 9: Thermopylae: The Persians Strike Again <input type="checkbox"/> Lesson 10: The Great Thinkers of Greece <input type="checkbox"/> Lesson 11: Alexander the Great, Part 1 <input type="checkbox"/> Lesson 12: Alexander the Great, Part 2 HF: dark, great, inside, light | Friendly Letter Writing <ul style="list-style-type: none"> ● Review the 5 parts of a friendly letter (heading/date, greeting, body, closing, signature) | Lesson 16-21 <ul style="list-style-type: none"> ● Long 'u' - u_e, ue, u, 'odd ducks' (nephew, few) ● -ed suffix ● Antonyms - see page 119-120 ● Plural nouns adding -s and -es - See page 122-123 ● Introduce Spellings for /aw/ - au, aw, augh | |
| Dec. 16-20 | <u>Welcome Comfort by Patricia Palacco</u> <i>I can describe characters and infer character feelings.</i> <i>I can retell a story in the correct sequence.</i> Written Response | Paragraph Writing | | |

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| | | HF: seen, during | | |
| Jan. 6-10 | Listening & Learning Domain 4: Greek Myths | <ul style="list-style-type: none"> ❑ Lesson 1: The Twelve Gods of Mount Olympus ❑ Lesson 2: Prometheus and Pandora ❑ Lesson 3: Demeter and Persephone ❑ Lesson 4: Arachne the Weaver | Paragraph Writing | Unit 4 - Lessons 1-5 <ul style="list-style-type: none"> ● Review aw, au, oi, oy, oo, er, ar, or ● Introduce ur, ir ● Common and Proper Nouns, Singular and Plural Nouns - see page 16 and 23 ● Short /i/ spelled 'y' (<i>myth</i>) ● Long /i/ - i_e, i, igh, ie ● Homophones (Jim - gym, symbol-cymbal) |
| Jan. 13-17 | <ul style="list-style-type: none"> ❑ Lesson 5: Theseus and the Minotaur ❑ Lesson 6: Daedalus and Icarus ❑ Lesson 7: Hercules ❑ Lesson 8: Other Adventures of Hercules | HF: worn, wrong, you're | Persuasive Writing about Kindness | Lessons 6-10 <ul style="list-style-type: none"> ● Review ar, or, er, ir, ur ● 3 sounds of 'y' - /y/ as in yarn, /i/ as in myth, /ie/ as in try ● Changing 'y' to 'i' and adding -es - See p. 51-52 ● Singular and Plural Nouns - See page 57-58 ● Verbs and Nouns ● Review long 'o' |
| Jan. 21-24 (4 days) Assess for Quarter 2 | <ul style="list-style-type: none"> ❑ Lesson 9 Oedipus and the Riddle of the Sphinx ❑ Lesson 10: Atlanta and the Golden Apples | HF: several, never, getting | Paragraph Writing About Greek Myths | Lesson 11-15 <ul style="list-style-type: none"> ● Spelling 'ow' as in low and plow ● Long and short 'e' as in stem, bedroom, he, before - see page 88 ● Common Nouns and Proper Nouns |

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| | | Watch the animated film "Hercules" | | <ul style="list-style-type: none"> ● Recognize 'to be' as a verb - see p. 104 |
| Q2 | Jan. 27-31 | <p><u>Nerdy Birdy</u> by Aaron Reynolds</p> <p><i>I can describe characters and infer character feelings.</i></p> <p>Written Response</p> <p>HF: everything, high, wouldn't</p> | Literature Response | <p>Lessons 16-20</p> <ul style="list-style-type: none"> ● Review long 'e' and long 'i' ● Oral Discrimination - See p. 120-121 ● Review sounds of y as in yell, system, and cry ● Introduce sound of 'y' /ee/ as in funny and key ● Change 'y' to 'i' and add -es - See p. 131-132 ● Present and Past tense of 'to be' - see p. 138 |
| | | <p>Writing Priority Skills:</p> <ul style="list-style-type: none"> ❑ One clear topic that is supported by details that help the reader picture what happened ❑ Writing has a clear beginning, middle, and end with at least one transitional word ❑ The writing contains more than one sentence that describes the main event ❑ Some sentence variation is included ❑ Most grade level high frequency words are spelled correctly <p><i>Students will select writing goals</i></p> <p><u>Final Process Writing Piece:</u> Students will write a narrative which they will make public</p> <p><u>Final culminating task:</u> On demand writing to determine independence</p> | <p>Writing Workshop Text Options:</p> <p>Mentor texts:</p> <p>First Person Narrative: <u>White Owl, Barn Owl</u> by Nicola Davies</p> <p>Books for Ideas: <u>Ralph Tells a Story</u> by Abby Hanlon</p> <p>Books for Writing Craft: <u>Jabari Jumps</u> by Gaia Cornwall</p> | |

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| Q3 | Feb. 3-7 | <p>Listening & Learning Domain 5: The War of 1812</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 1: America in 1812, Part 1 <input type="checkbox"/> Lesson 2: America in 1812, Part 2 <input type="checkbox"/> Lesson 3: Mr. and Mrs. Madison <input type="checkbox"/> Lesson 4: Another War Already? <p>HF: probably, against, hour</p> <p>I can tell the main idea.</p> <p>I can identify important details.</p> | <p>Informational Writing Lessons 1-4</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 1: Generate Idea Lists <input type="checkbox"/> Lesson 2: Do I Have Enough to Say? <input type="checkbox"/> Lesson 3: Writing an Introduction <input type="checkbox"/> Lesson 4: Text Features: Heading | <p>Lessons 21-25</p> <ul style="list-style-type: none"> ● Spelling 'al' as /aw/ (ball, always, walnut) - See p. 146 ● Review |
| | Feb. 10-14 (4 Days) Assess Unit 4 | <p>Listening & Learning Domain 5: The War of 1812</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 5: The Attack on Washington, D.C. <input type="checkbox"/> Lesson 6: Broad Stripes and Bright Stars <input type="checkbox"/> Lesson 7: The Battle After the War <input type="checkbox"/> Lesson 8: Peace and Pirates <p>HF: fight, once, build</p> <p>I can tell the main idea.</p> <p>I can identify important details.</p> | <p>Informational Writing Lessons 5-7</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 5: Words to Use: some, many, most, or all <input type="checkbox"/> Lesson 6: Text Features: Captions <input type="checkbox"/> Lesson 7: Text Features: Comparisons | <p>Review</p> |

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| | <p>Feb. 17-21 (4 Days)</p> | <p>Literature Study - Wilma</p> <p>HF: ready, free, show</p> | <p>Response to Literature</p> | <p>Unit 5 Lessons 1-4</p> <ul style="list-style-type: none"> ● ABC Order ● /u/ - come, touch, son, but ● Adjectives ● Adjectives, -ous (monstrous, enormous) |
| | <p>Feb. 24-28</p> | <p>Listening & Learning Domain 7: Westward Expansion</p> <ul style="list-style-type: none"> ❑ Lesson 1: Going West ❑ Lesson 2: Mr. Fulton's Journey ❑ Lesson 3: The Journal of a Twelve-Year-Old on the Erie Canal ❑ Lesson 4: The Story of Sequoyah ❑ Lesson 5: The Trail of Tears <p>HF: draw, state, kind</p> <p>I can demonstrate understanding of non-fiction read-alouds. RI.2.9</p> | <p>Informational Writing Lessons 8-11</p> <ul style="list-style-type: none"> ❑ Lesson 8: Text Features: Definitions ❑ Lesson 9: Using Adjectives ❑ Lesson 10: Using a comma in a list ❑ Lesson 11: Adding Closure | <p>Lessons 5-9</p> <ul style="list-style-type: none"> ● ABC Order ● Alternate /u/ spellings ● Change y to i and add -es ● Spelling igh, as in light ● Subject and Predicate, p. 50-51 ● Schwa p. 55 (about, debate) ● Review Contractions ● Compound Subject and Predicate, p. 74 |
| | <p>Mar. 2-6</p> | <p>Listening & Learning Domain 7: Westward Expansion</p> <ul style="list-style-type: none"> ❑ Lesson 6: Westward on the Oregon Trail ❑ Lesson 7: The Pony Express ❑ Lesson 8: Working on the Transcontinental Railroad | <p>Informational Writing Lessons 12-15</p> <ul style="list-style-type: none"> ❑ Lesson 12: Text Features: Table of Contents and Book Cover ❑ Lesson 13: Adding Ideas ❑ Lesson 14: Text Features: Cutaways ❑ Lesson 15: Review and Reteach | <p>Lessons 10-14</p> <ul style="list-style-type: none"> ● Parts of Speech, p. 80-81 ● Spelling for al, il, ul, el, le endings, (animal, pencil, awful, travel, apple) p. 85 ● /ee/ - chief, babies ● Schwa |

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| | | <input type="checkbox"/> Lesson 9: The Buffalo Hunters HF: circle, large, doing I can demonstrate understanding of non-fiction read-alouds. RI.2.9 | | |
| | Mar. 9-13 (3 days) | Review HF: family, clothes, different | Response to Literature/Writing Prompts | Lessons 15-18 <ul style="list-style-type: none"> ● -tion spelling (station ● Review verbs (action and <i>to be</i>) ● Verb tense, p. 123 |
| | Mar. 16-20 (4 days) | Listening & Learning Domain 9: The U.S. Civil War <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 1: Harriet Tubman, Part 1 <input type="checkbox"/> Lesson 2: Harriet Tubman, Part 2 <input type="checkbox"/> Lesson 3: The Controversy Over Slavery HF: river, might, air I can describe the connection between a series of historical events. RI.2.3 | Informational Writing Lessons 15-20 <ul style="list-style-type: none"> <input type="checkbox"/> Review and Reteach <input type="checkbox"/> Select a piece to make public <input type="checkbox"/> Writing Celebration | Lessons 19-22 <ul style="list-style-type: none"> ● Verb tense, p. 130 ● ABC Order Review ● Tricky Spelling /a/, p. 139 ● Tricky Spelling /e/, p. 144 |
| | Mar. 23-27 | Listening & Learning Domain 9: The U.S. Civil War <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 4: Abraham Lincoln <input type="checkbox"/> Lesson 5: The Division of the United States | Biography Writing I can participate in shared research and writing projects. W.2.7 | Lessons 23-27 <ul style="list-style-type: none"> ● Tricky spelling /o/, p. 149 ● Subject and Predicate tense ● Tricky Spelling for 'o_e', p. 158 |

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| | | <input type="checkbox"/> Lesson 6: The War Begins <input type="checkbox"/> Lesson 7: Robert E. Lee HF: I'd, suddenly, easy I can describe the connection between a series of historical events. RI.2.3 | | <ul style="list-style-type: none"> ● Tricky Spelling 'ou', p. 162 |
| | Mar. 30-3 | Listening & Learning Domain 9: The U.S. Civil War <input type="checkbox"/> Lesson 8: Clara Barton <input type="checkbox"/> Lesson 9: The Emancipation Proclamation <input type="checkbox"/> Lesson 10: Ulysses S. Grant <input type="checkbox"/> Lesson 11: The End of the War HF: finally, everyone, hold I can describe the connection between a series of historical events. RI.2.3 | Paragraph Writing Assess | Assess |
| | Apr. 6-10 Spring Break | Spring Break | Spring Break | Spring Break |
| | Apr. 13-17 | Literature Study - Abraham Lincoln HF: special, animal, lost | Review Begin Cursive Writing | Review |

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| | | I can participate in shared research and writing projects. W.2.7 | | | |
| | <p>Writing Priority Skills:</p> <ul style="list-style-type: none"> ❑ One clear topic that is organized into clear categories. ❑ Writing includes 3 details for each category. ❑ Effectively uses 3-4 text features (heading, table of contents, captions, definitions, comparisons, cutaways) ❑ Topic sentence and closing statement ❑ Correct punctuation and capitalization ❑ Grade level high frequency words are spelled correctly. Other words are spelled phonetically. <p><i>Students will select writing goals</i></p> <p>Final Process Writing Piece: Students will write a nonfiction piece which they will make public</p> <p>Final culminating task: On demand writing to determine independence</p> | | <p>Writing Workshop Text Options:</p> <p>Mentor texts:</p> <p>Nonfiction: <u>Cheetahs</u> by Laura March National Geographic Kids Books <u>Rocks and Minerals</u> by Kathleen Weidner Zoehfeld</p> <p>Literature Response: <u>Wilma Unlimited</u> by Kathleen Krull</p> <p>Literature Response: <u>Abraham Lincoln</u> by Kay Winters and Nancy Carpenter</p> | | |
| Q4 | Apr. 20-24 Parent-Teacher Conferences (List 13) | Listening & Learning Domain 11: Immigration HF: beautiful, written, favorite | -Cursive Writing -Narrative Response to questions about text -Independent Paragraph Writing -Typing a paragraph | Unit 6 Lessons 1-6 <ul style="list-style-type: none"> ● Spelling for /f/ - ph, ff ● Review kn, wr, wh ● /e/ - ea (head, bread) ● /k/ - kite, cat, scholar, back | |
| | Apr. 27-1 | HF: myself, picture, idea | | Lessons 7-12 <ul style="list-style-type: none"> ● Irregular r-controlled (dollar, work) p. 70-72 ● Adverb review (p.76) | |

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| | May 4-8 (List 14) | HF: follow, couldn't, themselves | | Lessons 13-24 <ul style="list-style-type: none"> ● /ee/ - funny, me, ski, beach, bee, cookie, key, Pete (p. 101) ● Tricky Spelling for 'i' (long i, short i, /ee/)- radio, taxi, pizza, kind, sit ● Identify a topic sentence (p.162) |
| | May 11-15 | HF: direction, wanted, question | | Lessons 25 <ul style="list-style-type: none"> ● Review Schwa - (waffle, water, wand) ● Review -dge (fudge) ● Review -tion (addition) |
| | May 18-20 (3 day week) | HF: answer, also, slowly, listen, thought, they're | | |

Assessment suggestions include: