



## PLANNED COURSE OF STUDY

<b>Course Title</b>	English Language Arts – Second Grade
<b>Grade Level</b>	Second
<b>Content Area / Dept.</b>	ELA
<b>Length of Course</b>	One Year
<b>Author(s)</b>	James Barraclough, Robin Cottone & Suzie Held

### **Course Description:**

Second grade students accurately read and understand literature and informational text. They can read aloud with fluency and expression. They use evidence from a text to support their thinking. Second graders use correct grammar, capitalization, punctuation, and spelling when writing. They can plan and deliver a presentation about a story or experience.

### **Course Rationale:**

Second Grade English Language Arts (ELA) is the active involvement of students demonstrating that they can communicate effectively through speaking, listening, reading and writing. These skills will enable the students to develop competence in evaluating written, visual, and oral communication from a variety of sources.

The purpose of Second Grade English Language Arts is to provide an opportunity for the students to experience a variety of literature and to use effective speaking, listening, reading, and writing skills as tools to communicate in daily living.



### Philosophy of English Language Arts in Elementary

The School District of Springfield Township has adopted a Comprehensive Balanced Literacy Framework for teaching literacy in the elementary grades. Guiding students toward proficient and lifelong reading is the goal of the district. The components of a Comprehensive Balanced Literacy Framework outlined below, comprise the core instructional program.

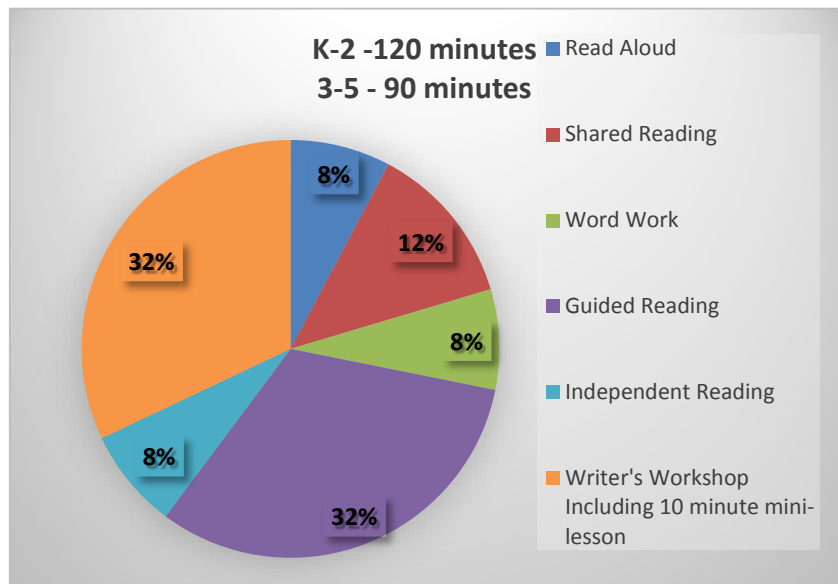
#### *What is Balanced Literacy?*

The Balanced Literacy Framework is based on the Gradual Release of Responsibility model based on Vygotsky’s research. The framework is taught from the ideology of “I do, We do, You do.” This pedagogical approach encourages every student to become independent readers and writers.

The district has adopted *The Journeys Program* by HMHC and the Fountas and Pinnell *Continuum of Literacy Learning as the vehicle* to teach the strategies and skills in the Comprehensive Balanced Literacy Framework. These programs provide the instructional resources designed to meet the many instructional achievement levels of our students. Not all the components of the Journeys program are used, but rather, the teachers make instructional decisions based on the continued monitoring of their students’ instructional needs. A brief description of The Balanced Literacy Framework components and the Journeys resources that correspond to each piece is provided below. The chart below indicates the approximate amount of time on average that would be devoted to the balanced literacy components. Keep in mind that the amount of time on a given day may change based on a variety of factors.

The Components of the Balanced Literacy Framework include:

- Read Aloud (8%)
- Shared Reading (12%)
- Word Work (8%)
- Guided Reading (32%)
- Independent Reading and Writing (8%)
- Writer’s Workshop (32%)





### Read Aloud (I Do)

The interactive read aloud engages the students in actively discussing a text during the reading to deepen comprehension through discourse and active thinking. As the program unfolds, students learn to appreciate literature and develop a love for reading. The Read Aloud provides the students the opportunity to listen to age appropriate text in a variety of genres. It serves as an important vehicle for text-talk, extension of students' ability to think critically while practicing their metacognitive reading comprehension practices.

### Shared Reading/Performance Reading (We Do)

Shared reading goes beyond the interactive read-aloud. Students reread the text with teacher support over the course of a few days. The students go beyond active listening and discussion by participating in the reading in some way. It can be called performance reading as well. The goal of shared reading is increased fluency leading to higher levels of comprehension.

### Guided Reading/Literature Circle or Book Clubs (We Do)

Guided Reading is the core of the reading program. It is the ability for students to work with the strategies and concepts introduced during the whole class instruction. The goal is to help the children through the process of becoming independent readers. When planning, it is important to schedule this time to maintain the integrity of a balanced literacy approach. The other students are working in book clubs, literature centers or a must do activity.

### Word Work (We Do)

Word Study is an approach to spelling instruction that moves away from memorization. In this approach, teachers use a variety of hands-on activities to explore layers of information. Students study patterns and meanings of words and how they relate to our systems of reading and writing.

It includes the following:

- Phonemic Awareness
- Phonics
- Structural Analysis
- **Word Study** lessons are used to support decoding, encoding and vocabulary development.
- **Vocabulary** lessons must include text and content vocabulary, as well as, academic vocabulary.

### Independent Reading and Writing (You Do)

Students write independently. This allows time for students to work through the process of writing while the teacher conferences with other students to individualize their growth in the newly gained skills.



### Guided/Interactive Writing (We Do)

The elementary program uses the Writer's Workshop Model of teaching writing. In this model, the focus is on writers rather than the process. The instruction from the teachers is to use the writing process to get pieces ready for publication. Students should also have practice on all aspects of writing including "quick writes," writing responses in all content areas, process writing and writing on demand. All steps of the writing process need not be completed for each writing piece. Required published pieces are listed below and are based on the Journeys' themes. These formats include opinion/argument, informational, and narrative modes. The teacher may also supplement poetry, technology/web-based pieces, advertisement, etc.



### Curriculum Map

Month		Lessons	Topics
September	4 weeks	1-3	Sequence of Events, Compare and Contrast, Author's Purpose
October	4 weeks	4-7	Cause and Effect, Story Structure, Text and Graphic Features, Conclusions
November	3 weeks	8-9	Main Ideas and Details, Understanding Characters
December	3 weeks	10-12	Fact and Opinion, Conclusions, Text and Graphic Features
January	4 weeks	13-16	Main Ideas and Details, Author's Purpose, Cause and Effect, Story Structure
February	4 weeks	17-19	Sequence of Events, Understanding Characters, Text and Graphic Features
March	4 weeks	20-23	Compare and Contrast, Main Ideas and Details, Understanding Characters, Conclusions,
April	4 weeks	24-26	Cause and Effect, Text and Graphic Features, Story Structure
May	4 weeks	27-30	Fact and Opinion, Sequence of Events, Understanding Characters, Compare and Contrast
June	2 weeks		Make-up or catch up if needed



<b>Lesson Topic</b>	<b>1-Animal Traits</b>
Essential Question	What is a perfect pet like?
Anchor Text	<i>Henry and Mudge</i> (Realistic fiction)
Paired Selection	<i>All in the Family</i> (Informational text)

### Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.2.1 RL.2.2 RL.2.4 RL.2.5 RL.2.10	RI.2.9	RF.2.3a RF.2.3b RF.2.3e RF.2.3f RF.2.4a RF.2.4b RF.2.4c	W.2.1 W.2.3 W.2.5 W.2.8	SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.2.6	L.2.1f L.2.4e L.2.5a L.2.6

High Frequency Words	around, be, five, help, next, or, pull, take, until, walked
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### Focus Literacy Skills

<b>Foundation</b>	Phonics	Short vowels <i>a, i</i> CVC syllable pattern
	Phonemic Awareness	Identify phonemes Syllables in spoken words
	Fluency	Accuracy: word recognition
<b>Comprehension Skills and Strategies</b>	Target Skill:	Sequence of events
	Target Strategy:	Infer/predict
	Supporting Skill	Author's word choice
<b>Language</b>	Vocabulary Strategies	Alphabetical order
	Domain-Specific Vocabulary	<i>traits, offspring, inherit</i>
	Academic Vocabulary	<i>curly, straight, floppy, drooled, weighed, stood, collars, row</i>
	Apply Vocabulary	Use a dictionary
	Grammar	Subjects and predicates
<b>Writing</b>	Writing Mode	Narrative writing
	Writing Form	Sentences that tell a true story
	Focus Trait	Ideas
	Write about reading	Performance task
<b>Speaking and Listening</b>	Read aloud	<i>The Perfect Pet</i> -Recount key details
	Skill	Hold a conversation
<b>Spelling</b>	Principle	Short vowels <i>a, i</i>
	Words	Basic: <i>sad, dig, jam, glad, list, win, flat, if, fix, rip, kit, mask</i> Review: <i>as, his</i> Challenge: <i>sandwich, picnic</i>



<b>Lesson Topic</b>	<b>2- Family Time</b>
Essential Question	What are some things that families like to do together?
Anchor Text	<i>My Family</i> (Informational text)
Paired Selection	Family poetry <i>"Everybody Says"</i> by Dorothy Aldis <i>"Abuelita's Lap"</i> by Pat Mora <i>"Grandpa's Stories"</i> by Langston Hughes

### Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.2.4	RI.2.1	RF.2.3a	W.2.1	SL.2.1a	L.2.1f
RL.2.7	RI.2.3	RF.2.3b	W.2.3	SL.2.1b	L.2.2b
RL.2.10	RI.2.6	RF.2.3f	W.2.5	SL.2.1c	L.2.2d
	RI.2.7	RF.2.4a		SL.2.3	L.2.3a
	RI.2.10	RF.2.4b		SL.2.5	L.2.4e
				SL.2.6	

High Frequency Words	bring, children, comes, do, family, like, make, those, use, with
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### Focus Literacy Skills

<b>Foundation</b>	Phonics	Short vowels <i>o, u, e</i> CVC syllable pattern
	Phonemic Awareness	Identify phonemes Syllables in spoken words
	Fluency	Accuracy: Connected text
<b>Comprehension Skills and Strategies</b>	Target Skill:	Compare and contrast
	Target Strategy:	Question
	Supporting Skill	Informational text
<b>Language</b>	Vocabulary Strategies	Using a Glossary
	Domain-Specific Vocabulary	<i>conflict, related, siblings, unity, interact</i>
	Academic Vocabulary	<i>remembered, porch, crown, spend, stuck, visit, cousin, piano</i>
	Apply Vocabulary	Guide words
	Grammar	Simple sentences
<b>Writing</b>	Writing Mode	Narrative writing
	Writing Form	Friendly letter
	Focus Trait	Voice
	Write about reading	Performance task
<b>Speaking and Listening</b>	Read aloud	<i>More Than a Best Friend</i> - Ask questions about what a speaker says to clarify comprehension
	Skill	Ask and answer questions



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Montgomery County, PA

<b>Spelling</b>	Principle	Short vowels <i>o, u, e</i>
	Words	Basic: <i>wet, job, hug, rest, spot, mud, left, help, plum, nut, net, hot</i> Review: <i>get, not</i> Challenge: <i>lunch, spend</i>





<b>Lesson Topic</b>	<b>3- Animal Traits</b>
Essential Question	What do pets need to be healthy and happy?
Anchor Text	<i>Dogs</i> (Informational text)
Paired Selection	<i>Helping Paws</i> (Informational text)

### Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
	RI.2.1 RI.2.3 RI.2.6 RI.2.7 RI.2.10	RF.2.3a RF.2.3e RF.2.4a RF.2.4c	W.2.1 W.2.2 W.2.3 W.2.5 W.2.8	SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.2.3 SL.2.4 SL.2.6	L.2.1f L.2.2d L.2.4a L.2.4e L.2.5a L.2.6

High Frequency Words	city, full, no, think, other, places, put, school, sing, think, this
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### Focus Literacy Skills

<b>Foundation</b>	Phonics	Long vowels <i>a, i</i> Sounds for <i>c</i>
	Phonemic Awareness	Blend phonemes Sort phonemes
	Fluency	Accuracy: Self-correct
<b>Comprehension Skills and Strategies</b>	Target Skill:	Author's purpose
	Target Strategy:	Analyze/evaluate
	Supporting Skill	Compare and contrast
<b>Language</b>	Vocabulary Strategies	Multiple-meaning words
	Domain-Specific Vocabulary	<i>reproduce, characteristic, canine, adapt</i>
	Academic Vocabulary	<i>hairy, litter, canned, clipped, stayed, coat, chews, mammals</i>
	Apply Vocabulary	Use a glossary
	Grammar	Types of sentences
<b>Writing</b>	Writing Mode	Narrative writing
	Writing Form	Sentences that describe
	Focus Trait	Word choice
	Write about reading	Performance task
<b>Speaking and Listening</b>	Read aloud	<i>Choosing a Pet</i> -Main idea and details, supporting details
	Skill	Share an experience
<b>Spelling</b>	Principle	Long vowels <i>a, i</i>
	Words	Basic: <i>cake, mine, plate, size, ate, grape, prize, wipe, race, line, pile, rake</i> Review: <i>gave, bike</i> Challenge: <i>mistake, while</i>



<b>Lesson Topic</b>	<b>4- Getting Along with Others</b>
Essential Question	How do good friends act?
Anchor Text	<i>Diary of a Spider-</i> (Humorous fiction)
Paired Selection	<i>A Swallow and a Spider</i> (Fable)

### Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.2.1		RF.2.3a	W.2.1	SL.2.1a	L.2.2d
RL.2.2		RF.2.3e	W.2.3	SL.2.1b	L.2.4a
RL.2.3		RF.2.3f	W.2.5	SL.2.1c	L.2.4e
RL.2.4		RF.2.4a		SL.2.2	L.2.5a
RL.2.7		RF.2.4b		SL.2.6	L.2.6
RL.2.10		RF.2.4c			

High Frequency Words	mind, could, today, play, cheer, hello, read, see, by, hundred
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### Focus Literacy Skills

<b>Foundation</b>	Phonics	Long vowels <i>o, u, e</i> Sounds for <i>g</i>
	Phonemic Awareness	Segment, substitute phonemes Sort phonemes
	Fluency	Intonation
<b>Comprehension Skills and Strategies</b>	Target Skill:	Cause and effect
	Target Strategy:	Summarize
	Supporting Skill	Figurative language
<b>Language</b>	Vocabulary Strategies	Context clues
	Domain-Specific Vocabulary	<i>appreciate, compliment, cooperate, peer</i>
	Academic Vocabulary	<i>rotten, sticky, insects, scare, judge, screaming, dangerous, breeze</i>
	Apply Vocabulary	Multiple entries
	Grammar	What is a noun?
<b>Writing</b>	Writing Mode	Narrative writing
	Writing Form	Personal story
	Focus Trait	Ideas
	Write about reading	Performance task
<b>Speaking and Listening</b>	Read aloud	<i>Bats: Bestly or Beautiful?</i> - Recount key ideas from text read aloud
	Skill	



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Montgomery County, PA

<b>Spelling</b>	Principle	Long vowels <i>o, u</i>
	Words	Basic: <i>doze, nose, use, rose, pole, close, cute, woke, mule, rode, role, tune</i> Review: <i>home, joke</i> Challenge: <i>wrote, ice, cube</i>



<b>Lesson Topic</b>	<b>5- Places Around Town</b>
Essential Question	How is a school like a community?
Anchor Text	<i>Teacher's Pets</i> (Realistic Fiction)
Paired Selection	<i>See Westburg by Bus!</i> (Informational text)

### Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.2.1 RL.2.4 RL.2.5 RL.2.7 RL.2.10	RI.2.10	RF.2.3a RF.2.3f RF.2.4a RF.2.4c	W.2.1 W.2.3 W.2.5 W.2.6 W.2.8	SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.2.3 SL.2.6	L.2.1f L.2.2e L.2.4c L.2.4e L.2.5a L.2.6

High Frequency Words	table, says, little, find, both, cold, long, green, we, eat
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### Focus Literacy Skills

<b>Foundation</b>	Phonics	Consonant blends with <i>r, l, s</i>
	Phonemic Awareness	Segment phonemes
	Fluency	Phrasing: Punctuation
<b>Comprehension Skills and Strategies</b>	Target Skill:	Story structure
	Target Strategy:	Visualize
	Supporting Skill	Author's word choice
<b>Language</b>	Vocabulary Strategies	Base words and endings <i>-ed, -ing</i>
	Domain-Specific Vocabulary	<i>community, diagram, suburb</i>
	Academic Vocabulary	<i>share, noticed, suddenly, bursting, noises, wonderful, quiet, sprinkled</i>
	Apply Vocabulary	Use a digital dictionary
	Grammar	Singular and plural nouns
<b>Writing</b>	Writing Mode	Narrative writing
	Writing Form	Personal story
	Focus Trait	Sentence fluency
	Write about reading	Performance task
<b>Speaking and Listening</b>	Read aloud	<i>Lester</i> -Recount the beginning, middle, end
	Skill	
<b>Spelling</b>	Principle	Consonant blends with <i>r, l, s</i>
	Words	Basic: <i>spin, clap, grade, swim, place, last, test, skin, drag, glide, just, stage</i> Review: <i>slip, drive</i> Challenge: <i>climb, price</i>



<b>Lesson Topic</b>	<b>6- Animal Homes</b>
Essential Question	What are animal homes like?
Anchor Text	<i>Animals Building Homes</i> (Informational text)
Paired Selection	<i>Whose Home is This?</i> (Informational text)

**Standards**

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
	RI.2.1 RI.2.4 RI.2.5 RI.2.9 RI.2.10	RF.2.3f RF.2.4a RF.2.4b	W.2.2 W.2.6 W.2.7 W.2.8	SL.2.1a SL.2.1b SL.2.1c SL.2.3 SL.2.4 SL.2.6	L.2.1a L.2.1b L.2.2d L.2.4a L.2.4b L.2.4e L.2.5a L.2.6

High Frequency Words	bear, work, animals, know, most, myself, sleep, second, three, she
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**Focus Literacy Skills**

<b>Foundation</b>	Phonics	Common final blends <i>nd, ng, nk, nt, ft, xt, mp</i>
	Phonemic Awareness	Identify phonemes
	Fluency	Expression
<b>Comprehension Skills and Strategies</b>	Target Skill:	Text and graphic features
	Target Strategy:	Question
	Supporting Skill	Using context
<b>Language</b>	Vocabulary Strategies	Base words and prefixes <i>un-, re-</i>
	Domain-Specific Vocabulary	<i>habitat, shelter, pasture</i>
	Academic Vocabulary	<i>beaks, break, deepest, hang, pond, shaped, winding, branches</i>
	Apply Vocabulary	Use a dictionary
	Grammar	More plural nouns
<b>Writing</b>	Writing Mode	Informative writing
	Writing Form	Informational paragraph
	Focus Trait	Ideas
	Write about reading	Performance task
<b>Speaking and Listening</b>	Read aloud	<i>City Life Is for the Birds-</i> Ask and answer questions to deepen understanding
	Skill	



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Montgomery County, PA

<b>Spelling</b>	Principle	Common final blends <i>nd, ng, nk, nt, ft, xt, mp</i>
	Words	Basic: <i>next, end, camp, sank, sing, drink, hunt, stand, long, stamp, pond, bring</i> Review: <i>jump, left</i> Challenge: <i>young, friend</i>



<b>Lesson Topic</b>	<b>7- Agriculture</b>
Essential Question	What can you learn from planting a garden?
Anchor Text	<i>The Ugly Vegetables</i> (Realistic fiction)
Paired Selection	<i>They Really Are GIANT!</i> (Informational text)

**Standards**

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.2.1	RI.2.4	RF.2.3f		SL.2.1a	L.2.2a
RL.2.2	RI.2.6	RF.2.4a		SL.2.1b	L.2.4a
RL.2.5	RI.2.7	RF.2.4b		SL.2.1c	L.2.4e
RL.2.7	RI.2.9	RF.2.4c		SL.2.2	L.2.5a
RL.2.10				SL.2.6	L.2.6

High Frequency Words	pictures, air, pretty, told, window, funny, try, he, cried, car
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**Focus Literacy Skills**

<b>Foundation</b>	Phonics	Double consonants and <i>ck</i> Double consonants (CVC)
	Phonemic Awareness	Sort phonemes Identify medial phonemes
	Fluency	Accuracy: Connected text
<b>Comprehension Skills and Strategies</b>	Target Skill:	Conclusions
	Target Strategy:	Analyze/evaluate
	Supporting Skill	Story structure
<b>Language</b>	Vocabulary Strategies	Homophones
	Domain-Specific Vocabulary	<i>nutrients, seedling, solar energy</i>
	Academic Vocabulary	<i>blooming, muscles, nodded, plain, scent, shovels, tough, wrinkled</i>
	Apply Vocabulary	Dictionary skills: Discuss example sentences (punctuation and style of sentences)
	Grammar	Proper nouns
<b>Writing</b>	Writing Mode	Informative writing
	Writing Form	Summary paragraph
	Focus Trait	Organization
	Write about reading	Performance task
<b>Speaking and Listening</b>	Read aloud	<i>Trouble in the Lily Garden</i> - Answer using complete sentences
	Skill	Communication



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<b>Spelling</b>	Principle	Double consonants and <i>ck</i>
	Words	Basic: <i>dress, spell, class, full, add, neck, stuck, kick, rock, black, trick, doll</i> Review: <i>will, off</i> Challenge: <i>across, pocket</i>





<b>Lesson Topic</b>	<b>8-Weather</b>
Essential Question	How can some storms be dangerous?
Anchor Text	<i>Super Storms</i> (Informational text)
Paired Selection	Weather Poems <i>"Night Drumming for Rain"</i> <i>"Who Has Seen the Wind"</i> <i>"Weather"</i> (Poetry)

**Standards**

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.2.4 RL.2.10	RI.2.1 RI.2.2 RI.2.3 RI.2.7 RI.2.10	RF.2.3e RF.2.3f RF.2.4a RF.2.4b	W.2.1 W.2.2 W.2.6 W.2.7	SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.2.3 SL.2.4 SL.2.6	L.2.2d L.2.4d L.2.4e L.2.5a L.2.6

High Frequency Words	few, people, eye, high, my, open, yellow, happy, starts, before
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**Focus Literacy Skills**

<b>Foundation</b>	Phonics	Consonant digraphs <i>th, sh, wh, ch, tch, ph</i> Base words and endings <i>-s, -ed, -ing</i>
	Phonemic Awareness	Substitute phonemes Syllables in spoken words
	Fluency	Rate
<b>Comprehension Skills and Strategies</b>	Target Skill:	Main ideas and details
	Target Strategy:	Visualize
	Supporting Skill	Cause and effect
<b>Language</b>	Vocabulary Strategies	Compound words
	Domain-Specific Vocabulary	<i>lightning, precipitation, water vapor</i>
	Academic Vocabulary	<i>flash, equal, damage, reach, pounding, prevent, beware, bend</i>
	Apply Vocabulary	Use a glossary
	Grammar	What is a verb?
<b>Writing</b>	Writing Mode	Informative writing
	Writing Form	Informational paragraph
	Focus Trait	Voice
	Write about reading	Performance task
<b>Speaking and Listening</b>	Read aloud	<i>Floods: Dangerous Waters-</i> Describe key details
	Skill	



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<b>Spelling</b>	Principle	Consonant digraphs <i>th, sh, wh, ch, tch</i>
	Words	Basic: <i>dish, than, chest, such, thin, push, shine, chase, white, while, these, flash</i> Review: <i>which, then</i> Challenge: <i>catch, thumb</i>



<b>Lesson Topic</b>	<b>9- Traditional Tales</b>
Essential Question	How can stories help you learn a lesson?
Anchor Text	<i>How Chipmunk Got His Stripes</i> (Folktale)
Paired Selection	<i>Why Rabbits Have Short Tails</i> (Traditional Tale)

### Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.2.1		RF.2.3e	W.2.1	SL.2.1a	L.2.1a
RL.2.2		RF.2.4a	W.2.5	SL.2.1b	L.2.1f
RL.2.3		RF.2.4b	W.2.7	SL.2.1c	L.2.4a
RL.2.4		RF.2.4c		SL.2.2	L.2.4e
RL.2.10				SL.2.6	L.2.5a
					L.2.6

High Frequency Words	kept, would, afraid, own, show, might, why, many, for, dark
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### Focus Literacy Skills

<b>Foundation</b>	Phonics	Base words and endings <i>-ed, -ing</i> CV syllable pattern
	Phonemic Awareness	Add phonemes Syllables in spoken words
	Fluency	Phrasing: Punctuation
<b>Comprehension Skills and Strategies</b>	Target Skill:	Understanding characters
	Target Strategy:	Summarize
	Supporting Skill	Author's word choice
<b>Language</b>	Vocabulary Strategies	Synonyms
	Domain-Specific Vocabulary	<i>tradition, culture, literature</i>
	Academic Vocabulary	<i>curled, direction, healed, height, toward, tunnel, tease, brag</i>
	Apply Vocabulary	Use a digital dictionary
	Grammar	Verbs in the present
<b>Writing</b>	Writing Mode	Informative writing
	Writing Form	Instructions
	Focus Trait	Ideas
	Write about reading	Performance task
<b>Speaking and Listening</b>	Read aloud	<i>On Thin Ice</i> - Recount key details
	Skill	Listen to compare and contrast
<b>Spelling</b>	Principle	<i>-ed, and -ing</i> endings
	Words	Basic: <i>liked, using, riding, chased, spilled, making, closed, hoping, baked, hiding, standing, asked</i> Review: <i>mixed, sleeping</i> Challenge: <i>teasing, knocking</i>



<b>Lesson Topic</b>	<b>10- Ocean Life</b>
Essential Question	What is special about animals that live in the ocean?
Anchor Text	<i>Jellies</i> (Informational text)
Paired Selection	<i>Splash Photography</i> (Informational text)

**Standards**

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
	RI.2.1 RI.2.6 RI.2.7 RI.2.8 RI.2.10	RF.2.4a RF.2.4c	W.2.1 W.2.2 W.2.5 W.2.6 W.2.7	SL.2.1a SL.2.1b SL.2.1c SL.2.3 SL.2.6	L.2.2c L.2.2e L.2.3a L.2.4c L.2.4e L.2.5a L.2.6

High Frequency Words	really, you, because, right, go, they, was, me, old, better
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**Focus Literacy Skills**

<b>Foundation</b>	Phonics	Contractions
	Phonemic Awareness	Add and delete phonemes
	Fluency	Stress
<b>Comprehension Skills and Strategies</b>	Target Skill:	Fact and opinion
	Target Strategy:	Monitor/clarify
	Supporting Skill	Author's purpose
<b>Language</b>	Vocabulary Strategies	Base words and suffixes <i>-er, -est</i>
	Domain-Specific Vocabulary	<i>oceanography, gulf, current</i>
	Academic Vocabulary	<i>decide, disgusting, drift, millions, simple, wrapped, choices, weaker</i>
	Apply Vocabulary	Use a Thesaurus
	Grammar	Verbs in the present, past, and future
<b>Writing</b>	Writing Mode	Informative writing
	Writing Form	Instructions
	Focus Trait	Word choice
	Write about reading	Performance task
<b>Speaking and Listening</b>	Read aloud	<i>Sharks on the Run!</i> - Ask for clarification; Ask and answer questions
	Skill	Have a conversation
<b>Spelling</b>	Principle	Contractions
	Words	Basic: <i>I'm, don't, isn't, can't, we'll, it's, I've, didn't, you're, that's, wasn't, you've</i> Review: <i>us, them</i> Challenge: <i>they're, wouldn't</i>



<b>Lesson Topic</b>	<b>11- Animal and Human Interactions</b>
Essential Question	How can people and animals help each other?
Anchor Text	<i>Click, Clack, Moo: Cows That Type</i> (Humorous fiction)
Paired Selection	<i>Talk About Smart Animals!</i> (Informational text)

**Standards**

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.2.1, RL.2.3 RL.2.4 RL.2.7 RL.2.10	RL.2.5 RL.2.10	RF.2.3c RF.2.3e RF.2.3f RF.2.4a RF.2.4b RF.2.4c	W.2.1 W.2.5	SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.2.3 SL.2.6	L.2.1b L.2.1f L.2.2b L.2.2c L.2.4b L.2.4e L.2.5a L.2.6

High Frequency Words	another, heard, some, kind, light, hard, more, grow, far, to
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**Focus Literacy Skills**

<b>Foundation</b>	Phonics	Base words and endings <i>-s, -es</i>
	Phonemic Awareness	Syllables in spoken words
	Fluency	Expression
<b>Comprehension Skills and Strategies</b>	Target Skill:	Conclusions
	Target Strategy:	Infer/predict
	Supporting Skill	Author's word choice
<b>Language</b>	Vocabulary Strategies	Prefixes <i>pre-</i> and <i>mis-</i>
	Domain-Specific Vocabulary	<i>notify, announce, companion</i>
	Academic Vocabulary	<i>problem, impossible, understood, impatient, furious, demand, gathered, believe</i>
	Apply Vocabulary	Guide words
	Grammar	Compound sentences
<b>Writing</b>	Writing Mode	Opinion writing
	Writing Form	Persuasive letter
	Focus Trait	Ideas
	Write about reading	Performance task
<b>Speaking and Listening</b>	Read aloud	<i>Don't Play Cards with a Dog in the Room!</i> - Answer questions to deepen understanding
	Skill	Class discussion



# School District of Springfield Township

Montgomery County, PA

<b>Spelling</b>	Principle	Base words with endings <i>-s, -es</i>
	Words	Basic: <i>hens, eggs, ducks, bikes, boxes, wishes, dresses, names, bells, stamps, dishes, grapes</i> Review: <i>jets, frogs</i> Challenge: <i>stitches, fences</i>



<b>Lesson Topic</b>	<b>12- Music</b>
Essential Question	What are different ways to enjoy music?
Anchor Text	<i>Ah! Music!</i> (Informational text)
Paired Selection	" <i>There's a Hole at the Bottom of the Sea</i> " (Song)

### Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.2.4	RI.2.1 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.10	RF.2.3a RF.2.3b RF.2.3c RF.2.3f RF.2.4a RF.2.4b	W.2.1 W.2.5 W.2.8	SL.2.1a SL.2.1b SL.2.1c SL.2.3 SL.2.6	L.2.1f L.2.2a L.2.2d L.2.4a L.2.4e L.2.5a L.2.6

High Frequency Words	along, against, someone, night, part, morning, hold, bird, different, girl
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### Focus Literacy Skills

<b>Foundation</b>	Phonics	Vowel digraphs <i>ai, ay</i>
	Phonemic Awareness	Substitute phonemes
	Fluency	Rate: Adjust rate to purpose
<b>Comprehension Skills and Strategies</b>	Target Skill:	Text and graphic features
	Target Strategy:	Question
	Supporting Skill	Fact and opinion
<b>Language</b>	Vocabulary Strategies	Idioms
	Domain-Specific Vocabulary	<i>pitch, percussion, creativity</i>
	Academic Vocabulary	<i>vibration, concentrate, relieved, creative, performance, tune, expression, volume</i>
	Apply Vocabulary	Use a digital dictionary
	Grammar	Expanding/rearranging compound sentences
<b>Writing</b>	Writing Mode	Opinion writing
	Writing Form	Opinion paragraph
	Focus Trait	Voice
	Write about reading	Performance task
<b>Speaking and Listening</b>	Read aloud	<i>Music in the Snow</i> - Identify story structure, understanding characters, character motives
	Skill	
<b>Spelling</b>	Principle	Words with <i>ai, ay</i>
	Words	Basic: <i>pay, wait, paint, train, pail, clay, tray, plain, stain, hay, gray, away</i> Review: <i>stay, day</i> Challenge: <i>raisin, birthday</i>



<b>Lesson Topic</b>	<b>13-School Differences</b>
Essential Question	How are some schools different from each other?
Anchor Text	<i>Schools Around the World</i> (Informational text)
Paired Selection	<i>An American School</i> (Informational text)

### Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
	RI.2.1 RI.2.2 RI.2.5 RI.2.6 RI.2.7 RI.2.10	RF.2.3a RF.2.3b RF.2.3c RF.2.4a RF.2.4b RF.2.4c	W.2.1 W.2.2 W.2.5 W.2.7	SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.2.3 SL.2.4 SL.2.6	L.2.2d L.2.3a L.2.4e L.2.5a L.2.6

High Frequency Words	story, world, about, everything, first, store, her, two, slowly, of
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### Focus Literacy Skills

<b>Foundation</b>	Phonics	Vowel digraphs <i>ee, ea</i>
	Phonemic Awareness	Match phonemes
	Fluency	Accuracy: Self-correct
<b>Comprehension Skills and Strategies</b>	Target Skill:	Main idea and details
	Target Strategy:	Analyze/evaluate
	Supporting Skill	Text and graphic features
<b>Language</b>	Vocabulary Strategies	Using a dictionary
	Domain-Specific Vocabulary	<i>education, public, schedule, tutor</i>
	Academic Vocabulary	<i>culture, community, languages, transportation, subjects, lessons, special, wear</i>
	Apply Vocabulary	Use a glossary
	Grammar	Quotation marks
<b>Writing</b>	Writing Mode	Opinion writing
	Writing Form	Persuasive paragraph
	Focus Trait	Word choice
	Write about reading	Performance task
<b>Speaking and Listening</b>	Read aloud	<i>One-Room Schoolhouse</i> - Answer in complete sentences
	Skill	Summarizing
<b>Spelling</b>	Principle	Words with <i>ee, ea</i>
	Words	Basic: <i>free, teach, teeth, please, beach, wheel, team, speak, sneeze, sheep, meaning, weave</i> Review: <i>eat, read</i> Challenge: <i>between, reason</i>





<b>Lesson Topic</b>	<b>14- Special Ways to Communicate</b>
Essential Question	How can you communicate in different ways?
Anchor Text	<i>Helen Keller-</i> (Biography)
Paired Selection	<i>Talking Tools-</i> (Informational text)

**Standards**

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.2.1	RI.2.1 RI.2.2 RI.2.3 RI.2.5 RI.2.6 RI.2.7 RI.2.9 RI.2.10	RF.2.3a RF.2.3b RF.2.3c RF.2.3e RF.2.3f RF.2.4a RF.2.4c	W.2.1 W.2.6 W.2.7	SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.2.3 SL.2.5 SL.2.6	L.2.2a L.2.4e L.2.5a L.2.6

High Frequency Words	front, hair, warm, started, stories, never, all, food, sky, party
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**Focus Literacy Skills**

<b>Foundation</b>	Phonics	Long <i>o</i> ( <i>o, oa, ow</i> )
	Phonemic Awareness	Segment phonemes
	Fluency	Natural pauses
<b>Comprehension Skills and Strategies</b>	Target Skill:	Author's purpose
	Target Strategy:	Summarize
	Supporting Skill	Genre: Biography
<b>Language</b>	Vocabulary Strategies	Suffix <i>-ly</i>
	Domain-Specific Vocabulary	<i>nonverbal, communicate, visual</i>
	Academic Vocabulary	<i>curious, imitated, knowledge, motion, silence, illness, darkness, behavior</i>
	Apply Vocabulary	Use a dictionary
	Grammar	Using proper nouns
<b>Writing</b>	Writing Mode	Opinion writing
	Writing Form	Persuasive essay
	Focus Trait	Ideas
	Write about reading	Performance task
<b>Speaking and Listening</b>	Read aloud	<i>Whale of a Lesson-</i> describe key ideas
	Skill	
<b>Spelling</b>	Principle	Long <i>o</i> ( <i>o, oa, ow</i> )
	Words	Basic: <i>own, most, soap, float, both, know, loan, goat, flow, loaf, throw, coach</i> Review: <i>so, grow</i> Challenge: <i>swallow, ocean</i>



<b>Lesson Topic</b>	<b>15-Personal Safety</b>
Essential Question	Why is it important to follow safety rules?
Anchor Text	<i>Officer Buckle and Gloria</i> (Humorous fiction)
Paired Selection	<i>Safety at Home</i> (Readers theater)

**Standards**

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.2.1 RL.2.2 RL.2.3 RL.2.6 RL.2.7 RL.2.10	RI.2.7	RF.2.3a RF.2.3f RF.2.4a RF.2.4b RF.2.4c	W.2.1 W.2.5 W.2.6	SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.2.3 SL.2.4 SL.2.6	L.2.1f L.2.4c L.2.5a L.2.6

High Frequency Words	ever, care, thought, over, off, small, new, book, live, after
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**Focus Literacy Skills**

<b>Foundation</b>	Phonics	Compound words Schwa vowel sound
	Phonemic Awareness	Syllables in spoken words
	Fluency	Accuracy: Connected text
<b>Comprehension Skills and Strategies</b>	Target Skill:	Cause and effect
	Target Strategy:	Monitor/clarify
	Supporting Skill	Humor
<b>Language</b>	Vocabulary Strategies	Root words
	Domain-Specific Vocabulary	<i>risk, protection, hazard, inform</i>
	Academic Vocabulary	<i>attention, buddy, obeys, speech, enormous, safety, shocked, station</i>
	Apply Vocabulary	Determine pronunciation
	Grammar	Abbreviations
<b>Writing</b>	Writing Mode	Opinion writing
	Writing Form	Persuasive essay
	Focus Trait	Organization
	Write about reading	Performance task
<b>Speaking and Listening</b>	Read aloud	<i>Adventures at Scout Camp</i> - Ask questions to clarify comprehension
	Skill	Retell or summarize



# School District of Springfield Township

Montgomery County, PA

<b>Spelling</b>	Principle	Compound words
	Words	Basic: <i>cannot, pancake, maybe, baseball, playground, someone, myself, classroom, sunshine, outside, upon, nothing</i> Review: <i>into, inside</i> Challenge: <i>nobody, everywhere</i>



<b>Lesson Topic</b>	<b>16-Helping Others</b>
Essential Question	How can helping others make you feel good?
Anchor Text	<i>Mr. Tanen's Tie Trouble</i> (Realistic fiction)
Paired Selection	<i>The Jefferson Daily News</i> (Informational text)

### Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.2.1 RL.2.3 RL.2.5 RL.2.7 RL.2.10	RI.2.5 RI.2.10	RF.2.3a RF.2.3b RF.2.3c RF.2.3e RF.2.3f RF.2.4a RF.2.4b	W.2.2 W.2.3 W.2.5	SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.2.4 SL.2.5 SL.2.6	L.2.1c L.2.2d L.2.4e L.2.5a L.2.6

High Frequency Words	gone, said, something, fly, also, saw, look, horse, river, have
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### Focus Literacy Skills

<b>Foundation</b>	Phonics	Base words and endings <i>-ed, -ing</i>
	Phonemic Awareness	Syllables in spoken words
	Fluency	Rate
<b>Comprehension Skills and Strategies</b>	Target Skill:	Story structure
	Target Strategy:	Infer/predict
	Supporting Skill	Understanding characters
<b>Language</b>	Vocabulary Strategies	Homographs
	Domain-Specific Vocabulary	<i>duties, citizen, responsibility</i>
	Academic Vocabulary	<i>received, account, budget, disappointed, chuckled, staring, repeated, fund</i>
	Apply Vocabulary	Use a digital dictionary
	Grammar	Pronouns
<b>Writing</b>	Writing Mode	Narrative writing
	Writing Form	Story paragraph
	Focus Trait	Ideas
	Write about reading	Performance task
<b>Speaking and Listening</b>	Read aloud	<i>A Better Way to Save</i> -Recount characters and plot details
	Skill	
<b>Spelling</b>	Principle	Base words with endings <i>-ed, -ing</i>
	Words	Basic: <i>running, clapped, stopped, hopping, batted, selling, pinned, cutting, sitting, rubbed, missed, grabbed</i> Review: <i>mixed, going</i> Challenge: <i>wrapped, swelling</i>



<b>Lesson Topic</b>	<b>17-Never Give Up</b>
Essential Question	Why is it important to keep trying even if something is difficult to do?
Anchor Text	<i>Luke Goes to Bat</i> (Realistic fiction)
Paired Selection	<i>Jackie Robinson</i> (Informational text)

**Standards**

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.2.1 RL.2.2 RL.2.3 RL.2.7 RL.2.10	RI.2.6	RF.2.3a RF.2.3b RF.2.3c RF.2.3f RF.2.4a RF.2.4b RF.2.4c	W.2.1 W.2.3 W.2.5	SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.2.4 SL.2.6	L.2.3a L.2.4a L.2.4d L.2.4e L.2.5a L.2.6

High Frequency Words	doing, sure, else, turned, blue, room, teacher, any, studied, carry
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**Focus Literacy Skills**

<b>Foundation</b>	Phonics	Long <i>i</i> ( <i>i, igh, ie, y</i> )
	Phonemic Awareness	Segment phonemes
	Fluency	Stress
<b>Comprehension Skills and Strategies</b>	Target Skill:	Sequence of events
	Target Strategy:	Visualize
	Supporting Skill	Formal and informal language
<b>Language</b>	Vocabulary Strategies	Antonyms
	Domain-Specific Vocabulary	<i>determined, morals, respect</i>
	Academic Vocabulary	<i>practice, hurried, position, roared, extra, curb, cheered, final</i>
	Apply Vocabulary	Multiple entries
	Grammar	Subject-verb agreement
<b>Writing</b>	Writing Mode	Narrative writing
	Writing Form	Story paragraph
	Focus Trait	Voice
	Write about reading	Performance task
<b>Speaking and Listening</b>	Read aloud	<i>And the Crowd Roared!</i> - Use complete sentences to answer questions
	Skill	
<b>Spelling</b>	Principle	Long <i>i</i> , ( <i>i, igh, y</i> )
	Words	Basic: <i>night, kind, spy, child, light, find, right, high, wild, July, fry, sigh</i> Review: <i>by, why</i> Challenge: <i>behind, lightning</i>



<b>Lesson Topic</b>	<b>18-Reading and Writing</b>
Essential Question	Why are reading and writing important?
Anchor Text	<i>My Name is Gabriela</i> (Biography)
Paired Selection	<i>Poems About Reading and Writing</i> (Poetry)

**Standards**

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.2.4	RI.2.1 RI.2.5 RI.2.6 RI.2.7 RI.2.10	RF.2.3b RF.2.3e RF.2.3f RF.2.4a RF.2.4b	W.2.1 W.2.3 W.2.5	SL.2.1a SL.2.1b SL.2.2 SL.2.3 SL.2.4 SL.2.6	L.2.1d L.2.4e L.2.5a L.2.6

High Frequency Words	words, mother, friends, under, draw, watch, always, soon, anything, been
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**Focus Literacy Skills**

<b>Foundation</b>	Phonics	Long <i>e</i> sound for <i>y</i> Changing <i>y</i> to <i>i</i>
	Phonemic Awareness	Blending phonemes Identify sound placement
	Fluency	Expression
<b>Comprehension Skills and Strategies</b>	Target Skill:	Understanding characters
	Target Strategy:	Analyze/evaluate
	Supporting Skill	Author's word choice
<b>Language</b>	Vocabulary Strategies	Suffixes <i>-y</i> and <i>-ful</i>
	Domain-Specific Vocabulary	<i>print, journalist, exchange, publish</i>
	Academic Vocabulary	<i>accepted, express, fluttering, grand, pretend, prize, wonder, taught</i>
	Apply Vocabulary	Use a dictionary
	Grammar	The verb <i>be</i>
<b>Writing</b>	Writing Mode	Narrative writing
	Writing Form	Descriptive paragraph
	Focus Trait	Word choice
	Write about reading	Performance task
<b>Speaking and Listening</b>	Read aloud	<i>Doctor Salk's Treasure</i> - Describe key details
	Skill	Share an experience
<b>Spelling</b>	Principle	Long <i>e</i> spelled <i>y</i>
	Words	Basic: <i>happy, pretty, baby, very, puppy, funny, carry, lucky, only, sunny, penny, city</i> Review: <i>tiny, many</i> Challenge: <i>sorry, noisy</i>



<b>Lesson Topic</b>	<b>19-Signs</b>
Essential Question	How are signs helpful?
Anchor Text	<i>The Signmaker's Assistant</i> (Humorous fiction)
Paired Selection	<i>The Trouble with Signs</i> (Play)

### Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.2.1 RL.2.3 RL.2.6 RL.2.7 RL.2.10	RI.2.1	RF.2.3b RF.2.3c RF.2.3e RF.2.3f RF.2.4a RF.2.4c	W.2.1 W.2.3 W.2.5	SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.2.6	L.2.2b L.2.2d L.2.4e L.2.5a L.2.5b L.2.6

High Frequency Words	didn't, I'll, please, talk, good, is, are, baby, too, sound
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### Focus Literacy Skills

<b>Foundation</b>	Phonics	Words with <i>ar</i>
	Phonemic Awareness	Substitute phonemes
	Fluency	Phrasing: Punctuation
<b>Comprehension Skills and Strategies</b>	Target Skill:	Text and graphic features
	Target Strategy:	Question
	Supporting Skill	Point of view
<b>Language</b>	Vocabulary Strategies	Shades of meaning
	Domain-Specific Vocabulary	<i>advertise, announcement, post, beacon</i>
	Academic Vocabulary	<i>assistant, agreed, polite, failed, tearing, wisdom, trouble, cleared</i>
	Apply Vocabulary	Use a glossary
	Grammar	Commas in dates and places
<b>Writing</b>	Writing Mode	Narrative writing
	Writing Form	Fictional story
	Focus Trait	Organization
	Write about reading	Performance task
<b>Speaking and Listening</b>	Read aloud	<i>Wild Friends, Wow!</i> - Ask questions to clarify comprehension
	Skill	Following directions
<b>Spelling</b>	Principle	Words with <i>ar</i>
	Words	Basic: <i>car, dark, arm, star, park, yard, party, hard, farm, start, part, spark</i> Review: <i>art, jar</i> Challenge: <i>carpet, apartment</i>



<b>Lesson Topic</b>	<b>20- Heroic Contributions</b>
Essential Question	What makes someone a hero?
Anchor Text	<i>Dex: The Heart of a Hero (Fantasy)</i>
Paired Selection	<i>Heroes Then and Now (Informational text)</i>

### Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.2.1	RI.2.5	RF.2.3f	W.2.1	SL.2.1a	L.2.1c
RL.2.3	RI.2.6	RF.2.4a	W.2.3	SL.2.1b	L.2.2d
RL.2.4	RI.2.7	RF.2.4b	W.2.5	SL.2.1c	L.2.2e
RL.2.5	RI.2.9		W.2.6	SL.2.2	L.2.4b
RL.2.7			W.2.8	SL.2.4	L.2.4e
RL.2.10				SL.2.6	L.2.5a
					L.2.6

High Frequency Words	being, ready, I've, tall, stood, very, ground, laugh, begins, flower
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### Focus Literacy Skills

<b>Foundation</b>	Phonics	Words with r-controlled vowels <i>or, ore</i>
	Phonemic Awareness	Substitute phonemes
	Fluency	Intonation
<b>Comprehension Skills and Strategies</b>	Target Skill:	Compare and contrast
	Target Strategy:	Monitor/clarify
	Supporting Skill	Figurative language
<b>Language</b>	Vocabulary Strategies	Prefix <i>over-</i>
	Domain-Specific Vocabulary	<i>charity, grant, improve, figure</i>
	Academic Vocabulary	<i>depended, overlooked, sprang, studied, gazing, hero, exercise, sore</i>
	Apply Vocabulary	Dictionary skills: Discuss example sentences (punctuation and style of sentences)
	Grammar	Commas in a series
<b>Writing</b>	Writing Mode	Narrative writing
	Writing Form	Fictional story
	Focus Trait	Organization
	Write about reading	Performance task
<b>Speaking and Listening</b>	Read aloud	<i>Ordinary Heroes-</i> Answer questions to clarify understanding
	Skill	Compare and contrast





# School District of Springfield Township

Montgomery County, PA

<b>Spelling</b>	Principle	<i>r</i> -controlled vowels <i>or, ore</i>
	Words	Basic: <i>horn, story, fork, score, store, corn, morning, shore, short, born, tore, forget</i> Review: <i>for, more</i> Challenge: <i>report, force</i>



<b>Lesson Topic</b>	<b>21- Animal Development</b>
Essential Question	How do animals care for their young?
Anchor Text	<i>Penguin Chick</i> (Narrative nonfiction)
Paired Selection	<i>Emperor Penguins</i> (Informational text)

### Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
	RI. 2.1 RI. 2.2 RI. 2.3 RI. 2.4 RI. 2.5 RI. 2.6 RI. 2.7 RI. 2.9 RI. 2.10	RF. 2.3d RF. 2.4a	W.2.2 W.2.5 W.2.7 W.2.8	SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.2.3 SL.2.5 SL.2.6	L.2.1c L.2.2d L.2.4e L.2.5a L.2.6

High Frequency Words	nothing, move, across, took, house, voice, behind, one, how, out
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### Focus Literacy Skills

<b>Foundation</b>	Phonics	Words with <i>er</i> Words with <i>ir, ur</i>
	Phonemic Awareness	Substitute phonemes
	Fluency	Phrasing: Natural pauses
<b>Comprehension Skills and Strategies</b>	Target Skill:	Main ideas and details
	Target Strategy:	Infer/predict
	Supporting Skill	Cause and effect
<b>Language</b>	Vocabulary Strategies	Dictionary entry
	Domain-Specific Vocabulary	<i>development, life cycle, shelter, climate</i>
	Academic Vocabulary	<i>finally, junior, otherwise, slippery, steer, waterproof, webbed, whistle</i>
	Apply Vocabulary	Use a thesaurus
	Grammar	What is an adjective?
<b>Writing</b>	Writing Mode	Informative writing
	Writing Form	Problem-solution paragraph
	Focus Trait	Word choice
	Write about reading	Performance task
<b>Speaking and Listening</b>	Read aloud	<i>From Duckling to Duck</i> -describe key ideas and details
	Skill	



# School District of Springfield Township

Montgomery County, PA

<b>Spelling</b>	Principle	Words with <i>er</i>
	Words	Basic: <i>father, over, under, herd, water, verb, paper, cracker, offer, cover, germ, master</i> Review: <i>fern, ever</i> Challenge: <i>remember, feather</i>



<b>Lesson Topic</b>	<b>22- Following Directions</b>
Essential Question	How do friends help each other?
Anchor Text	<i>Gloria Who Might Be My Best Friend</i> (Realistic fiction)
Paired Selection	<i>How to Make a Kite</i> (Informational text)

### Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.2.1	RI.2.3	RF.2.3e	W.2.1	SL.2.1a	L.2.1e
RL.2.3	RI.2.5	RF.2.3f	W.2.2	SL.2.1b	L.2.1f
RL.2.4	RI.2.10	RF.2.4a	W.2.5	SL.2.1c	L.2.4a
RL.2.6		RF.2.4b		SL.2.3	L.2.4e
RL.2.7		RF.2.4c		SL.2.4	L.2.5a
RL.2.10				SL.2.5	L.2.5b
				SL.2.6	L.2.6

High Frequency Words	floor, toward, what's, found, boy, everyone, field, does, their, into
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### Focus Literacy Skills

<b>Foundation</b>	Phonics	Homophones Base words and endings <i>-er, -est</i>
	Phonemic Awareness	Rhyme and meaning Syllables in spoken words
	Fluency	Accuracy: self-correct
<b>Comprehension Skills and Strategies</b>	Target Skill:	Understanding characters
	Target Strategy:	Question
	Supporting Skill	Figurative language
<b>Language</b>	Vocabulary Strategies	Figurative language/idioms
	Domain-Specific Vocabulary	<i>force, flight, pressure</i>
	Academic Vocabulary	<i>lonely, seriously, copy, heavily, planning, answered, guessed, knot</i>
	Apply Vocabulary	Use a dictionary
	Grammar	Using adjectives
<b>Writing</b>	Writing Mode	Informative writing
	Writing Form	Compare and contrast paragraph
	Focus Trait	Organization
	Write about reading	Performance task
<b>Speaking and Listening</b>	Read aloud	<i>The Middle Seat</i> –Ask questions to clarify comprehension
	Skill	Explain a procedure



# School District of Springfield Township

Montgomery County, PA

<b>Spelling</b>	Principle	Homophones
	Words	Basic: <i>meet, meat, week, weak, mane, main, tail, tale, be, bee, too, two</i> Review: <i>sea, see</i> Challenge: <i>threw, through</i>



<b>Lesson Topic</b>	<b>23- Visual Arts</b>
Essential Question	How is art connected to the past?
Anchor Text	<i>The Goat in the Rug</i> (Narrative nonfiction)
Paired Selection	<i>Basket Weaving</i> (Informational text)

**Standards**

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
	RI.2.1 RI.2.2 RI.2.3 RI.2.7 RI.2.9 RI.2.10	RF.2.3d RF.2.3e RF.2.3f RF.2.4a RF.2.4b	W.2.2 W.2.5	SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	L.2.1d L.2.2d L.2.4c L.2.4d L.2.4e L.2.5a L.2.6

High Frequency Words	know, idea, though, down, four, give, great, large, write, coming
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**Focus Literacy Skills**

<b>Foundation</b>	Phonics	Suffixes <i>-y, -ly, -ful</i> Final stable syllables <i>-tion, -ture</i>
	Phonemic Awareness	Syllables in spoken words
	Fluency	Rate: Adjust rate to purpose
<b>Comprehension Skills and Strategies</b>	Target Skill:	Conclusions
	Target Strategy:	Summarize
	Supporting Skill	Sequence of events
<b>Language</b>	Vocabulary Strategies	Compound words
	Domain-Specific Vocabulary	<i>craft, fiber, loom, textile</i>
	Academic Vocabulary	<i>sharpening, spinning, strands, weave, yarn, dye, duplicated, delicious</i>
	Apply Vocabulary	Use a glossary
	Grammar	Irregular verbs
<b>Writing</b>	Writing Mode	Informative writing
	Writing Form	Informational paragraph
	Focus Trait	Word choice
	Write about reading	Performance task
<b>Speaking and Listening</b>	Read aloud	<i>Nothing But a Quilt</i> -Recount most important details
	Skill	



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<b>Spelling</b>	Principle	Suffixes <i>-ly, -ful</i>
	Words	Basic: <i>helpful, sadly, hopeful, thankful, slowly, wishful, kindly, useful, safely, painful, mouthful, weakly</i> Review: <i>jumped, saying</i> Challenge: <i>quickly, wonderful</i>



<b>Lesson Topic</b>	<b>24- Traditional Stories</b>
Essential Question	Why are some stories told over and over again?
Anchor Text	<i>Half-Chicken</i> (Folktale)
Paired Selection	<i>The Lion and The Mouse</i> (Traditional tale)

**Standards**

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.2.1		RF.2.3d	W.2.2	SL.2.1a	L.2.1d
RL.2.2		RF.2.3e	W.2.5	SL.2.1b	L.2.1f
RL.2.3		RF.2.3f	W.2.8	SL.2.1c	L.2.2d
RL.2.6		RF.2.4a		SL.2.3	L.2.4e
RL.2.7		RF.2.4b		SL.2.4	L.2.5a
RL.2.9				SL.2.5	L.2.6
RL.2.10				SL.2.6	

High Frequency Words	earth, away, brothers, brown, without, here, learning, began, surprised, there
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**Focus Literacy Skills**

<b>Foundation</b>	Phonics	Prefixes <i>re-, un-, over-, pre-, mis-</i> Silent consonants
	Phonemic Awareness	Syllables in spoken words Segment phonemes
	Fluency	Expression
<b>Comprehension Skills and Strategies</b>	Target Skill:	Cause and effect
	Target Strategy:	Visualize
	Supporting Skill	Point of view
<b>Language</b>	Vocabulary Strategies	Antonyms
	Domain-Specific Vocabulary	<i>customs, classic, honor, myth</i>
	Academic Vocabulary	<i>tumbling, flung, tangled, empty, peacefully, stream, blazed, swift</i>
	Apply Vocabulary	Determine part of speech
	Grammar	Irregular action verbs
<b>Writing</b>	Writing Mode	Informative writing
	Writing Form	Research report
	Focus Trait	Ideas
	Write about reading	Performance task
<b>Speaking and Listening</b>	Read aloud	<i>Tiger in the Water: A Folktale from Malaysia</i> -Answer questions to deepen understanding
	Skill	Compare and contrast





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<b>Spelling</b>	Principle	Prefixes <i>re-</i> , <i>un-</i>
	Words	Basic: <i>unhappy, retell, untangle, unkind, repaint, refill, unlike, remake, unpack, reread, unlock, replay</i> Review: <i>read, happy</i> Challenge: <i>rewrite, overheard</i>



<b>Lesson Topic</b>	<b>25- Life Cycles</b>
Essential Question	How do plants grow and change?
Anchor Text	<i>From Seed to Plant</i> (Informational text)
Paired Selection	<i>Super Soil</i> (Informational text)

### Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
	RI.2.1	RF.2.3d	W.2.2	SL.2.1a	L.2.1d
	RI.2.3	RF.2.3e	W.2.5	SL.2.1b	L.2.2d
	RI.2.5	RF.2.3f	W.2.6	SL.2.1c	L.2.4a
	RI.2.6	RF.2.4a	W.2.7	SL.2.2	L.2.4e
	RI.2.7			SL.2.3	L.2.5a
	RI.2.10			SL.2.6	L.2.6

High Frequency Words	through, young, leaves, ball, our, done, hear, learn, were, only
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### Focus Literacy Skills

<b>Foundation</b>	Phonics	Words with <i>au, aw, al, o, a</i>
	Phonemic Awareness	Substitute phonemes
	Fluency	Phrasing: Punctuation
<b>Comprehension Skills and Strategies</b>	Target Skill:	Text and graphic features
	Target Strategy:	Monitor/clarify
	Supporting Skill	Cause and effect
<b>Language</b>	Vocabulary Strategies	Using context
	Domain-Specific Vocabulary	<i>process, bud, sprout</i>
	Academic Vocabulary	<i>pod, soak, shoot, root, nutrition, tasty, soften, grain</i>
	Apply Vocabulary	Use a digital dictionary
	Grammar	More irregular action verbs
<b>Writing</b>	Writing Mode	Informative writing
	Writing Form	Research report
	Focus Trait	Voice
	Write about reading	Performance task
<b>Speaking and Listening</b>	Read aloud	<i>Johnny Appleseed and His Apples</i>
	Skill	Following directions in a procedure
<b>Spelling</b>	Principle	Words with <i>aw, al, o</i>
	Words	Basic: <i>tall, saw, dog, draw, call, fall, soft, paw, ball, yawn, log, small</i> Review: <i>all, walk</i> Challenge: <i>awful, wallpaper</i>



<b>Lesson Topic</b>	<b>26- Life Cycles</b>
Essential Question	How do some animals change as they grow?
Anchor Text	<i>The Mysterious Tadpole</i> (Fantasy)
Paired Selection	<i>From Eggs to Frogs</i> (Informational text)

**Standards**

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.2.1	RI.2.6	RF.2.3d	W.2.1	SL.2.1a	L.2.1f
RL.2.3	RI.2.7	RF.2.3f	W.2.2	SL.2.1b	L.2.2c
RL.2.5	RI.2.10	RF.2.4a	W.2.5	SL.2.2	L.2.4e
RL.2.6		RF.2.4b	W.2.7	SL.2.6	L.2.5a
RL.2.10		RF.2.4c	W.2.8		L.2.6

High Frequency Words	every, ago, won't now, follow, head, don't, goes, again, alone
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**Focus Literacy Skills**

<b>Foundation</b>	Phonics	Words with <i>oo, ew, ue, ou</i>
	Phonemic Awareness	Segment phonemes
	Fluency	Accuracy: Connected text
<b>Comprehension Skills and Strategies</b>	Target Skill:	Story structure
	Target Strategy:	Infer/predict
	Supporting Skill	Conclusions
<b>Language</b>	Vocabulary Strategies	Multiple-meaning words
	Domain-Specific Vocabulary	<i>larva, biology, organism</i>
	Academic Vocabulary	<i>confused, ordinary, control, sensible, suspiciously, training, cage, upset</i>
	Apply Vocabulary	Pronunciation
	Grammar	Contractions
<b>Writing</b>	Writing Mode	Opinion writing
	Writing Form	Response poem
	Focus Trait	Word choice
	Write about reading	Performance task
<b>Speaking and Listening</b>	Read aloud	<i>Diego's Double Surprise</i> -Recount key elements
	Skill	Cooperative storytelling
<b>Spelling</b>	Principle	Words <i>ew, oo, ou</i>
	Words	Basic: <i>root, crew, spoon, few, bloom, grew, room, you, stew, boost, scoop, flew</i> Review: <i>zoo, noon</i> Challenge: <i>shampoo, balloon</i>



<b>Lesson Topic</b>	<b>27- Fossils</b>
Essential Question	How can you learn about animals who lived long ago?
Anchor Text	<i>The Dog That Dug for Dinosaurs-</i> (Biography)
Paired Selection	<i>La Brea Tar Pits-</i> (Informational text)

**Standards**

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.2.1	RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.6 RI.2.7 RI.2.8 RI.2.10	RF.2.2.3a RF.2.3d RF.2.3e RF.2.3f RF.2.4a	W.2.1 W.2.2 W.2.5 W.2.6 W.2.7 W.2.8	SL.2.1a SL.2.1b SL.2.3 SL.2.6	L.2.1d L.2.1e L.2.1f L.2.4e

High Frequency Words	buy, father, called, town, even, maybe, where, water, outside, tomorrow
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**Focus Literacy Skills**

<b>Foundation</b>	Phonics	Words with <i>oo</i> ( <i>book</i> )
	Phonemic Awareness	Match phonemes Add a phoneme
	Fluency	Intonation
<b>Comprehension Skills and Strategies</b>	Target Skill:	Fact and opinion
	Target Strategy:	Question
	Supporting Skill	Author's purpose
<b>Language</b>	Vocabulary Strategies	Shades of meaning
	Domain-Specific Vocabulary	<i>impression, remains, organic, material</i>
	Academic Vocabulary	<i>discovered, guard, remove, souvenirs, amazed, explained, exact, growled</i>
	Apply Vocabulary	Use a dictionary
	Grammar	What is an adverb?
<b>Writing</b>	Writing Mode	Opinion writing
	Writing Form	Opinion paragraph
	Focus Trait	Organization
	Write about reading	Performance task
<b>Speaking and Listening</b>	Read aloud	<i>Epperson's Icicle-</i> ask and answer questions to clarify comprehension
	Skill	



# School District of Springfield Township

Montgomery County, PA

<b>Spelling</b>	Principle	Words with <i>oo</i> ( <i>book</i> )
	Words	Basic: <i>took, books, foot, hoof, cook, nook, hood, wood, stood, shook, crook, cookbook</i> Review: <i>look, good</i> Challenge: <i>towel, pounce</i>



<b>Lesson Topic</b>	<b>28-Traditional Stories</b>
Essential Question	What can you learn from reading a fairy tale?
Anchor Text	<i>Yeh-Shen</i> (Fairytale)
Paired Selection	<i>Cinderella</i> (Fairytale)

### Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.2.1 RL.2.2 RL.2.3e RL.2.3f RL.2.4a RL.2.4c			W.2.1 W.2.6 W.2.7	SL.2.1a SL.2.1b SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	L.2.1d L.2.2c L.2.2d L.2.4e L.2.5a L.2.6

High Frequency Words	want, while, falling, enough, lived, loved, should, happened, sorry, above
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### Focus Literacy Skills

<b>Foundation</b>	Phonics	Vowel diphthongs <i>ow, ou</i>
	Phonemic Awareness	Blend phonemes
	Fluency	Phrasing: Natural pauses
<b>Comprehension Skills and Strategies</b>	Target Skill:	Sequence of events
	Target Strategy:	Analyze/evaluate
	Supporting Skill	Compare and contrast
<b>Language</b>	Vocabulary Strategies	Classify/categorize
	Domain-Specific Vocabulary	<i>oral tradition, multicultural, generation</i>
	Academic Vocabulary	<i>served, overjoyed, valuable, worn, concealed, glimmering, content, task</i>
	Apply Vocabulary	Part of speech
	Grammar	Possessive nouns
<b>Writing</b>	Writing Mode	Opinion writing
	Writing Form	Response paragraph
	Focus Trait	Ideas
	Write about reading	Performance task
<b>Speaking and Listening</b>	Read aloud	<i>Cinderella Stories</i>
	Skill	Retelling a story
<b>Spelling</b>	Principle	Words with <i>ow, ou</i>
	Words	Basic: <i>cow, house, town, shout, down, mouse, found, loud, brown, ground, pound, flower</i> Review: <i>out, now</i> Challenge: <i>towel, pounce</i>



<b>Lesson Topic</b>	<b>29- Traditional Stories</b>
Essential Question	What good things happen when people work together?
Anchor Text	<i>Two of Everything</i> (Folktale)
Paired Selection	<i>Stone Soup</i> ( Traditional tale)

**Standards**

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.2.1		RF.2.3b	W.2.1	SL.2.1a	L.2.1d
RL.2.2		RF.2.3c	W.2.5	SL.2.1b	L.2.4e
RL.2.3		RF.2.3f	W.2.8	SL.2.1c	L.2.5a
RL.2.5		RF.2.4a		SL.2.2	L.2.6
RL.2.6		RF.2.4b		SL.2.6	
RL.2.7					
RL.2.9					
RL.2.10					

High Frequency Words	once, woman, upon, eight, seven, near, wash, paper, who, your
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**Focus Literacy Skills**

<b>Foundation</b>	Phonics	Reading longer words with long vowels <i>a</i> and <i>i</i> Vowel diphthongs <i>oi, oy</i>
	Phonemic Awareness	Syllables in spoken words Substitute phonemes
	Fluency	Expression
<b>Comprehension Skills and Strategies</b>	Target Skill:	Understanding characters
	Target Strategy:	Summarize
	Supporting Skill	Point of view
<b>Language</b>	Vocabulary Strategies	Antonyms
	Domain-Specific Vocabulary	<i>tales, values, beliefs</i>
	Academic Vocabulary	<i>contained, grateful, startled, odd, search, leaned, tossed, village</i>
	Apply Vocabulary	Use a glossary
	Grammar	Possessive pronouns
<b>Writing</b>	Writing Mode	Opinion writing
	Writing Form	Response essay
	Focus Trait	Ideas
	Write about reading	Performance task
<b>Speaking and Listening</b>	Read aloud	<i>A Lesson in Happiness</i> - Recount key details
	Skill	



# School District of Springfield Township

Montgomery County, PA

<b>Spelling</b>	Principle	Words with <i>ai, ay, igh, -y</i>
	Words	Basic: <i>aim, snail, bay, braid, ray, always, gain, sly, chain, shy, bright, fright</i> Review: <i>tray, try</i> Challenge: <i>contain, thigh</i>





<b>Lesson Topic</b>	<b>30- Historical Figures and Documents</b>
Essential Question	Why might a person from long ago still be important today?
Anchor Text	<i>Now &amp; Ben</i> (Informational text)
Paired Selection	<i>A Model Citizen</i> (Informational text)

**Standards**

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
	RI.2.1	RF.2.3a	W.2.1	SL.2.1a	L.2.1d
	RI.2.2	RF.2.3b	W.2.5	SL.2.1b	L.2.1e
	RI.2.3	RF.2.3c	W.2.6	SL.2.1c	L.2.3a
	RI.2.4	RF.2.3f		SL.2.2	L.2.4a
	RI.2.6	RF.2.4a		SL.2.3	L.2.4c
	RI.2.9	RF.2.4b		SL.2.5	L.2.5a
	RI.2.10			SL.2.6	L.2.6

High Frequency Words	almost, from, money, door, years, together, sometimes, pushed, remember, dear
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**Focus Literacy Skills**

<b>Foundation</b>	Phonics	Reading longer words with long vowels <i>o</i> and <i>e</i> Final stable syllable <i>-le</i>
	Phonemic Awareness	Syllables in spoken words
	Fluency	Rate: Adjust rate to purpose
<b>Comprehension Skills and Strategies</b>	Target Skill:	Compare and contrast
	Target Strategy:	Visualize
	Supporting Skill	Using context
<b>Language</b>	Vocabulary Strategies	Root words
	Domain-Specific Vocabulary	<i>patriot, pioneer, symbol, historical</i>
	Academic Vocabulary	<i>accomplishments, inventions, result, designed, achieve, composed, remarkable, amounts</i>
	Apply Vocabulary	Use a digital dictionary
	Grammar	Choose between adjectives and adverbs
<b>Writing</b>	Writing Mode	Opinion writing
	Writing Form	Response essay
	Focus Trait	Word choice
	Write about reading	Performance task
<b>Speaking and Listening</b>	Read aloud	<i>Steve Jobs: Inventor-Presentations</i>
	Skill	



# School District of Springfield Township

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<b>Spelling</b>	Principle	Words with <i>oa, ow, ee, ea</i>
	Words	Basic: <i>seated, keeps, speed, seen, means, clean, groan, roast, bowls, crow, owe, grown</i> Review: <i>green, snow</i> Challenge: <i>peace, below</i>