

**GRADE 2**  
**Language Arts Pacing Guide and Assessment Calendar 2009 - 2010**

Theme: 1

“Back to School”

Weighted Standards

First Trimester

Date/ Selection	Reading (90 – 110 mins)	Word Work (30 – 40 mins)	Writing and Language (30 – 40 mins)	Writing Applications (30 – 40 mins)	Lesson Essentials MUST DOs!	Academic Vocabulary	Assessment	Supplemental Reading (Eyes on Instructional Level Text)*
<b>Week 1</b> <b>Aug. 24 - 28</b>  “Back to School”	<b>Phonics</b> <ul style="list-style-type: none"> <li>Reviewing consonant sounds</li> </ul> <b>Comprehension Skill</b> <ul style="list-style-type: none"> <li>Reviewing clusters</li> <li>Reviewing digraphs</li> <li>Reviewing short vowels</li> <li>Reviewing long vowels</li> </ul> <b>Comprehension</b> <ul style="list-style-type: none"> <li>Predict/infer</li> <li>Phonics/decoding</li> <li>Monitor/clarify</li> <li>Question</li> <li>Evaluate</li> <li>Summarize</li> </ul>	<b>High Frequency Words</b>  <b>Spelling</b>   <b>Vocabulary</b>   <b>Story</b>   <b>Lesson</b>	<b>Grammar</b>   <b>Writing</b>   <b>Listening/Speaking/Viewing</b>   <b>District “Writing Strategies” Packet</b> Develop reference area and/or poster defining reference materials (District Writing Strategies packet i – vi)		<b>Daily Lesson Plan</b>   <b>Universal Access Plan</b> (30 min. within core time)  <b>Teacher Read Aloud</b> (Day 1) • <i>The Sandwich</i>  <b>Sound Spelling Cards</b> <b>Displayed &amp; Practiced</b>  <b>Fluency Practice 10 minutes/minimum per day</b>	<ul style="list-style-type: none"> <li>Predict/infer</li> <li>Phonics/decoding</li> <li>Monitor/clarify</li> <li>Question</li> <li>Evaluate</li> <li>Summarize</li> </ul>	Universal Screening <ul style="list-style-type: none"> <li>Baseline Group Test</li> <li>Beginning of the year Oral Fluency</li> <li>BPST (all optional)</li> </ul>	

**Great internet resources for 2<sup>nd</sup> grade HM reading:**

[www.sanjacinto.k12.ca.us/parkhill/croston/index.htm](http://www.sanjacinto.k12.ca.us/parkhill/croston/index.htm) (has story quests to go with each 2<sup>nd</sup> grade Phonics Reader and I Love Reading story)

[www.teacherweb.com/CA/MendozaElementary/MrsRios/hf1.stm](http://www.teacherweb.com/CA/MendozaElementary/MrsRios/hf1.stm) (wonderful HM plans and ideas)

[www.groups.yahoo.com/group/HM\\_SharingSecondGrade2/](http://www.groups.yahoo.com/group/HM_SharingSecondGrade2/)

[www.cajon.k12.ca.us/educational\\_services/resources/teacher\\_resources.shtm](http://www.cajon.k12.ca.us/educational_services/resources/teacher_resources.shtm) (Grades 2-5 - typed fluency and ELL summary for all stories in the anthology)

[www.smbds.org/page.cfm](http://www.smbds.org/page.cfm)? (vocabulary words, Focus Wall ideas, posters, and ideas for writing)

\*Optional, but highly recommended 30 min/day outside core

**GRADE 2**  
**Language Arts Pacing Guide and Assessment Calendar 2009 - 2010**

Theme: 1

“Silly Stories”

Weighted Standards

Date/ Selection	Reading (90 – 110 mins)	Word Work (30 – 40 mins)	Writing and Language (30 – 40 mins)	Writing Applications	Lesson Essentials MUST DOs!	Academic Vocabulary	Assessment	Supplemental Reading (Eyes on Instructional Level Text)*
<p><b>Week 2/3</b> <b>Aug. 31 –</b> <b>Sept. 9</b></p> <p>• <i>Dragon Gets By</i> R 1.1, R 1.3, R 2.5</p>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Short vowels a R 1.1, R 1.3, LC 1.8</li> <li>• Base words and endings –s, -ed, -ing R 1.9</li> </ul> <p><b>Comprehension Skill</b></p> <ul style="list-style-type: none"> <li>• Story structure R 2.5, LS 1.8</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Summarize R 2.5</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <i>bought, front, kitchen, roll, until</i> LC 1.7</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Short a, i LC 1.7, LC 1.8</li> </ul> <p><b>Vocabulary</b></p> <p>R 1.1, R 1.3, R 2.5</p> <p><b>Story</b></p> <ul style="list-style-type: none"> <li>• <i>balanced, dairy, diet, hungry, shopper, vegetable, shopping</i></li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>• Homophones R 1.10</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• What is a sentence? LC 1.1, LC 1.2, LC 1.6</li> <li>• Capitalization and punctuation LC 1.1, LC 1.6</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Character sketch W 1.1</li> <li>• Adding details W 1.4</li> </ul> <p><b>Listening/Speaking/Viewing</b></p> <ul style="list-style-type: none"> <li>• Retelling stories LS 1.5, LS 1.8, LS 2.1</li> </ul> <p><b>District “Writing Strategies” Packet</b></p> <ul style="list-style-type: none"> <li>• Gd. 2 – Pg. 2</li> </ul>	<p><b>HM Reading Writing Workshop or Writing Workshop</b></p> <p style="text-align: center;">↓</p>	<p><b>Daily Lesson Plan</b> T12A – T12B</p> <p><b>Universal Access Plan (30 min. within core time)</b> T12C – T12D</p> <p><b>Teacher Read Aloud (Day 1)</b></p> <ul style="list-style-type: none"> <li>• <i>Seven Sillies</i> LS 1.1, LS 1.2, LS 1.3</li> </ul> <p><b>Phonics Library</b></p> <ul style="list-style-type: none"> <li>• <i>Len and Linda’s Picnic</i></li> <li>• <i>An Ice Cream Crash</i> R 1.1, R 1.3, R 2.5</li> </ul> <p><b>Sound Spelling Cards Displayed &amp; Practiced</b></p> <p><b>Fluency Practice 10 minutes/minimum per day</b></p>	<ul style="list-style-type: none"> <li>• Homophones</li> <li>• High frequency words</li> <li>• Summarize</li> <li>• Base words/root words</li> <li>• Story structure</li> <li>• Character sketch</li> <li>• Complete sentence</li> <li>• Naming part</li> <li>• Action part</li> </ul>	<p><b>Optional:</b> Theme 1 – Selection Test 1</p>	<ul style="list-style-type: none"> <li>• Phonics Library</li> <li>• I Love Reading</li> <li>• Available Leveled Readers at your site</li> <li>• History/ Social Studies Content Readers</li> <li>• Interventions (continue throughout theme)</li> </ul> <p style="text-align: center;">↓</p>

\*Optional, but highly recommended 30 min/day outside core

**GRADE 2**  
**Language Arts Pacing Guide and Assessment Calendar 2009 - 2010**

Theme: 1

“Silly Stories”

Weighted Standards

Date/ Selection	Reading (90 – 110 mins)	Word Work (30 – 40 mins)	Writing and Language (30 – 40 mins)	Writing Applications	Lesson Essentials MUST DOs!	Academic Vocabulary	Assessment	Supplemental Reading (Eyes on Instructional Level Text)*
<p><b>Week 4/5</b> <b>Sept. 10–18</b></p> <p>• <i>Julius</i> R 1.2, R 1.3</p>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Short vowels <i>o, u, e</i> R 1.1, R 1.2, LC 1.8</li> <li>• VCCV pattern 1.1, R 1.2, R 1.3</li> </ul> <p><b>Comprehension Skill</b></p> <ul style="list-style-type: none"> <li>• Fantasy and realism R 2.5</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Monitor and clarify R 2.4, R 2.7</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <i>brought, reason, special surprise</i> LC 1.7</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Short <i>e, o, u</i> LC 1.7, LC 1.8</li> </ul> <p><b>Vocabulary</b></p> <p>R 1.1, R 1.3</p> <p><b>Story</b></p> <ul style="list-style-type: none"> <li>• <i>Crumbs, imitation, noise, slurped, spread</i></li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>• Synonyms R 1.7</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Naming parts of sentences LC 1.1</li> <li>• Naming yourself last LC 1.3</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Response journal entry W 2.1</li> <li>• Writing dates LC 1.4, LC 1.6, R 1.4</li> </ul> <p><b>Listening/Speaking/Viewing</b></p> <ul style="list-style-type: none"> <li>• Participating in group discussion LS 1.5</li> </ul> <p><b>District “Writing Strategies” Packet</b></p> <p>Gd. 2, Pg. 1</p>	<p><b>HM Reading Writing Workshop or Writing Workshop</b></p> <p style="text-align: center;">↓</p>	<p><b>Daily Lesson Plan</b></p> <p>T 44C – T44D</p> <p><b>Universal Access Plan (30 min. within core time)</b></p> <p>T 44E – T44 F</p> <p><b>Teacher Read Aloud (Day 1)</b></p> <ul style="list-style-type: none"> <li>• <i>Daddy Could I Have an Elephant?</i> R 3.1, LS 1.1, LS 1.2, LS 1.8</li> </ul> <p><b>Phonics Library</b></p> <ul style="list-style-type: none"> <li>• <i>Big Hog’s House Hunt</i></li> <li>• <i>Robin’s Farm</i> R 1.1, R 1.3, R 2.5</li> </ul> <p><b>Sound Spelling Cards Displayed &amp; Practiced</b></p> <p><b>Fluency Practice 10 minutes/minimum per day</b></p>	<ul style="list-style-type: none"> <li>• Synonyms</li> <li>• High frequency words</li> <li>• Fantasy/realism</li> <li>• Noting details</li> <li>• Drawing conclusion</li> <li>• Monitor/clarify</li> <li>• Reading a diagram</li> <li>• Multiple-meaning words</li> <li>• Naming parts of a sentence</li> </ul>		<p>Continue</p> <p style="text-align: center;">↓</p>

\*Optional, but highly recommended 30 min/day outside core

**GRADE 2**  
**Language Arts Pacing Guide and Assessment Calendar 2009 - 2010**

Theme: 1

“Silly Stories”

Weighted Standards

Date/ Selection	Reading (90 – 110 mins)	Word Work (30 – 40 mins)	Writing and Language (30 – 40 mins)	Writing Applications	Lesson Essentials MUST DOs!	Academic Vocabulary	Assessment	Supplemental Reading (Eyes on Instructional Level Text)*
<p><b>Week 5/6</b> <b>Sept. 21 - 30</b></p> <p>• Mrs. Brown Goes to Town R 1.1, R 1.3</p>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Long vowels, CVCe, using <i>a, i</i> R 1.1, R 1.3, LC 1.8</li> </ul> <p><b>Comprehension Skill</b></p> <ul style="list-style-type: none"> <li>Predict outcomes R 2.5, R 3.2</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Predict/infer R 2.5 R 2.7</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li><i>different, floor, letter, move, poor, word</i> LC 1.7</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Vowel consonant e spellings LC 1.7, LC 1.8</li> </ul> <p><b>Vocabulary</b></p> <p>R 1.1, R 1.3</p> <p><b>Story</b></p> <ul style="list-style-type: none"> <li><i>commotion, delivered, feathers, tire, released, wearing</i></li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Multiple meaning words R 1.10</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Action parts of sentences LC 1.3</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Writing a journal entry W 2.1</li> </ul> <p><b>Listening/Speaking/Viewing</b></p> <ul style="list-style-type: none"> <li>Having a conversation LS 1.1, LS 1.6</li> </ul> <p><b>District “Writing Strategies” Packet</b></p> <p>Gd. 2, Pg. 3</p>	<p><b>HM Reading Writing Workshop or Writing Workshop</b></p> <p style="text-align: center;">↓</p>	<p><b>Daily Lesson Plan</b> T 80C – T 80D</p> <p><b>Universal Access Plan (30 min. within core time)</b> T 80E – T 80F</p> <p><b>Teacher Read Aloud (Day 1)</b></p> <ul style="list-style-type: none"> <li><i>Lemonade Stand</i> R 3.1, LS 1.1</li> </ul> <p><b>Phonics Library</b></p> <ul style="list-style-type: none"> <li><i>Jane’s Mistake</i></li> <li><i>The Big Surprise</i> R 1.1, R 1.3, R 2.5</li> </ul> <p><b>Sound Spelling Cards Displayed &amp; Practiced</b></p> <p><b>Fluency Practice 10 minutes/minimum per day</b></p>	<ul style="list-style-type: none"> <li>Predict/infer</li> <li>Predict outcomes</li> <li>Locating information</li> <li>Multiple meaning words</li> <li>Fantasy</li> <li>High frequency words</li> </ul>		<p>Continue</p> <p style="text-align: center;">↓</p>

\*Optional, but highly recommended 30 min/day outside core

**GRADE 2**  
**Language Arts Pacing Guide and Assessment Calendar 2009 - 2010**

Theme: 1

“Silly Stories”

Weighted Standards

Date/ Selection	Reading (90 – 110 mins)	Word Work (30 – 40 mins)	Writing and Language Applications (30 – 40 mins)	Writing	Lesson Essentials MUST DOs!	Academic Vocabulary	Assessment	Supplemental Reading (Eyes on Instructional Level Text)*
<p><b>Week 7/8</b> <b>Oct. 1-9</b></p> <p>• Reteaching Opportunities Test/Review Test</p>	<p><b>Theme Resources</b> R 4-10 R 19-23</p> <p>Test/Review Test (Optional assessment)</p>	<p><b>Theme Resources</b> R 12-16</p>	<p><b>Grammar</b> R 24-27</p>	<p><b>HM Reading Writing Workshop or Writing Workshop</b></p> <p style="text-align: center;">↓</p>	<p><b>Daily Lesson Plan</b></p> <p><b>Universal Access Plan (30 min. within core time)</b></p> <p><b>Teacher Read Aloud (Day 1)</b></p> <p><b>Phonics Library</b></p> <p><b>Sound Spelling Cards Displayed &amp; Practiced</b></p> <p><b>Fluency Practice 10 minutes/minimum per day</b></p>	<ul style="list-style-type: none"> <li>• Compare/contrast</li> <li>• Question</li> <li>• Compound words</li> <li>• Using a map</li> <li>• High frequency words</li> <li>• Realistic/fiction</li> <li>• Graphic organizer</li> </ul>	<p><b>Optional</b></p> <ul style="list-style-type: none"> <li>• Theme 1, Selection 3</li> <li>• Theme Skills Test Reteach/Review/ Assess/Review Test</li> </ul>	<p>Continue</p> <p style="text-align: center;">↓</p>

\*Optional, but highly recommended 30 min/day outside core

**GRADE 2**  
**Language Arts Pacing Guide and Assessment Calendar 2009 - 2010**

Theme: 2

“Nature Walk”

Weighted Standards

Date/ Selection	Reading (90 – 110 mins)	Word Work (30 – 40 mins)	Writing and Language (30 – 40 mins)	Writing Applications	Lesson Essentials MUST DOs!	Academic Vocabulary	Assessment	Supplemental Reading (Eyes on Instructional Level Text)*
<p><b>Week 8/9</b> <b>Oct. 12-20</b></p> <p>• <i>Henry and Mudge and the Starry Night</i> R 1.2, R 1.3 R 2.5, R 2.6 LS 1.8</p>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• CVCe; o, u, e</li> <li>• Two sounds for g R 1.1, R 1.2, R 1.3, LC 1.8</li> </ul> <p><b>Comprehension Skill</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast R 2.2, R 2.5 R 2.7, LS 2.1.b</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Questions R 2.4</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>• beautiful, even, quiet, straight, year LC 1.7</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• More VCe patterns, o, u, e LC 1.7, LC 1.8</li> </ul> <p><b>Vocabulary</b></p> <p>R 1.1, R 1.8</p> <p><b>Story</b></p> <ul style="list-style-type: none"> <li>• backpack, campfire, hike, camping, lanterns, tent</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>• Compound words R 1.8</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Telling sentences</li> <li>• Questions LC 1.2, LC 1.6</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Writing an answer to a question</li> <li>• Adding words to make complete sentences LC 1.1, LC 1.2</li> </ul> <p><b>Listening/Speaking/Viewing</b></p> <ul style="list-style-type: none"> <li>• Tell a story LS 1.8</li> </ul> <p><b>District “Writing Strategies” Packet</b> Gd. 2, Pg. 4</p>	<p><b>HM Reading Writing Workshop or Writing Workshop</b></p>	<p><b>Daily Lesson Plan</b> T 116A – T 116B</p> <p><b>Universal Access Plan (30 min. within core time)</b> T 116C – T 116D</p> <p><b>Teacher Read Aloud (Day 1)</b></p> <ul style="list-style-type: none"> <li>• <i>Big Dipper</i> LS 1.1, LS 1.2, LS 1.3</li> </ul> <p><b>Phonics Library</b></p> <ul style="list-style-type: none"> <li>• <i>Miss Pig’s Garden</i> R 1.1, R 1.3, R 2.5</li> <li>• <i>Mike and Dave Sleep Outside</i> R 1.1, R 1.2, R 1.3, R 2.5</li> </ul> <p><b>Sound Spelling Cards Displayed &amp; Practiced</b></p> <p><b>Fluency Practice 10 minutes/minimum per day</b></p>	<ul style="list-style-type: none"> <li>• Compare/contrast</li> <li>• Question</li> <li>• Compound words</li> <li>• Using a map</li> <li>• High frequency words</li> <li>• Realistic/fiction</li> <li>• Graphic organizer</li> </ul>	<p>Optional: Theme 2, Selection 1 Test</p>	<ul style="list-style-type: none"> <li>• Phonics Library</li> <li>• I Love Reading</li> <li>• Available Leveled Readers at your site</li> <li>• History/ Social Studies Content Readers</li> <li>• Interventions (continue throughout theme)</li> </ul> <p style="text-align: center;">↓</p>


\*Optional, but highly recommended 30 min/day outside core

**GRADE 2**  
**Language Arts Pacing Guide and Assessment Calendar 2009 - 2010**

Theme: 2

“Nature Walk”

Weighted Standards

Date/ Selection	Reading (90 – 110 mins)	Word Work (30 – 40 mins)	Writing and Language (30 – 40 mins)	Writing Applications	Lesson Essentials MUST DOs!	Academic Vocabulary	Assessment	Supplemental Reading (Eyes on Instructional Level Text)*
<p><b>Week 9/10</b> Oct. 21 -30</p> <p>• <i>Ranger Dockett</i> R 1.3, R 2.3, R 2.4, R 2.5</p>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Consonant clusters: <i>r, l, s</i></li> <li>Two sounds for <i>c</i> R 1.1, R 1.2, R 1.3, LC 1.8</li> </ul> <p><b>Comprehension Skill</b></p> <ul style="list-style-type: none"> <li>Fact and opinion R 2.4, R 2.5</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Evaluate R 2.2, R 2.3</li> <li>Poetry link R 3.4</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li><i>busy, important, later, touch, young</i> LC 1.7</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Consonant cluster words LC 1.8</li> </ul> <p><b>Vocabulary</b> R 1.1, R 1.3</p> <p><b>Story</b></p> <ul style="list-style-type: none"> <li><i>exploring, habitat, tours, protect, ranger urban</i></li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Antonyms R 1.7, R 1.9</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Commands LC 1.1, LC 1.2, LC 1.6</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>A paragraph</li> <li>Main idea and details R 2.5, W 1.1</li> </ul> <p><b>Listening/Speaking/Viewing</b></p> <ul style="list-style-type: none"> <li>Make a descriptive presentation LS 1.6, LS 1.9</li> </ul> <p><b>District “Writing Strategies” Packet</b> Gd. 2, Pgs. 7 &amp; 8</p>	<p><b>HM Reading Writing Workshop or Writing Workshop</b></p>	<p><b>Daily Lesson Plan</b> T 156C – 156D</p> <p><b>Universal Access Plan</b> (30 min. within core time) T 156E – T 156F</p> <p><b>Teacher Read Aloud (Day 1)</b></p> <ul style="list-style-type: none"> <li><i>A Moose in the Bathroom</i> R 3.1, LS 1.1, LS 1.3</li> </ul> <p><b>Phonics Library</b></p> <ul style="list-style-type: none"> <li><i>A Trip to Central Park</i> R 1.1, R 1.3, R 2.5</li> <li><i>Zeke and Pete Rule!</i> R 1.1, R 1.2, R 1.3, R 2.5</li> </ul> <p><b>Sound Spelling Cards Displayed &amp; Practiced</b></p> <p><b>Fluency Practice 10 minutes/minimum per day</b></p>	<ul style="list-style-type: none"> <li>Fact/opinion</li> <li>Antonyms</li> <li>High frequency words</li> <li>Commands</li> <li>Main idea/details</li> <li>Nonfiction</li> </ul>	<p><b>Optional</b> Theme 2 – Selection 2 Test</p>	<p>Continue</p> 

\*Optional, but highly recommended 30 min/day outside core

**GRADE 2**  
**Language Arts Pacing Guide and Assessment Calendar 2009 - 2010**

Theme: 2

“Nature Walk”

Weighted Standards

Date/ Selection	Reading (90 – 110 mins)	Word Work (30 – 40 mins)	Writing and Language (30 – 40 mins)	Writing Applications	Lesson Essentials MUST DOs!	Academic Vocabulary	Assessment	Supplemental Reading (Eyes on Instructional Level Text)*
<p><b>Week 11/12</b> <b>Nov. 2-10</b></p> <p>• <i>Around the Pond</i> R 1.1, R 1.2, R 1.3, R 2.5, LS 1.8</p>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Double consonants</li> <li>• VCV pattern R 1.1, R 1.2, R 1.3, LC 1.8</li> </ul> <p><b>Comprehension Skill</b></p> <ul style="list-style-type: none"> <li>• Categorize and classify R 2.5</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Monitor and clarify R 2.4, R 2.7</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <i>across, brother, great, stand</i> LC 1.7</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Words with double consonants LC 1.7, LC 1.8</li> </ul> <p><b>Vocabulary</b> R 1.1, R 1.3</p> <p><b>Story</b></p> <ul style="list-style-type: none"> <li>• <i>bank, crater, edge, moss, path, shallow</i> R 1.1, R 1.3</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>• Multiple meaning words R 1.10</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Exclamations LC 1.6</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• A Learning Log entry R 2.5</li> <li>• Adding details W 1.4</li> </ul> <p><b>Listening/Speaking/Viewing</b></p> <ul style="list-style-type: none"> <li>• Adding details to your speaking R 2.7</li> </ul> <p><b>District “Writing Strategies” Packet</b> Gd. 2, Pgs. 5, 6, &amp; 9</p>	<p><b>HM Reading Writing Workshop or Writing Workshop</b></p>	<p><b>Daily Lesson Plan</b> T 178C – 178D</p> <p><b>Universal Access Plan (30 min. within core time)</b> T 178E – T 178F</p> <p><b>Teacher Read Aloud (Day 1)</b></p> <ul style="list-style-type: none"> <li>• <i>Squirrels and Chipmunks</i> LS 1.1, LS 1.2, LS 1.3</li> </ul> <p><b>Phonics Library</b></p> <ul style="list-style-type: none"> <li>• <i>In the Woods</i></li> <li>• <i>A Snake Sheds Its Skin</i> R 1.1, R 1.2, R 1.3, R 2.5</li> </ul> <p><b>Sound Spelling Cards Displayed &amp; Practiced</b></p> <p><b>Fluency Practice 10 minutes/minimum per day</b></p>	<ul style="list-style-type: none"> <li>• Monitor/clarify</li> <li>• Categorize/classify</li> <li>• Guide words</li> <li>• Exclamations</li> <li>• Multiple meaning words</li> </ul>	<p><b>Nov. 2-19</b></p> <ul style="list-style-type: none"> <li>• ELA Benchmark</li> <li>• Trimester Oral Fluency</li> <li>• Writing Prompt</li> </ul> <p style="text-align: center;">↓</p>	<p>Continue</p> <p style="text-align: center;">↓</p>

\*Optional, but highly recommended 30 min/day outside core

**GRADE 2**  
**Language Arts Pacing Guide and Assessment Calendar 2009 - 2010**

Theme: 2

“Nature Walk”

Weighted Standards

Date/ Selection	Reading (90 – 110 mins)	Word Work (30 – 40 mins)	Writing and Language (30 – 40 mins)	Writing Applications	Lesson Essentials MUST DOs!	Academic Vocabulary	Assessment	Supplemental Reading (Eyes on Instructional Level Text)*
<p><b>Week 12/13</b> <b>Nov. 12-19</b></p> <p>• <i>Around the Pond</i> (Complete) R 1.1, R 1.2, R 1.3, R 2.5, LS 1.8</p>				<p><u>HM Reading Writing Workshop or Writing Workshop</u></p>	<p><u>Daily Lesson Plan</u></p> <p><u>Universal Access Plan</u> (30 min. within core time)</p> <p><u>Teacher Read Aloud</u> (Day 1)</p> <p><u>Phonics Library</u></p> <p><u>Sound Spelling Cards Displayed &amp; Practiced</u></p> <p><u>Fluency Practice 10 minutes/minimum per day</u></p>		<p><b>Nov. 2-19</b></p> <ul style="list-style-type: none"> <li>• ELA Benchmark</li> <li>• Trimester Oral Fluency</li> <li>• Writing Prompt</li> </ul>	<p>Continue</p> <p style="text-align: center;">↓</p>
<p>Reteaching Opportunities</p> <p>→</p>								
	<p><u>Theme Resources</u> R 4 – R 14 R 23 – 27</p>	<p><u>Theme Resources</u> R 16 – R 20</p>	<p><u>Theme Resources</u> R 28 – R 31</p>					

\*Optional, but highly recommended 30 min/day outside core

**GRADE 2**  
**Language Arts Pacing Guide and Assessment Calendar 2009 - 2010**

Theme: 3

“Around Town”

Weighted Standards

Trimester 2

Date/ Selection	Reading (90 – 110 mins)	Word Work (30 – 40 mins)	Writing and Language (30 – 40 mins)	Writing Applications	Lesson Essentials MUST DOs!	Academic Vocabulary	Assessment	Supplemental Reading (Eyes on Instructional Level Text)*
<p><b>Week 1/2</b> <b>Nov. 30 –</b> <b>Dec. 8</b></p> <p>• <i>Chinatown</i> R 1.1, R 1.2, R 1.3, R 2.5</p>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Consonant digraphs</li> <li>Base words and endings <i>er, est</i> R 1.1, R 1.2, R 1.3, R 1.9, LC 1.8</li> </ul> <p><b>Comprehension Skill</b></p> <ul style="list-style-type: none"> <li>Making judgments R 2.5</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Summarize R 2.5</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li><i>during, heard, lion, winter</i> LC 1.7</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Words spelled with <i>th, wh, sh, ch</i> LC 1.8</li> </ul> <p><b>Vocabulary</b></p> <p>R 1.1</p> <p><b>Story</b></p> <ul style="list-style-type: none"> <li><i>apartment, delivery, handcarts, restaurant, market, celebration</i></li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>ABC order to third letter W 1.3</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Naming words</li> <li>Compound subject combining LC 1.3</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Writing a scene using story structure W 2.1B</li> </ul> <p><b>Listening/Speaking/Viewing</b></p> <p><b>District “Writing Strategies” Packet</b> Gd. 2, Pg. 10</p>	<p><b>HM Reading Writing Workshop or Writing Workshop</b></p>	<p><b>Daily Lesson Plan</b> T 228A – T 228B</p> <p><b>Universal Access Plan (30 min. within core time)</b> T 228C – T 228D</p> <p><b>Teacher Read Aloud (Day 1)</b></p> <ul style="list-style-type: none"> <li><i>Goodbye Curtis</i> LS 1.1, LS 1.3</li> </ul> <p><b>Phonics Library</b></p> <ul style="list-style-type: none"> <li><i>Sunshine for the Circus</i></li> <li><i>Mother’s Day Parade on Park Street</i> R 1.1, R 1.2, R 1.3, R 2.5</li> </ul> <p><b>Sound Spelling Cards Displayed &amp; Practiced</b></p> <p><b>Fluency Practice 10 minutes/minimum per day</b></p>	<ul style="list-style-type: none"> <li>Base words</li> <li>High frequency words</li> <li>Summarize</li> <li>Making judgments</li> <li>ABC Order</li> <li>Nouns</li> <li>Using exact nouns</li> <li>Study skills: schedule</li> </ul> <p><b>Note: Parent Conferences November 30 - December 4</b></p>	<p><b>Optional</b> Theme 3 – Selection 1 Test</p>	<ul style="list-style-type: none"> <li>Phonics Library</li> <li>I Love Reading</li> <li>Available Leveled Readers at your site</li> <li>History/ Social Studies Content Readers</li> <li>Interventions (continue throughout theme)</li> </ul> <p style="text-align: center;">↓</p>

\*Optional, but highly recommended 30 min/day outside core

**GRADE 2**  
**Language Arts Pacing Guide and Assessment Calendar 2009 - 2010**

Theme:   3  

“Around Town”

Weighted Standards

Date/ Selection	Reading (90 – 110 mins)	Word Work (30 – 40 mins)	Writing and Language (30 – 40 mins)	Writing Applications	Lesson Essentials MUST DOs!	Academic Vocabulary	Assessment	Supplemental Reading (Eyes on Instructional Level Text)*
<p><b>Week 2/3</b> <b>Dec. 9-18</b></p> <p>• <i>A Trip to the Firehouse</i> R 2.2, R 2.4, R 2.5</p>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Vowel pairs <i>ai, ay</i></li> <li>Compound words R 1.1, R 1.2, R 1.3, R 1.8, LC 1.8</li> </ul> <p><b>Comprehension Skill</b></p> <ul style="list-style-type: none"> <li>Topic, main idea, supporting details R 2.5</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Question R 2.4</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li><i>clothes, guess, order</i> LC 1.7</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>More long a spellings LC 1.7, LC 1.8</li> </ul> <p><b>Vocabulary</b></p> <p>R 1.2, R 1.3</p> <p><b>Story</b></p> <ul style="list-style-type: none"> <li><i>chief, dispatch, gear, emergencies, fire engine, firefighter</i></li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Dictionary: beginning, middle, end W 1.3</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Special nouns LC 1.3, LC 1.6</li> <li>People’s titles R 1.4 LC 1.6</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Taking notes R 2.1, R 2.5</li> <li>Choosing what is important R 2.1</li> </ul> <p><b>Listening/Speaking/Viewing</b></p> <ul style="list-style-type: none"> <li>Calling for emergency assistance LS 1.6</li> </ul> <p><b>District “Writing Strategies” Packet</b> Gd. 2, Pg. 11</p>	<p><b>HM Reading Writing Workshop or Writing Workshop</b></p>	<p><b>Daily Lesson Plan</b> T 266C – T 266D</p> <p><b>Universal Access Plan (30 min. within core time)</b> T 266E – T 266F</p> <p><b>Teacher Read Aloud (Day 1)</b></p> <ul style="list-style-type: none"> <li><i>A Seldom-Seen Neighbor</i> LS 1.1, LS 1.3, LS 1.8</li> </ul> <p><b>Phonics Library</b></p> <ul style="list-style-type: none"> <li><i>Jay the Mailman</i></li> <li><i>Watch Out</i> R 1.1, R 1.3, R 1.8 R 2.6</li> </ul> <p><b>Sound Spelling Cards Displayed and Practiced</b></p> <p><b>Fluency Practice 10 minutes/ minimum per day</b></p>	<ul style="list-style-type: none"> <li>Compound words</li> <li>High frequency words</li> <li>Question</li> <li>Topic/main idea/ supporting details</li> <li>Dictionary skills: beginning, middle, end</li> <li>Special Nouns</li> </ul>	<p><b>Optional</b> Theme 3 – Selection 2 Test</p>	<p>Continue</p> <p style="text-align: center;">↓</p>

\*Optional, but highly recommended 30 min/day outside core

**GRADE 2**  
**Language Arts Pacing Guide and Assessment Calendar 2009 - 2010**

Theme: 3

“Around Town”

Weighted Standards

Date/ Selection	Reading (90 – 110 mins)	Word Work (30 – 40 mins)	Writing and Language (30 – 40 mins)	Writing Applications	Lesson Essentials MUST DOs!	Academic Vocabulary	Assessment	Supplemental Reading (Eyes on Instructional Level Text)*
<p><b>Week 4/5</b> <b>Jan. 4-12</b></p> <p>• <i>Big Bushy Mustache</i> R 1.1, R 1.3, R 2.5, LS 1.8</p>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Vowel pairs <i>ow, ou</i></li> <li>Suffixes <i>-ly, -ful</i> R 1.1, R 1.2, R 1.3, R 1.9, LC 1.8</li> </ul> <p><b>Comprehension Skill</b></p> <ul style="list-style-type: none"> <li>Problem solving R 2.5, R 2.6</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Predict and infer R 2.5, R 2.7</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li><i>behind, soldier, story</i> LC 1.7</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Vowel sound <i>ow</i> as in <i>owl</i> LC 1.8</li> </ul> <p><b>Vocabulary</b> R 1.1</p> <p><b>Story</b></p> <ul style="list-style-type: none"> <li><i>bushy, costume, disguise, mirror, handsome, mustache</i></li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Using context clues R 2.2</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>More and more than one R 1.5</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Problem/solution paragraph W 2.1</li> <li>Exact nouns LC 1.3</li> </ul> <p><b>Listening/Speaking/Viewing</b></p> <ul style="list-style-type: none"> <li><i>Readers' Theatre</i> LS 1.6, LS 2.1</li> </ul> <p><b>District “Writing Strategies” Packet</b> Gd. 2, Pg. 13</p>	<p><b>HM Reading Writing Workshop or Writing Workshop</b></p>	<p><b>Daily Lesson Plan</b> T 296C – T 296D</p> <p><b>Universal Access Plan (30 min. within core time)</b> T 296E – T 296F</p> <p><b>Teacher Read Aloud (Day 1)</b></p> <ul style="list-style-type: none"> <li><i>Cat Up a Tree</i> R 2.5, LS 1.1, LS 1.7, LS 1.8</li> </ul> <p><b>Phonics Library</b></p> <ul style="list-style-type: none"> <li><i>Mouse’s Crowded House</i></li> <li><i>Hooray for Main Street</i> R 1.1, R 1.2, R 1.3, R 2.5</li> </ul> <p><b>Sound Spelling Cards Displayed &amp; Practiced</b></p> <p><b>Fluency Practice 10 minutes/minimum per day</b></p>	<ul style="list-style-type: none"> <li>High frequency words</li> <li>Predict/infer</li> <li>Problem solving</li> <li>Understanding a calendar</li> <li>Using context clues</li> <li>One and more than one</li> </ul>	<p><b>Optional</b> Theme 3 Selection 3 Test</p>	<p>Continue</p> <p style="text-align: center;">↓</p>

\*Optional, but highly recommended 30 min/day outside core

**GRADE 2**  
**Language Arts Pacing Guide and Assessment Calendar 2009 - 2010**

Theme: 3

“Around Town”

Weighted Standards

Date/ Selection	Reading (90 – 110 mins)	Word Work (30 – 40 mins)	Writing and Language (30 – 40 mins)	Writing Applications	Lesson Essentials MUST DOs!	Academic Vocabulary	Assessment	Supplemental Reading (Eyes on Instructional Level Text)*
<p><b>Week 6/7</b> <b>Jan. 13-22</b></p> <p>• <i>Jamaica</i> <i>Louise</i> <i>James</i> R 1.1, R 1.2, R 1.3, R 2.5, LS 1.8</p>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Vowel pairs ee, ea</li> <li>Syllables –tion, -ture R 1.1, R 1.2, R 1.3, LC 1.8</li> </ul> <p><b>Comprehension Skill</b></p> <ul style="list-style-type: none"> <li>Making inferences R 2.5</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Evaluate R 2.2, R 2.3</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>believe, lady, whole LC 1.7</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>More long e spellings LC 1.7, LC 1.8</li> </ul> <p><b>Vocabulary</b></p> <p>R 1.1, R 1.3</p> <p><b>Story</b></p> <ul style="list-style-type: none"> <li>booth, plaque, token, station, subway</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Dictionary guide words W 1.3</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Noun changes in plural R 1.5</li> <li>Noun endings R 1.5, W 1.4</li> </ul> <p><b>Writing</b></p> <p><b>Listening/Speaking/Viewing</b></p> <p><b>District “Writing Strategies” Packet</b> Gd. 2, Pg. 12</p>	<p><b>HM Reading Writing Workshop or Writing Workshop</b></p>	<p><b>Daily Lesson Plan</b> T 336C – T 336D</p> <p><b>Universal Access Plan (30 min. within core time)</b> T 336E – T 336F</p> <p><b>Teacher Read Aloud (Day 1)</b></p> <ul style="list-style-type: none"> <li>Millie’s Garden LS 1.1, LS 1.3, LS 1.8</li> </ul> <p><b>Phonics Library</b></p> <ul style="list-style-type: none"> <li>The Clean Team</li> <li>Big Hound’s Lunch R 1.1, R 1.2, R 1.3, R 2.5</li> </ul> <p><b>Sound Spelling Cards Displayed &amp; Practiced</b></p> <p><b>Fluency Practice 10 minutes/minimum per day</b></p>	<ul style="list-style-type: none"> <li>High frequency words</li> <li>Evaluate</li> <li>Inferences</li> <li>Using an encyclopedia</li> <li>Dictionary skills: guide words</li> <li>Nouns that change spelling</li> <li>Cause and effect</li> </ul>	<p><b>Optional</b></p> <ul style="list-style-type: none"> <li>Theme 3, Selection 4 Test</li> <li>Theme Skills Test</li> </ul>	<p>Continue</p> <p style="text-align: center;">↓</p>

\*Optional, but highly recommended 30 min/day outside core

**GRADE 2**  
**Language Arts Pacing Guide and Assessment Calendar 2009 - 2010**

Theme: 4

“Amazing Animals”

Weighted Standards

Date/ Selection	Reading (90 – 110 mins)	Word Work (30 – 40 mins)	Writing and Language (30 – 40 mins)	Writing Applications	Lesson Essentials MUST DOs!	Academic Vocabulary	Assessment	Supplemental Reading (Eyes on Instructional Level Text)*
<p><b>Week 7/8</b> <b>Jan. 25 –</b> <b>Feb. 2</b></p> <p>• <i>Officer Buckle and Gloria</i> R 1.1, R 1.2, R 1.3, LS 1.8, R 2.6</p>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• R-controlled vowels <i>ar, o, r ore</i> R 1.1, R 1.2, R 1.3, LC 1.8</li> </ul> <p><b>Comprehension Skill</b></p> <ul style="list-style-type: none"> <li>• Drawing conclusions R 2.5</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Monitor and clarify R 2.4, R 2.7</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <i>board, listen told</i> LC 1.7</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• R-controlled vowel <i>ar</i> LC 1.7, LC 1.8</li> </ul> <p><b>Vocabulary</b></p> <p>R 1.1</p> <p><b>Story</b></p> <ul style="list-style-type: none"> <li>• <i>accident, attention, audience, commands, officer, safety</i></li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>• Dictionary entry words W 1.3</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Pronouns LC 1.3</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Writing an invitation W 1.2</li> </ul> <p><b>Listening/Speaking/Viewing</b></p> <p><b>District “Writing Strategies” Packet</b> Gd. 2, Pg. 14</p>	<p><b>HM Reading Writing Workshop or Writing Workshop</b></p>	<p><b>Daily Lesson Plan</b> T 12A – T 12B</p> <p><b>Universal Access Plan (30 min. within core time)</b> T 12C – t 12D</p> <p><b>Teacher Read Aloud (Day 1)</b></p> <ul style="list-style-type: none"> <li>• <i>Oscar’s Enormous Purr</i> LS 1.1, LS 1.2, LS 1.3</li> </ul> <p><b>Phonics Library</b></p> <ul style="list-style-type: none"> <li>• <i>A Park for Parkdale</i></li> <li>• <i>Arthur’s Book</i> R 1.1, R 1.2, R 1.3, R 2.5</li> </ul> <p><b>Sound Spelling Cards Displayed &amp; Practiced</b></p> <p><b>Fluency Practice 10 minutes/minimum per day</b></p>	<ul style="list-style-type: none"> <li>• High frequency words</li> <li>• Monitor/clarify</li> <li>• Conclusions</li> <li>• Dictionary skills: entry words</li> <li>• Writing an invitation</li> <li>• Pronoun</li> <li>• Guide words</li> <li>• Abbreviations v., n., adj., adv.</li> </ul>	<p style="text-align: center;"><b>Optional</b> Theme 4, Selection 1 Test</p>	<ul style="list-style-type: none"> <li>• Phonics Library</li> <li>• I Love Reading</li> <li>• Available Leveled Readers at your site</li> <li>• History/ Social Studies Content Readers</li> <li>• Interventions (continue throughout theme)</li> </ul> <p style="text-align: center;">↓</p>

\*Optional, but highly recommended 30 min/day outside core

**GRADE 2**  
**Language Arts Pacing Guide and Assessment Calendar 2009 - 2010**

Theme: 4

“Amazing Animals”

Weighted Standards

Date/ Selection	Reading (90 – 110 mins)	Word Work (30 – 40 mins)	Writing and Language (30 – 40 mins)	Writing Applications	Lesson Essentials MUST DOs!	Academic Vocabulary	Assessment	Supplemental Reading (Eyes on Instructional Level Text)*
<p><b>Week 9/10</b> <b>Feb. 3 - 12</b></p> <p>• Ant R 1.3, R 2.1, R 2.4, R 2.5</p>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Words with <i>nd, nk, nt, mp, ng</i></li> <li>Base words and endings: <i>s, es, ies</i></li> </ul> <p>R 1.1, R 1.2, R 1.3, R 1.5, LC 1.8</p> <p><b>Comprehension Skill</b></p> <ul style="list-style-type: none"> <li>Text organization</li> </ul> <p>R 2.1, R 2.5</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Question R 2.4</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li><i>between, care, weigh</i> LC 1.7</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Words ending with <i>-nd, -ng, -ntz</i> LC 1.8</li> </ul> <p><b>Vocabulary</b></p> <p>R 1.3</p> <p><b>Story</b></p> <ul style="list-style-type: none"> <li><i>antennae, cocoons, colonies, fungus, larvae, tunnels</i></li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Using a thesaurus W 1.3</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Singular possessive LC 1.3 (*Note – not a 2<sup>nd</sup> grade standard)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Writing a poem R 3.4 (Emphasize rhyming words)</li> </ul> <p><b>Listening/Speaking/Viewing</b></p> <ul style="list-style-type: none"> <li>Listening for facts and details in an oral presentation or story LS 1.1, LS 1.2</li> </ul> <p><b>District “Writing Strategies” Packet</b></p> <p>Gd. 2, Pg. 15</p>	<p><b>HM Reading Writing Workshop or Writing Workshop</b></p>	<p><b>Daily Lesson Plan</b></p> <p>T 58c – T 58D</p> <p><b>Universal Access Plan (30 min. within core time)</b></p> <p>T 58E – T 58F</p> <p><b>Teacher Read Aloud (Day 1)</b></p> <ul style="list-style-type: none"> <li><i>An Octopus is Amazing</i> LS 1.1, LS 1.2, LS 1.3</li> </ul> <p><b>Phonics Library</b></p> <ul style="list-style-type: none"> <li><i>Hank’s Pandas</i></li> <li><i>Marta’s Larks</i> R 1.1, R 1.2, R 1.3, R 2.5</li> </ul> <p><b>Sound Spelling Cards Displayed &amp; Practiced</b></p> <p><b>Fluency Practice 10 minutes/minimum per day</b></p>	<ul style="list-style-type: none"> <li>Base words</li> <li>High frequency words</li> <li>Question</li> <li>Text Organization</li> <li>Using a glossary</li> <li>Using a thesaurus</li> <li>Singular possessive nouns</li> </ul>	<p>Feb. 8 – Mar. 11</p> <ul style="list-style-type: none"> <li>ELA Benchmark</li> <li>Trimester 2 Oral Fluency Passage</li> <li>Trimester 2 Writing Prompt</li> </ul> <p><b>Optional</b></p> <p>Theme 4, Selection 2 Test</p>	<p>Continue</p> <p style="text-align: center;">↓</p>


\*Optional, but highly recommended 30 min/day outside core

**GRADE 2**  
**Language Arts Pacing Guide and Assessment Calendar 2009 - 2010**

Theme: 4

“Amazing Animals”

Weighted Standards

Date/ Selection	Reading (90 – 110 mins)	Word Work (30 – 40 mins)	Writing and Language (30 – 40 mins)	Writing Applications	Lesson Essentials MUST DOs!	Academic Vocabulary	Assessment	Supplemental Reading (Eyes on Instructional Level Text)*
<p><b>Week 10/11</b> <b>Feb. 22 –</b> <b>Mar. 3</b></p> <p>• <i>Great Ballgame</i> R 1.2, R 2.2, R 2.5</p>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Vowel pairs <i>oa</i> and <i>ow</i> R 1.1, R 1.2, R 1.3, LC 1.8</li> </ul> <p><b>Comprehension Skill</b></p> <ul style="list-style-type: none"> <li>• Cause and effect R 2.6</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Summarize R 2.5</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <i>ago, field, half, war</i> LC 1.7</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• More long <i>o</i> spellings LC 1.7, LC 1.8</li> </ul> <p><b>Vocabulary</b></p> <p>R 1.1, R 1.3</p> <p><b>Story</b></p> <ul style="list-style-type: none"> <li>• <i>accept, advantage, argument, guarded, penalty, quarrel</i></li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>• Parts of a dictionary entry W 1.3</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Plural possessives (*Note – not a 2<sup>nd</sup> grade standard) LC 1.3</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• A news article R 2.4 R 2.5, W 1.1</li> </ul> <p><b>Listening/Speaking/Viewing</b></p> <ul style="list-style-type: none"> <li>• Giving clear directions LS 1.4</li> </ul> <p><b>District “Writing Strategies” Packet</b></p>	<p><b>HM Reading Writing Workshop or Writing Workshop</b></p>	<p><b>Daily Lesson Plan</b> T 88c – T 88D</p> <p><b>Universal Access Plan (30 min. within core time)</b> T 88E – T 88F</p> <p><b>Teacher Read Aloud (Day 1)</b></p> <ul style="list-style-type: none"> <li>• <i>The Little Fly and the Great Moose</i> R 2.6</li> </ul> <p><b>Phonics Library</b></p> <ul style="list-style-type: none"> <li>• <i>Crow’s Plan</i></li> <li>• <i>Brent Skunk Sings</i> R 1.1, R 1.2, R 1.3, R 2.5</li> </ul> <p><b>Sound Spelling Cards Displayed &amp; Practiced</b></p> <p><b>Fluency Practice 10 minutes/minimum per day</b></p>	<ul style="list-style-type: none"> <li>• High frequency words</li> <li>• Summarize</li> <li>• Cause/effect</li> <li>• Using directions</li> <li>• Dictionary skills: parts of a dictionary entry</li> <li>• Plural possessive nouns</li> <li>• Writing: adding details</li> </ul>		<p>Continue</p> 

\*Optional, but highly recommended 30 min/day outside core

**GRADE 2**  
**Language Arts Pacing Guide and Assessment Calendar 2009 - 2010**

Theme: 4

**“Amazing Animals”**

Weighted Standards

Date/ Selection	Reading (90 – 110 mins)	Word Work (30 – 40 mins)	Writing and Language (30 – 40 mins)	Writing Applications	Lesson Essentials MUST DOs!	Academic Vocabulary	Assessment	Supplemental Reading (Eyes on Instructional Level Text)*
<u>Week 11/12</u> Mar. 4-12	Reteaching Opportunities →			<u>HM Reading Writing Workshop or Writing Workshop</u>	<u>Daily Lesson Plan</u>  <u>Universal Access Plan</u> (30 min. within core time)  <u>Teacher Read Aloud</u> (Day 1)  <u>Phonics Library</u>  <u>Sound Spelling Cards</u> <u>Displayed &amp; Practiced</u>  <u>Fluency Practice 10</u> <u>minutes/minimum per</u> <u>day</u>		Continue Assessment	Continue ↓
	<u>Theme Resources</u>  <b>Theme 3</b> R 4- R 18 R 28-R 34  <b>Theme 4</b> R 4-R 12 R 20-R 24	<u>Theme Resources</u>  <b>Theme 3</b> R 20 – R 26  <b>Theme 4</b> R 14 – R 18 R 20 – R 24	<u>Theme Resources</u>  <b>Theme 3</b> R 36 – R 39  <b>Theme 4</b> R 26 – R 28					

\*Optional, but highly recommended 30 min/day outside core


**GRADE 2**  
**Language Arts Pacing Guide and Assessment Calendar 2009 - 2010**

Theme: 5

“Family Time”

Weighted Standards

Trimester 3

Date/ Selection	Reading (90 – 110 mins)	Word Work (30 – 40 mins)	Writing and Language (30 – 40 mins)	Writing Applications	Lesson Essentials MUST DOs!	Academic Vocabulary	Assessment	Supplemental Reading (Eyes on Instructional Level Text)*
<b>Week 1</b> <b>Mar. 15-19</b>  • <i>Brothers and Sisters</i> R 2.2, R 2.3 R 2.4, R 1.3, R 2.5, R 2.6	<b>Phonics</b> • -er ending in two-syllable words  <b>Comprehension Skill</b> • Making generalizations R 2.5 R 2.6  <b>Comprehension</b> • Evaluate R 2.2, R 2.3 • Poetry link R 2.2, R 3.4	<b>High Frequency Words</b> • <i>middle, trouble, uncle</i> LC 1.7  <b>Spelling</b> • Words that end with <i>er</i> LC 1.7, LC 1.8  <b>Vocabulary</b> R 1.1, R 1.3,  <b>Story</b> • <i>newborn, distract, twins, pest, teenage</i>  <b>Lesson</b> • Word families R 1.9	<b>Grammar</b> • Verbs, exact verbs LC 1.3  <b>Writing</b> • Opinion paragraph (*Note – not a 2 <sup>nd</sup> grade standard) W 1.1  <b>Listening/Speaking/Viewing</b> • Giving a presentation LS 1.7, LS 1.9  <b>District “Writing Strategies” Packet</b> Gd. 2, pg. 16	<b>HM Reading Writing Workshop or Writing Workshop</b>	<b>Daily Lesson Plan</b> T 120A – T 120B  <b>Universal Access Plan (30 min. within core time)</b> T 120C – T 120D  <b>Teacher Read Aloud (Day 1)</b> • <i>Only Emily</i> LS 1.1, LS 1.2, LS 1.3  <b>Phonics Library</b> • <i>My Sister Joan</i> • <i>The Big Party Plan</i> R 1.1, R 1.2, R 1.3, R 2.5  <b>Sound Spelling Cards Displayed &amp; Practiced</b>  <b>Fluency Practice 10 minutes/minimum per day</b>	• -er endings in two-syllable words • High frequency words • Evaluate • Making generalizations • Using directions • Timelines • Grammar: verbs • Word families   <b>Note: Parent Conferences March 17-19</b>	<b>Optional</b> Theme 5, Selection 1 Test	• Phonics Library • I Love Reading • Available Leveled Readers at your site • History/ Social Studies Content Readers • Interventions (continue throughout theme)  


\*Optional, but highly recommended 30 min/day outside core

**GRADE 2**  
**Language Arts Pacing Guide and Assessment Calendar 2009 - 2010**

Theme:   5  

“Family Time”

Weighted Standards

Date/ Selection	Reading (90 – 110 mins)	Word Work (30 – 40 mins)	Writing and Language (30 – 40 mins)	Writing Applications	Lesson Essentials MUST DOs!	Academic Vocabulary	Assessment	Supplemental Reading (Eyes on Instructional Level Text)*
<p><b>Week 2</b> <b>Mar. 22-26</b></p> <p>• <i>Jalapeño Bagels</i> R 1.1, R 1.2 R 1.3, R 2.5</p>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Contractions</li> <li>• -le endings in two-syllable words R 1.1, R 1.2, R 1.3, LC 1.8</li> </ul> <p><b>Comprehension Skill</b></p> <ul style="list-style-type: none"> <li>• Following directions R 2.5 R 2.8</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Question R 2.4</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <i>early, hair, instead</i> LC 1.7</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Contractions LC 1.7</li> </ul> <p><b>Vocabulary</b></p> <p>R 1.3</p> <p><b>Story</b></p> <ul style="list-style-type: none"> <li>• <i>bakery, culture, customers, dough, recipe, ingredients</i></li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>• Dictionary skills—word meanings R 1.10, W 1.3</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Present tense verbs</li> <li>• Subject/verb agreement LC 1.3</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Responding to a writing prompt W1.1</li> </ul> <p><b>Listening/Speaking/Viewing</b></p> <ul style="list-style-type: none"> <li>• Describing a photograph LS 1.5, LS 1.6</li> </ul> <p><b>District “Writing Strategies” Packet</b></p>	<p><b>HM Reading Writing Workshop or Writing Workshop</b></p>	<p><b>Daily Lesson Plan</b> T 154C – T 154D</p> <p><b>Universal Access Plan (30 min. within core time)</b> T 154E – T 154F</p> <p><b>Teacher Read Aloud (Day 1)</b></p> <ul style="list-style-type: none"> <li>• <i>Jennifer and Grandad’s Garden</i> LS 1.1, LS 1.3, LS 1.4</li> </ul> <p><b>Phonics Library</b></p> <ul style="list-style-type: none"> <li>• <i>Lost and Found</i></li> <li>• <i>What Will Lester Be?</i> R 1.1, R 1.2, R 1.3, R 2.5</li> </ul> <p><b>Sound Spelling Cards Displayed &amp; Practiced</b></p> <p><b>Fluency Practice 10 minutes/minimum per day</b></p>	<ul style="list-style-type: none"> <li>• Comprehension skills: following directions</li> <li>• Parts of a book: title page and table of contents</li> <li>• Contractions</li> <li>• Dictionary: word meanings</li> <li>• Grammar: verbs that tell about now</li> <li>• Phonics: -le ending in two-syllable words</li> <li>• Questioning</li> <li>• High frequency words</li> <li>• Present tense</li> </ul>	<p><b>Optional</b> Theme 5, Selection 2 Test</p>	<p>Continue</p> 

\*Optional, but highly recommended 30 min/day outside core

**GRADE 2**  
**Language Arts Pacing Guide and Assessment Calendar 2009 - 2010**

Theme: 5

“Family Time”

Weighted Standards

Date/ Selection	Reading (90 – 110 mins)	Word Work (30 – 40 mins)	Writing and Language (30 – 40 mins)	Writing Applications	Lesson Essentials MUST DOs!	Academic Vocabulary	Assessment	Supplemental Reading (Eyes on Instructional Level Text)*
<p><b>Week 3</b> April 5-9</p> <p>• <i>Carousel</i> R 1.1, R 1.2 R 1.3, R 2.5</p>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• y at the end of longer words</li> <li>• Prefix <i>un-</i> R 1.1, R 1.2, R 1.3, R 1.9, LC 1.8</li> </ul> <p><b>Comprehension Skill</b></p> <ul style="list-style-type: none"> <li>• Making judgments R 2.5</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Predict/infer R 2.5, R 2.7</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <i>ant, million, pair</i> LC 1.7</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• The final y sound in <i>puppy</i> LC 1.8</li> </ul> <p><b>Vocabulary</b></p> <p>R 1.1, R 1.9</p> <p><b>Story</b></p> <ul style="list-style-type: none"> <li>• <i>angry, fussed, groaned, grumbled, grumpily, promised</i></li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>• Homophones R 1.10</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Past tense verbs</li> <li>• Using the right tense LC 1.3</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Information paragraph R 2.2, R 2.5, W 1.1</li> </ul> <p><b>Listening/Speaking/ Viewing</b></p> <p><b>District “Writing Strategies” Packet</b></p>	<p><b>HM Reading Writing Workshop or Writing Workshop</b></p>	<p><b>Daily Lesson Plan</b> T 182C – T 182D</p> <p><b>Universal Access Plan (30 min. within core time)</b> T 182E – T 182F</p> <p><b>Teacher Read Aloud (Day 1)</b></p> <ul style="list-style-type: none"> <li>• <i>Great Aunt Martha</i> LS 1.1, LS 1.3</li> </ul> <p><b>Phonics Library</b></p> <ul style="list-style-type: none"> <li>• <i>Aunt Lizzy Finds Her Cake</i></li> <li>• <i>My Brother</i> R 1.1, R 1.2, R 1.3, R 2.5</li> </ul> <p><b>Sound Spelling Cards Displayed &amp; Practiced</b></p> <p><b>Fluency Practice 10 minutes/minimum per day</b></p>	<ul style="list-style-type: none"> <li>• Comprehension skills: making judgments</li> <li>• Study skills: reference sources</li> <li>• Homophones</li> <li>• Grammar: verbs that tell about the past</li> <li>• High frequency words</li> <li>• Sound of y at the end of longer words</li> <li>• The prefix <i>-un</i></li> <li>• Paragraph</li> <li>• Verb tense</li> <li>• Alliteration</li> </ul>	<p><b>Optional</b> Theme 5, Selection 3 Test</p>	<p>Continue</p> <p style="text-align: center;">↓</p>


\*Optional, but highly recommended 30 min/day outside core

**GRADE 2**  
**Language Arts Pacing Guide and Assessment Calendar 2009 - 2010**

Theme: 5

“Family Time”

Weighted Standards

Date/ Selection	Reading (90 – 110 mins)	Word Work (30 – 40 mins)	Writing and Language (30 – 40 mins)	Writing Applications	Lesson Essentials MUST DOs!	Academic Vocabulary	Assessment	Supplemental Reading (Eyes on Instructional Level Text)*
<p><b>Week 4</b> <b>April 12-16</b></p> <p>• <i>Thunder Cake</i> R 1.1, R 1.3, R 2.5, LS 1.8</p>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Base words and endings <i>-ed, -ing</i></li> <li>• Silent consonants <i>gh, k(n)</i> R 1.1, R 1.2, R 1.3, R 1.9</li> </ul> <p><b>Comprehension Skill</b></p> <ul style="list-style-type: none"> <li>• Sequence of events R 2.5</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Monitor and clarify R 2.4, R 2.7</li> <li>• Drama link LS 1.6</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <i>air, child, heavy, hour</i> LC 1.7</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Words ending with <i>-ed, -ing</i> LC 1.8</li> </ul> <p><b>Vocabulary</b></p> <p>R 1.1, R 1.3</p> <p><b>Story</b></p> <ul style="list-style-type: none"> <li>• <i>bolt, horizon, thunder, lightning, rumbled, weather</i></li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>• Dictionary skills</li> <li>• Finding words with endings R 1.9, W 1.3</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• <i>is/are, was/were</i></li> <li>• Choosing the right verb LC 1.3</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Using quotations LC 1.5, LC 1.6,</li> </ul> <p><b>Listening/Speaking/Viewing</b></p> <ul style="list-style-type: none"> <li>• Putting on a play R 1.6, LS 1.6</li> </ul> <p><b>District “Writing Strategies” Packet</b></p>	<p><b>HM Reading Writing Workshop or Writing Workshop</b></p>	<p><b>Daily Lesson Plan</b> T 222C – T 222D</p> <p><b>Universal Access Plan (30 min. within core time)</b> T 222E – T 222F</p> <p><b>Teacher Read Aloud (Day 1)</b></p> <ul style="list-style-type: none"> <li>• <i>Sophie’s Special Sponge Cake</i> LS 1.2, LS 1.3</li> </ul> <p><b>Phonics Library</b></p> <ul style="list-style-type: none"> <li>• <i>Eight Daughters!</i></li> <li>• <i>The Family Garden</i> R 1.1, R 1.2, R 1.3, R 2.5</li> </ul> <p><b>Sound Spelling Cards Displayed &amp; Practiced</b></p> <p><b>Fluency Practice 10 minutes/minimum per day</b></p>	<ul style="list-style-type: none"> <li>• Comprehension skills: sequence of events</li> <li>• Study skills: taking notes</li> <li>• Dictionary: finding words with endings</li> <li>• Grammar: The verbs, <i>is/are, was/were</i></li> <li>• High frequency words</li> <li>• Base words and endings <i>-ed, -ing</i></li> <li>• Quotation marks</li> </ul>	<p><b>Optional</b></p> <ul style="list-style-type: none"> <li>• Theme 5, Selection 4 Test</li> <li>• Theme Skills Test</li> </ul>	<p>Continue</p> 

\*Optional, but highly recommended 30 min/day outside core

**GRADE 2**  
**Language Arts Pacing Guide and Assessment Calendar 2009 - 2010**

Theme: 5

“Family Time”

Weighted Standards

Date/ Selection	Reading (90 – 110 mins)	Word Work (30 – 40 mins)	Writing and Language (30 – 40 mins)	Writing Applications	Lesson Essentials MUST DOs!	Academic Vocabulary	Assessment	Supplemental Reading (Eyes on Instructional Level Text)*
<p><u>Week 5/6</u> April 19-28</p> <p style="text-align: center;">Reteaching Opportunities</p>	<p style="text-align: center;"><u>Theme Resource</u> R 26 - 32</p>	<p style="text-align: center;"><u>Theme Resource</u> R 4 - 16</p>	<p style="text-align: center;"><u>Theme Resource</u> R 34 - 37</p>	<p><u>HM Reading Writing Workshop or Writing Workshop</u></p>	<p><u>Daily Lesson Plan</u></p> <p><u>Universal Access Plan</u> (30 min. within core time)</p> <p><u>Teacher Read Aloud</u> (Day 1)</p> <p><u>Phonics Library</u></p> <p><u>Sound Spelling Cards</u> <u>Displayed &amp; Practiced</u></p> <p><u>Fluency Practice 10 minutes/minimum per day</u></p>		<p><u>Optional</u></p> <ul style="list-style-type: none"> <li>• Theme 5, Selection 4 Test</li> <li>• Theme Skills Test</li> </ul>	

\*Optional, but highly recommended 30 min/day outside core

**GRADE 2**  
**Language Arts Pacing Guide and Assessment Calendar 2009 - 2010**

Theme: 6

“Talent Show”

Weighted Standards

Date/ Selection	Reading (90 – 110 mins)	Word Work (30 – 40 mins)	Writing and Language (30 – 40 mins)	Writing Applications	Lesson Essentials MUST DOs!	Academic Vocabulary	Assessment	Supplemental Reading (Eyes on Instructional Level Text)*
<p><b>Week 6/7</b> <b>Apr 29 –</b> <b>May 7</b></p> <p>Focus on Biographies</p>	<p><u>Phonics</u></p> <p><u>Comprehension Skill</u></p> <p><u>Comprehension</u></p>	<p><u>High Frequency Words</u></p> <p><u>Spelling</u></p> <p><u>Vocabulary</u></p> <p><u>Story</u></p> <p><u>Lesson</u></p>	<p><u>Grammar</u></p> <p><u>Writing</u></p> <p><u>Listening/Speaking/ Viewing</u></p> <p><u>District “Writing Strategies” Packet</u></p>	<p><u>HM Reading Writing Workshop or Writing Workshop</u></p>	<p><u>Daily Lesson Plan</u></p> <p><u>Universal Access Plan</u> (30 min. within core time)</p> <p><u>Teacher Read Aloud</u> (Day 1)</p> <p><u>Phonics Library</u></p> <p><u>Sound Spelling Cards</u> <u>Displayed &amp; Practiced</u></p> <p><u>Fluency Practice 10</u> <u>minutes/minimum per</u> <u>day</u></p>			<ul style="list-style-type: none"> <li>• Phonics Library</li> <li>• I Love Reading</li> <li>• Available Leveled Readers at your site</li> <li>• History/ Social Studies Content Readers</li> <li>• Interventions (continue throughout theme)</li> </ul> <p style="text-align: center;">↓</p>

\*Optional, but highly recommended 30 min/day outside core

**GRADE 2**  
**Language Arts Pacing Guide and Assessment Calendar 2009 - 2010**

Theme: 6

“Talent Show”

Weighted Standards

Date/ Selection	Reading (90 – 110 mins)	Word Work (30 – 40 mins)	Writing and Language (30 – 40 mins)	Writing Applications	Lesson Essentials MUST DOs!	Academic Vocabulary	Assessment	Supplemental Reading (Eyes on Instructional Level Text)*
<p><b>Week 8</b> <b>May 10-14</b></p> <p>• <i>The Art Lesson</i> R 1.2, R 1.3, R 2.2, R 2.5, LS 1.8</p>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Vowel pairs: <i>oo, ew, ue, ou</i> R 1.1, R 1.2, R 1.3, LC 1.8</li> </ul> <p><b>Comprehension Skill</b></p> <ul style="list-style-type: none"> <li>Author’s viewpoint R 2.5</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Evaluate R 2.2, R 2.3</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li><i>fair, gold, woman</i> LC 1.7</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Vowel sounds in <i>moon</i> and <i>book</i> LC 1.7, LC 1.8</li> </ul> <p><b>Vocabulary</b></p> <p>R 1.1, R 1.3</p> <p><b>Story</b></p> <ul style="list-style-type: none"> <li><i>crayons, chalk, powders, copy, smock, ruin, practice</i></li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Word families R 1.9</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Other irregular verbs</li> <li>Choosing the right verb LC 1.3, LC 1.7</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Paragraph that explains W 1.1</li> </ul> <p><b>Listening/Speaking/Viewing</b></p> <ul style="list-style-type: none"> <li>Compare and contrast illustrations LS 1.5, LS 1.6</li> </ul> <p><b>District “Writing Strategies” Packet</b></p>	<p><b>HM Reading Writing Workshop or Writing Workshop</b></p>	<p><b>Daily Lesson Plan</b> T 286A – T 286B</p> <p><b>Universal Access Plan (30 min. within core time)</b> T 286C – T 286D</p> <p><b>Teacher Read Aloud (Day 1)</b></p> <ul style="list-style-type: none"> <li><i>Omar on Ice</i> LS 1.1, LS 1.2, LS 1.3</li> </ul> <p><b>Phonics Library</b></p> <ul style="list-style-type: none"> <li><i>Our Classroom Zoo Book</i></li> <li><i>Jade’s Drumming</i> R 1.1, R 1.2, R 1.3, R 2.5</li> </ul> <p><b>Sound Spelling Cards Displayed &amp; Practiced</b></p> <p><b>Fluency Practice 10 minutes/minimum per day</b></p>	<ul style="list-style-type: none"> <li>Comprehension skills: author’s viewpoint</li> <li>Study skills: using a newspaper</li> <li>Phonics: word families</li> <li>Grammar: other irregular verbs</li> <li>High frequency words</li> <li>Phonics: vowel pairs <i>oo, ew ue, ou</i></li> <li>Evaluate</li> <li>Compare and contrast</li> </ul>	<p><b>Optional</b> Theme 6, Selection 1 Test</p>	<p>Continue</p> <p style="text-align: center;">↓</p>


\*Optional, but highly recommended 30 min/day outside core

**GRADE 2**  
**Language Arts Pacing Guide and Assessment Calendar 2009 - 2010**

Theme: 6

“Talent Show”

Weighted Standards

Date/ Selection	Reading (90 – 110 mins)	Word Work (30 – 40 mins)	Writing and Language (30 – 40 mins)	Writing Applications	Lesson Essentials MUST DOs!	Academic Vocabulary	Assessment	Supplemental Reading (Eyes on Instructional Level Text)*
<p><b>Week 9</b> <b>May 17 - 21</b></p> <p>• <i>Moses Goes to a Concert</i> R 2.5, R 2.7, LS 1.8</p>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Long <i>i</i> spelled <i>igh</i> and <i>ie</i> R 1.1, R 1.2, LC 1.8</li> </ul> <p><b>Comprehension Skill</b></p> <ul style="list-style-type: none"> <li>Noting details R 2.5</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Summarize R 2.5</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li><i>heart, mind, alphabet</i> LC 1.7</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Long <i>i</i> patterns LC 1.7, LC 1.8</li> </ul> <p><b>Vocabulary</b></p> <p>R 1.1, R 1.3, R 2.7</p> <p><b>Story</b></p> <ul style="list-style-type: none"> <li><i>vibration, deaf, hearing, signs, percussion, instruments</i></li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Multiple meaning words R 1.10</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Adjectives including <i>a</i> and <i>the</i> LC 1.3</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Writing a summary R 2.5, W 1.1</li> </ul> <p><b>Listening/Speaking/Viewing</b></p> <p><b>District “Writing Strategies” Packet</b></p>	<p><b>HM Reading Writing Workshop or Writing Workshop</b></p>	<p><b>Daily Lesson Plan</b> T 328C – T 328D</p> <p><b>Universal Access Plan (30 min. within core time)</b> T 328E – T328F</p> <p><b>Teacher Read Aloud (Day 1)</b></p> <ul style="list-style-type: none"> <li><i>Sam Sings</i> LS 1.1, LS 1.3, LS 1.8</li> </ul> <p><b>Phonics Library</b></p> <ul style="list-style-type: none"> <li><i>Dwight the Knight</i></li> <li><i>Who Drew the Cartoon?</i> R 1.1, R 1.2, R 1.3, R 2.5</li> </ul> <p><b>Sound Spelling Cards Displayed &amp; Practiced</b></p> <p><b>Fluency Practice 10 minutes/minimum per day</b></p>	<ul style="list-style-type: none"> <li>Phonics: long <i>i</i> (<i>igh</i>, <i>ie</i>)</li> <li>Strategy focus: summarize</li> <li>Comprehension skills: noting details</li> <li>Study skills: captions</li> <li>High frequency words</li> <li>Multiple meaning words</li> <li>Grammar: adjectives including <i>a</i>, <i>an</i>, and <i>the</i></li> </ul>	<p>May 17- June 11</p> <ul style="list-style-type: none"> <li>Trimester 3 Oral Fluency</li> <li>Writing Prompt – Trimester 3</li> <li>ELA Benchmarks</li> </ul> <p><b>Optional</b> Theme 6, Selection 2 Test</p>	<p>Continue</p> 

\*Optional, but highly recommended 30 min/day outside core

**GRADE 2**  
**Language Arts Pacing Guide and Assessment Calendar 2009 - 2010**

Theme: 6

“Talent Show”

Weighted Standards

Date/ Selection	Reading (90 – 110 mins)	Word Work (30 – 40 mins)	Writing and Language (30 – 40 mins)	Writing Applications	Lesson Essentials MUST DOs!	Academic Vocabulary	Assessment	Supplemental Reading (Eyes on Instructional Level Text)*
<p><b>Week 10</b> <b>May 24-28</b></p> <p>• <i>School Mural</i> R 2.5, LS 1.8</p>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Base words and endings –ed, -ing R 1.1, R 1.2, R 1.9, LC 1.8</li> </ul> <p><b>Comprehension Skill</b></p> <ul style="list-style-type: none"> <li>• Problem solving R 2.5</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Question R 2.4</li> </ul>	<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>• below, neighbor, should LC 1.7</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Words with -ed or -ing</li> </ul> <p><b>Vocabulary</b> R 1.3</p> <p><b>Story</b></p> <ul style="list-style-type: none"> <li>• mural, scene, project, sketches</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>• Using context R 2.2</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Comparing with adjectives</li> <li>• Combining sentences with adjectives LC 1.3</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Comparison/contrast paragraph (*Note – not a 2<sup>nd</sup> grade standard) W 2.1, W 2.1b</li> <li>• Giving examples in writing W 1.4</li> </ul> <p><b>Listening/Speaking/Viewing</b></p> <p><b>District “Writing Strategies” Packet</b></p>	<p><b>HM Reading Writing Workshop or Writing Workshop</b></p>	<p><b>Daily Lesson Plan</b> T 370C – T 370D</p> <p><b>Universal Access Plan (30 min. within core time)</b> T 370E – T370F</p> <p><b>Teacher Read Aloud (Day 1)</b></p> <ul style="list-style-type: none"> <li>• <i>Mr. Mel Goes to Camp</i> LS 1.1, LS 1.3,</li> </ul> <p><b>Phonics Library</b></p> <ul style="list-style-type: none"> <li>• <i>Will Holly Sing?</i></li> <li>• <i>Fright Night</i> R 1.1, R 1.2, R 1.3, R 2.5</li> </ul> <p><b>Sound Spelling Cards Displayed &amp; Practiced</b></p> <p><b>Fluency Practice 10 minutes/minimum per day</b></p>	<ul style="list-style-type: none"> <li>• Phonics: endings –ed, -ing</li> <li>• Strategy focus: question</li> <li>• Comprehension skills: problem solving</li> <li>• Study skills: chapter titles and headings</li> <li>• High frequency words</li> <li>• Using context</li> <li>• Grammar: comparing with adjectives</li> </ul>	<p><b>Optional</b></p> <ul style="list-style-type: none"> <li>• Theme 6, Selection 3 Test</li> </ul>	<p>Continue</p> <p style="text-align: center;">↓</p>

\*Optional, but highly recommended 30 min/day outside core

**GRADE 2**  
**Language Arts Pacing Guide and Assessment Calendar 2009 - 2010**

Theme: 6

“Talent Show”

Weighted Standards

Date/ Selection	Reading (90 – 110 mins)	Word Work (30 – 40 mins)	Writing and Language (30 – 40 mins)	Writing Applications	Lesson Essentials MUST DOs!	Academic Vocabulary	Assessment	Supplemental Reading (Eyes on Instructional Level Text)*
<b>Week 11</b> June 1-4  Reteaching Opportunities	<u>Theme Resources</u>  <b>Theme 6</b> R 4 – R 8 R 16 – R 20	<u>Theme Resources</u>  <b>Theme 6</b> R 11 – R 15	<u>Theme Resources</u>  <b>Theme 6</b> R 22 - 24		Review / Test / Review Test			
<b>Week 12</b> June 7 - 9	End of the Year Reading Activities							

\*Optional, but highly recommended 30 min/day outside core