

BERTHA-HEWITT ELEMENTARY
Curriculum Map – 2014-2015
Miss Hurtig -- Instructor

Academic Standard Area: **Reading/Language Arts** Course Title/Strand: **Reading** Grade Level: **2**
 Textbook & Copyright date: *Houghton Mifflin 2008*

WEEK #	TIMELINE	CONTENT UNIT/THEME	PROCESS/SKILLS	STANDARDS/ BENCHMARKS	ASSESSMENT	RESOURCES
1-2	2 weeks	Back to School	Strategy Review		Houghton Mifflin Baseline Test	Houghton Mifflin Basal
3	1 week	Theme 1: Silly Stories 1. Dragon Gets By	Phonemic Awareness/ Phonics/Decoding <ul style="list-style-type: none"> ○ Short vowels a, i Comp Skills & Strategies <ul style="list-style-type: none"> ○ Story Structure ○ Summarize Word Work <ul style="list-style-type: none"> ○ Homophones ○ High-Frequency Words 	2.3.0.3 (a.): Distinguish long and short vowels when reading regularly spelled one-syllable words. 2.1.5.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 2.10.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.	Tests Student Writing	Houghton Mifflin Basal Leveled Readers Vocabulary Readers Decodable Text
4	1 week	Theme 1: Silly Stories 2. Julius	Phonemic Awareness/ Phonics/Decoding <ul style="list-style-type: none"> ○ Short vowels o, u, e ○ VCCV Pattern Comp Skills & Strategies <ul style="list-style-type: none"> ○ Fantasy and Realism ○ Monitor/Clarify Word Work <ul style="list-style-type: none"> ○ Synonyms ○ High-Frequency Words 	2.3.0.3 (a.): Distinguish long and short vowels when reading regularly spelled one-syllable words. 2.3.0.4 (c): Use context and other cues to confirm or self-correct word recognition and understanding, rereading as necessary. 2.10.5.5 (b): Distinguish shades of meaning among closely related verbs and closely related adjectives.	Tests Student Writing	Houghton Mifflin Basal Leveled Readers Vocabulary Readers Decodable Text
5	1 week	Theme 1: Silly Stories 3. Mrs. Brown Went to Town	Phonemic Awareness/ Phonics/Decoding <ul style="list-style-type: none"> ○ Long Vowels CVCe: a, i Comp Skills & Strategies <ul style="list-style-type: none"> ○ Predict Outcomes ○ Predict/Infer Word Work <ul style="list-style-type: none"> ○ Multiple-Meaning Words ○ High-Frequency Words 	2.3.0.3 (a.): Distinguish long and short vowels when reading regularly spelled one-syllable words. 2.1.7.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 2.10.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing	Tests Student Writing	Houghton Mifflin Basal Leveled Readers Vocabulary Readers Decodable Text

				flexibly from an array of strategies.		
6	1 week	Theme 1: Silly Stories 4. Monitoring Student Progress: The Surprise/Hippos	Phonemic Awareness/ Phonics/Decoding <ul style="list-style-type: none"> Phonics Skills Review Comp Skills & Strategies <ul style="list-style-type: none"> Comprehension Skills Review Predict/Infer Word Work <ul style="list-style-type: none"> Vocabulary Review High-Frequency Words 	2.3.0.3 (a.): Distinguish long and short vowels when reading regularly spelled one-syllable words. 2.1.7.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 2.10.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.	Tests Student Writing	Houghton Mifflin Basal Leveled Readers Vocabulary Readers Decodable Text
7	1 week	Theme 1: Silly Stories 5. Focus on Genre: Poetry	Phonemic Awareness/ Phonics/Decoding <ul style="list-style-type: none"> Review Short Vowel Sounds Review VCCV Pattern Comp Skills & Strategies <ul style="list-style-type: none"> Understanding Poetry Monitor/Clarify Word Work <ul style="list-style-type: none"> Sound Words High-Frequency Words 	2.3.0.3 (a.): Distinguish long and short vowels when reading regularly spelled one-syllable words. 2.1.4.4: Describe how words and phrases supply rhythm and meaning in a story, poem, or song. 2.3.0.4 (c): Use context and other cues to confirm or self-correct word recognition and understanding, rereading as necessary.	Tests Student Writing	Houghton Mifflin Basal Leveled Readers Vocabulary Readers Decodable Text
8	1 week	Theme 2: Nature Walk 1. Henry and Mudge and the Starry Night	Phonemic Awareness/ Phonics/Decoding <ul style="list-style-type: none"> Long Vowels CVCe: o, u, e Two Sounds for g Comp Skills & Strategies <ul style="list-style-type: none"> Compare and Contrast Question Word Work <ul style="list-style-type: none"> Compound Words High-Frequency Words 	2.3.0.3 (a.): Distinguish long and short vowels when reading regularly spelled one-syllable words. 2.3.0.3 (e.): Identify words with inconsistent but common spelling-sound correspondences. 2.1.1.1: Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. 2.10.4.4 (d.): Use knowledge of the meaning of individual words to predict the meaning of compound words.	Tests Student Writing	Houghton Mifflin Basal Leveled Readers Vocabulary Readers Decodable Text
9	1 week	Theme 2: Nature Walk 2. Exploring Parks with Ranger Dockett	Phonemic Awareness/ Phonics/Decoding <ul style="list-style-type: none"> Consonant Clusters (r, l, s) Two sounds for c Comp Skills & Strategies <ul style="list-style-type: none"> Fact and Opinion Evaluate Word Work	2.3.0.3: Know and apply grade-level phonics and word analysis skills in decoding words. 2.3.0.3 (e.): Identify words with inconsistent but common spelling-sound correspondences. 2.2.6.6: Identify the main purpose of a text, including what the author wants to	Tests Student Writing	Houghton Mifflin Basal Leveled Readers Vocabulary Readers Decodable Text

			<ul style="list-style-type: none"> ○ Antonyms ○ High-Frequency Words 	answer, explain, or describe. 2.10.5.5: Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.		
10	1 week	Theme 2: Nature Walk 3. Around the Pond: Who's Been Here?	Phonemic Awareness/ Phonics/Decoding <ul style="list-style-type: none"> ○ Double Consonants ○ VCV Pattern Comp Skills & Strategies <ul style="list-style-type: none"> ○ Categorize and Classify ○ Monitor/Clarify Word Work <ul style="list-style-type: none"> ○ Multiple-Meaning Words ○ High-Frequency Words 	2.3.0.3: Know and apply grade-level phonics and word analysis skills in decoding words. 2.3.0.4 (c): Use context and other cues to confirm or self-correct word recognition and understanding, rereading as necessary. 2.10.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.	Tests Student Writing	Houghton Mifflin Basal Leveled Readers Vocabulary Readers Decodable Text
11	1 week	Theme 2: Nature Walk 4. Monitoring Student Progress: Owl Moon/Owls	Phonemic Awareness/ Phonics/Decoding <ul style="list-style-type: none"> ○ Phonics Skills Review Comp Skills & Strategies <ul style="list-style-type: none"> ○ Comprehension Skills Review ○ Monitor/Clarify Word Work <ul style="list-style-type: none"> ○ Vocabulary Skills Review ○ High-Frequency Words 	2.3.0.3: Know and apply grade-level phonics and word analysis skills in decoding words. 2.3.0.4 (c): Use context and other cues to confirm or self-correct word recognition and understanding, rereading as necessary.	Tests Student Writing	Houghton Mifflin Basal Leveled Readers Vocabulary Readers Decodable Text
12	1 week	Theme 2: Nature Walk 5. Focus on Genre: Fables	Phonemic Awareness/ Phonics/Decoding <ul style="list-style-type: none"> ○ Review: Words with Final ck or k ○ Review: VCV Pattern Comp Skills & Strategies <ul style="list-style-type: none"> ○ Understanding Fables ○ Predict/Infer Word Work <ul style="list-style-type: none"> ○ Exact Words (Verbs) ○ High-Frequency Words 	2.3.0.3: Know and apply grade-level phonics and word analysis skills in decoding words. 2.1.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 2.1.7.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 2.10.5.5 (b.): Distinguish shades of meaning among closely related verbs.	Tests Student Writing	Houghton Mifflin Basal Leveled Readers Vocabulary Readers Decodable Text
13	1 week	Theme 3: Around Town: Neighborhood and Community 1. Chinatown	Phonemic Awareness/ Phonics/Decoding <ul style="list-style-type: none"> ○ Consonant Digraphs th, wh, sh, ch (tch) ○ Base Words and Endings -er, -est Comp Skills & Strategies <ul style="list-style-type: none"> ○ Making Judgments 	2.3.0.3: Know and apply grade-level phonics and word analysis skills in decoding words. 2.3.0.3 (d): Decode words with common prefixes and suffixes. 2.1.6.6: Acknowledge differences in the points of view of characters, including	Tests Student Writing	Houghton Mifflin Basal Leveled Readers Vocabulary Readers Decodable Text

			<ul style="list-style-type: none"> ○ Summarize Word Work <ul style="list-style-type: none"> ○ ABC Order in the Dictionary ○ High-Frequency Words 	<p>by speaking in a different voice for each character when reading dialogue aloud.</p> <p>2.1.5.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>2.10.2.2 (e): Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>		
14	1 week	Theme 3: Around Town: Neighborhood and Community 2. A Trip to the Firehouse	Phonemic Awareness/ Phonics/Decoding <ul style="list-style-type: none"> ○ Vowel Pairs ai, ay ○ Compound Words Comp Skills & Strategies <ul style="list-style-type: none"> ○ Topic/Main Idea/Supporting Details ○ Question Word Work <ul style="list-style-type: none"> ○ Beginning, Middle, and End of the Dictionary ○ High-Frequency Words 	<p>2.3.0.3 (b): Know spelling-sound correspondences for additional common vowel teams.</p> <p>2.10.4.4 (d.): Use knowledge of the meaning of individual words to predict the meaning of compound words.</p> <p>2.2.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2.2.1.1: Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>2.10.2.2 (e): Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	Tests Student Writing	Houghton Mifflin Basal Leveled Readers Vocabulary Readers Decodable Text
15	1 week	Theme 3: Around Town: Neighborhood and Community 3. Big Bushy Mustache	Phonemic Awareness/ Phonics/Decoding <ul style="list-style-type: none"> ○ Vowel Pairs ow, ou ○ Suffixes -ly, -ful Comp Skills & Strategies <ul style="list-style-type: none"> ○ Problem Solving ○ Predict/Infer Word Work <ul style="list-style-type: none"> ○ Using Context ○ High-Frequency Words 	<p>2.3.0.3 (a.): Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2.3.0.3 (d): Decode words with common prefixes and suffixes.</p> <p>2.1.3.3: Describe how characters in a story respond to major events and challenges.</p> <p>2.1.7.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>2.10.4.4 (a): Use sentence-level context as a clue to the meaning of a word or phrase.</p>	Tests Student Writing	Houghton Mifflin Basal Leveled Readers Vocabulary Readers Decodable Text
16	1 week	Theme 3: Around Town: Neighborhood and Community 4. Jamaica Louise James	Phonemic Awareness/ Phonics/Decoding <ul style="list-style-type: none"> ○ Vowel Pairs ee, ea ○ Common Syllables -tion, -ture Comp Skills & Strategies <ul style="list-style-type: none"> ○ Inferences ○ Evaluate 	<p>2.3.0.3 (b): Know spelling-sound correspondences for additional common vowel teams.</p> <p>2.3.0.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>2.1.7.7: Use information</p>	Tests Student Writing	Houghton Mifflin Basal Leveled Readers Vocabulary Readers Decodable Text

			Word Work <ul style="list-style-type: none"> ○ Dictionary Guide Words ○ High-Frequency Words 	gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		
17	1 week	Theme 3: Around Town: Neighborhood and Community 5. Monitoring Student Progress: Grandpa’s Corner Store/Barrio: Jose’s Neighborhood	Phonemic Awareness/ Phonics/Decoding <ul style="list-style-type: none"> ○ Phonics Skills Review Comp Skills & Strategies <ul style="list-style-type: none"> ○ Comprehension Skills Review ○ Summarize Word Work <ul style="list-style-type: none"> ○ Vocabulary Skills Review ○ High-Frequency Words 	2.3.0.3: Know and apply grade-level phonics and word analysis skills in decoding words. 2.1.5.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 2.10.4.4 (a): Use sentence-level context as a clue to the meaning of a word or phrase.	Tests Student Writing	Houghton Mifflin Basal Leveled Readers Vocabulary Readers Decodable Text
18	1 week	Theme 3: Around Town: Neighborhood and Community 6. Reading-Writing Workshop: Friendly Letter	Focus on Writing Traits: Friendly Letter <ul style="list-style-type: none"> ○ Focus on the traits of organization and sentence fluency 	2.6.5.5: With guidance and support from adults, and peers, focus on a topic and strengthen writing as needed by revising and editing. 2.10.2.2 (b): Use commas in greetings and closings of letters.	Friendly Letter Writing Assignment	Houghton Mifflin Basal Friendly Letter Transparencies Friendly Letter Template
19	1 week	Theme 4: Amazing Animals 1. Officer Buckle and Gloria	Phonemic Awareness/ Phonics/Decoding <ul style="list-style-type: none"> ○ r-Controlled Vowels ar ○ r-Controlled Vowels or, ore Comp Skills & Strategies <ul style="list-style-type: none"> ○ Drawing Conclusions ○ Monitor/Clarify Word Work <ul style="list-style-type: none"> ○ Dictionary Entry Words ○ High-Frequency Words 	2.3.0.3: Know and apply grade-level phonics and word analysis skills in decoding words. 2.10.2.2 (d): Generalize learned spelling patterns when writing words. 2.1.3.3: Describe how characters in a story respond to major events and challenges. 2.3.0.4 (c): Use context and other cues to confirm or self-correct word recognition and understanding, rereading as necessary.	Tests Student Writing	Houghton Mifflin Basal Leveled Readers Vocabulary Readers Decodable Text
20	1 week	Theme 4: Amazing Animals 2. Ant	Phonemic Awareness/ Phonics/Decoding <ul style="list-style-type: none"> ○ Words with nd, nt, mp, ng, nk ○ Base Words and Endings Comp Skills & Strategies <ul style="list-style-type: none"> ○ Text Organization ○ Question Word Work <ul style="list-style-type: none"> ○ Using a Thesaurus ○ High-Frequency Words 	2.3.0.3: Know and apply grade-level phonics and word analysis skills in decoding words. 2.3.0.3 (d): Decode words with common prefixes and suffixes. 2.2.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 2.2.1.1: Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. 2.10.5.5: Demonstrate understanding of word relationships and nuances in word meanings to develop	Tests Student Writing	Houghton Mifflin Basal Leveled Readers Vocabulary Readers Decodable Text

				word consciousness.		
21	1 week	Theme 4: Amazing Animals 3. Reading-Writing Workshop: Research Report	Focus on Writing Traits: Research Report <ul style="list-style-type: none"> Focus on the traits of ideas and organization 	2.6.5.5: With guidance and support from adults, and peers, focus on a topic and strengthen writing as needed by revising and editing.	Animal Research Report	Houghton Mifflin Basal Research Report Transparencies Notes Template Animal books and resources Computer
22	1 week	Theme 4: Amazing Animals 4. The Great Ball Game	Phonemic Awareness/ Phonics/Decoding <ul style="list-style-type: none"> Vowel Pairs oa, ow Comp Skills & Strategies <ul style="list-style-type: none"> Cause and Effect Summarize Word Work <ul style="list-style-type: none"> Parts of a Dictionary Entry High-Frequency Words 	2.3.0.3 (b): Know spelling-sound correspondences for additional common vowel teams. 2.1.3.3: Describe how characters in a story respond to major events and challenges. 2.1.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Tests Student Writing	Houghton Mifflin Basal Leveled Readers Vocabulary Readers Decodable Text
22	1 week	Theme 4: Amazing Animals 5. Monitoring Student Progress: Little Grunt and the Big Egg/Mighty Dinosaurs	Phonemic Awareness/ Phonics/Decoding <ul style="list-style-type: none"> Phonics Skills Review Comp Skills & Strategies <ul style="list-style-type: none"> Comprehension Skills Review Question Word Work <ul style="list-style-type: none"> Vocabulary Skills Review High-Frequency Words 	2.3.0.3: Know and apply grade-level phonics and word analysis skills in decoding words. 2.2.1.1: Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	Tests Student Writing	Houghton Mifflin Basal Leveled Readers Vocabulary Readers Decodable Text
23	1 week	Theme 4: Amazing Animals 6. Focus on Genre: Biography	Phonemic Awareness/ Phonics/Decoding <ul style="list-style-type: none"> Review: r-Controlled Vowel Sounds Review: Word Endings, -tion, -ture Comp Skills & Strategies <ul style="list-style-type: none"> Understanding Biographies Evaluate Word Work <ul style="list-style-type: none"> Abbreviations High-Frequency Words 	2.3.0.3: Know and apply grade-level phonics and word analysis skills in decoding words. 2.2.6.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Tests Student Writing: Biography	Houghton Mifflin Basal Leveled Readers Vocabulary Readers Decodable Text Biography Books Biography outline format
24	1 week	Theme 5: Family Time 1. Brothers & Sisters	Phonemic Awareness/ Phonics/Decoding <ul style="list-style-type: none"> The -er Ending in Two-Syllable Words 	2.3.0.3 (d): Decode words with common prefixes and suffixes. 2.2.6.6: Identify the main purpose of a text, including what the author wants to	Tests Student Writing	Houghton Mifflin Basal Leveled Readers

			<p>Comp Skills & Strategies</p> <ul style="list-style-type: none"> ○ Generalizations ○ Evaluate <p>Word Work</p> <ul style="list-style-type: none"> ○ Word Families ○ High-Frequency Words 	<p>answer, explain, or describe.</p> <p>2.3.0.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p>		<p>Vocabulary Readers</p> <p>Decodable Text</p>
25	1 week	<p>Theme 5: Family Time</p> <p>2. Jalapeno Bagels</p>	<p>Phonemic Awareness/Phonics/Decoding</p> <ul style="list-style-type: none"> ○ Contractions ○ The –le Ending in Two-Syllable Words <p>Comp Skills & Strategies</p> <ul style="list-style-type: none"> ○ Follow Directions ○ Question <p>Word Work</p> <ul style="list-style-type: none"> ○ Dictionary: Word Meanings ○ High-Frequency Words 	<p>2.10.2.2 (c): Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>2.3.0.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>2.1.1.1: Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>2.10.4.4 (e): Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>Tests</p> <p>Student Writing</p>	<p>Houghton Mifflin Basal</p> <p>Leveled Readers</p> <p>Vocabulary Readers</p> <p>Decodable Text</p>
26	1 week	<p>Theme 5: Family Time</p> <p>3. Carousel</p>	<p>Phonemic Awareness/Phonics/Decoding</p> <ul style="list-style-type: none"> ○ Sound of y at the End of Longer Words ○ The Prefix un- <p>Comp Skills & Strategies</p> <ul style="list-style-type: none"> ○ Making Judgments ○ Predict/Infer <p>Word Work</p> <ul style="list-style-type: none"> ○ Homophones ○ High-Frequency Words 	<p>2.3.0.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>2.3.0.3 (d): Decode words with common prefixes and suffixes.</p> <p>2.1.6.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>2.1.7.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>2.10.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p>	<p>Tests</p> <p>Student Writing</p>	<p>Houghton Mifflin Basal</p> <p>Leveled Readers</p> <p>Vocabulary Readers</p> <p>Decodable Text</p>
27	1 week	<p>Theme 5: Family Time</p> <p>4. Thunder Cake</p>	<p>Phonemic Awareness/Phonics/Decoding</p> <ul style="list-style-type: none"> ○ Base Words and –ed, –ing Endings ○ Silent Consonants gh, k(n), b <p>Comp Skills & Strategies</p> <ul style="list-style-type: none"> ○ Sequence of Events ○ Monitor/Clarify 	<p>2.3.0.3 (d): Decode words with common prefixes and suffixes.</p> <p>2.3.0.3 (f): Recognize and read grade-appropriate irregularly spelled words, including high-frequency words.</p> <p>2.3.0.3 (c.): Use context and other cues to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Tests</p> <p>Student Writing</p>	<p>Houghton Mifflin Basal</p> <p>Leveled Readers</p> <p>Vocabulary Readers</p> <p>Decodable Text</p>

			Word Work <ul style="list-style-type: none"> Words with Endings High-Frequency Words 	2.3.0.3 (d): Decode words with common prefixes and suffixes.		
28	1 week	Theme 5: Family Time 5. Monitoring Student Progress: A Curve in the River/Slippery Siblings	Phonemic Awareness/ Phonics/Decoding <ul style="list-style-type: none"> Phonics Skills Review Comp Skills & Strategies <ul style="list-style-type: none"> Comprehension Skills Review Monitor/Clarify Word Work <ul style="list-style-type: none"> Vocabulary Skills Review High-Frequency Words 	2.3.0.3: Know and apply grade-level phonics and word analysis skills in decoding words. 2.3.0.3 (c.): Use context and other cues to confirm or self-correct word recognition and understanding, rereading as necessary.	Tests Student Writing	Houghton Mifflin Basal Leveled Readers Vocabulary Readers Decodable Text
29	1 week	Theme 5: Family Time 6. Focus on Genre: Chapter Books	Phonemic Awareness/ Phonics/Decoding <ul style="list-style-type: none"> Review: Homophones Review: Decoding Multisyllable Words Comp Skills & Strategies <ul style="list-style-type: none"> Understanding Chapter Books Summarize Word Work <ul style="list-style-type: none"> Puns High-Frequency Words 	2.10.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. 2.1.5.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 2.10.4.4 (a): Use sentence-level context as a clue to the meaning of a word or phrase.	Tests Student Writing	Houghton Mifflin Basal Leveled Readers Vocabulary Readers Decodable Text
30	1 week	Theme 6: Talent Show 1. The Art Lesson	Phonemic Awareness/ Phonics/Decoding <ul style="list-style-type: none"> Vowel Pairs oo, ew, ue, ou Review: Base Words and Endings -ed, -ing Comp Skills & Strategies <ul style="list-style-type: none"> Author's Viewpoint Evaluate Word Work <ul style="list-style-type: none"> Word Families High-Frequency Words 	2.3.0.3 (b): Know spelling-sound correspondences for additional common vowel teams. 2.1.6.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. 2.1.7.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 2.3.0.3: Know and apply grade-level phonics and word analysis skills in decoding words.	Tests Student Writing	Houghton Mifflin Basal Leveled Readers Vocabulary Readers Decodable Text
31	1 week	Theme 6: Talent Show 2. Moses Goes to a Concert	Phonemic Awareness/ Phonics/Decoding <ul style="list-style-type: none"> Long i (igh, ie) Review: Vowel Pairs oo, ew, ue, ou Comp Skills & Strategies <ul style="list-style-type: none"> Noting Details Summarize 	2.3.0.3 (b): Know spelling-sound correspondences for additional common vowel teams. 2.1.5.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 2.10.4.4: Determine or clarify	Tests Student Writing	Houghton Mifflin Basal Leveled Readers Vocabulary Readers Decodable Text

			Word Work <ul style="list-style-type: none"> ○ Multiple-Meaning Words ○ High-Frequency Words 	the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.		
32	1 week	Theme 6: Talent Show 3. The School Mural	Phonemic Awareness/ Phonics/Decoding <ul style="list-style-type: none"> ○ Base Words with –ed, –ing Endings (drop final e) ○ Review: Long i (igh, ie) Comp Skills & Strategies <ul style="list-style-type: none"> ○ Problem Solving ○ Question Word Work <ul style="list-style-type: none"> ○ Using Context ○ High-Frequency Words 	2.3.0.3 (d): Decode words with common prefixes and suffixes. 2.1.3.3: Describe how characters in a story respond to major events and challenges. 2.1.1.1: Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. 2.10.4.4 (a): Use sentence-level context as a clue to the meaning of a word or phrase.	Tests Student Writing	Houghton Mifflin Basal Leveled Readers Vocabulary Readers Decodable Text
33	1 week	Theme 6: Talent Show 4. Monitoring Student Progress: Join the Circus!/Raymond’s Best Summer	Phonemic Awareness/ Phonics/Decoding <ul style="list-style-type: none"> ○ Phonics Skills Review Comp Skills & Strategies <ul style="list-style-type: none"> ○ Comprehension Skills Review ○ Evaluate Word Work <ul style="list-style-type: none"> ○ Vocabulary Skills Review ○ High-Frequency Words 	2.3.0.3 (b): Know spelling-sound correspondences for additional common vowel teams. 2.1.7.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Tests Student Writing	Houghton Mifflin Basal Leveled Readers Vocabulary Readers Decodable Text

****In addition to the standards listed above, we focus on the following standards each week:**

FLUENCY:

2.3.0.4: Read with sufficient accuracy and fluency to support comprehension.

COMPREHENSION AND COLLABORATION:

2.8.1.1: Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

CONVENTIONS OF STANDARD ENGLISH:

2.10.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PHONICS AND WORD RECOGNITION:

2.3.0.3 (f): Recognize and read grade-appropriate irregularly spelled words, including high-frequency words.