

Curriculum Map: English Language Arts

Course: Lang Arts2! Sub-topic: Uncategorized

Grade(s): 2

Course Description: In this course, second grade students will learn foundational reading skills, including high-frequency words, phonics, and reading fluency; comprehension skills and strategies for reading literature and informational text; language skills, including target vocabulary, grammar, spelling, and vocabulary strategies; and writing skills, including narrative, opinion, and informational writing.

Course Textbooks, Workbooks, Materials Citations:

- Journeys Teacher Manuals Units 1-6
- Houghton Mifflin Harcourt, Copyright 2017
- Student Hardcover reading books A and B
- Student Reader's Notebook A and B
- Student Close Reader
- Decodable Readers, Units 1-6
- Leveled Guided Readers
- Leveled Vocabulary Readers
- Vocabulary Cards
- Wall Phonics Sound Cards
- Guided Retell Cards
- ThinkCentral Digital Teacher Resources
- ThinkCentral Digital Student Resources

Unit: Unit 1 - Neighborhood Visit

Timeline: Week 1 to 5

Unit Description: Students will focus on a central theme of "Neighborhood Visit" through exploration of fiction and nonfiction texts. Lessons include animal traits, family time, getting along with others, and places around town.

Unit Essential Questions:

- What is this text really about?
- How do strategic readers create meaning from informational and literary text?
- How does a readers' purpose influence how text should be read?
- What strategies and resources do I use to figure out unknown vocabulary?
- Why learn new words?
- How do learners develop and refine their vocabulary?
- How do grammar and the conventions of language influence spoken and written communication?
- What do good listeners do?
- How do active listeners make meaning?

Unit Big Ideas: Effective readers use appropriate strategies to construct meaning.

An expanded vocabulary enhances one's ability to express ideas and information.

Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.

Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.

Unit Materials:

Journeys Teacher Manuals Unit 1
Houghton Mifflin Harcourt, Copyright 2017
Student Hardcover reading book A
Student Reader's Notebook A
Student Close Reader
Decodable Reader, Unit 1
Leveled Guided Readers
Leveled Vocabulary Readers
Vocabulary Cards
Wall Phonics Sound Cards
Guided Retell Cards
ThinkCentral Digital Teacher Resources
ThinkCentral Digital Student Resources

Unit Assignments:

Activate prior knowledge and connect texts to essential questions and unit theme

Anchor Text First and Second Read

Apply comprehension strategy to Anchor Text (teacher selected Reader's Notebook pages, graphic organizers)

Connect text to writing

Define and use vocabulary (teacher selected Reader's Notebook pages, Centers activities)

Identify and practice grade level appropriate phonics, grammar, and writing skills (teacher selected Reader's Notebook pages, Centers activities)

Close read of a paired text

Demonstrate comprehension strategies at differentiated instructional reading levels through guided reading

Complete weekly lesson assessments

Unit Key Terminology & Definitions:

Sequence

Infer/Predict

Compare/Contrast

Author's Purpose

Analyze/Evaluate

Cause and Effect

Figurative Language

Story Structure

Author's Word Choice

Visualize
Summarize
Intonation
Self-Correct
Glossary
Word Choice
Subjects & Predicates
Simple Sentences
Noun
Singular/Plural
Base Word
Context Clues
Multiple-Meaning Words
Alphabetical Order
Short Vowels
Long Vowels
Consonant Blends
Narrative Writing
Elaboration
Friendly Letter

Unit Notes: High Frequency Words in this Unit:

- L1: around, be, five, help, next, or, pull, take, until, walked
- L2: bring, children, comes, do, family, like, make, those, use, with
- L3: city, full, no, other, places, put, school, sing, think, this
- L4: by, cheer, could, hello, hundred, mind, play, read, see, today
- L5: both, cold, eat, find, green, little, long, says, table, we

Target Vocabulary in this Unit:

- L1: curly, straight, floppy, drooled, weighed, stood, collars, row
- L2: rememebered, porch, crown, spend, stuck, visit, cousin, piano
- L3: hairy, mammals, litter, stayed, canned, chews, clipped, coat
- L4: insects, dangerous, scare, sticky, rotten, screaming, breeze, judge
- L5: wonderful, noises, quiet, sprinkled, share, noticed, bursting, suddenly

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.2.D](#)
(Advanced)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and

	words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.
CC.1.1.2.E (Advanced)	Read with accuracy and fluency to support comprehension: ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.2.2.B (Advanced)	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.2.2.E (Advanced)	Use various text features and search tools to locate key facts or information in a text efficiently.
CC.1.2.2.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.
CC.1.2.2.G (Advanced)	Explain how graphic representations contribute to and clarify a text.
CC.1.2.2.I (Advanced)	Compare and contrast the most important points presented by two texts on the same topic.
CC.1.2.2.J (Advanced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.2.2.K (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.2.2.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.2.A (Advanced)	Recount stories and determine their central message, lesson, or moral.
CC.1.3.2.B (Advanced)	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.3.2.C (Advanced)	Describe how characters in a story respond to major events and challenges.
CC.1.3.2.E (Advanced)	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CC.1.3.2.F (Advanced)	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
CC.1.3.2.G (Advanced)	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
CC.1.3.2.I (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.3.2.J (Advanced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.3.2.K (Advanced)	Read and comprehend literature on grade level, reading independently and proficiently.
CC.1.4.2.B (Advanced)	Identify and introduce the topic.
CC.1.4.2.E (Advanced)	Choose words and phrases for effect.
CC.1.4.2.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.K (Advanced)	Use a variety of words and phrases to appeal to the audience.
CC.1.4.2.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.

CC.1.4.2.M (Advanced)	Write narratives to develop real or imagined experiences or events.
CC.1.4.2.N (Advanced)	Establish a situation and introduce a narrator and/or characters.
CC.1.4.2.O (Advanced)	Include thoughts and feelings to describe experiences and events to show the response of characters to situations.
CC.1.4.2.P (Advanced)	Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
CC.1.4.2.Q (Advanced)	Choose words and phrases for effect
CC.1.4.2.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.T (Advanced)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.1.4.2.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.2.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.2.B (Advanced)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CC.1.5.2.C (Advanced)	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CC.1.5.2.D (Advanced)	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CC.1.5.2.E (Advanced)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CC.1.5.2.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

(* standards consolidated from Topic level)

Topic: Lesson 1 - Animal Traits/Henry and Mudge

Minutes for Topic: 300

STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.2.D (Advanced)	Know and apply grade-level phonics and word analysis skills in decoding words. ? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.
CC.1.1.2.E (Advanced)	Read with accuracy and fluency to support comprehension: ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.3.2.B (Advanced)	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.3.2.G (Advanced)	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
CC.1.3.2.J (Advanced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.3.2.K (Advanced)	Read and comprehend literature on grade level, reading independently and proficiently.
CC.1.4.2.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English

grammar, usage, capitalization, punctuation, and spelling.

- Capitalize proper nouns.
- Use commas and apostrophes appropriately.
- Spell words drawing on common spelling patterns.
- Consult reference material as needed.

[CC.1.4.2.M \(Advanced\)](#)

Write narratives to develop real or imagined experiences or events.

[CC.1.4.2.P \(Advanced\)](#)

Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.

[CC.1.5.2.A \(Advanced\)](#)

Participate in collaborative conversations with peers and adults in small and larger groups.

[CC.1.5.2.B \(Advanced\)](#)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

[CC.1.5.2.C \(Advanced\)](#)

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

[CC.1.5.2.G \(Advanced\)](#)

Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Topic: Lesson 2 - Family Time/Mi Familia

Minutes for Topic: 300

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.2.D \(Advanced\)](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.

[CC.1.1.2.E \(Advanced\)](#)

Read with accuracy and fluency to support comprehension:

? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[CC.1.2.2.B \(Advanced\)](#)

Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

[CC.1.2.2.E \(Advanced\)](#)

Use various text features and search tools to locate key facts or information in a text efficiently.

[CC.1.2.2.G \(Advanced\)](#)

Explain how graphic representations contribute to and clarify a text.

[CC.1.2.2.J \(Advanced\)](#)

Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

[CC.1.2.2.L \(Advanced\)](#)

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

[CC.1.4.2.F \(Advanced\)](#)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize proper nouns.
- Use commas and apostrophes appropriately.
- Spell words drawing on common spelling patterns.
- Consult reference material as needed.

[CC.1.4.2.R \(Advanced\)](#)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize proper nouns.
- Use commas and apostrophes appropriately.
- Spell words drawing on common spelling patterns.
- Consult reference material as needed.

[CC.1.4.2.X \(Advanced\)](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[CC.1.5.2.A \(Advanced\)](#)

Participate in collaborative conversations with peers and adults in small and larger groups.

[CC.1.5.2.B \(Advanced\)](#)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

[CC.1.5.2.C \(Advanced\)](#)

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

[CC.1.5.2.E \(Advanced\)](#)

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

[CC.1.5.2.G \(Advanced\)](#) Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Topic: Lesson 3 - Animal Traits/Dogs

Minutes for Topic: 300

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.1.2.D \(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- ? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.
- [CC.1.1.2.E \(Advanced\)](#) Read with accuracy and fluency to support comprehension:
- ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- [CC.1.2.2.B \(Advanced\)](#) Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- [CC.1.2.2.E \(Advanced\)](#) Use various text features and search tools to locate key facts or information in a text efficiently.
- [CC.1.2.2.F \(Advanced\)](#) Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.
- [CC.1.2.2.G \(Advanced\)](#) Explain how graphic representations contribute to and clarify a text.
- [CC.1.2.2.I \(Advanced\)](#) Compare and contrast the most important points presented by two texts on the same topic.
- [CC.1.2.2.J \(Advanced\)](#) Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
- [CC.1.2.2.K \(Advanced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
- [CC.1.2.2.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
- [CC.1.5.2.A \(Advanced\)](#) Participate in collaborative conversations with peers and adults in small and larger groups.
- [CC.1.5.2.B \(Advanced\)](#) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- [CC.1.5.2.C \(Advanced\)](#) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- [CC.1.5.2.D \(Advanced\)](#) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- [CC.1.5.2.E \(Advanced\)](#) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- [CC.1.5.2.G \(Advanced\)](#) Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Topic: Lesson 4 - Getting Along With Others/Diary of a Spider

Minutes for Topic: 300

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.1.2.D \(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- ? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.
- [CC.1.1.2.E \(Advanced\)](#) Read with accuracy and fluency to support comprehension:
- ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as

	necessary.
CC.1.3.2.A (Advanced)	Recount stories and determine their central message, lesson, or moral.
CC.1.3.2.B (Advanced)	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.3.2.C (Advanced)	Describe how characters in a story respond to major events and challenges.
CC.1.3.2.E (Advanced)	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CC.1.3.2.G (Advanced)	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
CC.1.3.2.I (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.3.2.J (Advanced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.3.2.K (Advanced)	Read and comprehend literature on grade level, reading independently and proficiently.
CC.1.4.2.B (Advanced)	Identify and introduce the topic.
CC.1.4.2.E (Advanced)	Choose words and phrases for effect.
CC.1.4.2.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.K (Advanced)	Use a variety of words and phrases to appeal to the audience.
CC.1.4.2.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.M (Advanced)	Write narratives to develop real or imagined experiences or events.
CC.1.4.2.N (Advanced)	Establish a situation and introduce a narrator and/or characters.
CC.1.4.2.O (Advanced)	Include thoughts and feelings to describe experiences and events to show the response of characters to situations.
CC.1.4.2.P (Advanced)	Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
CC.1.4.2.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.T (Advanced)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.1.4.2.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.2.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.2.B (Advanced)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CC.1.5.2.C (Advanced)	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CC.1.5.2.D (Advanced)	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CC.1.5.2.E (Advanced)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CC.1.5.2.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Topic: Lesson 5 - Places Around Town/Teacher's Pets

Minutes for Topic: 300

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.2.D \(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.

? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.

[CC.1.1.2.E \(Advanced\)](#)

Read with accuracy and fluency to support comprehension:

? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[CC.1.3.2.B \(Advanced\)](#)

Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

[CC.1.3.2.C \(Advanced\)](#)

Describe how characters in a story respond to major events and challenges.

[CC.1.3.2.E \(Advanced\)](#)

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

[CC.1.3.2.F \(Advanced\)](#)

Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

[CC.1.3.2.G \(Advanced\)](#)

Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

[CC.1.3.2.J \(Advanced\)](#)

Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

[CC.1.3.2.K \(Advanced\)](#)

Read and comprehend literature on grade level, reading independently and proficiently.

[CC.1.4.2.E \(Advanced\)](#)

Choose words and phrases for effect.

[CC.1.4.2.F \(Advanced\)](#)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.

[CC.1.4.2.K \(Advanced\)](#)

Use a variety of words and phrases to appeal to the audience.

[CC.1.4.2.L \(Advanced\)](#)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.

[CC.1.4.2.M \(Advanced\)](#)

Write narratives to develop real or imagined experiences or events.

[CC.1.4.2.N \(Advanced\)](#)

Establish a situation and introduce a narrator and/or characters.

[CC.1.4.2.O \(Advanced\)](#)

Include thoughts and feelings to describe experiences and events to show the response of characters to situations.

[CC.1.4.2.P \(Advanced\)](#)

Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.

[CC.1.4.2.Q \(Advanced\)](#)

Choose words and phrases for effect

[CC.1.4.2.R \(Advanced\)](#)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.

[CC.1.4.2.T \(Advanced\)](#)

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

[CC.1.4.2.X \(Advanced\)](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[CC.1.5.2.A \(Advanced\)](#)

Participate in collaborative conversations with peers and adults in small and larger groups.

[CC.1.5.2.B \(Advanced\)](#)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

[CC.1.5.2.C \(Advanced\)](#)

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

[CC.1.5.2.D \(Advanced\)](#)

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

[CC.1.5.2.E \(Advanced\)](#)

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

[CC.1.5.2.G \(Advanced\)](#)

Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Unit: Unit 2 - Nature Watch

Timeline: Week 6 to 10

Unit Description: Students will focus on a central theme of "Nature Watch" through exploration of fiction and nonfiction texts. Lessons include animal homes, agriculture, weather, traditional tales, and ocean life.

Unit Essential Questions: How do strategic readers create meaning from informational and literary text?

How does a readers' purpose influence how text should be read?

What strategies and resources do I use to figure out unknown vocabulary?

How does interaction with text provoke thinking and response?

Why do writers write? What is the purpose?

How do grammar and the conventions of language influence spoken and written communication?

How do active listeners make meaning?

Unit Big Ideas: Effective readers use appropriate strategies to construct meaning.

An expanded vocabulary enhances one's ability to express ideas and information.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.

Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.

Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.

Unit Materials: Journeys Teacher Manuals Unit 2

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Student Hardcover reading book A

Student Close Reader

Decodable Reader, Unit 2

Leveled Guided Readers

Leveled Vocabulary Readers

Vocabulary Cards

Wall Phonics Sound Cards

Guided Retell Cards

ThinkCentral Digital Teacher Resources

ThinkCentral Digital Student Resources

Unit Activitate prior knowledge and connect texts to essential questions and unit theme

Assignments:

Anchor Text First and Second Read

Connect text to writing

Close read of a paired text

Demonstrate comprehension strategies at differentiated instructional reading levels through guided reading

Complete weekly lesson assessments

Unit Key Terminology & Definitions:

Text Features

Graphic Features

Conclusions

Story Structure

Analyze/Evaluate

Main Idea

Details

Cause and Effect

Characters

Word Choice

Summarize

Visualize

Fact and Opinion

Author's Purpose

Monitor/Clarify

Final Blends

Double Consonants

Contractions

Expression

Accuracy

Rate

Phrasing

Stress

Punctuation

Synonyms

Homophones

Suffixes

Verb

Past, Present, Future

Compound Words

Informative Writing

Informational Paragraph

Evidence

Instructions

Purpose

Elaboration

Unit Notes: High Frequency Words in this Unit:

L6: animals, bea, know, most, myself, second, she, sleep, three, work

L7: air, car, cried, funny, he, pictures, pretty, told, try, window

L8: before, eye, few, happy, high, my, open, people, starts, yellow

L9: afraid, dark, for, kept, many, might, own, show, why, would

L10: because, better, go, me, old, really, right, they, was, you

Target Vocabulary in this Unit:

L6: shaped, branches, pond, beaks, deepest, break, hang, winding

L7: blooming, shovels, scent, tough, wrinkled, plain, muscles, nodded

L8: beware, damage, bend, flash, pounding, prevent, reach, equal

L9: tunnel, curled, height, direction, toward, healed, brag, tease

L10: millions, choices, drift, simple, weaker, wrapped, disgusting, decide

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.2.D](#)
[\(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.

? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.

[CC.1.1.2.E](#)
[\(Advanced\)](#) Read with accuracy and fluency to support comprehension:

? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[CC.1.2.2.A](#)
[\(Advanced\)](#) Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.

[CC.1.2.2.B](#)
[\(Advanced\)](#) Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

[CC.1.2.2.C](#)
[\(Advanced\)](#) Describe the connection between a series of events, concepts, or steps in a procedure within a text.

[CC.1.2.2.E](#)
[\(Advanced\)](#) Use various text features and search tools to locate key facts or information in a text efficiently.

[CC.1.2.2.F](#)
[\(Advanced\)](#) Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.

[CC.1.2.2.G](#)
[\(Advanced\)](#) Explain how graphic representations contribute to and clarify a text.

[CC.1.2.2.H](#)
[\(Advanced\)](#) Describe how reasons support specific points the author makes in a text.

[CC.1.2.2.I](#)
[\(Advanced\)](#) Compare and contrast the most important points presented by two texts on the same topic.

[CC.1.2.2.J](#)
[\(Advanced\)](#) Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

[CC.1.2.2.K](#) Determine or clarify the meaning of unknown and multiple-

(Advanced)	meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.2.2.L	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
(Advanced)	
CC.1.3.2.A	Recount stories and determine their central message, lesson, or moral.
(Advanced)	
CC.1.3.2.B	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
(Advanced)	
CC.1.3.2.C	Describe how characters in a story respond to major events and challenges.
(Advanced)	
CC.1.3.2.D	Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
(Advanced)	
CC.1.3.2.E	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
(Advanced)	
CC.1.3.2.G	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
(Advanced)	
CC.1.3.2.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
(Advanced)	
CC.1.3.2.J	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
(Advanced)	
CC.1.3.2.K	Read and comprehend literature on grade level, reading independently and proficiently.
(Advanced)	
CC.1.4.2.A	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
(Advanced)	
CC.1.4.2.B	Identify and introduce the topic.
(Advanced)	
CC.1.4.2.C	Develop the topic with facts and/or definitions.
(Advanced)	
CC.1.4.2.D	Group information and provide a concluding statement or section.
(Advanced)	
CC.1.4.2.E	Choose words and phrases for effect.
(Advanced)	
CC.1.4.2.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
(Advanced)	
	<ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.K	Use a variety of words and phrases to appeal to the audience.
(Advanced)	
CC.1.4.2.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
(Advanced)	
	<ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.P	Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
(Advanced)	
CC.1.4.2.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
(Advanced)	
	<ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.T	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
(Advanced)	
CC.1.4.2.U	With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.
(Advanced)	
CC.1.4.2.V	Participate in individual or shared research and writing projects.
(Advanced)	

CC.1.4.2.W (Advanced)	Recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.2.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.2.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.2.B (Advanced)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CC.1.5.2.C (Advanced)	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CC.1.5.2.D (Advanced)	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CC.1.5.2.E (Advanced)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CC.1.5.2.F (Advanced)	Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
CC.1.5.2.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

(* standards consolidated from Topic level)

Topic: Lesson 6 - Animal Homes/Animals Building Homes

Minutes for Topic: 300

STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.2.D (Advanced)	Know and apply grade-level phonics and word analysis skills in decoding words. ? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.
CC.1.1.2.E (Advanced)	Read with accuracy and fluency to support comprehension: ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.2.2.B (Advanced)	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.2.2.C (Advanced)	Describe the connection between a series of events, concepts, or steps in a procedure within a text.
CC.1.2.2.E (Advanced)	Use various text features and search tools to locate key facts or information in a text efficiently.
CC.1.2.2.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.
CC.1.2.2.G (Advanced)	Explain how graphic representations contribute to and clarify a text.
CC.1.2.2.I (Advanced)	Compare and contrast the most important points presented by two texts on the same topic.
CC.1.2.2.J (Advanced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.2.2.K (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.2.2.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.4.2.A (Advanced)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.2.B (Advanced)	Identify and introduce the topic.
CC.1.4.2.C (Advanced)	Develop the topic with facts and/or definitions.
CC.1.4.2.D (Advanced)	Group information and provide a concluding statement or section.
CC.1.4.2.E (Advanced)	Choose words and phrases for effect.

CC.1.4.2.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.K (Advanced)	Use a variety of words and phrases to appeal to the audience.
CC.1.4.2.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.T (Advanced)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.1.4.2.V (Advanced)	Participate in individual or shared research and writing projects.
CC.1.4.2.W (Advanced)	Recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.2.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.2.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.2.B (Advanced)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CC.1.5.2.C (Advanced)	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CC.1.5.2.E (Advanced)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CC.1.5.2.F (Advanced)	Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
CC.1.5.2.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Topic: Lesson 7 - Agriculture/The Ugly Vegetables

Minutes for Topic: 300

STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.2.D (Advanced)	Know and apply grade-level phonics and word analysis skills in decoding words.
	? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.
CC.1.1.2.E (Advanced)	Read with accuracy and fluency to support comprehension:
	? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.3.2.A (Advanced)	Recount stories and determine their central message, lesson, or moral.
CC.1.3.2.B (Advanced)	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.3.2.C (Advanced)	Describe how characters in a story respond to major events and challenges.
CC.1.3.2.D (Advanced)	Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CC.1.3.2.E (Advanced)	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CC.1.3.2.G (Advanced)	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

CC.1.3.2.I (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.3.2.J (Advanced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.3.2.K (Advanced)	Read and comprehend literature on grade level, reading independently and proficiently.
CC.1.5.2.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.2.B (Advanced)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CC.1.5.2.C (Advanced)	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CC.1.5.2.D (Advanced)	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CC.1.5.2.E (Advanced)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CC.1.5.2.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Topic: Lesson 8 - Weather/Super Storms

Minutes for Topic: 300

STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.2.D (Advanced)	Know and apply grade-level phonics and word analysis skills in decoding words. ? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.
CC.1.1.2.E (Advanced)	Read with accuracy and fluency to support comprehension: ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.2.2.A (Advanced)	Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
CC.1.2.2.B (Advanced)	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.2.2.C (Advanced)	Describe the connection between a series of events, concepts, or steps in a procedure within a text.
CC.1.2.2.E (Advanced)	Use various text features and search tools to locate key facts or information in a text efficiently.
CC.1.2.2.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.
CC.1.2.2.G (Advanced)	Explain how graphic representations contribute to and clarify a text.
CC.1.2.2.H (Advanced)	Describe how reasons support specific points the author makes in a text.
CC.1.2.2.J (Advanced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.2.2.K (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.2.2.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.4.2.A (Advanced)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.2.B (Advanced)	Identify and introduce the topic.
CC.1.4.2.C (Advanced)	Develop the topic with facts and/or definitions.
CC.1.4.2.D (Advanced)	Group information and provide a concluding statement or section.
CC.1.4.2.E (Advanced)	Choose words and phrases for effect.
CC.1.4.2.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell

	words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.T (Advanced)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.1.4.2.V (Advanced)	Participate in individual or shared research and writing projects.
CC.1.4.2.W (Advanced)	Recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.2.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.2.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.2.B (Advanced)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CC.1.5.2.C (Advanced)	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CC.1.5.2.D (Advanced)	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CC.1.5.2.E (Advanced)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CC.1.5.2.F (Advanced)	Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
CC.1.5.2.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Topic: Lesson 9 - Traditional Tales/How Chipmunk Got His Stripes

Minutes for Topic: 300

STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.2.D (Advanced)	Know and apply grade-level phonics and word analysis skills in decoding words. ? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.
CC.1.1.2.E (Advanced)	Read with accuracy and fluency to support comprehension: ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.3.2.A (Advanced)	Recount stories and determine their central message, lesson, or moral.
CC.1.3.2.B (Advanced)	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.3.2.C (Advanced)	Describe how characters in a story respond to major events and challenges.
CC.1.3.2.D (Advanced)	Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CC.1.3.2.E (Advanced)	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CC.1.3.2.G (Advanced)	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
CC.1.3.2.I (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.3.2.J (Advanced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.3.2.K (Advanced)	Read and comprehend literature on grade level, reading independently and proficiently.
CC.1.4.2.A (Advanced)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.2.B (Advanced)	Identify and introduce the topic.
CC.1.4.2.C (Advanced)	Develop the topic with facts and/or definitions.
CC.1.4.2.D (Advanced)	Group information and provide a concluding statement or section.
CC.1.4.2.E (Advanced)	Choose words and phrases for effect.

CC.1.4.2.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.P (Advanced)	Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
CC.1.4.2.T (Advanced)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.1.4.2.U (Advanced)	With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.
CC.1.4.2.W (Advanced)	Recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.2.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.2.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.2.B (Advanced)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CC.1.5.2.C (Advanced)	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CC.1.5.2.D (Advanced)	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CC.1.5.2.E (Advanced)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CC.1.5.2.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Topic: Lesson 10 - Ocean Life/Jellies

Minutes for Topic: 300

STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.2.D (Advanced)	Know and apply grade-level phonics and word analysis skills in decoding words. ? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.
CC.1.1.2.E (Advanced)	Read with accuracy and fluency to support comprehension: ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.2.2.A (Advanced)	Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
CC.1.2.2.B (Advanced)	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.2.2.E (Advanced)	Use various text features and search tools to locate key facts or information in a text efficiently.
CC.1.2.2.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.
CC.1.2.2.G (Advanced)	Explain how graphic representations contribute to and clarify a text.
CC.1.2.2.H (Advanced)	Describe how reasons support specific points the author makes in a text.
CC.1.2.2.J (Advanced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.2.2.K (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.2.2.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.4.2.A (Advanced)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.2.B (Advanced)	Identify and introduce the topic.
CC.1.4.2.C (Advanced)	Develop the topic with facts and/or definitions.
CC.1.4.2.D (Advanced)	Group information and provide a concluding statement or section.
CC.1.4.2.E (Advanced)	Choose words and phrases for effect.
CC.1.4.2.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.T (Advanced)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.1.4.2.U (Advanced)	With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.
CC.1.4.2.V (Advanced)	Participate in individual or shared research and writing projects.
CC.1.4.2.W (Advanced)	Recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.2.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.2.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.2.B (Advanced)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CC.1.5.2.C (Advanced)	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CC.1.5.2.D (Advanced)	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CC.1.5.2.E (Advanced)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CC.1.5.2.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Unit: Unit 3 - Tell Me About It!

Timeline: Week 11 to 15

Unit

Description:

Students will focus on the central theme "Tell Me About It!" through exploration of fiction and nonfiction texts. Lessons include animal and human interactions, music, school differences, special ways to communicate, and personal safety.

Unit Essential Questions: How do strategic readers create meaning from informational and literary text?

Questions:

- What is this text really about?
- How do readers know what to believe?
- How does a readers' purpose influence how text should be read?
- What strategies and resources do I use to figure out unknown vocabulary?
- How does interaction with text provoke thinking and response?
- What makes clear and effective writing?
- How do grammar and the conventions of language influence spoken and written communication?
- How do active listeners make meaning?

Unit Big Ideas:

- Effective readers use appropriate strategies to construct meaning.
- An expanded vocabulary enhances one's ability to express ideas and information.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.

Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.

Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.

Unit Materials: Journeys Teacher Manuals Unit 3
Houghton Mifflin Harcourt, Copyright 2017
Student Hardcover reading book A
Student Close Reader
Decodable Reader, Unit 3
Leveled Guided Readers
Leveled Vocabulary Readers
Vocabulary Cards
Wall Phonics Sound Cards
Guided Retell Cards
ThinkCentral Digital Teacher Resources
ThinkCentral Digital Student Resources

Unit Assignments: Activitate prior knowledge and connect texts to essential questions and unit theme
Anchor Text First and Second Read
Connect text to writing
Close read of a paired text
Demonstrate comprehension strategies at differentiated instructional reading levels through guided reading
Complete weekly lesson assessments

Unit Key Terminology & Definitions: Conclusions
Author's Word Choice
Text Features
Graphic Features
Question
Infer/Predict
Main Idea
Details
Analyze/Evaluate
Author's Purpose
Biography
Summarize
Cause and Effect

Humor
Monitor/Clarify
Vowel digraphs
Schwa
Compound Words
Expression
Rate
Accuracy
Self-correct
Natural Pauses
Compound Sentences
Quotation Marks
Proper Noun
Abbreviations
Dictionary
Root Words
Prefixes
Idioms
Opinion Writing
Persuasive Letter
Opinion Paragraph
Persuasive Essay
Elaboration

Unit Notes: High Frequency Words in this Unit:

L11: another, far, grow, hard, heard, kind, light, more, some, to

L12: against, along, bird, different, girl, hold, morning, night, part, someone

L13: about, everything, first, her, of, slowly, store, story, two, world

L14: all, food, front, hair, never, party, sky, started, stories, warm

L15: after, book, care, ever, live, new, off, over, small, thought

Target Vocabulary in this Unit:

L11: understand, gathered, impatient, impossible, believe, problem, demand, furious

L12: vibration, tune, volume, expression, creative, performance, concentrate, relieved

L13: culture, community, languages, transportation, subjects, lessons, special, wear

L14: knowledge, curious, motion, silence, illness, imitated, darkness, behavior

L15: obeys, safety, attention, buddy, station, speech, shocked, enormous

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.2.D (Advanced)	Know and apply grade-level phonics and word analysis skills in decoding words.
	? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.
CC.1.1.2.E (Advanced)	Read with accuracy and fluency to support comprehension:
	? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.2.2.A (Advanced)	Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
CC.1.2.2.B (Advanced)	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.2.2.C (Advanced)	Describe the connection between a series of events, concepts, or steps in a procedure within a text.
CC.1.2.2.E (Advanced)	Use various text features and search tools to locate key facts or information in a text efficiently.
CC.1.2.2.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.
CC.1.2.2.G (Advanced)	Explain how graphic representations contribute to and clarify a text.
CC.1.2.2.H (Advanced)	Describe how reasons support specific points the author makes in a text.
CC.1.2.2.I (Advanced)	Compare and contrast the most important points presented by two texts on the same topic.
CC.1.2.2.J (Advanced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.2.2.K (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.2.2.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.2.A (Advanced)	Recount stories and determine their central message, lesson, or moral.
CC.1.3.2.B (Advanced)	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.3.2.C (Advanced)	Describe how characters in a story respond to major events and challenges.
CC.1.3.2.D (Advanced)	Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CC.1.3.2.E (Advanced)	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CC.1.3.2.F (Advanced)	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
CC.1.3.2.G (Advanced)	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
CC.1.3.2.I (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.3.2.J (Advanced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.3.2.K (Advanced)	Read and comprehend literature on grade level, reading independently and proficiently.
CC.1.4.2.G (Advanced)	Write opinion pieces on familiar topics or texts.
CC.1.4.2.H (Advanced)	Identify the topic and state an opinion.
CC.1.4.2.I	Support the opinion with reasons that include details

(Advanced)	connected to the opinion.
CC.1.4.2.J (Advanced)	Create an organizational structure that includes reasons and includes a concluding statement.
CC.1.4.2.K (Advanced)	Use a variety of words and phrases to appeal to the audience.
CC.1.4.2.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.T (Advanced)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.1.4.2.U (Advanced)	With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.
CC.1.4.2.V (Advanced)	Participate in individual or shared research and writing projects.
CC.1.4.2.W (Advanced)	Recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.2.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.2.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.2.B (Advanced)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CC.1.5.2.C (Advanced)	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CC.1.5.2.D (Advanced)	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CC.1.5.2.E (Advanced)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CC.1.5.2.F (Advanced)	Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
CC.1.5.2.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

(* standards consolidated from Topic level)

Topic: Lesson 11 - Animal and Human Interactions/Click Clack Moo

Minutes for Topic: 300

STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.2.D (Advanced)	Know and apply grade-level phonics and word analysis skills in decoding words.
	? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.
CC.1.1.2.E (Advanced)	Read with accuracy and fluency to support comprehension:
	? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.3.2.A (Advanced)	Recount stories and determine their central message, lesson, or moral.
CC.1.3.2.B (Advanced)	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.3.2.C (Advanced)	Describe how characters in a story respond to major events and challenges.

CC.1.3.2.E (Advanced)	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CC.1.3.2.F (Advanced)	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
CC.1.3.2.G (Advanced)	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
CC.1.3.2.I (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.3.2.J (Advanced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.3.2.K (Advanced)	Read and comprehend literature on grade level, reading independently and proficiently.
CC.1.4.2.G (Advanced)	Write opinion pieces on familiar topics or texts.
CC.1.4.2.H (Advanced)	Identify the topic and state an opinion.
CC.1.4.2.I (Advanced)	Support the opinion with reasons that include details connected to the opinion.
CC.1.4.2.J (Advanced)	Create an organizational structure that includes reasons and includes a concluding statement.
CC.1.4.2.K (Advanced)	Use a variety of words and phrases to appeal to the audience.
CC.1.4.2.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.5.2.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.2.B (Advanced)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CC.1.5.2.C (Advanced)	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CC.1.5.2.D (Advanced)	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CC.1.5.2.E (Advanced)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CC.1.5.2.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Topic: Lesson 12 - Music/Ah, Music!

Minutes for Topic: 300

STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.2.D (Advanced)	Know and apply grade-level phonics and word analysis skills in decoding words. ? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.
CC.1.1.2.E (Advanced)	Read with accuracy and fluency to support comprehension: ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.2.2.A (Advanced)	Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
CC.1.2.2.B (Advanced)	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.2.2.E (Advanced)	Use various text features and search tools to locate key facts or information in a text efficiently.
CC.1.2.2.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.
CC.1.2.2.G (Advanced)	Explain how graphic representations contribute to and clarify a text.
CC.1.2.2.H (Advanced)	Describe how reasons support specific points the author makes in a text.

CC.1.2.2.J (Advanced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.2.2.K (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.2.2.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.4.2.G (Advanced)	Write opinion pieces on familiar topics or texts.
CC.1.4.2.H (Advanced)	Identify the topic and state an opinion.
CC.1.4.2.I (Advanced)	Support the opinion with reasons that include details connected to the opinion.
CC.1.4.2.J (Advanced)	Create an organizational structure that includes reasons and includes a concluding statement.
CC.1.4.2.K (Advanced)	Use a variety of words and phrases to appeal to the audience.
CC.1.4.2.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.T (Advanced)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.1.4.2.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.2.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.2.B (Advanced)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CC.1.5.2.C (Advanced)	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CC.1.5.2.D (Advanced)	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CC.1.5.2.E (Advanced)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CC.1.5.2.F (Advanced)	Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
CC.1.5.2.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Topic: Lesson 13 - School Differences/Schools Around the World

Minutes for Topic: 300

STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.2.D (Advanced)	Know and apply grade-level phonics and word analysis skills in decoding words.
	? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.
CC.1.1.2.E (Advanced)	Read with accuracy and fluency to support comprehension:
	? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.2.2.A (Advanced)	Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
CC.1.2.2.B (Advanced)	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.2.2.E (Advanced)	Use various text features and search tools to locate key facts or information in a text efficiently.
CC.1.2.2.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.
CC.1.2.2.G (Advanced)	Explain how graphic representations contribute to and clarify a text.

CC.1.2.2.I (Advanced)	Compare and contrast the most important points presented by two texts on the same topic.
CC.1.2.2.J (Advanced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.2.2.K (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.2.2.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.5.2.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.2.B (Advanced)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CC.1.5.2.C (Advanced)	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CC.1.5.2.D (Advanced)	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CC.1.5.2.E (Advanced)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CC.1.5.2.F (Advanced)	Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
CC.1.5.2.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Topic: Lesson 14 - Special Ways to Communicate/Helen Keller

Minutes for Topic: 300

STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.2.D (Advanced)	Know and apply grade-level phonics and word analysis skills in decoding words. ? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.
CC.1.1.2.E (Advanced)	Read with accuracy and fluency to support comprehension: ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.2.2.A (Advanced)	Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
CC.1.2.2.B (Advanced)	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.2.2.C (Advanced)	Describe the connection between a series of events, concepts, or steps in a procedure within a text.
CC.1.2.2.E (Advanced)	Use various text features and search tools to locate key facts or information in a text efficiently.
CC.1.2.2.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.
CC.1.2.2.G (Advanced)	Explain how graphic representations contribute to and clarify a text.
CC.1.2.2.J (Advanced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.2.2.K (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.2.2.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Topic: Lesson 15 - Personal Safety/Officer Buckle and Gloria

Minutes for Topic: 300

STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.2.D (Advanced)	Know and apply grade-level phonics and word analysis skills in decoding words. ? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.
CC.1.1.2.E (Advanced)	Read with accuracy and fluency to support comprehension: ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.3.2.A (Advanced)	Recount stories and determine their central message, lesson, or moral.
CC.1.3.2.B (Advanced)	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.3.2.C (Advanced)	Describe how characters in a story respond to major events and challenges.
CC.1.3.2.D (Advanced)	Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CC.1.3.2.E (Advanced)	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CC.1.3.2.G (Advanced)	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
CC.1.3.2.I (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.3.2.J (Advanced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.3.2.K (Advanced)	Read and comprehend literature on grade level, reading independently and proficiently.
CC.1.4.2.G (Advanced)	Write opinion pieces on familiar topics or texts.
CC.1.4.2.H (Advanced)	Identify the topic and state an opinion.
CC.1.4.2.I (Advanced)	Support the opinion with reasons that include details connected to the opinion.
CC.1.4.2.J (Advanced)	Create an organizational structure that includes reasons and includes a concluding statement.
CC.1.4.2.K (Advanced)	Use a variety of words and phrases to appeal to the audience.
CC.1.4.2.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.T (Advanced)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.1.4.2.U (Advanced)	With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.
CC.1.4.2.V (Advanced)	Participate in individual or shared research and writing projects.
CC.1.4.2.W (Advanced)	Recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.2.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit: Unit 4 - Heroes and Helpers

Timeline: 5 Weeks

Unit Description: Students will focus on a central theme of "Heroes and Helpers" through exploration of fiction and nonfiction texts. Lessons include helping others, never give up, reading & writing, signs, and what heroes do.

Unit Essential

Questions:

How do strategic readers create meaning from informational and literary text?

What is this text really about?

How do readers know what to believe?

How does a readers' purpose influence how text should be read?

What strategies and resources do I use to figure out unknown vocabulary?
How does interaction with text provoke thinking and response?
What makes clear and effective writing?
How do grammar and the conventions of language influence spoken and written communication?
How do active listeners make meaning?
How do task, purpose, and audience influence how speakers craft and deliver a message?

Unit Big Ideas:

Effective readers use appropriate strategies to construct meaning.
An expanded vocabulary enhances one's ability to express ideas and information.
Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.
Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.
Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.
Effective speakers prepare and communicate messages to address the audience and purpose.

Unit Materials:

Journeys Teacher Manuals Unit 4
Houghton Mifflin Harcourt, Copyright 2017
Student Hardcover reading book B
Student Close Reader
Decodable Reader, Unit 4
Leveled Guided Readers
Leveled Vocabulary Readers
Vocabulary Cards
Wall Phonics Sound Cards
Guided Retell Cards
ThinkCentral Digital Teacher Resources
ThinkCentral Digital Student Resources

Unit Assignments:

Activate prior knowledge and connect texts to essential questions and unit theme
Anchor Text First and Second Read
Connect text to writing
Close read of a paired text
Demonstrate comprehension strategies at differentiated instructional reading levels through guided reading
Complete weekly lesson assessments

Unit Key Terminology & Definitions:

Story Structure
Characters

Infer/Predict
Sequence of Events
Formal and Informal Language
Author's Word Choice
Analyze/Evaluate
Text Features
Graphic Features
Point of View
Question
Compare and Contrast
Figurative Language
Monitor/Clarify
Visualize
Base Words
Rate
Stress
Expression
Phrasing
Intonation
Pronouns
Subject-Verb Agreement
The Verb "Be"
Comma
Homograph
Antonym
Suffix
Prefix
Shades of Meaning
Narrative Writing
Story Paragraph
Elaboration
Fictional Story

Unit Notes: High Frequency Words in this Unit

L16: also, fly, gone, have, horse, look, river, said, saw, something

L17: any, blue, carry, doing, else, room, studied, sure, teacher, turned

L18: always, anything, been, draw, friends, mother, soon, under, watch, words

L19: are, baby, didn't, good, I'll, is, please, sound, talk, too

L20: begins, being, flower, ground, I've, laugh, ready, stood, tall, very

Target Vocabulary in this Unit

L16: received, account, budget, disappointed, chuckled, staring, repeated, fund

L17: practice, hurried, position, roared, extra, curb, cheered, final

L18: accepted, express, taught, grand, pretend, prize, wonder, fluttering

L19: assistant, agreed, polite, failed, tearing, wisdom, cleared, trouble

L20: depended, sore, sprang, studied, gazing, hero, exercise, overlooked

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.2.D](#)
(Advanced)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.

[CC.1.1.2.E](#)
(Advanced)

Read with accuracy and fluency to support comprehension:

? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[CC.1.2.2.B](#)
(Advanced)

Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

[CC.1.2.2.C](#)
(Advanced)

Describe the connection between a series of events, concepts, or steps in a procedure within a text.

[CC.1.2.2.E](#)
(Advanced)

Use various text features and search tools to locate key facts or information in a text efficiently.

[CC.1.2.2.F](#)
(Advanced)

Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.

[CC.1.2.2.G](#)
(Advanced)

Explain how graphic representations contribute to and clarify a text.

[CC.1.2.2.H](#)
(Advanced)

Describe how reasons support specific points the author makes in a text.

[CC.1.2.2.J](#)
(Advanced)

Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

[CC.1.2.2.K](#)
(Advanced)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

[CC.1.2.2.L](#)
(Advanced)

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

[CC.1.3.2.A](#)
(Advanced)

Recount stories and determine their central message, lesson, or moral.

[CC.1.3.2.B](#)
(Advanced)

Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

[CC.1.3.2.C](#)
(Advanced)

Describe how characters in a story respond to major events and challenges.

[CC.1.3.2.D](#)
(Advanced)

Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.

[CC.1.3.2.E](#)
(Advanced)

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

[CC.1.3.2.F](#)
(Advanced)

Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

[CC.1.3.2.G](#)
(Advanced)

Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

[CC.1.3.2.G](#)
(Advanced)

[CC.1.3.2.I](#)

Determine or clarify the meaning of unknown and multiple-

(Advanced)	meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.3.2.J (Advanced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.3.2.K (Advanced)	Read and comprehend literature on grade level, reading independently and proficiently.
CC.1.4.2.M (Advanced)	Write narratives to develop real or imagined experiences or events.
CC.1.4.2.N (Advanced)	Establish a situation and introduce a narrator and/or characters.
CC.1.4.2.O (Advanced)	Include thoughts and feelings to describe experiences and events to show the response of characters to situations.
CC.1.4.2.P (Advanced)	Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
CC.1.4.2.Q (Advanced)	Choose words and phrases for effect
CC.1.4.2.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.T (Advanced)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.1.4.2.U (Advanced)	With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.
CC.1.4.2.V (Advanced)	Participate in individual or shared research and writing projects.
CC.1.4.2.W (Advanced)	Recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.2.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.2.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.2.B (Advanced)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CC.1.5.2.C (Advanced)	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CC.1.5.2.D (Advanced)	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CC.1.5.2.E (Advanced)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CC.1.5.2.F (Advanced)	Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
CC.1.5.2.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

(* standards consolidated from Topic level)

Topic: Lesson 16 - Helping Others/Mr. Tanen's Tie Trouble

Minutes for Topic: 300

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.2.D \(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.

? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.

CC.1.1.2.E (Advanced)	Read with accuracy and fluency to support comprehension: ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.3.2.A (Advanced)	Recount stories and determine their central message, lesson, or moral.
CC.1.3.2.B (Advanced)	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.3.2.C (Advanced)	Describe how characters in a story respond to major events and challenges.
CC.1.3.2.E (Advanced)	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CC.1.3.2.G (Advanced)	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
CC.1.3.2.I (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.3.2.J (Advanced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.3.2.K (Advanced)	Read and comprehend literature on grade level, reading independently and proficiently.
CC.1.4.2.M (Advanced)	Write narratives to develop real or imagined experiences or events.
CC.1.4.2.N (Advanced)	Establish a situation and introduce a narrator and/or characters.
CC.1.4.2.O (Advanced)	Include thoughts and feelings to describe experiences and events to show the response of characters to situations.
CC.1.4.2.P (Advanced)	Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
CC.1.4.2.Q (Advanced)	Choose words and phrases for effect
CC.1.4.2.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.T (Advanced)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.1.4.2.W (Advanced)	Recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.2.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.2.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.2.B (Advanced)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CC.1.5.2.C (Advanced)	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CC.1.5.2.D (Advanced)	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CC.1.5.2.E (Advanced)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CC.1.5.2.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Topic: Lesson 17 - Never Give Up/Luke Goes to Bat

Minutes for Topic: 300

STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.2.D (Advanced)	Know and apply grade-level phonics and word analysis skills in decoding words. ? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.
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CC.1.1.2.E (Advanced)	Read with accuracy and fluency to support comprehension:
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	? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.3.2.A (Advanced)	Recount stories and determine their central message, lesson, or moral.
CC.1.3.2.B (Advanced)	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.3.2.C (Advanced)	Describe how characters in a story respond to major events and challenges.
CC.1.3.2.E (Advanced)	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CC.1.3.2.G (Advanced)	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
CC.1.3.2.I (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.3.2.J (Advanced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.3.2.K (Advanced)	Read and comprehend literature on grade level, reading independently and proficiently.
CC.1.4.2.M (Advanced)	Write narratives to develop real or imagined experiences or events.
CC.1.4.2.N (Advanced)	Establish a situation and introduce a narrator and/or characters.
CC.1.4.2.O (Advanced)	Include thoughts and feelings to describe experiences and events to show the response of characters to situations.
CC.1.4.2.P (Advanced)	Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
CC.1.4.2.Q (Advanced)	Choose words and phrases for effect
CC.1.4.2.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.T (Advanced)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.1.4.2.V (Advanced)	Participate in individual or shared research and writing projects.
CC.1.4.2.W (Advanced)	Recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.2.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.2.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.2.B (Advanced)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CC.1.5.2.C (Advanced)	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CC.1.5.2.D (Advanced)	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CC.1.5.2.E (Advanced)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CC.1.5.2.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Topic: Lesson 18 - Reading and Writing/My Name is Gabriela

Minutes for Topic: 300

STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.2.D (Advanced)	Know and apply grade-level phonics and word analysis skills in decoding words.
	? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.
CC.1.1.2.E (Advanced)	Read with accuracy and fluency to support comprehension:

	? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.2.2.B (Advanced)	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.2.2.C (Advanced)	Describe the connection between a series of events, concepts, or steps in a procedure within a text.
CC.1.2.2.E (Advanced)	Use various text features and search tools to locate key facts or information in a text efficiently.
CC.1.2.2.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.
CC.1.2.2.G (Advanced)	Explain how graphic representations contribute to and clarify a text.
CC.1.2.2.H (Advanced)	Describe how reasons support specific points the author makes in a text.
CC.1.2.2.J (Advanced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.2.2.K (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.2.2.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.2.F (Advanced)	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
CC.1.4.2.M (Advanced)	Write narratives to develop real or imagined experiences or events.
CC.1.4.2.N (Advanced)	Establish a situation and introduce a narrator and/or characters.
CC.1.4.2.O (Advanced)	Include thoughts and feelings to describe experiences and events to show the response of characters to situations.
CC.1.4.2.P (Advanced)	Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
CC.1.4.2.Q (Advanced)	Choose words and phrases for effect
CC.1.4.2.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.T (Advanced)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.1.4.2.V (Advanced)	Participate in individual or shared research and writing projects.
CC.1.4.2.W (Advanced)	Recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.2.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.2.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.2.B (Advanced)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CC.1.5.2.C (Advanced)	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CC.1.5.2.D (Advanced)	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CC.1.5.2.E (Advanced)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CC.1.5.2.F (Advanced)	Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
CC.1.5.2.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Topic: Lesson 19 - Signs/The Signmaker's Assistant

Minutes for Topic: 300

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.2.D \(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.

? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.

[CC.1.1.2.E \(Advanced\)](#)

Read with accuracy and fluency to support comprehension:

? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[CC.1.3.2.A \(Advanced\)](#)

Recount stories and determine their central message, lesson, or moral.

[CC.1.3.2.B \(Advanced\)](#)

Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

[CC.1.3.2.C \(Advanced\)](#)

Describe how characters in a story respond to major events and challenges.

[CC.1.3.2.D \(Advanced\)](#)

Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.

[CC.1.3.2.E \(Advanced\)](#)

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

[CC.1.3.2.G \(Advanced\)](#)

Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

[CC.1.3.2.I \(Advanced\)](#)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

[CC.1.3.2.J \(Advanced\)](#)

Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

[CC.1.3.2.K \(Advanced\)](#)

Read and comprehend literature on grade level, reading independently and proficiently.

[CC.1.4.2.M \(Advanced\)](#)

Write narratives to develop real or imagined experiences or events.

[CC.1.4.2.N \(Advanced\)](#)

Establish a situation and introduce a narrator and/or characters.

[CC.1.4.2.O \(Advanced\)](#)

Include thoughts and feelings to describe experiences and events to show the response of characters to situations.

[CC.1.4.2.P \(Advanced\)](#)

Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.

[CC.1.4.2.Q \(Advanced\)](#)

Choose words and phrases for effect

[CC.1.4.2.R \(Advanced\)](#)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.

[CC.1.4.2.T \(Advanced\)](#)

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

[CC.1.4.2.V \(Advanced\)](#)

Participate in individual or shared research and writing projects.

[CC.1.4.2.W \(Advanced\)](#)

Recall information from experiences or gather information from provided sources to answer a question.

[CC.1.4.2.X \(Advanced\)](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[CC.1.5.2.A \(Advanced\)](#)

Participate in collaborative conversations with peers and adults in small and larger groups.

[CC.1.5.2.B \(Advanced\)](#)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

[CC.1.5.2.C \(Advanced\)](#)

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

[CC.1.5.2.D \(Advanced\)](#)

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

[CC.1.5.2.E \(Advanced\)](#)

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

[CC.1.5.2.F \(Advanced\)](#)

Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.

[CC.1.5.2.G \(Advanced\)](#)

Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Topic: Lesson 20 - Heroic Contributions/Dex: The Heart of a Hero

Minutes for Topic: 300

STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.2.D (Advanced)	Know and apply grade-level phonics and word analysis skills in decoding words. ? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.
CC.1.1.2.E (Advanced)	Read with accuracy and fluency to support comprehension: ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.3.2.A (Advanced)	Recount stories and determine their central message, lesson, or moral.
CC.1.3.2.B (Advanced)	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.3.2.C (Advanced)	Describe how characters in a story respond to major events and challenges.
CC.1.3.2.E (Advanced)	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CC.1.3.2.F (Advanced)	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
CC.1.3.2.G (Advanced)	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
CC.1.3.2.I (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.3.2.J (Advanced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.3.2.K (Advanced)	Read and comprehend literature on grade level, reading independently and proficiently.
CC.1.4.2.M (Advanced)	Write narratives to develop real or imagined experiences or events.
CC.1.4.2.N (Advanced)	Establish a situation and introduce a narrator and/or characters.
CC.1.4.2.O (Advanced)	Include thoughts and feelings to describe experiences and events to show the response of characters to situations.
CC.1.4.2.P (Advanced)	Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
CC.1.4.2.Q (Advanced)	Choose words and phrases for effect
CC.1.4.2.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.T (Advanced)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.1.4.2.U (Advanced)	With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.
CC.1.4.2.V (Advanced)	Participate in individual or shared research and writing projects.
CC.1.4.2.W (Advanced)	Recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.2.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit: Unit 5 - Changes, Changes Everywhere

Timeline: 5 Weeks

Unit

Description:

Students will focus on a central theme of "Changes, Changes, Everywhere" through exploration of fiction and nonfiction texts. Lessons include animal development, following directions, visual arts, traditional stories, and life cycles.

Unit Essential Questions: How do strategic readers create meaning from informational and literary text?

What is this text really about?

How do readers know what to believe?

How does a readers' purpose influence how text should be read?

What strategies and resources do I use to figure out unknown vocabulary?

How does interaction with text provoke thinking and response?

What makes clear and effective writing?

How do grammar and the conventions of language influence spoken and written communication?

How do active listeners make meaning?

How do task, purpose, and audience influence how speakers craft and deliver a message?

How does one best present findings?

What does a reader look for and how can s/he find it?

How does a reader know a source can be trusted?

Unit Big Ideas:

Effective readers use appropriate strategies to construct meaning.

An expanded vocabulary enhances one's ability to express ideas and information.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.

Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.

Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.

Effective speakers prepare and communicate messages to address the audience and purpose.

Effective research requires multiple sources of information to gain or expand knowledge.

Unit Materials:

Journeys Teacher Manual Unit 5

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Student Hardcover reading book B

Student Close Reader

Decodable Reader, Unit 5

Leveled Guided Readers

Leveled Vocabulary Readers

Vocabulary Cards

Wall Phonics Sound Cards

Guided Retell Cards

ThinkCentral Digital Teacher Resources

ThinkCentral Digital Student Resources

Unit Activitate prior knowledge and connect texts to essential questions and unit theme
Assignments: Anchor Text First and Second Read

 Connect text to writing

 Close read of a paired text

 Demonstrate comprehension strategies at differentiated instructional reading levels through
 guided reading

 Complete weekly lesson assessments

Unit Key Main Idea
Terminology Details
& Definitions: Infer/Predict

 Characters

 Question

 Conclusions

 Summarize

 Cause and Effect

 Visualize

 Text Features

 Graphic Features

 Monitor/Clarify

 Phrasing

 Natural Pauses

 Accuracy

 Self-Correct

 Rate

 Expression

 Punctuation

 Dictionary Entry

 Idioms

 Compound Words

 Antonyms

 Context

 Homophones

 Base Words

 Suffixes

 Final Stable Syllables

 Prefixes

 Silent Consonants

 Adjectives

 Irregular Verbs

 Informative Writing

Problem-Solution

Compare and Contrast

Research Report

Unit Notes: High Frequency Words in this Unit:

L21: across, behind, house, how, move, nothing, one, out, took, voice

L22: boy, does, everyone, field, floor, found, into, their, toward, what's

L23: coming, down, four, give, great, idea, knew, large, though, write

L24: away, began, brothers, brown, earth, here, learning, surprised, there, without

L25: ball, done, hear, learn, leaves, only, our, through, were, young

Target Vocabulary in this Unit:

L21: webbed, waterproof, steer, whistle, otherwise, junior, slippery, finally

L22: knot, copy, planning, lonely, heavily, seriously, answered, guessed

L23: yarn, strands, spinning, dye, weave, sharpening, duplicated, delicious

L24: tumbling, flung, tangled, empty, swift, peacefully, stream, blazed

L25: grain, pod, soak, soften, root, shoot, nutrition, tasty

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.2.D](#)
(Advanced)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.

[CC.1.1.2.E](#)
(Advanced)

Read with accuracy and fluency to support comprehension:

? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[CC.1.2.2.A](#)
(Advanced)

Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.

[CC.1.2.2.B](#)
(Advanced)

Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

[CC.1.2.2.C](#)
(Advanced)

Describe the connection between a series of events, concepts, or steps in a procedure within a text.

[CC.1.2.2.E](#)
(Advanced)

Use various text features and search tools to locate key facts or information in a text efficiently.

[CC.1.2.2.F](#)
(Advanced)

Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.

[CC.1.2.2.G](#)
(Advanced)

Explain how graphic representations contribute to and clarify a text.

[CC.1.2.2.H](#)
(Advanced)

Describe how reasons support specific points the author makes in a text.

[CC.1.2.2.I](#)
(Advanced)

Compare and contrast the most important points presented by two texts on the same topic.

[CC.1.2.2.J](#)
(Advanced)

Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

[CC.1.2.2.K](#)

Determine or clarify the meaning of unknown and multiple-

(Advanced)	meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.2.2.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.2.A (Advanced)	Recount stories and determine their central message, lesson, or moral.
CC.1.3.2.B (Advanced)	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.3.2.C (Advanced)	Describe how characters in a story respond to major events and challenges.
CC.1.3.2.D (Advanced)	Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CC.1.3.2.E (Advanced)	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CC.1.3.2.F (Advanced)	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
CC.1.3.2.G (Advanced)	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
CC.1.3.2.I (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.3.2.J (Advanced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.3.2.K (Advanced)	Read and comprehend literature on grade level, reading independently and proficiently.
CC.1.4.2.A (Advanced)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.2.B (Advanced)	Identify and introduce the topic.
CC.1.4.2.C (Advanced)	Develop the topic with facts and/or definitions.
CC.1.4.2.D (Advanced)	Group information and provide a concluding statement or section.
CC.1.4.2.E (Advanced)	Choose words and phrases for effect.
CC.1.4.2.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.T (Advanced)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.1.4.2.U (Advanced)	With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.
CC.1.4.2.V (Advanced)	Participate in individual or shared research and writing projects.
CC.1.4.2.W (Advanced)	Recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.2.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.2.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.2.B (Advanced)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CC.1.5.2.C (Advanced)	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CC.1.5.2.D (Advanced)	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent

	sentences.
CC.1.5.2.E (Advanced)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CC.1.5.2.F (Advanced)	Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
CC.1.5.2.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

(* standards consolidated from Topic level)

Topic: Lesson 21 - Animal Development/Penguin Chick

Minutes for Topic: 300

STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.2.D (Advanced)	Know and apply grade-level phonics and word analysis skills in decoding words. ? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.
CC.1.1.2.E (Advanced)	Read with accuracy and fluency to support comprehension: ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.2.2.A (Advanced)	Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
CC.1.2.2.B (Advanced)	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.2.2.C (Advanced)	Describe the connection between a series of events, concepts, or steps in a procedure within a text.
CC.1.2.2.E (Advanced)	Use various text features and search tools to locate key facts or information in a text efficiently.
CC.1.2.2.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.
CC.1.2.2.G (Advanced)	Explain how graphic representations contribute to and clarify a text.
CC.1.2.2.H (Advanced)	Describe how reasons support specific points the author makes in a text.
CC.1.2.2.I (Advanced)	Compare and contrast the most important points presented by two texts on the same topic.
CC.1.2.2.J (Advanced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.2.2.K (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.2.2.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.4.2.A (Advanced)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.2.B (Advanced)	Identify and introduce the topic.
CC.1.4.2.C (Advanced)	Develop the topic with facts and/or definitions.
CC.1.4.2.D (Advanced)	Group information and provide a concluding statement or section.
CC.1.4.2.E (Advanced)	Choose words and phrases for effect.
CC.1.4.2.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.T (Advanced)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.1.4.2.U (Advanced)	With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.
CC.1.4.2.V (Advanced)	Participate in individual or shared research and writing projects.
CC.1.4.2.W (Advanced)	Recall information from experiences or gather information from provided sources to answer a question.

CC.1.4.2.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.2.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.2.B (Advanced)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CC.1.5.2.C (Advanced)	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CC.1.5.2.D (Advanced)	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CC.1.5.2.E (Advanced)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CC.1.5.2.F (Advanced)	Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
CC.1.5.2.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Topic: Lesson 22 - Following Directions/Gloria, Who Might Be My Best Friend

Minutes for Topic: 300

STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.2.D (Advanced)	Know and apply grade-level phonics and word analysis skills in decoding words. ? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.
CC.1.1.2.E (Advanced)	Read with accuracy and fluency to support comprehension: ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.2.2.C (Advanced)	Describe the connection between a series of events, concepts, or steps in a procedure within a text.
CC.1.3.2.A (Advanced)	Recount stories and determine their central message, lesson, or moral.
CC.1.3.2.B (Advanced)	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.3.2.C (Advanced)	Describe how characters in a story respond to major events and challenges.
CC.1.3.2.D (Advanced)	Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CC.1.3.2.E (Advanced)	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CC.1.3.2.G (Advanced)	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
CC.1.3.2.I (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.3.2.J (Advanced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.3.2.K (Advanced)	Read and comprehend literature on grade level, reading independently and proficiently.
CC.1.4.2.A (Advanced)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.2.B (Advanced)	Identify and introduce the topic.
CC.1.4.2.C (Advanced)	Develop the topic with facts and/or definitions.
CC.1.4.2.D (Advanced)	Group information and provide a concluding statement or section.
CC.1.4.2.E (Advanced)	Choose words and phrases for effect.
CC.1.4.2.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.

CC.1.4.2.T (Advanced)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.1.4.2.V (Advanced)	Participate in individual or shared research and writing projects.
CC.1.4.2.W (Advanced)	Recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.2.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.2.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.2.B (Advanced)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CC.1.5.2.C (Advanced)	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CC.1.5.2.D (Advanced)	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CC.1.5.2.E (Advanced)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CC.1.5.2.F (Advanced)	Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
CC.1.5.2.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Topic: Lesson 23 - Visual Arts/The Goat in the Rug

Minutes for Topic: 300

STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.2.D (Advanced)	Know and apply grade-level phonics and word analysis skills in decoding words. ? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.
CC.1.1.2.E (Advanced)	Read with accuracy and fluency to support comprehension: ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.3.2.A (Advanced)	Recount stories and determine their central message, lesson, or moral.
CC.1.3.2.B (Advanced)	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.3.2.D (Advanced)	Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CC.1.3.2.E (Advanced)	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CC.1.3.2.G (Advanced)	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
CC.1.3.2.I (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.3.2.J (Advanced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.3.2.K (Advanced)	Read and comprehend literature on grade level, reading independently and proficiently.
CC.1.4.2.A (Advanced)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.2.B (Advanced)	Identify and introduce the topic.
CC.1.4.2.C (Advanced)	Develop the topic with facts and/or definitions.
CC.1.4.2.D (Advanced)	Group information and provide a concluding statement or section.
CC.1.4.2.E (Advanced)	Choose words and phrases for effect.
CC.1.4.2.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize proper nouns.
- Use commas and apostrophes appropriately.
- Spell

	words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.T (Advanced)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.1.4.2.U (Advanced)	With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.
CC.1.4.2.W (Advanced)	Recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.2.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.2.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.2.B (Advanced)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CC.1.5.2.C (Advanced)	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CC.1.5.2.D (Advanced)	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CC.1.5.2.E (Advanced)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CC.1.5.2.F (Advanced)	Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
CC.1.5.2.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Topic: Lesson 24 - Traditional Stories/Half-Chicken

Minutes for Topic: 300

STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.2.D (Advanced)	Know and apply grade-level phonics and word analysis skills in decoding words. ? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.
CC.1.1.2.E (Advanced)	Read with accuracy and fluency to support comprehension: ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.3.2.A (Advanced)	Recount stories and determine their central message, lesson, or moral.
CC.1.3.2.B (Advanced)	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.3.2.C (Advanced)	Describe how characters in a story respond to major events and challenges.
CC.1.3.2.D (Advanced)	Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CC.1.3.2.E (Advanced)	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CC.1.3.2.F (Advanced)	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
CC.1.3.2.G (Advanced)	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
CC.1.3.2.I (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.3.2.J (Advanced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.3.2.K (Advanced)	Read and comprehend literature on grade level, reading independently and proficiently.
CC.1.4.2.A (Advanced)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.2.B (Advanced)	Identify and introduce the topic.
CC.1.4.2.C (Advanced)	Develop the topic with facts and/or definitions.

CC.1.4.2.D (Advanced)	Group information and provide a concluding statement or section.
CC.1.4.2.E (Advanced)	Choose words and phrases for effect.
CC.1.4.2.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.T (Advanced)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.1.4.2.V (Advanced)	Participate in individual or shared research and writing projects.
CC.1.4.2.W (Advanced)	Recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.2.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.2.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.2.B (Advanced)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CC.1.5.2.C (Advanced)	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CC.1.5.2.D (Advanced)	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CC.1.5.2.E (Advanced)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CC.1.5.2.F (Advanced)	Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
CC.1.5.2.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Topic: Lesson 25 - Life Cycles/From Seed to Plant

Minutes for Topic: 300

STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.2.D (Advanced)	Know and apply grade-level phonics and word analysis skills in decoding words.
	? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.
CC.1.1.2.E (Advanced)	Read with accuracy and fluency to support comprehension:
	? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.2.2.A (Advanced)	Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
CC.1.2.2.B (Advanced)	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.2.2.C (Advanced)	Describe the connection between a series of events, concepts, or steps in a procedure within a text.
CC.1.2.2.E (Advanced)	Use various text features and search tools to locate key facts or information in a text efficiently.
CC.1.2.2.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.
CC.1.2.2.G (Advanced)	Explain how graphic representations contribute to and clarify a text.
CC.1.2.2.H (Advanced)	Describe how reasons support specific points the author makes in a text.
CC.1.2.2.I (Advanced)	Compare and contrast the most important points presented by two texts on the same topic.
CC.1.2.2.J (Advanced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.2.2.K (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of

	strategies and tools.
CC.1.2.2.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.4.2.A (Advanced)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.2.B (Advanced)	Identify and introduce the topic.
CC.1.4.2.C (Advanced)	Develop the topic with facts and/or definitions.
CC.1.4.2.D (Advanced)	Group information and provide a concluding statement or section.
CC.1.4.2.E (Advanced)	Choose words and phrases for effect.
CC.1.4.2.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.T (Advanced)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.1.4.2.U (Advanced)	With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.
CC.1.4.2.V (Advanced)	Participate in individual or shared research and writing projects.
CC.1.4.2.W (Advanced)	Recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.2.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.2.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.2.B (Advanced)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CC.1.5.2.C (Advanced)	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CC.1.5.2.D (Advanced)	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CC.1.5.2.E (Advanced)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CC.1.5.2.F (Advanced)	Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
CC.1.5.2.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Topic:

Unit: Unit 6 - What a Surprise!

Timeline: 5 Weeks

Unit Description: Students will focus on the central theme "What a Surprise!" through exploration of fiction and nonfiction texts. Lessons include life cycles, fossils, traditional stories, and historical figures and documents.

Unit Essential Questions: How do strategic readers create meaning from informational and literary text?

What is this text really about?

How do readers know what to believe?

How does a readers' purpose influence how text should be read?

What strategies and resources do I use to figure out unknown vocabulary?

How does interaction with text provoke thinking and response?

What makes clear and effective writing?

How do grammar and the conventions of language influence spoken and written communication?

How do active listeners make meaning?

How do task, purpose, and audience influence how speakers craft and deliver a message?

How does one best present findings?

What does a reader look for and how can s/he find it?

How does a reader know a source can be trusted?

Unit Big Ideas: Effective readers use appropriate strategies to construct meaning.

An expanded vocabulary enhances one's ability to express ideas and information.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.

Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.

Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.

Effective speakers prepare and communicate messages to address the audience and purpose.

Effective research requires multiple sources of information to gain or expand knowledge.

Unit Materials: Journeys Teacher Manual Unit 6

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Student Hardcover reading book B

Student Close Reader

Decodable Reader, Unit 6

Leveled Guided Readers

Leveled Vocabulary Readers

Vocabulary Cards

Wall Phonics Sound Cards

Guided Retell Cards

ThinkCentral Digital Teacher Resources

ThinkCentral Digital Student Resources

Unit Assignments: Activate prior knowledge and connect texts to essential questions and unit theme

Anchor Text First and Second Read

Connect text to writing

Close read of a paired text

Demonstrate comprehension strategies at differentiated instructional reading levels through guided reading

Complete weekly lesson assessments

Unit Key Story Structure

Terminology & Definitions:

Infer/Predict
Fact and Opinion
Question
Sequence of Events
Analyze/Evaluate
Characters
Summarize
Compare and Contrast
Visualize
Accuracy
Intonation
Phrasing
Natural Pauses
Expression
Rate
Vowel Diphthongs
Final Stable Syllable
Contractions
Adverbs
Possessive Nouns
Possessive Pronouns
Adjectives
Multiple-Meaning Words
Shades of Meaning
Classify/Categorize
Antonyms
Root Words
Opinion Writing

Unit Notes:

High Frequency Word in this Unit

L26: again, ago, alone, don't, every, follow, goes, head, now, won't

L27: buy, called, even, father, maybe, outside, tomorrow, town, water, where

L28: above, enough, falling, happened, lived, loved, should, sorry, want, while

L29: eight, near, once, paper, seven, upon, wash, who, woman, your

L30: almost, dear, door, from, money, pushed, remember, sometimes, together, years

Target Vocabulary in this Unit

L26: ordinary, control, cage, upset, sensible, confused, training, suspiciously

L27: exact, discovered, remove, growled, amazed, explained, guard, souvenirs

L28: task, glimmering, served, content, worn, overjoyed, concealed, valuable

L29: search, contained, startled, odd, leaned, tossed, grateful, village

L30: inventions, remarkable, designed, amounts, accomplishments, achieve, composed, result

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.2.D](#)
(Advanced) Know and apply grade-level phonics and word analysis skills in decoding words.

? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.

[CC.1.1.2.E](#)
(Advanced) Read with accuracy and fluency to support comprehension:

? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[CC.1.2.2.A](#)
(Advanced) Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.

[CC.1.2.2.B](#)
(Advanced) Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

[CC.1.2.2.C](#)
(Advanced) Describe the connection between a series of events, concepts, or steps in a procedure within a text.

[CC.1.2.2.E](#)
(Advanced) Use various text features and search tools to locate key facts or information in a text efficiently.

[CC.1.2.2.F](#)
(Advanced) Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.

[CC.1.2.2.G](#)
(Advanced) Explain how graphic representations contribute to and clarify a text.

[CC.1.2.2.H](#)
(Advanced) Describe how reasons support specific points the author makes in a text.

[CC.1.2.2.I](#)
(Advanced) Compare and contrast the most important points presented by two texts on the same topic.

[CC.1.2.2.J](#)
(Advanced) Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

[CC.1.2.2.K](#)
(Advanced) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

[CC.1.2.2.L](#)
(Advanced) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

[CC.1.3.2.A](#)
(Advanced) Recount stories and determine their central message, lesson, or moral.

[CC.1.3.2.B](#)
(Advanced) Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

[CC.1.3.2.C](#)
(Advanced) Describe how characters in a story respond to major events and challenges.

[CC.1.3.2.D](#)
(Advanced) Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.

[CC.1.3.2.E](#)
(Advanced) Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

[CC.1.3.2.G](#)
(Advanced) Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

[CC.1.3.2.H](#)
(Advanced) Compare and contrast two or more versions of the same story by different authors or from different cultures.

[CC.1.3.2.I](#)
(Advanced) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading

CC.1.3.2.J (Advanced)	and content, choosing from a range of strategies and tools.
CC.1.3.2.K (Advanced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.4.2.G (Advanced)	Read and comprehend literature on grade level, reading independently and proficiently.
CC.1.4.2.H (Advanced)	Write opinion pieces on familiar topics or texts.
CC.1.4.2.I (Advanced)	Identify the topic and state an opinion.
CC.1.4.2.J (Advanced)	Support the opinion with reasons that include details connected to the opinion.
CC.1.4.2.K (Advanced)	Create an organizational structure that includes reasons and includes a concluding statement.
CC.1.4.2.L (Advanced)	Use a variety of words and phrases to appeal to the audience.
	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.T (Advanced)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.1.4.2.U (Advanced)	With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.
CC.1.4.2.V (Advanced)	Participate in individual or shared research and writing projects.
CC.1.4.2.W (Advanced)	Recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.2.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.2.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.2.B (Advanced)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CC.1.5.2.C (Advanced)	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CC.1.5.2.D (Advanced)	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CC.1.5.2.E (Advanced)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CC.1.5.2.F (Advanced)	Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
CC.1.5.2.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

(* standards consolidated from Topic level)

Topic: Lesson 26 - Life Cycles/The Mysterious Tadpole

Minutes for Topic: 300

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.2.D \(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.

? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.

[CC.1.1.2.E \(Advanced\)](#) Read with accuracy and fluency to support comprehension:

? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- [CC.1.2.2.C \(Advanced\)](#) Describe the connection between a series of events, concepts, or steps in a procedure within a text.
- [CC.1.3.2.B \(Advanced\)](#) Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- [CC.1.3.2.C \(Advanced\)](#) Describe how characters in a story respond to major events and challenges.
- [CC.1.3.2.D \(Advanced\)](#) Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- [CC.1.3.2.E \(Advanced\)](#) Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- [CC.1.3.2.G \(Advanced\)](#) Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
- [CC.1.3.2.I \(Advanced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
- [CC.1.3.2.J \(Advanced\)](#) Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
- [CC.1.3.2.K \(Advanced\)](#) Read and comprehend literature on grade level, reading independently and proficiently.
- [CC.1.4.2.G \(Advanced\)](#) Write opinion pieces on familiar topics or texts.
- [CC.1.4.2.H \(Advanced\)](#) Identify the topic and state an opinion.
- [CC.1.4.2.I \(Advanced\)](#) Support the opinion with reasons that include details connected to the opinion.
- [CC.1.4.2.J \(Advanced\)](#) Create an organizational structure that includes reasons and includes a concluding statement.
- [CC.1.4.2.K \(Advanced\)](#) Use a variety of words and phrases to appeal to the audience.
- [CC.1.4.2.L \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Capitalize proper nouns.
 - Use commas and apostrophes appropriately.
 - Spell words drawing on common spelling patterns.
 - Consult reference material as needed.
- [CC.1.4.2.T \(Advanced\)](#) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- [CC.1.4.2.U \(Advanced\)](#) With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.
- [CC.1.4.2.V \(Advanced\)](#) Participate in individual or shared research and writing projects.
- [CC.1.4.2.W \(Advanced\)](#) Recall information from experiences or gather information from provided sources to answer a question.
- [CC.1.4.2.X \(Advanced\)](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- [CC.1.5.2.A \(Advanced\)](#) Participate in collaborative conversations with peers and adults in small and larger groups.
- [CC.1.5.2.B \(Advanced\)](#) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- [CC.1.5.2.C \(Advanced\)](#) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- [CC.1.5.2.D \(Advanced\)](#) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- [CC.1.5.2.E \(Advanced\)](#) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- [CC.1.5.2.F \(Advanced\)](#) Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
- [CC.1.5.2.G \(Advanced\)](#) Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Topic: Lesson 27 - Fossils/The Dog that Dug for Dinosaurs

Minutes for Topic: 300

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.1.2.D \(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.

? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.

[CC.1.1.2.E \(Advanced\)](#)

Read with accuracy and fluency to support comprehension:

? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[CC.1.2.2.A \(Advanced\)](#)

Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.

[CC.1.2.2.B \(Advanced\)](#)

Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

[CC.1.2.2.C \(Advanced\)](#)

Describe the connection between a series of events, concepts, or steps in a procedure within a text.

[CC.1.2.2.E \(Advanced\)](#)

Use various text features and search tools to locate key facts or information in a text efficiently.

[CC.1.2.2.F \(Advanced\)](#)

Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.

[CC.1.2.2.G \(Advanced\)](#)

Explain how graphic representations contribute to and clarify a text.

[CC.1.2.2.H \(Advanced\)](#)

Describe how reasons support specific points the author makes in a text.

[CC.1.2.2.J \(Advanced\)](#)

Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

[CC.1.2.2.K \(Advanced\)](#)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

[CC.1.2.2.L \(Advanced\)](#)

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

[CC.1.4.2.G \(Advanced\)](#)

Write opinion pieces on familiar topics or texts.

[CC.1.4.2.H \(Advanced\)](#)

Identify the topic and state an opinion.

[CC.1.4.2.I \(Advanced\)](#)

Support the opinion with reasons that include details connected to the opinion.

[CC.1.4.2.J \(Advanced\)](#)

Create an organizational structure that includes reasons and includes a concluding statement.

[CC.1.4.2.K \(Advanced\)](#)

Use a variety of words and phrases to appeal to the audience.

[CC.1.4.2.L \(Advanced\)](#)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.

[CC.1.4.2.T \(Advanced\)](#)

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

[CC.1.4.2.U \(Advanced\)](#)

With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.

[CC.1.4.2.V \(Advanced\)](#)

Participate in individual or shared research and writing projects.

[CC.1.4.2.W \(Advanced\)](#)

Recall information from experiences or gather information from provided sources to answer a question.

[CC.1.4.2.X \(Advanced\)](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[CC.1.5.2.A \(Advanced\)](#)

Participate in collaborative conversations with peers and adults in small and larger groups.

[CC.1.5.2.B \(Advanced\)](#)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

[CC.1.5.2.C \(Advanced\)](#)

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

[CC.1.5.2.D \(Advanced\)](#)

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

[CC.1.5.2.E \(Advanced\)](#)

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

[CC.1.5.2.F \(Advanced\)](#)

Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.

[CC.1.5.2.G \(Advanced\)](#)

Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Topic: Lesson 28 - Traditional Stories/Yeh-Shen

Minutes for Topic: 300

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.1.2.D \(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.
? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.
- [CC.1.1.2.E \(Advanced\)](#) Read with accuracy and fluency to support comprehension:
? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- [CC.1.3.2.A \(Advanced\)](#) Recount stories and determine their central message, lesson, or moral.
- [CC.1.3.2.B \(Advanced\)](#) Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- [CC.1.3.2.C \(Advanced\)](#) Describe how characters in a story respond to major events and challenges.
- [CC.1.3.2.D \(Advanced\)](#) Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- [CC.1.3.2.E \(Advanced\)](#) Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- [CC.1.3.2.G \(Advanced\)](#) Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
- [CC.1.3.2.H \(Advanced\)](#) Compare and contrast two or more versions of the same story by different authors or from different cultures.
- [CC.1.3.2.I \(Advanced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
- [CC.1.3.2.J \(Advanced\)](#) Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
- [CC.1.3.2.K \(Advanced\)](#) Read and comprehend literature on grade level, reading independently and proficiently.
- [CC.1.4.2.G \(Advanced\)](#) Write opinion pieces on familiar topics or texts.
- [CC.1.4.2.H \(Advanced\)](#) Identify the topic and state an opinion.
- [CC.1.4.2.I \(Advanced\)](#) Support the opinion with reasons that include details connected to the opinion.
- [CC.1.4.2.J \(Advanced\)](#) Create an organizational structure that includes reasons and includes a concluding statement.
- [CC.1.4.2.K \(Advanced\)](#) Use a variety of words and phrases to appeal to the audience.
- [CC.1.4.2.L \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
• Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
- [CC.1.4.2.T \(Advanced\)](#) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- [CC.1.4.2.U \(Advanced\)](#) With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.
- [CC.1.4.2.V \(Advanced\)](#) Participate in individual or shared research and writing projects.
- [CC.1.4.2.W \(Advanced\)](#) Recall information from experiences or gather information from provided sources to answer a question.
- [CC.1.4.2.X \(Advanced\)](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- [CC.1.5.2.A \(Advanced\)](#) Participate in collaborative conversations with peers and adults in small and larger groups.
- [CC.1.5.2.B \(Advanced\)](#) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- [CC.1.5.2.C \(Advanced\)](#) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- [CC.1.5.2.D \(Advanced\)](#) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CC.1.5.2.E (Advanced)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CC.1.5.2.F (Advanced)	Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
CC.1.5.2.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Topic: Lesson 29 - Traditional Stories/Two of Everything

Minutes for Topic: 300

STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.2.D (Advanced)	Know and apply grade-level phonics and word analysis skills in decoding words. ? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.
CC.1.1.2.E (Advanced)	Read with accuracy and fluency to support comprehension: ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.3.2.A (Advanced)	Recount stories and determine their central message, lesson, or moral.
CC.1.3.2.B (Advanced)	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.3.2.C (Advanced)	Describe how characters in a story respond to major events and challenges.
CC.1.3.2.D (Advanced)	Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CC.1.3.2.E (Advanced)	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CC.1.3.2.G (Advanced)	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
CC.1.3.2.I (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.3.2.J (Advanced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.3.2.K (Advanced)	Read and comprehend literature on grade level, reading independently and proficiently.
CC.1.4.2.G (Advanced)	Write opinion pieces on familiar topics or texts.
CC.1.4.2.H (Advanced)	Identify the topic and state an opinion.
CC.1.4.2.I (Advanced)	Support the opinion with reasons that include details connected to the opinion.
CC.1.4.2.J (Advanced)	Create an organizational structure that includes reasons and includes a concluding statement.
CC.1.4.2.K (Advanced)	Use a variety of words and phrases to appeal to the audience.
CC.1.4.2.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.T (Advanced)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.1.4.2.V (Advanced)	Participate in individual or shared research and writing projects.
CC.1.4.2.W (Advanced)	Recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.2.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.2.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.2.B (Advanced)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CC.1.5.2.C (Advanced)	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic

CC.1.5.2.D (Advanced)	or issue. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CC.1.5.2.E (Advanced)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CC.1.5.2.F (Advanced)	Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
CC.1.5.2.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Topic: Lesson 30 - Historical Figures and Documents/A Model Citizen

Minutes for Topic: 300

STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.2.D (Advanced)	Know and apply grade-level phonics and word analysis skills in decoding words. ? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.
CC.1.1.2.E (Advanced)	Read with accuracy and fluency to support comprehension: ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.2.2.A (Advanced)	Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
CC.1.2.2.B (Advanced)	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.2.2.C (Advanced)	Describe the connection between a series of events, concepts, or steps in a procedure within a text.
CC.1.2.2.E (Advanced)	Use various text features and search tools to locate key facts or information in a text efficiently.
CC.1.2.2.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.
CC.1.2.2.G (Advanced)	Explain how graphic representations contribute to and clarify a text.
CC.1.2.2.H (Advanced)	Describe how reasons support specific points the author makes in a text.
CC.1.2.2.I (Advanced)	Compare and contrast the most important points presented by two texts on the same topic.
CC.1.2.2.J (Advanced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.2.2.K (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.2.2.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.4.2.G (Advanced)	Write opinion pieces on familiar topics or texts.
CC.1.4.2.H (Advanced)	Identify the topic and state an opinion.
CC.1.4.2.I (Advanced)	Support the opinion with reasons that include details connected to the opinion.
CC.1.4.2.J (Advanced)	Create an organizational structure that includes reasons and includes a concluding statement.
CC.1.4.2.K (Advanced)	Use a variety of words and phrases to appeal to the audience.
CC.1.4.2.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.T (Advanced)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.1.4.2.U (Advanced)	With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.
CC.1.4.2.V (Advanced)	Participate in individual or shared research and writing projects.
CC.1.4.2.W (Advanced)	Recall information from experiences or gather information from provided sources to answer a question.

CC.1.4.2.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.2.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.2.B (Advanced)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CC.1.5.2.C (Advanced)	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CC.1.5.2.D (Advanced)	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CC.1.5.2.E (Advanced)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CC.1.5.2.F (Advanced)	Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
CC.1.5.2.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.