

# Curriculum Mapping 2022-2023

## Reading and Language Arts

**Grade Level: 2nd**

**Teacher(s) Writing Curriculum: Savannah Dillon**

### Unit 1

<b>Unit Title:</b> You Are Here
<b>Essential Question:</b> How do different places affect us?
<b>Academic Vocabulary:</b> affect, compare, different, location, region
<b>Code for Indiana Standards: (Based on ILEARN Blueprints)</b> <span style="background-color: #90EE90; padding: 2px;">High Priority</span> <span style="background-color: #FFFF00; padding: 2px;">Moderate Priority</span> <span style="background-color: #ADD8E6; padding: 2px;">Low Priority</span>

Unit and Week (Pacing Guide)	Indiana Standard(s) # and Link to Standard	Reading Workshop (Reading)	Reading-Writing Bridge (Language Arts)	Writing Workshop (Writing)
Unit 1, Week 1	Key Concepts and Learning Targets -I Can Statements: I can read realistic fiction and understand settings. I can use language to make connections. I can plan, draft, and publish my writing.			
Unit 1 Week 1	<span style="background-color: #90EE90;">2.RL.1, 2.RL.2,</span> <span style="background-color: #FFFF00;">2.RV.1,</span> <span style="background-color: #90EE90;">2.RV.2.1, 2.W.</span> <span style="background-color: #90EE90;">2.W.4, 2.W.4b</span> <span style="background-color: #90EE90;">2.W.6.1e</span>	<b>Main Story:</b> How Many Stars in the Sky? <b>Genre:</b> Realistic Fiction <b>Supporting Text/Resources:</b> Leveled Readers, Book Clubs, Big Books, Read Alouds, Reading Anchor Chart <b>Comprehension Skills &amp; Strategies:</b> Describe and Understand Setting <b>Formative and Summative Assessment(s):</b> Daily Formative Assessments, Progress Check Ups, Cold Reads	<b>Phonological Awareness:</b> Long and Short Vowels  <b>Spelling Skill:</b> Short Vowels  <b>High Frequency Words:</b> which, each, than  <b>Grammar:</b> Simple Sentences	<b>Writing:</b> What Good Writers Do
Unit 1, Week 2	Key Concepts and Learning Targets -I Can Statements: I can read realistic fiction and understand its characters. I can use language to make connections between reading and writing. I can plan, draft, and publish my writing.			

Unit 1 Week 2	<p>2.RL.1, 2.RL.2.1, 2.RL.2.3, 2.RV.1, 2.RV.2.1, 2.RV.2.2, 2.W.3, 2.W.4b, 2.W.6.1e</p>	<p><b>Main Story:</b> Maybe Something Beautiful  <b>Genre:</b> Realistic Fiction  <b>Supporting Text/Resources:</b> Leveled Readers, Book Clubs, Big Books, Read Alouds, Reading Anchor Chart  <b>Comprehension Skills &amp; Strategies:</b> Describe and Understand Characters  <b>Formative and Summative Assessment(s):</b> Daily Formative Assessments, Progress Check Ups, Cold Reads</p>	<p><b>Phonological Awareness:</b> Long and Short Vowels  <b>Spelling Skill:</b> CVe - Long Vowels  <b>High Frequency Words:</b> called, long, most  <b>Grammar:</b> subjects and predicates  <b>Vocabulary Skill:</b> synonyms</p>	<p><b>Writing:</b> Tools Authors Use</p>
<p>Key Concepts and Learning Targets -I Can Statements: I can read about different places in my community. I can use language to make connections between reading and writing. I can plan, draft, and publish my writing.</p>				
Unit 1 Week 3	<p>2.RN.2, 2.RN.2.3, 2.RN.3.3, 2.RN.4.1, 2.RV.1, 2.RV.2.1, 2.RV.2.2, 2.RV.3.1, 2.RV.3.2, 2.W.3.1, 2.W.4a, 2.W.4b, 2.W.6.1e</p>	<p><b>Main Story:</b> Places We Go  <b>Genre:</b> Informational Text  <b>Supporting Text/Resources:</b> Leveled Readers, Book Clubs, Big Books, Read Alouds, Reading Anchor Chart  <b>Comprehension Skills &amp; Strategies:</b> Identify main idea  <b>Formative and Summative Assessment(s):</b> Daily Formative Assessments, Progress Check Ups, Cold Reads</p>	<p><b>Phonological Awareness:</b> rhyming words  <b>Spelling Skill:</b> consonant blends  <b>High Frequency Words:</b> more, things, sound  <b>Grammar:</b> Compound Sentences  <b>Vocabulary Skill:</b> Context Clues</p>	<p><b>Writing:</b> Structure of Fiction &amp; Nonfiction text, Digital Tools Authors Use</p>
<p>Key Concepts and Learning Targets -I Can Statements: I can read poems, and understand rhyme, rhythm, and stanzas. I can use language to make connections between reading and writing. I can plan, draft, and publish my writing.</p>				
Unit 1 Week 4	<p>2.RL.1, 2.RL.2.1, 2.RV.1, 2.RV.2.1, 2.RV.2.2, 2.RV.3.1, 2.RV.3.2, 2.W.3.1, 2.W.4a</p>	<p><b>Main Story:</b> Poetry  <b>Genre:</b> Poetry  <b>Supporting Text/Resources:</b> Leveled Readers, Book Clubs, Big Books, Read Alouds, Reading Anchor Chart  <b>Comprehension Skills &amp; Strategies:</b> Explain patterns and structures</p>	<p><b>Phonological Awareness:</b> rhyming words  <b>Spelling Skill:</b> consonant digraphs: ch, sh, wh, th, ph, &amp; trigraph tch  <b>High Frequency Words:</b> great, before, means</p>	<p><b>Writing:</b> End Punctuation, Revise Drafts</p>

	2.W.4b, 2.W.6.1e	<b>Formative and Summative Assessment(s):</b> Daily Formative Assessments, Progress Check Ups, Cold Reads	<b>Grammar:</b> Sentences and End Punctuation  <b>Vocabulary Skill:</b> Word Parts	
Key Concepts and Learning Targets -I Can Statements: I can read realistic fiction and understand its plot. I can use language to make connections between reading and writing. I can plan, draft, and publish my writing. .				
Unit 1 Week 5	2.RL.1, 2.RL.2.1, 2.RL.2.3, 2.RV.1, 2.RV.2.1, 2.RV.2.2, 2.RV.3.1, 2.RV.3.2, 2.W.3.1, 2.W.4a, 2.W.4b, 2.W.6.1e	<b>Main Story:</b> You Can't Climb a Cactus <b>Genre:</b> Realistic Fiction <b>Supporting Text/Resources:</b> Leveled Readers, Book Clubs, Big Books, Read Alouds, Reading Anchor Chart <b>Comprehension Skills &amp; Strategies:</b> Describe and Understand Plot Elements, Make and Confirm Predictions <b>Formative and Summative Assessment(s):</b> Daily Formative Assessments, Progress Check Ups, Cold Reads	<b>Phonological Awareness:</b> add and remove sounds  <b>Spelling Skill:</b> Inflected Endings: s, es, ed, ing  <b>High Frequency Words:</b> follow, form, show  <b>Grammar:</b> Use Resources to Spell Words  <b>Vocabulary Skill:</b> Oral Language	<b>Writing:</b> Peer Edit, Final Draft, Publish and Celebrate
Key Concepts and Learning Targets -I Can Statements:				
Unit 1 Week 6 Project-Based Inquiry	2.RL.1, 2.RL.2.1, 2.RL.2.3, 2.RN.2.1, 2.RN.2.3, 2.RN.3.3, 2.RN.4.1, 2.RV.1, 2.RV.2.1, 2.RV.2.2, 2.RV.3.1, 2.RV.3.2, 2.W.3.1, 2.W.4a, 2.W.4b, 2.W.6.1e	<b>Main Story:</b> <b>Genre:</b> Inquiry & Research <b>Supporting Text/Resources:</b> Leveled Readers, Book Clubs, Big Books, Read Alouds, Reading Anchor Chart <b>Comprehension Skills &amp; Strategies:</b> Compare Across Texts <b>Formative and Summative Assessment(s):</b> Daily Formative Assessments, Progress Check Ups, Cold Reads	<b>Phonological Awareness:</b> review  <b>Spelling Skill:</b> r controlled  <b>High Frequency Words:</b> also, large, small  <b>Grammar:</b> review  <b>Vocabulary Skill:</b> Academic Words	<b>Writing:</b> Revise & Edit, Celebrate & Reflect

## Unit 2

<b>Unit Title:</b> Nature's Wonders
<b>Essential Question:</b> What patterns do we see in nature?
<b>Academic Vocabulary:</b> behavior, evidence, identify, similar, design
<b>Code for Indiana Standards:</b> <span style="background-color: #90EE90; padding: 2px;">High Priority</span> <span style="background-color: #FFFF00; padding: 2px;">Moderate Priority</span> <span style="background-color: #ADD8E6; padding: 2px;">Low Priority</span>

Unit and Week (Pacing Guide)	Indiana Standard(s) # and Link to Standard	Reading Workshop (Reading)	Reading-Writing Bridge (Language Arts)	Writing Workshop (Writing)
<b>Unit 2, Week 1</b>	<b>Key Concepts and Learning Targets -I Can Statements:</b> I can read informational text and understand text structure. I can use language to make connections between reading and writing. I can use elements of informational text to write.			
<b>Unit 2 Week 1</b>	<span style="background-color: #90EE90; padding: 2px;">2.RN.2.1,</span> <span style="background-color: #FFFF00; padding: 2px;">2.RN.2.3,</span> <span style="background-color: #90EE90; padding: 2px;">2.RN.3.3,</span> <span style="background-color: #90EE90; padding: 2px;">2.RV.1,</span> <span style="background-color: #90EE90; padding: 2px;">2.RV.2.1,</span> <span style="background-color: #FFFF00; padding: 2px;">2.RV.2.2,</span> <span style="background-color: #90EE90; padding: 2px;">2.RV.3.1,</span> <span style="background-color: #90EE90; padding: 2px;">2.RV.3.2,</span> <span style="background-color: #90EE90; padding: 2px;">2.W.3.1,</span> <span style="background-color: #90EE90; padding: 2px;">2.W.3.2,</span> <span style="background-color: #90EE90; padding: 2px;">2.W.4a,</span> <span style="background-color: #90EE90; padding: 2px;">2.W.4b,</span> <span style="background-color: #90EE90; padding: 2px;">2.W.6.1a</span>	<b>Main Story:</b> A Green Kid's Guide to Watering Plants <b>Genre:</b> Informational Text <b>Supporting Text/Resources:</b> Leveled Readers, Book Clubs, Big Books, Read Alouds, Reading Anchor Chart <b>Comprehension Skills &amp; Strategies:</b> Identify Text Structure/ Ask and Answer Questions <b>Formative and Summative Assessment(s):</b> Daily Formative Assessments Progress Check-Ups Cold Reads	<b>Phonological Awareness:</b> Add and Remove Sounds  <b>Spelling Skill:</b> Contractions  <b>High-Frequency Words:</b> different, between, even  <b>Grammar:</b> Singular and Plural Nouns  <b>Vocabulary Skill:</b> Related Words	<b>Writing Development Genre:</b> Informational List Articles Generate Ideas Plan your List Articles
<b>Unit 2, Week 2</b>	<b>Key Concepts and Learning Targets -I Can Statements:</b> I can read informational text and understand text structure. I can use language to make connections between reading and writing. I can use elements of informational text to write.			
<b>Unit 2 Week 2</b>	<span style="background-color: #90EE90; padding: 2px;">2.RN.2.1,</span> <span style="background-color: #FFFF00; padding: 2px;">2.RN.2.3,</span>	<b>Main Story:</b> A Home on the Prairie <b>Genre:</b> Informational Text	<b>Phonological Awareness:</b> Recognize Changes in Words	<b>Writing Development Genre:</b> Topic and Main Idea

	<p>2.RN.3.3, 2.RV.1, 2.RV.2.1, 2.RV.2.2, 2.RV.3.1, 2.RV.3.2, 2.W.3.1, 2.W.3.2, 2.W.4a, 2.W.4b, 2.W.6.1a</p>	<p><b>Supporting Text/Resources:</b> Leveled Readers, Book Clubs, Big Books, Read Alouds, Reading Anchor Chart  <b>Comprehension Skills &amp; Strategies:</b> Use Text Features/ Make and Confirm Predictions  <b>Formative and Summative Assessment(s):</b> Daily Formative Assessments  Progress Check-Ups  Cold Reads</p>	<p><b>Spelling Skill:</b> Spell words with Long a: ai, ay, ea  <b>High-Frequency Words:</b> kind, change, air  <b>Grammar:</b> Irregular Plural Nouns  <b>Vocabulary Skill:</b> Synonyms</p>	<p>Apply Develop Details  Apply Features and Graphics</p>
	<p><b>Key Concepts and Learning Targets -I Can Statements:</b> I can read a story to learn more about patterns in nature.  I can use language to make connections between reading and writing.  I can use elements of informational text.</p>			
Unit 2 Week 3	<p>2.RL.1, 2.RL.2.1, 2.RL.2.3, 2.RV.1, 2.RV.2.1, 2.RV.2.2, 2.RV.3.1, 2.RV.3.2, 2.W.3.1, 2.W.3.2, 2.W.4a, 2.W.4b, 2.W.6.1a</p>	<p><b>Main Story:</b> The Seasons of Arnold’s Apple Tree  <b>Genre:</b> Realistic Fiction  <b>Supporting Text/Resources:</b> Leveled Readers, Book Clubs, Big Books, Read Alouds, Reading Anchor Chart  <b>Comprehension Skills &amp; Strategies:</b> Understand Setting and Plot/ Visualize Details  <b>Formative and Summative Assessment(s):</b> Daily Formative Assessments  Progress Check-Ups  Cold Reads</p>	<p><b>Phonological Awareness:</b> Recognize Changes in Words  <b>Spelling Skill:</b> Vowel Digraph ie  <b>High-Frequency Words:</b> animal, point, study  <b>Grammar:</b> Common and Proper Nouns  <b>Vocabulary Skill:</b> Context Clues</p>	<p><b>Writing Development Genre:</b> Introduction and Conclusion  Apply Organize Details  Apply Text Features</p>
	<p><b>Key Concepts and Learning Targets -I Can Statements:</b> I can read about patterns in nature by reading a story about a penguin.  I can use language to make connections between reading and writing informational texts.  I can use elements of informational text to write a list article.</p>			
Unit 2 Week 4	<p>2.RL.1, 2.RL.2.1, 2.RL.2.3, 2.RV.1, 2.RV.2.1, 2.RV.2.2, 2.RV.3.1, 2.RV.3.2</p>	<p><b>Main Story:</b> What’s in the Egg, Little Pip?  <b>Genre:</b> Fiction  <b>Supporting Text/Resources:</b> Leveled Readers, Book Clubs, Big Books, Read Alouds, Reading Anchor Chart  <b>Comprehension Skills &amp; Strategies:</b> Describe and Understand Characters/Make Inferences</p>	<p><b>Phonological Awareness:</b> Change Sounds in Base Words  <b>Spelling Skill:</b> :Long e: ee, ea ey, y  <b>High-Frequency Words:</b> letter, answer, page</p>	<p><b>Writing Development Genre:</b> Complete Sentences with Subject-Verb Agreement  Apply Nouns  Apply Prepositions and Prepositional Phrases</p>

	2.W.3.1, 2.W.3.2, 2.W.4a, 2.W.4b, 2.W.6.1a	<b>Formative and Summative Assessment(s):</b> Daily Formative Assessments Progress Check-Ups Cold Reads	<b>Grammar:</b> Possessive Nouns  <b>Vocabulary Skill:</b> Word Parts	
<b>Key Concepts and Learning Targets -I Can Statements:</b> I can use text features to understand a topic. I can use language to make connections between reading and writing. I can use elements of informational text to write.				
<b>Unit 2 Week 5</b>	2.RN.2.1, 2.RN.2.3, 2.RN.3.3, 2.RV.1, 2.RV.2.1, 2.RV.2.2, 2.RV.3.1, 2.RV.3.2, 2.W.3.1, 2.W.3.2, 2.W.4a, 2.W.4b, 2.W.6.1a	<b>Main Story:</b> Amazing Migrations <b>Genre:</b> Informational Text <b>Supporting Text/Resources:</b> Leveled Readers, Book Clubs, Big Books, Read Alouds, Reading Anchor Chart <b>Comprehension Skills &amp; Strategies:</b> Use Text Features/ Determine Key Ideas <b>Formative and Summative Assessment(s):</b> Daily Formative Assessments Progress Check-Ups Cold Reads	<b>Phonological Awareness:</b> Change Sounds in Base Words  <b>Spelling Skill:</b> :Long o: o, oa, ow  <b>High-Frequency Words:</b> near, food, try  <b>Grammar:</b> Collective Nouns  <b>Vocabulary Skill:</b> Oral Language	<b>Writing Development Genre:</b> Edit for Commas in a Series Edit for Complete Sentences with Subject-Verb Agreement Assessment
<b>Key Concepts and Learning Targets -I Can Statements:</b> I can research trees and observe the patterns in tree bark. I can write a fact sheet about the pattern the tree bark makes.				
<b>Unit 2 Week 6 Project-Based Inquiry</b>	2.RN.2.1, 2.RN.2.3, 2.RN.3.3, 2.RV.1, 2.RV.2.1, 2.RV.2.2, 2.RV.3.1, 2.RV.3.2, 2.W.3.1, 2.W.3.2, 2.W.4a, 2.W.4b,	<b>Main Story:</b> Tree Bark <b>Genre:</b> Inquiry and Research <b>Supporting Text/Resources:</b> Leveled Readers, Book Clubs, Big Books, Read Alouds, Reading Anchor Chart <b>Comprehension Skills &amp; Strategies:</b> Use Text Features/ Determine Key Ideas <b>Formative and Summative Assessment(s):</b> Daily Formative Assessments Progress Check-Ups Cold Reads	<b>Phonological Awareness:</b> review  <b>Spelling Skill:</b> Compound Words  <b>High-Frequency Words:</b> country, city, school  <b>Grammar:</b> review  <b>Vocabulary Skill:</b> Review	<b>Writing Development Genre:</b> Informational Writing

2.W.6.1a

### Unit 3

<b>Unit Title :</b> Our Traditions
<b>Essential Question:</b> What makes a tradition?
<b>Academic Vocabulary:</b> communication, culture, purpose, belief, maintain
<b>Code for Indiana Standards: (Based on ILEARN Blueprints)</b> <span style="background-color: #90EE90;">High Priority</span> <span style="background-color: #FFFF00;">Moderate Priority</span> <span style="background-color: #ADD8E6;">Low Priority</span>

Unit and Week (Pacing Guide)	Indiana Standard(s) # and Link to Standard	Reading Workshop (Reading)	Reading-Writing Bridge (Language Arts)	Writing Workshop (Writing)
Unit 3, Week 1	Key Concepts and Learning Targets -I Can Statements: I can read fables and identify their themes. I can use language to make connections between reading and writing. I can use figurative language and sound devices to write poetry.			
Unit 3 Week 1	2.RL.1, 2.RL.2.1, 2.RV.1, 2.RV.2.1, 2.RV.2.2, 2.RV.3.1, 2.RV.3.2, 2.W.3.1, 2.W.4a, 2.W.4b, 2.W.6.1a, 2.W.6.1b.a, 2.W.6.1b.b, 2.W.6.1c, 2.W.6.1e	<b>Main Story:</b> Fables <b>Genre:</b> Traditional Tales: Fables <b>Supporting Text/Resources:</b> Leveled Readers, Book Clubs, Big Books, Read Alouds, Reading Anchor Chart <b>Comprehension Skills &amp; Strategies:</b> Identify Theme <b>Formative and Summative Assessment(s):</b> Daily Formative Assessments Progress Check-Ups Cold Reads	<b>Phonological Awareness:</b> Review  <b>Spelling Skill:</b> Long i, ie, i_e, igh, y  <b>High-Frequency Words:</b> eyes, earth, thought  <b>Grammar:</b> present-tense verbs  <b>Vocabulary Skill:</b> Related Words	<b>Writing Development Genre:</b> Poetry
Unit 3, Week 2	Key Concepts and Learning Targets -I Can Statements: I can read a traditional tale and understand its plot. I can use language to make connections between reading and writing. I can use figurative language and sound devices to write poetry.			

Unit 3 Week 2	<p>2.RL.1, 2.RL.2.1, 2.RV.1, 2.RV.2.1, 2.RV.2.2, 2.RV.3.1, 2.RV.3.2, 2.W.3.1, 2.W.4a, 2.W.4b, 2.W.6.1a, 2.W.6.1b.a, 2.W.6.1b.b, 2.W.6.1c, 2.W.6.1e</p>	<p><b>Main Story:</b> The Legend of the Lady Slipper  <b>Genre:</b> Traditional Tales: Legend  <b>Supporting Text/Resources:</b> Leveled Readers, Book Clubs, Big Books, Read Alouds, Reading Anchor Chart  <b>Comprehension Skills &amp; Strategies:</b> Discuss author's purpose, make connections  <b>Formative and Summative Assessment(s):</b> Daily Formative Assessments, Progress Check-Ups, Cold Reads</p>	<p><b>Phonological Awareness:</b> Review  <b>Spelling Skill:</b> Comparative endings  <b>High-Frequency Words:</b> eyes, earth, thought  <b>Grammar:</b> Past and Future Tense Verbs  <b>Vocabulary Skill:</b> Synonyms and Antonyms</p>	<p><b>Writing Development Genre:</b> Imagery, Sensory Details, Word Choice</p>
<p>Key Concepts and Learning Targets -I Can Statements: I can read folktales and compare versions of the same tale.  I can use language to make connections between traditional tales.  I can use figurative language and sound devices to write poetry.</p>				
Unit 3 Week 3	<p>2.RL.1, 2.RL.2.1, 2.RV.1, 2.RV.2.1, 2.RV.2.2, 2.RV.3.1, 2.RV.3.2, 2.W.3.1, 2.W.4a, 2.W.4b, 2.W.6.1a, 2.W.6.1b.a, 2.W.6.1b.b, 2.W.6.1c, 2.W.6.1e</p>	<p><b>Main Story:</b> Interstellar Cinderella and Cendrillon: An Island Cinderella  <b>Genre:</b> Traditional Tales: Folktales  <b>Supporting Text/Resources:</b> Leveled Readers, Book Clubs, Big Books, Read Alouds, Reading Anchor Chart  <b>Comprehension Skills &amp; Strategies:</b> Visualize details, compare and contrast stories  <b>Formative and Summative Assessment(s):</b> Daily Formative Assessments, Progress Check-Ups, Cold Reads</p>	<p><b>Phonological Awareness:</b> Review  <b>Spelling Skill:</b> r controlled  <b>High-Frequency Words:</b> something, example, paper  <b>Grammar:</b> Irregular Verbs  <b>Vocabulary Skill:</b> Context Clues</p>	<p><b>Writing Development Genre:</b> Alliteration</p>
<p>Key Concepts and Learning Targets -I Can Statements: I can learn more about traditions by reading about Native American life.  I can use language to make connections between traditional tales.  I can use figurative language and sound devices to write poetry.</p>				
Unit 3 Week 4	<p>2.RN.2.1, 2.RN.2.3, 2.RN.3.3, 2.RN.4.1,</p>	<p><b>Main Story:</b> The Abenaki  <b>Genre:</b> Informational Text</p>	<p><b>Phonological Awareness:</b> Review  <b>Spelling Skill:</b> diphthong ou, ow, oi, oy</p>	<p><b>Writing Development Genre:</b> Revise drafts, edit adjectives and articles, edit for past, present, and future verb tenses</p>



	<p>2.RV.1 2.RV.2.1, 2.RV.2.2, 2.RV.3.1, 2.RV.3.2, 2.W.3.1, 2.W.4a, 2.W.4b, 2.W.6.1a, 2.W.6.1b.a, 2.W.6.1b.b, 2.W.6.1c, 2.W.6.1e</p>	<p><b>Supporting Text/Resources:</b> Leveled Readers, Book Clubs, Big Books, Read Alouds, Reading Anchor Chart <b>Comprehension Skills &amp; Strategies:</b> make connections, discuss author’s purpose <b>Formative and Summative Assessment(s):</b> Daily Formative Assessments Progress Check-Ups Cold Reads</p>	<p><b>High-Frequency Words:</b> often, important, took <b>Grammar:</b> Subject-Verb Agreement <b>Vocabulary Skill:</b> Word Parts</p>	
	<p>Key Concepts and Learning Targets -I Can Statements: I can learn more about traditions by reading about traditional foods. I can use language to make connections between reading and writing. I can use figurative language and sound devices to write poetry.</p>			
Unit 3 Week 5	<p>2.RL.1 2.RL.2.1 2.RV.1 2.RV.2.1, 2.RV.2.2, 2.RV.3.1, 2.RV.3.2, 2.W.3.1, 2.W.4a, 2.W.4b, 2.W.6.1a, 2.W.6.1b.a, 2.W.6.1b.b, 2.W.6.1c, 2.W.6.1e</p>	<p><b>Main Story:</b> My Food, Your Food <b>Genre:</b> Realistic Fiction <b>Supporting Text/Resources:</b> Leveled Readers, Book Clubs, Big Books, Read Alouds, Reading Anchor Chart <b>Comprehension Skills &amp; Strategies:</b> understand text features, make inferences <b>Formative and Summative Assessment(s):</b> Daily Formative Assessments Progress Check-Ups Cold Reads</p>	<p><b>Phonological Awareness:</b> Review <b>Spelling Skill:</b> vowel teams: oo, ue, ew, ui <b>High-Frequency Words:</b> hear, idea, enough <b>Grammar:</b> adverbs <b>Vocabulary Skill:</b> Oral Language</p>	<p><b>Writing Development Genre:</b> Edit for nouns, prepositions and prepositional phrases</p>
	<p>Key Concepts and Learning Targets -I Can Statements: I can write letters to the principal about traditions the school should celebrate. I can give opinions about celebrating traditions.</p>			
Unit 3 Week 6 Project-Based Inquiry	<p>2.RN.2.1, 2.RN.2.3, 2.RN.3.3, 2.RN.4.1, 2.RV.1 2.RV.2.1, 2.RV.2.2,</p>	<p><b>Main Story:</b> Celebrate at School! <b>Genre:</b> Inquiry and Research <b>Supporting Text/Resources:</b> Leveled Readers, Book Clubs, Big Books, Read Alouds, Reading Anchor Chart <b>Comprehension Skills &amp; Strategies:</b> Compare across texts</p>	<p><b>Phonological Awareness:</b> Review <b>Spelling Skill:</b> s spelled c, j spelled g or dge <b>High-Frequency Words:</b> group, book, almost</p>	<p><b>Writing Development Genre:</b> Celebrate and Reflect</p>

	2.RV.3.1, 2.RV.3.2, 2.W.3.1, 2.W.4a, 2.W.4b, 2.W.6.1a, 2.W.6.1b.a, 2.W.6.1b.b, 2.W.6.1c, 2.W.6.1e	<b>Formative and Summative Assessment(s):</b> Daily Formative Assessments Progress Check-Ups Cold Reads	<b>Grammar:</b> review  <b>Vocabulary Skill:</b> academic words	
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### Unit 4

<b>Unit Title :</b> Making a Difference
<b>Essential Question:</b> Why is it important to connect with people?
<b>Academic Vocabulary:</b> discuss, connect, responsible, equal, improve
<b>Code for Indiana Standards: (Based on ILEARN Blueprints)</b> <span style="background-color: #90EE90;">High Priority</span> <span style="background-color: #FFFF00;">Moderate Priority</span> <span style="background-color: #ADD8E6;">Low Priority</span>

Unit and Week (Pacing Guide)	Indiana Standard(s) # and Link to Standard	Reading Workshop (Reading)	Reading-Writing Bridge (Language Arts)	Writing Workshop (Writing)
Unit 4, Week 1	Key Concepts and Learning Targets -I Can Statements:	I know about narrative nonfiction and understand its elements. I can use language to make connections between reading and writing narrative nonfiction. I can use elements of narrative nonfiction to write a personal narrative.		

Unit 4 Week 1	<p>2.RN.2.1, 2.RN.3.3, 2.RN.4.1, 2.RV.1, 2.RV.2.1, 2.RV.2.2, 2.RV.3.1, 2.RV.3.2, 2.W.3.1, 2.W.3.3a, 2.W.3.3b, 2.W.3.3c, 2.W.3.3d, 2.W.4a, 2.W.4b, 2.W.6.1a, 2.W.6.1c</p>	<p><b>Main Story:</b> Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell  <b>Genre:</b> Biography  <b>Supporting Text/Resources:</b> Leveled Readers, Book Clubs, Big Books, Read Alouds, Reading Anchor Chart  <b>Comprehension Skills &amp; Strategies:</b> Identify text structure  <b>Formative and Summative Assessment(s):</b> Daily Formative Assessments  Progress Check-Ups  Cold Reads</p>	<p><b>Phonological Awareness:</b> Review  <b>Spelling Skill:</b> Closed Syllables VC/V  <b>High-Frequency Words:</b> sometimes, mountains, young  <b>Grammar:</b> adjectives and adverbs  <b>Vocabulary Skill:</b> related words</p>	<p><b>Writing Development Genre:</b> Personal Narratives: Character, Setting, Plot, Plan, Generate Ideas</p>
Unit 4, Week 2	<p>Key Concepts and Learning Targets -I Can Statements: I can read a biography and use print and graphic features.  I can use language to make connections between reading and writing narrative nonfiction.  I can use elements of narrative nonfiction to write a personal narrative.</p>			
Unit 4 Week 2	<p>2.RN.2.1, 2.RN.3.3, 2.RN.4.1, 2.RV.1, 2.RV.2.1, 2.RV.2.2, 2.RV.3.1, 2.RV.3.2, 2.W.3.1, 2.W.3.3a, 2.W.3.3b, 2.W.3.3c, 2.W.3.3d, 2.W.4a, 2.W.4b, 2.W.6.1a, 2.W.6.1c</p>	<p><b>Main Story:</b> Building on Nature: The Life of Antoni Gaudi  <b>Genre:</b> Biography  <b>Supporting Text/Resources:</b> Leveled Readers, Book Clubs, Big Books, Read Alouds, Reading Anchor Chart  <b>Comprehension Skills &amp; Strategies:</b> make connections, use text features  <b>Formative and Summative Assessment(s):</b> Daily Formative Assessments  Progress Check-Ups</p>	<p><b>Phonological Awareness:</b> Review  <b>Spelling Skill:</b> Open Syllables V/CV  <b>High-Frequency Words:</b> being, talk, song  <b>Grammar:</b> comparative and superlative adjectives  <b>Vocabulary Skill:</b> antonyms</p>	<p><b>Writing Development Genre:</b> setting, explore you as the main character, problem &amp; resolution</p>
<p>Key Concepts and Learning Targets -I Can Statements: I can read informational text and understand text structure.</p>				

		I can use language to make connections between reading and writing. I can use elements of informational text to write.		
Unit 4 Week 3	<p>2.RL.1, 2.RL.2.1, 2.RL.2.3, 2.RV.1, 2.RV.2.1, 2.RV.2.2, 2.RV.3.1, 2.RV.3.2, 2.W.3.1, 2.W.3.3a, 2.W.3.3b, 2.W.3.3c, 2.W.3.3d, 2.W.4a, 2.W.4b, 2.W.6.1a, 2.W.6.1c</p>	<p><b>Main Story:</b> The Garden of Happiness <b>Genre:</b> Realistic Fiction <b>Supporting Text/Resources:</b> Leveled Readers, Book Clubs, Big Books, Read Alouds, Reading Anchor Chart <b>Comprehension Skills &amp; Strategies:</b> determine theme <b>Formative and Summative Assessment(s):</b> Daily Formative Assessments Progress Check-Ups</p>	<p><b>Phonological Awareness:</b> Review <b>Spelling Skill:</b> suffixes: ly, ful, er, less, or <b>High-Frequency Words:</b> above, family, music <b>Grammar:</b> commas in dates and letters <b>Vocabulary Skill:</b> context clues</p>	<p><b>Writing Development Genre:</b> sequence of events, conclusions, details</p>
	<p>Key Concepts and Learning Targets -I Can Statements: I can read poetry about Earth. I can use language to make connections between reading and writing informational text. I can use elements of informational text to write a procedural text.</p>			
Unit 4 Week 4	<p>2.RN.2.1, 2.RN.3.3, 2.RN.4.1, 2.RV.1, 2.RV.2.1, 2.RV.2.2, 2.RV.3.1, 2.RV.3.2, 2.W.3.1, 2.W.3.3a, 2.W.3.3b, 2.W.3.3c, 2.W.3.3d, 2.W.4a, 2.W.4b, 2.W.6.1a, 2.W.6.1c</p>	<p><b>Main Story:</b> One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia <b>Genre:</b> Biography <b>Supporting Text/Resources:</b> Leveled Readers, Book Clubs, Big Books, Read Alouds, Reading Anchor Chart <b>Comprehension Skills &amp; Strategies:</b> identify text structure, make and confirm predictions <b>Formative and Summative Assessment(s):</b> Daily Formative Assessments Progress Check-Ups</p>	<p><b>Phonological Awareness:</b> Review <b>Spelling Skill:</b> prefixes: un, re, pre, dis <b>High-Frequency Words:</b> color, questions, area <b>Grammar:</b> pronouns <b>Vocabulary Skill:</b> Word Parts: un</p>	<p><b>Writing Development Genre:</b> Capitalization and commas, pronouns, compound subject and predicates</p>
	<p>Key Concepts and Learning Targets -I Can Statements: I can read a biography and understand its text structure. I can use language to make connections between reading and writing narrative nonfiction.</p>			

	I can use elements of narrative nonfiction to write a personal narrative.			
Unit 4 Week 5	<p>2.RL.1, 2.RL.2.1, 2.RL.2.3, 2.RV.1, 2.RV.2.1, 2.RV.2.2, 2.RV.3.1, 2.RV.3.2, 2.W.3.1, 2.W.3.3a, 2.W.3.3b, 2.W.3.3c, 2.W.3.3d, 2.W.4a, 2.W.4b, 2.W.6.1a, 2.W.6.1c</p>	<p><b>Main Story:</b> Kids Can Be Big Helpers <b>Genre:</b> Persuasive Text <b>Supporting Text/Resources:</b> Leveled Readers, Book Clubs, Big Books, Read Alouds, Reading Anchor Chart <b>Comprehension Skills &amp; Strategies:</b> use a dictionary, monitor comprehension, understand persuasive text <b>Formative and Summative Assessment(s):</b> Daily Formative Assessments Progress Check-Ups</p>	<p><b>Phonological Awareness:</b> Review <b>Spelling Skill:</b> syllable pattern VCCV <b>High-Frequency Words:</b> horse, problem, complete <b>Grammar:</b> reflexive pronouns <b>Vocabulary Skill:</b> Oral Language</p>	<p><b>Writing Development Genre:</b> edit for adjectives and adverbs and spelling</p>
	Key Concepts and Learning Targets -I Can Statements: I can collect items from my life to share and use to create a group time capsule. I can write a letter to myself about the time capsule project.			
Unit 4 Week 6 Project-Based Inquiry	<p>2.RN.2.1, 2.RN.3.3, 2.RN.4.1, 2.RV.1, 2.RV.2.1, 2.RV.2.2, 2.RV.3.1, 2.RV.3.2, 2.W.3.1, 2.W.3.3a, 2.W.3.3b, 2.W.3.3c, 2.W.3.3d, 2.W.4a, 2.W.4b, 2.W.6.1a, 2.W.6.1c</p>	<p><b>Main Story:</b> Time Capsule <b>Genre:</b> Inquiry &amp; Research <b>Supporting Text/Resources:</b> Leveled Readers, Book Clubs, Big Books, Read Alouds, Reading Anchor Chart <b>Comprehension Skills &amp; Strategies:</b> compare across texts <b>Formative and Summative Assessment(s):</b> Daily Formative Assessments Progress Check-Ups</p>	<p><b>Phonological Awareness:</b> Review <b>Spelling Skill:</b> consonant patterns: kn, wr, gn, mb, lf <b>High-Frequency Words:</b> since, usually, when <b>Grammar:</b> review <b>Vocabulary Skill:</b> Academic Words</p>	<p><b>Writing Development Genre:</b> Conduct research, celebrate and reflect</p>

## Unit 5

<b>Unit Title :</b> Our Incredible Earth
<b>Essential Question:</b> How does Earth change?
<b>Academic Vocabulary:</b> destroy, environment, reaction, balance, resources
<b>Code for Indiana Standards: (Based on ILEARN Blueprints)</b> <span style="background-color: #90EE90;">High Priority</span> <span style="background-color: #FFFF00;">Moderate Priority</span> <span style="background-color: #ADD8E6;">Low Priority</span>

Unit and Week (Pacing Guide)	Indiana Standard(s) # and Link to Standard	Reading Workshop (Reading)	Reading-Writing Bridge (Language Arts)	Writing Workshop (Writing)
Unit 5, Week 1	Key Concepts and Learning Targets -I Can Statements: I can read informational text and learn facts about a topic. I can use language to make connections between reading and writing informational texts. I can use elements of informational text to write a procedural text.			
Unit 5 Week 1	<span style="background-color: #90EE90;">2.RN.2.1,</span> <span style="background-color: #90EE90;">2.RN.2.3,</span> <span style="background-color: #90EE90;">2.RN.3.3,</span> <span style="background-color: #FFFF00;">2.RV.1,</span> <span style="background-color: #FFFF00;">2.RV.2.1,</span> <span style="background-color: #FFFF00;">2.RV.2.2,</span> <span style="background-color: #90EE90;">2.RV.3.1,</span> <span style="background-color: #90EE90;">2.RV.3.2,</span> <span style="background-color: #90EE90;">2.W.3.1,</span> <span style="background-color: #90EE90;">2.W.3.2,</span> <span style="background-color: #90EE90;">2.W.4a,</span> <span style="background-color: #90EE90;">2.W.4b,</span> <span style="background-color: #90EE90;">2.W.6.1a,</span> <span style="background-color: #90EE90;">2.W.6.1e</span>	<b>Main Story:</b> Introducing Landforms <b>Genre:</b> Informational Text <b>Supporting Text/Resources:</b> Leveled Readers, Book Clubs, Big Books, Read Alouds, Reading Anchor Chart <b>Comprehension Skills &amp; Strategies:</b> describe connections, monitor comprehension <b>Formative and Summative Assessment(s):</b> Daily Formative Assessments Progress Check-Ups	<b>Phonological Awareness:</b> Review <b>Spelling Skill:</b> homographs <b>High-Frequency Words:</b> heard, door, sure <b>Grammar:</b> prepositions and prepositional phrases <b>Vocabulary Skill:</b> Related Words	<b>Writing Development Genre:</b> How graphic features support purpose, how books and graphics, plan your how to book
Unit 5, Week 2	Key Concepts and Learning Targets -I Can Statements: I can read informational text and learn facts about a topic. I can use language to make connections between reading and writing informational text. I can use elements of informational text to write a procedural text.			
Unit 5 Week 2	<span style="background-color: #90EE90;">2.RN.2.1,</span> <span style="background-color: #90EE90;">2.RN.2.3,</span> <span style="background-color: #90EE90;">2.RN.3.3,</span> <span style="background-color: #FFFF00;">2.RV.1,</span> <span style="background-color: #FFFF00;">2.RV.2.1,</span>	<b>Main Story:</b> How Water Shapes the Earth/ How Earthquakes Shape the Earth <b>Genre:</b> Informational Text	<b>Phonological Awareness:</b> Review <b>Spelling Skill:</b> double consonants	<b>Writing Development Genre:</b> writing precise instructions

	<p>2.RV.2.2, 2.RV.3.1, 2.RV.3.2, 2.W.3.1, 2.W.3.2, 2.W.4a, 2.W.4b, 2.W.6.1a, 2.W.6.1e</p>	<p><b>Supporting Text/Resources:</b> Leveled Readers, Book Clubs, Big Books, Read Alouds, Reading Anchor Chart</p> <p><b>Comprehension Skills &amp; Strategies:</b> compare and contrast texts, create new understandings</p> <p><b>Formative and Summative Assessment(s):</b> Daily Formative Assessments Progress Check-Ups</p>	<p><b>High-Frequency Words:</b> become, across, during</p> <p><b>Grammar:</b> contractions</p> <p><b>Vocabulary Skill:</b> synonyms</p>	
	<p>Key Concepts and Learning Targets -I Can Statements: I can read a reader's theater and understand the elements of drama. I can use language to make connections between reading and writing informational text. I can use elements of informational text to write a procedural text.</p>			
Unit 5 Week 3	<p>2.RL.1, 2.RL.2.1, 2.RV.1, 2.RV.2.1, 2.RV.2.2, 2.RV.3.1, 2.RV.3.2, 2.W.3.1, 2.W.3.2, 2.W.4a, 2.W.4b, 2.W.6.1a, 2.W.6.1e</p>	<p><b>Main Story:</b> Where Do They Go in Rain or Snow?</p> <p><b>Genre:</b> Drama</p> <p><b>Supporting Text/Resources:</b> Leveled Readers, Book Clubs, Big Books, Read Alouds, Reading Anchor Chart</p> <p><b>Comprehension Skills &amp; Strategies:</b> identify elements of drama, confirm or adjust predictions</p> <p><b>Formative and Summative Assessment(s):</b> Daily Formative Assessments Progress Check-Ups</p>	<p><b>Phonological Awareness:</b> Review</p> <p><b>Spelling Skill:</b> aw, au, augh, al</p> <p><b>High-Frequency Words:</b> hour, products, happened</p> <p><b>Grammar:</b> commas in sentences</p> <p><b>Vocabulary Skill:</b> context clues</p>	<p><b>Writing Development Genre:</b> Capitalization and commas, pronouns, compound subject and predicates</p>
	<p>Key Concepts and Learning Targets -I Can Statements: I can read poetry about Earth. I can use language to make connections between reading and writing informational text. I can use elements of informational text to write a procedural text.</p>			
Unit 5 Week 4	<p>2.RL.1, 2.RL.2.1, 2.RV.1, 2.RV.2.1, 2.RV.2.2, 2.RV.3.1, 2.RV.3.2, 2.W.3.1, 2.W.3.2, 2.W.4a, 2.W.4b</p>	<p><b>Main Story:</b> Volcano Wakes Up!</p> <p><b>Genre:</b> Poetry</p> <p><b>Supporting Text/Resources:</b> Leveled Readers, Book Clubs, Big Books, Read Alouds, Reading Anchor Chart</p> <p><b>Comprehension Skills &amp; Strategies:</b> explain patterns and structure, make connections</p> <p><b>Formative and Summative Assessment(s):</b> Daily Formative Assessments Progress Check-Ups</p>	<p><b>Phonological Awareness:</b> Review</p> <p><b>Spelling Skill:</b> prefixes un, re, pre, dis</p> <p><b>High-Frequency Words:</b> color, questions, area</p> <p><b>Grammar:</b> compound subjects &amp; predicates</p> <p><b>Vocabulary Skill:</b> Word Parts</p>	<p><b>Writing Development Genre:</b> edit for adverbs, rearranging words</p>

	2.W.6.1a, 2.W.6.1e			
	Key Concepts and Learning Targets -I Can Statements: I can find the central idea in informational text. I can use language to make connections between reading and writing informational text. I can use elements of informational text to write a procedural text.			
Unit 5 Week 5	2.RN.2.1, 2.RN.2.3, 2.RN.3.3, 2.RV.1, 2.RV.2.1, 2.RV.2.2, 2.RV.3.1, 2.RV.3.2, 2.W.3.1, 2.W.3.2, 2.W.4a, 2.W.4b, 2.W.6.1a, 2.W.6.1e	<b>Main Story:</b> Rocks! <b>Genre:</b> Informational Text <b>Supporting Text/Resources:</b> Leveled Readers, Book Clubs, Big Books, Read Alouds, Reading Anchor Chart <b>Comprehension Skills &amp; Strategies:</b> identify main idea, make inferences <b>Formative and Summative Assessment(s):</b> Daily Formative Assessments Progress Check-Ups	<b>Phonological Awareness:</b> Review <b>Spelling Skill:</b> syllable pattern VCCV <b>High-Frequency Words:</b> horse, problem, complete <b>Grammar:</b> abbreviations <b>Vocabulary Skill:</b> oral language	<b>Writing Development Genre:</b> edit for pronouns and capitalization, descriptive details
	Key Concepts and Learning Targets -I Can Statements: I can write a persuasive infomercial about Earth. I can record infomercials with sound effects and visuals.			
Unit 5 Week 6 Project-Based Inquiry	2.RN.2.1, 2.RN.2.3, 2.RN.3.3, 2.RV.1, 2.RV.2.1, 2.RV.2.2, 2.RV.3.1, 2.RV.3.2, 2.W.3.1, 2.W.3.2, 2.W.4a, 2.W.4b, 2.W.6.1a, 2.W.6.1e	<b>Main Story:</b> This Is So Exciting! <b>Genre:</b> Research & Inquiry <b>Supporting Text/Resources:</b> Leveled Readers, Book Clubs, Big Books, Read Alouds, Reading Anchor Chart <b>Comprehension Skills &amp; Strategies:</b> compare across texts <b>Formative and Summative Assessment(s):</b> Daily Formative Assessments Progress Check-Ups	<b>Phonological Awareness:</b> Review <b>Spelling Skill:</b> final stable syllables -le, -tion, -sion <b>High-Frequency Words:</b> toward, against, numeral <b>Grammar:</b> review <b>Vocabulary Skill:</b> academic vocabulary	<b>Writing Development Genre:</b> revise and edit, celebrate and reflect