



**FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES**  
**"Building a Better Future for Every Child - Every Day!"**  
**Summer 2013**

Subject Content:           Language Arts           Grade:           2          

Weeks 1 – 3	Weeks 4 – 6
Unit/Topic Exploration	Unit/Topic Exploration
<p><b>KENTUCKY CORE ACADEMIC STANDARDS</b></p> <p>SL.2.2. Recount and describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.1 (a). Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.2.1 (b). Build on others' talk in conversations by linking their comments to other remarks of others.</p> <p>SL.2.1 (c). Ask for clarification and further explanation as need about the topics and texts under discussion.</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.3 (a). Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<p><b>KENTUCKY CORE ACADEMIC STANDARDS</b></p> <p>RI.2.4. Determine the meaning of words and phrase in a text relevant to a grade 2 topic or subject area.</p> <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.3 (d). Decode words with common prefixes and suffixes.</p> <p>RF.2.3 (f). Recognize and read grade-appropriate irregularly spelled words.</p> <p>RL.2.10. By the end of the year read and comprehends literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>

RL.2.7. Use information gained from the illustrations and words used in a print or digital text to demonstrate understanding of its characters setting, or plot.

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

RF.2.4 (a). Read on-level text with purpose and understanding.

RF.2.4 (b). Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

W.2.3. Write narratives in which they recount a well-established event or short sequence of events, include details to describe action, thoughts, and greetings, use temporal words to signal event order, and provide a sense of closure.

L.2.3. Use knowledge or language and its conventions when writing, speaking, reading, or listening.

L.2.3 (a). Compare formal and informal uses of English.

RI.2.8. Describe how reasons support the author’s specific points.

CURRICULUM			CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Identify Sub-Topics</b> Sentences Vowels Rules Character, setting, plot and fluency	<b>Identify Sub-Topics</b> Vowels Main idea Key topics Subjects	<b>Identify Sub-Topics</b> Narratives Predicates Vowels Blends	<b>Identify Sub-Topics</b> Review main idea and detail Questions and statements	<b>Identify Sub-Topics</b> Consonant digraphs Commands and exclamations Review character and setting	<b>Identify Sub-Topics</b> Unit 1 Test
<b>LEARNING TARGETS</b>	<b>LEARNING TARGETS</b>	<b>LEARNING TARGETS</b>	<b>LEARNING TARGETS</b>	<b>LEARNING TARGETS</b>	<b>LEARNING TARGETS</b>
<b>I CAN STATEMENTS:</b>  I can compare and contrast complete and incomplete sentences (ongoing throughout the year).	<b>I CAN STATEMENTS:</b>  I can recognize long vowels when reading.  I can determine the main idea and key details of a story.	<b>I CAN STATEMENTS:</b>  I can write a narrative.  I can recognize the predicate of a sentence.  I can recognize the	<b>I CAN STATEMENTS:</b>  I can identify and read words that end with –s, -ed, -ing.  I can compare and contrast questions and	<b>I CAN STATEMENTS:</b>  I can recognize and read words with ch, -tch, sh, th, and wh.  I can compare and contrast commands and	<b>I CAN STATEMENTS:</b>  See weeks 1-5

<p>I can ask and answer questions that demonstrate (show) that I understand what I am reading (ongoing throughout the year).</p> <p>I can recognize short vowels when reading.</p> <p>I can follow classroom rules (ongoing throughout the year).</p> <p>I can identify and describe character, setting, plot (ongoing throughout the year).</p> <p>I can read on level text with purpose and understanding (ongoing throughout the year).</p> <p>I can write a paragraph about living in the country.</p>	<p>I can read with accuracy and fluency (ongoing throughout the year).</p> <p>I can ask questions to better understand topic and text.</p> <p>I can describe key ideas.</p> <p>I can recognize the subject of a sentence.</p> <p>I can write questions and answers about astronauts.</p>	<p>character, plot, and setting of a story.</p> <p>I can recognize consonant blends.</p>	<p>statements.</p>	<p>exclamations.</p>	
<p><b>Critical Vocabulary</b></p> <p>Complete sentences Incomplete sentences Vowels Rules Character Setting Plot Purpose Understanding Realistic fiction</p>	<p><b>Critical Vocabulary</b></p> <p>Vowels Main ideas Key details Accuracy Subject Expository nonfiction</p>	<p><b>Critical Vocabulary</b></p> <p>Narrative Predicate Realistic fiction Consonant blends Exposition Rising Action Climax Falling Action Resolution</p>	<p><b>Critical Vocabulary</b></p> <p>Expository nonfiction Questions Statements Suffix</p>	<p><b>Critical Vocabulary</b></p> <p>Play Commands Exclamations</p>	<p><b>Critical Vocabulary</b></p> <p>Review weeks 1-5</p>

Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
<p>*Vocabulary games/songs</p> <p>*Panel discussions</p> <p>*Modeling</p> <p>*Paddle boards</p> <p>*Videos</p> <p>*Journal writing</p> <p>*Constructed Response</p> <p>*Larry Bell’s Unra”a” vel</p> <p>*Writing – Describe a time that you made a new friend like the character Iris from “Iris and Walter”.</p>	<p>*Vocabulary games/songs</p> <p>*Panel discussions</p> <p>*Modeling</p> <p>*Paddle boards</p> <p>*Videos</p> <p>*Journal writing</p> <p>*Constructed Response</p> <p>*Larry Bell’s Unra”a” vel</p> <p>*Song – “The Main Idea” by Michael Coone (YouTube.com)</p> <p>*Song – “Main Idea Song from Learning Upgrade” (YouTube.com)</p> <p>*Writing – Write an informative letter to a friend giving them facts about astronauts.</p>	<p>*Vocabulary games/songs</p> <p>*Panel discussions</p> <p>*Modeling</p> <p>*Paddle boards</p> <p>*Videos</p> <p>*Journal writing</p> <p>*Constructed Response</p> <p>*Larry Bell’s Unra”a” vel</p> <p>*Flocabulary.com – “Five Things: Five Elements of a Story” for teaching plot (free video resource).</p> <p>*Writing – Describe a time that you played dress up or wore a costume. What were you? How did you feel? Where were you going? Who was with you?</p>	<p>*Vocabulary games/songs</p> <p>*Panel discussions</p> <p>*Modeling</p> <p>*Paddle boards</p> <p>*Videos</p> <p>*Journal writing</p> <p>*Larry Bell’s Unra”a” vel</p> <p>*Writing – Pretend you are going on a trip to the desert. Describe what you saw on your trip and what the weather was like. Use details from the story “A Walk in the Desert” to assist in writing.</p>	<p>*Vocabulary games/songs</p> <p>*Panel discussions</p> <p>*Modeling</p> <p>*Paddle boards</p> <p>*Videos</p> <p>*Journal writing</p> <p>*Larry Bell’s Unra”a” vel</p> <p>*Writing – Write a story about a time that you thought you couldn’t accomplish something, but with hard work, the task wasn’t as hard as you thought it would be.</p>	<p>*Unit assessment format similar to the KCAS assessment for grade 2.</p> <p>*Writing – Create a writing describing your goals for the future. Include both short term and long-term goals. How will you reach your goals? Do you have someone that you think will help you along the way?</p>
<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>Paddle boards</li> </ul>	<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>Paddle boards</li> </ul>	<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>Vocabulary games</li> </ul>	<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>Vocabulary games</li> </ul>	<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>Vocabulary games</li> </ul>	<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>Summative</li> </ul>

<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Journals</li> <li>• Constructive</li> <li>• Teacher observation</li> <li>• Performance-based tasks and/or activities</li> <li>• Fresh Reads</li> </ul> <p style="text-align: center;"><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Multiple choice and short answer test</li> <li>• Accelerated reader test on computer</li> <li>• Extended response</li> <li>• Spelling test</li> <li>• Fluency test</li> <li>• Selection tests</li> </ul> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Journals</li> <li>• Construct</li> <li>• Teacher observation</li> <li>• Performance-based tasks and/or activities</li> <li>• Fresh Reads</li> </ul> <p style="text-align: center;"><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Multiple choice and short answer test</li> <li>• Accelerated reader test on computer</li> <li>• Extended response</li> <li>• Spelling test</li> <li>• Fluency test</li> <li>• Selection tests</li> </ul> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<ul style="list-style-type: none"> <li>• Panel discussions</li> <li>• Modeling</li> <li>• Paddle boards</li> <li>• Videos</li> <li>• Journal writing</li> <li>• Performance-based tasks and/or activities</li> <li>• Fresh Reads</li> </ul> <p style="text-align: center;"><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Multiple choice and short answer test</li> <li>• Accelerated reader test on computer</li> <li>• Extended response</li> <li>• Spelling test</li> <li>• Fluency test</li> <li>• Selection tests</li> </ul> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<ul style="list-style-type: none"> <li>• Panel discussions</li> <li>• Modeling</li> <li>• Paddle boards</li> <li>• Videos</li> <li>• Journal writing</li> <li>• Fresh Reads</li> </ul> <p style="text-align: center;"><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Multiple choice and short answer test</li> <li>• Accelerated reader test on computer</li> <li>• Extended response</li> <li>• Spelling test</li> <li>• Fluency test</li> <li>• Selection tests</li> </ul> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<ul style="list-style-type: none"> <li>• Panel discussions</li> <li>• Modeling</li> <li>• Paddle boards</li> <li>• Videos</li> <li>• Journal writing</li> <li>• Fresh Reads</li> <li>• Fluency Check</li> </ul> <p style="text-align: center;"><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Multiple choice and short answer test</li> <li>• Accelerated reader test on computer</li> <li>• Extended response</li> <li>• Spelling test</li> <li>• Fluency test</li> <li>• Selection tests</li> </ul> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<ul style="list-style-type: none"> <li>• Unit 1 test</li> <li>• Multiple choice test</li> <li>• Fluency test</li> <li>• Spelling test</li> <li>• Short answer test</li> <li>• Language test</li> <li>• Fresh Reads</li> </ul> <p style="text-align: center;"><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Progress charts</li> <li>• Selection tests</li> </ul> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>
<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Reading street text</li> <li>• Waltke’s Web</li> <li>• Youtube.com</li> <li>• Leveled readers</li> <li>• Havefunteaching.com</li> <li>• Reading Series</li> </ul>	<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Reading street text</li> <li>• Waltke’s Web</li> <li>• Youtube.com</li> <li>• Leveled readers</li> <li>• Havefunteaching.com</li> <li>• Reading Series</li> </ul>	<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Reading street text</li> <li>• Waltke’s Web</li> <li>• Youtube.com</li> <li>• Leveled readers</li> <li>• Havefunteaching.com</li> <li>• Reading Series</li> </ul>	<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Reading street text</li> <li>• Waltke’s Web</li> <li>• Youtube.com</li> <li>• Leveled readers</li> <li>• Havefunteaching.com</li> <li>• Reading Series</li> </ul>	<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Reading street text</li> <li>• Waltke’s Web</li> <li>• Youtube.com</li> <li>• Leveled readers</li> <li>• Havefunteaching.com</li> <li>• Reading Series</li> </ul>	<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Reading street unit 1 test</li> <li>• Waltke’s Web</li> <li>• KDE website</li> <li>• Assessment tools</li> <li>• Reading Series</li> </ul>

Weeks 7 - 9			Weeks 10 - 12		
Unit/Topic Working Together			Unit/Topic Working Together		
<b>KENTUCKY CORE ACADEMIC STANDARDS</b>			<b>KENTUCKY CORE ACADEMIC STANDARDS</b>		
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2 (c). Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>L.2.2 (d). Generalize learned spelling patterns when writing words (e.g., cage →badge; boy →boil).</p> <p>W.2.3. Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings use temporal words to signal event order, and provide a sense of closure.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>L.2.1 (a). Use collective nouns (e.g., group).</p> <p>L.2.1 (b). Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>RL.2.5. Describe the overall structure of a story, including describing how the beginning, introduce the story and the ending concludes the action.</p>			<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2 (c). Use an apostrophe to form frequently occurring possessives.</p> <p>L.2.2 (d). Generalize learned spelling patterns when writing words (e.g., cage →badge; boy →boil).</p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>		
<b>CURRICULUM</b>			<b>CURRICULUM</b>		
<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>	<b>Week 12</b>

<p><b>Identify Sub-Topics</b> Sequence Collective nouns r-controlled</p>	<p><b>Identify Sub-Topics</b> Collective nouns Apostrophe</p>	<p><b>Identify Sub-Topics</b> R-controlled Irregular plural nouns Story structure Moral</p>	<p><b>Identify Sub-Topics</b> Change y to i Author's purpose Moral Dialogue</p>	<p><b>Identify Sub-Topics</b> Vowels Possessives Apostrophe</p>	<p><b>Identify Sub-Topics</b> Unit 2 test</p>
<b>LEARNING TARGETS</b>	<b>LEARNING TARGETS</b>	<b>LEARNING TARGETS</b>	<b>LEARNING TARGETS</b>	<b>LEARNING TARGETS</b>	<b>LEARNING TARGETS</b>
<p><b>I CAN STATEMENTS:</b></p> <p>I can use spelling rules and patterns.</p> <p>I can identify sequence of events.</p> <p>I can use collective nouns.</p>	<p><b>I CAN STATEMENTS:</b></p> <p>I can use an apostrophe to form contractions.</p> <p>I can use irregular plural nouns.</p>	<p><b>I CAN STATEMENTS:</b></p> <p>I can use spelling rules and patterns.</p> <p>I can use irregular plural nouns.</p> <p>I can identify the plot (sequence of events) in a story.</p> <p>I can identify the elements of plot and apply them to a story.</p> <p>I can determine the message, lesson or moral of a story.</p>	<p><b>I CAN STATEMENTS:</b></p> <p>I can use spelling rules and patterns.</p> <p>I can identify the author's purpose.</p> <p>I can determine the message, lesson, or moral, of a story.</p> <p>I can read using different voice for different characters.</p> <p>I can act in a play.</p>	<p><b>I CAN STATEMENTS:</b></p> <p>I can use the rules for long vowels in two-syllable words.</p> <p>I can identify possessive nouns.</p> <p>I can use an apostrophe to show possession.</p>	<p><b>I CAN STATEMENTS:</b></p> <p>See weeks 7-11</p>
<p><b>Critical Vocabulary</b></p> <p>R-controlled Sequence Collective nouns Realistic fiction</p>	<p><b>Critical Vocabulary</b></p> <p>Contractions Realistic fiction Irregular plural nouns</p>	<p><b>Critical Vocabulary</b></p> <p>R-controlled Beginning Middle Ending Action Folk tale</p>	<p><b>Critical Vocabulary</b></p> <p>Fairy tale Author's purpose Moral Different voices</p>	<p><b>Critical Vocabulary</b></p> <p>Apostrophe Possessives Vowels</p>	<p><b>Critical Vocabulary</b></p> <p>Review weeks 7-11</p>
<p><b>Suggested Strategies/Activities</b></p> <p>*Review nouns</p>	<p><b>Suggested Strategies/Activities</b></p> <p>*Vocabulary games</p>	<p><b>Suggested Strategies/Activities</b></p> <p>*Vocabulary games</p>	<p><b>Suggested Strategies/Activities</b></p> <p>*Vocabulary games</p>	<p><b>Suggested Strategies/Activities</b></p> <p>*Vocabulary games</p>	<p><b>Suggested Strategies/Activities</b></p> <p>*Unit assessment format similar to the</p>

<p>*Vocabulary games</p> <p>*Panel discussions</p> <p>*Modeling</p> <p>*Paddle boards</p> <p>*Videos</p> <p>*Journal writing</p> <p>*Larry Bell’s Unra”a” vel</p> <p>*Videos: “Schoolhouse Rock – Nouns” (YouTube.com)</p> <p>*Song: “Noun Song – Have Fun Teaching” (YouTube.com)</p> <p>*Song: “Best Noun Song Ever!!” (YouTube.com)</p> <p>*Writing – Write about a pet you would like to have and how you think it would be helpful to you.</p>	<p>*Panel discussions</p> <p>*Modeling</p> <p>*Paddle boards</p> <p>*Videos</p> <p>*Journal writing</p> <p>*Larry Bell’s Unra”a” vel</p> <p>*Song: “Song about Contractions: A Contraction Has an Apostrophe with Miss Jenny” (YouTube.com)</p> <p>*Song: “Fun Learning Song for Kids – More than One” (YouTube.com) – use with irregular plural nouns lesson.</p> <p>*Writing – Write a fictional story about a young boy learning to play a new sport. Describe what he will need to do in order to be successful at the game.</p>	<p>*Panel discussions</p> <p>*Modeling</p> <p>*Paddle boards</p> <p>*Videos</p> <p>*Larry Bell’s Unra”a” vel</p> <p>*Journal writing</p> <p>*Writing – Write an opinion paper describing whether you wanted Turtle or Beaver to win the race in the story “Turtle’s Race with Beaver”. Give details to support your choice.</p>	<p>*Panel discussions</p> <p>*Modeling</p> <p>*Paddle boards</p> <p>*Videos</p> <p>*Journal writing</p> <p>*Putting on a play</p> <p>*Larry Bell’s Unra”a” vel</p> <p>*Song: “Author’s Purpose From Comprehension Learning Upgrade” (YouTube.com)</p> <p>*Video: “Author’s Purpose By: kmartin90 (YouTube.com)</p> <p>*Writing – Write an opinion piece about your favorite kind of music or singer. Why are they your favorite?</p>	<p>*Panel discussions</p> <p>*Modeling</p> <p>*Paddle boards</p> <p>*Videos</p> <p>*Larry Bell’s Unra”a” vel journal writing</p> <p>*United Streaming Video: “Phonics in Context: Odds and Ends” (Use the segment on possessive nouns)</p> <p>*Writing – Write a narrative about a time that you were scared like Turkey in the story “A Turkey for Thanksgiving”.</p>	<p>KCAS assessment for grade 2.</p> <p>*Writing – What are you thankful for? Describe people and things you are thankful for.</p>
<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>• Paddle boards</li> <li>• Group discussion</li> <li>• Journals</li> <li>• Constructive</li> </ul>	<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>• Paddle boards</li> <li>• Group discussion</li> <li>• Journals</li> <li>• Constructive</li> </ul>	<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>• Paddle boards</li> <li>• Group discussion</li> <li>• Journals</li> <li>• Constructive</li> </ul>	<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>• Paddle boards</li> <li>• Group discussion</li> <li>• Journals</li> <li>• Constructive</li> </ul>	<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>• Paddle boards</li> <li>• Group discussion</li> <li>• Journals</li> <li>• Constructive</li> </ul>	<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>• Summative</li> <li>• Unit 1 test</li> <li>• Multiple choice test</li> <li>• Fluency test</li> </ul>



<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Fresh Reads</li> </ul> <p style="text-align: center;"><b>Summative</b></p> <ul style="list-style-type: none"> <li>Multiple choice and short answer test</li> <li>Accelerated reader test on computer</li> <li>Extended response</li> <li>Spelling test</li> <li>Fluency test</li> <li>Selection tests</li> </ul> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Fresh Reads</li> </ul> <p style="text-align: center;"><b>Summative</b></p> <ul style="list-style-type: none"> <li>Multiple choice and short answer test</li> <li>Accelerated reader test on computer</li> <li>Extended response</li> <li>Spelling test</li> <li>Fluency test</li> <li>Selection tests</li> </ul> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Fresh Reads</li> </ul> <p style="text-align: center;"><b>Summative</b></p> <ul style="list-style-type: none"> <li>Multiple choice and short answer test</li> <li>Accelerated reader test on computer</li> <li>Extended response</li> <li>Spelling test</li> <li>Fluency test</li> <li>Selection tests</li> </ul> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Fresh Reads</li> <li>Fluency Check</li> </ul> <p style="text-align: center;"><b>Summative</b></p> <ul style="list-style-type: none"> <li>Multiple choice and short answer test</li> <li>Accelerated reader test on computer</li> <li>Extended response</li> <li>Spelling test</li> <li>Fluency test</li> <li>Selection tests</li> </ul> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Fresh Reads</li> </ul> <p style="text-align: center;"><b>Summative</b></p> <ul style="list-style-type: none"> <li>Multiple choice and short answer test</li> <li>Accelerated reader test on computer</li> <li>Extended response</li> <li>Spelling test</li> <li>Fluency test</li> <li>Selection tests</li> </ul> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<ul style="list-style-type: none"> <li>Spelling test</li> <li>Short answer test</li> <li>Language test</li> <li>Fresh Reads</li> </ul> <p style="text-align: center;"><b>Summative</b></p> <ul style="list-style-type: none"> <li>Unit 2 test</li> <li>Multiple choice test</li> <li>Fluency test</li> <li>Spelling test</li> <li>Short answer test</li> <li>Selection tests</li> </ul> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>
<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>Reading street text</li> <li>Waltke's Web</li> <li>Youtube.com</li> <li>Leveled readers</li> <li>Havefunteaching.com</li> <li>Reading Series</li> </ul>	<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>Reading street text</li> <li>Waltke's Web</li> <li>Youtube.com</li> <li>Leveled readers</li> <li>Havefunteaching.com</li> <li>Reading Series</li> </ul>	<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>Reading street text</li> <li>Waltke's Web</li> <li>Youtube.com</li> <li>Leveled readers</li> <li>Havefunteaching.com</li> <li>Reading Series</li> </ul>	<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>Reading street text</li> <li>Waltke's Web</li> <li>Youtube.com</li> <li>Leveled readers</li> <li>Havefunteaching.com</li> <li>Reading Series</li> </ul>	<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>Reading street text</li> <li>Waltke's Web</li> <li>Youtube.com</li> <li>Leveled readers</li> <li>Havefunteaching.com</li> <li>Reading Series</li> </ul>	<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>Reading street unit 2 test</li> <li>Waltke's web</li> <li>Reading Series</li> </ul>

<b>Weeks 13 - 15</b>	<b>Weeks 16 - 18</b>
<b>Unit/Topic Creative Ideas</b>	<b>Unit/Topic Creative Ideas</b>

**KENTUCKY CORE ACADEMIC STANDARDS**

RF.2.3. Know and apply grade lever phonics and word analysis skills in decoding words.

RF.2.3 (a). Distinguish long and short vowels when reading regularly spelled one-syllable words.

RF.2.3 (b). Know spelling-sound correspondences for additional common vowel teams.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

L.2.1 (a). Use collective nouns (e.g., group).

L.2.1 (b). Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

L.2.1 (d). Form and use the past tense of frequently occurring irregular verbs.

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.2.4 (d). Use knowledge of the meaning of individual words to predict the meaning of compound (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

RL.2.1. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.

**KENTUCKY CORE ACADEMIC STANDARDS**

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

W.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RL.2.7. Use information gained from the illustrations and words used in a print or digital text to demonstrate understanding of its characters, setting, or plot.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

L.2.1 (d). Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.3 (d). Decode words with common prefixes and suffixes.

RL.2.1. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.

**CURRICULUM**

**CURRICULUM**

<b>Week 13</b>	<b>Week 14</b>	<b>Week 15</b>	<b>Week 16</b>	<b>Week 17</b>	<b>Week 18</b>
<b>Identify Sub-Topics</b> Vowels	<b>Identify Sub-Topics</b> Vowels	<b>Identify Sub-Topics</b> Compound words	<b>Identify Sub-Topics</b> Author's purpose	<b>Identify Sub-Topics</b> Comparative endings	<b>Identify Sub-Topics</b> Unit 3 test

Irregular verbs Authors' purpose	Irregular verbs author's purpose Draw conclusions	Cause and effect Irregular verbs	Plot Irregular verbs	Cause and effect Irregular verbs	
<b>LEARNING TARGETS</b>	<b>LEARNING TARGETS</b>	<b>LEARNING TARGETS</b>	<b>LEARNING TARGETS</b>	<b>LEARNING TARGETS</b>	<b>LEARNING TARGETS</b>
<b>I CAN STATEMENTS:</b>  I can form and use the past tense irregular verbs.  I can read grade appropriate irregularly spelled words.  I can recognize the rules for long vowel sounds (long e and y).  I can identify long vowel sounds in one-syllable words (ee and ea).  I can identify the author's purpose.	<b>I CAN STATEMENTS:</b>  I can form and use the past tense of irregular verbs.  I can read grade appropriate irregularly spelled words.  I can identify, recognize and read long vowel sounds in one-syllable words (ow and oa).  I can ask questions to better understand topics and text.  I can use prior knowledge and information read in the text to draw conclusions.  I can make inferences to draw conclusions.	<b>I CAN STATEMENTS:</b>  I can predict the meaning of compound words by using meaning of individual parts.  I can understand cause and effect.  I can form and use past tense of irregular verbs.	<b>I CAN STATEMENTS:</b>  I can read grade-appropriate irregularly spelled words (long i; l, ie, igh, y).  I can identify and describe the plot of the story.  I can identify the theme of a text.  I can identify the author's purpose.  I can form and use past tense of irregular verbs.	<b>I CAN STATEMENTS:</b>  I can read word ending in -ed, and -ing.  I can identify cause and effect in a text.  I can compare and contrast the setting of a story.  I can form and use past tense of irregular verbs.	<b>I CAN STATEMENTS:</b>  See weeks 13-17
<b>Critical Vocabulary</b>  Irregular verbs Vowels Author's purpose	<b>Critical Vocabulary</b>  Past tense Irregular verbs Vowels Draw conclusions	<b>Critical Vocabulary</b>  Compound words Cause and effect Irregular verbs	<b>Critical Vocabulary</b>  Author's purpose Irregular verbs Vowels Plot Theme	<b>Critical Vocabulary</b>  Cause and effect Irregular verbs Comparative endings Suffix Setting Character Traits Biography	<b>Critical Vocabulary</b>  Review weeks 13-17

<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>
*Review verbs	*Review verbs	*Review verbs	*Review verbs	*Review verbs	*Unit assessment format similar to the KCAS assessment for grade 2.  *Writing – Write a biography detailing George Washington Carver’s life.
*Vocabulary games	*Vocabulary games	*Vocabulary games	*Vocabulary games	*Vocabulary games	
*Panel discussions	*Panel discussions	*Panel discussions	*Panel discussions	*Panel discussions	
*Modeling	*Modeling	*Modeling	*Modeling	*Modeling	
*Paddle boards	*Paddle boards	*Paddle boards	*Paddle boards	*Paddle boards	
*Videos	*Videos	*Videos	*Videos	*Videos	
*Journal writing	*Journal writing	*Journal writing	*Journal writing	*Journal writing	
*Larry Bell’s Unra”a” vel	*Larry Bell’s Unra”a” vel	*Larry Bell’s Unra”a” vel	*Larry Bell’s Unra”a” vel	*Larry Bell’s Unra”a” vel	
*Video: “Irregular Verbs Song, Max the Cat, Part 1” (YouTube.com)	*Writing – Write a letter to a family member that lives far away. Describe your neighborhood to them and tell them about what you are learning at school.	*Have students draw a tree. On the tree trunk, they will list a cause. On the branches, students will list the effects of the cause.	*Divide the class into five groups. Have each group write one part of the plot (exposition, rising action, climax, falling action, resolution) on chart paper. Bring all parts together to illustrate how to summarize and identify plot.	*Have students compare and contrast the setting of “The Quilt Story” describing how it changed from the beginning to the end of the story.	
*Video: “Irregular Verbs Song, Max the Cat, Part 2” (YouTube.com)		*Have students work in pairs to define compound words based on the meaning of the two words that were put together to form the new word.	*United Streaming Video: “Good Night, Gorilla”. Use this online book to discuss cause and effect. The cause in the story is the gorilla takes the zookeeper’s keys, what are the effects? (The animals escape, the zookeeper’s wife gets woken up, etc.) Also,		
*Read <i>The True Story of the Three Little Pigs</i> and “Firefighters” (can be found in the second grade reading book). After reading each story, have students identify the author’s purpose for writing and give details from the		*Writing – Think of a time that you worked very hard to accomplish a task. What were the effects of your hard work?	*Writing – In the story, “Rosa and Blanca”, the two sisters were very kind to help one another. What was the theme of this story? Have you ever been kind to someone? How		

<p>text to support their answer.</p> <p>*Have students write a couple of paragraphs to persuade their peers to vote for them as class president. Explain to the students that they're the authors and the purpose of the writing is to persuade the reader.</p> <p>*Writing – Write a friendly letter to a good friend. Tell him/her why he/she is your good friend. What have you done with him/her that has been fun? Has he/she done any thoughtful deeds for you?</p>			<p>did it make you feel? How do you think it made them feel?</p>	<p>use this video to discuss drawing conclusions. The gorilla takes the zookeeper's keys...have kids use inferences to draw a conclusion about what they think will happen next.</p> <p>*Writing – Compare yourself to George Washington Carver. What character traits would you use to describe GWC? Do you share any of the same character traits? Compare and contrast your life with his.</p>	
<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>• Paddle boards</li> <li>• Group discussion</li> <li>• Journals</li> <li>• Constructive</li> <li>• Teacher observation</li> <li>• Fresh Reads</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Multiple choice</li> </ul>	<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>• Paddle boards</li> <li>• Group discussion</li> <li>• Journals</li> <li>• Constructive</li> <li>• Teacher observation</li> <li>• Fresh Reads</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Multiple choice</li> </ul>	<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>• Paddle boards</li> <li>• Group discussion</li> <li>• Journals</li> <li>• Constructive</li> <li>• Teacher observation</li> <li>• Fresh Reads</li> <li>• Fluency Check</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Multiple choice and</li> </ul>	<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>• Paddle boards</li> <li>• Group discussion</li> <li>• Journals</li> <li>• Constructive</li> <li>• Teacher observation</li> <li>• Fresh Reads</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Multiple choice</li> </ul>	<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>• Paddle boards</li> <li>• Group discussion</li> <li>• Journals</li> <li>• Constructive</li> <li>• Teacher observation</li> <li>• Fresh Reads</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Multiple choice</li> </ul>	<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>• Summative</li> <li>• Unit 2 test</li> <li>• Multiple choice test</li> <li>• Fluency test</li> <li>• Spelling test</li> <li>• Short answer test</li> <li>• Language test</li> <li>• Fresh Reads</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Unit 3 Test</li> </ul>

<p>and short answer test</p> <ul style="list-style-type: none"> <li>Accelerated reader test on computer</li> <li>Extended response</li> <li>Spelling test</li> <li>Fluency test</li> <li>Selection tests</li> </ul> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<p>and short answer test</p> <ul style="list-style-type: none"> <li>Accelerated reader test on computer</li> <li>Extended response</li> <li>Spelling test</li> <li>Fluency test</li> <li>Selection tests</li> </ul> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<p>short answer test</p> <ul style="list-style-type: none"> <li>Accelerated reader test on computer</li> <li>Extended response</li> <li>Spelling test</li> <li>Fluency test</li> <li>Selection tests</li> </ul> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<p>and short answer test</p> <ul style="list-style-type: none"> <li>Accelerated reader test on computer</li> <li>Extended response</li> <li>Spelling test</li> <li>Fluency test</li> <li>Selection tests</li> </ul> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<p>and short answer test</p> <ul style="list-style-type: none"> <li>Accelerated reader test on computer</li> <li>Extended response</li> <li>Spelling test</li> <li>Fluency test</li> <li>Selection tests</li> </ul> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<ul style="list-style-type: none"> <li>Unit spelling test</li> <li>Fluency test</li> <li>Unit language test</li> <li>Multiple choice test</li> <li>Short answer</li> <li>Selection tests</li> </ul> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>
<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>Reading street text</li> <li>Waltke's Web</li> <li>Youtube.com</li> <li>Leveled readers</li> <li>Havefunteaching.com</li> <li>Reading Series</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>Reading street text</li> <li>Waltke's Web</li> <li>Youtube.com</li> <li>Leveled readers</li> <li>Havefunteaching.com</li> <li>Reading Series</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>Reading street text</li> <li>Waltke's Web</li> <li>Youtube.com</li> <li>Leveled readers</li> <li>Havefunteaching.com</li> <li>Reading Series</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>Reading street text</li> <li>Waltke's Web</li> <li>Youtube.com</li> <li>Leveled readers</li> <li>Havefunteaching.com</li> <li>Reading Series</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>Reading street text</li> <li>Waltke's Web</li> <li>Youtube.com</li> <li>Leveled readers</li> <li>Havefunteaching.com</li> <li>Reading Series</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>Reading Street Unit 3 test</li> <li>Waltke's Web</li> <li>Reading Series</li> </ul>

Weeks 19 - 21	Weeks 22 - 24
<b>Unit/Topic</b> <b>Our Changing World</b>	<b>Unit/Topic</b> <b>Our Changing World</b>
<b>KENTUCKY CORE ACADEMIC STANDARDS</b>	<b>KENTUCKY CORE ACADEMIC STANDARDS</b>
<p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2 (b). Know spelling-sound correspondences for additional common vowel teams.</p>	<p>RF.2.3. Know and apply grade lever phonics and word analysis skills in decoding words.</p> <p>RF.2.3 (b). Know spelling-sound correspondences for additional common vowel teams.</p>

<p>L.2.2 (d). Generalize learned spelling patterns when writing words.</p> <p>RL.2.9. Compare and contrast two or more versions of the same story by different authors from different cultures.</p> <p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.5 (a). Identify real-life connections between words and their use.</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.3 (f). Recognize and read grade-appropriate irregularly spelled words.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>L.2.1 (e). Use adjectives.</p>	<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>L.2.1 (e). Use adverbs.</p> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2 (d). Generalize learned spelling patterns when writing words.</p>
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CURRICULUM			CURRICULUM		
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>
Syllables C+le Compare and contrast Adjectives	Vowels adjectives	Diphthongs ou, ow Compare and contrast adjectives	Diphthongs oi, oy adverbs	Adverbs vowels	Unit 4 test
<b>LEARNING TARGETS</b>	<b>LEARNING TARGETS</b>	<b>LEARNING TARGETS</b>	<b>LEARNING TARGETS</b>	<b>LEARNING TARGETS</b>	<b>LEARNING TARGETS</b>
<b>I CAN STATEMENTS:</b>	<b>I CAN STATEMENTS:</b>	<b>I CAN STATEMENTS:</b>	<b>I CAN STATEMENTS:</b>	<b>I CAN STATEMENTS:</b>	<b>I CAN STATEMENTS:</b>
I can use the spelling pattern C+le.  I can compare and contrast the same story by different authors.  I can use adjectives to describe things that I see, hear, feel, taste, and	I can read words with oo and u.  I can identify adjectives using number, size and shape.	I can read words with ou and ow.  I can identify adjectives that compare.	I can read words with oi, and oy.  I can identify adverbs that tell when and where.	I can read words with oo, ue, ew, ui.  I can identify adverbs that tell how.	I can use adjectives and adverbs, and choose between them depending on what is to be modified.  See weeks 19-23

touch.					
<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>
Spelling pattern Compare Contrast Adjectives Senses	Adjectives Number Shape Size Shape	Adjectives Compare	Adverbs	Adverbs	Review weeks 19-23
<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>
*Vocabulary games	*Vocabulary games	*Vocabulary games	*Vocabulary games	*Vocabulary games	*Vocabulary games
*Panel discussions	*Panel discussions	*Panel discussions	*Panel discussions	*Panel discussions	*Panel discussions
*Modeling	*Modeling	*Modeling	*Modeling	*Modeling	*Modeling
*Paddle boards	*Paddle boards	*Paddle boards	*Paddle boards	*Paddle boards	*Paddle boards
*Videos	*Videos	*Videos	*Videos	*Videos	*Videos
*Journal writing	*Journal writing	*Journal writing	*Journal writing	*Journal writing	*Journal writing
*Larry Bell’s Unra”a” vel	*Larry Bell’s Unra”a” vel	*Larry Bell’s Unra”a” vel	*Larry Bell’s Unra”a” vel	*Larry Bell’s Unra”a” vel	*Larry Bell’s Unra”a” vel
*Song: “Schoolhouse Rock: Unpack your Adjectives” (YouTube.com)	*Review songs from Week 19	*Writing – You learned a lot of facts about frogs in this week’s reading story. Write an informative story about what you have learned. (Remind students that their purpose is to inform; therefore, they should use lots of details from the story as facts for their paper.)	*Song: “Schoolhouse Rock: Lolly, Lolly, Lolly Get Your Adverbs Here” (YouTube.com)	*United Streaming Video: “Forming Adverbs With –ly”	*Writing – Write a poem about your family. What do they mean to you? What will you feel like if you were forced to move away from your family?
*Song: “Adjectives Song” (YouTube.com)	*Divide class into three groups. Each group will be assigned categories to list adjectives that describe which one, what kind, and how many. Each group will present their list of adjectives.		*Students will write a sentence on a sentence strip. Each student will include both an adjective and an adverb in their sentence. Display these on the board and discuss how adjectives and adverbs enhance sentences to make better	*Writing – “Helen Keller and the Big Storm” showed Helen as a character that was faced with lots of difficult issues. Describe how you think she felt. What do you think she was thinking as she was learning to read? Do you think she ever wanted	
*Have students draw a picture of what they want to be when they grow up. Then, the students will list adjectives to describe themselves or someone with the same career.	*United Streaming Video: “Segment One: What Are Adjectives?”				



<p>*Popcorn Activity: Pop popcorn during class. Students will list adjectives to describe what they see, hear, smell, taste, and touch during the snack.</p> <p>*United Streaming Video: “Segment Two: The Four Principal Functions of Adjectives: What Kind? Which One? How Many? What Color?”</p> <p>*Writing – The girls in the story “The Quilt Story” shared a common love for a quilt. The quilt made them feel happy. Do you have a special toy or stuffed animal that makes you feel safe, loved, or just comfortable? Use lots of adjectives to describe your favorite thing.</p>	<p>*Writing – In the story, “The Life Cycle of a Pumpkin”, you read about pumpkins growing in the fall. What are some things you like to do in the fall?</p>		<p>writings.</p> <p>*United Streaming Video: “Adverbs at the Center of the World”</p> <p>*United Streaming Video: “Making Comparisons with Adverbs”</p> <p>*Writing – “I Like Where I Am” was a story about a child that was feeling sad about moving from his home to a new town. Have you ever moved before? If so, what was it like? If you have never moved, what do you think it would be like if you did have to move? Would you miss anything? How would you feel?</p>	<p>to give up? How did this story make you feel?</p>	
<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>• Paddle boards</li> <li>• Group discussion</li> <li>• Journals</li> <li>• Constructed Response</li> <li>• Teacher observation</li> <li>• Fresh Reads</li> </ul>	<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>• Paddle boards</li> <li>• Group discussion</li> <li>• Journals</li> <li>• Constructed Response</li> <li>• Teacher observation</li> <li>• Fresh Reads</li> <li>• Fluency Check</li> </ul>	<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>• Paddle boards</li> <li>• Group discussion</li> <li>• Journals</li> <li>• Constructed Response</li> <li>• Teacher observation</li> <li>• Fresh Reads</li> </ul>	<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>• Paddle boards</li> <li>• Group discussion</li> <li>• Journals</li> <li>• Constructed Response</li> <li>• Teacher observation</li> <li>• Fresh Reads</li> </ul>	<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>• Paddle boards</li> <li>• Group discussion</li> <li>• Journals</li> <li>• Constructed Response</li> <li>• Teacher observation</li> <li>• Fresh Reads</li> </ul>	<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>• Paddle boards</li> <li>• Group discussion</li> <li>• Journals</li> <li>• Constructed Response</li> <li>• Teacher observation</li> <li>• Fresh Reads</li> </ul>

<p style="text-align: center;"><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Multiple choice and short answer test</li> <li>• Accelerated reader test on computer</li> <li>• Extended response</li> <li>• Spelling test</li> <li>• Fluency test</li> <li>• Selection tests</li> </ul> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<p style="text-align: center;"><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Multiple choice and short answer test</li> <li>• Accelerated reader test on computer</li> <li>• Extended response</li> <li>• Spelling test</li> <li>• Fluency test</li> <li>• Selection tests</li> </ul> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<p style="text-align: center;"><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Multiple choice and short answer test</li> <li>• Accelerated reader test on computer</li> <li>• Extended response</li> <li>• Spelling test</li> <li>• Fluency test</li> <li>• Selection tests</li> </ul> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<p style="text-align: center;"><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Multiple choice and short answer test</li> <li>• Accelerated reader test on computer</li> <li>• Extended response</li> <li>• Spelling test</li> <li>• Fluency test</li> <li>• Selection tests</li> </ul> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<p style="text-align: center;"><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Multiple choice and short answer test</li> <li>• Accelerated reader test on computer</li> <li>• Extended response</li> <li>• Spelling test</li> <li>• Fluency test</li> <li>• Selection tests</li> </ul> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<p style="text-align: center;"><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Unit 4 test</li> <li>• Unit Fluency test</li> <li>• Unit Language test</li> <li>• Multiple choice and short answer test</li> <li>• Unit spelling test</li> <li>• Selection tests</li> </ul> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>
<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Reading street text</li> <li>• Waltke’s Web</li> <li>• Youtube.com</li> <li>• Leveled readers</li> <li>• Havefunteaching.com</li> <li>• Reading Series</li> <li>• Free Ipad App “Grammar Jammers”</li> </ul>	<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Reading street text</li> <li>• Waltke’s Web</li> <li>• Youtube.com</li> <li>• Leveled readers</li> <li>• Havefunteaching.com</li> <li>• Reading Series</li> </ul>	<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Reading street text</li> <li>• Waltke’s Web</li> <li>• Youtube.com</li> <li>• Leveled readers</li> <li>• Havefunteaching.com</li> <li>• Reading Series</li> </ul>	<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Reading street text</li> <li>• Waltke’s Web</li> <li>• Youtube.com</li> <li>• Leveled readers</li> <li>• Havefunteaching.com</li> <li>• Reading Series</li> </ul>	<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Reading street text</li> <li>• Waltke’s Web</li> <li>• Youtube.com</li> <li>• Leveled readers</li> <li>• Havefunteaching.com</li> <li>• Reading Series</li> </ul>	<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Reading street unit test</li> <li>• Waltke’s Web</li> <li>• Reading Series</li> </ul>

<b>Weeks 25 - 27</b>	<b>Weeks 28 - 30</b>
<b>Unit/Topic Our Changing World</b>	<b>Unit/Topic Our Changing World</b>
<b>KENTUCKY CORE ACADEMIC STANDARDS</b>	<b>KENTUCKY CORE ACADEMIC STANDARDS</b>



I can use reflexive pronouns.	I can use reflexive pronouns.	I can use reflexive pronouns.	I can recognize and read ph and gh sounds.	I can read words with aw, au, augh, al.	See weeks 25-29
I can identify the main idea.	I can sequence events in a story.	I can identify the plot of a story.	I can identify the author's purpose.	I can use an apostrophe to form contractions.	
I can identify supporting details for the main idea of a text.	I can recognize prefixes in words.	I can identify the theme of a story.	I can identify various text features.		
I can recognize suffixes in words.		I can sequence events in a story.			
		I can add prefixes un-, re-, pre-, dis-, to words.			
<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>
Reflexive pronouns Key ideas Details Suffix Main Idea	Reflexive pronouns Sequence Prefix	Reflexive pronouns Plot Theme Sequence	Author's purpose Captions Bold print Subheadings Glossaries Indexes Electronic menus Icons	Apostrophe Contractions	Review weeks 25-29
<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>	<b>Suggested Strategies/Activities</b>
*Review Pronouns	*Vocabulary games	*Vocabulary games	*Vocabulary games	*Vocabulary games	*Vocabulary games
*Vocabulary games	*Panel discussions	*Panel discussions	*Panel discussions	*Panel discussions	*Panel discussions
*Panel discussions	*Modeling	*Modeling	*Modeling	*Modeling	*Modeling
*Modeling	*Paddle boards	*Paddle boards	*Paddle boards	*Paddle boards	*Paddle boards
*Paddle boards	*Videos	*Videos	*Videos	*Videos	*Videos
*Videos	*Journal writing	*Journal writing	*Journal writing	*Journal writing	*Journal writing
*Journal writing	*Larry Bell's Unra" a" vel	*Larry Bell's Unra" a" vel	*Larry Bell's Unra" a" vel	*Larry Bell's Unra" a" vel	*Larry Bell's Unra" a" vel

<p>*Larry Bell's Unra" a"vel</p> <p>*Song: "Main Idea Song From Reading Learning Upgrade" (YouTube.com)</p> <p>*Writing – Explain the author's purpose for writing the story "Firefighters". What did you learn from this story that could be beneficial to your life? What will you do as a result of reading this story?</p>	<p>*Writing – In the story, "One Dark Night" the cat had a problem. Describe how he solved his problem. How do you think he felt? Compare how the cat took care of her kittens to the way someone takes care of you.</p>	<p>*Writing – Creative writing task: Pretend like you have a pet dog like Dodger in the story. What would you have done for your pet to help improve his behavior so your parents would let you keep him?</p>	<p>*Writing – Creative writing task: Make up a club that you and your friends would like to join. What would you name it? Where would you build it? Who would be allowed to come in your club?</p>	<p>*Use paint samples to show contractions. Fold back the bottom of the sample to hide the answer. Have students identify the contractions created by two words.</p> <p>*Video: "Song About Contractions: A Contraction Has An Apostrophe With Miss Jenny / <a href="http://www.edutunes.com">www.edutunes.com</a> (YouTube.com)</p> <p>*Writing – In "The Signmaker's Assistant", Norman makes a bad decision to paint silly signs. Have you ever made a bad decision? What was the effect of the decision?</p>	<p>*Writing – Create a sign that we can hang up in the classroom. You can choose the topic.</p>
<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>• Paddle boards</li> <li>• Group discussion</li> <li>• Journals</li> <li>• Constructed Response</li> <li>• Teacher observation</li> <li>• Fresh Reads</li> <li>• Fluency Check</li> </ul> <p><b>Summative</b></p>	<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>• Paddle boards</li> <li>• Group discussion</li> <li>• Journals</li> <li>• Constructed Response</li> <li>• Teacher observation</li> <li>• Fresh Reads</li> </ul> <p><b>Summative</b></p>	<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>• Paddle boards</li> <li>• Group discussion</li> <li>• Journals</li> <li>• Constructed Response</li> <li>• Teacher observation</li> <li>• Fresh Reads</li> </ul> <p><b>Summative</b></p>	<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>• Paddle boards</li> <li>• Group discussion</li> <li>• Journals</li> <li>• Constructed Response</li> <li>• Teacher observation</li> <li>• Fresh Reads</li> </ul> <p><b>Summative</b></p>	<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>• Paddle boards</li> <li>• Group discussion</li> <li>• Journals</li> <li>• Constructed Response</li> <li>• Teacher observation</li> <li>• Fresh Reads</li> </ul> <p><b>Summative</b></p>	<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>• Paddle boards</li> <li>• Group discussion</li> <li>• Journals</li> <li>• Constructed Response</li> <li>• Teacher observation</li> <li>• Fresh Reads</li> <li>• Fluency Check</li> </ul> <p><b>Summative</b></p>

<ul style="list-style-type: none"> <li>Multiple choice and short answer test</li> <li>Accelerated reader test on computer</li> <li>Extended response</li> <li>Spelling test</li> <li>Fluency test</li> <li>Selection tests</li> </ul> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<ul style="list-style-type: none"> <li>Multiple choice and short answer test</li> <li>Accelerated reader test on computer</li> <li>Extended response</li> <li>Spelling test</li> <li>Fluency test</li> <li>Selection tests</li> </ul> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<ul style="list-style-type: none"> <li>Multiple choice and short answer test</li> <li>Accelerated reader test on computer</li> <li>Extended response</li> <li>Spelling test</li> <li>Fluency test</li> <li>Selection tests</li> </ul> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<ul style="list-style-type: none"> <li>Multiple choice and short answer test</li> <li>Accelerated reader test on computer</li> <li>Extended response</li> <li>Spelling test</li> <li>Fluency test</li> <li>Selection tests</li> </ul> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<ul style="list-style-type: none"> <li>Multiple choice and short answer test</li> <li>Accelerated reader test on computer</li> <li>Extended response</li> <li>Spelling test</li> <li>Fluency test</li> <li>Selection tests</li> </ul> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>	<ul style="list-style-type: none"> <li>Unit 5 test</li> <li>Unit Fluency test</li> <li>Unit Language test</li> <li>Multiple choice and short answer test</li> <li>Unit spelling test</li> <li>Selection tests</li> </ul> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</b></p>
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Weeks 31 - 33	Weeks 34 - 36
<b>Unit/Topic</b> <b>Psychomotor Skills</b>	<b>Unit/Topic</b> <b>Lifetime Physical Wellness</b>
<b>KENTUCKY CORE ACADEMIC STANDARDS</b>	<b>KENTUCKY CORE ACADEMIC STANDARDS</b>
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
L.2.2 (a). Capitalize holidays, product names and geographic names.	RF.2.3 (d). Decode words with common suffixes.

<p>L.2.2 (b). Use commas in greetings and closings of letters.</p> <p>L.2.2 (c). Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>L.2.2 (d). Generalize learned spelling patterns when writing words.</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.3 (c). Decode words with common suffixes.</p>			<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>L.2.1 (f). Produce, expand, and rearrange complete simple and compound sentences.</p> <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly for an array of strategies.</p> <p>L.2.4 (b). Determine the meaning of the new word formed when a known prefix is added to known word.</p>		
<b>CURRICULUM</b>			<b>CURRICULUM</b>		
<b>Week 31</b>	<b>Week 32</b>	<b>Week 33</b>	<b>Week 34</b>	<b>Week 35</b>	<b>Week 36</b>
<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>
Contractions Fact and Opinion	Inflected endings Suffix	Suffix Commas	Suffix Resource Material	Prefix Timeline	Assessment
<b>LEARNING TARGETS</b>	<b>LEARNING TARGETS</b>	<b>LEARNING TARGETS</b>	<b>LEARNING TARGETS</b>	<b>LEARNING TARGETS</b>	<b>LEARNING TARGETS</b>
<b>I CAN STATEMENTS:</b>	<b>I CAN STATEMENTS:</b>	<b>I CAN STATEMENTS:</b>	<b>I CAN STATEMENTS:</b>	<b>I CAN STATEMENTS:</b>	<b>I CAN STATEMENTS:</b>
<p>I can use an apostrophe to form contraction.</p> <p>I can contrast a fact and an opinion.</p>	<p>I can recognize and apply spelling patterns.</p> <p>I can recognize and read words with common suffixes.</p>	<p>I can use commas in the greetings and closings of a letter.</p> <p>I can recognize and read words with common suffixes.</p>	<p>I can recognize and read words with common suffixes.</p> <p>I can identify the number of syllables in words.</p> <p>I can use a thesaurus to edit my writing.</p> <p>I can use commas in the greetings and closings of a letter.</p>	<p>I can recognize and read words with common prefixes.</p> <p>I can identify the characters and setting of a story.</p> <p>I can create a timeline of events.</p>	<p>See weeks 31-35</p>
<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>	<b>Critical Vocabulary</b>
Apostrophe	Inflected endings	Comma	Suffix	Prefix	Review weeks 31-35

Fact Opinion	Suffix Letter	Suffix Greeting Closing	Comma Syllable Thesaurus	Timeline Setting	
<p><b>Suggested Strategies/Activities</b></p> <ul style="list-style-type: none"> <li>*Vocabulary games</li> <li>*Panel discussions</li> <li>*Modeling</li> <li>*Paddle boards</li> <li>*Videos</li> <li>*Journal writing</li> <li>*Larry Bell’s Unra”a” vel</li> <li>*Writing – Informative Letter: Write letters to the superintendent informing him of what they have learned and are learning now. Discuss the process of mailing items in the mail compared to sending an email.</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <ul style="list-style-type: none"> <li>*Vocabulary games</li> <li>*Panel discussions</li> <li>*Modeling</li> <li>*Paddle boards</li> <li>*Videos</li> <li>*Journal writing</li> <li>*Larry Bell’s Unra”a” vel</li> <li>*Song: “Prefixes, Suffixes, &amp; Roots” Rap <a href="http://www.educationalrap.com">www.educationalrap.com</a> (YouTube.com)</li> <li>*Writing – Persuasive Letter: Write persuasive letters to the President. The purpose of this letter will be to try to persuade the President to visit their school. Students will review facts and opinions and be encouraged to use both of those in their writing.</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <ul style="list-style-type: none"> <li>*Vocabulary games</li> <li>*Panel discussions</li> <li>*Modeling</li> <li>*Paddle boards</li> <li>*Videos</li> <li>*Journal writing</li> <li>*Larry Bell’s Unra”a” vel</li> <li>*Writing – Write about the “Perfect Birthday Party”. Describe what you would do, who would be there, and what it would look like.</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <ul style="list-style-type: none"> <li>*Vocabulary games</li> <li>*Panel discussions</li> <li>*Modeling</li> <li>*Paddle boards</li> <li>*Videos</li> <li>*Journal writing</li> <li>*Larry Bell’s Unra”a” vel</li> <li>*Song: “Friendly Letter” By: singandgroove (YouTube.com)</li> <li>*Song: “Parts of a Letter: (to the tune of the Adam’s Family” (YouTube.com)</li> <li>*Writing – For the purpose of entertaining: Pretend you met a cowboy or cowgirl and spent the day with them. Describe the events of the day. Use adjectives to describe the way</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <ul style="list-style-type: none"> <li>*Vocabulary games</li> <li>*Panel discussions</li> <li>*Modeling</li> <li>*Paddle boards</li> <li>*Videos</li> <li>*Journal writing</li> <li>*Larry Bell’s Unra”a” vel</li> <li>*Create a timeline of the school year</li> <li>*Video: “Between the Lions: The UN People: ‘Zipped-unzipped” (YouTube.com)</li> <li>*Song: “Prefixes Rap – Flocabulary Grammar Rap” (YouTube.com)</li> <li>*Writing – Create an acrostic poem using the word “setting”. Students will identify in their writing key details for identifying the setting of a story.</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <ul style="list-style-type: none"> <li>*Vocabulary games</li> <li>*Panel discussions</li> <li>*Modeling</li> <li>*Paddle boards</li> <li>*Videos</li> <li>*Journal writing</li> <li>*Larry Bell’s Unra”a” vel</li> <li>*Writing – Write a letter to your parents. Describe your year in second grade. What did you learn? Did you make any new friends? Were there any cool field trips? Explain what you are looking forward to during the next school year.</li> </ul>





<ul style="list-style-type: none"> <li>• Reading street text</li> <li>• Waltke's Web</li> <li>• Youtube.com</li> <li>• Leveled readers</li> <li>• Havefunteaching.com</li> <li>• Reading Series</li> </ul>	<ul style="list-style-type: none"> <li>• Reading street text</li> <li>• Waltke's Web</li> <li>• Youtube.com</li> <li>• Leveled readers</li> <li>• Havefunteaching.com</li> <li>• Reading Series</li> </ul>	<ul style="list-style-type: none"> <li>• Reading street text</li> <li>• Waltke's Web</li> <li>• Youtube.com</li> <li>• Leveled readers</li> <li>• Havefunteaching.com</li> <li>• Reading Series</li> </ul>	<ul style="list-style-type: none"> <li>• Reading street text</li> <li>• Waltke's Web</li> <li>• Youtube.com</li> <li>• Leveled readers</li> <li>• Havefunteaching.com</li> <li>• Reading Series</li> </ul>	<ul style="list-style-type: none"> <li>• Reading street text</li> <li>• Waltke's Web</li> <li>• Youtube.com</li> <li>• Leveled readers</li> <li>• Havefunteaching.com</li> <li>• Reading Series</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6 Test</li> <li>• Waltke's Web</li> <li>• Reading Series</li> </ul>
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**Grade 2 TEXT EXEMPLARS:**

*My Father's Dragon* (Ruth Stiles Gannett), *The Fire Cat* (Esther Averill), *Amos & Boris* (William Steig), *The Treasure* (Uri Shulevitz), *The Stories Julian Tells* (Ann Cameron), *How the Camel Got His Hump* (Rudyard Kipling), *The Thirteen Clocks* (James Thurber), *The Cricket in Times Square* (George Selden), *A Medieval Feast* (Ailiki), *From Seed to Plant* (Gail Gibbons), *Throw Your Tooth on the Roof: Tooth Traditions Around the World* (Selby Beeler), *So You Want to Be President?* (Judith St. George), *Bats: Creatures of the Night* (Joyce Milton), *Where Do Polar Bears Live?* (Sarah L. Thomson), *The Story of Ruby Bridges* (Robert Coles), *What the World Eats* (Faith D'Aluisio), *14 Cows for America* (Carmen Agra Deedy)

**Words Per Minute Fluency Checks**

<b>Week</b>	<b>BELOW Level</b>	<b>ON-Level</b>	<b>ABOVE Level</b>
5	Below 70	70-90	100-120
10	Below 80	80-100	110-130
15	Below 90	90-110	120-140
20	Below 100	100-120	130-150
25	Below 110	110-130	140-160
30	Below 120	120-140	150-170
35	Below 120	120-150	150-180