

	Priority Standards	Units of Study	Resources	Assessments	E-Learning
Trimester 1:	<p>2.RL.KID.1 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>2.RL.KID.3 3. Describe how characters in a story respond to major events and challenges.</p> <p>2.RL.CAS.5 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>2.RL.IKI.7 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>2.RF.PWR.3 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>2.RF.FLU.4 4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Unit 1: Meeting Characters and Learning Lessons (1st grade Book 4) 4 weeks ~Sept</p> <p>Unit 2: Growing Word Solving Muscles (Cross Circular) 12 sessions, 3 weeks</p> <p>Unit : Second Grade Reading Growth Spurt (2nd grade Book 1) 6 weeks</p> <p>Unit 1 Writing Revving Up Writing Muscles (Cross Curricular) 13 sessions, 3 weeks</p>	<p>Lucy Calkins Grade 1 Book 4 <i>Meeting Characters and Learning Lessons</i></p> <p>Unit 4 Anchor Charts</p> <p>Books</p> <p><i>Upstairs Mouse, Downstairs Mole</i> by Wong Herbert Yee</p> <p>“The Scary Movie” <i>George and Martha One More Time</i> by James Marshall</p> <p><i>Ivy and Walter and the Field Trip</i> by Elisa Haden Guest</p> <p><i>Mr Puter and Tabby Drop the Ball</i> by Cynthia Rylant</p> <p>Lucy Calkins Growing Word Solving Muscles</p> <p>TC Unit Anchor Charts</p> <p>Books</p> <p><i>Those Darn Squirrels</i> by Adam Rubin</p> <p><i>Frog and Toad All Year</i> by Arnold Lobel</p>	<p>Running Records</p> <p>Leveled Reading Assessment</p> <p>High Frequency Words Assessment List B</p> <p>Narrative Writing Pre and Post Assessment</p>	<p>LMS: Google Classroom</p> <ul style="list-style-type: none">• Class meetings using Hangouts• Anchor charts using Slides• Read Alouds live streamed (Hangouts) or asynchronous (pre-recorded video - YouTube)• Mini lessons live streamed or asynchronous

			<p><i>Lucy Calkins</i> Grade 2 Book 1 <i>Second Grade Reading Growth Spurt</i></p> <p>Unit 1 Anchor Charts</p> <p>Books</p> <p><i>Those Darn Squirrels</i> by Adam Rubin</p> <p><i>Mercy Watson to the Rescue</i> by Kate DiCamillo</p> <p><i>Lucy Calkins Cross Circular</i> Unit 1 Writing Revving Up Writing Muscles</p> <p>Anchor Charts</p> <p>Books</p> <p><i>Jabari Jumps</i> by Gaia Cornwall</p> <p><i>Snowy Day</i> by Ezra Jack Keats</p> <p><i>Night of the Veggie Monster</i> by George Clements</p>		
	Priority Standards	Units of Study	Resources	Assessments	E-Learning
Trimester 2:	<p>2.RL.KID.1 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>2.RL.KID.3 3. Describe how characters in a story respond to major events and challenges.</p>	<p>Unit 2: Becoming Experts (2nd Grade Book 2) 18 sessions, 5 weeks</p> <p>Unit: Meeting Characters and Learning Lessons: A Study of Story Elements (If...Then...Curriculum) 18 sessions, 4 weeks</p>	<p><u>Unit 2: Becoming Experts</u> by Lucy Calkins</p> <p>Books:</p> <p><i>Knights in Shining Armor</i> by Gail Gibbons</p>	<p>Running Records</p> <p>Leveled Reading Assessment</p> <p>High Frequency Words Assessment</p> <p>List C</p> <p>Vowel Team List</p> <p>2nd Grade Word List</p> <p>Narrative Writing Pre and Post Assessment</p> <p>Opinion Writing Pre and Post Assessment</p>	<p>LMS: Google Classroom</p> <ul style="list-style-type: none">• Class meetings using Hangouts• Anchor charts using Slides• Read Alouds live streamed (Hangouts) or asynchronous (pre-recorded video - YouTube)• Mini lessons live streamed or asynchronous

	<p>2.RL.CAS.5 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>2.RL.IKI.7 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>2.RF.PWR.3 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>2.RF.FLU.4 4. Read with sufficient accuracy and fluency to support comprehension</p> <p>2.RI.CAS.4 4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>2.RI.CAS.5 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>2.W.TTP.2 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>2.W.TTP.3 3. Write narratives in which they recount a well-elaborated event or short</p>	<p>Unit 3: Bigger Books Means Amping Up Reading Power (2nd Grade, Book 3), 17 sessions, 4 weeks</p> <p>How to Guide for Writing Nonfiction (Sand Along Guide), 19 sessions, 5 weeks</p> <p>Lessons From the Masters (2nd Grade, Book 1), 19 sessions, 5 weeks</p>	<p>songs from: <i>The Lion King</i> and <i>The Jungle Book</i></p> <p><i>Tigers</i> by Laura Marsh</p> <p><i>Amazing Animals: Tigers</i> by Valerie Bodden</p> <p>Unit 2 TC Anchor Charts</p> <p><u>Unit 3: Bigger Books Means Amping Up Reading Power</u> by Lucy Calkins</p> <p>Books:</p> <p><i>Houndsley and Catina</i> by James Howe</p> <p><i>Happy Like Soccer</i> by Maribeth Boelts</p> <p><i>When Sophie Gets Angry-Really Really Angry</i> by Molly Bang</p> <p><i>Lilly's Purple Plastic Purse</i> by Kevin Henkes</p> <p><i>Owl Moon</i> by Jane Yolen</p> <p><i>Minnie and Moo Go Dancing</i> by Denys Cazet</p> <p>TC Unit 3 Anchor Charts</p>		
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	<p>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>2.W.PDW.5 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2.L.CSE.1 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2.L.CSE.2 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		<p><u>Unit: Meeting Characters and Learning Lessons: A Study of Story Elements</u> If ... Then... Lucy Calkins</p> <p><i>Iris and Walter</i> by Elissa Haden Guest</p> <p><i>The True Story of the 3 Little Pigs</i> by Jon Scieszka</p> <p><i>Little Red Riding Hood</i></p> <p>TC Anchor Charts</p> <p><u>Unit 1: Lessons from the Masters</u> by Lucy Calkins</p> <p>Books:</p> <p><i>The Leaving Morning</i> by Angela Johnson</p> <p><i>Owl Moon</i> by Jane Yolen</p> <p>TC Anchor Charts</p> <p><u>How to Guide for Nonfiction Writing</u> stand alone book by TC</p> <p><i>Extreme Sports</i> by John Finnegan</p> <p>Gail Gibbons texts</p> <p>TC Anchor Charts</p>	
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Trimester 3:				Running Records Leveled Reading Assessment	LMS: Google Classroom <ul style="list-style-type: none">• Class meetings using Hangouts• Anchor charts using Slides• Read Alouds live streamed (Hangouts) or asynchronous (pre-recorded video - YouTube)• Mini lessons live streamed or asynchronous