



**ELA—Second Grade
First-Quarter Week at a Glance
2016-2017**

Week 1		August 2-5, 2016	
Reading	Establish a community of readers and writers Determine students' current literacy knowledge Establish and practice literacy routines Develop stamina and independence Integrate literacy content areas		
Spelling/Word Study	Administer Elementary Spelling Inventory (optional)		
Writing	Administer TNCore Narrative Writing Pre-Assessment (optional)		
Review	Daily spiral: 1 st grade review		
Week 2		August 8-12, 2016	
Reading	Establish a community of readers and writers Determine students' current literacy knowledge Establish and practice literacy routines Develop stamina and independence Integrate literacy content areas		
Spelling/Word Study	Administer/analyze Elementary Spelling Inventory (optional) Review EOY 1 st grade word sorts		
Writing	Administer TNCore Narrative Writing Pre-Assessment (optional)		
Assessment	Informal conferring		
Review	Daily spiral: 1 st grade review		

<p>Week 3</p>	<p>August 15-19, 2016 Journeys Lesson 1: <i>Henry and Mudge: The First Book/All in the Family</i></p>
<p>Reading</p>	<ul style="list-style-type: none"> • RL.2.1 (Anchor Text): Ask and answer questions such as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. • RL.2.7 (Anchor Text): Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. • RI.2.1 (Paired Text): Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
<p>Spelling/Word Study: Short/Long Vowel Mix</p>	<ul style="list-style-type: none"> • RF.2.3a: Distinguish long and short vowels when reading regularly spelled one-syllable words. • RF.2.3b: Know spelling-sound correspondence for additional common vowel teams.
<p>Language</p>	<ul style="list-style-type: none"> • L.2.1f: Produce, expand, and rearrange complete <u>simple</u> and compound sentences (e.g. <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.</i>)
<p>Writing</p>	<ul style="list-style-type: none"> • Personal Narrative • 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>Assessment</p>	<ul style="list-style-type: none"> • RL.2.10 and RI.2.10: Informal conferring

Week 4	<p>August 22-26, 2016</p> <p>Journeys Lesson 2: <i>My Family/Family Poetry</i></p>
Reading	<ul style="list-style-type: none"> • RI.2.1 (Anchor and Paired Texts): Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
Spelling/Word Study: Short/Long a	<ul style="list-style-type: none"> • RF.2.3a: Distinguish long and short vowels when reading regularly spelled one-syllable words. • RF.2.3b: Know spelling-sound correspondence for additional common vowel teams.
Language	<ul style="list-style-type: none"> • L.2.1f: Produce, expand, and rearrange complete <u>simple</u> and compound sentences (e.g. <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.</i>)
Writing	<ul style="list-style-type: none"> • Personal Narrative • 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.
Assessment	<ul style="list-style-type: none"> • RL.2.10 and RI.2.10: Informal conferring

Week 5	August 29-September 2, 2016 Journeys Lesson 3: <i>Dogs/Helping Paws</i>
Reading	<ul style="list-style-type: none"> • RI.2.1 (Anchor and Paired Texts): Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
Spelling/Word Study: Short/Long i	<ul style="list-style-type: none"> • RF.2.3a: Distinguish long and short vowels when reading regularly spelled one-syllable words. • RF.2.3b: Know spelling-sound correspondence for additional common vowel teams.
Language	<ul style="list-style-type: none"> • L.2.1f: Produce, expand, and rearrange complete <u>simple</u> and compound sentences (e.g. <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.</i>)
Writing	<ul style="list-style-type: none"> • Personal Narrative • 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.
Assessment	<ul style="list-style-type: none"> • RL.2.10 and RI.2.10: Informal conferring

<p>Week 6</p>	<p>September 5-9, 2016 (September 5: Labor Day) Journeys Lesson 4: <i>Diary of a Spider/A Swallow and a Spider</i></p>
<p>Reading</p>	<ul style="list-style-type: none"> • RL.2.1 (Anchor and Paired Text): Ask and answer questions such as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. • RL.2.7 (Anchor and Paired Text): Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<p>Spelling/Word Study: Short/Long o</p>	<ul style="list-style-type: none"> • RF.2.3a: Distinguish long and short vowels when reading regularly spelled one-syllable words. • RF.2.3b: Know spelling-sound correspondence for additional common vowel teams.
<p>Language</p>	<ul style="list-style-type: none"> • L.2.1f: Produce, expand, and rearrange complete <u>simple</u> and compound sentences (e.g. <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.</i>)
<p>Writing</p>	<ul style="list-style-type: none"> • Imaginative Narrative Writing • 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>Assessment</p>	<ul style="list-style-type: none"> • RL.2.10 and RI.2.10: Informal conferring

Week 7	September 12-16, 2016 Journeys Lesson 5: <i>Teacher's Pets/See Westburg by Bus!</i>
Reading	<ul style="list-style-type: none"> • RL.2.1 (Anchor Text): Ask and answer questions such as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. • RL.2.7 (Anchor Text): Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Spelling/Word Study: Short/Long u	<ul style="list-style-type: none"> • RF.2.3a: Distinguish long and short vowels when reading regularly spelled one-syllable words. • RF.2.3b: Know spelling-sound correspondence for additional common vowel teams.
Language	<ul style="list-style-type: none"> • L.2.1f: Produce, expand, and rearrange complete <u>simple</u> and compound sentences (e.g. <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.</i>)
Writing	<ul style="list-style-type: none"> • Imaginative Narrative Writing • 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.
Assessment	<ul style="list-style-type: none"> • RL.2.10 and RI.2.10: Informal conferring

Week 8	<p>September 19-23, 2016</p> <p>Journeys Lesson 6: <i>Animals Building Homes/Whose Home Is This?</i></p>
Reading	<ul style="list-style-type: none"> RI.2.1 (Anchor and Paired Text): Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
Spelling/Word Study: Short/Long e	<ul style="list-style-type: none"> RF.2.3a: Distinguish long and short vowels when reading regularly spelled one-syllable words. RF.2.3b: Know spelling-sound correspondence for additional common vowel teams.
Language	<ul style="list-style-type: none"> L.2.1f: Produce, expand, and rearrange complete <u>simple</u> and compound sentences (e.g. <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.</i>)
Writing	<ul style="list-style-type: none"> Imaginative Narrative Writing 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.
Assessment	<ul style="list-style-type: none"> RL.2.10 and RI.2.10: Informal conferring

Week 9	September 26-30, 2016 Trickster Tale (animals) Reading Unit
Reading	<ul style="list-style-type: none"> • Texts for Trickster Tales TBA (includes texts from Newmark Learning) • RL.2.1 (Anchor Text): Ask and answer questions such as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text. • RL.2.7 (Anchor Text): Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Spelling/Word Study: Review	<ul style="list-style-type: none"> • Give Word Study Assessment (1st Quarter patterns...optional) • RF.2.3a: Distinguish long and short vowels when reading regularly spelled one-syllable words. • RF.2.3b: Know spelling-sound correspondence for additional common vowel teams.
Language	<ul style="list-style-type: none"> • L.2.1f: Produce, expand, and rearrange complete <u>simple</u> and compound sentences (e.g. <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.</i>)
Writing	<ul style="list-style-type: none"> • Imaginative Narrative Writing • Give TNCore Narrative Writing Post-Assessment (optional) • 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.
Assessment	<ul style="list-style-type: none"> • RL.2.10 and RI.2.10: Informal conferring

*This week-at-a-glance contains only standards assessed first quarter. See HMH texts for other spiral standards and the Second Grade Assessment Guide for teacher-assessed standards.