



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

Week 10	<p>October 10-14, 2016 Journeys Lesson 7: <i>The Ugly Vegetables/They Really are Giant!</i></p>
Reading	<ul style="list-style-type: none"> • RL.2.4 (Anchor Text): Describe how words and phrases supply rhythm and meaning in a story, poem, or song. • RI.2.7 (Paired Text): Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text.
Spelling/Word Study: Long a ai, ay, eigh	<ul style="list-style-type: none"> • RF.2.3b: Know spelling-sound correspondences for additional common vowel teams. • RF.2.3c: Decode regularly spelled two-syllable words with long vowels.
Writing	<ul style="list-style-type: none"> • Administer TNCore Informative Writing Pre-assessment (Optional) • W.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.
Language	<ul style="list-style-type: none"> • L.2.1.a: Use collective nouns.
Assessment	<ul style="list-style-type: none"> • RL.2.10 and RI.2.10: Informal conferring

Week 11	<p>October 17-21, 2016</p> <p>Journeys Lesson 8: <i>Super Storms/Weather Poems</i></p>
Reading	<ul style="list-style-type: none"> • RI.2.5 (Anchor Text): Know and use various text features (e.g. bold words) to locate key facts or information in a text efficiently. • RI. 2.6 (Anchor Text): Identify the main purpose of a text, including what the author wants to answer, explain, or describe. • RL.2.4 (Paired Text): Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
Spelling/Word Study: <i>Long e</i> <i>ea, ee, ey</i>	<ul style="list-style-type: none"> • RF.2.3b: Know spelling-sound correspondences for additional common vowel teams. • RF.2.3c: Decode regularly spelled two-syllable words with long vowels.
Writing	<ul style="list-style-type: none"> • W.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.
Language	<ul style="list-style-type: none"> • L.2.1.a: Use collective nouns.
Assessment	<ul style="list-style-type: none"> • RL.2.10 and RI.2.10: Informal conferring

Week 12	<p>October 24-28, 2016</p> <p>Journeys Lesson 9: <i>How Chipmunk Got His Stripes/Why Rabbits Have Short Tails</i></p>
Reading	<ul style="list-style-type: none"> • RL.2.4 (Anchor Text and Paired Text): Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
Spelling/Word Study: Compound Words	<ul style="list-style-type: none"> • RF.2.3b: Know spelling-sound correspondences for additional common vowel teams. • RF.2.3c: Decode regularly spelled two-syllable words with long vowels. • L.2.4d: Use knowledge of the meaning of individual words to predict the meaning of compound words.
Language	<ul style="list-style-type: none"> • L.2.4d: Use knowledge of the meaning of individual words to predict the meaning of compound words.
Writing	<ul style="list-style-type: none"> • W.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.
Assessment	<ul style="list-style-type: none"> • RL.2.10 and RI.2.10: Informal conferring

<p>Week 13</p>	<p>October 31-November 4, 2016 Journeys Lesson 10: <i>Jellies/Splash Photography</i></p>
<p><i>Reading</i></p>	<ul style="list-style-type: none"> • RI.2.5 (Anchor Text): 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. • RI.2.6 (Anchor Text): Identify the main purpose of a text, including what the author wants to answer, explain, or describe. • RI.2.8 (Anchor Text): Describe how reasons support specific points the author makes in a text. • RI.2.5 (Paired Text): Know and use various text features to locate key facts or information in a text efficiently. • RI.2.7 (Paired Text): Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text.
<p><i>Spelling/Word Study:</i> <i>Diphthongs oi, oy</i></p>	<ul style="list-style-type: none"> • RF.2.3b: Know spelling-sound correspondences for additional common vowel teams. • RF.2.3c: Decode regularly spelled two-syllable words with long vowels.
<p><i>Language</i></p>	<ul style="list-style-type: none"> • L.2.2a Capitalize holidays, product names, geographic names
<p><i>Writing</i></p>	<ul style="list-style-type: none"> • W.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><i>Assessment</i></p>	<ul style="list-style-type: none"> • RL.2.10 and RI.2.10: Informal conferring

<p>Week 14</p>	<p>November 7-11, 2016 (November 8: No School) Journeys Lesson 11: <i>Click, Clack, Moo: Cows That Type/Talk About Smart Animals!</i></p>
<p>Reading</p>	<ul style="list-style-type: none"> • RL.2.4 (Anchor Text): Describe how words and phrases supply rhythm and meaning in a story, poem, or song. • L.2.2b (Anchor Text): Use commas in greetings and closings of letters. • RI.2.5 (Paired Text): Know and use various text features to locate key facts or information in a text efficiently.
<p>Spelling/Word Study: <i>r-influenced or, ar</i></p>	<ul style="list-style-type: none"> • RF.2.3b: Know spelling-sound correspondences for additional common vowel teams. • RF.2.3c: Decode regularly spelled two-syllable words with long vowels.
<p>Language</p>	<ul style="list-style-type: none"> • L.2.1f: Produce, expand, and rearrange complete 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>) • L.2.2b (Anchor Text): Use commas in greetings and closings of letters.
<p>Writing</p>	<ul style="list-style-type: none"> • W.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>Assessment</p>	<ul style="list-style-type: none"> • RL.2.10 and RI.2.10: Informal conferring

<p>Week 15</p>	<p>November 14-18, 2016 Journeys Lesson 12: <i>Ah, Music!/There's a Hole at the Bottom of the Sea</i></p>
<p><i>Reading</i></p>	<ul style="list-style-type: none"> • RI.2.5 (Anchor Text): Know and use various text features to locate key facts or information in a text efficiently. • RI.2.7 (Anchor Text): Explain how specific images contribute to and clarify a text. • RI.2.8 (Anchor Text): Describe how reasons support specific points the author makes in a text. • RL.2.4 (Paired Text): Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
<p><i>Spelling/Word Study:</i> <i>r-influenced</i> <i>ir, ur, er</i></p>	<ul style="list-style-type: none"> • RF.2.3b: Know spelling-sound correspondences for additional common vowel teams. • RF.2.3c: Decode regularly spelled two-syllable words with long vowels.
<p><i>Language</i></p>	<ul style="list-style-type: none"> • L.2.1f: Produce, expand, and rearrange complete 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><i>Writing</i></p>	<ul style="list-style-type: none"> • W.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><i>Assessment</i></p>	<ul style="list-style-type: none"> • RL.2.10 and RI.2.10: Informal conferring

Week 16	November 21-22, 2016: Review 2nd quarter standards or Extended Reading Trade Book (No School: November 23-25)
Week 17	November 28-December 2, 2016 <i>Journeys Lesson 13: Schools Around the World/An American School</i>
<i>Reading</i>	<ul style="list-style-type: none"> • RI.2.5 (Anchor Text): Know and use various text features to locate key facts or information in a text efficiently. • RI.2.6 (Anchor Text and Paired Text): Identify the main purpose of a text, including what the author wants to answer, explain, or describe. • RI.2.7 (Anchor Text): Explain how specific images contribute to and clarify a text. • RI.2.8 (Anchor Text): Describe how reasons support specific points the author makes in a text.
<i>Spelling/Word Study: Irregular Plural Nouns</i>	<ul style="list-style-type: none"> • RF.2.3b: Know spelling-sound correspondences for additional common vowel teams. • RF.2.3c: Decode regularly spelled two-syllable words with long vowels.
<i>Language</i>	<ul style="list-style-type: none"> • L.2.1b: Form and use frequently occurring irregular plural nouns.
<i>Writing</i>	<ul style="list-style-type: none"> • W.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.
<i>Assessment</i>	<ul style="list-style-type: none"> • RL.2.10 and RI.2.10: Informal conferring

Week 18	December 5-9, 2016 Journeys Lesson 14: <i>Helen Keller/Talking Tools</i>
<i>Reading</i>	<ul style="list-style-type: none"> • RI.2.6 (Anchor Text): Identify the main purposes of a text, including what the author wants to answer, explain, or describe. • RI.2.5 (Paired Text): Know and use various text features to locate key ideas or information in a text efficiently. • RI.2.7 (Paired Text): Explain how specific images contribute to and clarify a text.
<i>Spelling/Word Study: Review</i>	<ul style="list-style-type: none"> • RF.2.3b: Know spelling-sound correspondences for additional common vowel teams. • RF.2.3c: Decode regularly spelled two-syllable words with long vowels.
<i>Language</i>	<ul style="list-style-type: none"> • L.2.1b: Form and use frequently occurring irregular plural nouns.
<i>Writing</i>	<ul style="list-style-type: none"> • W.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.
<i>Assessment</i>	<ul style="list-style-type: none"> • RL.2.10 and RI.2.10: Informal conferring

Week 18	December 12-16, 2016 Poetry Unit
<i>Reading</i>	<ul style="list-style-type: none"> • Texts for Poetry TBA • RL.2.4 (Anchor Text): Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
<i>Spelling/Word Study: Review</i>	<ul style="list-style-type: none"> • Give Word Study Assessment (2nd Quarter patterns...optional) • RF.2.3b: Know spelling-sound correspondences for additional common vowel teams. • RF.2.3c: Decode regularly spelled two-syllable words with long vowels.
<i>Language</i>	<ul style="list-style-type: none"> • L.2.1b: Form and use frequently occurring irregular plural nouns.
<i>Writing</i>	<ul style="list-style-type: none"> • Give TNCore Informative Writing Post-Assessment (optional) • W.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.
<i>Assessment</i>	<ul style="list-style-type: none"> • RL.2.10 and RI.2.10: Informal conferring

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