



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

<b>Week 29</b>	<b>March 20-24, 2017</b> <b>Journeys Lesson 23: <i>The Goat in the Rug/Basket Weaving</i></b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• <b>RI.2.3 (Anchor and Paired Text):</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> </ul>
<b>Spelling/Word Study: Contractions</b>	<ul style="list-style-type: none"> <li>• <b>RF.2.3b:</b> Know spelling-sound correspondences for additional common vowel teams.</li> <li>• <b>RF.2.3e:</b> Identify words with inconsistent but common spelling-sound correspondences.</li> <li>• <b>RF.2.3f:</b> Recognize and read grade-appropriate irregularly spelled words.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• <b>Administer TNCore Informative Writing Pre-assessment (Optional)</b></li> <li>• <b>W.2.2:</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• <b>L.2.2c:</b> Use an apostrophe to form contractions and frequently occurring possessives (can also use HMH Lesson 26 and 28).</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• <b>RL.2.10 and RI.2.10:</b> Informal conferring</li> </ul>

<b>Week 30</b>	<b>March 27-30, 2017 (March 31: Make-Up Snow Day or No School)</b> <b>Journeys Lesson 24: <i>Half-Chicken/The Lion and the Mouse</i></b>
<b><i>Reading</i></b>	<ul style="list-style-type: none"> <li>• <b>RL.2.2 (Anchor Text and Paired Text):</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, and moral.</li> <li>• <b>RL.2.5 (Anchor Text):</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> <li>• <b>RL.2.6 (Anchor Text):</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</li> </ul>
<b><i>Spelling/Word Study:</i></b> <b><i>Prefixes: re-/pre-</i></b>	<ul style="list-style-type: none"> <li>• <b>L.2.2c:</b> Use an apostrophe to form contractions and frequently occurring possessives.</li> </ul>
<b><i>Writing</i></b>	<ul style="list-style-type: none"> <li>• <b>W.2.2:</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</li> <li>• <b>W.2.7:</b> Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report; record science observations).</li> <li>• <b>W.2.8:</b> Recall information from experiences or gather information from provided sources to answer a question.</li> </ul>
<b><i>Language</i></b>	<ul style="list-style-type: none"> <li>• <b>L.2.2c:</b> Use an apostrophe to form contractions and frequently occurring possessives (can also use HMH Lesson 26 and 28).</li> </ul>
<b><i>Assessment</i></b>	<ul style="list-style-type: none"> <li>• <b>RL.2.10 and RI.2.10:</b> Informal Conferring</li> </ul>

<b>Week 31</b>	<b>April 3-7, 2017</b> <b>Journeys Lesson 25: <i>From Seed to Plant/Super Soil</i></b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• <b>RI.2.3 (Anchor Text and Paired Text): Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</b></li> </ul>
<b>Spelling/Word Study:</b> <b>Prefixes: un-/dis-</b>	<ul style="list-style-type: none"> <li>• <b>RF.2.3d: Decode words with common prefixes and suffixes.</b></li> <li>• <b>L.2.4b: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g. happy/unhappy, tell/retell).</b></li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• <b>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.</b></li> <li>• <b>W.2.7: Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report; record science observations).</b></li> <li>• <b>W.2.8: Recall information from experiences or gather information from provided sources to answer a question.</b></li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• <b>L.2.1d: Form and use the past tense of frequently occurring irregular verbs (e.g. sat, hid, told). (can also use HMH Lesson 23 and 24)</b></li> <li>•</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• <b>RL.2.10 and RI.2.10: Informal Conferencing</b></li> </ul>

<b>Week 32</b>	<b>April 10-13, 2017 (April 14: No School)</b> <b>Journeys Lesson 26: <i>The Mysterious Tadpole/From Eggs to Frogs</i></b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• <b>RL.2.5 (Anchor Text):</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> <li>• <b>RL.2.6 (Anchor Text):</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</li> <li>• <b>RI.2.3 (Paired Text):</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> </ul>
<b>Spelling/Word Study: Prefixes mis-/im-</b>	<ul style="list-style-type: none"> <li>• <b>RF.2.3d:</b> Decode words with common prefixes and suffixes.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• <b>W.2.2:</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</li> <li>• <b>W.2.7:</b> Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report; record science observations).</li> <li>• <b>W.2.8:</b> Recall information from experiences or gather information from provided sources to answer a question.</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• <b>L.2.1d:</b> Form and use the past tense of frequently occurring irregular verbs (e.g. sat, hid, told). (can also use HMH Lesson 23 and 24)</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• <b>RL.2.10 and RI.2.10:</b> Informal Conferring</li> </ul>

<b>Week 33</b>	<b>April 18-21 , 2017 (April 17: Snow Make-Up Day or No School) Journeys Lesson 27: <i>The Dog That Dug for Dinosaurs/La Brea Tar Pits</i></b>
<b><i>Reading</i></b>	<ul style="list-style-type: none"> <li>• <b>RI.2.3 (Anchor and Paired Text): Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</b></li> </ul>
<b><i>Spelling/Word Study:</i> Suffixes: -y/-ly/-ily</b>	<ul style="list-style-type: none"> <li>• <b>RF.2.3d: Decode words with common prefixes and suffixes.</b></li> </ul>
<b><i>Writing</i></b>	<ul style="list-style-type: none"> <li>• <b>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.</b></li> <li>• <b>W.2.7: Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report; record science observations).</b></li> <li>• <b>W.2.8: Recall information from experiences or gather information from provided sources to answer a question.</b></li> </ul>
<b><i>Language</i></b>	<ul style="list-style-type: none"> <li>• <b>L.2.1e: Use adjectives and <u>adverbs</u> and choose between them depending on what is to be modified. (can also use HMH Lesson 30)</b></li> </ul>
<b><i>Assessment</i></b>	<ul style="list-style-type: none"> <li>• <b>RL.2.10 and RI.2.10: Informal Confering</b></li> </ul>

<b>Week 34</b>	<b>April 24-28, 2017</b> <b>Journeys Lesson 28: <i>Yeh-Shen/Cinderella</i></b>
<b><i>Reading</i></b>	<ul style="list-style-type: none"> <li>• <b>RL.2.2 (Anchor and Paired Text):</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, and moral.</li> <li>• <b>RL.2.5 (Anchor and Paired Text):</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> <li>• <b>RL.2.6 (Anchor and Paired Text):</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</li> <li>• <b>RL.2.9 (Anchor and Paired Text):</b> Compare and contrast two or more versions of the same story by different authors or from different cultures.</li> </ul>
<b><i>Spelling/Word Study: Suffixes -ful/-able</i></b>	<ul style="list-style-type: none"> <li>• <b>RF.2.3d:</b> Decode words with common prefixes and suffixes.</li> <li>• <b>L.2.4c:</b> Use a known root as a clue to the meaning of an unknown word with the same root (e.g. addition, additional).</li> </ul>
<b><i>Writing</i></b>	<ul style="list-style-type: none"> <li>• <b>W.2.2:</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</li> <li>• <b>W.2.7:</b> Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report; record science observations).</li> <li>• <b>W.2.8:</b> Recall information from experiences or gather information from provided sources to answer a question.</li> </ul>
<b><i>Language</i></b>	<ul style="list-style-type: none"> <li>• <b>L.2.1e:</b> Use adjectives and <u>adverbs</u> and choose between them depending on what is to be modified. (can also use HMH Lesson 27 and 30)</li> </ul>
<b><i>Assessment</i></b>	<ul style="list-style-type: none"> <li>• <b>RL.2.10 and RI.2.10:</b> Informal Conferring</li> </ul>

<b>Week 35</b>	<b>May 1-5, 2017</b> <b>Journeys Lesson 29: <i>Two of Everything/Stone Soup</i></b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• <b>RL.2.2 (Anchor Text and Paired Text):</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, and moral.</li> <li>• <b>RL.2.5 (Anchor Text):</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> <li>• <b>RL.2.6 (Anchor Text):</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</li> <li>• <b>L.2.4a (Anchor Text):</b> Use sentence-level context as a clue to the meaning of a word or phrase.</li> </ul>
<b>Spelling/Word Study: Suffixes -ness/-ment</b>	<ul style="list-style-type: none"> <li>• <b>RF.2.3d:</b> Decode words with common prefixes and suffixes.</li> <li>• <b>L.2.4c:</b> Use a known root as a clue to the meaning of an unknown word with the same root (e.g. addition, additional).</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• <b>W.2.2:</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</li> <li>• <b>W.2.7:</b> Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report; record science observations).</li> <li>• <b>W.2.8:</b> Recall information from experiences or gather information from provided sources to answer a question.</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• <b>L.2.5b:</b> Distinguish shades of meaning among closely related verbs (e.g. <i>toss, throw, hurl</i>) and closely related adjectives (e.g. <i>thin, slender, skinny, scrawny</i>).</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• <b>RL.2.10 and RI.2.10:</b> Informal Conferring</li> </ul>

<b>Week 36</b>	<b>May 8-12, 2017</b> <b>Journeys Lesson 30: Now &amp; Ben/A Model Citizen</b>
<b><i>Reading</i></b>	<ul style="list-style-type: none"> <li>• <b>RI.2.3 (Anchor and Paired Text): Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in text.</b></li> </ul>
<b><i>Spelling/Word Study: Review</i></b>	<ul style="list-style-type: none"> <li>• <b>Administer/Analyze Elementary Spelling Inventory (optional)</b></li> <li>• <b>RF.2.3d: Decode words with common prefixes and suffixes.</b></li> <li>• <b>L.2.4c: Use a known root as a clue to the meaning of an unknown word with the same root (e.g. addition, additional).</b></li> </ul>
<b><i>Writing</i></b>	<ul style="list-style-type: none"> <li>• <b>Give TNCore Informative Writing Post-Assessment (optional)</b></li> <li>• <b>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.</b></li> <li>• <b>W.2.7: Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report; record science observations).</b></li> <li>• <b>W.2.8: Recall information from experiences or gather information from provided sources to answer a question.</b></li> </ul>
<b><i>Language</i></b>	<ul style="list-style-type: none"> <li>• <b>L.2.5b: Distinguish shades of meaning among closely related verbs (e.g. <i>toss, throw, hurl</i>) and closely related adjectives (e.g. <i>thin, slender, skinny, scrawny</i>).</b></li> </ul>
<b><i>Assessment</i></b>	<ul style="list-style-type: none"> <li>• <b>RL.2.10 and RI.2.10: Informal Conferring</b></li> </ul>

<b>Week 37</b>	<p>May 15-19, 2017</p> <p>TNCore ELA Unit: Storms <a href="http://tncore.org/sites/www/Uploads/files/ELA_/Grade%202-3%20Reading_Unit.pdf">http://tncore.org/sites/www/Uploads/files/ELA_/Grade%202-3%20Reading_Unit.pdf</a></p>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in text.</li> </ul>
<b>Spelling/Word Study: Review</b>	<ul style="list-style-type: none"> <li>• Administer/analyze Elementary Spelling Inventory (optional)</li> <li>• RF.2.3d: Decode words with common prefixes and suffixes.</li> <li>• L.2.4b: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g. happy/unhappy, tell/retell).</li> <li>• L.2.4c: Use a known root as a clue to the meaning of an unknown word with the same root (e.g. addition, additional).</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Give TNCore Informative Writing Post-Assessment (optional)</li> <li>• 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.</li> <li>• W.2.7: Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report; record science observations).</li> <li>• W.2.8: Recall information from experiences or gather information from provided sources to answer a question.</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• L.2.4a: Use sentence-level context as a clue to the meaning of a word or phrase.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• RL.2.10 and RI.2.10: Informal Conferencing</li> </ul>

**Week 38**

**May 22-25, 2017 (May 25: Early Dismissal)  
(May 26: Snow Make-up Day)  
Review 2<sup>nd</sup> grade standards**