**2nd Grade Open Court Reading Pacing Guide**

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| **K-3 Recurring Standards:**  **R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.**  **R2. Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.**  **R3. Expand background knowledge and build vocabulary through discussion, reading, and writing.**  **R4. Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively.**  **R5. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.** | | | | | | | | | |
| **Date** | **Essential Standards** | **Foundational Skills** | | | **Reading and Responding** | | | **Language Arts** | |
| **Unit 1** |  | **Phonics** | **HFW** | **Phonemic Awareness** | **Comprehension/ Anchor Text** | **Vocabulary** | **Fluency** | **Writing** | **Grammar Penmanship** |
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| **Getting Started**  **Weeks 1 & 2** |  | Introduce sound/spelling cards; Review short vowels and consonants | give, may, these, help, me, take, yellow, are, if, jump, no, been, our, those, before, off, like, saw, too, Mr., Mrs., read, came, stop, tell, who, ten, us, came | Heggerty Week: 1/2 | Key details, summarizing, cause and effect, language use, asking and answering questions, main idea and details, text features | Context to determine meaning | Accuracy  Expression  Rate  automaticity prosody | Introduce workshop, set up writer's notebook, recount a story, describe a setting, describe an animal, responding to a poem |  |
| **Lesson 1**  **Week 3** |  | • /ch/ spelled ch • /th/ spelled th  • /sh/ spelled sh  • /w/ spelled wh\_ • /ar/ spelled ar | far  upon  much  start  which | Heggerty Week: 3 | **Comprehension Strategy** Predicting Access Complex Text, Cause and Effect, Making Inferences,  **Writer’s Craft**  **Story Elements:** Character • Story Elements: Setting  **Read Aloud:** April 5, 1887 Excerpt from Anne Sullivan’s Journal | pantomime pump-house sensation transfixed huddled  safety  gathered  shelter  observed merchant  timber  fetched  platform  admired | Accuracy Expression  Rate | Writing an Opinion Piece  Prewriting  Drafting | Common and Proper Nouns |
| **Lesson 2**  **Week 4** |  | Closed Syllables  • /j/ spelled■dge  • /k/ spelled ■ck  • /ch/spelled■tch | never  under | Heggerty Week: 4 | **Comprehension Strategy** Clarifying Access Complex Text Main Idea and Details, Compare and Contrast **Writer’s Craft**  Text Features, Author’s Purpose Language Use  **Read Aloud:**  Ants and Aphids Work Together | symbiosis  scurry  liquid  partners  shelter relationship honeydew predators  colony  team | Automaticity Rate  Prosody | Writing an Opinion Piece  Revising  Editing  Publishing  Writing an Opinion Piece  Prewriting | Action Verbs |
| **Lesson 3**  **Week 5** |  | •/ch/ spelled ch  • /th/ spelled th  • /sh/ spelled sh  • /w/ spelled wh\_  • /ar/ spelled ar  • Closed Syllables  • /j/ spelled ■dge •/k/ spelled ■ck •/ch/ spelled ■tch  • Inflectional Endings -s, -es, -ed | eight nine | Heggerty Week: 5 | **Comprehension Strategy**  Asking and Answering Questions Access Complex Text Classify and Categorize Cause and Effect **Writer’s Craft** Genre Knowledge Language Use  **Read Aloud:**  The Bat, Birds, and Beasts | annual emphasize strategy  inquired  loyal  accepted | Accuracy  Rate  Expression Prosody | Writing an Opinion Piece  Prewriting  Drafting | Helping and Linking Verbs |
| **Lesson 4**  **Week 6** |  | • /ng/ spelled ■ng  • /nk/ spelled ■nk • Inflectional Ending -ing  • Schwa • /Ǝl/ spelled el, le, al, and il | bring  thank  think  seven  use  why | Heggerty Week: 6 | **Comprehension Strategy** Summarizing Access Complex Text, Compare and Contrast, Sequence  **Writer’s Craft** Language Use Genre Knowledge  **Story Elements:** Character  **Read Aloud:**  A Cherokee Stickball Game | roared disappointed humbly  pity  part  furious | Accuracy Expression Prosody Automaticity | Writing an Opinion Piece  Revising and Editing  Publishing  Writing an Opinion Piece  Prewriting | Subjects and Predicates |
| **Lesson 5**  **Week 7** |  | • /er/ spelled er, ir, ur, and ear  • /or/ spelled or, ore | better  first  learn  animal  black | Heggerty Week: 7 | **Comprehension Strategy**  Making Connections Access Complex Text, Making Inferences, Main Idea and Details **Writer’s Craft** Language Use **Story Elements:** Plot  **Read Aloud:**  The Final Game | managed grandstand  tense  piercing  checked eagerness opponent sneered  broke  commotion | Rate  Accuracy Prosody Expression | Writing an Opinion Piece  Drafting  Revising and Editing  Publishing  Writing an Opinion Piece  Prewriting | Capitalization: First Letter of a Sentence |
| **Lesson 6**  **Week 8** |  | • /ch/ spelled ch  • /th/ spelled th  • /sh/ spelled sh  • /w/ spelled wh\_  • /ar/ spelled ar  • Closed Syllables  • /j/ spelled ■dge  • /k/ spelled ■ck  • /ch/ spelled ■tch  • /ng/ spelled ■ng  • /nk/ spelled ■nk • Inflectional Ending -s, -es, -ed, -ing  • Schwa  • /Ǝl/ spelled el, le, al, and il  • /er/ spelled er, ir, ur, | live | Heggerty Week: 8 | **Comprehension Strategies**  Predicting  Asking and Answering Questions Summarizing Access Complex Text, Cause and Effect, Main Idea and Details **Writer’s Craft** Story Elements: Character  **Story Elements:** Plot  **Read Aloud:**  Ellie’s Long Walk | adopt  inch  journey  face  raged  startled  slick  slope  turned  panic  surface  entire | Rate  Accuracy Expression Automaticity | Writing an Opinion Piece  Prewriting  Drafting  Revising and Editing  Publishing | Common and Proper Nouns • Action Verbs • Helping and Linking Verbs • Subjects and Predicates • Capitalization: First Letter of a Sentence |

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| **Unit 2** |  | **Phonics** | **HFW** | **Phonemic Awareness** | **Comprehension/ Anchor Text** | **Vocabulary** | **Fluency** | **Writing** | **Grammar Penmanship** |
| **Lesson 1**  **Week 9** |  | •/ā/ spelled a, a\_e  • /ī/ spelled i, i\_e | brother white | Heggerty Week: 9 | **Comprehension Strategies** Visualizing Making Connections Access Complex Text, Cause and Effect, Making Inferences  **Writer’s Craft** Language Use **Story Element**: Setting  **Read Aloud:**  How Athens Got Its Name | barren  fertile  patron  tribute  jagged  peaks  tufts  smoothed pasture  plucking  wind  culverts  prickly  cleared | Accuracy Prosody  Rate | Writing to Inform Prewriting Drafting  Revising  Editing | Complete and Incomplete Sentences |
| **Lesson 2**  **Week 10** |  | •/ō/ spelled o, o\_e • /ū/ spelled u, u\_e | both  hold  open  buy  goes  paste  zero | Heggerty Week: 10 | **Comprehension Strategies** Clarifying Summarizing Access Complex Text, Main Idea and Details Cause and Effect  **Writer’s Craft**  Text Features Author’s Purpose Language Use  **Read Aloud:**  A River of Ice | glacier  over  time  press  happens crevasse  scratch  rub  valley  fjords | Automaticity Rate  Prosody Accuracy | Writing to Inform Publishing  Writing to Inform Prewriting Drafting | Kinds of Sentences and End Marks |
| **Lesson 3**  **Week 11** |  | • /ā/ spelled a, a\_e  • / ī/ spelled i, i\_e • /ō/ spelled o, o\_e  • /ū/ spelled u, u\_e  • Comparative Ending -er  • Superlative Ending -est  • /n/ spelled kn\_ and gn  • /r/ spelled wr\_ | another  many  about  sign  uncle  write | Heggerty Week: 11 | **Comprehension Strategies** Clarifying Visualizing Access Complex Text Sequence Compare and Contrast  **Writer’s Craft** Genre Knowledge  **Story Elements:** Plot  Language Use  **Read Aloud:**  What Makes the Earth Shake? | spied  restless  settled  secures  aloft  shivers | Accuracy Rate  Prosody | Writing to Inform  Revising  Editing  Publishing  Writing to Inform Prewriting | Capitalization of Proper Nouns |
| **Lesson 4**  **Week 12** |  | • /ē/ spelled e and e\_e  • /ā/ spelled a, a\_e  • / ī/ spelled i, i\_e • /ō/ spelled o, o\_e  • /ū/ spelled u, u\_e | because does  often  other  taste | Heggerty Week: 12 | **Comprehension Strategies**  Asking and Answering Questions Summarizing Access Complex Text, Main Idea and Details, Cause and Effect  **Writer’s Craft Author’s Purpose**  Language Use  **Read Aloud:**  All about Earthquakes! | plates  interact  collide boundaries energy  structures  absorb | Accuracy Expression Prosody Automaticity | Writing to Inform Drafting  Revising  Editing  Publishing  Writing to Inform Prewriting | Adjectives |
| **Lesson 5**  **Week 13** |  | • /ē/ spelled e, e\_e, ee, and ea  • Homographs  • Homophones | please  three | Heggerty Week: 13 | **Comprehension Strategies** Predicting,Making Connections Clarifying, Access Complex Text Sequence, Making Inferences  **Writer’s Craft**  **Story Elements:** Plot  Point of View  Author’s Purpose  **Read Aloud:**  In My Own Backyard | brook  plowed  settlers  mist  sheets  haze  grazed  skimmed  blurry  pulsed | Rate Accuracy Prosody Expression | Writing to Inform Drafting  Revising  Editing  Publishing  Writing to Inform Prewriting | Singular and Plural Nouns  Irregular Plural Nouns |
| **Lesson 14** |  | • /ā/ spelled a, a\_e  • /ē/ spelled e and e\_e  • / ī/ spelled i, i\_e • /ō/ spelled o, o\_e  • /ū/ spelled u, u\_e  • Comparative Ending -er  • Superlative Ending -est  • /n/ spelled kn\_ and gn  • /r/ spelled wr\_  • Homographs  • Homophone | pull  together | Heggerty Week:14 | Comprehension Strategies • Visualizing • Making Connections • Clarifying Access Complex Text • Compare and Contrast • Main Idea and Details Writer’s Craft • Text Features • Language Use • Point of View  **Read Aloud:**  Volcano Rising | catastrophes destructive creative majestic  magma  gasses  seep  swelling  bulge  streams  dome  witness | Rate Accuracy Expression Automaticity | Writing to Inform Drafting  Revising  Editing  Publishing | Complete and Incomplete Sentences  • Kinds of Sentences and End Marks  • Capitalization of Proper Nouns  • Adjectives  • Singular and Plural Nouns  • Irregular Plural Nouns |
|  |  | Review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  DIBELS, iReady, Polar Express, Christmas Shop, etc. |  |  |  |  |  |  |  |

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| **Unit 3** |  | **Phonics** | **HFW** | **Phonemic Awareness** | **Comprehension/ Anchor Text** | **Vocabulary** | **Fluency** | **Writing** | **Grammar Penmanship** |
| **Lesson 1**  **Week 15** |  | • /ā/ spelled a, a\_e, ai\_, and \_ay | gray | Heggerty Week: 15 | **Comprehension Strategies**  Asking and Answering Questions, Making Connections, Access Complex Text, Classify and Categorize, Main Idea and Details  **Writer’s Craft** Author’s Purpose Text Features Language Use  **Read Aloud:** The Little Red Hen | announced regret  surveyed  unison  vital  clogged  waste  plant  install  flexible  expired  landfill  flee  ensure | Accuracy Expression Rate | Narrative Writing: Action Tale Prewriting Drafting  Revising | Quotation Marks and Commas in Dialogue |
| **Lesson 2**  **Week 16** |  | • /ē/ spelled e, e\_e, ee, ea, \_ie\_, \_y, \_ey | believe  carry | Heggerty Week:16 | **Comprehension Strategies**  Making Connections, Clarifying Access Complex Text Classify and Categorize,Main Idea and Details **Writer’s Craft** Author’s Purpose Point of View Language Use  **Read Aloud:** My Community and Me | announced regret  surveyed  unison  vital  clogged  waste  plant  install  flexible  expired  landfill  flee  ensure | Automaticity Rate  Prosody | Narrative Writing: Action Tale Editing  Publishing  Narrative Writing: Realistic Story  Prewriting Drafting | Comparative Adjectives and Articles |
| **Lesson 3**  **Week 17** |  | • /ā/ and /ē/ spellings  • /f/ spelled ph  • /m/ spelled \_mb  • Silent Letters | different  only  listen  people | Heggerty Week: 17 | **Comprehension Strategies**  Predicting Summarizing Access Complex Text, Fact and Opinion Sequence  **Writer’s Craft**  Point of View  **Story Elements:** Setting  **Read Aloud:**  Victor’s Journal | while  blueprints cement  lever  frame  insulated | Accuracy Rate Expression Prosody | Narrative Writing: Realistic Story Drafting  Revising  Editing  Publishing  Narrative Writing: Personal Narrative Prewriting | Capitalization of Days, Months, Holidays, Cities, States, and Geographic Names |
| **Lesson 4**  **Week 18** |  | • /s/ spelled ce, ci\_, and cy  • /j/ spelled ge and gi\_ | again  center  circle  great | Heggerty Week: 18 | **Comprehension Strategies**  Making Connections Summarizing,Access Complex Text, Fact and Opinion, Compare and Contrast  **Writer’s Craft**  Genre Knowledge Text Features Language Use  **Read Aloud:**  The Langston Times | blared  revealing  result  seams  features  solar  Panels  sources progress  officials  values | Accuracy Expression Prosody Automaticity | Narrative Writing: Personal Narrative  Drafting  Revising  Editing  Publishing  Narrative Writing: Fantasy  Prewriting | Colons and Commas (Items in a Series) |
| **Lesson 5**  **Week 19** |  | • /ī/ spelled \_igh, \_ie, \_y, i, and i\_e | light  work  myself | Heggerty Week: 19 | **Comprehension Strategies**  Visualizing Summarizing  Access Complex Text, Making Inferences, Main Idea and Details **Writer’s Craft**  Point of View  **Story Elements:** Character Language Use  **Read Aloud:**  The Stranger and the Soup | indeed  surely  gasp  wilted  wringing  plaza  sighed  well  simmer seasoning | Expression Accuracy Prosody  Rate | Narrative Writing: Fantasy Story Prewriting Drafting  Revising | Subject/Verb Agreement |
| **Lesson 6**  **Week 20** |  | • /ā/ spelled a, a\_e, ai\_, and \_i  • /ē/ spelled e, e\_e, ee, ea, \_ie\_, \_y, \_ey  • /f/ spelled ph  • /m/ spelled \_mb  • Silent Letters • /s/ spelled ce, ci\_, and cy  • /j/ spelled ge and gi\_  • /ī/ spelled \_igh, \_ie, \_y, i, and i\_e | done  easy  piece | Heggerty Week: 20 | **Comprehension Strategies**  Asking and Answering Questions Predicting  Clarifying  Access Complex Text  Making Inferences Sequence  Cause and Effect **Writer’s Craft**  **Story Elements:**  Plot and Setting  Language Use  **Read Aloud:**  Night Shift | shift  smartly  jam  adjust  assemble  lingers  nocturnal perishable freight  port  nudges maneuverable | Rate Accuracy Expression Automaticity | Narrative Writing: Fantasy Story  Revising  Editing  Publishing | Quotation Marks and Commas in Dialogue • Comparative Adjectives and Articles • Capitalization of Days, Months, Holidays, Cities, States, and Geographic Names • Colons and Commas (Items in a Series) • Subject/Verb Agreement |

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| **Unit 4** |  | **Phonics** | **Word Analysis** | **HFW** | **Phonemic Awareness** | **Comprehension/ Anchor Text** | **Vocabulary** | **Fluency** | **Writing** | **Grammar Penmanship** |
| **Lesson 1**  **Week 21** |  | • /ō/ spelled \_ow, oa\_, o, o\_e | •Compound Words  Synonyms  Antonyms | own  show | Heggerty Week: 21 | **Comprehension Strategies** Visualizing Clarifying Access Complex Text Cause and Effect Sequence  **Writer’s Craft** Language Use Text Features  **Read Aloud:** How Animals Help Make Chocolate | canopy eventually mixture nectar comfortable develop minerals nutritious advance carbon dioxide oxygen exhale pollen produce transfer | Accuracy Prosody Rate | Writing to Inform Prewriting Drafting | Adverbs |
| **Lesson 2**  **Week 22** |  | • /ū/ spelled \_ew, \_ue, u, u\_e | •Multiple-  Meaning Words  Homophones | few | Heggerty Week: 22 | **Comprehension Strategies**  Asking and Answering Questions Predicting Access Complex Text Compare and Contrast Sequence  **Writer’s Craft** Language Use Author’s Purpose  **Read Aloud:**  Hungry Little Hare | hind  scent  only  snoopy  stump  exactly  slender  prying  wily  drowsy  blend  tender | Automaticity  Rate Expression Prosody | Writing to Inform  Drafting Revising  Editing Publishing  Writing to Inform Prewriting | Collective Nouns |
| **Lesson 3**  **Week 23** |  | •/ō/ spelled \_ow, oa\_, o, o\_e  • /ū/ spelled \_ew, \_ue, u, u\_e | • Prefixes dis- and un- | quite  today | Heggerty Week: 23 | **Comprehension Strategies**  Asking and Answering Questions Visualizing Access Complex Text Main Idea and Details  Sequence  **Writer’s Craft** Author’s Purpose Text Features Language Use  **Read Aloud:**  Where’s the Honey, Honey? | beehive wilderness  flush  wax  effective ancient | Accuracy Rate Prosody Expression | Writing to Inform Prewriting | Pronouns |
| **Lesson 4**  **Week 24** |  | • /͝/ spelled oo | • Prefixes non- and re- | soon | Heggerty Week: 24 | **Comprehension Strategies** Summarizing Clarifying  Access Complex Text  Classify and Categorize Compare and Contrast  **Writer’s Craft** Author’s Purpose Text Features Language Use  **Read Aloud:**  Busy Bees | design products  limbs  vacant  invade antenna | Accuracy Expression Prosody Automaticity | Writing to Inform  Drafting  Revising Editing | Contractions |
| **Lesson 5**  **Week 25** |  | •/͝/ spelled u, u\_e, \_ew, \_ue | • Prefixes pre-, mis- | knew  new something sorry | Heggerty Week: 25 | **Comprehension Strategies** Predicting Making Connections Access Complex Text, Cause and Effect, Sequence **Writer’s Craft** Language Use Genre Knowledge  **Read Aloud:**  The Green Grass Grew All Around | middle  ground  ever  around  root  branch  twig | Rate Accuracy Prosody Expression | Writing to Inform  Editing Publishing  Writing to Inform Prewriting | Possessive Nouns and Pronouns |
| **Lesson 6**  **Week 26** |  | •/ō/ spelled \_ow, oa\_, o, o\_e  • /ū/ spelled \_ew, \_ue, u, u\_e  • /͝/ spelled oo, u, u\_e, \_ew, \_ue | •Compound Words  • Synonyms  • Antonyms  •Multiple-Meaning Words  •Homophones  • Prefixes dis-, un-, non-, re-, pre-, mis | everyone | Heggerty Week: 26 | **Comprehension Strategies**  Predicting Summarizing Access Complex Text  Making Inferences  Fact and Opinion Cause and Effect **Writer’s Craft Story Elements:** Character  **Story Elements:** Setting and Plot  **Read Aloud:**  Winston and George | snout  moment hovered demanded prowling stammered clattering current  resist  shoal  suddenly  yank reluctantly tempt | Rate Accuracy Expression Automaticity | Writing to Inform  Drafting  Revising  Editing  Publishing | Adverbs  Collective Nouns  Pronouns  Contractions  Possessive Nouns and Pronouns |

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| **Lesson 1**  **Week 27** |  | • /oo/ spelled oo | •Comparative Ending -er  •Superlative Ending -est  • Irregular Comparatives |  | Heggerty Week: 27 | **Comprehension Strategies** Predicting Visualizing Access Complex Text Making Inferences  Main Idea and Details  **Writer’s Craft**  **Story Elements:** Character  **Story Elements:** Plot and Style  **Read Aloud:**  A New Life in America | plowed crowded barely  cradled gnawed register  federal courthouse vendors revolving anticipation hints  keen  charge  uphold faithfully | Accuracy Prosody Expression | Writing a Personal Letter Prewriting Drafting Revising  Editing | Capitalization and Commas in Greetings and Closings of Letters |
| **Lesson 2**  **Week 28** |  | • /ow/ spelled ow and ou | • Suffixes -er, -or, -ness |  | Heggerty Week: 28 | **Comprehension Strategies**  Asking and Answering Questions,Clarifying Access Complex Text Main Idea and Details  Compare and Contrast  **Writer’s Craft**  Author’s Purpose  Point of View, Language Use  **Read Aloud:**  United States Citizenship | citizen  legally naturalized republic  voice  rights  symbol democracy emigrated immigrated oath  traits | Automaticity  Rate Prosody Expression | Writing a Personal Letter Publishing  Writing a Response to Literature Prewriting Drafting Revising | Verb Tenses |
| **Lesson 3**  **Week 29** |  | • /oo/ spelled oo  • /ow/ spelled ow and ou | • Suffixes -ly and -y |  | Heggerty Week: 29 | **Comprehension Strategies**  Asking and Answering Questions,Making Connections, Access Complex Text, Main Idea and Details Making Inferences **Writer’s Craft**  Author’s Purpose Language Use  **Story Elements:** Style  **Read Aloud:**  The Flag We Love | ideals connotations allegiance diligent patriots  solemn  weary righteous | Accuracy Prosody Expression Rate | Writing a Response to Literature Editing Publishing  Writing a Formal Letter Prewriting Drafting | Prepositions and Prepositional Phrases |
| **Lesson**  **Week 30** |  | • /aw/ spelled aw, au\_, augh, ough, all, and al | • Suffixes -able, -ment |  | Heggerty Week: 30 | **Comprehension Strategies**  Asking and Answering Questions  Making Connections Access Complex Text  Sequence  Compare and Contrast  **Writer’s Craft**  Language Use  **Read Aloud:**I Pledge Allegiance | pledge represent efficiently indivisible bond  justice  refers  values | Accuracy Expression Prosody Automaticity | Writing a Formal Letter  Revising  Editing  Publishing  Writing a Summary  Prewriting | Conjunctions |
| **Lesson 5**  **Week 31** |  | • /oi/ spelled oi and \_oy | Words with the Same Base |  | Heggerty Week: 31 | **Comprehension Strategies**  Clarifying  Making Connections Access Complex Text  Fact and Opinion  Classify and Categorize **Writer’s Craft**  Author’s Purpose  Language Use  **Story Elements:** Style  **Read Aloud:**  D Is for Democracy | express committees convention liberties  strife  judicial  jury  mint inauguration politicians organize movement | Prosody Accuracy Expression Rate | Writing a Summary  Drafting  Revising  Editing  Publishing  Writing a Narrative  Prewriting | Compound Sentences |
| **Lesson 6**  **Week 32** |  | •/oo/ spelled oo  • /ow/ spelled ow and ou\_  • /aw/ spelled aw, au\_, augh, ough, all, and al  • /oi/ spelled oi and \_oy | •Comparative Ending -er  • Superlative Ending -est  • Irregular Comparatives • Suffixes -er, -or, -ness  • Suffixes -ly and -y  • Suffixes -able, -ment  • Words with the Same Base |  | Heggerty Week: 32 | **Comprehension Strategies**  Clarifying  Making Connections  Summarizing Access Complex Text  Sequence  Compare and Contrast  **Writer’s Craft**  Point of View  **Story Elements:**  Plot and Character  **Read Aloud:**  Election Day | mock  tolerant agreement compassion courage manager training demonstrating errand traditional stocked arranging discipline ballots | Rate  Accuracy Expression Automaticity | Writing a Narrative Prewriting Drafting Revising  Editing Publishing | Capitalization and Commas in Greetings and Closings of Letters  Verb Tenses Prepositions and Prepositional Phrases  Conjunctions Compound Sentences |

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| **Date** | **Essential Standards** | **Foundational Skills** | | | | **Reading and Responding** | | | **Language Arts** | |
| **Unit 6** |  | **Phonics** | **Word Analysis** | **HFW** | **Phonemic Awareness** | **Comprehension/ Anchor Text** | **Vocabulary** | **Fluency** | **Writing** | **Grammar Penmanship** |
| **Lesson 1**  **Week 33** |  | • The ough Spelling Pattern | •Antonyms  • Synonyms  •Compound Words  •Multiple-  Meaning Words  •Homophones | brought | Heggerty Week: 33 | **Comprehension Strategies** Predicting Summarizing Access Complex Text  Cause and Effect Making Inferences **Writer’s Craft** Point of View **Story Elements:** Setting  and Plot  **Read Aloud:** Aladdin and the Wonderful Lamp, Part One | banished devised hesitate  sealed meanwhile spark  bazaar polished fortune  sultan procession word acquainted extraordinary spectacular lord | Accuracy Prosody Expression | Poetry: Couplet Prewriting Drafting Revising  Editing Publishing Poetry: Haiku Prewriting Drafting | Common and Proper Nouns Verbs  Subjects and Predicates |
| **Lesson 2**  **Week 34** |  | • Silent Letter | • Prefixes dis-, un-, non- |  | Heggerty Week: 34 | **Comprehension Strategies**  Making Connections Clarifying, Access Complex Text, Fact and Opinion, Classify and Categorize **Writer’s Craft**  Point of View, Text Features Language Use **Read Aloud:**  The Art of Storytelling | account  spark impression tablets civilizations generation organizations fond  founded wonder  stir  styles | Automaticity Rate Prosody Expression | Poetry: Haiku Revising  Editing Publishing  Writing a Response to Literature Prewriting Drafting Revising Capitalization | Complete and Incomplete Sentences Kinds of Sentences  End Marks |
| **Lesson 3**  **Week 35** |  | • The ough Spelling Pattern  • Silent Letters | • Prefixes re-, pre-, mis- | everything | Heggerty Week: 35 | **Comprehension Strategies**  Visualizing  Predicting  Access Complex Text  Sequence  Main Idea and Details  **Writer’s Craft** Language Use  **Story Elements:** Character Genre Knowledge Point of View  **Read Aloud:**  My Librarian | moaned  desire  strolled abruptly clearing eligible  scaled amused | Prosody Accuracy Rate Expression | Writing a Response to Literature Editing Publishing  Writing a Persuasive Piece Prewriting Drafting | Adjectives Articles Comparatives Plural Nouns Capitalization Quotation Marks and Commas in Dialogue |
| **Lesson 4**  **Week 35** |  | • Contrast /͝/ with /oo/ and /ō/ with /ow/ | •Comparative Ending -er  •Superlative Ending -est  • Irregular Comparatives  • Suffixes -er, -or, -ness |  | Heggerty Week: 35 | **Comprehension Strategies**  Asking and Answering Questions Visualizing Access Complex Text Classify and Categorize Compare and Contrast  **Writer’s Craft**  **Story Elements:** Setting and Plot Text Features  Language Use  **Read Aloud:**  Cinderella Tales | unfortunately rivaled transformed grace opportunity dismayed compelled summoned | Accuracy Expression Prosody Automaticity | Writing a Persuasive Piece  Revising Editing Publishing  Writing a ThankYou Note Prewriting Drafting | Commas in a Series  Colons  Subject / Verb Agreement  Adverbs  Collective Nouns |
| **Lesson 5**  **Week 36** |  | •Contrast /͝/ with /ū/ and /aw/ with /ow/ | • Suffixes -ly, -y, -able, -ment  • Words with the Same Base |  | Heggerty Week: 36 | **Comprehension Strategies** Summarizing  Asking and Answering Questions Access Complex Text  Main Idea and Details  Compare and Contrast  **Writer’s Craft**  Point of View Author’s Purpose  Text Features  **Read Aloud:**  Storytelling: A Zulu Tradition | member  praise  oral  exist  riddles  deeds  certain  likewise  stain  clever  carving contains | Prosody Accuracy Expression Rate | Writing a ThankYou Note Revising  Editing  Publishing  Writing a Personal Narrative Prewriting | Pronouns Contractions Possessive Nouns and Pronouns Capitalization and Commas in Greeting |
| **Lesson 6**  **Week 36** |  | • The ough Spelling Pattern • Silent Letters • Contrast /͝/ with /oo/ and /ō/ with /ow/  • Contrast /͝/ with /ū/ and /aw/ with /ow/ | Review Unit 6 Concepts |  | Heggerty Week: 36 | **Comprehension Strategies**  Making Connections Clarifying Summarizing  Access Complex Text  Cause and Effect Main Idea and Details  Making Inferences **Writer’s Craft**  **Story Elements:** Setting and Style Genre Knowledge  **Read Aloud:**  Aesop and His Fables | determined shuffled glorious flash plodded sign persistent guaranteed settle persuasion desperately transitioned shame fashioned | Rate Accuracy Expression Automaticity | Writing a Personal Narrative Drafting Revising  Editing Publishing | Verb Tenses Prepositions and Prepositional Phrases Conjunctions Compound Sentences |

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| **Foundational Skills** | |
| **Date** | **Spelling Words** |
| **Unit 1 Week 1** | ship, chin, that, march, which, shed, with, shark, chom, harsh |
| **Unit 1 Week 2** | check,wedge,latch,judge,kick,switch,track,ledge,badge,flock |
| **Unit 1 Week 3** | clapped,wishes,shops,started,locked,stacks,patches,grabbed,picked,pitches |
| **Unit 1 Week 4** | think,middle,rushing,strong,pickle,sink,gravel,shrank,grinning,blank |
| **Unit 1 Week 5** | bird,chores,short,antlers,snored,stork,purple,whirling,perched,explore |
| **Unit 1 Week 6** | march,shed,judge,track,clapped,wishes,middle,shrank,chores,purple |

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| **Foundational Skills** | |
| **Date** | **Spelling Words** |
| **Unit 2 Week 1** | mild,pale,pilot,paper,bake,time,sale,ride,able,kind |
| **Unit 2 Week 2** | menu,nose,most,cube,joke,unit,vote,fuse,over,mule |
| **Unit 2 Week 3** | wren,knot,knife,write,sharper,fastest,gnat,sign, longer,thickest |
| **Unit 2 Week 4** | label,vine,bonus,wild,begin,these,gate,use,meter,spoke |
| **Unit 2 Week 5** | real,reel,we,eve,steel,steal,creek,creak,knee,sleep |
| **Unit 2 Week 6** | mild,paper,unit,most,wren, sign,spoke,begin,sleep,cube |

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| **Foundational Skills** | |
| **Date** | **Spelling Words** |
| **Unit 3 Week 1** | stay,rain,base,April,May,chain,trace,play,paid,fable |
| **Unit 3 Week 2** | field,lady,money,breeze,stream,baby,speech,brief,monkey,teach |
| **Unit 3 Week 3** | limb,herb,lamb,doubt,phone,graph,half,scent,phase,crumb |
| **Unit 3 Week 4** | age,peace,pencil,magic,ice,spicy,face,gem,circus,large |
| **Unit 3 Week 5** | pie,night,fly,pile,child,right,shy,lie,mice,try |
| **Unit 3 Week 6** | rain,play,field,money,graph,crumb,pencil,large,night,try |

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| **Foundational Skills** | |
| **Date** | **Spelling Words** |
| **Unit 4 Week 1** | stone,flown,notebook,stroke,boat,know,blow,hello,oatmeal,show |
| **Unit 4 Week 2** | pew,hue,few,hair,hare,cell,sell,cute,human,rescue |
| **Unit 4 Week 3** | tow,humid,disagree,soap,unplanned,fuel,cone,unlock,distrust,pure |
| **Unit 4 Week 4** | hoop,tooth,mood,nonstop,rewrite,bloom,food,nonfat,repaid,pool |
| **Unit 4 Week 5** | clue,blew,tube,misread,preheat,student,grew,precut,mislead,June |
| **Unit 4 Week 6** | stone,boat,music,rescue,disagree,unlock,tooth,rewrite,grew,misread |

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| **Foundational Skills** | |
| **Date** | **Spelling Words** |
| **Unit 5 Week 1** | look,good,shook,stood,highest,hotter,brook,hoof,better,least |
| **Unit 5 Week 2** | teacher,hour,loud,kindness,crowd,town,howl,baker,actor,brightness |
| **Unit 5 Week 3** | foot,windy,lightly,plow,quickly,cents,sense,sound,itchy,bravely |
| **Unit 5 Week 4** | argument,hawk,sauce,payment,walk,bought,caught,treatment,small,lovable |
| **Unit 5 Week 5** | join,walked,spoil,choice,walking,enjoy,sidewalk,placed,boys,replace |
| **Unit 5 Week 6** | shook,highest,crowd,kindness,quickly,itchy,sauce,small,choice,boys |

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| **Foundational Skills** | |
| **Date** | **Spelling Words** |
| **Unit 6 Week 1** | cough,dough,pancake,through,thought,rough,allowed,aloud,moonlight,enough |
| **Unit 6 Week 2** | listen,castle,answer,nonslip,rhino,unscrew,unharmed,nondairy,could,distract |
| **Unit 6 Week 3** | whistle,fought,preorder,trough,replace,debt,misjudge,predawn,although,knew |
| **Unit 6 Week 4** | tighter,boot,took,somehow,arrow,deepest,worse,speaker,visitor,weakness |
| **Unit 6 Week 5** | flower,flaw,enjoyed,messy,produce,secure,joyfully,poorly,enjoyment,valuable |
| **Unit 6 Week 6** | cough,through,listen,answer,fought,castle,allowed,visitor,flower,enjoyed |