**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 | AccuracyExpressionRateautomaticity 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 pricklycleared | 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:** PlotLanguage Use**Read Aloud:**What Makes the Earth Shake?  | spied restless settled secures aloft shivers | Accuracy Rate Prosody | Writing to Inform  RevisingEditing 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 PublishingWriting 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 RevisingEditing 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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| **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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| **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 InferencesFact 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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| **Unit 5** |  | **Phonics** | **Word Analysis** | **HFW** | **Phonemic Awareness** | **Comprehension/ Anchor Text** | **Vocabulary** | **Fluency** | **Writing** | **Grammar Penmanship** |
| **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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| **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 |