

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Your Family	1.1	a can funny is make play	little tap blue sat look three	special said their because teach quickly	1. Identify words with short -a- sound 2. Construct sentences with vocabulary words 3. Construct sentences 4. Identify complete sentences 5. Read pre-primer sight words	2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams.
	1.2	the we	pad find jam funny	kindergarten school knew copied write	1. Identify words with the short -a- sound 2. Construct sentences with vocabulary words 3. Identify complete sentences 4. Compare morning routines	2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams. 2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	1.3			breakfast would doesn't	1. Write rhyming words with the short -a- sound 2. Complete the sentence with a sight word. 3. Read a story about the Ross family 4. Revise comparison paragraph	2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams.
	1.4				1. Write a rhyme with short -a- words 2. Write complete sentences with sight words 3. Compare the Ross family and the Swing family 4. Edit comparison paragraph	2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams.
	1.5				1. Write a rhyme with short -a- words 2. Write complete sentences with sight words 3. Compare the Ross family and the Swing family 4. Edit comparison paragraph	2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams. 2RF 4a. Read on-level text with purpose and understanding. 2RF 4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
Family Fun	2.1	all be did good must our ride net soon	peg must pen went met please net fed want	clothes counting answers picture brought beautiful	1. Identify words with the short -e- sound 2. Read primer sight words 3. Identify the subject of sentences 4. Determine the meaning of new vocabulary words 5. Brainstorm to write informative text	2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams.
	2.2				1. Write CVC words with the short -e- sound 2. Use reading vocabulary in sentences 3. Demonstrate text comprehension 4. Write a first draft of a paragraph 5. Decode and use sight words	2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams. 2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	2.3				1. Write words with the short -e- sound 2. Decode sight words 3. Distinguish informational and narrative text 4. Compose sentences with given subjects 5. Strengthen writing by revising	2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams. 2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	2.4				1. Match short -erhymes 2. Identify the story setting 3. Write sentences with given subject 4. Read and use sight words in sentences 5. Edit a paragraph	2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	2.5				1. Spell sight words and phonics words 2. Use vocabulary words as subjects in sentences 3. Describe how you read 4. Publish your family fun paragraph	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams. 2RF 4a. Read on-level text with purpose and understanding. 2RF 4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

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Bedtime	3.1	at now but pretty four	kit was get win fin	squeak listened each thought trouble	1.Read sight words 2.Identify the short -l sound in words 3.Identify vocabulary words in context 4.Explain your bedtime routine 5.Identify the predicate in a sentence	2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams.
	3.2	she into they	ate came him like lip	lively	1.Write words with the short -i- medial sound 2.Use vocabulary words in sentences 3.Demonstrate comprehension of "Bedtime" 4.Identify predicates in sentences 5.Write the first draft of bedtime routine paragraph	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2W.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.
	3.3				1 Spell short -i- words 2. Read sight words 3. Read informational text 4. Distinguish subjects and predicates 5. Revise paragraph	2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams. 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2W.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.
	3.4				1. Match short -i- rhymes 2. Write sentences with given predicate 3. Identify words that show order 4. Read a poem 5. Read and use sight words in sentences	2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams. 2W.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.
	3.5				1. Spell sight words and phonics words 2. Use vocabulary words as subjects in sentences 3. Describe how you read 4. Publish your bedtime routine paragraph	2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams. 2RF 4a. Read on-level text with purpose and understanding. 2RF 4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
Fall Fun	4.1	on ran so this well will	fog hut but on ran this	mountains know attention brightest department leaves	1. Identify the short -o- sound in words 2. Identify the short -u- sound in words 3. Read sight words 4. Identify vocabulary words in context 5. Visualize as a reading strategy 6. List the characteristics of a paragraph	2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams.
	4.2		well will after from	snow ready children	1. Write words with the short -o- and -u- medial sound 2. Use vocabulary words in sentences 3. Demonstrate comprehension of "Fall" 4. Write the first draft of a structured paragraph 5. Distinguish declarative and interrogative sentences	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	4.3				1. Distinguish the short -o- and short -u- sounds 2. Read sight words 3. Identify paragraph structure in informational text 4. Compose questions 5. Revise a paragraph	2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams. 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	4.4				1. Distinguish rhymes with short -o- and short -u- 2. Distinguish declarative and interrogative sentences 3. Identify vocabulary words in context 4. Use sight words in sentences	2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF 3b. Know spelling-sound correspondences for additional common vowel teams.

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	4.5				<ol style="list-style-type: none"> 1. Spell sight words and phonics words 2. Format declarative sentences and questions 3. Describe how you read 4. Publish your best fall day paragraph 	<p>2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF 3b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RF 4a. Read on-level text with purpose and understanding. 2RF 4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
Farm Visit	5.1	know old round them when again	cake round them pail again	could won't waited didn't board	<ol style="list-style-type: none"> 1. Use the CVVC and CVCe pattern to identify words with the long -a- sound 2. Read sight words 3. Brainstorm a "how to" paragraph 4. Identify common and proper nouns 	<p>2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF 3b. Know spelling-sound correspondences for additional common vowel teams.</p>
	5.2	again	tape give him raid fate	Mr. heard minute	<ol style="list-style-type: none"> 1. Write words with the long -a- sound 2. Use vocabulary words in sentences 3. Demonstrate comprehension of "The Pumpkin Patch" 4. Write the first draft of your "how to" paragraph 5. Identify nouns in sentences 	<p>2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>2RL.1 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>
	5.3				<ol style="list-style-type: none"> 1. Distinguish the long -a- sound 2. Read sight words 3. Read "How to Grow a Pumpkin" 4. Revise "how to" paragraph 5. Demonstrate use of proper nouns 	<p>2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RL.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>2RL.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>2W.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> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>2W.7 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
	5.4				<ol style="list-style-type: none"> 1. Distinguish long -arhymes 2. Identify the appropriate sight word 3. Locate vocabulary words 4. Distinguish common and proper nouns 5. Edit "how to" paragraph 	<p>2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF 3b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>2W.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> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>2W.7 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
	5.5				<ol style="list-style-type: none"> 1. Spell sight words and phonics words 2. Distinguish common and proper nouns 3. Describe how you read 4. Publish your "how to" paragraph 	<p>2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF 3b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RF 4a. Read on-level text with purpose and understanding. 2RF 4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
	6.1	then with an could going his	could going his road think hide with cube open rope	Dr. already office climbed higher flu people healthy	<ol style="list-style-type: none"> 1. Use CVVC and CVCe patterns to spell words with the long -i-, -o-, and -u-sounds 2. Read sight words 3. Make connections as you read 4. Distinguish singular and plural nouns 5. Identify research steps 	<p>2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF 3b. Know spelling-sound correspondences for additional common vowel teams.</p>
	6.2				<ol style="list-style-type: none"> 1. Write words with the long -i-, -o-, and -u-sounds 2. Use vocabulary words in sentences 3. Demonstrate comprehension of "Ben and Meg Go to the Dentist" 4. Use "s" or "es" to form plural nouns 5. Write the first draft of "research" paragraph 	<p>2RF 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF 3b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>

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Dentist Visit	6.3				<ol style="list-style-type: none"> 1. Distinguish long -i-, -o-, and -u- sounds 2. Read sight words 3. Read informational text 4. Distinguish singular and plural nouns 5. Revise a paragraph 	<p>2RF.3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2W.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> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>2W.7 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
	6.4				<ol style="list-style-type: none"> 1. Distinguish rhymes with long -i-, -o-, and -u- sounds 2. Clarify singular and plural nouns and sentences 3. Use sight words in sentences 4. Identify vocabulary words in context 5. Edit a paragraph 	<p>2RF.3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>2W.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> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>2W.7 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
	6.5				<ol style="list-style-type: none"> 1. Use CVVC and CVCe patterns to spell words with the long -i-, -o-, and -u- sounds 2. Spell sight words 3. Identify singular and plural nouns 4. Describe how you read 5. Publish your "job" paragraph 	<p>2RF.3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RF.4a. Read on-level text with purpose and understanding. 2RF.4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
Grandparents	7.1	any has over take	read thank seed beat were take over feet seat how	vegetable crocheting decided wondered carrying knitting right	<ol style="list-style-type: none"> 1. Identify the long e sound in words 2. Read sight words 3. Identify vocabulary words in context 4. Identify collective nouns 5. Define the elements of a story 6. Brainstorm ideas for a story about grandparents 	<p>2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>2RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>2L.1a a. Use collective nouns (e.g., group).</p>
	7.2				<ol style="list-style-type: none"> 1. Write words with the long e sound 2. Demonstrate comprehension of "Grandmother's House" 3. Substitute collective nouns in sentences 4. Write a first draft 	<p>2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>2L.1a a. Use collective nouns (e.g., group).</p>
	7.3				<ol style="list-style-type: none"> 1. Read sight words 2. Identify the elements of a story 3. Read "Little Red Riding Hood" 4. Use collective nouns in sentences 5. Revise a story 6. Match long e homonyms 	<p>2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>2RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>2L.1a a. Use collective nouns (e.g., group).</p>
	7.4				<ol style="list-style-type: none"> 1. Match long e rhymes 2. Write sentences with given collective nouns 3. Use sight words in sentences 4. Identify vocabulary words in context 5. Edit a story 	<p>2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>2L.1a a. Use collective nouns (e.g., group).</p>
	7.5				<ol style="list-style-type: none"> 1. Spell sight words and phonics words 2. Use collective nouns in sentences 3. Describe how you read 4. Publish a story 	<p>2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>2RF.4a. Read on-level text with purpose and understanding. 2RF.4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2L.1a a. Use collective nouns (e.g., group).</p>

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Making Snow	8.1	every had may put fly just of walk	walk goal every just fly rice may cone put	don't couldn't weight magnifying science enough guess eyes cocoa towards through	1. Identify the hard "c" and "g" and the soft "c" and "g" sounds 2. Read sight words 3. Identify vocabulary words in context 4. Capitalize proper names 5. Brainstorm elements for a story	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2.L .2a. Capitalize holidays, product names, and geographic names.
	8.2				1. Write words with the hard and soft "c" and "g" sounds 2. Use sight words in sentences 3. Define vocabulary words 4. Demonstrate comprehension of "Snow" 5. Capitalize proper names in sentences 6. Write the first draft of a story	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2.L .2a. Capitalize holidays, product names, and geographic names.
	8.3				1. Read sight words 2. Use vocabulary words in sentences 3. Read words with hard and soft "c" and "g" 4. Revise a story 5. Capitalize proper nouns in sentences	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2.L .2a. Capitalize holidays, product names, and geographic names.
	8.4				1. Reread to identify vocabulary words 2. Identify words with the hard and soft "c" and "g" medial sound. 3. Use sight words in sentences 4. Edit a story 5. Write sentences with proper nouns.	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2.L .2a. Capitalize holidays, product names, and geographic names.
	8.5				1. Spell words with hard and soft "c" and "g" 2. Spell sight words 3. Use vocabulary words in sentences 4. Capitalize proper nouns in sentences 5. Publish a story	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RF 4a. Read on-level text with purpose and understanding. 2RF 4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 2.L .2a. Capitalize holidays, product names, and geographic names.
Winter Time	9.1	always best does found made read tell	chin made dish your found whim tell	adventures learned explained barrels education ski ice	1. Identify words with the "ch", "th", "wh", and "sh" sounds 2. Read sight words 3. Identify vocabulary words in context 4. Brainstorm elements for a poem about snow 5. Review nouns.	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	9.2	us why your	does always bath	square	1. Write words with the "ch", "sh", "wh" and "th" sounds 2. Define vocabulary words 3. Use sight words in sentences 4. Demonstrate comprehension of "Winter Fun" 5. Identify nouns in text 6. Write the first draft of a winter poem	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	9.3				1. Spell words with the "ch", "sh", "wh", and "th" sounds 2. Read sight words 3. Define vocabulary words 4. Classify nouns in text 5. Revise poem	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	9.4				1. Match rhyming words with the "ch", "sh", "th", and "wh" 2. Use sight words in sentences 3. Reread to identify vocabulary words 4. Identify nouns in text 5. Edit poem	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

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	9.5				<ol style="list-style-type: none"> 1. Spell sight words with the "ch", "sh", "th", and "wh" sounds 2. Use vocabulary words in sentences 3. Describe how you read 4. Classify nouns 5. Publish a story 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RF.4a. Read on-level text with purpose and understanding. 2RF.4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
Cooking Fun	10.1	around both don't gave many right their	around tank right sent many wink gave	syrup sugaring painting questions eager showed although	<ol style="list-style-type: none"> 1. Identify the "nd", "nk", and "nt" endings. 2. Read sight words 3. Identify vocabulary words in context 4. Identify verbs in sentences 5. Brainstorm reasons you like your favorite foods 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RF.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	10.2	use with	paint their	ground	<ol style="list-style-type: none"> 1. Write words with the "nd", "nk", and "nt" ending sounds 2. Define vocabulary words 3. Use sight words in sentences 4. Demonstrate comprehension of "Maple Syrup" 5. Identify verbs in text 6. Write a story about your favorite food 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2RF.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	10.3				<ol style="list-style-type: none"> 1. Read sight words 2. Define vocabulary words 3. Revise story about your favorite food 4. Spell words with the "nd", "nt" and "nk" ending sounds 5. Identify action verbs and helping verbs in text 6. Demonstrate comprehension of a short story 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 2RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
	10.4				<ol style="list-style-type: none"> 1. Use sight words in sentences 2. Identify verbs in text 3. Edit a story 4. Read words with the "nd", "nk", and "nt" ending sounds. 5. Define vocabulary words 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	10.5				<ol style="list-style-type: none"> 1. Spell sight words and phonics words 2. Use vocabulary words in sentences 3. Identify verbs in text 4. Publish a story 5. Summarize what you read 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RL.3 Describe how characters in a story respond to major events and challenges.
	11.1	because but fast goes off sing these very	gift lamp because sing back soft text these	thousands distance rounded tongues can't easier	<ol style="list-style-type: none"> 1. Identify the "ft", "xt", "mp", and "ck" ending sounds in words 2. Read sight words 3. Identify vocabulary words in context 4. Distinguish facts and opinions 5. Find information about the butterfly cycle using a search engine 6. Identify "to be" verbs. 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	11.2	work	duck off		<ol style="list-style-type: none"> 1. Write words with the "ft", "xt", "mp", and "ck" ending sounds 2. Define vocabulary words 3. Use sight words in sentences 4. Distinguish action verbs and "to be" verbs in text 5. Write information about the butterfly cycle 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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Cycles	11.3				<ol style="list-style-type: none"> 1. Spell words with the "ft", "xt", "mp", and "ck" ending sounds 2. Read sight words 3. Define vocabulary words 4. Identify the steps in the frog cycle 5. Revise informational text about the butterfly cycle 6. Distinguish linking verbs and helping verbs 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 2RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
	11.4				<ol style="list-style-type: none"> 1. Read words with the "ft", "xt", "mp", and "ck" ending sounds 2. Use sight words in sentences 3. Reread to identify vocabulary words 4. Distinguish action verbs and "to be" verbs in text 5. Edit informational text 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	11.5				<ol style="list-style-type: none"> 1. Spell sight words and phonics words 2. Use vocabulary words in sentences 3. Describe how you read 4. Classify verbs 5. Publish a story 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RL.3 Describe how characters in a story respond to major events and challenges.
Getting Creative	12.1	been call first green or	walking those would played green	general might crowded years	<ol style="list-style-type: none"> 1. Identify the "ed" and "ing" ending sounds in words 2. Read sight words 3. Identify vocabulary words in context 4. Identify tense in sentences 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	12.2	sit those wash would	first saying wash wanted call	friendly groceries choose wallet least sign videos laugh	<ol style="list-style-type: none"> 1. Define vocabulary words 2. Use sight words in sentences 3. Demonstrate comprehension of "Afternoon Treat" 4. Distinguish verbs in past and present tense 5. Write information about a piece of art 6. Distinguish the sound of the "ed" ending 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	12.3				<ol style="list-style-type: none"> 1. Spell words with the "ed" and "ing" ending 2. Read sight words 3. Define vocabulary words 4. Distinguish tense in verbs 5. Read a biography 6. Revise informational text about an artist 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
	12.4				<ol style="list-style-type: none"> 1. Distinguish the sounds of "ed" in words 2. Use sight words in sentences 3. Reread to identify vocabulary words 4. Distinguish the tense of verbs in sentences 5. Edit informational text 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words
	12.5				<ol style="list-style-type: none"> 1. Spell sight words and phonics words 2. Use vocabulary words in sentences 3. Classify verbs 4. Summarize text 5. Publish a story 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2RL.3 Describe how characters in a story respond to major events and challenges.
	13.1	before cold five its pull	before pull watches goes which	No New Vocab Fluency Practice	<ol style="list-style-type: none"> 1. Use rule to add "s" to verbs 2. Read sight words 3. Identify vocabulary words in context 4. Read "Sharing" 5. Write about Ben and Meg 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Character	13.2	sleep upon which write	sleep write its fixes		<ol style="list-style-type: none"> 1. Spell verbs with the "s" or "es" ending 2. Identify sentences with the correct subject - verb agreement 3. Demonstrate an understanding of "Sharing" 4. Use a dictionary to find information about a word 5. Write a book report 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2L.2e.Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
	13.3				<ol style="list-style-type: none"> 1. Spell verbs with the "s" or "es" ending 2. Write sentences with correct subject - verb agreement 3. Read "The Talkative Tortoise" 4. Use a dictionary to define words 5. Explain the meaning of an idiom 6. Revise a book report 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2L.2e.Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
	13.4				<ol style="list-style-type: none"> 1. Spell verbs with the "s" or "es" ending 2. Use sight words in sentences 3. Reread to identify vocabulary words 4. Identify sentences with the correct subject - verb agreement 5. Reread to identify vocabulary words 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words
	13.5				<ol style="list-style-type: none"> 1. Spell sight words and phonics words 2. Use vocabulary words in sentences 3. Summarize text 4. Identify correct subject - verb agreement 5. Publish your book report 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2RL.3 Describe how characters in a story respond to major events and challenges.
Animal Friends	14.1	find said look yellow see where	ground flower loud blow flour out towel tow ouch grow	orange wondered meowed California gently accident anywhere excited	<ol style="list-style-type: none"> 1. Unscramble letters to spell sight words 2. Read "The Family" 3. Identify the role of commas and quotations in dialog 4. Brainstorm ideas for a conversation between two or more people 5. Identify words with the "ow" and "ou" vowel sounds 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words
	14.2				<ol style="list-style-type: none"> 1. Unscramble sight words 2. Define vocabulary words 3. Demonstrate comprehension of "The Family" 4. Punctuate dialogue 5. Write first draft of a dialogue 6. Write words with the "ow" and "ou" sounds. 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	14.3				<ol style="list-style-type: none"> 1. Unscramble sight words 2. Use vocabulary words in sentences 3. Punctuate dialogue 4. Revise a dialog 5. Read "The Gingerbread Man" 6. Distinguish the "ow" and "ou" sounds in words 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words
	14.4				<ol style="list-style-type: none"> 1. Spell words with the "ow" and "ou" sounds. 2. Unscramble sight words 3. Find vocabulary words in text 4. Punctuate dialogue 5. Edit dialogue 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words
	14.5				<ol style="list-style-type: none"> 1. Spell words with the "ow" and "ou" sounds 2. Unscramble sight words 3. Summarize text 4. Punctuate dialogue 5. Publish a dialogue 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2RL.3 Describe how characters in a story respond to major events and challenges.

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Animal Helpers	15.1	but mace eat please for tub came	i'm it's can't didn't don't he's she's	squirrel yelped terrible tomato skunk hungry spread	<ol style="list-style-type: none"> 1. Identify and read contractions 2. Unscramble sight words 3. Read vocabulary words in context 4. Read "Bobby's Stinky Adventure" 5. Identify familiar verbs in future tense 6. Brainstorm ideas for planning a picnic 	<p>2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>2L. 2c. Use an apostrophe to form contractions and frequently occurring possessives.</p>
	15.2	ate get tea	wasn't won't haven't		<ol style="list-style-type: none"> 1. Match contractions to words 2. Unscramble sight words 3. Define vocabulary words 4. Answer questions about "Bobby's Stinky Adventure" 5. Sort past, present, and future tense verbs 6. Write first draft of picnic plans 	<p>2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2L. 2c. Use an apostrophe to form contractions and frequently occurring possessives.</p>
	15.3				<ol style="list-style-type: none"> 1. Change words into contractions 2. Unscramble sight words 3. Define vocabulary words 4. Read nonfiction text about skunks 5. Write sentences with future tense verbs 6. Revise draft of picnic plans 	<p>2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>2W.7 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>2L. 2c. Use an apostrophe to form contractions and frequently occurring possessives.</p>
	15.4				<ol style="list-style-type: none"> 1. Use contractions in sentences 2. Unscramble sight words 3. Locate vocabulary words in text 4. Write sentences with future tense verbs 5. Edit draft of picnic plans 	<p>2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>2W.7 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>2L. 2c. Use an apostrophe to form contractions and frequently occurring possessives</p>
	15.5				<ol style="list-style-type: none"> 1. Spell contractions 2. Unscramble sight words 3. Use vocabulary words in sentences 4. Summarize "Bobby's Stinky Adventure" 5. Write sentences with future tense verbs 6. Publish draft of picnic plans 	<p>2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>2RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>2W.7 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>2L. 2c. Use an apostrophe to form contractions and frequently occurring possessives</p>
Animal Babies	16.1	ask form her give after from third him	dirt nurse perk skirt surf germ third turn intern birthday	lonely adopted arrived leash strangers scratched chew	<ol style="list-style-type: none"> 1. Read words with the -er-, -ir-, and -ur- endings 2. Unscramble sight words 3. Read vocabulary words 4. Describe when to place commas in lists 5. Brainstorm ideas for a story from an animal's point of view 	<p>2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>
	16.2				<ol style="list-style-type: none"> 1. Spell words with er, ir, or ur in the middle 2. Unscramble sight words 3. Define vocabulary words 4. Demonstrate comprehension of "Pixie's New Home" 5. Place commas in lists of items 6. Write first draft of story from dog's point of view 	<p>2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>
	16.3				<ol style="list-style-type: none"> 1. Spell words with the "er", "ur", and "ir" middle sounds 2. Unscramble sight words 3. Add commas to lists 4. Read nonfiction text about puppy care 5. Revise your story from a dog's point of view 	<p>2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
	16.4				<ol style="list-style-type: none"> 1. Spell words with "er", "ir", and "ur" in the middle 2. Compose sentences with commas in lists 3. Unscramble sight words 4. Match vocabulary words to text 5. Edit story from dog's point of view 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words
	16.5				<ol style="list-style-type: none"> 1. Spell words with "er", "ir", or "ur" in the middle 2. Unscramble sight words 3. Use vocabulary words in sentences 4. Summarize text 5. Write sentences with commas in lists 6. Publish a story from an animal's point of view 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2RL.3 Describe how characters in a story respond to major events and challenges.
Animals Eat	17.1	those fast pull us buy use	unhappy repaint unlock refill reread untie replay undo untrue rewrite	walnut circles enjoying excitement clever	<ol style="list-style-type: none"> 1. Identify and spell words with prefixes. 2. Unscramble letters to spell sight words. 3. Read vocabulary words. 4. Read our chapter, "Crow Has a Snack." 5. Identify singular and plural pronouns. 6. Brainstorm how an animal eats. 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2RF.3d. Decode words with common prefixes and suffixes. 2L.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).
	17.2				<ol style="list-style-type: none"> 1. Write spelling words with prefixes. 2. Unscramble sight words. 3. Define vocabulary words. 4. Demonstrate comprehension of "The Crow Has a Snack." 5. Edit with singular and plural pronouns. 6. Write the first draft of animal paragraph. 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2RF.3d. Decode words with common prefixes and suffixes. 2L.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).
	17.3				<ol style="list-style-type: none"> 1. Write spelling words correctly. 2. Unscramble sight words. 3. Distinguish vocabulary words in context. 4. Correctly use singular and plural pronouns. 5. Revise rough draft of a paragraph. 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2RF.3d. Decode words with common prefixes and suffixes. 2W.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. 2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 2W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 2W.7 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 2L.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).
	17.4				<ol style="list-style-type: none"> 1. Spell words with prefixes. 2. Unscramble sight words. 3. Identify vocabulary in context. 4. Distinguish singular and plural pronouns. 5. Edit a paragraph. 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2RF.3d. Decode words with common prefixes and suffixes. 2W.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. 2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 2W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 2W.7 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 2L.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).
	17.5				<ol style="list-style-type: none"> 1. Spell words with prefixes. 2. Unscramble sight words. 3. Summarize text. 4. Distinguish singular and plural pronouns. 5. Publish a final copy. 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2RL.3 Describe how characters in a story respond to major events and challenges. 2RF.3d. Decode words with common prefixes and suffixes. 2L.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).

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Animals That Dig	18.1	on ran so this well	tape robe tube hide week leaf beak	porch gopher tunnel chewed butterfly tiny joyfully	<ol style="list-style-type: none"> 1. Identify and spell words with a long vowel and silent e pattern. 2. Distinguish sight words. 3. Read vocabulary words. 4. Read our chapter "Pixie's Surprise." 5. Review nouns, verbs, and pronouns. 6. Brainstorm a how to writing topic. 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words
	18.2		dogs foxes dishes		<ol style="list-style-type: none"> 1. Identify and spell words with one long vowel and one silent vowel. 2. Match vocabulary words. 3. Review sight words. 4. Answer comprehension questions for "Pixie's Surprise." 5. Distinguish nouns, pronouns, and verbs. 6. Prepare to write rough draft using graphic organizer. 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	18.3				<ol style="list-style-type: none"> 1. Identify plural nouns. 2. Write spelling words. 3. Distinguish vocabulary words. 4. Read nonfiction how to piece. 5. Unscramble sight words. 6. Identify nouns, pronouns, and verbs in a sentence. 7. Write a how to rough draft. 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words
	18.4				<ol style="list-style-type: none"> 1. Review spelling patterns. 2. Write sight words. 3. Use vocabulary words to complete sentences. 4. Reread "Pixie's Surprise." 5. Identify nouns, pronouns, and verbs from our story. 6. Revise and edit how to writing piece. 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words
	18.5				<ol style="list-style-type: none"> 1. Spell words with patterns. 2. Write sight words. 3. Summarize text. 4. Identify nouns, pronouns, and verbs. 5. Publish a final copy. 	2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words 2RL.3 Describe how characters in a story respond to major events and challenges. 2SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. 2SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 2SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 2SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Animal Food	19.1		around crisp dangerous dozen everyone inside medium pizza	favorite figured cluster cantaloupe disappointing medium tough naughty	1. Identify the schwa vowel sound in words. 2. Read regular and irregular spelling words. 3. Read "Favorite Foods." 4. Identify possessive nouns. 5. Brainstorm food that you dislike. 6. Define vocabulary words	2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. 2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF.3f Recognize and read grade-appropriate irregularly spelled words.
	19.2		seldom tough curious comma naughty juicy favorite	juicy	1. Distinguish words with the schwa sound 2. Unscramble spelling words 3. Examine vocabulary words 4. Answer text dependent questions about "Favorite Foods" 5. Use the appropriate pronoun in a sentence 6. Write about your least favorite food	2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF.3b Know spelling-sound correspondences for additional common vowel teams. 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	19.3				1. Write sentences with irregular words. 2. Review sight words. 3. Distinguish possessive pronouns. 4. Define vocabulary words. 5. Read and answer text dependent questions. 6. Write questions to prepare for a conversation.	2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF.3b Know spelling-sound correspondences for additional common vowel teams.
	19.4				1. Use possessive pronouns in sentences. 2. Reread "Favorite Foods" to locate vocabulary words. 3. Ask clarifying questions in a conversation. 4. Identify words with the schwa sound. 5. Practice spelling words.	2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF.3b Know spelling-sound correspondences for additional common vowel teams.
	19.5				1. Order words alphabetically. 2. Spell words accurately. 3. Summarize text. 4. Write sentences with vocabulary words in context. 5. Discuss the rules of conversation.	2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF.3b Know spelling-sound correspondences for additional common vowel teams. 2RF.4a Read on-level text with purpose and understanding. 2RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
Animal Jobs	20.1		silly apply collar butterfly buy tiny	filthy busily quietly uncomfortable haircut groomer	1. Identify long e and y words. 2. Alphabetize spelling words. 3. Read vocabulary words in context. 4. Read "Bobby and Pixie Have a Bath." 5. Identify reflexive pronouns. 6. Brainstorm a job with animals.	2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF.3b Know spelling-sound correspondences for additional common vowel teams.
	20.2		reply owner penny baby tongue rinse supply		1. Distinguish words that end in y with long e sound. 2. Write spelling words. 3. Define vocabulary words 4. Identify a reflexive pronoun in text. 5. Write a rough draft of an informative paragraph.	2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF.3b Know spelling-sound correspondences for additional common vowel teams. 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	20.3		lullaby wagged try		1. Spell words with y as long i pattern 2. Identify sight words. 3. Read "Veterinarian" 4. Identify reflexive pronouns in sentences 5. Revise an informative paragraph	2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF.3b Know spelling-sound correspondences for additional common vowel teams.

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Anir	20.4				<ol style="list-style-type: none"> 1. Unscramble words with pattern ending in y with long i sound 2. Match vocabulary words to definitions. 3. Locate vocabulary words in "Bobby and Pixie Have a Bath." 4. Identify reflexive pronouns to complete sentences. 5. Edit informative paragraph. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p>
	20.5				<ol style="list-style-type: none"> 1. Spell words ending in y that have a long e and long i sound. 2. Find text evidence from "Bobby and Pixie Have a Bath." X 3. Create vocabulary sentences. 4. Identify and create reflexive pronouns in sentences. 5. Publish an informative paragraph on job with animals . 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
Lost and Found	21.1	<p>yard</p> <p>cardboard</p> <p>hard</p> <p>carpet</p> <p>sharp</p> <p>far</p> <p>darkness</p> <p>party</p> <p>barked</p> <p>haircut</p> <p>anywhere</p> <p>park</p> <p>starfish</p> <p>farm</p> <p>bookmark</p>		<p>rescue</p> <p>worried</p> <p>themselves</p> <p>thought crouched</p> <p>covered</p> <p>usually</p>	<ol style="list-style-type: none"> 1. Identify -ar pattern in words. 2. Identify compound spelling words. 3. Read vocabulary words in context. 4. Read our story "The Rescue." 5. Identify "to be" verbs. 6. Brainstorm a problem/solution for a paragraph. 	<p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RF.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2W.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> <p>2L.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
	21.2				<ol style="list-style-type: none"> 1. Unscramble words with -ar pattern. 2. Alphabetize spelling words. 3. Define vocabulary words. 4. Answer comprehension questions on our story "The Rescue." 5. Identify "to be" verbs in text. 6. Write a rough draft of a problem/solution paragraph. 	<p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
	21.3					<ol style="list-style-type: none"> 1. Spell words with the -ar pattern. 2. Match words to create a compound word 3. Identify sight words in a larger word. 4. Read vocabulary in text. 5. Read our nonfiction story, "Lost." 6. Unscramble "to be" sentences. 7. Revise a problem/solution paragraph.

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
	21.4				<ol style="list-style-type: none"> 1. Identify the -ar word to complete a sentence. 2. Spell our words using clues. 3. Match vocabulary words. 4. Look up definitions in a dictionary. 5. Identify the "to be" verb to complete a sentence. 6. Edit a problem/solution paragraph. 	<p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). <p>2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
	21.5				<ol style="list-style-type: none"> 1. Spell words with the -ar pattern. 2. Spell compound words. 3. Create vocabulary sentences. 4. Find text evidence from "The Rescue." 5. Identify and create "to be" verbs in sentences. 6. Publish a problem/solution paragraph. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
	22.1		bore pounce chore recycle before evening explore racehorse	evening wrapper cardboard recycle pounce kitchen grown	<ol style="list-style-type: none"> 1. Identify the "-ore" ending sound in words. 2. Read regular and irregular spelling words. 3. Read "Habits". 4. Analyze compound words. 5. Define vocabulary words. 6. Brainstorm your family's habits. 	<p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2L.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark),,</p>
	22.2		ignore armchair habit cardboard wheelchair hourglass snore		<ol style="list-style-type: none"> 1. Identify words with the -ore sound. 2. Unscramble spelling words. 3. Examine vocabulary words. 4. Answer text dependent questions about "Habits". 5. Write a rough draft of a three paragraph essay. 6. Distinguish phrases and sentences. 	<p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2L.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2L.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>2W.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>
	22.3				<ol style="list-style-type: none"> 1. Review sight words. 2. Read and take notes. 3. Read and answer text dependent questions. 4. Examine a dictionary entry. 5. Revise three paragraphs. 6. Practice spelling words. 	1

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Habits and Routines	22.4				<ol style="list-style-type: none"> 1. Unscramble words with the -ore ending sound. 2. Practice spelling words. 3. Locate vocabulary words in "Habits". 4. Match vocabulary words to definitions. 5. Edit paragraphs about habits. 	<p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2L.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2L.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2L.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>2L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>
	22.5				<ol style="list-style-type: none"> 1. Put spelling words in alphabetical order. 2. Spell words for a test. 3. Retell "Habits". 4. Have a conversation about your habits 5. Distinguish phrases and sentences. 6. Publish paragraphs about family habits. 7. Identify vocabulary words in context. 	<p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2L.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2L.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2L.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>2L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. <p>2SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>2SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue</p> <p>2SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade2 Language standards 1 and 3 for specific expectations).</p>
	23.1		busy busier busiest shorter shortest late later latest	against worse infection exam waiting medicine	<ol style="list-style-type: none"> 1. Identify comparing adjectives. 2. Alphabetize spelling words. 3. Read vocabulary words in context. 4. Read our story, "Pixie Goes to the Vet." 5. Identify adjectives. 6. Brainstorm describing a community job. 	<p>2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p>
	23.2		fat fatter fattest easy against worse exam		<ol style="list-style-type: none"> 1. Unscramble spelling words X 2. Read vocabulary definitions. 3. Answer text dependent questions about "Pixie Goes to the Vet." 4. Sort comparing adjectives. 5. Write a rough draft describing a community job. 	<p>2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2W.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>

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Community Jobs	23.3				<ol style="list-style-type: none"> 1. Write spelling words. 2. Review sight words. 3. Distinguish adjectives. 4. Read vocabulary words in context. 5. Read and answer text dependent questions. 6. Revise descriptive writing assignment on community jobs. 	<p>2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2W.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> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
	23.4				<ol style="list-style-type: none"> 1. Distinguish spelling patterns in comparing adjectives. 2. Practice spelling words. 3. Match vocabulary words to correct definition. 4. Reread "Pixie Goes to the Vet" to locate vocabulary words. 5. Complete sentences using appropriate adjectives. 6. Edit a descriptive writing assignment on a community job. 	<p>2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2W.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> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>
	23.5				<ol style="list-style-type: none"> 1. Spell words accurately. 2. Write sentences with vocabulary words in context. 3. Complete sentences using vocabulary words. 4. Identify correct adjective to complete sentences. 5. Find text evidence in our story, "Pixie Goes to the Vet." 6. Publish a descriptive writing assignment on a community job. 7. Monitor fluency when reading text. 	<p>2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2W.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> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
	24.1		beautifully suddenly slowly swiftly angrily quickly	bouquet flowers stalks gentle feathers	<ol style="list-style-type: none"> 1. Identify -ly suffix words. 2. Alphabetize spelling words. 3. Read vocabulary words. 4. Read our story, "Franky and the Flowers." 5. Define an adverb. 	<p>2RF.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>2RF.3d Decode words with common prefixes and suffixes.</p> <p>2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.,</p>
	24.2		greedily fast less more merrily bouquet flowers stalks feathers		<ol style="list-style-type: none"> 1. Identify -ily suffix words. 2. Unscramble spelling words. 3. Read vocabulary words in context. 4. Answer text dependent question about "Franky and the Flowers." 5. Identify adverbs using question words. 6. Write descriptive paragraphs rough draft on a problem and solution. 	<p>2RF.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>2RF.3d Decode words with common prefixes and suffixes.</p> <p>2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified</p> <p>2W.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> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text</p> <p>2RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>2RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>2RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Gifts	24.3				<ol style="list-style-type: none"> 1. Accurately spell our words. 2. Identify sight words 3. Read vocabulary words in context. 4. Distinguish adverbs and the verbs they modify. 5. Read and answer text dependent questions. 6. Revise descriptive paragraphs about a problem and a solution. 	<p>2RF.3c Decode regularly spelled two-syllable words with long vowels. 2RF.3d Decode words with common prefixes and suffixes.</p> <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
	24.4				<ol style="list-style-type: none"> 1. Sort -ly and -ily suffixes. 2. Spell words accurately. 3. Match vocabulary words 4. Distinguish problems and solutions. 5. Identify adverbs modifying adjectives and other adverbs. 6. Edit descriptive paragraphs on a problem and solution. 	<p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common+A35 prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. <p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). <p>2L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Making Mischief	24.5				<ol style="list-style-type: none"> 1. Spell words accurately. 2. Write sentences with vocabulary words in context. 3. Distinguish adverbs in sentences. 4. Identify problem and solution in our story, "Franky and the Flowers." 5. Publish descriptive paragraphs on a problem and solution. 6. Monitor and clarify reading. 	<p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. <p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). <p>2L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p>
	25.1		tooth teeth person people child children knife knives draw catch caught	mangoes bored touch caught juice visitors	<ol style="list-style-type: none"> 1. Distinguish between a /g/ and a /j/ sound. 2. Alphabetize spelling words. 3. Read vocabulary definitions and sentences. 4. Read "Mangoes for Pixie." 5. Distinguish between adjectives and adverbs. 6. Brainstorm a time you were not responsible for our descriptive writing assignment. 	<p>2RF.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>2RF.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2L.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
	25.2		touch cage badge		<ol style="list-style-type: none"> 1. Sort words based on -ge and -dge pattern for /j/ sound. 2. Unscramble spelling words. 3. Read vocabulary in context. 4. Answer text dependent questions about "Mangoes for Pixie." 5. Distinguish between adjectives and adverbs. 6. Write descriptive rough draft. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2L.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>
	25.3				<ol style="list-style-type: none"> 1. Write spelling words. 2. Review sight words 3. Read vocabulary words in context. 4. Read and answer text dependent questions. 5. Turn adjectives into adverbs. 6. Revise descriptive paragraphs. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2L.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
	25.4				<ol style="list-style-type: none"> 1. Identify words with a short vowel and the pattern- dge. 2. Complete sentences using spelling words. 3. Match vocabulary words to definitions. 4. Identify theme. 5. Turn adjectives into adverbs. 6. Edit descriptive paragraphs. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2L.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
	25.5				<ol style="list-style-type: none"> 1. Spell words accurately. 2. Write sentences with vocabulary words in context. 3. Distinguish between adjectives and adverbs 4. Accurately answer grammar and vocabulary questions. 5. Identify the theme from our story, "Mangoes for Pixie." 6. Publish descriptive writing paragraphs. 7. Monitor fluency using a selection from our story, "Mangoes for Pixie." 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2L.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
Natural World	26.1		cold freezing huge gigantic guess estimate argue squabble tired	meadow twitched idea wide-eyed whiskers	<ol style="list-style-type: none"> 1. Identify the "oi" and "oy" diphthongs in words. 2. Alphabetize our spelling words. 3. Read "Franky Goes Fishing." 4. Define vocabulary words. 5. Match examples of formal and informal language. 6. Brainstorm a formal and informal email. 	<p>2RF.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2L.3a Compare formal and informal uses of English.</p>
	26.2		sleepy easy simple cowboy poison boil		<ol style="list-style-type: none"> 1. Distinguish words with the "oi" and "oy" diphthong 2. Unscramble spelling words. 3. Read vocabulary words in context. 4. Answer text dependent questions about "Franky Goes Fishing." 5. Sort examples of formal and informal language. 6. Create a rough draft of a formal and an informal language email. 	<p>2RF.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2L.3a Compare formal and informal uses of English.</p>
	26.3				<ol style="list-style-type: none"> 1. Spell words for the week. 2. Find small words in a larger word. 3. Read vocabulary words in context. 4. Read and answer text dependent questions. 5. Identify examples of formal and informal language. 6. Revise emails using formal and informal langu 	<p>2L.3a Compare formal and informal uses of English.</p> <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>
	26.4				<ol style="list-style-type: none"> 1. Create words with the "oi" and "oy" diphthongs 2. Practice spelling words. 3. Match vocabulary words with the correct definition. 4. Identify comparing and contrasting. 5. Create examples of formal and informal language. 6. Edit rough draft emails. 	<p>2RF.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2L.3a Compare formal and informal uses of English.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
	26.5				<ol style="list-style-type: none"> 1. Spell words accurately. 2. Write sentences with vocabulary words in context 3. Distinguish between formal and informal language. 4. Accurately answer grammar and vocabulary questions. 5. Compare and contrast Franky and the fish in our story. 6. Publish formal and informal language emails. 7. Monitor and clarify fluency using a selection from our story "Franky Goes Fishing." 	<p>2RF.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2L.3a Compare formal and informal uses of English.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p>
Animal Adventure	27.1		toss throw hurl thin slender skinny terrible awful	exactly otherwise farewell pretending nearly plastic	<ol style="list-style-type: none"> 1. Distinguish words with a long a or e vowel that follows the V/CV pattern 2. Alphabetize our spelling words. 3. Read our vocabulary words. 4. Use a graphic organizer to take notes about a character. 5. Identify rules on when to use a comma. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>2RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>
	27.2		horrible stroll tiptoe stride lady pilot music		<ol style="list-style-type: none"> 1. Identify long i and long o vowels in words that follow the V/CV pattern. 2. Unscramble spelling words. 3. Read vocabulary words in context. 4. Take notes to describe characters in "Bobby and Pixie Have a Bath." 5. Match the rules of commas with an example. 6. Write a rough draft of a letter. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>2RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>2L.2a Capitalize holidays, product names, and geographic names.</p>
	27.3				<ol style="list-style-type: none"> 1. Write spelling words. 2. Identify words in larger words. 3. Identify vocabulary in a crossword puzzle. 4. Read "Franky and the Flowers" and take notes on a character. 5. Identify commas in a letter. 6. Revise a letter. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>2RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>2L.2a Capitalize holidays, product names, and geographic names.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
	27.4				<ol style="list-style-type: none"> 1. Identify words that contain a long vowel in the first syllable and follow the V/CV pattern. 2. Create sentences using spelling words. 3. Match the vocabulary words with the correct definition. 4. Answer questions on using commas and vocabulary. 5. Read our story "Good-bye" and answer text dependent questions. 6. Identify if a comma is used correctly in a letter. 7. Edit a letter. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>2RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>2L.2a Capitalize holidays, product names, and geographic names.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
	27.5				<ol style="list-style-type: none"> 1. Spell words accurately. 2. Create vocabulary sentences. 3. Review using commas in a letter. 4. Answer questions on using commas and vocabulary. 5. Compare and contrast two characters. 6. Publish a letter. 7. Monitor and clarify fluency. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>2RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>2L.2a Capitalize holidays, product names, and geographic names.</p> <p>2L.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
	28.1		question adventure furniture vacation direction location figure action nature picture reflection addition subtraction moisture feature	patterns rectangle triangle rotate mirror alternate repeat symmetry	<ol style="list-style-type: none"> 1. Identify the -tion suffix sound in words. 2. Alphabetize our spelling words. 3. Read our vocabulary words. 4. Identify main ideas and details. 5. Distinguish between phrases and sentences. 6. Brainstorm for our opinion paragraph. 	<p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2L.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>
	28.2				<ol style="list-style-type: none"> 1. Identify words containing the -ure, and -ture suffixes. 2. Unscramble spelling words 3. Read vocabulary words in context. 4. Read our story "Everyday Patterns." 5. Create simple sentences. 6. Write a rough draft of an opinion paragraph. 	<p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2L.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>2W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>2W.10 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Patterns	28.3				<ol style="list-style-type: none"> 1. Spell words for the week. 2. Find small words in a larger word 3. Complete sentences using our vocabulary words. 4. Read and answer text dependent questions on "Everyday Patterns." 5. Create compound sentences. 6. Revise an opinion paragraph. 	<p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. <p>2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2L.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>2W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2W.10 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>
	28.4				<ol style="list-style-type: none"> 1. Listen to distinguish suffixes and spell words. 2. Practice spelling words. 3. Match your vocabulary words with the correct definitions. 4. Identify main ideas and details in a paragraph. 5. Distinguish simple and compound sentences. 6. Edit our opinion paragraph. 	<p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. <p>2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2L.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>2W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2W.10 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Earth	28.5				<ol style="list-style-type: none"> 1. Spell words accurately. 2. Write sentences with vocabulary words in context. 3. Create a simple and a compound sentence. 4. Accurately answer grammar and vocabulary questions 5. Identify the main idea and details in a paragraph. 6. Publish an opinion paragraph. 7. Monitor and clarify fluency using a selection from our story "Everyday Patterns." 	<p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. <p>2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2L.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>2W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2W.10 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>
	29.1		misplace misspell mismatch misbehave misuse overdue overflow overpay	rock core space galaxy magnetic scientist mantle pressure	<ol style="list-style-type: none"> 1. Identify the -mis prefix sound in words. 2. Alphabetize our spelling words. 3. Read our vocabulary words. 4. Identify main ideas and details. 5. Match base form of words with the past tense of regular action verbs. 	<p>2RF.3d Decode words with common prefixes and suffixes.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2L.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p>
	29.2		overslept overreact rock core space galaxy magnetic		<ol style="list-style-type: none"> 1. Identify words containing the -over prefix. 2. Unscramble spelling words. 3. Read vocabulary words in context. 4. Read our story "Planet Earth." 5. Sort words based on base form, regular past tense, and irregular past tense. 6. Write a rough draft of an informative paragraph. 	<p>2RF.3d Decode words with common prefixes and suffixes.</p> <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2L.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>2W.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>
	29.3				<ol style="list-style-type: none"> 1. Spell words for the week. 2. Find smaller words in a larger word. 3. Match the vocabulary words with their correct definition. 4. Read an answer text dependent questions on "Planet Earth." 5. Identify if verbs are base form, past tense, or past participle. 6. Revise an informative paragraph. 	<p>2RF.3d Decode words with common prefixes and suffixes.</p> <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2L.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>2W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
	29.4				<ol style="list-style-type: none"> 1. Listen to distinguish prefixes and spell words 2. Practice spelling words. 3. Read new vocabulary words in context. 4. Read and answer text dependent questions about a compass. 5. Complete sentences using correct verb tense of a word. 6. Edit our informative paragraph. 	<p>2RF.3d Decode words with common prefixes and suffixes.</p> <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2L.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>2W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
	29.5				<ol style="list-style-type: none"> 1. Spell words accurately. 2. Write sentences with vocabulary words in context. 3. Create sentences using a variety of verb tenses. 4. Accurately answer grammar and vocabulary questions. 5. Identify the main ideas and details in a paragraph. 6. Publish an informative paragraph. 7. Monitor and clarify fluency using a selection from our story "Planet Earth." 	<p>2RF.3d Decode words with common prefixes and suffixes.</p> <p>2L.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>2W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p>
Water	30.1		walk animal salt small chalk applaud faucet laundry sauce author	thirsty parched dusty gushing trickle nutrients oxygen sprinklers	<ol style="list-style-type: none"> 1. Identify the sound of the -al pattern in words. 2. Alphabetize our spelling words. 3. Read the definitions of our vocabulary words. 4. Read "Water Needs." 5. Distinguish slang, abbreviations, and contractions. 6. Brainstorm ways to conserve water for our formal language writing assignment. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2L.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>2L.2c Use an apostrophe to form contractions and frequently occurring possessives.</p>
	30.2		lawn yawn draw crawl straw		<ol style="list-style-type: none"> 1. Identify words with the sound made by the -au pattern. 2. Unscramble spelling words 3. Read vocabulary words in context. 4. Answer text dependent questions about "Water Needs." 5. Distinguish between formal and informal language. 6. Create an informative rough draft on conserving water. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2L.3a Compare formal and informal uses of English.</p>
	30.3				<ol style="list-style-type: none"> 1. Accurately spell our words for this week. 2. Find small words in a larger word. 3. Read vocabulary words in context. 4. Read and answer text dependent questions. 5. Identify when to use formal and informal language. 6. Revise an informative writing assignment using formal language. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2L.3a Compare formal and informal uses of English.</p>

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
To the Moon	30.4				<ol style="list-style-type: none"> 1. Identify words with the sound created by the -aw pattern. 2. Practice spelling words. 3. Match vocabulary words with the correct definition. 4. Identify a main idea using nonfiction details. 5. Create examples of formal and informal language. 6. Edit an informative writing assignment on conserving water. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2L.3a Compare formal and informal uses of English.</p> <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
	30.5				<ol style="list-style-type: none"> 1. Spell words accurately. 2. Write sentences with vocabulary words in context. 3. Match terms and examples of formal and informal language 4. Accurately answer vocabulary and grammar questions. 5. Identify main idea and details in a selection from our story "Water Needs." 6. Publish an informative writing assignment using formal language. 7. Monitor and clarify fluency using a selection from our story "Water Needs." 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2L.3a Compare formal and informal uses of English.</p> <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p>
	31.1		smooth root school moon room stew chew nephew grew blew glue statue rescue tissue barbecue	phase gravity sphere rotation reflects nervous frightens unfasten armrest	<ol style="list-style-type: none"> 1. Identify the sound of the long double /oo/ pattern in words. 2. Alphabetize our spelling words. 3. Read the definitions of our vocabulary words. 4. Read "Field Trip to the Moon." 5. Identify "not" contractions. 6. Brainstorm and research for an opinion paragraph. 	<p>2RF.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RF.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <p>2W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>
	31.2				<ol style="list-style-type: none"> 1. Identify words with the sound made by the -ew pattern. 2. Unscramble spelling words 3. Read vocabulary words in context. 4. Answer text dependent questions about "Field Trip to the Moon". 5. Create "not" contractions. 6. Write an opinion paragraph rough draft using facts to support the opinion. 	<p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>2W.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>
	31.3				<ol style="list-style-type: none"> 1. Accurately spell our words for this week. 2. Find small words in a larger word. 3. Read vocabulary words in context. 4. Read and answer text dependent questions. 5. Identify the original word(s) or "not" contractions. 6. Revise an opinion writing assignment using facts to support the opinion. 	<p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>2W.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> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
	31.4				<ol style="list-style-type: none"> 1. Identify words with the sound created by the -ue pattern 2. Practice spelling words. 3. Match vocabulary words with the correct definition. 4. Distinguish between a fact and an opinion. 5. Identify the meaning of "not" contractions. 	<p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.,</p>
	31.5				<ol style="list-style-type: none"> 1. Spell words accurately. 2. Write sentences with vocabulary words in context. 3. Match "not" contractions with the original word(s) 4. Accurately answer vocabulary and grammar questions 5. Identify facts and opinions. 6. Publish an opinion writing assignment using facts to support the opinion. 7. Monitor and clarify fluency using a selection from our story "Field Trip to the Moon." 	<p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>2W.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> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
	32.1		timeline robot future development rapid technology sister wonder button second cabin computer update dinner counter	future timeline technology rapid development software remained replaced charger	<ol style="list-style-type: none"> 1. Identify multiple syllable words. 2. Alphabetize our spelling words. 3. Read the definitions of our vocabulary words. 4. Read "Jeff Needs an Update." 5. Identify adjectives. 6. Create an adjective poem. 	<p>2RF.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>2L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). <p>2L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>
	32.2				<ol style="list-style-type: none"> 1. Sort multiple syllables words based on number of syllables. 2. Unscramble spelling words. 3. Read vocabulary words in context 4. Answer text dependent questions about "Jeff Needs an Update." 5. Identify adverbs. 6. Create an adverb poem. 	<p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>2RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>2RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>2RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>2L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). <p>2L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Future	32.3				<ol style="list-style-type: none"> 1. Accurately spell our words for this week. 2. Find small words in a larger word. 3. Read vocabulary words in context. 4. Read and answer text dependent questions. 5. Distinguish between adjectives and adverbs in a sentence. 6. Create an acrostic poem. 	<p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>2RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>2RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>2RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). <p>2L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>
	32.4				<ol style="list-style-type: none"> 1. Identify syllables in our multiple syllable words. 2. Practice spelling words 3. Match vocabulary words with their correct definition. 4. Use an adjective or adverb to correctly complete a sentence. 5. Identify rhyme in poetry. 6. Create a cinquain. 	<p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>2RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>2RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>2RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). <p>2L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>
	32.5				<ol style="list-style-type: none"> 1. Spell words accurately. 2. Write sentences with vocabulary words in context. 3. Create sentences using adjectives and adverbs. 4. Accurately answer vocabulary and grammar questions. 5. Identify terms in poetry. 6. Create a shape poem. 7. Monitor and clarify fluency using a selection from "Jeff Needs an Update." 	<p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>2RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>2RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>2RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). <p>2L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Making Plans	33.1		spider shiver sadly napkin another nobody grandmother grandfather	adventure hiking journey backpack explorer mountains practice similarly	<ol style="list-style-type: none"> 1. Identify multiple syllable words. 2. Alphabetize our spelling words. 3. Read the definitions of our vocabulary words. 4. Read "Planning a Hike." 5. Identify prepositions. 6. Brainstorm for a problem/solution writing assignment. 	<p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2W.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>
	33.2		hiking journey backpack adventure explorer alone mistake		<ol style="list-style-type: none"> 1. Identify number of multiple syllable words. 2. Unscramble spelling words. 3. Read vocabulary words in context. 4. Answer text dependent questions about "Planning a Hike." 5. Identify "where" prepositions in a sentence. 6. Create a problem/solution rough draft. 	<p>2RF.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>2RF.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2W.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>
	33.3				<ol style="list-style-type: none"> 1. Accurately spell our words for this week. 2. Find small words in a larger word. 3. Read vocabulary words in context. 4. Read and answer text dependent questions. 5. Create a picture using "where" prepositions. 6. Revise a problem/solution writing assignment. 	<p>2RF.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>2RF.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2W.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> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
	33.4				<ol style="list-style-type: none"> 1. Identify syllables in our multiple syllable words. 2. Practice spelling words. 3. Match vocabulary words with their correct definition. 4. Distinguish between problem and solution. 5. Use a "where" prepositions to correctly complete a sentence. 6. Revise a problem/solution rough draft. 	<p>2RF.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>2RF.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2W.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> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2L.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>
	33.5				<ol style="list-style-type: none"> 1. Spell words accurately. 2. Complete sentences using vocabulary words. 3. Create sentences using "where" prepositions. 4. Accurately answer vocabulary and grammar questions. 5. Distinguish between problem and solution. 6. Publish problem/solution writing assignment. 7. Monitor and clarify fluency using a selection from "Planning a Hike." 	<p>2RF.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>2RF.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2W.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> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2L.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
	34.1		wrist write wrap wrong wreath high dough tight flight thought sign identify	identify information evaluate investigate apply possible happens solution	<ol style="list-style-type: none"> 1. Identify words with silent letters. 2. Alphabetize our spelling words. 3. Read the definitions of our vocabulary words. 4. Read "Solving a Problem". 5. Distinguish between a subject and a predicate. 6. Brainstorm a cause/effect writing assignment. 	<p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
	34.2		possible happens solution		<ol style="list-style-type: none"> 1. Identify silent letters at the beginning of a word. 2. Unscramble spelling words. 3. Read vocabulary words in context. 4. Answer text dependent questions about "Solving a Problem." 5. Match subjects and predicates to create a complete sentence. 6. Create a cause/effect rough draft. 	<p>2RF.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>2RF.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2W.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> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>2RI.4</p> <p>2W.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>
	34.3					<ol style="list-style-type: none"> 1. Accurately spell our words for this week. 2. Find small words in a larger word. 3. Read vocabulary words in context. 4. Read and answer text dependent questions. 5. Rewrite fragments as complete sentences. 6. Revise a cause/effect writing assignment.

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Asking Questions	34.4				<ol style="list-style-type: none"> 1. Identify silent letters at the end of words. 2. Practice spelling words. 3. Accurately complete sentences using our vocabulary words. 4. Distinguish between cause and effect. 5. Distinguish between run-on sentences, complete sentences, and fragments. 6. Edit a cause/effect writing assignment. 	<p>2RF.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>2RF.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2W.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> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>2RI.4</p> <p>2W.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> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
	34.5				<ol style="list-style-type: none"> 1. Spell words accurately. 2. Match vocabulary words to their correct definitions 3. Create examples of a complete sentence and related terms. 4. Accurately answer vocabulary and grammar questions. 5. Distinguish between cause and effect. 6. Publish cause/effect writing assignment. 7. Monitor and clarify fluency using a selection from "Solving a Problem." 	<p>2RF.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>2RF.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2W.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> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>2RI.4</p> <p>2W.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> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Being Afraid	35.1		able apple bubble bottle handle title middle pickle puddle uncle little jungle table nibble people	thunder lightning stormy hurricane tornado flickered nervously character	<ol style="list-style-type: none"> 1. Identify words with the sound of the -le letter combination. 2. Alphabetize our spelling words 3. Read the definitions of our vocabulary words. 4. Read "Scared in the Storm." 5. Distinguish between various forms of nouns. 6. Brainstorm a sequential order writing assignment. 	<ol style="list-style-type: none"> 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. 2RF.4a Read on-level text with purpose and understanding. 2RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 2RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 2SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade2 Language standards 1 and 3 for specific expectations).
	35.2				<ol style="list-style-type: none"> 1. Identify syllables in words ending with the -le letter combination. 2. Unscramble spelling words. 3. Read vocabulary words in context. 4. Answer text dependent questions about "Scared in the Storm." 5. Complete sentences using the appropriate pronoun. 6. Create a sequential order rough draft. 	<ol style="list-style-type: none"> 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. 2L.3a Compare formal and informal uses of English. 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2RL.3 Describe how characters in a story respond to major events and challenges. 2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). 2W.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.
	35.3				<ol style="list-style-type: none"> 1. Accurately spell our words for this week. 2. Find small words in a larger word. 3. Read vocabulary words in context. 4. Read and answer text dependent questions. 5. Identify and use adjectives. 6. Revise a sequential order writing assignment. 	<ol style="list-style-type: none"> 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2RL.3 Describe how characters in a story respond to major events and challenges. 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. 2L.3a Compare formal and informal uses of English. 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2RL.3 Describe how characters in a story respond to major events and challenges. 2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified. 2W.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. 2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
	35.4				<ol style="list-style-type: none"> 1. Identify words with the sound made by the -le letter combination. 2. Practice spelling words. 3. Match our vocabulary words with their correct definition 4. Identify rising actions. 5. Complete sentences using verbs. 6. Edit a sequential order writing assignment. 	<p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>2RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. <p>2L.3a Compare formal and informal uses of English.</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).+ <p>2W.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> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
	35.5				<ol style="list-style-type: none"> 1. Spell words accurately. 2. Create sentences using our vocabulary words. 3. Identify adverbs in sentences. 4. Accurately answer vocabulary and grammar questions. 5. Identify rising actions. 6. Publish sequential order writing assignment. 7. Monitor intonation, rate, and expression using a selection from our story "Scared in the Storm." 	
	36.1		<p>sold fold gold mold poster host ghost cost lost</p>	<p>transition milestone qualify excel prize principal dreading meant</p>	<ol style="list-style-type: none"> 1. Identify words with the sound of the -old and -ost letter combinations. 2. Alphabetize our spelling words. 3. Read the definitions of our vocabulary words. 4. Read "Maria's Goodbye." 5. Identify prepositions. 6. Brainstorm a narrative writing assignment. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p>
	36.2		<p>almost frost bold qualify meant excel</p>		<ol style="list-style-type: none"> 1. Distinguishing words with the a long o sound and the -old letter combination 2. Unscramble spelling words. 3. Read vocabulary words in context. 4. Answer text dependent questions about "Maria's Goodbye." 5. Identify conjunctions. 6. Create a rough draft of a narrative writing assignment. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Moving On	36.3				<ol style="list-style-type: none"> 1. Accurately spell our words for this week. 2. Find small words in a larger word. 3. Read vocabulary words in context. 4. Read and answer text-dependent questions. 5. Distinguish parts of speech. 6. Revise a narrative writing assignment. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2W.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>
	36.4				<ol style="list-style-type: none"> 1. Sort words with the -ost letter combination. 2. Practice spelling words. 3. Match vocabulary words with their correct definitions. 4. Distinguish between past, present, and future settings. 5. Identify parts of speech in sentences. 6. Edit a narrative writing assignment. 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). <p>2W.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> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
	36.5				<ol style="list-style-type: none"> 1. Spell words accurately. 2. Complete sentences using our vocabulary words. 3. Match examples to parts of speech. 4. Accurately answer vocabulary and grammar questions. 5. Identify falling actions and resolution. 6. Publish our narrative writing assignment. 7. Monitor intonation, rate, and expression using a selection from our story "Maria's Goodbye." 	<p>2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2RF.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>2W.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> <p>2W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2RF.4a Read on-level text with purpose and understanding.</p> <p>2RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>