

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 juicy	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		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.

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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.
	20.4				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	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.
	20.5				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.	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.

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Lost and Found	21.1	yard cardboard hard carpet sharp far darkness party barked haircut anywhere park starfish farm bookmark	rescue worried themselves thought crouched covered usually		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.	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.3b Know spelling-sound correspondences for additional common vowel teams. 2.RF.3e Identify words with inconsistent but common spelling-sound correspondences. 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. 2L.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). 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. 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				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.	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. 2RL.3 Describe how characters in a story respond to major events and challenges. 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.
	21.3				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.	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. 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. 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. 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.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Lost and Found	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>

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Habits and Routines	22.1		bore pounce chore recycle before evening	evening wrapper cardboard recycle pounce kitchen grown	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.	2RF.3b Know spelling-sound correspondences for additional common vowel teams. 2RF.3f Recognize and read grade-appropriate irregularly spelled words. 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).
	22.2		explore racehorse ignore armchair habit cardboard wheelchair hourglass snore		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.	2RF.3b Know spelling-sound correspondences for additional common vowel teams. 2RF.3f Recognize and read grade-appropriate irregularly spelled words. 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). 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.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). 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.
	22.3				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.	2RF.3b Know spelling-sound correspondences for additional common vowel teams. 2RF.3f Recognize and read grade-appropriate irregularly spelled words. 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). 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.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). 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.

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>

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Community Jobs	23.1		busy busier busiest shorter shortest late	against worse infection exam waiting medicine	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.	2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified. 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.
	23.2		later latest fat fatter fattest easy against worse exam		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.	2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified. 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.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.
	23.3				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.	2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified. 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.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.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. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
	23.4				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.	2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified. 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.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. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	23.5				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.	2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified. 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.3f Recognize and read grade-appropriate irregularly spelled words. 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. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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Gifts	24.1		beautifully suddenly slowly swiftly angrily quickly	bouquet flowers stalks gentle feathers	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.	2RF.3c Decode regularly spelled two-syllable words with long vowels. 2RF.3d Decode words with common prefixes and suffixes. 2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
	24.2		greedily fast less more merrily bouquet flowers stalks feathers		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.	2RF.3c Decode regularly spelled two-syllable words with long vowels. 2RF.3d Decode words with common prefixes and suffixes. 2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified 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. 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. 2RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 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.
	24.3				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.	2RF.3c Decode regularly spelled two-syllable words with long vowels. 2RF.3d Decode words with common prefixes and suffixes. 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.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified. 2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 2RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 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.

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Gifts	24.4				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.	2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 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. 2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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). 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). 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. 2W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
	24.5				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.	2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 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. 2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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). 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). 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. 2W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 2RF.3f Recognize and read grade-appropriate irregularly spelled words.

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Making Mischief	25.1		tooth teeth person people child children knife knives	mangoes bored touch caught juice visitors	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.	2RF.3c Decode regularly spelled two-syllable words with long vowels. 2RF.3e Identify words with inconsistent but common spelling-sound correspondences. 2RF.3f Recognize and read grade-appropriate irregularly spelled words. 2L.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
	25.2		draw catch caught touch cage badge		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.	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. 2L.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). 2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified. 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	25.3				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.	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. 2L.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). 2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified. 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.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. 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.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
	25.4				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.	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. 2L.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). 2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified. 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.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.
	25.5				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."	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. 2L.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). 2L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified. 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.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
Natural World	26.1		cold freezing huge gigantic guess estimate argue squabble	meadow twitched idea wide-eyed whiskers	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.	2RF.3e Identify words with inconsistent but common spelling-sound correspondences. 2RF.3f Recognize and read grade-appropriate irregularly spelled words. 2RF.4a Read on-level text with purpose and understanding. 2L.3a Compare formal and informal uses of English.
	26.2		tired sleepy easy simple cowboy poison boil		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.	2RF.3e Identify words with inconsistent but common spelling-sound correspondences. 2RF.3f Recognize and read grade-appropriate irregularly spelled words. 2RF.4a Read on-level text with purpose and understanding. 2L.3a Compare formal and informal uses of English.
	26.3				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	2L.3a Compare formal and informal uses of English. 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.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
	26.4				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.	2RF.3e Identify words with inconsistent but common spelling-sound correspondences. 2RF.3f Recognize and read grade-appropriate irregularly spelled words. 2RF.4a Read on-level text with purpose and understanding. 2L.3a Compare formal and informal uses of English. 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.
	26.5				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."	2RF.3e Identify words with inconsistent but common spelling-sound correspondences. 2RF.3f Recognize and read grade-appropriate irregularly spelled words. 2RF.4a Read on-level text with purpose and understanding. 2L.3a Compare formal and informal uses of English. 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. 2RF.3f Recognize and read grade-appropriate irregularly spelled words. 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. 2RF.3f Recognize and read grade-appropriate irregularly spelled words.

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Animal Adventure	27.1		toss throw hurl thin slender skinny terrible awful	exactly otherwise farewell pretending nearly plastic	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.	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.3 Describe how characters in a story respond to major events and challenges. 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.
	27.2		horrible stroll tiptoe stride lady pilot music		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.	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.3 Describe how characters in a story respond to major events and challenges. 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. 2L.2a Capitalize holidays, product names, and geographic names.
	27.3				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.	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.3 Describe how characters in a story respond to major events and challenges. 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. 2L.2a Capitalize holidays, product names, and geographic names. 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.
	27.4				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.	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.3 Describe how characters in a story respond to major events and challenges. 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. 2L.2a Capitalize holidays, product names, and geographic names. 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.
	27.5				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.	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.3 Describe how characters in a story respond to major events and challenges. 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. 2L.2a Capitalize holidays, product names, and geographic names. 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). 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
Patterns	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	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.	2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 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. 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.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 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).
	28.2				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.	2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 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. 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.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 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). 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. 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.

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Patterns	28.3				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	2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 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. 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.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 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). 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. 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. 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.
	28.4				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.	2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 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. 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.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 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). 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. 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. 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.

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Patterns	28.5				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."	2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 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. 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.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 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). 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. 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. 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.

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Earth	29.1		misplace misspell mismatch misbehave misuse overdue	rock core space galaxy magnetic scientist	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.	2RF.3d Decode words with common prefixes and suffixes. 2RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 2L.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
	29.2		overflow overpay overslept overreact rock core space galaxy magnetic	pressure	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.	2RF.3d Decode words with common prefixes and suffixes. 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.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 2L.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). 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.
	29.3				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.	2RF.3d Decode words with common prefixes and suffixes. 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.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 2L.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). 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. 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.
	29.4				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.	2RF.3d Decode words with common prefixes and suffixes. 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.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 2L.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). 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. 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.
	29.5				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."	2RF.3d Decode words with common prefixes and suffixes. 2L.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). 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. 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. 2RF.3f Recognize and read grade-appropriate irregularly spelled words.

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Water	30.1		walk animal salt small chalk applaud faucet laundry sauce author	thirsty parched dusty gushing trickle nutrients oxygen sprinklers	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.	2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF.3f Recognize and read grade-appropriate irregularly spelled words. 2RF.4a Read on-level text with purpose and understanding. 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). 2L.2c Use an apostrophe to form contractions and frequently occurring possessives.
	30.2		lawn yawn draw crawl straw		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.	2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable 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. 2L.3a Compare formal and informal uses of English.
	30.3				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	2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable 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. 2L.3a Compare formal and informal uses of English.
	30.4				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.	2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable 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. 2L.3a Compare formal and informal uses of English. 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.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 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. 2W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Water	30.5				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."	2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable 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. 2L.3a Compare formal and informal uses of English. 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.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 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. 2W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 2RF.3f Recognize and read grade-appropriate irregularly spelled words.

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
To the Moon	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	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.	2RF.3b Know spelling-sound correspondences for additional common vowel teams. 2RF.3e Identify words with inconsistent but common spelling-sound correspondences. 2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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. 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. 2RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	31.2				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.	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.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 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.
	31.3				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.	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.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 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. 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.
	31.4				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.	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.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.,

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
To the Moon	31.5				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."	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.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 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. 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.

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Future	32.1	timeline robot future developmen t 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>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>
	32.2				<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>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>

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Future	32.3				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.	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. 2RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 2RL.3 Describe how characters in a story respond to major events and challenges. 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. 2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Use collective nouns (e.g., group). Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). Use reflexive pronouns (e.g., myself, ourselves). Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). Use adjectives and adverbs, and choose between them depending on what is to be modified. 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). 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).
	32.4				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.	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. 2RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 2RL.3 Describe how characters in a story respond to major events and challenges. 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. 2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Use collective nouns (e.g., group). Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). Use reflexive pronouns (e.g., myself, ourselves). Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). Use adjectives and adverbs, and choose between them depending on what is to be modified. 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). 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).

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Future	32.5				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."	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. 2RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 2RL.3 Describe how characters in a story respond to major events and challenges. 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. 2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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). 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). 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.

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	adventure hiking journey backpack explorer mountains practice similarly	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.	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. 2RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 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.
	33.2		grandfather hiking journey backpack adventure explorer alone mistake		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.	2RF.3c Decode regularly spelled two-syllable words with long vowels. 2RF.3e Identify words with inconsistent but common spelling-sound correspondences. 2RF.3f Recognize and read grade-appropriate irregularly spelled words. 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.
	33.3				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.	2RF.3c Decode regularly spelled two-syllable words with long vowels. 2RF.3e Identify words with inconsistent but common spelling-sound correspondences. 2RF.3f Recognize and read grade-appropriate irregularly spelled words. 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. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
	33.4				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.	2RF.3c Decode regularly spelled two-syllable words with long vowels. 2RF.3e Identify words with inconsistent but common spelling-sound correspondences. 2RF.3f Recognize and read grade-appropriate irregularly spelled words. 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. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 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).
	33.5				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."	2RF.3c Decode regularly spelled two-syllable words with long vowels. 2RF.3e Identify words with inconsistent but common spelling-sound correspondences. 2RF.3f Recognize and read grade-appropriate irregularly spelled words. 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. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 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).

Asking Questions

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Asking Questions	34.1		wrist write wrap wrong wreath high dough tight flight thought sign identify possible happens solution	identify information evaluate investigate apply possible happens solution	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.	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. 2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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				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.	2RF.3c Decode regularly spelled two-syllable words with long vowels. 2RF.3e Identify words with inconsistent but common spelling-sound correspondences. 2RF.3f Recognize and read grade-appropriate irregularly spelled words. 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. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 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.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the 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 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.
	34.3				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.	2RF.3c Decode regularly spelled two-syllable words with long vowels. 2RF.3e Identify words with inconsistent but common spelling-sound correspondences. 2RF.3f Recognize and read grade-appropriate irregularly spelled words. 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. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 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.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the 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 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. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Asking Questions

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
	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.
	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.

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	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.	2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 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				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.	2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 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. 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.

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Being Afraid	35.3				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.	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"> Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. 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.
	35.4				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.	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"> Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. 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"> Use collective nouns (e.g., group). Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). Use reflexive pronouns (e.g., myself, ourselves). Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). Use adjectives and adverbs, and choose between them depending on what is to be modified. 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.

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Being Afraid	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."	

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standards
Moving On	36.1		sold fold gold mold poster host ghost cost lost	transition milestone qualify excel prize principal dreading meant	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.	2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF.3f Recognize and read grade-appropriate irregularly spelled words.
	36.2		almost frost bold qualify meant excel		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.	2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF.3f Recognize and read grade-appropriate irregularly spelled 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.
	36.3				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.	2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF.3f Recognize and read grade-appropriate irregularly spelled 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.
	36.4				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.	2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF.3f Recognize and read grade-appropriate irregularly spelled words. 2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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. 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
Moving On	36.5				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."	2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF.3f Recognize and read grade-appropriate irregularly spelled words. 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. 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.