

<p style="text-align: center;"><u>Reading (Fictional Text) RL</u></p> <p>INTRODUCE RL.2.1 Increasing text difficulty throughout each nine weeks: Ask who, what, when, where, how, and why questions to show that I understand important parts of a text. Who are the main characters and what did they do (1*, 2*) Where and when did the story take place (1, 2*, 3*, 4) Why/How did the characters do ____ (feelings, actions, motivation)? (1, 2, 3*, 4*) Why/How is the setting important? (1, 2, 3*, 4*)</p> <p>RL.2.4 Locate phrases (*1)</p> <p>RL.2.5 Identify the beginning, middle, and end of a story (*1,2,3,4)</p> <p>RL.2.10 Read and comprehend literature with increasing text complexity and proficiency. (*1,*2, *3, *4) RL.2.10 Read closer to the high end of the Lexile score 450-790. (1*,2*,3*,4*)</p> <p>ASSESS RL.2.4 Identify the rhythm of a story, poem, or song (1*,2) (from Week 1)</p> <p>RL.2.7 Use pictures and words to understand where the story takes place. (*1,2,3,4) (from Week 1)</p>	<p style="text-align: center;"><u>Speaking and Listening</u></p> <p>INTRODUCE SL.2.1.a. Can follow agreed up rules in discussion. (gaining the floor in respectful ways, listening to others with care, speaking one at a time). (*1, *2, *3, *4)</p> <p>ASSESS SL.2.1 Agree upon rules to follow (in group work). (*1,2,3,4) (from Week 1)</p>	<p style="text-align: center;"><u>Science/Social Studies (Informational Text) RI</u></p> <p>INTRODUCE RI.2.1 Increasing difficulty of text throughout each nine weeks: Ask the questions about who, what, & where to show I understand key points. (1*, 2*, 3,4) RI.2.1 Ask the questions about when, why and how to show I understand key points. (1, *2, *3, 4)</p> <p>RI.2.4 Explain what words/phrases in a text mean (context clues) (1, 2*, 3, 4*)</p> <p>RI.2.10 Read and understand text (informational text) between Lexile scores 450-790. (1,2,3,4*) RI.2.10 Read closer to the high end of the Lexile score 450-790. (1,2,3,4*)</p>
<p style="text-align: center;"><u>Language</u></p> <p>INTRODUCE L.2.4 Predict the meaning of a compound word using the meaning of the individual words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (1*,2,3,4)</p> <p>ASSESS L.2.2 Use spelling patterns correctly to write words (e.g., cage → badge; boy → boil). (*1,*2,*3,*4) (from Week 1)</p> <p>L.2.4 Use context clues to understand the meaning of unknown words and phrases (1*,2, 3*, 4) (from Week 1)</p>	<p>2nd Grade</p> <p>Week at a Glance Planning Matrix</p> <p>1st Nine Weeks – Week 2</p> <p>Unit Topic:</p>	

<u>Writing</u>	<u>Culminating Activities</u>	<u>Academic Vocabulary</u>	<u>Domain Specific Vocabulary</u>
<p>INTRODUCE W.2.1 Identify topic or title of a book to write about (1, 2*, 4)</p>		<p>Rhythm Beats Song Compound word Skip counting</p>	