

NJSLS ELA

\*First full week of school, take time to cover underlined sections; As you launch Daily 5, practice online programs during this time.

\*\*Underlined items after September are things that need extra review from first grade, due to Covid

Items in red will be touched on in the Media Center

Grade 2 ELA Pacing Guide-Trimester 1					
Time Frame	Primary Reading Skills	Primary Writing Skill	Foundational Skill (Foundations)	Executive Functioning	Standards
<p><b>September</b></p> <p><b>Reading:</b> Launching Reader's Workshop</p> <p><b>Writing:</b> Launching Writer's Workshop</p>	<p><u>-Launch Daily 5- Social distancing rules need to be factored in</u></p> <p><u>-Practice Online Programs - RAZ Kids and Epic</u></p> <p><u>Assess using DRA for current reading level</u></p> <p>Ask and answer questions: who, what, where, when, why, and how to demonstrate understanding of key details</p> <p>Understand the central message, lesson, or moral</p>	<p><u>Show how to use Google Classroom and Google Docs; Practice writing in Google Docs</u></p> <p>Recount a well-elaborated event(s)</p> <p>Add details to describe actions, thoughts, and feelings</p> <p>Writing routines/stamina</p> <p>Form and use frequently occurring irregular plural nouns</p> <p>Form and use the past tense of frequently occurring irregular verbs</p>	<p><b>Unit 1</b> Demonstrate letter-keyword-sound for consonants and vowels and digraphs</p> <p>Identify 3 spellings for /k/ sound (c, k, ck)</p> <p>Recognize closed syllable type</p> <p><b>Unit 2</b> Bonus letter spelling rule: ff, ll, ss, and sometimes zz</p> <p>Glued (welded) sounds</p> <p>Blending and reading words with glued sounds</p> <p>Segmenting and spelling words with</p>	<p>- Time to get <u>reacclimated to being in school</u></p> <p>- <u>Create rules together-including social distancing rules</u></p> <p><u>-PBIS lessons for new category of safety-</u> <b>(hygiene, hand washing, masks, sanitizer, covering cough and sneeze, personal space/social distancing, etc.)</b></p> <p><u>-Teach/ review online programs- Google Classroom, RAZ Kids, Epic, Google Docs, Google Meet or Hangouts - (Practice during Daily 5)</u></p>	<p>RL.2.1 RL.2.2 RL.2.10</p> <p>L.2.3.A</p> <p>W.2.3. W.2.5. L.2.1.B, D</p>

	Reading routines/Daily 5 Rotations		bonus letters and glued sounds  Story retelling  Vowel teams		
<b>October</b>  <b>Reading:</b> Fiction- Personal Narrative  <b>Writing:</b> Personal Narrative	<p>Describe the overall structure of a story: Beginning, Middle, End</p> <p>Use illustrations to aid in comprehension</p> <p>Retell stories and determine the central message</p> <p>Use context clues</p> <p>Identify real life connections between words and their use</p>	<p><b>Pre-test</b>– A time spent with a friend or with family.</p> <p>Organization/Planning: Beginning, Middle, End</p> <p>Transition words</p> <p>Punctuation-Capital and end mark</p> <p>Use linking words (e.g., because, and, also)</p> <p>Revise and edit with assistance</p>	<p><b>Unit 3</b> Concept of closed syllable exceptions</p> <p>Glued sounds: ild, ind, old, olt, ost</p> <p>Story retelling</p> <p>Fluent passage reading</p> <p>Vowel teams</p> <p><b>Unit 4</b> Review suffixes: s, es, ed, ing</p> <p>Comparison suffixes: er, est</p>		<p>RL.2.5 RL.2.7 RL.2.10</p> <p>L.2.4.A L.2.5.A,B</p> <p>W.2.3 W.2.5 L.2.1.E</p>

	<p>(describe foods that are spicy and juicy)</p> <p>Distinguish shades of meaning among closely related verbs (toss, throw, hurl) and closely related adjectives (thin, slender, scrawny)</p> <p><u>Introduce Fiction RTL (Trimester 1)</u></p>		<p>Additional sounds of – ed /d/ and /t/</p> <p>Spelling procedure for words with suffixes</p> <p>Forming plurals</p> <p>Forming tenses- present and past</p> <p>Categorizing vowel and consonant suffixes</p> <p>Vowel teams: oa, oe, ow, ou, oo, ue, ew</p>		
<p><b>November</b></p> <p><b>Reading:</b> Non-Fiction</p> <p><b>Writing:</b> Opinion</p>	<p>Ask and answer questions: who, what, where, when, why, and how to demonstrate understanding of key details</p> <p>Determine the meaning of words and phrases in a text relevant to topic or subject area</p>	<p><b>Pre-Test</b> What is your favorite activity?</p> <p>State an opinion and supply one reason with meaningful details and a concluding statement (restate opinion)</p> <p>Describe the order of events using transition words</p> <p>Use linking words (e.g., because, and, also)</p>	<p><b>Unit 5</b> Reading and spelling two-syllable words</p> <p>Review syllable concept in multisyllabic words</p> <p>Compound words</p> <p>Syllable division rules for dividing between closed syllables</p> <p>Spelling of ic at the end of multisyllabic words</p>		<p>RI.2.1 RI.2.4 RI.2.5 RI.2.10</p> <p>L.2.4.B</p> <p>W.2.1 L.2.1.F</p>

	<p><u>Use text features to locate key facts/info efficiently</u></p> <p>Utilize information from illustrations, pictures and words from print or digital text</p> <p>Explain how the illustration, pictures and words provide a clearer understanding</p> <p>Determine the meaning of the new word formed when a known prefix is added to the word (happy/unhappy, tell/retell)</p> <p><u>Introduce Nonfiction</u> <u>RTL (trimester 1)</u></p>		<p>New suffixes: ful, ment, ness, less, able, en, ish, au and aw</p> <p><b>Unit 6</b> <u>Review vowel-consonant-e syllables</u></p> <p>s - /s/and /z/</p> <p>Spelling option procedure</p> <p>Two syllable words with closed and vowel-consonant-e syllables Compound words</p> <p>Vowel-consonant-e exception (-ive)</p> <p>Suffix – ive</p>		
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<ul style="list-style-type: none"> <li>● Reading Foundation Skills Checklist</li> <li>● Running Records</li> <li>● Observational Notes - Reading, writing, Foundations</li> </ul>	<ul style="list-style-type: none"> <li>● Common Assessments - Pre/Post for each writing genre</li> <li>● Foundations Unit Tests</li> </ul>

<ul style="list-style-type: none"><li>● Foundations daily practice</li><li>● On Demand Writing Prompts</li></ul>	<ul style="list-style-type: none"><li>● DRA , Running Records</li><li>● RTLs</li></ul>
<b>Main Resources</b>	<b>Supplementary Resources</b>
<ul style="list-style-type: none"><li>● Comprehension Toolkit</li><li>● Lucy Caulkins/Medford</li><li>● 6+1 Traits</li><li>● Foundations</li><li>● Guided reading books</li></ul>	<ul style="list-style-type: none"><li>● Mentor Books to accompany Lucy Calkins/Medford</li><li>● BookFlix</li><li>● Tumble Books</li><li>● RAZ Kids , Epic</li></ul>

Grade 2 ELA Pacing Guide-Trimester 2				
Time Frame	Primary Reading Skills	Primary Writing Skill	Foundational Skill (Foundations)	Standards
<p><b>December</b></p> <p><b>Reading:</b> Non-Fiction/ Historical Fiction</p> <p><b>Writing:</b> Informational/ Explanatory</p>	<p>Describe the connections between a series of historical events, scientific ideas &amp; concepts, or the steps in technical procedures within a text</p> <p>Describe &amp; identify the logical connections of how reasons support specific points the author makes in a text</p> <p>Create questions about an important idea within the text</p> <p>Demonstrate understanding of key details</p> <p>Identify captions, glossaries, subheadings, bold print</p>	<p><b>Pretest-</b> Pick an animal to tell facts about.</p> <p>State topic and details that support the topic</p> <p>Use linking words (e.g., because, and, also)</p> <p>Demonstrate use of transition words (e.g. first, next, then, last)</p> <p>Use collective nouns</p> <p>Use commas in greetings and closures of letters</p> <p>Complete one typed piece</p> <p><u>Include "How-To" through shared research writing- (from First grade)</u></p>	<p><b>Unit 7</b> Open syllable type</p> <p>Y as a vowel</p> <p>Combining open syllables with closed and vowel-consonant-e syllables</p> <p>Additional syllable division rules</p> <p>y, ly, ty suffixes</p>	<p>RI.2.3 RI.2.8 RI.2.10</p> <p>W.2.2 W.2.5</p> <p>L2.1.A L2.2.B L.2.4.C</p>

<p><b>January</b></p> <p><b>Reading:</b> Fiction</p> <p><b>Writing:</b> Personal Narrative</p>	<p>Recount stories-determine their central message/theme, lesson or moral</p> <p>Describe how characters in a story respond to major events and challenges</p> <p>Identify how different events link together in a text</p> <p>Identify and retell text details, events, or ideas that are chronological or sequential</p> <p><u>Compare and contrast ideas from the text</u></p> <p>Use knowledge of the meaning of individual words to predict the meaning of compound words</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts,</p>	<p>Create Good Leads: question/dialogue/action Who,where,when,why</p> <p>Develop elaborated events/short sequences</p> <p>Use transition words</p> <p>Describe actions, thoughts, feelings</p> <p>Create a good ending with a thought or feeling.</p>	<p><b>Unit 8</b> <u>R-controlled syllable</u></p> <p><u>Sounds of ar and or</u></p> <p><u>Combining r-controlled syllables with other syllable types</u></p> <p><b>Unit 9</b> <u>Sound of er, ir, and ur</u></p> <p><u>Spelling option procedure for /r/ sound</u></p> <p><u>Combining r-contolled syllables with er, ir, and ur with other syllable types</u></p> <p>Dictionary skills</p>	<p>RL.2.2 RL.2.3 RL.2.10</p> <p>W.2.3 W.2.5</p> <p>L.2.2.D L.2.4.D</p>

	<p>including using adjectives and adverbs to describe (ex: when other kids are happy, that makes me happy)</p> <p><u>Trimester 2 RTL fiction</u></p>			
<p><b>February</b></p> <p><b>Reading:</b> All About Books</p> <p><b>Writing:</b> Opinion: Compare and Contrast</p>	<p>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text</p> <p><b>Identify the main topic and retell key details</b></p> <p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>Explain how specific images contribute to clarify a text</p> <p><u>Trimester 2 Nonfiction RTL</u></p>	<p>State an opinion</p> <p>Supply reasons that include meaningful details</p> <p>Compare &amp; contrast two things</p> <p>Use transitional phrases to describe the order of events</p> <p>Connect opinion to concluding statement</p> <p>Demonstrate use of linking words (e.g., because, and, also)</p> <p><b>Post -Test</b> What is your favorite activity?</p>	<p><b>Unit 10</b> Double vowel syllable type</p> <p>Sounds of ai, and ay</p> <p>Use of spelling option procedure for // sound</p> <p>Combining all types of syllables</p> <p>Homophones</p> <p><b>Unit 11</b> Sounds of ee, ea, ey</p> <p>Use of spelling option procedure for // sound</p>	<p>RI.2.1 RI.2.2 RI.2.6 RI.2.7 RI.2.10</p> <p>W.2.1 W.2.5 W.2.8W</p> <p>L.2.2.E L.2.6</p>

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Main Resources	Supplementary Resources
<ul style="list-style-type: none"> <li>● Comprehension Toolkit</li> <li>● Lucy Caulkins/Medford</li> <li>● 6+1 Traits</li> <li>● Foundations</li> <li>● Guided reading books</li> </ul>	<ul style="list-style-type: none"> <li>● Mentor Books to accompany Lucy Calkins/Medford</li> <li>● BookFlix</li> <li>● Tumble Books</li> <li>● RAZ Kids , Epic</li> </ul>

[NJSLs ELA](#)

Grade 2 ELA Pacing Guide-Trimester 3				
Time Frame	Primary Reading Skills	Primary Writing Skill	Foundational Skill (Foundations)	Standards
<b>March</b> <b>Reading:</b>	<u>Compare and contrast the most important points</u>	Introduce topic and use facts/definitions to develop points	<b>Unit 12</b> Sounds of oi and oy  Spelling generalizations of	RI.2.9 RI.2.10  W.2.2

<p>Non-Fiction</p> <p><b>Writing:</b> Informational</p>	<p><u>presented by two texts on the same topic</u></p> <p>Create questions about an important idea within the text</p> <p>Respond to questions asked</p> <p>Utilize textual evidence</p> <p>Identify the main idea and overall focus of a multi-paragraph text</p> <p>Determine the main idea of the text and details that lead to it</p> <p>Utilize information from illustrations, diagrams or images from informational text.</p> <p>Explain how illustrations, diagrams or images clarify the text</p> <p>Use glossaries and beginning dictionaries both print and digital to determine or clarify the meaning of words and phrases</p>	<p>Demonstrate use of specific vocabulary Incorporate transitional phrases</p> <p>Develop a strong concluding statement</p> <p>Conference w/peers to strengthen writing</p> <p><b>Read information provided: words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question</b></p> <p><b>Take notes from research</b></p> <p><b>Post Test</b>-Pick and animal and write an informational piece about it.</p>	<p>/oi/ sound</p> <p><b>Unit 13</b> The long o sound of oa, oe, and ow</p> <p>Use of spelling option procedure for // sound</p> <p>Review of suffix endings</p>	<p>W.2.5 W.2.6 W.2.7</p> <p>L.2.2.A L.2.4.E</p>
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	<b>Trimester 3- Nonfiction RTL</b>			
<p><b>April</b></p> <p><b>Reading:</b> Poetry/ Fairy Tales</p> <p><b>Writing:</b> Poetry</p>	<p>Describe how words and phrases supply rhythm and meaning in a story, poem, or song</p> <p><b>Compare and contrast two or more versions of the same story by different authors or from different cultures</b></p> <p>Analyze how words and phrases provide meaning to a poem, story, or song</p> <p>Identify the parts of the poem that show the beat</p> <p>Determine which part shows alliteration</p>	<p>Publish writing both independently and with peers using digital tools</p> <p>Demonstrate knowledge of keyboarding techniques</p> <p>Understand role as part of a team and the work they are required to accomplish</p> <p>Use adjectives &amp; adverbs and choose between them depending on what is to be modified</p>	<p><b>Unit 14</b> The /ou/ sound of ou and ow</p> <p>Flexibility in sound choices for reading</p> <p>Spelling generalizations of /ou/ sound</p> <p><b>Unit 15</b> The /ü/ sound of oo, ou, ue, and ew</p> <p>The / / sound of ue Use of spelling option procedure for /ü/ and / /</p>	<p>RL.2.4 RL.2.9 RL.2.10</p> <p>L.2.1.E</p>
<p><b>May</b></p> <p><b>Reading:</b> Adventure/ Mystery</p>	<p><b>Describe how characters in a story respond to major events and challenges using key details</b></p>	<p>Beginning-Good Leads: question/dialogue/action</p> <p>Incorporate Onomatopoeia</p> <p>Describe actions, thoughts, feelings</p>	<p><b>Unit 16</b> Sounds of au and aw</p> <p>Spelling generalizations for the /o/ sound</p>	<p>RL.2.1 RL.2.3 RL.2.6 RL.2.10</p> <p>W.2.3</p>

<p><b>Writing:</b> Narrative 3rd Person</p>	<p>Acknowledge differences in the points of view of characters</p> <p><b>Trimester 3 RTL Fiction</b></p>	<p>Use an apostrophe to form contractions &amp; frequently recurring possessives</p> <p><b>Post test</b>– write a narrative either 1<sup>st</sup> or 3<sup>rd</sup> person- Time spent with family or friends</p>		<p>W.2.5 W.2.8 L.2.2.C</p>
<p><b>June</b></p> <p><b>Reading:</b> Readers Theater- Folktales/ fables</p> <p><b>Writing:</b> Review all Genres</p>	<p>Recount stories, including fables, &amp; folktales from diverse cultures, and determine their central message/theme, lesson or moral.</p> <p>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud</p> <p>Consider how characters are involved in a story</p> <p>Analyze their reactions to story events</p> <p>Identify how the characters solve a problem or challenges</p>	<p>Application of all strategies using same topic for each</p> <p>Complete 1 typed published piece</p>	<p><b>Unit 17</b> Consonant-le syllable type</p> <p>Spelling consonant-le words</p> <p>Review of all 6 syllable types</p>	<p>RL.2.2 RL.2.6 RL.2.10</p> <p>W.2.1 W.2.2 W.2.3 W.2.5 W.2.6</p>

	<p>Recognize that characters have different points of view</p> <p>Determine how the characters think/feel about the events</p> <p>Identify any characters that have similar thinking</p> <p>Consider the character's voice when reading out loud</p>			
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## Appendix

### Grade 2 Topics Covered in the Media Center

<b>September</b>	<ul style="list-style-type: none"><li>• Show Media Center Google Classroom</li><li>• Reading (fiction/ narrative)- Read books and identify central message, lesson, moral together</li><li>• Writing- Mentor texts to read- See teachers for list</li></ul>
<b>October</b>	<ul style="list-style-type: none"><li>• Reading(fiction/ narrative) - Overall structure of a story- Beginning, middle, end</li><li>• Reading (fiction/ narrative) - Context clues</li><li>• Social Studies- Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present</li></ul>
<b>November</b>	<ul style="list-style-type: none"><li>• Reading(informational) - Nonfiction text features</li><li>• Writing- read mentor texts (opinion)-</li><li>• Science-Some properties of matter change as a result of processes such as heating and cooling. Not all materials respond the same way to these processes.</li></ul>
<b>December</b>	<ul style="list-style-type: none"><li>• Reading (nonfiction/ historical fiction) - Describe the connections between a series of historical events, scientific ideas &amp; concepts, or the steps in technical procedures within a text</li><li>• Reading- (nonfiction) Identify captions, glossaries, subheadings, bold print</li><li>• Science- Each plant and animal adapts in their own way to their environment.</li></ul>
<b>January</b>	<ul style="list-style-type: none"><li>• Reading- (fiction stories) Recount stories-determine their central message/theme, lesson or moral</li><li>• Social Studies- Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights</li></ul>

	leaders served as catalysts for social change and inspired social activism in subsequent generations.
<b>February</b>	<ul style="list-style-type: none"> <li>• Reading - (All About books)- Identify the main topic and retell key details</li> <li>• Social Studies- Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</li> <li>• (Late February)- Writing- Support students in choosing appropriate nonfiction animal books for research project</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>• Reading- (nonfiction)- <u>Compare and contrast the most important points presented by two texts on the same topic</u></li> <li>• <u>Science</u>- Weathering and erosion shape the earth's surface.</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>• Reading (Fairy Tales/ Poetry)- Compare and contrast two or more versions of the same story by different authors or from different cultures</li> <li>• Science- A landform is any natural formation of rock and dirt, found on earth. A landform can be as large as a mountain range, or as small as a hill.</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>• Reading- (adventure/ mystery)- Describe how characters in a story respond to major events and challenges using key details</li> <li>• Social Studies- Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</li> </ul>
<b>June</b>	<ul style="list-style-type: none"> <li>• Reading- Review/ compare and contrast different genres of reading and writing</li> </ul>

**Weekly Schedule for Second Grade - Hybrid Schedule - Likely won't apply 2021-2022, but kept on in case**

[Updated link here](#)

	Reading	Writing	Foundations	Math
Notes:			-Any Story Time or Make it Fun happens at home; Can add in word of the day instead of doing them at home; record videos for trick word practice and unit dictation practice	Introduce new topics face to face and then practice happens at home
Week 1 *Set up Bee Binder right away so kids have all passwords and required resources to take back and forth  w/o 9/7	<u>Routines/ Getting Acclimated</u> <b>Day 1, 2-</b> Read alouds; Show and Practice Online Programs - RAZ Kids and Epic <b>Home-</b> Go on RAZ and Epic ; possibly type Google Doc list of things they did over the summer (writing topics)	(Name of Unit...) <b>Day 1, 2-</b> -Routines - First Day writing/ Soaring into Second/ All About Me banners/ Activity writing - <b>Second Graders Are??</b> -Show how to use Google Classroom and Google Docs; <b>Home-</b> Finish activity writing/ illustrate; listen to mentor texts on YouTube	<u>Routines/ Get acclimated-</u> Introduce tile boards and review lines	<u>Routines, online programs</u> -Envisions online program -Prodigy -Show math games -IXL -xtramath.org
Week 2- w/o 9/14	<b>Day 1-</b> Launching Daily 5- Days 1, 2, 3, 6- 3 ways to read a book, how to read	<b>Day 1,</b> Show how to set up and write in Google Docs; Lessons 1-3- model writing, how	<u>Unit 1- Week 1</u> <b>1-</b> Day 1 and 2- Drill sounds; New concepts- Tapping, digraphs,	<u>Readiness Test in class</u> <u>Lesson 1.1-</u> Addition Fact strategies

	<p>independently and where to sit,  <b>Day 2-</b> Launching Day 6, 9, 10- iPick and Launch work on writing- topics to write about and types of writing, Home- ?</p> <p>(During Daily 5- Practice writing in Google Docs)</p> <p><u>Assess using DRA for current reading level</u></p>	<p>workshop works, getting ideas, starting a story  <b>Day 2-</b> Lessons 4-5- Storytelling and Zooming In  <b>Home-</b> Continue piece from in school using checklist (aim for at least one complete piece per week)</p>	<p>spelling; Group practice;  <b>2-</b>Day 3, 4- Drill sounds; New concepts- Blends, Digraph blends; Words of the day rich and shred; dictation blends and digraphs  <b>Home</b> -videos for dictation and trick word practice</p>	
<p>Week 3 w/o 9/21</p>		<p><b>Day 1-</b> Lessons 5, 6, 7- Zooming In, Stretching out Small Moment, Getting Stuck  <b>Day 2-</b> Lessons 9, 10- Making writing sparkle and adding thinking and feelings  <b>Home-</b> Continue piece from in school using checklist (aim for at least one complete piece per week)</p>	<p><u>Unit 1- Week 2</u>  <b>1-</b> Day1, 2- Drill sounds; New concepts- spelling of k, c, ck; word of the day- flock; review 1st grade trick words; dictation  <b>2-</b> Day 3, 4- Drill sounds ; trick words; new concepts- closed syllable; word of the day- blend; dictation  <b>Home-</b> videos for dictation and trick word practice</p>	<p><u>Lesson 1.2</u>  <u>Lesson 1.3</u></p>
<p>Week 4 w/o 9/28</p>		<p><b>Day 1-</b> Lessons 11, 12- Partnerships and pick piece to revise  <b>Day 2-</b> Publishing-</p>	<p><u>Test Unit 1/ unit 2- Week 1</u>  <b>1-</b> 30 mins- Review/Test Unit 1 first!; Day 1- New</p>	<p><u>Lesson 1.5</u>  <u>Lessons 1.6 and 1.8</u></p>

		<p>Finish revising, fancy, share</p> <p><b>Home-</b> Mentor texts for next unit? (Possibly record self reading piece on Flip Grid so whole class can see each other?)</p>	<p>concepts- bonus letters, 'all' glued sound; new trick words- shall, full, pull</p> <p><b>2-</b> Day 2-4- Drill sounds; word of the day- toss; new concepts- spelling of bonus letters; new concepts- r controlled vowels ar, or; dictation</p> <p><b>Home-</b> word of the day- stall; videos for dictation and trick word practice</p>	
<p>Week 5 w/o 10/5</p>		<p><u>(Unit name here)</u></p> <p><b>Day 1-</b> On Demand Assessment for October; teacher model writing</p> <p><b>Day 2-</b> Lessons 1, 2, 3- Writing like a master, choosing a topic, stretching out small moments</p> <p><b>Home-</b> Continue piece from in school using checklist (aim for at least one complete piece per week)</p>	<p><u>Unit 2- Week 2</u></p> <p><b>1-</b> Days 1-2- Drill sounds; new concepts- review all glued sounds; Teach new trick words- both, walk, talk; Echo Find Letters and Words</p> <p><b>2-</b> Days 3-4 Drill sounds; New concepts- er, ir, ur; dictation</p> <p><b>Home-</b> Word of the day- chunk and stamp; videos for dictation and trick word practice</p>	<p><u>Touch on 1.9 and topic review</u></p> <p><u>Test Topic 1</u></p>
<p>Week 6 w/o 10/12</p>		<p><b>Day 1-</b> Lesson 4, 5, 6- Leads , Details, Dinosaur</p> <p><b>Day 2-</b> Lessons 7, 8- Problem and Solution, Endings</p>	<p><u>Test Unit 2/ unit 3- Week 1</u></p> <p><b>1-</b> 30 mins- Review/Test Unit 2 first!; Unit 3- Day1-2-New Concepts- Closed Syllable</p>	<p><u>Lesson 2.1</u></p> <p><u>Lesson 2.2</u></p>

		<p><b>Home-</b> Continue piece from in school using checklist (aim for at least one complete piece per week)</p>	<p>Exceptions; Vowel teams ai, ay; trick words- done, goes, pretty; Echo find letters and words  <b>2-</b> Day 3, 4- Drill sounds; new concepts- vowel teams ee, ea, ey, oi, oy; dictation  <b>Home-</b> Word of the day- bolt; videos for dictation and trick word practice</p>	
<p>Week 7 10/19</p>		<p><b>Day 1-</b> Lesson 9, 12- Revising and Editing , Dialogue  <b>Day 2-</b> Lesson 13- Five Senses  <b>Home-</b> Continue piece from in school using checklist (aim for at least one complete piece per week)</p>	<p><u>Test Unit 3/ unit 4- Week 1</u>  <b>1-</b> 30 mins- Review/Test Unit 3 first!; Unit 4- Day1, 2- New Concepts- suffixes -s, -es, -ing, -ed, -er, -est; new trick words again, please, animal  <b>2-</b> Days 2, 3, 4, 5- Drill sounds ; New concepts- teach spelling of suffixes and introduce vowel teams- oa, oe, ow; dictation  <b>Home-</b> Word of the day - thicker, softest; videos for dictation and trick word practice</p>	<p><u>Lesson 2.3</u>  <u>Lesson 2.4 (possibly 2.5 as a Wednesday or try to fit it in- need to model with arrays! )</u></p>
<p>Week 8 (Halloween Week) 10/26</p>		<p><b>Day 1 and Day 2-</b> Time to partner/ teacher revise and edit; pick</p>	<p><u>Unit 4, Week 2</u>  <b>1-</b> Day 1,2 - Drill sounds; New Concepts-</p>	<p><u>Topic 2 Review</u>  <u>Topic 2 Test</u></p>

		<p>piece, fix, fancy, celebrate</p> <p><b>Home-</b> Halloween activities or writing?/ possibly record published piece on Flip Grid</p>	<p>teach sounds of -ed and spelling of -ed; teach trick words- sure, use, used; dictation</p> <p><b>2-</b> Days 3, 4- drill sounds; New Concepts- introduce vowel teams ou, oo, ue, ew; trick word practice; dictation</p> <p><b>Home-</b> Word of the Day- checked; videos for dictation and trick word practice</p>	
<p>Week 9 (NJEA Convention week?) 11/2</p>		<p><b>Day 1-</b> Opinion Writing On Demand</p> <p><b>Day 2-</b></p> <p><b>Home-</b> Fact vs Opinion Videos and practice- <a href="https://www.youtube.com/watch?v=Flyt5pEcE_g">https://www.youtube.com/watch?v=Flyt5pEcE_g</a> - ; Brain Pop 5 minute fact and opinion;</p>	<p>Test Unit 4/ unit 5- <u>Week 1</u></p> <p><b>1-</b> 30 mins- Review/Test Unit 4 first!; Unit 5- Week 1- Day 1- New Concepts- introduce vowel teams au, aw; Teach Syllable Division; new trick words- against, knew, know</p> <p><b>2-</b> Day 2, 3, 4- Drill sounds; New Concepts- multisyllabic spelling, -ic rule; dictation</p> <p><b>Home-</b> Word of the day- disrupt, mimic; videos for dictation and trick word practice</p>	<p><u>3.1 and 3.2- connect the two ideas</u></p>
<p>Week 10 w/o 11/9</p>				<p><u>3.3</u> <u>3.5</u></p>

Week 11 w/o 11/16				<u>3.6</u> <u>Possibly Review and</u> <u>test together</u>
Week 12 w/o 11/23- one day only? (Thanksgiving week )				<u>Test here if needed</u>