

HOUGHTON MIFFLIN HARCOURT

# JOURNEYS

COMMON CORE

  
**Grab-and-Go!**<sup>TM</sup>  
Resources

## Assessment

- Weekly Tests Answer Keys with Common Core State Standards and Depth of Knowledge Levels
- Observation Checklists
- Fluency Tests
- Informal alternative Periodic Assessments

GRADE

**2**

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# Introduction

Welcome to your Grade 2 *Assessment* booklet, a collection of support materials for the assessment products in the Houghton Mifflin Harcourt *Journeys* program. Here you will find guidelines for administering, scoring, and interpreting the results of the Weekly Tests as well as blackline masters for the Observation Checklists, Fluency Tests, and Periodic Assessments. Also available in a separate component are the *Benchmark and Unit Tests*, a set of progress-monitoring and summative assessments for use at the end of each unit.

## DESCRIPTION OF THE TESTS

### Weekly Tests

Monitor children's progress on key skills each week with these tests:

- **Vocabulary** tests focus on that week's target vocabulary and vocabulary strategy.
- **Comprehension** tests address understanding of the Student Book's anchor text and the main comprehension skills. Once per unit, children are also tested on comparing the anchor text and its paired text.
- **Skills in Context**, extra tests for the third week of each unit, are an option for assessing the same comprehension skills and selected target vocabulary in the context of a new passage, similar to the approach on a state test.
- **Phonics** tests assess the phonics skill(s) taught that week.
- **Grammar** tests assess the main grammar skills.

### Observation Checklists

To record your informal observations of children's performance during lessons and practice time, use the Observation Checklists. They are particularly useful for areas difficult to test in paper-pencil format (e.g., comprehension strategies or listening and speaking), and they will help you address areas of weakness.

### Fluency Tests

At appropriate points in the year, use the Fluency Tests that offer grade-level passages and record forms to measure children's oral reading fluency. The individually administered tests provide three scores essential for a complete picture of fluency:

- Expression, which includes phrasing and attention to punctuation and meaning
- Comprehension, gauged by the child's retelling of the passage
- Words Correct Per Minute (WCPM), a measure of rate and accuracy

### Periodic Assessments

At convenient intervals, record your informal observations of children's reading/writing behaviors on these inventories: Attitudes and Habits Inventory: Reading; Attitudes and Habits: Early Writer; Attitudes and Habits: Fluent Writer.

## ADMINISTERING AND SCORING THE FORMAL TESTS

### Weekly Tests

At the end of each lesson (a week's instruction), administer the Weekly Tests. You might assign all of the subtests to each child or choose among the tests if you are satisfied with some children's progress in specific areas. In the third week of each unit, for example, a high score on the Skills in Context test may indicate no need to administer that week's Comprehension test.

For each child, duplicate the Test Record Form and the Weekly Tests sections you will be assigning from the *Grab-and-Go™ Resources*.

For the Comprehension test, allow children to consult the texts in the Student Book. When you review the scores, you will want to consider the amount of independence with which a child read the text, so be sure to mark that on the last page of the test.

Use the Weekly Tests Answer Keys to score each child's test, and enter the results on the Test Record Form. If a child's score for a specific section is below the Acceptable Score, reteach the skill using resources in the Teacher Edition. To monitor subsequent progress, readminister the relevant Weekly Test sections or compare the scores with results from the unit's Benchmark Test or Unit Test.

### Fluency Tests

For each child, duplicate the unit's Fluency Test and Record Form.

**Before the Reading** Explain that you will not be able to help with any unfamiliar words and that after reading you will ask the child to retell the selection in his or her own words. Time the reading in an inconspicuous way so that the child does not try to rush through the passage. (Any child who finishes well before three minutes *and* has strong Retelling and Expression scores may be ready for more challenging reading material.)

**During the Reading** Mark the child's miscues (mistakes) and self-corrections on the Record Form. Mark an X on the last word read at three minutes, and then allow the child to finish the passage.

- Mark any misread word with a slash (/). Above it, write what was said.
- Words left out are marked with a slash (/) through the omitted word.
- Indicate extra words inserted by the child with a caret (^). Write the inserted word(s) above the line.
- Mark self-corrections with SC above the error mark. (Repetitions and self-corrections are *not* counted as errors.)

**After the Reading** Calculate and enter the scores on the Record Form. Refer to the procedures outlined on page vi.

**Scoring: Words Correct Per Minute** Look for patterns among the errors and note the decoding skills to reinforce. Then follow the directions for calculations on the Record Form to get WCPM. The chart below gives approximate benchmarks for on-level children at different times of year.

**Words Correct Per Minute**

	Beginning of Year	Mid-year	End of Year
Grade 1		13–33	43–63
Grade 2	41–61	62–82	79–99
Grade 3	61–81	82–102	97–117
Grade 4	84–104	102–122	113–133

Source: Hasbrouck, Jan, and Gerald A. Tindal. 2006. Oral reading fluency norms: A valuable assessment tool for reading teachers. *Reading Teacher* 59 (April), no. 7: 636–644.

**Scoring: Expression** Use the rubric to gauge phrasing and use of punctuation; enter the score on the Fluency Test Record Form. To get an accurate score, enter it right after the test or after listening to a recording of the child’s reading.

Children who score at expected progress generally have adequate phrasing and expression; a *flawless* reading is not necessary to achieve that score. Children scoring below expected progress need more teacher modeling and reading practice.

**Fluency: Expression Rubric**

Score	Description
<b>Expected progress</b>	<ul style="list-style-type: none"> <li>• Reads primarily in larger, meaningful phrases</li> <li>• Child may make some errors or repetition that do not detract from overall story structure</li> <li>• Most of story read with expressive interpretation, guided by meaning and punctuation</li> </ul>
<b>Below expected</b>	<ul style="list-style-type: none"> <li>• Reads primarily in three- or four-word phrases, with some word-by-word slowdowns</li> <li>• Some word groupings may seem awkward and unrelated to meaning</li> <li>• Some expressive interpretation evident</li> </ul>
<b>Seriously below expected</b>	<ul style="list-style-type: none"> <li>• Reads primarily word-by-word or in two-word phrases</li> <li>• Word groupings may seem awkward, unrelated to meaning</li> <li>• Little or no expressive interpretation evident</li> </ul>

**Scoring: Retelling** Have child retell the story. Take notes and mark score on the Record Form.

**Comprehension: Retelling Rubric**

Score	Description
<b>Excellent</b>	<ul style="list-style-type: none"> <li>• Includes the main idea or problem, all significant events or information, many supporting details</li> <li>• Retelling is organized in proper sequence and is coherent</li> </ul>
<b>Good</b>	<ul style="list-style-type: none"> <li>• May include the main idea or problem, most significant events, some details</li> <li>• May include some minor misinformation</li> <li>• Retelling is generally organized and sequenced</li> </ul>
<b>Needs Improvement</b>	<ul style="list-style-type: none"> <li>• May include some points, mostly details, but misses the main idea or problem and significant ideas</li> <li>• May also have misinformation or little information</li> <li>• Retelling is unfocused, sketchy</li> </ul>

# **Weekly Tests Answer Keys**





# Weekly Tests Answer Keys

## Unit 1, Lesson 1: Henry and Mudge

<b>Vocabulary:</b> Target Vocabulary, Alphabetical Order	
1 C L.2.6; 1*	6 G 1
2 G L.2.6; 1	7 A 1
3 C L.2.6; 1	8 H 1
4 G L.2.6; 1	9 C 1
5 A L.2.6; 1	10 F 1
<b>Comprehension:</b> Sequence of Events, Author's Word Choice, Anchor Text	
1 C RL.2.4; 1	6 H RL.2.4; 2
2 F RL.2.2; 1	7 C RL.2.5; 2
3 C RL.2.4; 1	8 H RL.2.4; 2
4 F RL.2.5; 1	9 C RL.2.5; 1
5 A RL.2.5; 1	10 F RL.2.5; 2
<b>Phonics:</b> Short Vowels <i>a, i</i> , CVC Words	
1 A RF.2.3a; 2	6 H 2
2 G RF.2.3a; 2	7 A 2
3 C RF.2.3a; 2	8 F 2
4 F RF.2.3a; 2	9 C 2
5 B RF.2.3a; 2	10 G 2
<b>Grammar:</b> Subjects and Predicates	
1 B 2	6 H 2
2 F 2	7 B 2
3 B 2	8 H 2
4 F 2	9 C 2
5 A 2	10 G 2

## Unit 1, Lesson 2: My Family

<b>Vocabulary:</b> Target Vocabulary, Using a Glossary	
1 C L.2.6; 1	6 G L.2.4e; 2
2 H L.2.6; 1	7 A L.2.4e; 2
3 B L.2.6; 1	8 F L.2.4e; 2
4 F L.2.6; 1	9 C L.2.4e; 1
5 B L.2.6; 1	10 H L.2.4e; 2
<b>Comprehension:</b> Compare and Contrast, Genre: Informational Text, Anchor Text	
1 C RI.2.3; 2	6 H RI.2.3; 2
2 F RI.2.3; 2	7 C RI.2.3; 2
3 C RI.2.3; 2	8 G RI.2.3; 2
4 F RI.2.3; 2	9 A RI.2.7; 2
5 B RI.2.7; 2	10 G RI.2.7; 3
<b>Phonics:</b> Short Vowels <i>o, u, e</i>	
1 C RF.2.3a; 2	6 H RF.2.3a; 2
2 G RF.2.3a; 2	7 C RF.2.3a; 2
3 C RF.2.3a; 2	8 G RF.2.3a; 2
4 H RF.2.3a; 2	9 C RF.2.3a; 2
5 A RF.2.3a; 2	10 H RF.2.3a; 2
<b>Grammar:</b> Simple Sentences	
1 A L.2.1f; 2	6 H L.2.1f; 2
2 H L.2.1f; 2	7 A L.2.1f; 2
3 B L.2.1f; 2	8 G L.2.1f; 2
4 H L.2.1f; 2	9 C L.2.1f; 2
5 A L.2.1f; 2	10 H L.2.1f; 2

## Unit 1, Lesson 3: Dogs

<b>Skills in Context:</b> Author's Purpose, Compare and Contrast, Target Vocabulary	
1 B RI.2.6; 3	6 F RI.2.3; 2
2 H L.2.6; 1	7 A RI.2.3; 2
3 A RI.2.3; 2	8 G RI.2.6; 3
4 H RI.2.3; 2	9 B RI.2.3; 2
5 C L.2.6; 1	10 H RI.2.6; 3
<b>Vocabulary:</b> Target Vocabulary, Multiple-Meaning Words	
1 C L.2.6; 1	6 F L.2.4a; 2
2 H L.2.6; 1	7 B L.2.4a; 2
3 A L.2.6; 1	8 H L.2.4a; 2
4 G L.2.6; 1	9 A L.2.4a; 2
5 C L.2.6; 1	10 G L.2.4a; 2
<b>Phonics:</b> Long Vowels <i>a, i</i>	
1 C RF.2.3a; 2	6 F RF.2.3a; 2
2 F RF.2.3a; 2	7 B RF.2.3a; 2
3 C RF.2.3a; 2	8 H RF.2.3a; 2
4 G RF.2.3a; 2	9 C RF.2.3a; 2
5 C RF.2.3a; 2	10 F RF.2.3a; 2
<b>Phonics:</b> Sounds for <i>c</i>	
1 C RF.2.3e; 2	6 H RF.2.3e; 2
2 F RF.2.3e; 2	7 A RF.2.3e; 2
3 B RF.2.3e; 2	8 H RF.2.3e; 2
4 F RF.2.3e; 2	9 A RF.2.3e; 2
5 B RF.2.3e; 2	10 F RF.2.3e; 2
<b>Comprehension:</b> Author's Purpose, Compare and Contrast, Anchor Text	
1 A RI.2.6; 3	6 H RI.2.6; 3
2 H RI.2.6; 2	7 C RI.2.6; 3
3 B RI.2.3; 2	8 F RI.2.6; 3
4 H RI.2.3; 2	9 C RI.2.9; 3
5 B RI.2.3; 2	10 F RI.2.9; 3
<b>Grammar:</b> Types of Sentences	
1 C L.1.2b**; 2	6 H L.1.2b**; 2
2 G L.1.2b**; 2	7 B L.1.2b**; 2
3 A 2	8 G 2
4 G L.1.2b**; 2	9 C L.1.2b**; 2
5 B L.1.2b**; 2	10 F 2

\* Indicates Webb's Depth of Knowledge level, which refers to the level of knowledge the item requires of the student. For more information see: Webb, N.L., 1999, *Alignment Between Standards and Assessment*, University of Wisconsin Center for Educational Research.

\*\* Maintained from previous grade.

**Unit 1, Lesson 4:** Diary of a Spider

**Unit 1, Lesson 5:** Teacher's Pets

<p><b>Vocabulary:</b> Target Vocabulary, Context Clues</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. <b>C</b> L.2.6; 1</td> <td style="width: 50%;">6. <b>F</b> L.2.4a; 2</td> </tr> <tr> <td>2. <b>G</b> L.2.6; 1</td> <td>7. <b>C</b> L.2.4a; 2</td> </tr> <tr> <td>3. <b>B</b> L.2.6; 1</td> <td>8. <b>G</b> L.2.4a; 2</td> </tr> <tr> <td>4. <b>F</b> L.2.6; 1</td> <td>9. <b>A</b> L.2.4a; 2</td> </tr> <tr> <td>5. <b>B</b> L.2.6; 1</td> <td>10. <b>F</b> L.2.4a; 2</td> </tr> </table>	1. <b>C</b> L.2.6; 1	6. <b>F</b> L.2.4a; 2	2. <b>G</b> L.2.6; 1	7. <b>C</b> L.2.4a; 2	3. <b>B</b> L.2.6; 1	8. <b>G</b> L.2.4a; 2	4. <b>F</b> L.2.6; 1	9. <b>A</b> L.2.4a; 2	5. <b>B</b> L.2.6; 1	10. <b>F</b> L.2.4a; 2	<p><b>Vocabulary:</b> Target Vocabulary, Base Words and Endings <i>-ed, -ing</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. <b>B</b> L.2.6; 1</td> <td style="width: 50%;">6. <b>G</b> 1</td> </tr> <tr> <td>2. <b>H</b> L.2.6; 1</td> <td>7. <b>B</b> 1</td> </tr> <tr> <td>3. <b>C</b> L.2.6; 1</td> <td>8. <b>H</b> 1</td> </tr> <tr> <td>4. <b>G</b> L.2.6; 1</td> <td>9. <b>B</b> 1</td> </tr> <tr> <td>5. <b>C</b> L.2.6; 1</td> <td>10. <b>H</b> 1</td> </tr> </table>	1. <b>B</b> L.2.6; 1	6. <b>G</b> 1	2. <b>H</b> L.2.6; 1	7. <b>B</b> 1	3. <b>C</b> L.2.6; 1	8. <b>H</b> 1	4. <b>G</b> L.2.6; 1	9. <b>B</b> 1	5. <b>C</b> L.2.6; 1	10. <b>H</b> 1
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<p><b>Comprehension:</b> Cause and Effect, Figurative Language (Personification), Anchor Text</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. <b>A</b> RL.2.7; 1</td> <td style="width: 50%;">6. <b>F</b> RL.2.7; 2</td> </tr> <tr> <td>2. <b>G</b> RL.2.7; 1</td> <td>7. <b>B</b> RL.2.7; 2</td> </tr> <tr> <td>3. <b>B</b> RL.2.7; 2</td> <td>8. <b>G</b> RL.2.4; 2</td> </tr> <tr> <td>4. <b>F</b> RL.2.7; 2</td> <td>9. <b>C</b> RL.2.4; 2</td> </tr> <tr> <td>5. <b>A</b> RL.2.7; 2</td> <td>10. <b>H</b> RL.2.4; 2</td> </tr> </table>	1. <b>A</b> RL.2.7; 1	6. <b>F</b> RL.2.7; 2	2. <b>G</b> RL.2.7; 1	7. <b>B</b> RL.2.7; 2	3. <b>B</b> RL.2.7; 2	8. <b>G</b> RL.2.4; 2	4. <b>F</b> RL.2.7; 2	9. <b>C</b> RL.2.4; 2	5. <b>A</b> RL.2.7; 2	10. <b>H</b> RL.2.4; 2	<p><b>Comprehension:</b> Story Structure, Author's Word Choice, Anchor Text</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. <b>B</b> RL.2.5; 1</td> <td style="width: 50%;">6. <b>G</b> RL.2.5; 2</td> </tr> <tr> <td>2. <b>G</b> RL.2.5; 2</td> <td>7. <b>C</b> RL.2.5; 2</td> </tr> <tr> <td>3. <b>B</b> RL.2.5; 1</td> <td>8. <b>H</b> RL.2.5; 1</td> </tr> <tr> <td>4. <b>H</b> RL.2.5; 1</td> <td>9. <b>B</b> RL.2.5; 1</td> </tr> <tr> <td>5. <b>B</b> RL.2.4; 2</td> <td>10. <b>G</b> RL.2.4; 2</td> </tr> </table>	1. <b>B</b> RL.2.5; 1	6. <b>G</b> RL.2.5; 2	2. <b>G</b> RL.2.5; 2	7. <b>C</b> RL.2.5; 2	3. <b>B</b> RL.2.5; 1	8. <b>H</b> RL.2.5; 1	4. <b>H</b> RL.2.5; 1	9. <b>B</b> RL.2.5; 1	5. <b>B</b> RL.2.4; 2	10. <b>G</b> RL.2.4; 2
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<p><b>Phonics:</b> Hard and Soft Sounds for <i>g</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. <b>A</b> RF.2.3e; 2</td> <td style="width: 50%;">6. <b>H</b> RF.2.3e; 2</td> </tr> <tr> <td>2. <b>G</b> RF.2.3e; 2</td> <td>7. <b>B</b> RF.2.3e; 2</td> </tr> <tr> <td>3. <b>C</b> RF.2.3e; 2</td> <td>8. <b>H</b> RF.2.3e; 2</td> </tr> <tr> <td>4. <b>F</b> RF.2.3e; 2</td> <td>9. <b>B</b> RF.2.3e; 2</td> </tr> <tr> <td>5. <b>C</b> RF.2.3e; 2</td> <td>10. <b>F</b> RF.2.3e; 2</td> </tr> </table>	1. <b>A</b> RF.2.3e; 2	6. <b>H</b> RF.2.3e; 2	2. <b>G</b> RF.2.3e; 2	7. <b>B</b> RF.2.3e; 2	3. <b>C</b> RF.2.3e; 2	8. <b>H</b> RF.2.3e; 2	4. <b>F</b> RF.2.3e; 2	9. <b>B</b> RF.2.3e; 2	5. <b>C</b> RF.2.3e; 2	10. <b>F</b> RF.2.3e; 2	<p><b>Grammar:</b> Singular and Plural Nouns</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. <b>C</b> 2</td> <td style="width: 50%;">6. <b>H</b> 2</td> </tr> <tr> <td>2. <b>G</b> 2</td> <td>7. <b>A</b> 2</td> </tr> <tr> <td>3. <b>A</b> 2</td> <td>8. <b>G</b> 2</td> </tr> <tr> <td>4. <b>H</b> 2</td> <td>9. <b>B</b> 2</td> </tr> <tr> <td>5. <b>B</b> 2</td> <td>10. <b>F</b> 2</td> </tr> </table>	1. <b>C</b> 2	6. <b>H</b> 2	2. <b>G</b> 2	7. <b>A</b> 2	3. <b>A</b> 2	8. <b>G</b> 2	4. <b>H</b> 2	9. <b>B</b> 2	5. <b>B</b> 2	10. <b>F</b> 2
1. <b>A</b> RF.2.3e; 2	6. <b>H</b> RF.2.3e; 2																				
2. <b>G</b> RF.2.3e; 2	7. <b>B</b> RF.2.3e; 2																				
3. <b>C</b> RF.2.3e; 2	8. <b>H</b> RF.2.3e; 2																				
4. <b>F</b> RF.2.3e; 2	9. <b>B</b> RF.2.3e; 2																				
5. <b>C</b> RF.2.3e; 2	10. <b>F</b> RF.2.3e; 2																				
1. <b>C</b> 2	6. <b>H</b> 2																				
2. <b>G</b> 2	7. <b>A</b> 2																				
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5. <b>B</b> 2	10. <b>F</b> 2																				
<p><b>Grammar:</b> What Is a Noun?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. <b>A</b> L.1.1b**; 2</td> <td style="width: 50%;">6. <b>H</b> L.1.1b**; 2</td> </tr> <tr> <td>2. <b>H</b> L.1.1b**; 2</td> <td>7. <b>A</b> L.1.1b**; 2</td> </tr> <tr> <td>3. <b>A</b> L.1.1b**; 2</td> <td>8. <b>G</b> L.1.1b**; 2</td> </tr> <tr> <td>4. <b>G</b> L.1.1b**; 2</td> <td>9. <b>A</b> L.1.1b**; 2</td> </tr> <tr> <td>5. <b>C</b> L.1.1b**; 2</td> <td>10. <b>G</b> L.1.1b**; 2</td> </tr> </table>	1. <b>A</b> L.1.1b**; 2	6. <b>H</b> L.1.1b**; 2	2. <b>H</b> L.1.1b**; 2	7. <b>A</b> L.1.1b**; 2	3. <b>A</b> L.1.1b**; 2	8. <b>G</b> L.1.1b**; 2	4. <b>G</b> L.1.1b**; 2	9. <b>A</b> L.1.1b**; 2	5. <b>C</b> L.1.1b**; 2	10. <b>G</b> L.1.1b**; 2											
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2. <b>H</b> L.1.1b**; 2	7. <b>A</b> L.1.1b**; 2																				
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5. <b>C</b> L.1.1b**; 2	10. <b>G</b> L.1.1b**; 2																				

**Unit 2, Lesson 6:** Animals Building Homes

<p><b>Vocabulary:</b> Target Vocabulary, Base Words and Prefixes <i>un-, re-</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. <b>A</b> L.2.6; 1</td> <td style="width: 50%;">6. <b>F</b> L.2.4b; 2</td> </tr> <tr> <td>2. <b>H</b> L.2.6; 1</td> <td>7. <b>B</b> L.2.4b; 2</td> </tr> <tr> <td>3. <b>B</b> L.2.6; 1</td> <td>8. <b>F</b> L.2.4b; 2</td> </tr> <tr> <td>4. <b>G</b> L.2.6; 1</td> <td>9. <b>A</b> L.2.4b; 2</td> </tr> <tr> <td>5. <b>A</b> L.2.6; 1</td> <td>10. <b>G</b> L.2.4b; 2</td> </tr> </table>	1. <b>A</b> L.2.6; 1	6. <b>F</b> L.2.4b; 2	2. <b>H</b> L.2.6; 1	7. <b>B</b> L.2.4b; 2	3. <b>B</b> L.2.6; 1	8. <b>F</b> L.2.4b; 2	4. <b>G</b> L.2.6; 1	9. <b>A</b> L.2.4b; 2	5. <b>A</b> L.2.6; 1	10. <b>G</b> L.2.4b; 2	<p><b>Phonics</b> Common Final Blends <i>nd, ng, nk, nt, ft, xt, mp</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. <b>B</b> 2</td> <td style="width: 50%;">6. <b>H</b> 2</td> </tr> <tr> <td>2. <b>F</b> 2</td> <td>7. <b>A</b> 2</td> </tr> <tr> <td>3. <b>B</b> 2</td> <td>8. <b>G</b> 2</td> </tr> <tr> <td>4. <b>G</b> 2</td> <td>9. <b>B</b> 2</td> </tr> <tr> <td>5. <b>A</b> 2</td> <td>10. <b>H</b> 2</td> </tr> </table>	1. <b>B</b> 2	6. <b>H</b> 2	2. <b>F</b> 2	7. <b>A</b> 2	3. <b>B</b> 2	8. <b>G</b> 2	4. <b>G</b> 2	9. <b>B</b> 2	5. <b>A</b> 2	10. <b>H</b> 2
1. <b>A</b> L.2.6; 1	6. <b>F</b> L.2.4b; 2																				
2. <b>H</b> L.2.6; 1	7. <b>B</b> L.2.4b; 2																				
3. <b>B</b> L.2.6; 1	8. <b>F</b> L.2.4b; 2																				
4. <b>G</b> L.2.6; 1	9. <b>A</b> L.2.4b; 2																				
5. <b>A</b> L.2.6; 1	10. <b>G</b> L.2.4b; 2																				
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2. <b>F</b> 2	7. <b>A</b> 2																				
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4. <b>G</b> 2	9. <b>B</b> 2																				
5. <b>A</b> 2	10. <b>H</b> 2																				
<p><b>Comprehension:</b> Text and Graphic Features, Using Context, Anchor Text</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. <b>C</b> RI.2.5; 1</td> <td style="width: 50%;">6. <b>G</b> RI.2.5; 2</td> </tr> <tr> <td>2. <b>G</b> RI.2.5; 2</td> <td>7. <b>A</b> RI.2.5; 2</td> </tr> <tr> <td>3. <b>B</b> RI.2.4; 2</td> <td>8. <b>H</b> RI.2.5; 2</td> </tr> <tr> <td>4. <b>F</b> RI.2.5; 2</td> <td>9. <b>B</b> RI.2.4; 2</td> </tr> <tr> <td>5. <b>A</b> RI.2.5; 2</td> <td>10. <b>H</b> RI.2.4; 2</td> </tr> </table>	1. <b>C</b> RI.2.5; 1	6. <b>G</b> RI.2.5; 2	2. <b>G</b> RI.2.5; 2	7. <b>A</b> RI.2.5; 2	3. <b>B</b> RI.2.4; 2	8. <b>H</b> RI.2.5; 2	4. <b>F</b> RI.2.5; 2	9. <b>B</b> RI.2.4; 2	5. <b>A</b> RI.2.5; 2	10. <b>H</b> RI.2.4; 2	<p><b>Grammar:</b> More Plural Nouns</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. <b>B</b> L.2.1b; 2</td> <td style="width: 50%;">6. <b>F</b> L.2.1b; 2</td> </tr> <tr> <td>2. <b>G</b> L.2.1b; 2</td> <td>7. <b>A</b> L.2.1a; 2</td> </tr> <tr> <td>3. <b>A</b> L.2.1b; 2</td> <td>8. <b>H</b> L.2.1a; 2</td> </tr> <tr> <td>4. <b>F</b> L.2.1b; 2</td> <td>9. <b>C</b> L.2.1a; 2</td> </tr> <tr> <td>5. <b>C</b> L.2.1b; 2</td> <td>10. <b>F</b> L.2.1a; 2</td> </tr> </table>	1. <b>B</b> L.2.1b; 2	6. <b>F</b> L.2.1b; 2	2. <b>G</b> L.2.1b; 2	7. <b>A</b> L.2.1a; 2	3. <b>A</b> L.2.1b; 2	8. <b>H</b> L.2.1a; 2	4. <b>F</b> L.2.1b; 2	9. <b>C</b> L.2.1a; 2	5. <b>C</b> L.2.1b; 2	10. <b>F</b> L.2.1a; 2
1. <b>C</b> RI.2.5; 1	6. <b>G</b> RI.2.5; 2																				
2. <b>G</b> RI.2.5; 2	7. <b>A</b> RI.2.5; 2																				
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5. <b>A</b> RI.2.5; 2	10. <b>H</b> RI.2.4; 2																				
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5. <b>C</b> L.2.1b; 2	10. <b>F</b> L.2.1a; 2																				

\*\* Maintained from previous grade.

**Unit 2, Lesson 7: The Ugly Vegetables**

**Unit 2, Lesson 8: Super Storms**

<p><b>Vocabulary:</b> Target Vocabulary, Homophones</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1 A L.2.6; 1</td> <td style="width: 50%;">6 H 2</td> </tr> <tr> <td>2 H L.2.6; 1</td> <td>7 A 2</td> </tr> <tr> <td>3 A L.2.6; 1</td> <td>8 F 2</td> </tr> <tr> <td>4 G L.2.6; 1</td> <td>9 C 2</td> </tr> <tr> <td>5 C L.2.6; 1</td> <td>10 H 2</td> </tr> </table>	1 A L.2.6; 1	6 H 2	2 H L.2.6; 1	7 A 2	3 A L.2.6; 1	8 F 2	4 G L.2.6; 1	9 C 2	5 C L.2.6; 1	10 H 2	<p><b>Skills in Context:</b> Main Idea and Details, Cause and Effect, Target Vocabulary</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1 A L.2.6; 1</td> <td style="width: 50%;">6 F RI.2.3; 2</td> </tr> <tr> <td>2 G RI.2.2; 2</td> <td>7 B RI.2.2; 2</td> </tr> <tr> <td>3 C L.2.6; 2</td> <td>8 H RI.2.2; 1</td> </tr> <tr> <td>4 G RI.2.3; 2</td> <td>9 C RI.2.2; 2</td> </tr> <tr> <td>5 C RI.2.2; 2</td> <td>10 F RI.2.3; 2</td> </tr> </table>	1 A L.2.6; 1	6 F RI.2.3; 2	2 G RI.2.2; 2	7 B RI.2.2; 2	3 C L.2.6; 2	8 H RI.2.2; 1	4 G RI.2.3; 2	9 C RI.2.2; 2	5 C RI.2.2; 2	10 F RI.2.3; 2
1 A L.2.6; 1	6 H 2																				
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5 C RI.2.2; 2	10 F RI.2.3; 2																				
<p><b>Comprehension:</b> Conclusions, Story Structure, Anchor Text</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1 C RL.2.5; 2</td> <td style="width: 50%;">6 H RL.2.5; 2</td> </tr> <tr> <td>2 G RL.2.5; 1</td> <td>7 B RL.2.7; 3</td> </tr> <tr> <td>3 B RL.2.5; 2</td> <td>8 F RL.2.7; 3</td> </tr> <tr> <td>4 F RL.2.7; 2</td> <td>9 B RL.2.5; 1</td> </tr> <tr> <td>5 B RL.2.7. 3</td> <td>10 G RL.2.7; 2</td> </tr> </table>	1 C RL.2.5; 2	6 H RL.2.5; 2	2 G RL.2.5; 1	7 B RL.2.7; 3	3 B RL.2.5; 2	8 F RL.2.7; 3	4 F RL.2.7; 2	9 B RL.2.5; 1	5 B RL.2.7. 3	10 G RL.2.7; 2	<p><b>Vocabulary:</b> Target Vocabulary, Compound Words</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1 B L.2.6; 1</td> <td style="width: 50%;">6 G L.2.4d; 2</td> </tr> <tr> <td>2 H L.2.6; 1</td> <td>7 B L.2.4d; 2</td> </tr> <tr> <td>3 A L.2.6; 1</td> <td>8 F L.2.4d; 2</td> </tr> <tr> <td>4 F L.2.6; 1</td> <td>9 C L.2.4d; 2</td> </tr> <tr> <td>5 C L.2.6; 1</td> <td>10 G L.2.4d; 2</td> </tr> </table>	1 B L.2.6; 1	6 G L.2.4d; 2	2 H L.2.6; 1	7 B L.2.4d; 2	3 A L.2.6; 1	8 F L.2.4d; 2	4 F L.2.6; 1	9 C L.2.4d; 2	5 C L.2.6; 1	10 G L.2.4d; 2
1 C RL.2.5; 2	6 H RL.2.5; 2																				
2 G RL.2.5; 1	7 B RL.2.7; 3																				
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<p><b>Phonics:</b> Double Consonants and <i>ck</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1 C 2</td> <td style="width: 50%;">6 G 2</td> </tr> <tr> <td>2 F 2</td> <td>7 B 2</td> </tr> <tr> <td>3 C 2</td> <td>8 H 2</td> </tr> <tr> <td>4 H 2</td> <td>9 C 2</td> </tr> <tr> <td>5 B 2</td> <td>10 G 2</td> </tr> </table>	1 C 2	6 G 2	2 F 2	7 B 2	3 C 2	8 H 2	4 H 2	9 C 2	5 B 2	10 G 2	<p><b>Comprehension:</b> Main Idea and Details, Cause and Effect, Anchor Text</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1 A RI.2.2; 2</td> <td style="width: 50%;">6 F RI.2.2; 2</td> </tr> <tr> <td>2 H RI.2.3; 2</td> <td>7 C RI.2.3; 2</td> </tr> <tr> <td>3 B RI.2.3; 2</td> <td>8 H RI.2.2; 2</td> </tr> <tr> <td>4 F RI.2.3; 2</td> <td>9 A RI.2.2; 2</td> </tr> <tr> <td>5 A RI.2.3; 2</td> <td>10 H RI.2.3; 2</td> </tr> </table>	1 A RI.2.2; 2	6 F RI.2.2; 2	2 H RI.2.3; 2	7 C RI.2.3; 2	3 B RI.2.3; 2	8 H RI.2.2; 2	4 F RI.2.3; 2	9 A RI.2.2; 2	5 A RI.2.3; 2	10 H RI.2.3; 2
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<p><b>Phonics:</b> Double Consonants (CVC)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1 C 2</td> <td style="width: 50%;">6 G 2</td> </tr> <tr> <td>2 G 2</td> <td>7 A 2</td> </tr> <tr> <td>3 A 2</td> <td>8 H 2</td> </tr> <tr> <td>4 G 2</td> <td>9 A 2</td> </tr> <tr> <td>5 A 2</td> <td>10 G 2</td> </tr> </table>	1 C 2	6 G 2	2 G 2	7 A 2	3 A 2	8 H 2	4 G 2	9 A 2	5 A 2	10 G 2	<p><b>Phonics:</b> Consonant digraphs <i>th, sh, wh, ch, tch, ph</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1 C RF.1.3a**; 2</td> <td style="width: 50%;">6 H RF.1.3a**; 2</td> </tr> <tr> <td>2 F RF.1.3a**; 2</td> <td>7 B RF.1.3a**; 2</td> </tr> <tr> <td>3 B RF.1.3a**; 2</td> <td>8 G RF.1.3a**; 2</td> </tr> <tr> <td>4 H RF.1.3a**; 2</td> <td>9 A RF.1.3a**; 2</td> </tr> <tr> <td>5 C RF.1.3a**; 2</td> <td>10 H RF.1.3a**; 2</td> </tr> </table>	1 C RF.1.3a**; 2	6 H RF.1.3a**; 2	2 F RF.1.3a**; 2	7 B RF.1.3a**; 2	3 B RF.1.3a**; 2	8 G RF.1.3a**; 2	4 H RF.1.3a**; 2	9 A RF.1.3a**; 2	5 C RF.1.3a**; 2	10 H RF.1.3a**; 2
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<p><b>Grammar:</b> Proper Nouns</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1 C L.2.2a; 2</td> <td style="width: 50%;">6 H L.2.2a; 2</td> </tr> <tr> <td>2 H L.2.2a; 2</td> <td>7 A L.2.2a; 2</td> </tr> <tr> <td>3 C L.2.2a; 2</td> <td>8 G L.2.2a; 2</td> </tr> <tr> <td>4 F L.2.2a; 2</td> <td>9 B L.2.2a; 2</td> </tr> <tr> <td>5 C L.2.2a; 2</td> <td>10 H L.2.2a; 2</td> </tr> </table>	1 C L.2.2a; 2	6 H L.2.2a; 2	2 H L.2.2a; 2	7 A L.2.2a; 2	3 C L.2.2a; 2	8 G L.2.2a; 2	4 F L.2.2a; 2	9 B L.2.2a; 2	5 C L.2.2a; 2	10 H L.2.2a; 2	<p><b>Phonics:</b> Base Words with Endings <i>-s, -ed, -ing</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1 B RF.2.3e; 2</td> <td style="width: 50%;">6 G RF.2.3e; 2</td> </tr> <tr> <td>2 G RF.2.3e; 2</td> <td>7 B RF.2.3e; 2</td> </tr> <tr> <td>3 B RF.2.3e; 2</td> <td>8 G RF.2.3e; 2</td> </tr> <tr> <td>4 F RF.2.3e; 2</td> <td>9 B RF.2.3e; 2</td> </tr> <tr> <td>5 C RF.2.3e; 2</td> <td>10 H RF.2.3e; 2</td> </tr> </table>	1 B RF.2.3e; 2	6 G RF.2.3e; 2	2 G RF.2.3e; 2	7 B RF.2.3e; 2	3 B RF.2.3e; 2	8 G RF.2.3e; 2	4 F RF.2.3e; 2	9 B RF.2.3e; 2	5 C RF.2.3e; 2	10 H RF.2.3e; 2
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5 C RF.2.3e; 2	10 H RF.2.3e; 2																				
<p><b>Grammar:</b> What Is a Verb?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1 C 2</td> <td style="width: 50%;">6 G 2</td> </tr> <tr> <td>2 F 2</td> <td>7 A 2</td> </tr> <tr> <td>3 B 2</td> <td>8 F 2</td> </tr> <tr> <td>4 G 2</td> <td>9 B 2</td> </tr> <tr> <td>5 B 2</td> <td>10 G 2</td> </tr> </table>		1 C 2	6 G 2	2 F 2	7 A 2	3 B 2	8 F 2	4 G 2	9 B 2	5 B 2	10 G 2										
1 C 2	6 G 2																				
2 F 2	7 A 2																				
3 B 2	8 F 2																				
4 G 2	9 B 2																				
5 B 2	10 G 2																				

\*\* Maintained from previous grade.

**Unit 2, Lesson 9:** How Chipmunk Got His Stripes

**Unit 2, Lesson 10:** Jellies

<p><b>Vocabulary:</b> Target Vocabulary, Synonyms</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 A L.2.6; 1</td> <td style="width: 50%;">6 F 2</td> </tr> <tr> <td>2 F L.2.6; 1</td> <td>7 B 2</td> </tr> <tr> <td>3 B L.2.6; 1</td> <td>8 F 2</td> </tr> <tr> <td>4 G L.2.6; 1</td> <td>9 A 2</td> </tr> <tr> <td>5 A L.2.6; 1</td> <td>10 G 2</td> </tr> </table>	1 A L.2.6; 1	6 F 2	2 F L.2.6; 1	7 B 2	3 B L.2.6; 1	8 F 2	4 G L.2.6; 1	9 A 2	5 A L.2.6; 1	10 G 2	<p><b>Vocabulary:</b> Target Vocabulary, Base Words and Suffixes <i>-er, -est</i></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 A L.2.6; 1</td> <td style="width: 50%;">6 G L.1.4b**; 2</td> </tr> <tr> <td>2 H L.2.6; 1</td> <td>7 C L.1.4b**; 2</td> </tr> <tr> <td>3 C L.2.6; 1</td> <td>8 G L.1.4b**; 2</td> </tr> <tr> <td>4 F L.2.6; 1</td> <td>9 C L.1.4b**; 2</td> </tr> <tr> <td>5 C L.2.6; 1</td> <td>10 F L.1.4b**; 2</td> </tr> </table>	1 A L.2.6; 1	6 G L.1.4b**; 2	2 H L.2.6; 1	7 C L.1.4b**; 2	3 C L.2.6; 1	8 G L.1.4b**; 2	4 F L.2.6; 1	9 C L.1.4b**; 2	5 C L.2.6; 1	10 F L.1.4b**; 2
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2 F L.2.6; 1	7 B 2																				
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<p><b>Comprehension:</b> Understanding Characters, Author's Word Choice, Anchor Text</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 B RL.2.3; 2</td> <td style="width: 50%;">6 F RL.2.3; 1</td> </tr> <tr> <td>2 G RL.2.4; 3</td> <td>7 A RL.2.3; 3</td> </tr> <tr> <td>3 B RL.2.3; 2</td> <td>8 F RL.2.4; 3</td> </tr> <tr> <td>4 F RL.2.3; 2</td> <td>9 A RL.2.9; 2</td> </tr> <tr> <td>5 B RL.2.4; 3</td> <td>10 H RL.2.9; 2</td> </tr> </table>	1 B RL.2.3; 2	6 F RL.2.3; 1	2 G RL.2.4; 3	7 A RL.2.3; 3	3 B RL.2.3; 2	8 F RL.2.4; 3	4 F RL.2.3; 2	9 A RL.2.9; 2	5 B RL.2.4; 3	10 H RL.2.9; 2	<p><b>Comprehension:</b> Fact and Opinion, Author's Purpose, Anchor Text</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 C RI.2.6; 3</td> <td style="width: 50%;">6 G RI.2.6; 2</td> </tr> <tr> <td>2 H RI.2.6; 3</td> <td>7 C RI.2.8; 2</td> </tr> <tr> <td>3 B RI.2.6; 2</td> <td>8 F RI.2.8; 2</td> </tr> <tr> <td>4 G RI.2.6; 3</td> <td>9 C RI.2.8; 2</td> </tr> <tr> <td>5 A RI.2.6; 2</td> <td>10 G RI.2.8; 2</td> </tr> </table>	1 C RI.2.6; 3	6 G RI.2.6; 2	2 H RI.2.6; 3	7 C RI.2.8; 2	3 B RI.2.6; 2	8 F RI.2.8; 2	4 G RI.2.6; 3	9 C RI.2.8; 2	5 A RI.2.6; 2	10 G RI.2.8; 2
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<p><b>Phonics:</b> Base Words with Endings <i>-ed, -ing</i></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 B RF.2.3e; 1</td> <td style="width: 50%;">6 G RF.2.3e; 1</td> </tr> <tr> <td>2 G RF.2.3e; 1</td> <td>7 B RF.2.3e; 1</td> </tr> <tr> <td>3 B RF.2.3e; 1</td> <td>8 G RF.2.3e; 1</td> </tr> <tr> <td>4 F RF.2.3e; 1</td> <td>9 B RF.2.3e; 1</td> </tr> <tr> <td>5 C RF.2.3e; 1</td> <td>10 G RF.2.3e; 1</td> </tr> </table>	1 B RF.2.3e; 1	6 G RF.2.3e; 1	2 G RF.2.3e; 1	7 B RF.2.3e; 1	3 B RF.2.3e; 1	8 G RF.2.3e; 1	4 F RF.2.3e; 1	9 B RF.2.3e; 1	5 C RF.2.3e; 1	10 G RF.2.3e; 1	<p><b>Phonics:</b> Contractions</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 A 1</td> <td style="width: 50%;">6 H 1</td> </tr> <tr> <td>2 G 1</td> <td>7 A 1</td> </tr> <tr> <td>3 C 1</td> <td>8 H 1</td> </tr> <tr> <td>4 H 1</td> <td>9 A 1</td> </tr> <tr> <td>5 B 1</td> <td>10 G 1</td> </tr> </table>	1 A 1	6 H 1	2 G 1	7 A 1	3 C 1	8 H 1	4 H 1	9 A 1	5 B 1	10 G 1
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<p><b>Phonics:</b> CV Words</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 A 2</td> <td style="width: 50%;">6 H 2</td> </tr> <tr> <td>2 G 2</td> <td>7 A 2</td> </tr> <tr> <td>3 C 2</td> <td>8 G 2</td> </tr> <tr> <td>4 F 2</td> <td>9 B 2</td> </tr> <tr> <td>5 B 2</td> <td>10 H 2</td> </tr> </table>	1 A 2	6 H 2	2 G 2	7 A 2	3 C 2	8 G 2	4 F 2	9 B 2	5 B 2	10 H 2	<p><b>Grammar:</b> Verbs in the Present, Past, and Future</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 B L.1.1e**; 2</td> <td style="width: 50%;">6 H L.1.1e**; 2</td> </tr> <tr> <td>2 H L.1.1e**; 2</td> <td>7 B L.1.1e**; 2</td> </tr> <tr> <td>3 C L.1.1e**; 2</td> <td>8 H L.1.1e**; 2</td> </tr> <tr> <td>4 G L.1.1e**; 2</td> <td>9 B L.1.1e**; 2</td> </tr> <tr> <td>5 B L.1.1e**; 2</td> <td>10 F L.1.1e**; 2</td> </tr> </table>	1 B L.1.1e**; 2	6 H L.1.1e**; 2	2 H L.1.1e**; 2	7 B L.1.1e**; 2	3 C L.1.1e**; 2	8 H L.1.1e**; 2	4 G L.1.1e**; 2	9 B L.1.1e**; 2	5 B L.1.1e**; 2	10 F L.1.1e**; 2
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<p><b>Grammar:</b> Verbs in the Present</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 A L.1.1c**; 2</td> <td style="width: 50%;">6 G L.1.1c**; 2</td> </tr> <tr> <td>2 F L.1.1c**; 2</td> <td>7 A L.1.1c**; 2</td> </tr> <tr> <td>3 B L.1.1c**; 2</td> <td>8 G L.1.1c**; 2</td> </tr> <tr> <td>4 G L.1.1c**; 2</td> <td>9 A L.1.1c**; 2</td> </tr> <tr> <td>5 A L.1.1c**; 2</td> <td>10 F L.1.1c**; 2</td> </tr> </table>	1 A L.1.1c**; 2	6 G L.1.1c**; 2	2 F L.1.1c**; 2	7 A L.1.1c**; 2	3 B L.1.1c**; 2	8 G L.1.1c**; 2	4 G L.1.1c**; 2	9 A L.1.1c**; 2	5 A L.1.1c**; 2	10 F L.1.1c**; 2											
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5 A L.1.1c**; 2	10 F L.1.1c**; 2																				

**Unit 3, Lesson 11:** Click, Clack, Moo: Cows That Type

<p><b>Vocabulary:</b> Target Vocabulary, Prefixes <i>pre-</i> and <i>mis-</i></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 C L.2.6; 1</td> <td style="width: 50%;">6 F L.2.4b; 1</td> </tr> <tr> <td>2 F L.2.6; 1</td> <td>7 B L.2.4b; 1</td> </tr> <tr> <td>3 C L.2.6; 1</td> <td>8 G L.2.4b; 1</td> </tr> <tr> <td>4 H L.2.6; 1</td> <td>9 B L.2.4b; 1</td> </tr> <tr> <td>5 C L.2.6; 1</td> <td>10 F L.2.4b; 1</td> </tr> </table>	1 C L.2.6; 1	6 F L.2.4b; 1	2 F L.2.6; 1	7 B L.2.4b; 1	3 C L.2.6; 1	8 G L.2.4b; 1	4 H L.2.6; 1	9 B L.2.4b; 1	5 C L.2.6; 1	10 F L.2.4b; 1	<p><b>Phonics:</b> Base Words with Endings <i>-s, -es</i></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 C RF.2.3e; 2</td> <td style="width: 50%;">6 H RF.2.3e; 1</td> </tr> <tr> <td>2 H RF.2.3e; 2</td> <td>7 C RF.2.3e; 1</td> </tr> <tr> <td>3 B RF.2.3e; 2</td> <td>8 G RF.2.3e; 1</td> </tr> <tr> <td>4 G RF.2.3e; 2</td> <td>9 B RF.2.3e; 1</td> </tr> <tr> <td>5 A RF.2.3e; 2</td> <td>10 F RF.2.3e; 1</td> </tr> </table>	1 C RF.2.3e; 2	6 H RF.2.3e; 1	2 H RF.2.3e; 2	7 C RF.2.3e; 1	3 B RF.2.3e; 2	8 G RF.2.3e; 1	4 G RF.2.3e; 2	9 B RF.2.3e; 1	5 A RF.2.3e; 2	10 F RF.2.3e; 1
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<p><b>Comprehension:</b> Conclusions, Author's Word Choice, Anchor Text</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 C RL.2.7; 2</td> <td style="width: 50%;">6 F RL.2.7; 1</td> </tr> <tr> <td>2 G RL.2.4; 3</td> <td>7 B RL.2.7; 1</td> </tr> <tr> <td>3 A RL.2.7; 2</td> <td>8 G RL.2.7; 2</td> </tr> <tr> <td>4 H RL.2.7; 2</td> <td>9 C RL.2.4; 3</td> </tr> <tr> <td>5 B RL.2.7; 2</td> <td>10 H RL.2.7; 2</td> </tr> </table>	1 C RL.2.7; 2	6 F RL.2.7; 1	2 G RL.2.4; 3	7 B RL.2.7; 1	3 A RL.2.7; 2	8 G RL.2.7; 2	4 H RL.2.7; 2	9 C RL.2.4; 3	5 B RL.2.7; 2	10 H RL.2.7; 2	<p><b>Grammar:</b> Compound Sentences</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 C L.2.1f; 2</td> <td style="width: 50%;">6 G L.2.1f; 2</td> </tr> <tr> <td>2 H L.2.1f; 2</td> <td>7 C L.2.1f; 2</td> </tr> <tr> <td>3 B L.2.1f; 2</td> <td>8 G L.2.1f; 2</td> </tr> <tr> <td>4 H L.2.1f; 2</td> <td>9 A L.2.1f; 2</td> </tr> <tr> <td>5 B L.2.1f; 2</td> <td>10 H L.2.1f; 2</td> </tr> </table>	1 C L.2.1f; 2	6 G L.2.1f; 2	2 H L.2.1f; 2	7 C L.2.1f; 2	3 B L.2.1f; 2	8 G L.2.1f; 2	4 H L.2.1f; 2	9 A L.2.1f; 2	5 B L.2.1f; 2	10 H L.2.1f; 2
1 C RL.2.7; 2	6 F RL.2.7; 1																				
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4 H L.2.1f; 2	9 A L.2.1f; 2																				
5 B L.2.1f; 2	10 H L.2.1f; 2																				

\*\* Maintained from previous grade.

**Unit 3, Lesson 12: Ah, Music!**

**Unit 3, Lesson 13: Schools Around the World**

<p><b>Vocabulary:</b> Target Vocabulary, Idioms</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1 C L.2.6; 1</td> <td style="width: 50%;">6 F L.2.4a; 2</td> </tr> <tr> <td>2 H L.2.6; 1</td> <td>7 B L.2.4a; 2</td> </tr> <tr> <td>3 A L.2.6; 1</td> <td>8 G L.2.4a; 2</td> </tr> <tr> <td>4 H L.2.6; 1</td> <td>9 A L.2.4a; 2</td> </tr> <tr> <td>5 C L.2.6; 1</td> <td>10 H L.2.4a; 2</td> </tr> </table>	1 C L.2.6; 1	6 F L.2.4a; 2	2 H L.2.6; 1	7 B L.2.4a; 2	3 A L.2.6; 1	8 G L.2.4a; 2	4 H L.2.6; 1	9 A L.2.4a; 2	5 C L.2.6; 1	10 H L.2.4a; 2	<p><b>Skills in Context:</b> Main Idea and Details, Text and Graphic Features, Target Vocabulary</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1 A L.2.6; 1</td> <td style="width: 50%;">6 H L.2.6; 2</td> </tr> <tr> <td>2 G RI.2.2; 2</td> <td>7 A RI.2.2; 1</td> </tr> <tr> <td>3 B RI.2.2; 1</td> <td>8 H RI.2.2; 2</td> </tr> <tr> <td>4 F RI.2.7; 2</td> <td>9 A RI.2.2; 1</td> </tr> <tr> <td>5 C RI.2.2; 2</td> <td>10 G RI.2.5; 2</td> </tr> </table>	1 A L.2.6; 1	6 H L.2.6; 2	2 G RI.2.2; 2	7 A RI.2.2; 1	3 B RI.2.2; 1	8 H RI.2.2; 2	4 F RI.2.7; 2	9 A RI.2.2; 1	5 C RI.2.2; 2	10 G RI.2.5; 2
1 C L.2.6; 1	6 F L.2.4a; 2																				
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3 B RI.2.2; 1	8 H RI.2.2; 2																				
4 F RI.2.7; 2	9 A RI.2.2; 1																				
5 C RI.2.2; 2	10 G RI.2.5; 2																				
<p><b>Comprehension:</b> Text and Graphic Features, Fact and Opinion, Anchor Text</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1 C RI.2.5; 2</td> <td style="width: 50%;">6 G RI.2.5; 2</td> </tr> <tr> <td>2 H RI.2.5; 2</td> <td>7 A RI.2.8; 2</td> </tr> <tr> <td>3 A RI.2.7; 2</td> <td>8 F RI.2.8; 2</td> </tr> <tr> <td>4 G RI.2.5; 2</td> <td>9 B RI.2.5; 2</td> </tr> <tr> <td>5 C RI.2.8; 2</td> <td>10 H RI.2.8; 2</td> </tr> </table>	1 C RI.2.5; 2	6 G RI.2.5; 2	2 H RI.2.5; 2	7 A RI.2.8; 2	3 A RI.2.7; 2	8 F RI.2.8; 2	4 G RI.2.5; 2	9 B RI.2.5; 2	5 C RI.2.8; 2	10 H RI.2.8; 2	<p><b>Vocabulary:</b> Target Vocabulary, Using a Dictionary</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1 B L.2.6; 1</td> <td style="width: 50%;">6 F L.2.4e; 2</td> </tr> <tr> <td>2 G L.2.6; 1</td> <td>7 C L.2.4e; 2</td> </tr> <tr> <td>3 C L.2.6; 1</td> <td>8 F L.2.4e; 2</td> </tr> <tr> <td>4 F L.2.6; 1</td> <td>9 C L.2.4e; 2</td> </tr> <tr> <td>5 A L.2.6; 1</td> <td>10 F L.2.4e; 2</td> </tr> </table>	1 B L.2.6; 1	6 F L.2.4e; 2	2 G L.2.6; 1	7 C L.2.4e; 2	3 C L.2.6; 1	8 F L.2.4e; 2	4 F L.2.6; 1	9 C L.2.4e; 2	5 A L.2.6; 1	10 F L.2.4e; 2
1 C RI.2.5; 2	6 G RI.2.5; 2																				
2 H RI.2.5; 2	7 A RI.2.8; 2																				
3 A RI.2.7; 2	8 F RI.2.8; 2																				
4 G RI.2.5; 2	9 B RI.2.5; 2																				
5 C RI.2.8; 2	10 H RI.2.8; 2																				
1 B L.2.6; 1	6 F L.2.4e; 2																				
2 G L.2.6; 1	7 C L.2.4e; 2																				
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4 F L.2.6; 1	9 C L.2.4e; 2																				
5 A L.2.6; 1	10 F L.2.4e; 2																				
<p><b>Phonics:</b> Vowel Digraphs <i>ai, ay</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1 A RF.2.3b; 1</td> <td style="width: 50%;">6 F RF.2.3b; 1</td> </tr> <tr> <td>2 F RF.2.3b; 1</td> <td>7 B RF.2.3b; 1</td> </tr> <tr> <td>3 B RF.2.3b; 1</td> <td>8 H RF.2.3b; 1</td> </tr> <tr> <td>4 F RF.2.3b; 1</td> <td>9 C RF.2.3b; 1</td> </tr> <tr> <td>5 B RF.2.3b; 1</td> <td>10 F RF.2.3b; 1</td> </tr> </table>	1 A RF.2.3b; 1	6 F RF.2.3b; 1	2 F RF.2.3b; 1	7 B RF.2.3b; 1	3 B RF.2.3b; 1	8 H RF.2.3b; 1	4 F RF.2.3b; 1	9 C RF.2.3b; 1	5 B RF.2.3b; 1	10 F RF.2.3b; 1	<p><b>Comprehension:</b> Main Idea and Details, Text and Graphic Features, Anchor Text</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1 C RI.2.2; 2</td> <td style="width: 50%;">6 F RI.2.5; 2</td> </tr> <tr> <td>2 G RI.2.5; 2</td> <td>7 C RI.2.5; 2</td> </tr> <tr> <td>3 C RI.2.5; 2</td> <td>8 F RI.2.2; 2</td> </tr> <tr> <td>4 H RI.2.2; 2</td> <td>9 C RI.2.9; 2</td> </tr> <tr> <td>5 B RI.2.5; 2</td> <td>10 F RI.2.9; 2</td> </tr> </table>	1 C RI.2.2; 2	6 F RI.2.5; 2	2 G RI.2.5; 2	7 C RI.2.5; 2	3 C RI.2.5; 2	8 F RI.2.2; 2	4 H RI.2.2; 2	9 C RI.2.9; 2	5 B RI.2.5; 2	10 F RI.2.9; 2
1 A RF.2.3b; 1	6 F RF.2.3b; 1																				
2 F RF.2.3b; 1	7 B RF.2.3b; 1																				
3 B RF.2.3b; 1	8 H RF.2.3b; 1																				
4 F RF.2.3b; 1	9 C RF.2.3b; 1																				
5 B RF.2.3b; 1	10 F RF.2.3b; 1																				
1 C RI.2.2; 2	6 F RI.2.5; 2																				
2 G RI.2.5; 2	7 C RI.2.5; 2																				
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4 H RI.2.2; 2	9 C RI.2.9; 2																				
5 B RI.2.5; 2	10 F RI.2.9; 2																				
<p><b>Grammar:</b> Expanding/Rearranging Compound Sentences</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1 C L.2.1f; 2</td> <td style="width: 50%;">6 H L.2.1f; 2</td> </tr> <tr> <td>2 F L.2.1f; 2</td> <td>7 C L.2.1f; 2</td> </tr> <tr> <td>3 B L.2.1f; 2</td> <td>8 F L.2.1f; 2</td> </tr> <tr> <td>4 G L.2.1f; 2</td> <td>9 B L.2.1f; 2</td> </tr> <tr> <td>5 C L.2.1f; 2</td> <td>10 F L.2.1f; 2</td> </tr> </table>	1 C L.2.1f; 2	6 H L.2.1f; 2	2 F L.2.1f; 2	7 C L.2.1f; 2	3 B L.2.1f; 2	8 F L.2.1f; 2	4 G L.2.1f; 2	9 B L.2.1f; 2	5 C L.2.1f; 2	10 F L.2.1f; 2	<p><b>Phonics:</b> Vowel Digraphs <i>ee, ea</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1 B RF.2.3b; 1</td> <td style="width: 50%;">6 F RF.2.3b; 1</td> </tr> <tr> <td>2 G RF.2.3b; 1</td> <td>7 C RF.2.3b; 1</td> </tr> <tr> <td>3 A RF.2.3b; 1</td> <td>8 G RF.2.3b; 1</td> </tr> <tr> <td>4 G RF.2.3b; 1</td> <td>9 C RF.2.3b; 1</td> </tr> <tr> <td>5 B RF.2.3b; 1</td> <td>10 G RF.2.3b; 1</td> </tr> </table>	1 B RF.2.3b; 1	6 F RF.2.3b; 1	2 G RF.2.3b; 1	7 C RF.2.3b; 1	3 A RF.2.3b; 1	8 G RF.2.3b; 1	4 G RF.2.3b; 1	9 C RF.2.3b; 1	5 B RF.2.3b; 1	10 G RF.2.3b; 1
1 C L.2.1f; 2	6 H L.2.1f; 2																				
2 F L.2.1f; 2	7 C L.2.1f; 2																				
3 B L.2.1f; 2	8 F L.2.1f; 2																				
4 G L.2.1f; 2	9 B L.2.1f; 2																				
5 C L.2.1f; 2	10 F L.2.1f; 2																				
1 B RF.2.3b; 1	6 F RF.2.3b; 1																				
2 G RF.2.3b; 1	7 C RF.2.3b; 1																				
3 A RF.2.3b; 1	8 G RF.2.3b; 1																				
4 G RF.2.3b; 1	9 C RF.2.3b; 1																				
5 B RF.2.3b; 1	10 G RF.2.3b; 1																				
<p><b>Grammar:</b> Quotation Marks</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1 B 2</td> <td style="width: 50%;">6 H 2</td> </tr> <tr> <td>2 H 2</td> <td>7 C 2</td> </tr> <tr> <td>3 A 2</td> <td>8 H 2</td> </tr> <tr> <td>4 G 2</td> <td>9 B 2</td> </tr> <tr> <td>5 C 2</td> <td>10 G 2</td> </tr> </table>		1 B 2	6 H 2	2 H 2	7 C 2	3 A 2	8 H 2	4 G 2	9 B 2	5 C 2	10 G 2										
1 B 2	6 H 2																				
2 H 2	7 C 2																				
3 A 2	8 H 2																				
4 G 2	9 B 2																				
5 C 2	10 G 2																				

**Unit 3, Lesson 14: Helen Keller**

<p><b>Vocabulary:</b> Target Vocabulary, Suffix <i>-ly</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1 B L.2.6; 1</td> <td style="width: 50%;">6 G 1</td> </tr> <tr> <td>2 G L.2.6; 1</td> <td>7 A 1</td> </tr> <tr> <td>3 B L.2.6; 1</td> <td>8 G 1</td> </tr> <tr> <td>4 H L.2.6; 1</td> <td>9 A 1</td> </tr> <tr> <td>5 A L.2.6; 1</td> <td>10 G 1</td> </tr> </table>	1 B L.2.6; 1	6 G 1	2 G L.2.6; 1	7 A 1	3 B L.2.6; 1	8 G 1	4 H L.2.6; 1	9 A 1	5 A L.2.6; 1	10 G 1	<p><b>Phonics:</b> Long <i>o</i> (<i>o, oa, ow</i>)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1 C RF.2.3b; 1</td> <td style="width: 50%;">6 G RF.2.3b; 1</td> </tr> <tr> <td>2 H RF.2.3b; 1</td> <td>7 C RF.2.3b; 1</td> </tr> <tr> <td>3 B RF.2.3b; 1</td> <td>8 H RF.2.3b; 1</td> </tr> <tr> <td>4 G RF.2.3b; 1</td> <td>9 B RF.2.3b; 1</td> </tr> <tr> <td>5 C RF.2.3b; 1</td> <td>10 G RF.2.3b; 2</td> </tr> </table>	1 C RF.2.3b; 1	6 G RF.2.3b; 1	2 H RF.2.3b; 1	7 C RF.2.3b; 1	3 B RF.2.3b; 1	8 H RF.2.3b; 1	4 G RF.2.3b; 1	9 B RF.2.3b; 1	5 C RF.2.3b; 1	10 G RF.2.3b; 2
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2 G L.2.6; 1	7 A 1																				
3 B L.2.6; 1	8 G 1																				
4 H L.2.6; 1	9 A 1																				
5 A L.2.6; 1	10 G 1																				
1 C RF.2.3b; 1	6 G RF.2.3b; 1																				
2 H RF.2.3b; 1	7 C RF.2.3b; 1																				
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4 G RF.2.3b; 1	9 B RF.2.3b; 1																				
5 C RF.2.3b; 1	10 G RF.2.3b; 2																				
<p><b>Comprehension:</b> Author's Purpose, Genre: Biography, Anchor Text</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1 B RI.2.3; 1</td> <td style="width: 50%;">6 H RI.2.6; 3</td> </tr> <tr> <td>2 H RI.2.6; 3</td> <td>7 A RI.2.3; 2</td> </tr> <tr> <td>3 B RI.2.6; 3</td> <td>8 H RI.2.3; 2</td> </tr> <tr> <td>4 G RI.2.6; 2</td> <td>9 C RI.2.3; 2</td> </tr> <tr> <td>5 C RI.2.3; 1</td> <td>10 G RI.2.3; 2</td> </tr> </table>	1 B RI.2.3; 1	6 H RI.2.6; 3	2 H RI.2.6; 3	7 A RI.2.3; 2	3 B RI.2.6; 3	8 H RI.2.3; 2	4 G RI.2.6; 2	9 C RI.2.3; 2	5 C RI.2.3; 1	10 G RI.2.3; 2	<p><b>Grammar:</b> Using Proper Nouns</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1 B 2</td> <td style="width: 50%;">6 H 2</td> </tr> <tr> <td>2 F 2</td> <td>7 B 2</td> </tr> <tr> <td>3 C 2</td> <td>8 H 2</td> </tr> <tr> <td>4 H 2</td> <td>9 C 2</td> </tr> <tr> <td>5 B 2</td> <td>10 G 2</td> </tr> </table>	1 B 2	6 H 2	2 F 2	7 B 2	3 C 2	8 H 2	4 H 2	9 C 2	5 B 2	10 G 2
1 B RI.2.3; 1	6 H RI.2.6; 3																				
2 H RI.2.6; 3	7 A RI.2.3; 2																				
3 B RI.2.6; 3	8 H RI.2.3; 2																				
4 G RI.2.6; 2	9 C RI.2.3; 2																				
5 C RI.2.3; 1	10 G RI.2.3; 2																				
1 B 2	6 H 2																				
2 F 2	7 B 2																				
3 C 2	8 H 2																				
4 H 2	9 C 2																				
5 B 2	10 G 2																				

**Unit 3, Lesson 15:** Officer Buckle and Gloria

**Unit 4, Lesson 16:** Mr. Tanen's Tie Trouble

<p><b>Vocabulary:</b> Target Vocabulary, Root Words</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 C L.2.6; 1</td> <td style="width: 50%;">6 H L.2.4c; 2</td> </tr> <tr> <td>2 G L.2.6; 1</td> <td>7 C L.2.4c; 2</td> </tr> <tr> <td>3 C L.2.6; 1</td> <td>8 G L.2.4c; 2</td> </tr> <tr> <td>4 H L.2.6; 1</td> <td>9 A L.2.4c; 2</td> </tr> <tr> <td>5 C L.2.6; 1</td> <td>10 H L.2.4c; 2</td> </tr> </table>	1 C L.2.6; 1	6 H L.2.4c; 2	2 G L.2.6; 1	7 C L.2.4c; 2	3 C L.2.6; 1	8 G L.2.4c; 2	4 H L.2.6; 1	9 A L.2.4c; 2	5 C L.2.6; 1	10 H L.2.4c; 2	<p><b>Vocabulary:</b> Target Vocabulary, Homographs</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 B L.2.6; 1</td> <td style="width: 50%;">6 I 2</td> </tr> <tr> <td>2 F L.2.6; 1</td> <td>7 C 2</td> </tr> <tr> <td>3 C L.2.6; 1</td> <td>8 I 2</td> </tr> <tr> <td>4 H L.2.6; 1</td> <td>9 D 2</td> </tr> <tr> <td>5 B L.2.6; 1</td> <td>10 I 2</td> </tr> </table>	1 B L.2.6; 1	6 I 2	2 F L.2.6; 1	7 C 2	3 C L.2.6; 1	8 I 2	4 H L.2.6; 1	9 D 2	5 B L.2.6; 1	10 I 2
1 C L.2.6; 1	6 H L.2.4c; 2																				
2 G L.2.6; 1	7 C L.2.4c; 2																				
3 C L.2.6; 1	8 G L.2.4c; 2																				
4 H L.2.6; 1	9 A L.2.4c; 2																				
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3 C L.2.6; 1	8 I 2																				
4 H L.2.6; 1	9 D 2																				
5 B L.2.6; 1	10 I 2																				
<p><b>Comprehension:</b> Cause and Effect, Humor, Anchor Text</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 C RL.2.1; 2</td> <td style="width: 50%;">6 H RI.2.7; 2</td> </tr> <tr> <td>2 F RL.2.7; 2</td> <td>7 C RI.2.1; 2</td> </tr> <tr> <td>3 A RL.2.7; 2</td> <td>8 H RI.2.1; 2</td> </tr> <tr> <td>4 F RL.2.1; 2</td> <td>9 A RI.2.1; 2</td> </tr> <tr> <td>5 A RI.2.1; 2</td> <td>10 G RI.2.7; 2</td> </tr> </table>	1 C RL.2.1; 2	6 H RI.2.7; 2	2 F RL.2.7; 2	7 C RI.2.1; 2	3 A RL.2.7; 2	8 H RI.2.1; 2	4 F RL.2.1; 2	9 A RI.2.1; 2	5 A RI.2.1; 2	10 G RI.2.7; 2	<p><b>Comprehension:</b> Story Structure, Understanding Characters, Anchor Text</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 C RL.2.5; 1</td> <td style="width: 50%;">6 I RL.2.5; 1</td> </tr> <tr> <td>2 I RL.2.5; 2</td> <td>7 D RL.2.3; 2</td> </tr> <tr> <td>3 D RL.2.5; 1</td> <td>8 F RL.2.3; 2</td> </tr> <tr> <td>4 I RL.2.3; 1</td> <td>9 D RL.2.5; 1</td> </tr> <tr> <td>5 B RL.2.3; 2</td> <td>10 G RL.2.5; 2</td> </tr> </table>	1 C RL.2.5; 1	6 I RL.2.5; 1	2 I RL.2.5; 2	7 D RL.2.3; 2	3 D RL.2.5; 1	8 F RL.2.3; 2	4 I RL.2.3; 1	9 D RL.2.5; 1	5 B RL.2.3; 2	10 G RL.2.5; 2
1 C RL.2.1; 2	6 H RI.2.7; 2																				
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4 I RL.2.3; 1	9 D RL.2.5; 1																				
5 B RL.2.3; 2	10 G RL.2.5; 2																				
<p><b>Phonics:</b> Compound Words, Schwa Vowel Sound</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 A 2</td> <td style="width: 50%;">6 F 2</td> </tr> <tr> <td>2 F 2</td> <td>7 A 2</td> </tr> <tr> <td>3 B 2</td> <td>8 G 2</td> </tr> <tr> <td>4 F 2</td> <td>9 A 2</td> </tr> <tr> <td>5 C 2</td> <td>10 F 2</td> </tr> </table>	1 A 2	6 F 2	2 F 2	7 A 2	3 B 2	8 G 2	4 F 2	9 A 2	5 C 2	10 F 2	<p><b>Phonics:</b> Base Words and Endings <i>-ed, -ing</i></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 D RF.2.3e; 1</td> <td style="width: 50%;">6: G RF.2.3e; 1</td> </tr> <tr> <td>2 H RF.2.3e; 1</td> <td>7: C RF.2.3e; 1</td> </tr> <tr> <td>3 A RF.2.3e; 1</td> <td>8: H RF.2.3e; 1</td> </tr> <tr> <td>4 G RF.2.3e; 1</td> <td>9: C RF.2.3e; 1</td> </tr> <tr> <td>5 A RF.2.3e; 1</td> <td>10: I RF.2.3e; 1</td> </tr> </table>	1 D RF.2.3e; 1	6: G RF.2.3e; 1	2 H RF.2.3e; 1	7: C RF.2.3e; 1	3 A RF.2.3e; 1	8: H RF.2.3e; 1	4 G RF.2.3e; 1	9: C RF.2.3e; 1	5 A RF.2.3e; 1	10: I RF.2.3e; 1
1 A 2	6 F 2																				
2 F 2	7 A 2																				
3 B 2	8 G 2																				
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1 D RF.2.3e; 1	6: G RF.2.3e; 1																				
2 H RF.2.3e; 1	7: C RF.2.3e; 1																				
3 A RF.2.3e; 1	8: H RF.2.3e; 1																				
4 G RF.2.3e; 1	9: C RF.2.3e; 1																				
5 A RF.2.3e; 1	10: I RF.2.3e; 1																				
<p><b>Grammar:</b> Abbreviations</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 B 2</td> <td style="width: 50%;">6 G 2</td> </tr> <tr> <td>2 H 2</td> <td>7 C 2</td> </tr> <tr> <td>3 B 2</td> <td>8 H 2</td> </tr> <tr> <td>4 H 2</td> <td>9 A 2</td> </tr> <tr> <td>5 B 2</td> <td>10 G 2</td> </tr> </table>	1 B 2	6 G 2	2 H 2	7 C 2	3 B 2	8 H 2	4 H 2	9 A 2	5 B 2	10 G 2	<p><b>Grammar:</b> Pronouns</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 C L.1.1d**; 2</td> <td style="width: 50%;">6 H L.1.1d**; 2</td> </tr> <tr> <td>2 G L.1.1d**; 2</td> <td>7 C L.2.1c; 2</td> </tr> <tr> <td>3 A L.1.1d**; 2</td> <td>8 F L.1.1d**; 2</td> </tr> <tr> <td>4 G L.1.1d**; 2</td> <td>9 A L.2.1c; 2</td> </tr> <tr> <td>5 C L.1.1d**; 2</td> <td>10 H L.2.1c; 2</td> </tr> </table>	1 C L.1.1d**; 2	6 H L.1.1d**; 2	2 G L.1.1d**; 2	7 C L.2.1c; 2	3 A L.1.1d**; 2	8 F L.1.1d**; 2	4 G L.1.1d**; 2	9 A L.2.1c; 2	5 C L.1.1d**; 2	10 H L.2.1c; 2
1 B 2	6 G 2																				
2 H 2	7 C 2																				
3 B 2	8 H 2																				
4 H 2	9 A 2																				
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1 C L.1.1d**; 2	6 H L.1.1d**; 2																				
2 G L.1.1d**; 2	7 C L.2.1c; 2																				
3 A L.1.1d**; 2	8 F L.1.1d**; 2																				
4 G L.1.1d**; 2	9 A L.2.1c; 2																				
5 C L.1.1d**; 2	10 H L.2.1c; 2																				

**Unit 4, Lesson 17:** Luke Goes to Bat

<p><b>Vocabulary:</b> Target Vocabulary, Antonyms</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 B L.2.6; 1</td> <td style="width: 50%;">6 I 1</td> </tr> <tr> <td>2 H L.2.6; 1</td> <td>7 D 1</td> </tr> <tr> <td>3 D L.2.6; 1</td> <td>8 F 1</td> </tr> <tr> <td>4 I L.2.6; 1</td> <td>9 C 1</td> </tr> <tr> <td>5 C L.2.6; 1</td> <td>10 F 1</td> </tr> </table>	1 B L.2.6; 1	6 I 1	2 H L.2.6; 1	7 D 1	3 D L.2.6; 1	8 F 1	4 I L.2.6; 1	9 C 1	5 C L.2.6; 1	10 F 1	<p><b>Phonics:</b> Long <i>i</i> (<i>i, igh, ie, y</i>)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 D RF.2.3a; 1</td> <td style="width: 50%;">6 H RF.2.3a; 1</td> </tr> <tr> <td>2 F RF.2.3a; 1</td> <td>7 B RF.2.3b; 1</td> </tr> <tr> <td>3 A RF.2.3a; 1</td> <td>8 G RF.2.3b; 1</td> </tr> <tr> <td>4 G RF.2.3a; 1</td> <td>9 D RF.2.3b; 1</td> </tr> <tr> <td>5 A RF.2.3a; 1</td> <td>10 F RF.2.3b; 1</td> </tr> </table>	1 D RF.2.3a; 1	6 H RF.2.3a; 1	2 F RF.2.3a; 1	7 B RF.2.3b; 1	3 A RF.2.3a; 1	8 G RF.2.3b; 1	4 G RF.2.3a; 1	9 D RF.2.3b; 1	5 A RF.2.3a; 1	10 F RF.2.3b; 1
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2 H L.2.6; 1	7 D 1																				
3 D L.2.6; 1	8 F 1																				
4 I L.2.6; 1	9 C 1																				
5 C L.2.6; 1	10 F 1																				
1 D RF.2.3a; 1	6 H RF.2.3a; 1																				
2 F RF.2.3a; 1	7 B RF.2.3b; 1																				
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4 G RF.2.3a; 1	9 D RF.2.3b; 1																				
5 A RF.2.3a; 1	10 F RF.2.3b; 1																				
<p><b>Comprehension:</b> Sequence of Events, Formal and Informal Language, Anchor Text</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 B L.2.3a; 2</td> <td style="width: 50%;">6 I RL.2.2; 1</td> </tr> <tr> <td>2 H RL.2.2; 2</td> <td>7 B L.2.3a; 2</td> </tr> <tr> <td>3 C RL.2.2; 1</td> <td>8 G RL.2.2; 1</td> </tr> <tr> <td>4 I RL.2.2; 2</td> <td>9 C RL.2.2; 1</td> </tr> <tr> <td>5 B RL.2.2; 1</td> <td>10 H RL.2.2; 1</td> </tr> </table>	1 B L.2.3a; 2	6 I RL.2.2; 1	2 H RL.2.2; 2	7 B L.2.3a; 2	3 C RL.2.2; 1	8 G RL.2.2; 1	4 I RL.2.2; 2	9 C RL.2.2; 1	5 B RL.2.2; 1	10 H RL.2.2; 1	<p><b>Grammar:</b> Subject-Verb Agreement</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 B L.1.1c**; 2</td> <td style="width: 50%;">6 F L.1.1c**; 2</td> </tr> <tr> <td>2 G L.1.1c**; 2</td> <td>7 A L.1.1c**; 2</td> </tr> <tr> <td>3 A L.1.1c**; 2</td> <td>8 G L.1.1c**; 2</td> </tr> <tr> <td>4 F L.1.1c**; 2</td> <td>9 A L.1.1c**; 2</td> </tr> <tr> <td>5 A L.1.1c**; 2</td> <td>10 G L.1.1c**; 2</td> </tr> </table>	1 B L.1.1c**; 2	6 F L.1.1c**; 2	2 G L.1.1c**; 2	7 A L.1.1c**; 2	3 A L.1.1c**; 2	8 G L.1.1c**; 2	4 F L.1.1c**; 2	9 A L.1.1c**; 2	5 A L.1.1c**; 2	10 G L.1.1c**; 2
1 B L.2.3a; 2	6 I RL.2.2; 1																				
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4 F L.1.1c**; 2	9 A L.1.1c**; 2																				
5 A L.1.1c**; 2	10 G L.1.1c**; 2																				

\*\* Maintained from previous grade.

**Unit 4, Lesson 18:** My Name Is Gabriela

**Unit 4, Lesson 19:** The Signmaker's Assistant

<p><b>Skills in Context:</b> Understanding Characters, Author's Word Choice, Target Vocabulary</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 2px;">1 <b>B</b> RI.2.6; 3</td> <td style="padding: 2px;">6 <b>I</b> RI.2.1; 1</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">2 <b>F</b> RI.2.6; 2</td> <td style="padding: 2px;">7 <b>C</b> RI.2.6; 3</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">3 <b>C</b> L.2.6; 2</td> <td style="padding: 2px;">8 <b>I</b> L.2.6; 1</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">4 <b>H</b> RI.2.1; 2</td> <td style="padding: 2px;">9 <b>D</b> RI.2.6; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">5 <b>A</b> RI.2.6; 3</td> <td style="padding: 2px;">10 <b>I</b> RI.2.6; 2</td> </tr> </table>	1 <b>B</b> RI.2.6; 3	6 <b>I</b> RI.2.1; 1	2 <b>F</b> RI.2.6; 2	7 <b>C</b> RI.2.6; 3	3 <b>C</b> L.2.6; 2	8 <b>I</b> L.2.6; 1	4 <b>H</b> RI.2.1; 2	9 <b>D</b> RI.2.6; 2	5 <b>A</b> RI.2.6; 3	10 <b>I</b> RI.2.6; 2	<p><b>Vocabulary:</b> Target Vocabulary, Shades of Meaning</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 2px;">1 <b>B</b> L.2.6; 1</td> <td style="padding: 2px;">6 <b>H</b> L.2.5b; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">2 <b>I</b> L.2.6; 1</td> <td style="padding: 2px;">7 <b>B</b> L.2.5b; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">3 <b>C</b> L.2.6; 1</td> <td style="padding: 2px;">8 <b>G</b> L.2.5b; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">4 <b>I</b> L.2.6; 1</td> <td style="padding: 2px;">9 <b>A</b> L.2.5b; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">5 <b>D</b> L.2.6; 1</td> <td style="padding: 2px;">10 <b>I</b> L.2.5b; 2</td> </tr> </table>	1 <b>B</b> L.2.6; 1	6 <b>H</b> L.2.5b; 2	2 <b>I</b> L.2.6; 1	7 <b>B</b> L.2.5b; 2	3 <b>C</b> L.2.6; 1	8 <b>G</b> L.2.5b; 2	4 <b>I</b> L.2.6; 1	9 <b>A</b> L.2.5b; 2	5 <b>D</b> L.2.6; 1	10 <b>I</b> L.2.5b; 2
1 <b>B</b> RI.2.6; 3	6 <b>I</b> RI.2.1; 1																				
2 <b>F</b> RI.2.6; 2	7 <b>C</b> RI.2.6; 3																				
3 <b>C</b> L.2.6; 2	8 <b>I</b> L.2.6; 1																				
4 <b>H</b> RI.2.1; 2	9 <b>D</b> RI.2.6; 2																				
5 <b>A</b> RI.2.6; 3	10 <b>I</b> RI.2.6; 2																				
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5 <b>D</b> L.2.6; 1	10 <b>I</b> L.2.5b; 2																				
<p><b>Vocabulary:</b> Target Vocabulary, Suffixes <i>-y, -ful</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 2px;">1 <b>C</b> L.2.6; 1</td> <td style="padding: 2px;">6 <b>I</b> 1</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">2 <b>H</b> L.2.6; 1</td> <td style="padding: 2px;">7 <b>B</b> 1</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">3 <b>C</b> L.2.6; 1</td> <td style="padding: 2px;">8 <b>I</b> 1</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">4 <b>I</b> L.2.6; 1</td> <td style="padding: 2px;">9 <b>B</b> 1</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">5 <b>A</b> L.2.6; 1</td> <td style="padding: 2px;">10 <b>I</b> 1</td> </tr> </table>	1 <b>C</b> L.2.6; 1	6 <b>I</b> 1	2 <b>H</b> L.2.6; 1	7 <b>B</b> 1	3 <b>C</b> L.2.6; 1	8 <b>I</b> 1	4 <b>I</b> L.2.6; 1	9 <b>B</b> 1	5 <b>A</b> L.2.6; 1	10 <b>I</b> 1	<p><b>Comprehension:</b> Text and Graphic Features, Point of View, Anchor Text</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 2px;">1 <b>B</b> RL.2.7; 1</td> <td style="padding: 2px;">6 <b>F</b> RL.2.6; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">2 <b>H</b> RL.2.7; 1</td> <td style="padding: 2px;">7 <b>D</b> RL.2.6; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">3 <b>C</b> RL.2.7; 1</td> <td style="padding: 2px;">8 <b>I</b> RL.2.7; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">4 <b>F</b> RL.2.6; 2</td> <td style="padding: 2px;">9 <b>C</b> RL.2.9; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">5 <b>B</b> RL.2.7; 2</td> <td style="padding: 2px;">10 <b>H</b> RL.2.9; 2</td> </tr> </table>	1 <b>B</b> RL.2.7; 1	6 <b>F</b> RL.2.6; 2	2 <b>H</b> RL.2.7; 1	7 <b>D</b> RL.2.6; 2	3 <b>C</b> RL.2.7; 1	8 <b>I</b> RL.2.7; 2	4 <b>F</b> RL.2.6; 2	9 <b>C</b> RL.2.9; 2	5 <b>B</b> RL.2.7; 2	10 <b>H</b> RL.2.9; 2
1 <b>C</b> L.2.6; 1	6 <b>I</b> 1																				
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<p><b>Comprehension:</b> Understanding Characters, Author's Word Choice, Anchor Text</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 2px;">1 <b>A</b> RI.2.6; 2</td> <td style="padding: 2px;">6 <b>H</b> RI.2.6; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">2 <b>F</b> RI.2.6; 2</td> <td style="padding: 2px;">7 <b>C</b> RI.2.6; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">3 <b>C</b> RI.2.6; 2</td> <td style="padding: 2px;">8 <b>F</b> RI.2.6; 3</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">4 <b>H</b> RI.2.6; 2</td> <td style="padding: 2px;">9 <b>B</b> RI.2.6; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">5 <b>D</b> RI.2.6; 3</td> <td style="padding: 2px;">10 <b>F</b> RI.2.6; 3</td> </tr> </table>	1 <b>A</b> RI.2.6; 2	6 <b>H</b> RI.2.6; 2	2 <b>F</b> RI.2.6; 2	7 <b>C</b> RI.2.6; 2	3 <b>C</b> RI.2.6; 2	8 <b>F</b> RI.2.6; 3	4 <b>H</b> RI.2.6; 2	9 <b>B</b> RI.2.6; 2	5 <b>D</b> RI.2.6; 3	10 <b>F</b> RI.2.6; 3	<p><b>Phonics:</b> <i>r</i>-Controlled Vowel <i>ar</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 2px;">1 <b>A</b> 1</td> <td style="padding: 2px;">6 <b>F</b> 1</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">2 <b>F</b> 1</td> <td style="padding: 2px;">7 <b>A</b> 1</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">3 <b>B</b> 1</td> <td style="padding: 2px;">8 <b>F</b> 1</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">4 <b>G</b> 1</td> <td style="padding: 2px;">9 <b>B</b> 1</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">5 <b>C</b> 1</td> <td style="padding: 2px;">10 <b>F</b> 1</td> </tr> </table>	1 <b>A</b> 1	6 <b>F</b> 1	2 <b>F</b> 1	7 <b>A</b> 1	3 <b>B</b> 1	8 <b>F</b> 1	4 <b>G</b> 1	9 <b>B</b> 1	5 <b>C</b> 1	10 <b>F</b> 1
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<p><b>Phonics:</b> Changing <i>y</i> to <i>i</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 2px;">1 <b>B</b> 1</td> <td style="padding: 2px;">6: <b>F</b> 1</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">2 <b>G</b> 1</td> <td style="padding: 2px;">7: <b>C</b> 1</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">3 <b>B</b> 1</td> <td style="padding: 2px;">8: <b>G</b> 1</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">4 <b>F</b> 1</td> <td style="padding: 2px;">9: <b>B</b> 1</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">5 <b>B</b> 1</td> <td style="padding: 2px;">10: <b>H</b> 1</td> </tr> </table>	1 <b>B</b> 1	6: <b>F</b> 1	2 <b>G</b> 1	7: <b>C</b> 1	3 <b>B</b> 1	8: <b>G</b> 1	4 <b>F</b> 1	9: <b>B</b> 1	5 <b>B</b> 1	10: <b>H</b> 1	<p><b>Grammar:</b> Commas in Dates and Places</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 2px;">1 <b>C</b> L.1.2c**; 2</td> <td style="padding: 2px;">6 <b>G</b> 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">2 <b>G</b> L.1.2c**; 2</td> <td style="padding: 2px;">7 <b>C</b> 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">3 <b>C</b> L.1.2c**; 2</td> <td style="padding: 2px;">8 <b>G</b> L.1.2c**; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">4 <b>F</b> 2</td> <td style="padding: 2px;">9 <b>B</b> L.2.2b; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">5 <b>C</b> 2</td> <td style="padding: 2px;">10 <b>G</b> L.2.2b; 2</td> </tr> </table>	1 <b>C</b> L.1.2c**; 2	6 <b>G</b> 2	2 <b>G</b> L.1.2c**; 2	7 <b>C</b> 2	3 <b>C</b> L.1.2c**; 2	8 <b>G</b> L.1.2c**; 2	4 <b>F</b> 2	9 <b>B</b> L.2.2b; 2	5 <b>C</b> 2	10 <b>G</b> L.2.2b; 2
1 <b>B</b> 1	6: <b>F</b> 1																				
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1 <b>C</b> L.1.2c**; 2	6 <b>G</b> 2																				
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5 <b>C</b> 2	10 <b>G</b> L.2.2b; 2																				
<p><b>Grammar:</b> The Verb <i>be</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 2px;">1 <b>C</b> 2</td> <td style="padding: 2px;">6 <b>F</b> 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">2 <b>F</b> 2</td> <td style="padding: 2px;">7 <b>B</b> 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">3 <b>B</b> 2</td> <td style="padding: 2px;">8 <b>F</b> 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">4 <b>F</b> 2</td> <td style="padding: 2px;">9 <b>A</b> 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">5 <b>C</b> 2</td> <td style="padding: 2px;">10 <b>H</b> 2</td> </tr> </table>	1 <b>C</b> 2	6 <b>F</b> 2	2 <b>F</b> 2	7 <b>B</b> 2	3 <b>B</b> 2	8 <b>F</b> 2	4 <b>F</b> 2	9 <b>A</b> 2	5 <b>C</b> 2	10 <b>H</b> 2											
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4 <b>F</b> 2	9 <b>A</b> 2																				
5 <b>C</b> 2	10 <b>H</b> 2																				

**Unit 4, Lesson 20:** Dex: The Heart of a Hero

<p><b>Vocabulary:</b> Target Vocabulary, Prefix <i>over-</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 2px;">1 <b>B</b> L.2.6; 1</td> <td style="padding: 2px;">6 <b>G</b> L.2.4b; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">2 <b>I</b> L.2.6; 1</td> <td style="padding: 2px;">7 <b>A</b> L.2.4b; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">3 <b>D</b> L.2.6; 1</td> <td style="padding: 2px;">8 <b>F</b> L.2.4b; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">4 <b>H</b> L.2.6; 1</td> <td style="padding: 2px;">9 <b>A</b> L.2.4b; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">5 <b>A</b> L.2.6; 1</td> <td style="padding: 2px;">10 <b>F</b> L.2.4b; 2</td> </tr> </table>	1 <b>B</b> L.2.6; 1	6 <b>G</b> L.2.4b; 2	2 <b>I</b> L.2.6; 1	7 <b>A</b> L.2.4b; 2	3 <b>D</b> L.2.6; 1	8 <b>F</b> L.2.4b; 2	4 <b>H</b> L.2.6; 1	9 <b>A</b> L.2.4b; 2	5 <b>A</b> L.2.6; 1	10 <b>F</b> L.2.4b; 2	<p><b>Phonics:</b> <i>r</i>-Controlled Vowels <i>or, ore</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 2px;">1 <b>D</b> 2</td> <td style="padding: 2px;">6 <b>I</b> 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">2 <b>H</b> 2</td> <td style="padding: 2px;">7 <b>C</b> 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">3 <b>C</b> 2</td> <td style="padding: 2px;">8 <b>I</b> 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">4 <b>I</b> 2</td> <td style="padding: 2px;">9 <b>D</b> 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">5 <b>D</b> 2</td> <td style="padding: 2px;">10 <b>I</b> 2</td> </tr> </table>	1 <b>D</b> 2	6 <b>I</b> 2	2 <b>H</b> 2	7 <b>C</b> 2	3 <b>C</b> 2	8 <b>I</b> 2	4 <b>I</b> 2	9 <b>D</b> 2	5 <b>D</b> 2	10 <b>I</b> 2
1 <b>B</b> L.2.6; 1	6 <b>G</b> L.2.4b; 2																				
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5 <b>D</b> 2	10 <b>I</b> 2																				
<p><b>Comprehension:</b> Compare and Contrast, Figurative Language, Anchor Text</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 2px;">1 <b>B</b> RL.2.7; 2</td> <td style="padding: 2px;">6 <b>H</b> RL.2.7; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">2 <b>I</b> RL.2.7; 2</td> <td style="padding: 2px;">7 <b>C</b> RL.2.4; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">3 <b>C</b> RL.2.7; 2</td> <td style="padding: 2px;">8 <b>G</b> RL.2.7; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">4 <b>I</b> RL.2.4; 2</td> <td style="padding: 2px;">9 <b>B</b> RL.2.7; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">5 <b>D</b> RL.2.4; 2</td> <td style="padding: 2px;">10 <b>H</b> RL.2.7; 2</td> </tr> </table>	1 <b>B</b> RL.2.7; 2	6 <b>H</b> RL.2.7; 2	2 <b>I</b> RL.2.7; 2	7 <b>C</b> RL.2.4; 2	3 <b>C</b> RL.2.7; 2	8 <b>G</b> RL.2.7; 2	4 <b>I</b> RL.2.4; 2	9 <b>B</b> RL.2.7; 2	5 <b>D</b> RL.2.4; 2	10 <b>H</b> RL.2.7; 2	<p><b>Grammar:</b> Commas in a Series</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 2px;">1 <b>A</b> L.1.2c**; 2</td> <td style="padding: 2px;">6 <b>G</b> L.1.2c**; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">2 <b>H</b> L.1.2c**; 2</td> <td style="padding: 2px;">7 <b>B</b> L.1.2c**; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">3 <b>A</b> L.1.2c**; 2</td> <td style="padding: 2px;">8 <b>F</b> L.1.2c**; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">4 <b>H</b> L.1.2c**; 2</td> <td style="padding: 2px;">9 <b>C</b> L.1.2c**; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;">5 <b>C</b> L.1.2c**; 2</td> <td style="padding: 2px;">10 <b>G</b> L.1.2c**; 2</td> </tr> </table>	1 <b>A</b> L.1.2c**; 2	6 <b>G</b> L.1.2c**; 2	2 <b>H</b> L.1.2c**; 2	7 <b>B</b> L.1.2c**; 2	3 <b>A</b> L.1.2c**; 2	8 <b>F</b> L.1.2c**; 2	4 <b>H</b> L.1.2c**; 2	9 <b>C</b> L.1.2c**; 2	5 <b>C</b> L.1.2c**; 2	10 <b>G</b> L.1.2c**; 2
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\*\* Maintained from previous grade.

**Unit 5, Lesson 21:** Penguin Chick

**Unit 5, Lesson 22:** Gloria Who Might Be My Best Friend

<p><b>Vocabulary:</b> Target Vocabulary, Using a Dictionary</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">1 <b>A</b> L.2.6; 1</td> <td style="width: 50%; padding: 2px;">6 <b>I</b> L.2.4e; 2</td> </tr> <tr> <td style="padding: 2px;">2 <b>G</b> L.2.6; 1</td> <td style="padding: 2px;">7 <b>A</b> L.2.4e; 2</td> </tr> <tr> <td style="padding: 2px;">3 <b>A</b> L.2.6; 1</td> <td style="padding: 2px;">8 <b>H</b> L.2.4e; 2</td> </tr> <tr> <td style="padding: 2px;">4 <b>G</b> L.2.6; 1</td> <td style="padding: 2px;">9 <b>D</b> L.2.4e; 2</td> </tr> <tr> <td style="padding: 2px;">5 <b>D</b> L.2.6; 1</td> <td style="padding: 2px;">10 <b>F</b> L.2.4e; 2</td> </tr> </table>	1 <b>A</b> L.2.6; 1	6 <b>I</b> L.2.4e; 2	2 <b>G</b> L.2.6; 1	7 <b>A</b> L.2.4e; 2	3 <b>A</b> L.2.6; 1	8 <b>H</b> L.2.4e; 2	4 <b>G</b> L.2.6; 1	9 <b>D</b> L.2.4e; 2	5 <b>D</b> L.2.6; 1	10 <b>F</b> L.2.4e; 2	<p><b>Vocabulary:</b> Target Vocabulary, Figurative Language/Idioms</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">1 <b>C</b> L.2.6; 1</td> <td style="width: 50%; padding: 2px;">6 <b>H</b> L.2.4a; 2</td> </tr> <tr> <td style="padding: 2px;">2 <b>G</b> L.2.6; 1</td> <td style="padding: 2px;">7 <b>A</b> L.2.4a; 2</td> </tr> <tr> <td style="padding: 2px;">3 <b>C</b> L.2.6; 1</td> <td style="padding: 2px;">8 <b>I</b> L.2.4a; 2</td> </tr> <tr> <td style="padding: 2px;">4 <b>H</b> L.2.6; 1</td> <td style="padding: 2px;">9 <b>B</b> L.2.4a; 2</td> </tr> <tr> <td style="padding: 2px;">5 <b>D</b> L.2.6; 1</td> <td style="padding: 2px;">10 <b>H</b> L.2.4a; 2</td> </tr> </table>	1 <b>C</b> L.2.6; 1	6 <b>H</b> L.2.4a; 2	2 <b>G</b> L.2.6; 1	7 <b>A</b> L.2.4a; 2	3 <b>C</b> L.2.6; 1	8 <b>I</b> L.2.4a; 2	4 <b>H</b> L.2.6; 1	9 <b>B</b> L.2.4a; 2	5 <b>D</b> L.2.6; 1	10 <b>H</b> L.2.4a; 2
1 <b>A</b> L.2.6; 1	6 <b>I</b> L.2.4e; 2																				
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<p><b>Comprehension:</b> Main Idea and Details, Cause and Effect, Anchor Text</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">1 <b>B</b> RI.2.2; 2</td> <td style="width: 50%; padding: 2px;">6 <b>H</b> RI.2.3; 2</td> </tr> <tr> <td style="padding: 2px;">2 <b>H</b> RI.2.3; 2</td> <td style="padding: 2px;">7 <b>A</b> RI.2.3; 2</td> </tr> <tr> <td style="padding: 2px;">3 <b>A</b> RI.2.3; 2</td> <td style="padding: 2px;">8 <b>G</b> RI.2.1; 2</td> </tr> <tr> <td style="padding: 2px;">4 <b>G</b> RI.2.1; 2</td> <td style="padding: 2px;">9 <b>B</b> RI.2.1; 2</td> </tr> <tr> <td style="padding: 2px;">5 <b>D</b> RI.2.1; 2</td> <td style="padding: 2px;">10 <b>I</b> RI.2.2; 2</td> </tr> </table>	1 <b>B</b> RI.2.2; 2	6 <b>H</b> RI.2.3; 2	2 <b>H</b> RI.2.3; 2	7 <b>A</b> RI.2.3; 2	3 <b>A</b> RI.2.3; 2	8 <b>G</b> RI.2.1; 2	4 <b>G</b> RI.2.1; 2	9 <b>B</b> RI.2.1; 2	5 <b>D</b> RI.2.1; 2	10 <b>I</b> RI.2.2; 2	<p><b>Comprehension:</b> Understanding Characters, Figurative Language (Similes), Anchor Text</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">1 <b>D</b> RL.2.3; 2</td> <td style="width: 50%; padding: 2px;">6 <b>G</b> RL.2.7; 2</td> </tr> <tr> <td style="padding: 2px;">2 <b>G</b> RL.2.3; 2</td> <td style="padding: 2px;">7 <b>B</b> RL.2.4; 2</td> </tr> <tr> <td style="padding: 2px;">3 <b>C</b> RL.2.7; 2</td> <td style="padding: 2px;">8 <b>H</b> RL.2.4; 2</td> </tr> <tr> <td style="padding: 2px;">4 <b>H</b> RL.2.3; 2</td> <td style="padding: 2px;">9 <b>D</b> RL.2.7; 2</td> </tr> <tr> <td style="padding: 2px;">5 <b>D</b> RL.2.7; 2</td> <td style="padding: 2px;">10 <b>F</b> RL.2.3; 2</td> </tr> </table>	1 <b>D</b> RL.2.3; 2	6 <b>G</b> RL.2.7; 2	2 <b>G</b> RL.2.3; 2	7 <b>B</b> RL.2.4; 2	3 <b>C</b> RL.2.7; 2	8 <b>H</b> RL.2.4; 2	4 <b>H</b> RL.2.3; 2	9 <b>D</b> RL.2.7; 2	5 <b>D</b> RL.2.7; 2	10 <b>F</b> RL.2.3; 2
1 <b>B</b> RI.2.2; 2	6 <b>H</b> RI.2.3; 2																				
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<p><b>Grammar:</b> What Is an Adjective?</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">1 <b>A</b> L.2.1e; 2</td> <td style="width: 50%; padding: 2px;">6 <b>G</b> L.2.1e; 2</td> </tr> <tr> <td style="padding: 2px;">2 <b>H</b> L.2.1e; 2</td> <td style="padding: 2px;">7 <b>B</b> L.2.1e; 2</td> </tr> <tr> <td style="padding: 2px;">3 <b>B</b> L.2.1e; 2</td> <td style="padding: 2px;">8 <b>H</b> L.2.1e; 2</td> </tr> <tr> <td style="padding: 2px;">4 <b>F</b> L.2.1e; 2</td> <td style="padding: 2px;">9 <b>A</b> L.2.1e; 2</td> </tr> <tr> <td style="padding: 2px;">5 <b>B</b> L.2.1e; 2</td> <td style="padding: 2px;">10 <b>F</b> L.2.1e; 2</td> </tr> </table>	1 <b>A</b> L.2.1e; 2	6 <b>G</b> L.2.1e; 2	2 <b>H</b> L.2.1e; 2	7 <b>B</b> L.2.1e; 2	3 <b>B</b> L.2.1e; 2	8 <b>H</b> L.2.1e; 2	4 <b>F</b> L.2.1e; 2	9 <b>A</b> L.2.1e; 2	5 <b>B</b> L.2.1e; 2	10 <b>F</b> L.2.1e; 2	<p><b>Phonics:</b> Base Words with Endings <i>-er, -est</i></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">1 <b>C</b> 2</td> <td style="width: 50%; padding: 2px;">6 <b>G</b> 2</td> </tr> <tr> <td style="padding: 2px;">2 <b>H</b> 2</td> <td style="padding: 2px;">7 <b>D</b> 2</td> </tr> <tr> <td style="padding: 2px;">3 <b>D</b> 2</td> <td style="padding: 2px;">8 <b>H</b> 2</td> </tr> <tr> <td style="padding: 2px;">4 <b>G</b> 2</td> <td style="padding: 2px;">9 <b>C</b> 2</td> </tr> <tr> <td style="padding: 2px;">5 <b>C</b> 2</td> <td style="padding: 2px;">10 <b>H</b> 2</td> </tr> </table>	1 <b>C</b> 2	6 <b>G</b> 2	2 <b>H</b> 2	7 <b>D</b> 2	3 <b>D</b> 2	8 <b>H</b> 2	4 <b>G</b> 2	9 <b>C</b> 2	5 <b>C</b> 2	10 <b>H</b> 2
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<p><b>Grammar:</b> Using Adjectives</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">1 <b>B</b> L.2.1e; 2</td> <td style="width: 50%; padding: 2px;">6 <b>G</b> L.2.1e; 2</td> </tr> <tr> <td style="padding: 2px;">2 <b>H</b> L.2.1e; 2</td> <td style="padding: 2px;">7 <b>C</b> L.2.1e; 2</td> </tr> <tr> <td style="padding: 2px;">3 <b>B</b> L.2.1e; 2</td> <td style="padding: 2px;">8 <b>G</b> L.2.1e; 2</td> </tr> <tr> <td style="padding: 2px;">4 <b>H</b> L.2.1e; 2</td> <td style="padding: 2px;">9 <b>A</b> L.2.1e; 2</td> </tr> <tr> <td style="padding: 2px;">5 <b>C</b> L.2.1e; 2</td> <td style="padding: 2px;">10 <b>H</b> L.2.1e; 2</td> </tr> </table>		1 <b>B</b> L.2.1e; 2	6 <b>G</b> L.2.1e; 2	2 <b>H</b> L.2.1e; 2	7 <b>C</b> L.2.1e; 2	3 <b>B</b> L.2.1e; 2	8 <b>G</b> L.2.1e; 2	4 <b>H</b> L.2.1e; 2	9 <b>A</b> L.2.1e; 2	5 <b>C</b> L.2.1e; 2	10 <b>H</b> L.2.1e; 2										
1 <b>B</b> L.2.1e; 2	6 <b>G</b> L.2.1e; 2																				
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4 <b>H</b> L.2.1e; 2	9 <b>A</b> L.2.1e; 2																				
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**Unit 5, Lesson 23:** The Goat in the Rug

**Unit 5, Lesson 24:** Half-Chicken

<p><b>Skills in Context:</b> Conclusions, Sequence of Events, Target Vocabulary</p> <table border="0"> <tr> <td>1 B L.2.6; 1</td> <td>6 G RL.2.2; 2</td> </tr> <tr> <td>2 G L.2.6; 2</td> <td>7 B RL.2.7; 3</td> </tr> <tr> <td>3 A RL.2.7; 3</td> <td>8 G RL.2.7; 3</td> </tr> <tr> <td>4 I RL.2.2; 2</td> <td>9 A RL.2.7; 3</td> </tr> <tr> <td>5 C RL.2.7; 3</td> <td>10 I RL.2.2; 2</td> </tr> </table>	1 B L.2.6; 1	6 G RL.2.2; 2	2 G L.2.6; 2	7 B RL.2.7; 3	3 A RL.2.7; 3	8 G RL.2.7; 3	4 I RL.2.2; 2	9 A RL.2.7; 3	5 C RL.2.7; 3	10 I RL.2.2; 2	<p><b>Vocabulary:</b> Target Vocabulary, Antonyms</p> <table border="0"> <tr> <td>1 D L.2.6; 1</td> <td>6 I 2</td> </tr> <tr> <td>2 F L.2.6; 1</td> <td>7 B 2</td> </tr> <tr> <td>3 A L.2.6; 1</td> <td>8 I 2</td> </tr> <tr> <td>4 F L.2.6; 1</td> <td>9 C 2</td> </tr> <tr> <td>5 A L.2.6; 1</td> <td>10 H 2</td> </tr> </table>	1 D L.2.6; 1	6 I 2	2 F L.2.6; 1	7 B 2	3 A L.2.6; 1	8 I 2	4 F L.2.6; 1	9 C 2	5 A L.2.6; 1	10 H 2
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4 F L.2.6; 1	9 C 2																				
5 A L.2.6; 1	10 H 2																				
<p><b>Vocabulary:</b> Target Vocabulary, Compound Words</p> <table border="0"> <tr> <td>1 C L.2.6; 1</td> <td>6 H L.2.4d; 2</td> </tr> <tr> <td>2 I L.2.6; 1</td> <td>7 B L.2.4d; 2</td> </tr> <tr> <td>3 D L.2.6; 1</td> <td>8 H L.2.4d; 2</td> </tr> <tr> <td>4 G L.2.6; 1</td> <td>9 D L.2.4d; 2</td> </tr> <tr> <td>5 B L.2.6; 1</td> <td>10 I L.2.4d; 2</td> </tr> </table>	1 C L.2.6; 1	6 H L.2.4d; 2	2 I L.2.6; 1	7 B L.2.4d; 2	3 D L.2.6; 1	8 H L.2.4d; 2	4 G L.2.6; 1	9 D L.2.4d; 2	5 B L.2.6; 1	10 I L.2.4d; 2	<p><b>Comprehension:</b> Cause and Effect, Point of View, Anchor Text</p> <table border="0"> <tr> <td>1 D RL.2.6; 2</td> <td>6 G RL.2.6; 2</td> </tr> <tr> <td>2 G RL.2.1; 2</td> <td>7 D RL.2.7; 2</td> </tr> <tr> <td>3 B RL.2.7; 2</td> <td>8 I RL.2.6; 2</td> </tr> <tr> <td>4 I RL.2.6; 2</td> <td>9 B RL.2.1; 2</td> </tr> <tr> <td>5 B RL.2.6; 2</td> <td>10 H RL.2.1; 2</td> </tr> </table>	1 D RL.2.6; 2	6 G RL.2.6; 2	2 G RL.2.1; 2	7 D RL.2.7; 2	3 B RL.2.7; 2	8 I RL.2.6; 2	4 I RL.2.6; 2	9 B RL.2.1; 2	5 B RL.2.6; 2	10 H RL.2.1; 2
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5 B RL.2.6; 2	10 H RL.2.1; 2																				
<p><b>Comprehension:</b> Conclusions, Sequence of Events, Anchor Text</p> <table border="0"> <tr> <td>1 D RL.2.7; 3</td> <td>6 H RL.2.7; 3</td> </tr> <tr> <td>2 G RL.2.7; 3</td> <td>7 A RL.2.7; 3</td> </tr> <tr> <td>3 A RL.2.2; 1</td> <td>8 I RL.2.2; 2</td> </tr> <tr> <td>4 F RL.2.2; 2</td> <td>9 C RL.2.7; 3</td> </tr> <tr> <td>5 C RL.2.7; 3</td> <td>10 F RL.2.2; 2</td> </tr> </table>	1 D RL.2.7; 3	6 H RL.2.7; 3	2 G RL.2.7; 3	7 A RL.2.7; 3	3 A RL.2.2; 1	8 I RL.2.2; 2	4 F RL.2.2; 2	9 C RL.2.7; 3	5 C RL.2.7; 3	10 F RL.2.2; 2	<p><b>Phonics:</b> Prefixes <i>re-</i>, <i>un-</i>, <i>over-</i>, <i>pre-</i>, <i>mis-</i></p> <table border="0"> <tr> <td>1 B RF.2.3d; 2</td> <td>6 I RF.2.3d; 2</td> </tr> <tr> <td>2 F RF.2.3d; 2</td> <td>7 B RF.2.3d; 2</td> </tr> <tr> <td>3 B RF.2.3d; 2</td> <td>8 H RF.2.3d; 2</td> </tr> <tr> <td>4 H RF.2.3d; 2</td> <td>9 D RF.2.3d; 2</td> </tr> <tr> <td>5 D RF.2.3d; 2</td> <td>10 F RF.2.3d; 2</td> </tr> </table>	1 B RF.2.3d; 2	6 I RF.2.3d; 2	2 F RF.2.3d; 2	7 B RF.2.3d; 2	3 B RF.2.3d; 2	8 H RF.2.3d; 2	4 H RF.2.3d; 2	9 D RF.2.3d; 2	5 D RF.2.3d; 2	10 F RF.2.3d; 2
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<p><b>Phonics:</b> Suffixes <i>-y</i>, <i>-ly</i>, <i>-ful</i></p> <table border="0"> <tr> <td>1 D RF.2.3d; 2</td> <td>6 I RF.2.3d; 2</td> </tr> <tr> <td>2 H RF.2.3d; 2</td> <td>7 D RF.2.3d; 2</td> </tr> <tr> <td>3 C RF.2.3d; 2</td> <td>8 I RF.2.3d; 2</td> </tr> <tr> <td>4 I RF.2.3d; 2</td> <td>9 C RF.2.3d; 2</td> </tr> <tr> <td>5 D RF.2.3d; 2</td> <td>10 I RF.2.3d; 2</td> </tr> </table>	1 D RF.2.3d; 2	6 I RF.2.3d; 2	2 H RF.2.3d; 2	7 D RF.2.3d; 2	3 C RF.2.3d; 2	8 I RF.2.3d; 2	4 I RF.2.3d; 2	9 C RF.2.3d; 2	5 D RF.2.3d; 2	10 I RF.2.3d; 2	<p><b>Phonics:</b> Silent Consonants</p> <table border="0"> <tr> <td>1 D 2</td> <td>6 I 2</td> </tr> <tr> <td>2 G 2</td> <td>7 B 2</td> </tr> <tr> <td>3 B 2</td> <td>8 I 2</td> </tr> <tr> <td>4 G 2</td> <td>9 C 2</td> </tr> <tr> <td>5 D 2</td> <td>10 F 2</td> </tr> </table>	1 D 2	6 I 2	2 G 2	7 B 2	3 B 2	8 I 2	4 G 2	9 C 2	5 D 2	10 F 2
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<p><b>Phonics:</b> Final Stable Syllables <i>-tion</i>, <i>-ture</i></p> <table border="0"> <tr> <td>1 C RF.2.3d; 1</td> <td>6 I RF.2.3d; 2</td> </tr> <tr> <td>2 F RF.2.3d; 1</td> <td>7 D RF.2.3d; 2</td> </tr> <tr> <td>3 D RF.2.3d; 1</td> <td>8 I RF.2.3d; 2</td> </tr> <tr> <td>4 G RF.2.3d; 1</td> <td>9 D RF.2.3d; 2</td> </tr> <tr> <td>5 A RF.2.3d; 1</td> <td>10 H RF.2.3d; 2</td> </tr> </table>	1 C RF.2.3d; 1	6 I RF.2.3d; 2	2 F RF.2.3d; 1	7 D RF.2.3d; 2	3 D RF.2.3d; 1	8 I RF.2.3d; 2	4 G RF.2.3d; 1	9 D RF.2.3d; 2	5 A RF.2.3d; 1	10 H RF.2.3d; 2	<p><b>Grammar:</b> Irregular Action Verbs</p> <table border="0"> <tr> <td>1 C L.2.1d; 2</td> <td>6 F L.2.1d; 2</td> </tr> <tr> <td>2 G L.2.1d; 2</td> <td>7 A L.2.1d; 2</td> </tr> <tr> <td>3 A L.2.1d; 2</td> <td>8 G L.2.1d; 2</td> </tr> <tr> <td>4 G L.2.1d; 2</td> <td>9 C L.2.1d; 2</td> </tr> <tr> <td>5 A L.2.1d; 2</td> <td>10 G L.2.1d; 2</td> </tr> </table>	1 C L.2.1d; 2	6 F L.2.1d; 2	2 G L.2.1d; 2	7 A L.2.1d; 2	3 A L.2.1d; 2	8 G L.2.1d; 2	4 G L.2.1d; 2	9 C L.2.1d; 2	5 A L.2.1d; 2	10 G L.2.1d; 2
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<p><b>Grammar:</b> Irregular Verbs</p> <table border="0"> <tr> <td>1 A L.2.1d; 2</td> <td>6 H L.2.1d; 2</td> </tr> <tr> <td>2 F L.2.1d; 2</td> <td>7 A L.2.1d; 2</td> </tr> <tr> <td>3 B L.2.1d; 2</td> <td>8 F L.2.1d; 2</td> </tr> <tr> <td>4 G L.2.1d; 2</td> <td>9 B L.2.1d; 2</td> </tr> <tr> <td>5 C L.2.1d; 2</td> <td>10 H L.2.1d; 2</td> </tr> </table>	1 A L.2.1d; 2	6 H L.2.1d; 2	2 F L.2.1d; 2	7 A L.2.1d; 2	3 B L.2.1d; 2	8 F L.2.1d; 2	4 G L.2.1d; 2	9 B L.2.1d; 2	5 C L.2.1d; 2	10 H L.2.1d; 2											
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5 C L.2.1d; 2	10 H L.2.1d; 2																				

**Unit 5, Lesson 25:** From Seed to Plant

**Unit 6, Lesson 26:** The Mysterious Tadpole

<p><b>Vocabulary:</b> Target Vocabulary, Using Context</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 <b>D</b> L.2.6; 1</td> <td style="width: 50%;">6 <b>I</b> L.2.4a; 2</td> </tr> <tr> <td>2 <b>I</b> L.2.6; 1</td> <td>7 <b>A</b> L.2.4a; 2</td> </tr> <tr> <td>3 <b>D</b> L.2.6; 1</td> <td>8 <b>H</b> L.2.4a; 2</td> </tr> <tr> <td>4 <b>G</b> L.2.6; 1</td> <td>9 <b>A</b> L.2.4a; 2</td> </tr> <tr> <td>5 <b>B</b> L.2.6; 1</td> <td>10 <b>F</b> L.2.4a; 2</td> </tr> </table>	1 <b>D</b> L.2.6; 1	6 <b>I</b> L.2.4a; 2	2 <b>I</b> L.2.6; 1	7 <b>A</b> L.2.4a; 2	3 <b>D</b> L.2.6; 1	8 <b>H</b> L.2.4a; 2	4 <b>G</b> L.2.6; 1	9 <b>A</b> L.2.4a; 2	5 <b>B</b> L.2.6; 1	10 <b>F</b> L.2.4a; 2	<p><b>Vocabulary:</b> Target Vocabulary, Multiple-Meaning Words</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 <b>B</b> L.2.6; 1</td> <td style="width: 50%;">6 <b>F</b> 2</td> </tr> <tr> <td>2 <b>G</b> L.2.6; 1</td> <td>7 <b>A</b> 2</td> </tr> <tr> <td>3 <b>D</b> L.2.6; 1</td> <td>8 <b>G</b> 2</td> </tr> <tr> <td>4 <b>F</b> L.2.6; 1</td> <td>9 <b>A</b> 2</td> </tr> <tr> <td>5 <b>C</b> L.2.6; 1</td> <td>10 <b>F</b> 2</td> </tr> </table>	1 <b>B</b> L.2.6; 1	6 <b>F</b> 2	2 <b>G</b> L.2.6; 1	7 <b>A</b> 2	3 <b>D</b> L.2.6; 1	8 <b>G</b> 2	4 <b>F</b> L.2.6; 1	9 <b>A</b> 2	5 <b>C</b> L.2.6; 1	10 <b>F</b> 2
1 <b>D</b> L.2.6; 1	6 <b>I</b> L.2.4a; 2																				
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5 <b>C</b> L.2.6; 1	10 <b>F</b> 2																				
<p><b>Comprehension:</b> Text and Graphic Features, Cause and Effect, Anchor Text</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 <b>B</b> RI.2.7; 1</td> <td style="width: 50%;">6 <b>I</b> RI.2.7; 2</td> </tr> <tr> <td>2 <b>G</b> RI.2.7; 2</td> <td>7 <b>D</b> RI.2.3; 2</td> </tr> <tr> <td>3 <b>B</b> RI.2.3; 2</td> <td>8 <b>G</b> RI.2.3; 2</td> </tr> <tr> <td>4 <b>G</b> RI.2.3; 2</td> <td>9 <b>D</b> RI.2.9; 2</td> </tr> <tr> <td>5 <b>A</b> RI.2.3; 2</td> <td>10 <b>G</b> RI.2.9; 2</td> </tr> </table>	1 <b>B</b> RI.2.7; 1	6 <b>I</b> RI.2.7; 2	2 <b>G</b> RI.2.7; 2	7 <b>D</b> RI.2.3; 2	3 <b>B</b> RI.2.3; 2	8 <b>G</b> RI.2.3; 2	4 <b>G</b> RI.2.3; 2	9 <b>D</b> RI.2.9; 2	5 <b>A</b> RI.2.3; 2	10 <b>G</b> RI.2.9; 2	<p><b>Comprehension:</b> Story Structure, Conclusions, Anchor Text</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 <b>A</b> RL.2.5; 2</td> <td style="width: 50%;">6 <b>F</b> RL.2.7; 3</td> </tr> <tr> <td>2 <b>H</b> RL.2.5; 2</td> <td>7 <b>A</b> RL.2.5; 2</td> </tr> <tr> <td>3 <b>C</b> RL.2.7; 3</td> <td>8 <b>G</b> RL.2.5; 2</td> </tr> <tr> <td>4 <b>H</b> RL.2.5; 2</td> <td>9 <b>B</b> RL.2.5; 2</td> </tr> <tr> <td>5 <b>C</b> RL.2.7; 3</td> <td>10 <b>H</b> RL.2.7; 3</td> </tr> </table>	1 <b>A</b> RL.2.5; 2	6 <b>F</b> RL.2.7; 3	2 <b>H</b> RL.2.5; 2	7 <b>A</b> RL.2.5; 2	3 <b>C</b> RL.2.7; 3	8 <b>G</b> RL.2.5; 2	4 <b>H</b> RL.2.5; 2	9 <b>B</b> RL.2.5; 2	5 <b>C</b> RL.2.7; 3	10 <b>H</b> RL.2.7; 3
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4 <b>G</b> RI.2.3; 2	9 <b>D</b> RI.2.9; 2																				
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4 <b>H</b> RL.2.5; 2	9 <b>B</b> RL.2.5; 2																				
5 <b>C</b> RL.2.7; 3	10 <b>H</b> RL.2.7; 3																				
<p><b>Phonics:</b> Words with /aw/: <i>au, aw, al, o, a</i></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 <b>C</b> RF.2.3e; 2</td> <td style="width: 50%;">6 <b>F</b> RF.2.3e; 2</td> </tr> <tr> <td>2 <b>H</b> RF.2.3e; 2</td> <td>7 <b>D</b> RF.2.3e; 2</td> </tr> <tr> <td>3 <b>B</b> RF.2.3e; 2</td> <td>8 <b>G</b> RF.2.3e; 2</td> </tr> <tr> <td>4 <b>I</b> RF.2.3e; 2</td> <td>9 <b>D</b> RF.2.3e; 2</td> </tr> <tr> <td>5 <b>B</b> RF.2.3e; 2</td> <td>10 <b>H</b> RF.2.3e; 2</td> </tr> </table>	1 <b>C</b> RF.2.3e; 2	6 <b>F</b> RF.2.3e; 2	2 <b>H</b> RF.2.3e; 2	7 <b>D</b> RF.2.3e; 2	3 <b>B</b> RF.2.3e; 2	8 <b>G</b> RF.2.3e; 2	4 <b>I</b> RF.2.3e; 2	9 <b>D</b> RF.2.3e; 2	5 <b>B</b> RF.2.3e; 2	10 <b>H</b> RF.2.3e; 2	<p><b>Phonics:</b> Words with <i>oo, ew, ue, ou</i></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 <b>A</b> RF.2.3e; 2</td> <td style="width: 50%;">6 <b>F</b> RF.2.3e; 2</td> </tr> <tr> <td>2 <b>F</b> RF.2.3e; 2</td> <td>7 <b>A</b> RF.2.3e; 2</td> </tr> <tr> <td>3 <b>A</b> RF.2.3e; 2</td> <td>8 <b>H</b> RF.2.3e; 2</td> </tr> <tr> <td>4 <b>F</b> RF.2.3e; 2</td> <td>9 <b>A</b> RF.2.3e; 2</td> </tr> <tr> <td>5 <b>C</b> RF.2.3e; 2</td> <td>10 <b>H</b> RF.2.3e; 2</td> </tr> </table>	1 <b>A</b> RF.2.3e; 2	6 <b>F</b> RF.2.3e; 2	2 <b>F</b> RF.2.3e; 2	7 <b>A</b> RF.2.3e; 2	3 <b>A</b> RF.2.3e; 2	8 <b>H</b> RF.2.3e; 2	4 <b>F</b> RF.2.3e; 2	9 <b>A</b> RF.2.3e; 2	5 <b>C</b> RF.2.3e; 2	10 <b>H</b> RF.2.3e; 2
1 <b>C</b> RF.2.3e; 2	6 <b>F</b> RF.2.3e; 2																				
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5 <b>C</b> RF.2.3e; 2	10 <b>H</b> RF.2.3e; 2																				
<p><b>Grammar:</b> More Irregular Action Verbs</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 <b>A</b> L.2.1d; 2</td> <td style="width: 50%;">6 <b>F</b> L.2.1d; 2</td> </tr> <tr> <td>2 <b>G</b> L.2.1d; 2</td> <td>7 <b>A</b> L.2.1d; 2</td> </tr> <tr> <td>3 <b>A</b> L.2.1d; 2</td> <td>8 <b>G</b> L.2.1d; 2</td> </tr> <tr> <td>4 <b>H</b> L.2.1d; 2</td> <td>9 <b>A</b> L.2.1d; 2</td> </tr> <tr> <td>5 <b>B</b> L.2.1d; 2</td> <td>10 <b>H</b> L.2.1d; 2</td> </tr> </table>	1 <b>A</b> L.2.1d; 2	6 <b>F</b> L.2.1d; 2	2 <b>G</b> L.2.1d; 2	7 <b>A</b> L.2.1d; 2	3 <b>A</b> L.2.1d; 2	8 <b>G</b> L.2.1d; 2	4 <b>H</b> L.2.1d; 2	9 <b>A</b> L.2.1d; 2	5 <b>B</b> L.2.1d; 2	10 <b>H</b> L.2.1d; 2	<p><b>Grammar:</b> Contractions</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 <b>B</b> L.2.2c; 1</td> <td style="width: 50%;">6 <b>G</b> L.2.2c; 1</td> </tr> <tr> <td>2 <b>H</b> L.2.2c; 1</td> <td>7 <b>C</b> L.2.2c; 1</td> </tr> <tr> <td>3 <b>A</b> L.2.2c; 1</td> <td>8 <b>H</b> L.2.2c; 1</td> </tr> <tr> <td>4 <b>F</b> L.2.2c; 1</td> <td>9 <b>C</b> L.2.2c; 1</td> </tr> <tr> <td>5 <b>B</b> L.2.2c; 1</td> <td>10 <b>H</b> L.2.2c; 1</td> </tr> </table>	1 <b>B</b> L.2.2c; 1	6 <b>G</b> L.2.2c; 1	2 <b>H</b> L.2.2c; 1	7 <b>C</b> L.2.2c; 1	3 <b>A</b> L.2.2c; 1	8 <b>H</b> L.2.2c; 1	4 <b>F</b> L.2.2c; 1	9 <b>C</b> L.2.2c; 1	5 <b>B</b> L.2.2c; 1	10 <b>H</b> L.2.2c; 1
1 <b>A</b> L.2.1d; 2	6 <b>F</b> L.2.1d; 2																				
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5 <b>B</b> L.2.2c; 1	10 <b>H</b> L.2.2c; 1																				

**Unit 6, Lesson 27:** The Dog That Dug for Dinosaurs

<p><b>Vocabulary:</b> Target Vocabulary, Shades of Meaning</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 <b>D</b> L.2.6; 1</td> <td style="width: 50%;">6 <b>G</b> L.2.5b; 2</td> </tr> <tr> <td>2 <b>G</b> L.2.6; 1</td> <td>7 <b>C</b> L.2.5b; 2</td> </tr> <tr> <td>3 <b>A</b> L.2.6; 1</td> <td>8 <b>H</b> L.2.5b; 2</td> </tr> <tr> <td>4 <b>G</b> L.2.6; 1</td> <td>9 <b>A</b> L.2.5b; 2</td> </tr> <tr> <td>5 <b>C</b> L.2.6; 1</td> <td>10 <b>I</b> L.2.5b; 2</td> </tr> </table>	1 <b>D</b> L.2.6; 1	6 <b>G</b> L.2.5b; 2	2 <b>G</b> L.2.6; 1	7 <b>C</b> L.2.5b; 2	3 <b>A</b> L.2.6; 1	8 <b>H</b> L.2.5b; 2	4 <b>G</b> L.2.6; 1	9 <b>A</b> L.2.5b; 2	5 <b>C</b> L.2.6; 1	10 <b>I</b> L.2.5b; 2	<p><b>Phonics:</b> Possessive Nouns</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 <b>C</b> L.2.2c; 1</td> <td style="width: 50%;">6 <b>H</b> L.2.2c; 1</td> </tr> <tr> <td>2 <b>G</b> L.2.2c; 1</td> <td>7 <b>B</b> L.2.2c; 1</td> </tr> <tr> <td>3 <b>C</b> L.2.2c; 1</td> <td>8 <b>G</b> L.2.2c; 1</td> </tr> <tr> <td>4 <b>G</b> L.2.2c; 1</td> <td>9 <b>C</b> L.2.2c; 1</td> </tr> <tr> <td>5 <b>C</b> L.2.2c; 1</td> <td>10 <b>G</b> L.2.2c; 1</td> </tr> </table>	1 <b>C</b> L.2.2c; 1	6 <b>H</b> L.2.2c; 1	2 <b>G</b> L.2.2c; 1	7 <b>B</b> L.2.2c; 1	3 <b>C</b> L.2.2c; 1	8 <b>G</b> L.2.2c; 1	4 <b>G</b> L.2.2c; 1	9 <b>C</b> L.2.2c; 1	5 <b>C</b> L.2.2c; 1	10 <b>G</b> L.2.2c; 1
1 <b>D</b> L.2.6; 1	6 <b>G</b> L.2.5b; 2																				
2 <b>G</b> L.2.6; 1	7 <b>C</b> L.2.5b; 2																				
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<p><b>Comprehension:</b> Fact and Opinion, Author's Purpose, Anchor Text</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 <b>C</b> RI.2.8; 2</td> <td style="width: 50%;">6 <b>F</b> RI.2.8; 2</td> </tr> <tr> <td>2 <b>F</b> RI.2.8; 2</td> <td>7 <b>D</b> RI.2.6; 2</td> </tr> <tr> <td>3 <b>B</b> RI.2.8; 2</td> <td>8 <b>G</b> RI.2.8; 2</td> </tr> <tr> <td>4 <b>H</b> RI.2.8; 2</td> <td>9 <b>C</b> RI.2.6; 2</td> </tr> <tr> <td>5 <b>C</b> RI.2.6; 2</td> <td>10 <b>G</b> RI.2.8; 2</td> </tr> </table>	1 <b>C</b> RI.2.8; 2	6 <b>F</b> RI.2.8; 2	2 <b>F</b> RI.2.8; 2	7 <b>D</b> RI.2.6; 2	3 <b>B</b> RI.2.8; 2	8 <b>G</b> RI.2.8; 2	4 <b>H</b> RI.2.8; 2	9 <b>C</b> RI.2.6; 2	5 <b>C</b> RI.2.6; 2	10 <b>G</b> RI.2.8; 2	<p><b>Grammar:</b> What Is an Adverb?</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 <b>A</b> L.2.2e; 2</td> <td style="width: 50%;">6 <b>F</b> L.2.2e; 2</td> </tr> <tr> <td>2 <b>F</b> L.2.2e; 2</td> <td>7 <b>B</b> L.2.2e; 2</td> </tr> <tr> <td>3 <b>C</b> L.2.2e; 2</td> <td>8 <b>H</b> L.2.2e; 2</td> </tr> <tr> <td>4 <b>G</b> L.2.2e; 2</td> <td>9 <b>A</b> L.2.2e; 2</td> </tr> <tr> <td>5 <b>A</b> L.2.2e; 2</td> <td>10 <b>H</b> L.2.2e; 2</td> </tr> </table>	1 <b>A</b> L.2.2e; 2	6 <b>F</b> L.2.2e; 2	2 <b>F</b> L.2.2e; 2	7 <b>B</b> L.2.2e; 2	3 <b>C</b> L.2.2e; 2	8 <b>H</b> L.2.2e; 2	4 <b>G</b> L.2.2e; 2	9 <b>A</b> L.2.2e; 2	5 <b>A</b> L.2.2e; 2	10 <b>H</b> L.2.2e; 2
1 <b>C</b> RI.2.8; 2	6 <b>F</b> RI.2.8; 2																				
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1 <b>A</b> L.2.2e; 2	6 <b>F</b> L.2.2e; 2																				
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5 <b>A</b> L.2.2e; 2	10 <b>H</b> L.2.2e; 2																				
<p><b>Phonics:</b> Words with <i>oo</i> (as in <i>book</i>)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 <b>A</b> RF.2.3e; 2</td> <td style="width: 50%;">6 <b>G</b> RF.2.3e; 2</td> </tr> <tr> <td>2 <b>H</b> RF.2.3e; 2</td> <td>7 <b>B</b> RF.2.3e; 2</td> </tr> <tr> <td>3 <b>A</b> RF.2.3e; 2</td> <td>8 <b>H</b> RF.2.3e; 2</td> </tr> <tr> <td>4 <b>I</b> RF.2.3e; 2</td> <td>9 <b>B</b> RF.2.3e; 2</td> </tr> <tr> <td>5 <b>A</b> RF.2.3e; 2</td> <td>10 <b>G</b> RF.2.3e; 2</td> </tr> </table>	1 <b>A</b> RF.2.3e; 2	6 <b>G</b> RF.2.3e; 2	2 <b>H</b> RF.2.3e; 2	7 <b>B</b> RF.2.3e; 2	3 <b>A</b> RF.2.3e; 2	8 <b>H</b> RF.2.3e; 2	4 <b>I</b> RF.2.3e; 2	9 <b>B</b> RF.2.3e; 2	5 <b>A</b> RF.2.3e; 2	10 <b>G</b> RF.2.3e; 2											
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**Unit 6, Lesson 28:** Yeh-Shen

**Unit 6, Lesson 29:** Two of Everything

<p><b>Skills in Context:</b> Sequence of Events, Compare and Contrast, Target Vocabulary</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 5px;">1 <b>B</b> RL.2.2; 1</td> <td style="width: 50%; padding: 5px;">6 <b>H</b> L.2.6; 1</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">2 <b>G</b> L.2.6; 1</td> <td style="padding: 5px;">7 <b>B</b> RL.2.2; 1</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">3 <b>B</b> 2</td> <td style="padding: 5px;">8 <b>G</b> RL.2.2; 1</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">4 <b>G</b> RL.2.2; 1</td> <td style="padding: 5px;">9 <b>C</b> RL.2.2; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">5 <b>B</b> RL.2.2; 1</td> <td style="padding: 5px;">10 <b>I</b> 2</td> </tr> </table>	1 <b>B</b> RL.2.2; 1	6 <b>H</b> L.2.6; 1	2 <b>G</b> L.2.6; 1	7 <b>B</b> RL.2.2; 1	3 <b>B</b> 2	8 <b>G</b> RL.2.2; 1	4 <b>G</b> RL.2.2; 1	9 <b>C</b> RL.2.2; 2	5 <b>B</b> RL.2.2; 1	10 <b>I</b> 2	<p><b>Vocabulary:</b> Target Vocabulary, Antonyms</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 5px;">1 <b>D</b> L.2.6; 1</td> <td style="width: 50%; padding: 5px;">6 <b>H</b> 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">2 <b>I</b> L.2.6; 1</td> <td style="padding: 5px;">7 <b>A</b> 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">3 <b>A</b> L.2.6; 1</td> <td style="padding: 5px;">8 <b>G</b> 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">4 <b>I</b> L.2.6; 1</td> <td style="padding: 5px;">9 <b>A</b> 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">5 <b>D</b> L.2.6; 1</td> <td style="padding: 5px;">10 <b>H</b> 2</td> </tr> </table>	1 <b>D</b> L.2.6; 1	6 <b>H</b> 2	2 <b>I</b> L.2.6; 1	7 <b>A</b> 2	3 <b>A</b> L.2.6; 1	8 <b>G</b> 2	4 <b>I</b> L.2.6; 1	9 <b>A</b> 2	5 <b>D</b> L.2.6; 1	10 <b>H</b> 2
1 <b>B</b> RL.2.2; 1	6 <b>H</b> L.2.6; 1																				
2 <b>G</b> L.2.6; 1	7 <b>B</b> RL.2.2; 1																				
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4 <b>G</b> RL.2.2; 1	9 <b>C</b> RL.2.2; 2																				
5 <b>B</b> RL.2.2; 1	10 <b>I</b> 2																				
1 <b>D</b> L.2.6; 1	6 <b>H</b> 2																				
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4 <b>I</b> L.2.6; 1	9 <b>A</b> 2																				
5 <b>D</b> L.2.6; 1	10 <b>H</b> 2																				
<p><b>Vocabulary:</b> Target Vocabulary, Classify and Categorize</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 5px;">1 <b>B</b> L.2.6; 1</td> <td style="width: 50%; padding: 5px;">6 <b>F</b> L.1.5a**; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">2 <b>I</b> L.2.6; 1</td> <td style="padding: 5px;">7 <b>B</b> L.1.5a**; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">3 <b>C</b> L.2.6; 1</td> <td style="padding: 5px;">8 <b>F</b> L.1.5a**; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">4 <b>G</b> L.2.6; 1</td> <td style="padding: 5px;">9 <b>D</b> L.1.5a**; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">5 <b>C</b> L.2.6; 1</td> <td style="padding: 5px;">10 <b>I</b> L.1.5a**; 2</td> </tr> </table>	1 <b>B</b> L.2.6; 1	6 <b>F</b> L.1.5a**; 2	2 <b>I</b> L.2.6; 1	7 <b>B</b> L.1.5a**; 2	3 <b>C</b> L.2.6; 1	8 <b>F</b> L.1.5a**; 2	4 <b>G</b> L.2.6; 1	9 <b>D</b> L.1.5a**; 2	5 <b>C</b> L.2.6; 1	10 <b>I</b> L.1.5a**; 2	<p><b>Comprehension:</b> Understanding Characters, Point of View, Anchor Text</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 5px;">1 <b>C</b> RL.2.3; 2</td> <td style="width: 50%; padding: 5px;">6 <b>I</b> RL.2.6; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">2 <b>F</b> RL.2.6; 2</td> <td style="padding: 5px;">7 <b>B</b> RL.2.3; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">3 <b>C</b> RL.2.6; 2</td> <td style="padding: 5px;">8 <b>G</b> RL.2.6; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">4 <b>I</b> RL.2.6; 2</td> <td style="padding: 5px;">9 <b>C</b> RL.2.3; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">5 <b>C</b> RL.2.3; 2</td> <td style="padding: 5px;">10 <b>I</b> RL.2.3; 2</td> </tr> </table>	1 <b>C</b> RL.2.3; 2	6 <b>I</b> RL.2.6; 2	2 <b>F</b> RL.2.6; 2	7 <b>B</b> RL.2.3; 2	3 <b>C</b> RL.2.6; 2	8 <b>G</b> RL.2.6; 2	4 <b>I</b> RL.2.6; 2	9 <b>C</b> RL.2.3; 2	5 <b>C</b> RL.2.3; 2	10 <b>I</b> RL.2.3; 2
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<p><b>Comprehension:</b> Sequence of Events, Compare and Contrast, Anchor Text</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 5px;">1 <b>D</b> RL.2.2; 2</td> <td style="width: 50%; padding: 5px;">6 <b>G</b> RL.2.2; 1</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">2 <b>F</b> RL.2.2; 1</td> <td style="padding: 5px;">7 <b>C</b> RL.2.2; 1</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">3 <b>C</b> RL.2.2; 1</td> <td style="padding: 5px;">8 <b>H</b> RL.2.2; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">4 <b>I</b> RL.2.2; 1</td> <td style="padding: 5px;">9 <b>C</b> RL.2.9; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">5 <b>D</b> RL.2.2; 1</td> <td style="padding: 5px;">10 <b>F</b> RL.2.9; 2</td> </tr> </table>	1 <b>D</b> RL.2.2; 2	6 <b>G</b> RL.2.2; 1	2 <b>F</b> RL.2.2; 1	7 <b>C</b> RL.2.2; 1	3 <b>C</b> RL.2.2; 1	8 <b>H</b> RL.2.2; 2	4 <b>I</b> RL.2.2; 1	9 <b>C</b> RL.2.9; 2	5 <b>D</b> RL.2.2; 1	10 <b>F</b> RL.2.9; 2	<p><b>Phonics:</b> Reading Longer Words</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 5px;">1 <b>A</b> RF.2.3c; 2</td> <td style="width: 50%; padding: 5px;">6 <b>H</b> RF.2.3c; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">2 <b>F</b> RF.2.3c; 2</td> <td style="padding: 5px;">7 <b>A</b> RF.2.3c; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">3 <b>A</b> RF.2.3c; 2</td> <td style="padding: 5px;">8 <b>H</b> RF.2.3c; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">4 <b>F</b> RF.2.3c; 2</td> <td style="padding: 5px;">9 <b>A</b> RF.2.3c; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">5 <b>D</b> RF.2.3c; 2</td> <td style="padding: 5px;">10 <b>H</b> RF.2.3c; 2</td> </tr> </table>	1 <b>A</b> RF.2.3c; 2	6 <b>H</b> RF.2.3c; 2	2 <b>F</b> RF.2.3c; 2	7 <b>A</b> RF.2.3c; 2	3 <b>A</b> RF.2.3c; 2	8 <b>H</b> RF.2.3c; 2	4 <b>F</b> RF.2.3c; 2	9 <b>A</b> RF.2.3c; 2	5 <b>D</b> RF.2.3c; 2	10 <b>H</b> RF.2.3c; 2
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<p><b>Phonics:</b> Vowel Diphthongs <i>ow, ou</i></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 5px;">1 <b>C</b> RF.2.3e; 2</td> <td style="width: 50%; padding: 5px;">6 <b>F</b> RF.2.3e; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">2 <b>G</b> RF.2.3e; 2</td> <td style="padding: 5px;">7 <b>B</b> RF.2.3e; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">3 <b>A</b> RF.2.3e; 2</td> <td style="padding: 5px;">8 <b>F</b> RF.2.3e; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">4 <b>H</b> RF.2.3e; 2</td> <td style="padding: 5px;">9 <b>A</b> RF.2.3e; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">5 <b>C</b> RF.2.3e; 2</td> <td style="padding: 5px;">10 <b>G</b> RF.2.3e; 2</td> </tr> </table>	1 <b>C</b> RF.2.3e; 2	6 <b>F</b> RF.2.3e; 2	2 <b>G</b> RF.2.3e; 2	7 <b>B</b> RF.2.3e; 2	3 <b>A</b> RF.2.3e; 2	8 <b>F</b> RF.2.3e; 2	4 <b>H</b> RF.2.3e; 2	9 <b>A</b> RF.2.3e; 2	5 <b>C</b> RF.2.3e; 2	10 <b>G</b> RF.2.3e; 2	<p><b>Phonics:</b> Vowel Diphthongs <i>oi, oy</i></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 5px;">1 <b>C</b> RF.2.3b; 2</td> <td style="width: 50%; padding: 5px;">6 <b>I</b> RF.2.3b; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">2 <b>F</b> RF.2.3b; 2</td> <td style="padding: 5px;">7 <b>C</b> RF.2.3b; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">3 <b>C</b> RF.2.3b; 2</td> <td style="padding: 5px;">8 <b>I</b> RF.2.3b; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">4 <b>F</b> RF.2.3b; 2</td> <td style="padding: 5px;">9 <b>B</b> RF.2.3b; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">5 <b>C</b> RF.2.3b; 2</td> <td style="padding: 5px;">10 <b>F</b> RF.2.3b; 2</td> </tr> </table>	1 <b>C</b> RF.2.3b; 2	6 <b>I</b> RF.2.3b; 2	2 <b>F</b> RF.2.3b; 2	7 <b>C</b> RF.2.3b; 2	3 <b>C</b> RF.2.3b; 2	8 <b>I</b> RF.2.3b; 2	4 <b>F</b> RF.2.3b; 2	9 <b>B</b> RF.2.3b; 2	5 <b>C</b> RF.2.3b; 2	10 <b>F</b> RF.2.3b; 2
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<p><b>Grammar:</b> Possessive Nouns</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 5px;">1 <b>B</b> L.2.2c; 2</td> <td style="width: 50%; padding: 5px;">6 <b>H</b> L.2.2c; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">2 <b>F</b> L.2.2c; 2</td> <td style="padding: 5px;">7 <b>C</b> L.2.2c; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">3 <b>B</b> L.2.2c; 2</td> <td style="padding: 5px;">8 <b>F</b> L.2.2c; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">4 <b>H</b> L.2.2c; 2</td> <td style="padding: 5px;">9 <b>B</b> L.2.2c; 2</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">5 <b>A</b> L.2.2c; 2</td> <td style="padding: 5px;">10 <b>F</b> L.2.2c; 2</td> </tr> </table>	1 <b>B</b> L.2.2c; 2	6 <b>H</b> L.2.2c; 2	2 <b>F</b> L.2.2c; 2	7 <b>C</b> L.2.2c; 2	3 <b>B</b> L.2.2c; 2	8 <b>F</b> L.2.2c; 2	4 <b>H</b> L.2.2c; 2	9 <b>B</b> L.2.2c; 2	5 <b>A</b> L.2.2c; 2	10 <b>F</b> L.2.2c; 2	<p><b>Grammar:</b> Possessive Pronouns</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 5px;">1 <b>A</b> L.2.2c; 1</td> <td style="width: 50%; padding: 5px;">6 <b>F</b> L.2.2c; 1</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">2 <b>F</b> L.2.2c; 1</td> <td style="padding: 5px;">7 <b>B</b> L.2.2c; 1</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">3 <b>B</b> L.2.2c; 1</td> <td style="padding: 5px;">8 <b>G</b> L.2.2c; 1</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">4 <b>G</b> L.2.2c; 1</td> <td style="padding: 5px;">9 <b>B</b> L.2.2c; 1</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">5 <b>A</b> L.2.2c; 1</td> <td style="padding: 5px;">10 <b>F</b> L.2.2c; 1</td> </tr> </table>	1 <b>A</b> L.2.2c; 1	6 <b>F</b> L.2.2c; 1	2 <b>F</b> L.2.2c; 1	7 <b>B</b> L.2.2c; 1	3 <b>B</b> L.2.2c; 1	8 <b>G</b> L.2.2c; 1	4 <b>G</b> L.2.2c; 1	9 <b>B</b> L.2.2c; 1	5 <b>A</b> L.2.2c; 1	10 <b>F</b> L.2.2c; 1
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5 <b>A</b> L.2.2c; 1	10 <b>F</b> L.2.2c; 1																				

\*\* Maintained from previous grade.

**Unit 6, Lesson 30:** Now & Ben

**Vocabulary:** Target Vocabulary, Root Words

- |                     |                       |
|---------------------|-----------------------|
| 1 <b>D</b> L.2.6; 1 | 6 <b>H</b> L.2.4c; 2  |
| 2 <b>I</b> L.2.6; 1 | 7 <b>A</b> L.2.4c; 2  |
| 3 <b>C</b> L.2.6; 1 | 8 <b>I</b> L.2.4c; 2  |
| 4 <b>F</b> L.2.6; 1 | 9 <b>D</b> L.2.4c; 2  |
| 5 <b>D</b> L.2.6; 1 | 10 <b>I</b> L.2.4c; 2 |

**Comprehension:** Compare and Contrast, Using Context, Anchor Text

- |                      |                       |
|----------------------|-----------------------|
| 1 <b>C</b> RI.2.3; 2 | 6 <b>G</b> RI.2.4; 2  |
| 2 <b>I</b> RI.2.3; 2 | 7 <b>B</b> RI.2.3; 2  |
| 3 <b>B</b> RI.2.3; 2 | 8 <b>H</b> RI.2.3; 2  |
| 4 <b>F</b> RI.2.3; 2 | 9 <b>D</b> RI.2.4; 2  |
| 5 <b>C</b> RI.2.3; 2 | 10 <b>I</b> RI.2.4; 2 |

**Phonics:** Reading Longer Words

- |                       |                        |
|-----------------------|------------------------|
| 1 <b>B</b> RF.2.3c; 2 | 6 <b>G</b> RF.2.3c; 2  |
| 2 <b>H</b> RF.2.3c; 2 | 7 <b>C</b> RF.2.3c; 2  |
| 3 <b>A</b> RF.2.3c; 2 | 8 <b>H</b> RF.2.3c; 2  |
| 4 <b>F</b> RF.2.3c; 2 | 9 <b>C</b> RF.2.3c; 2  |
| 5 <b>A</b> RF.2.3c; 2 | 10 <b>I</b> RF.2.3c; 2 |

**Phonics:** Final Stable Syllable *-le*

- |              |               |
|--------------|---------------|
| 1 <b>B</b> 2 | 6 <b>F</b> 1  |
| 2 <b>H</b> 2 | 7 <b>A</b> 1  |
| 3 <b>A</b> 2 | 8 <b>F</b> 1  |
| 4 <b>F</b> 2 | 9 <b>A</b> 1  |
| 5 <b>C</b> 2 | 10 <b>F</b> 1 |

**Grammar:** Choose Between Adjectives and Adverbs

- |                      |                       |
|----------------------|-----------------------|
| 1 <b>D</b> L.2.2e; 2 | 6 <b>H</b> L.2.2e; 2  |
| 2 <b>F</b> L.2.2e; 2 | 7 <b>C</b> L.2.2e; 2  |
| 3 <b>C</b> L.2.2e; 2 | 8 <b>F</b> L.2.2e; 2  |
| 4 <b>F</b> L.2.2e; 2 | 9 <b>C</b> L.2.2e; 2  |
| 5 <b>A</b> L.2.2e; 2 | 10 <b>G</b> L.2.2e; 2 |

# **Observation Checklists**

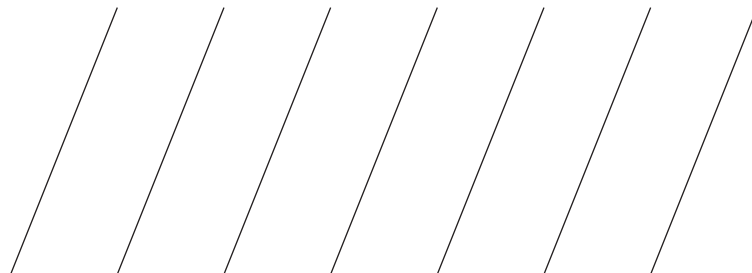


Name \_\_\_\_\_ Date \_\_\_\_\_

# Unit 1

Record observations of student progress for those areas important to you.

- |                                      |
|--------------------------------------|
| ✓ - = <b>Beginning Understanding</b> |
| ✓ = <b>Developing Understanding</b>  |
| ✓ + = <b>Proficient</b>              |



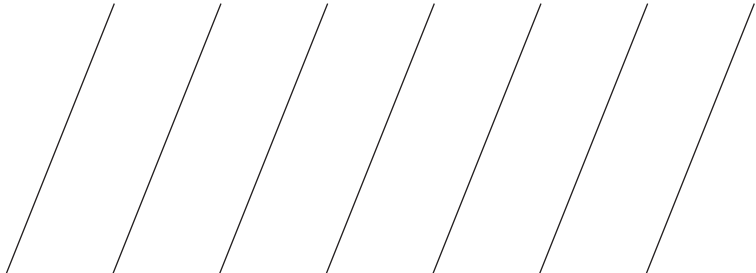
Lesson 1: Henry and Mudge							
Phonics: Short Vowels <i>a, i</i> ; CVC Words							
High-Frequency Words							
Phonemic Awareness: Identify Phonemes; Syllables in Spoken Words							
Fluency: Accuracy: Word Recognition							
Target Vocabulary							
Vocabulary Strategy: Alphabetical Order							
Comprehension Skill: Sequence of Events; Author's Word Choice							
Comprehension Strategy: Infer/Predict							
Speaking and Listening: Holding a Conversation							
Spelling: Short Vowels <i>a, i</i>							
Spelling Words							
Grammar: Subjects and Predicates							
Writing to Narrate: Sentences That Tell a True Story							
Focus Trait: Ideas							

Name \_\_\_\_\_ Date \_\_\_\_\_

# Unit 1 cont'd

Record observations of student progress for those areas important to you.

- ✓ - = **Beginning Understanding**
- ✓ = **Developing Understanding**
- ✓ + = **Proficient**



Lesson 2: My Family							
Phonics: Short Vowels <i>o, u, e</i> ; Review CVC Words							
High-Frequency Words							
Phonemic Awareness: Identify Phonemes; Syllables in Spoken Words							
Fluency: Accuracy: Words in Connected Text							
Target Vocabulary							
Vocabulary Strategy: Using a Glossary							
Comprehension Skill: Compare and Contrast; Genre: Informational Text							
Comprehension Strategy: Question							
Speaking and Listening: Ask and Answer Questions							
Spelling: Short Vowels <i>o, u, e</i>							
Spelling Words							
Grammar: Simple Sentences							
Writing to Narrate: Friendly Letter							
Focus Trait: Voice							

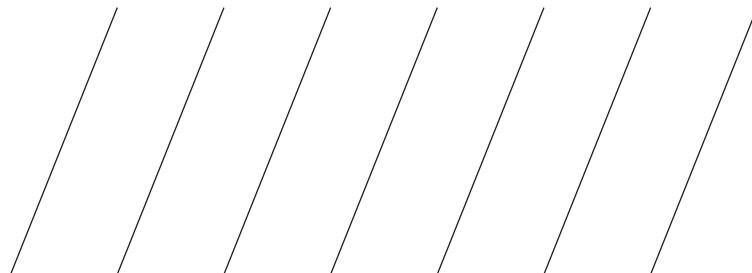


Name \_\_\_\_\_ Date \_\_\_\_\_

# Unit 1 cont'd

Record observations of student progress for those areas important to you.

- |                                      |
|--------------------------------------|
| ✓ - = <b>Beginning Understanding</b> |
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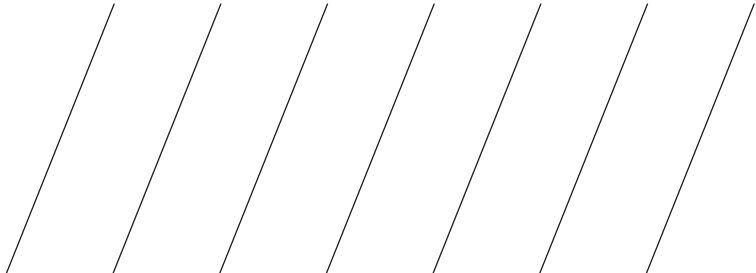
Lesson 3: Dogs							
Phonics: Long Vowels <i>a, i</i> ; Sounds for <i>c</i>							
High-Frequency Words							
Phonemic Awareness: Blend Phonemes; Sort Phonemes							
Fluency: Accuracy: Self-Correct							
Target Vocabulary							
Vocabulary Strategy: Multiple-Meaning Words							
Comprehension Skill: Author's Purpose; Compare and Contrast							
Comprehension Strategy: Analyze/Evaluate							
Speaking and Listening: Share an Experience							
Spelling: Long Vowels <i>a, i</i>							
Spelling Words							
Grammar: Types of Sentences							
Writing to Narrate: Sentences That Describe							
Focus Trait: Word Choice							
Lesson 4: Diary of a Spider							
Phonics: Long Vowels <i>o, u, e</i> ; Sounds for <i>g</i>							
High-Frequency Words							
Phonemic Awareness: Segment, Substitute Phonemes; Sort Phonemes							
Fluency: Intonation							
Target Vocabulary							
Vocabulary Strategy: Context Clues							
Comprehension Skill: Cause and Effect; Figurative Language (Personification)							
Comprehension Strategy: Summarize							
Spelling: Long Vowels <i>o, u, e</i>							
Spelling Words							
Grammar: What Is a Noun?							
Writing to Narrate: Personal Story							
Focus Trait: Ideas							
Research and Media Literacy: Brainstorming							

Name \_\_\_\_\_ Date \_\_\_\_\_

# Unit 1 cont'd

Record observations of student progress for those areas important to you.

- ✓ - = Beginning Understanding
- ✓ = Developing Understanding
- ✓ + = Proficient



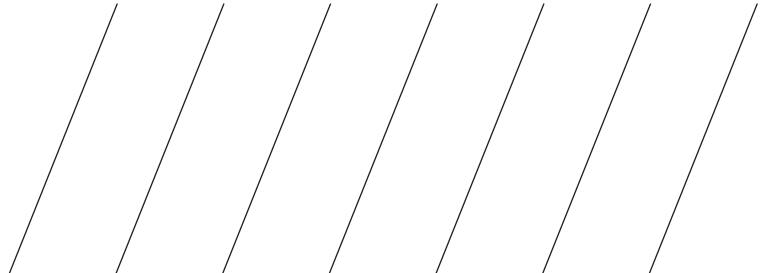
Lesson 5: Teacher's Pets							
Phonics: Consonant Blends with <i>r, l, s</i>							
High-Frequency Words							
Phonemic Awareness: Segment Phonemes							
Fluency: Phrasing: Punctuation							
Target Vocabulary							
Vocabulary Strategy: Base Words and Endings <i>-ed, -ing</i>							
Comprehension Skill: Story Structure; Author's Word Choice							
Comprehension Strategy: Visualize							
Spelling: Consonant Blends with <i>r, l, s</i>							
Spelling Words							
Grammar: Singular and Plural Nouns							
Writing to Narrate: Personal Story							
Focus Trait: Sentence Fluency							
Research and Media Literacy: Finding Information							

Name \_\_\_\_\_ Date \_\_\_\_\_

# Unit 2

Record observations of student progress for those areas important to you.

- |                                      |
|--------------------------------------|
| ✓ - = <b>Beginning Understanding</b> |
| ✓ = <b>Developing Understanding</b>  |
| ✓ + = <b>Proficient</b>              |



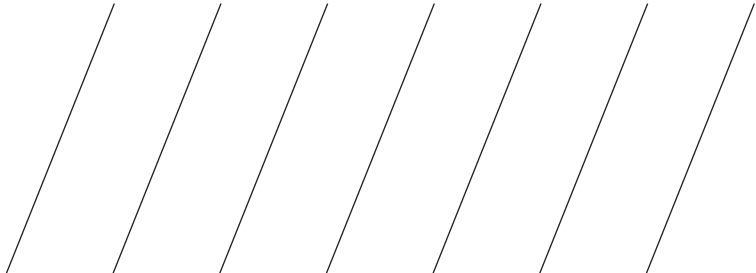
Lesson 6: Animals Building Homes							
Phonics: Common Final Blends <i>nd, ng, nk, nt, ft, xt, mp</i>							
High-Frequency Words							
Phonemic Awareness: Identify Phonemes							
Fluency: Expression							
Target Vocabulary							
Vocabulary Strategy: Base Words and Prefixes <i>un-, re-</i>							
Comprehension Skill: Text and Graphic Features; Using Context							
Comprehension Strategy: Question							
Spelling: Common Final Blends <i>nd, ng, nk, nt, ft, xt, mp</i>							
Spelling Words							
Grammar: More Plural Nouns							
Writing to Inform: Informational Paragraph							
Focus Trait: Ideas							
Research and Media Literacy: Understand Sources							
Lesson 7: The Ugly Vegetables							
Phonics: Double Consonants and <i>ck</i> ; Double Consonants (CVC)							
High-Frequency Words							
Phonemic Awareness: Sort Phonemes; Identify Medial Phonemes							
Fluency: Accuracy: Connected Text							
Target Vocabulary							
Vocabulary Strategy: Homophones							
Comprehension Skill: Conclusions; Story Structure							
Comprehension Strategy: Analyze/Evaluate							
Speaking and Listening: Communication							
Spelling: Double Consonants and <i>ck</i>							
Spelling Words							
Grammar: Proper Nouns							
Writing to Inform: Informational Paragraph							
Focus Trait: Organization							

Name \_\_\_\_\_ Date \_\_\_\_\_

# Unit 2 cont'd

Record observations of student progress for those areas important to you.

- ✓ - = Beginning Understanding
- ✓ = Developing Understanding
- ✓ + = Proficient



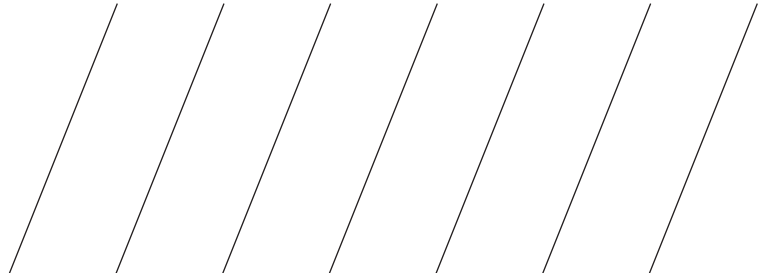
Lesson 8: Super Storms							
Phonics: Consonant Digraphs <i>th, sh, wh, ch, tch, ph</i> ; Base Words with Endings <i>-s, -ed, -ing</i>							
High-Frequency Words							
Phonemic Awareness: Substitute Phonemes; Syllables in Spoken Words							
Fluency: Rate							
Target Vocabulary							
Vocabulary Strategy: Compound Words							
Comprehension Skill: Main Idea and Details; Cause and Effect							
Comprehension Strategy: Visualize							
Spelling: Words with <i>th, sh, wh, ch, tch, ph</i>							
Spelling Words							
Grammar: What Is a Verb?							
Writing to Inform: Informational Paragraph							
Focus Trait: Voice							
Research and Media Literacy: Research Questions							
Lesson 9: How Chipmunk Got His Stripes							
Phonics: Base Words and Endings <i>-ed, -ing</i> ; CV Words							
High-Frequency Words							
Phonemic Awareness: Add Phonemes; Syllables in Spoken Words							
Fluency: Phrasing; Punctuation							
Target Vocabulary							
Vocabulary Strategy: Synonyms							
Comprehension Skill: Understanding Characters; Author's Word Choice							
Comprehension Strategy: Summarize							
Speaking and Listening: Compare and Contrast							
Spelling: Base Words with Endings <i>-ed, -ing</i>							
Spelling Words							
Grammar: Verbs in the Present							
Writing to Inform: Instructions							
Focus Trait: Ideas							

Name \_\_\_\_\_ Date \_\_\_\_\_

# Unit 2 cont'd

Record observations of student progress for those areas important to you.

- |   |
|---|
| <p>✓ - = <b>Beginning Understanding</b></p> <p>✓ = <b>Developing Understanding</b></p> <p>✓ + = <b>Proficient</b></p> |
|---|



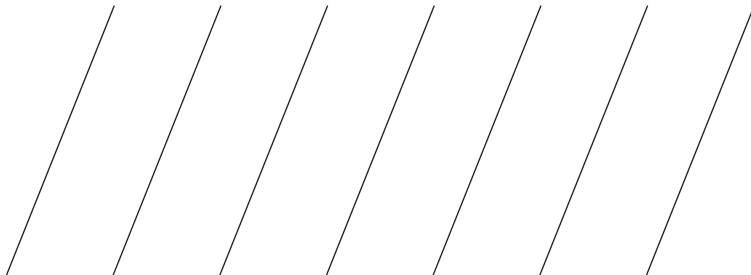
Lesson 10: Jellies							
Phonics: Contractions							
High-Frequency Words							
Phonemic Awareness: Add and Delete Phonemes							
Fluency: Stress							
Target Vocabulary							
Vocabulary Strategy: Base Words and Suffixes <i>-er, -est</i>							
Comprehension Skill: Fact and Opinion; Author's Purpose							
Comprehension Strategy: Monitor/Clarify							
Speaking and Listening: Have a Conversation							
Spelling: Contractions							
Spelling Words							
Grammar: Verbs in the Present, Past, and Future							
Writing to Inform: Instructions							
Focus Trait: Word Choice							

Name \_\_\_\_\_ Date \_\_\_\_\_

# Unit 3

Record observations of student progress for those areas important to you.

- |                                      |
|--------------------------------------|
| ✓ - = <b>Beginning Understanding</b> |
| ✓ = <b>Developing Understanding</b>  |
| ✓ + = <b>Proficient</b>              |



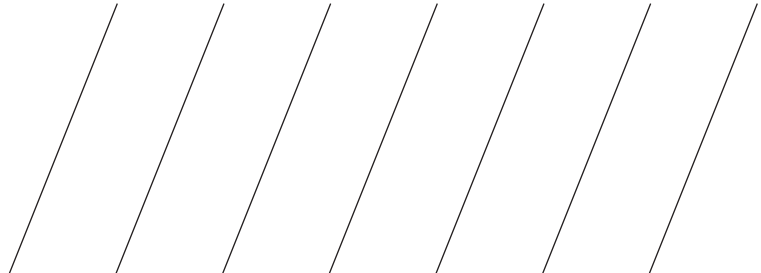
Lesson 11: Click, Clack, Moo: Cows That Type							
Phonics: Base Words and Endings -s, -es							
High-Frequency Words							
Phonemic Awareness: Syllables in Spoken Words							
Fluency: Expression							
Target Vocabulary							
Vocabulary Strategy: Prefixes <i>pre-</i> and <i>mis-</i>							
Comprehension Skill: Conclusions; Author's Word Choice							
Comprehension Strategy: Infer/Predict							
Speaking and Listening: Class Debate							
Spelling: Base Words with Endings -s, -es							
Spelling Words							
Grammar: Compound Sentences							
Writing Opinions: Persuasive Letter							
Focus Trait: Ideas							
Lesson 12: Ah, Music!							
Phonics: Vowel Digraphs <i>ai, ay</i>							
High-Frequency Words							
Phonemic Awareness: Substitute Phonemes							
Fluency: Rate: Adjust Rate to Purpose							
Target Vocabulary							
Vocabulary Strategy: Idioms							
Comprehension Skill: Text and Graphic Features; Fact and Opinion							
Comprehension Strategy: Question							
Spelling: Words with <i>ai, ay</i>							
Spelling Words							
Grammar: Expanding/Rearranging Compound Sentences							
Writing Opinions: Opinion Paragraph							
Focus Trait: Voice							
Research and Media Literacy: Choosing Media Sources							

Name \_\_\_\_\_ Date \_\_\_\_\_

# Unit 3 cont'd

Record observations of student progress for those areas important to you.

- |                                      |
|--------------------------------------|
| ✓ - = <b>Beginning Understanding</b> |
| ✓ = <b>Developing Understanding</b>  |
| ✓ + = <b>Proficient</b>              |



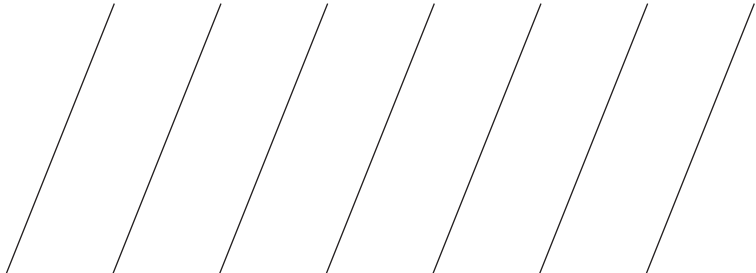
Lesson 13: Schools Around the World							
Phonics: Vowel Digraphs <i>ee, ea</i>							
High-Frequency Words							
Phonemic Awareness: Match Phonemes							
Fluency: Accuracy: Self-Correct							
Target Vocabulary							
Vocabulary Strategy: Using a Dictionary							
Comprehension Skill: Main Idea and Details; Text and Graphic Features							
Comprehension Strategy: Analyze/Evaluate							
Speaking and Listening: Summarizing							
Spelling: Words with <i>ee, ea</i>							
Spelling Words							
Grammar: Quotation Marks							
Writing Opinions: Persuasive Paragraph							
Focus Trait: Word Choice							
Lesson 14: Helen Keller							
Phonics: Long <i>o</i> ( <i>o, oa, ow</i> )							
High-Frequency Words							
Phonemic Awareness: Segment Phonemes							
Fluency: Natural Pauses							
Target Vocabulary							
Vocabulary Strategy: Suffix <i>-ly</i>							
Comprehension Skill: Author's Purpose; Genre: Biography							
Comprehension Strategy: Summarize							
Spelling: Long <i>o</i> ( <i>o, oa, ow</i> )							
Spelling Words							
Grammar: Using Proper Nouns							
Writing Opinions: Persuasive Essay							
Focus Trait: Ideas							
Research and Media Literacy: Science Experiment							

Name \_\_\_\_\_ Date \_\_\_\_\_

# Unit 3 cont'd

Record observations of student progress for those areas important to you.

- ✓ - = **Beginning Understanding**
- ✓ = **Developing Understanding**
- ✓ + = **Proficient-**



Lesson 15: Officer Buckle and Gloria							
Phonics: Compound Words; Schwa Vowel Sound							
High-Frequency Words							
Phonemic Awareness: Syllables in Spoken Words							
Fluency: Accuracy: Connected Text							
Target Vocabulary							
Vocabulary Strategy: Root Words							
Comprehension Skill: Cause and Effect; Humor							
Comprehension Strategy: Monitor/Clarify							
Speaking and Listening: Retell or Summarize							
Spelling: Compound Words							
Spelling Words							
Grammar: Abbreviations							
Writing Opinions: Persuasive Essay							
Focus Trait: Organization							

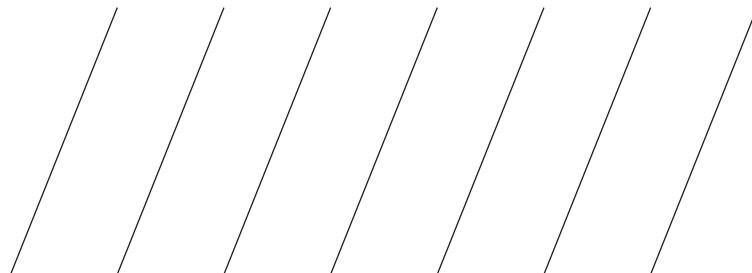


Name \_\_\_\_\_ Date \_\_\_\_\_

# Unit 4

Record observations of student progress for those areas important to you.

- |                                      |
|--------------------------------------|
| ✓ - = <b>Beginning Understanding</b> |
| ✓ = <b>Developing Understanding</b>  |
| ✓ + = <b>Proficient</b>              |



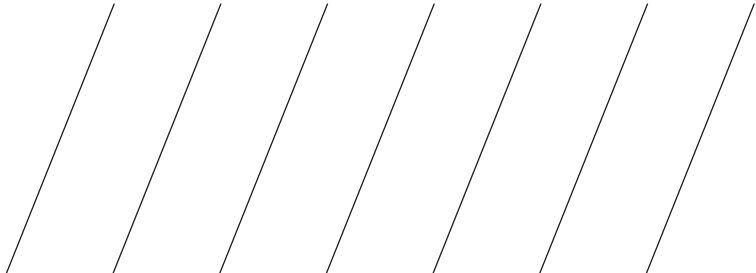
Lesson 16: Mr. Tanen's Tie Trouble							
Phonics: Base Words and Endings <i>-ed, -ing</i>							
High-Frequency Words							
Phonemic Awareness: Syllables in Spoken Words							
Fluency: Rate							
Target Vocabulary							
Vocabulary Strategy: Homographs							
Comprehension Skill: Story Structure; Understanding Characters							
Comprehension Strategy: Infer/Predict							
Spelling: Base Words with Endings <i>-ed, -ing</i>							
Spelling Words							
Grammar: Pronouns							
Writing to Narrate: Story Paragraph							
Focus Trait: Ideas							
Research and Media Literacy: Audio Recording							
Lesson 17: Luke Goes to Bat							
Phonics: Long <i>i (i, igh, ie, y)</i>							
High-Frequency Words							
Phonemic Awareness: Segment Phonemes							
Fluency: Stress							
Target Vocabulary							
Vocabulary Strategy: Antonyms							
Comprehension Skill: Sequence of Events; Formal and Informal Language							
Comprehension Strategy: Visualize							
Spelling: Long <i>i (i, igh, ie, y)</i>							
Spelling Words							
Grammar: Subject-Verb Agreement							
Writing to Narrate: Story Paragraph							
Focus Trait: Voice							
Research and Media Literacy: Compare and Contrast Media Messages							

Name \_\_\_\_\_ Date \_\_\_\_\_

# Unit 4 cont'd

Record observations of student progress for those areas important to you.

- |                                      |
|--------------------------------------|
| ✓ - = <b>Beginning Understanding</b> |
| ✓ = <b>Developing Understanding</b>  |
| ✓ + = <b>Proficient</b>              |



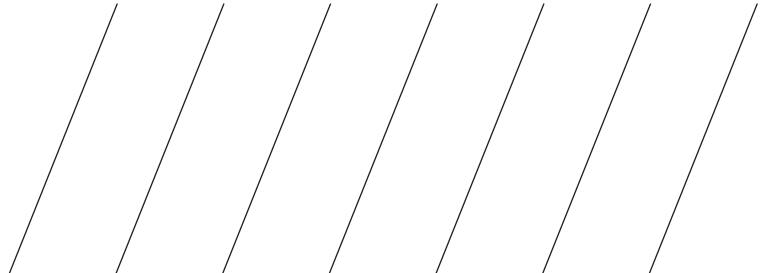
Lesson 18: My Name Is Gabriela							
Phonics: Long <i>e</i> Sound for <i>y</i> ; Changing <i>y</i> to <i>i</i>							
High-Frequency Words							
Phonemic Awareness: Identify Sound Placement; Blending Phonemes							
Fluency: Expression							
Target Vocabulary							
Vocabulary Strategy: Suffixes <i>-y</i> , <i>-ful</i>							
Comprehension Skill: Understanding Characters; Author's Word Choice							
Comprehension Strategy: Analyze/Evaluate							
Speaking and Listening: Share an Experience							
Spelling: Long <i>e</i> Spelled <i>y</i>							
Spelling Words							
Grammar: The Verb <i>be</i>							
Writing to Narrate: Descriptive Paragraph							
Focus Trait: Word Choice							
Lesson 19: The Signmaker's Assistant							
Phonics: Words with <i>ar</i>							
High-Frequency Words							
Phonemic Awareness: Substitute Phonemes							
Fluency: Phrasing: Punctuation							
Target Vocabulary							
Vocabulary Strategy: Shades of Meaning							
Comprehension Skill: Text and Graphic Features; Point of View							
Comprehension Strategy: Question							
Speaking and Listening: Following Directions							
Spelling: Words with <i>ar</i>							
Spelling Words							
Grammar: Commas in Dates and Places							
Writing to Narrate: Fictional Story							
Focus Trait: Organization							

Name \_\_\_\_\_ Date \_\_\_\_\_

# Unit 4 cont'd

Record observations of student progress for those areas important to you.

- ✓ - = **Beginning Understanding**
- ✓ = **Developing Understanding**
- ✓ + = **Proficient**



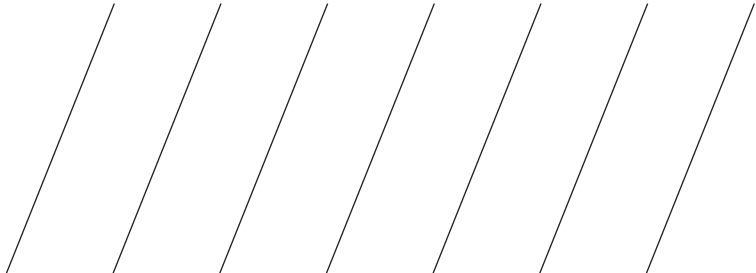
Lesson 20: Dex: The Heart of a Hero							
Phonics: Words with <i>or, ore</i>							
High-Frequency Words							
Phonemic Awareness: Substitute Phonemes							
Fluency: Intonation							
Target Vocabulary							
Vocabulary Strategy: Prefix <i>over-</i>							
Comprehension Skill: Compare and Contrast; Figurative Language							
Comprehension Strategy: Monitor/Clarify							
Speaking and Listening: Compare and Contrast							
Spelling: Words with <i>or, ore</i>							
Spelling Words							
Grammar: Commas in a Series							
Writing to Narrate: Fictional Story							
Focus Trait: Organization							

Name \_\_\_\_\_ Date \_\_\_\_\_

# Unit 5

Record observations of student progress for those areas important to you.

- ✓ - = Beginning Understanding
- ✓ = Developing Understanding
- ✓ + = Proficient



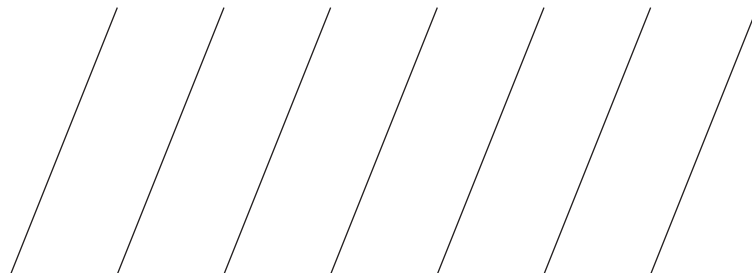
Lesson 21: Penguin Chick							
Phonics: Words with <i>er</i> ; Words with <i>ir, ur</i>							
High-Frequency Words							
Phonemic Awareness: Substitute Phonemes							
Fluency: Phrasing: Natural Pauses							
Target Vocabulary							
Vocabulary Strategy: Using a Dictionary							
Comprehension Skill: Main Idea and Details; Cause and Effect							
Comprehension Strategy: Infer/Predict							
Spelling: Words with <i>er</i>							
Spelling Words							
Grammar: What Is an Adjective?							
Writing to Inform: Problem-Solution Paragraph							
Focus Trait: Word Choice							
Research and Media Literacy: Answer a Question							
Lesson 22: Gloria Who Might Be My Best Friend							
Phonics: Homophones; Base Words and Endings <i>-er, -est</i>							
High-Frequency Words							
Phonemic Awareness: Rhyme and Meaning; Syllables in Spoken Words							
Fluency: Accuracy: Self-Correct							
Target Vocabulary							
Vocabulary Strategy: Figurative Language/Idioms							
Comprehension Skill: Understanding Characters; Figurative Language (Similes)							
Comprehension Strategy: Question							
Speaking and Listening: Explain a Procedure							
Spelling: Homophones							
Spelling Words							
Grammar: Using Adjectives							
Writing to Inform: Compare and Contrast Paragraph							
Focus Trait: Organization							

Name \_\_\_\_\_ Date \_\_\_\_\_

# Unit 5 cont'd

Record observations of student progress for those areas important to you.

- |                                      |
|--------------------------------------|
| ✓ - = <b>Beginning Understanding</b> |
| ✓ = <b>Developing Understanding</b>  |
| ✓ + = <b>Proficient</b>              |



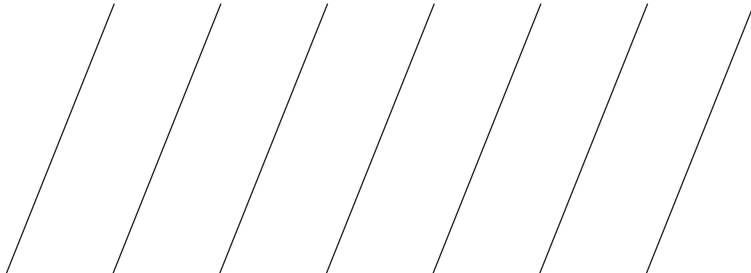
Lesson 23: The Goat in the Rug							
Phonics: Suffixes <i>-y, -ly, -ful</i> ; Final Stable Syllables <i>-tion, -ture</i>							
High-Frequency Words							
Phonemic Awareness: Syllables in Spoken Words							
Fluency: Rate: Adjust Rate to Purpose							
Target Vocabulary							
Vocabulary Strategy: Compound Words							
Comprehension Skill: Conclusions; Sequence of Events							
Comprehension Strategy: Summarize							
Spelling: Suffixes <i>-y, -ly, -ful</i>							
Spelling Words							
Grammar: Irregular Verbs							
Writing to Inform: Informational Paragraph							
Focus Trait: Word Choice							
Research and Media Literacy: Using Digital Visual Aids							
Lesson 24: Half-Chicken							
Phonics: Prefixes <i>re-, un-, over-, pre-, mis-</i> ; Silent Consonants							
High-Frequency Words							
Phonemic Awareness: Syllables in Spoken Words; Segment Phonemes							
Fluency: Expression							
Target Vocabulary							
Vocabulary Strategy: Antonyms							
Comprehension Skill: Cause and Effect; Point of View							
Comprehension Strategy: Visualize							
Speaking and Listening: Compare and Contrast							
Spelling: Prefixes <i>re-, un-</i>							
Spelling Words							
Grammar: Irregular Action Verbs							
Writing to Inform: Research Report							
Focus Trait: Ideas							

Name \_\_\_\_\_ Date \_\_\_\_\_

# Unit 5 cont'd

Record observations of student progress for those areas important to you.

- |                                      |
|--------------------------------------|
| ✓ - = <b>Beginning Understanding</b> |
| ✓ = <b>Developing Understanding</b>  |
| ✓ + = <b>Proficient</b>              |



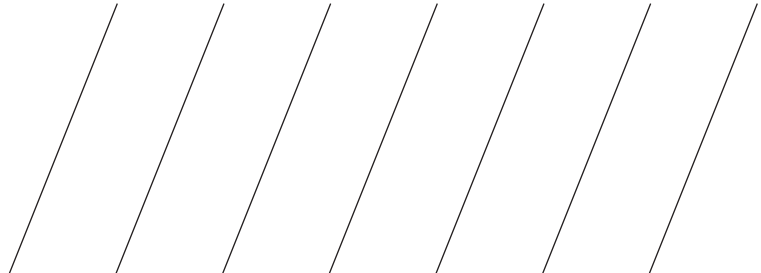
Lesson 25: From Seed to Plant							
Phonics: Words with <i>au, aw, al, o, a</i>							
High-Frequency Words							
Phonemic Awareness: Substitute Phonemes							
Fluency: Phrasing: Punctuation							
Target Vocabulary							
Vocabulary Strategy: Using Context							
Comprehension Skill: Text and Graphic Features; Cause and Effect							
Comprehension Strategy: Monitor/Clarify							
Speaking and Listening: Following Directions in a Procedure							
Spelling: Words with /aw/: <i>au, aw, al, o, a</i>							
Spelling Words							
Grammar: More Irregular Action Verbs							
Writing to Inform: Research Report							
Focus Trait: Voice							

Name \_\_\_\_\_ Date \_\_\_\_\_

# Unit 6

Record observations of student progress for those areas important to you.

- |                                      |
|--------------------------------------|
| ✓ - = <b>Beginning Understanding</b> |
| ✓ = <b>Developing Understanding</b>  |
| ✓ + = <b>Proficient</b>              |



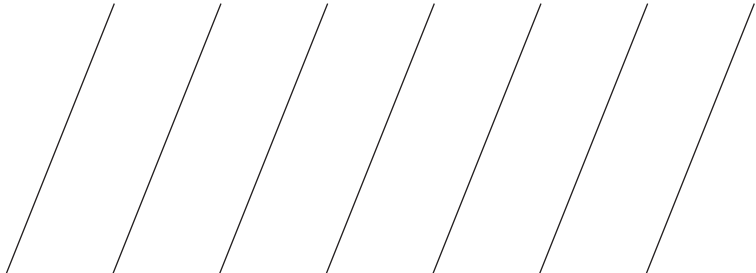
Lesson 26: The Mysterious Tadpole							
Phonics: Words with <i>oo, ew, ue, ou</i>							
High-Frequency Words							
Phonemic Awareness: Segment Phonemes							
Fluency: Accuracy: Connected Text							
Target Vocabulary							
Vocabulary Strategy: Multiple-Meaning Words							
Comprehension Skill: Story Structure; Conclusions							
Comprehension Strategy: Infer/Predict							
Speaking and Listening: Cooperative Storytelling							
Spelling: Words with <i>oo, ew, ue, ou</i>							
Spelling Words							
Grammar: Contractions							
Writing Opinions: Response Poem							
Focus Trait: Word Choice							
Lesson 27: The Dog That Dug for Dinosaurs							
Phonics: Words with <i>oo (book)</i> ; Possessive Nouns							
High-Frequency Words							
Phonemic Awareness: Match Phonemes; Add a Phoneme							
Fluency: Intonation							
Target Vocabulary							
Vocabulary Strategy: Shades of Meaning							
Comprehension Skill: Fact and Opinion; Author's Purpose							
Comprehension Strategy: Question							
Spelling: Words with <i>oo (book)</i>							
Spelling Words							
Grammar: What Is an Adverb?							
Writing Opinions: Opinion Paragraph							
Focus Trait: Organization							
Research and Media Literacy: Research Question							

Name \_\_\_\_\_ Date \_\_\_\_\_

# Unit 6 cont'd

Record observations of student progress for those areas important to you.

- ✓ - = Beginning Understanding
- ✓ = Developing Understanding
- ✓ + = Proficient



Lesson 28: Yeh-Shen							
Phonics: Vowel Diphthongs <i>ow, ou</i>							
High-Frequency Words							
Phonemic Awareness: Blend Phonemes							
Fluency: Phrasing: Natural Pauses							
Target Vocabulary							
Vocabulary Strategy: Classify and Categorize							
Comprehension Skill: Sequence of Events; Compare and Contrast							
Comprehension Strategy: Analyze/Evaluate							
Speaking and Listening: Retelling a Story							
Spelling: Words with <i>ow, ou</i>							
Spelling Words							
Grammar: Possessive Nouns							
Writing Opinions: Response Paragraph							
Focus Trait: Ideas							
Lesson 29: Two of Everything							
Phonics: Reading Longer Words with Long Vowels <i>a</i> and <i>i</i> ; Vowel Diphthongs <i>oi, oy</i>							
High-Frequency Words							
Phonemic Awareness: Syllables in Spoken Words; Substitute Phonemes							
Fluency: Expression							
Target Vocabulary							
Vocabulary Strategy: Antonyms							
Comprehension Skill: Understanding Characters; Point of View							
Comprehension Strategy: Summarize							
Spelling: Words with <i>ai, ay, igh, y</i>							
Spelling Words							
Grammar: Possessive Pronouns							
Writing Opinions: Response Essay							
Focus Trait: Ideas							
Research and Media Literacy: Share an Experience							

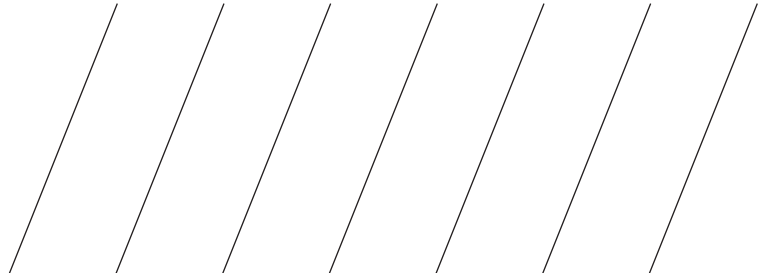


Name \_\_\_\_\_ Date \_\_\_\_\_

# Unit 6 cont'd

Record observations of student progress for those areas important to you.

- |                                      |
|--------------------------------------|
| ✓ - = <b>Beginning Understanding</b> |
| ✓ = <b>Developing Understanding</b>  |
| ✓ + = <b>Proficient</b>              |



Lesson 30: Now & Ben							
Phonics: Reading Longer Words with Long Vowels <i>o</i> and <i>e</i> ; Final Stable Syllable <i>-le</i>							
High-Frequency Words							
Phonemic Awareness: Syllables in Spoken Words							
Fluency: Rate: Adjust Rate to Purpose							
Target Vocabulary							
Vocabulary Strategy: Root Words							
Comprehension Skill: Compare and Contrast; Using Context							
Comprehension Strategy: Visualize							
Speaking and Listening: Presentations							
Spelling: Words with <i>oa</i> , <i>ow</i> , <i>ee</i> , <i>ea</i>							
Spelling Words							
Grammar: Choose Between Adjectives and Adverbs							
Writing Opinions: Response Essay							
Focus Trait: Word Choice							



# Fluency Tests



Name \_\_\_\_\_

Date \_\_\_\_\_

## Peter's Daydream

### Cumulative Words

Mrs. Arnold, Peter's teacher, asked the class to write an essay. Peter copied the title from the blackboard. It said, "What I Want to Be When I Grow Up." Peter did not know what he wanted to be. He had to think about it.

7  
17  
28  
40  
44

Peter liked to imagine that he could fly. He imagined he had special powers. When he closed his eyes, he whispered some secret words. Then whoosh, up, up, and away he went. He flew with the butterflies and birds. But Peter wanted to go higher.

53  
62  
70  
81  
89

He left the birds and butterflies and flew up into the sky. Before long, Peter flew around Earth. He looked down and saw the Great Wall of China. He saw the Grand Canyon and Mount Everest. But, Peter still wanted to go higher. He closed his eyes tighter and imagined soaring way up into space.

99  
108  
119  
128  
138  
144

Higher and higher he flew. Peter looped around the Big Dipper. He soared through the Milky Way. He zipped along, racing a comet. By then, Peter felt very tired. He rested sitting on the moon.

152  
162  
172  
179

This is what I want to be when I grow up, Peter thought. I want to be someone who sits on the moon looking down at Earth.

191  
202  
206

Name \_\_\_\_\_ Date \_\_\_\_\_

**Peter’s Daydream (continued)**

Cumulative Words

“Peter? Peter!” Mrs. Arnold stood next to Peter’s desk. “Are you daydreaming again?”	214
“No, Mrs. Arnold,” Peter said. “I’m just thinking about what I want to be when I grow up.”	219
Peter picked up his pencil and started to write.	227
When I grow up, I want to be an astronaut. I want to sit on the moon and look down at Earth. I want to be the best astronaut that ever lived!	237
	246
	260
	272
	278

Words in 3 mins. \_\_\_\_\_  
 Minus errors - \_\_\_\_\_  
 Total correct = \_\_\_\_\_  
 Divide (3 mins.) ÷ 3 \_\_\_\_\_  
 Words Correct Per Minute = \_\_\_\_\_

Retelling  
(See rubric)  
 Excellent  
 Good  
 Needs Improvement

Expression  
(See rubric)  
 Expected progress  
 Below expected  
 Seriously below expected

Name \_\_\_\_\_ Date \_\_\_\_\_

## **Peter's Daydream**

Mrs. Arnold, Peter's teacher, asked the class to write an essay. Peter copied the title from the blackboard. It said, "What I Want to Be When I Grow Up." Peter did not know what he wanted to be. He had to think about it.

Peter liked to imagine that he could fly. He imagined he had special powers. When he closed his eyes, he whispered some secret words. Then whoosh, up, up, and away he went. He flew with the butterflies and birds. But Peter wanted to go higher.

He left the birds and butterflies and flew up into the sky. Before long, Peter flew around Earth. He looked down and saw the Great Wall of China. He saw the Grand Canyon and Mount Everest. But, Peter still wanted to go higher. He closed his eyes tighter and imagined soaring way up into space.

Higher and higher he flew. Peter looped around the Big Dipper. He soared through the Milky Way. He zipped along, racing a comet. By then, Peter felt very tired. He rested sitting on the moon.

This is what I want to be when I grow up, Peter thought. I want to be someone who sits on the moon looking down at Earth.

Name \_\_\_\_\_ Date \_\_\_\_\_

### **Peter's Daydream (continued)**

“Peter? Peter!” Mrs. Arnold stood next to Peter’s desk. “Are you daydreaming again?”

“No, Mrs. Arnold,” Peter said. “I’m just thinking about what I want to be when I grow up.”

Peter picked up his pencil and started to write.  
When I grow up, I want to be an astronaut. I want to sit on the moon and look down at Earth. I want to be the best astronaut that ever lived!



Name \_\_\_\_\_ Date \_\_\_\_\_

## Cat's Surprise Party

### Cumulative Words

It was Cat's birthday. Her friends didn't know what to do.	8 11
"I know," said Pig. "Let's have a surprise party."	20
"That's a good idea," they said. "But what foods shall we have at the party?"	29 35
The friends talked and talked, but they couldn't agree. Talking about food made them very hungry. So the friends decided that they would each go to the market.	43 51 62 63
Dog ran to the market. He walked up and down the rows.	73 75
"All this shopping is making me very hungry," he said. So he bought some dog bones and a big box of treats.	84 96 97
Pig hurried to the market as fast as his little legs could carry him.	108 111
"All this walking has made me very hungry," he said. So Pig bought his favorite vegetables and put them in the cart.	120 129 133
Hen carried her basket as she walked to the market.	142 143
"Carrying this basket is making me very hungry," she said. So she bought some corn meal.	151 159

Name \_\_\_\_\_ Date \_\_\_\_\_

**Cat’s Surprise Party (continued)**

Cumulative Words

Rat scampered off to the market. She had eaten a very small breakfast, even for a tiny rat.	169
“All this food is making me very hungry,” she said. So she decided to buy some cheese.	177
Horse trotted up and down hills to get to the market.	187
“Trotting has made me very hungry,” he said. So Horse bought some oats.	194
Cow walked the long way to the market.	204
“Walking so far has made me very hungry,” she said. So she decided to buy a bag of hay.	205
After they finished shopping, the excited friends rushed back to Cat’s house. They put the food on the kitchen table. Then they hid and waited for Cat to come home.	214
	218
	226
	235
	245
	252
	263
	273
	275

Words in 3 mins. \_\_\_\_\_

Minus errors            -        \_\_\_\_\_

Total correct            =        \_\_\_\_\_

Divide (3 mins.)        ÷        3

Words Correct Per Minute    =        \_\_\_\_\_

**Retelling**  
(See rubric)

Excellent

Good

Needs Improvement

**Expression**  
(See rubric)

Expected progress

Below expected

Seriously below expected

Name \_\_\_\_\_ Date \_\_\_\_\_

## Cat's Surprise Party

It was Cat's birthday. Her friends didn't know what to do.

"I know," said Pig. "Let's have a surprise party."

"That's a good idea," they said. "But what foods shall we have at the party?"

The friends talked and talked, but they couldn't agree. Talking about food made them very hungry. So the friends decided that they would each go to the market.

Dog ran to the market. He walked up and down the rows.

"All this shopping is making me very hungry," he said. So he bought some dog bones and a big box of treats.

Pig hurried to the market as fast as his little legs could carry him.

"All this walking has made me very hungry," he said. So Pig bought his favorite vegetables and put them in the cart.

Hen carried her basket as she walked to the market.

"Carrying this basket is making me very hungry," she said. So she bought some corn meal.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Cat's Surprise Party (continued)**

Rat scampered off to the market. She had eaten a very small breakfast, even for a tiny rat.

“All this food is making me very hungry,” she said. So she decided to buy some cheese.

Horse trotted up and down hills to get to the market.

“Trotting has made me very hungry,” he said. So Horse bought some oats.

Cow walked the long way to the market.

“Walking so far has made me very hungry,” she said. So she decided to buy a bag of hay.

After they finished shopping, the excited friends rushed back to Cat's house. They put the food on the kitchen table. Then they hid and waited for Cat to come home.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Rachel Carson

### Cumulative Words

Rachel Carson loved nature. She wrote books about the animals and plants that live in the sea. 7  
17

Many people liked the books she wrote about nature. They wanted to learn more about animals, plants, and the sea. 25  
33  
37

When Rachel was a little girl, her family had lots of animals. She worked hard. She fed pigs and milked the cows and learned to make butter and cheese. 47  
57  
66

Rachel planted seeds in the ground in the spring. She picked apples in the fall. 75  
81

Rachel liked to go hiking in the woods near her house. She liked writing stories. And she also loved to read. 91  
101  
102

Rachel loved reading about the sea. She didn't grow up near the sea, but she wanted to go there some day. 110  
122  
123

When she was older, Rachel saw the sea! She walked on the beach. She looked into the tide pools left by the waves and saw many kinds of plants and animals. She wished she could learn more about every one of them. 132  
142  
153  
162  
165

Now Rachel knew how she wanted to spend her life. She would learn all she could about life in the sea. 174  
186

Name \_\_\_\_\_ Date \_\_\_\_\_

**Rachel Carson (continued)**

Cumulative Words

Rachel Carson wrote books about the things she	194
learned. Few people knew as much about the sea as she	205
did.	206
She also wrote about how people were hurting	214
nature. Planes were spraying the land to kill bugs. But	224
the spray was killing many birds and animals too. Her	234
books made people see that the spray was not safe.	244
Rachel Carson loved looking at plants and	251
animals and the sea all of her life. People still read the	263
books she wrote. Her ideas about nature were a gift she	274
gave the world.	277

Words in 3 mins. \_\_\_\_\_  
 Minus errors - \_\_\_\_\_  
 Total correct = \_\_\_\_\_  
 Divide (3 mins.) ÷ 3  
 Words Correct Per Minute = \_\_\_\_\_

Retelling  
(See rubric)  
 Excellent  
 Good  
 Needs Improvement

Expression  
(See rubric)  
 Expected progress  
 Below expected  
 Seriously below expected

Name \_\_\_\_\_ Date \_\_\_\_\_

## Rachel Carson

Rachel Carson loved nature. She wrote books about the animals and plants that live in the sea.

Many people liked the books she wrote about nature. They wanted to learn more about animals, plants, and the sea.

When Rachel was a little girl, her family had lots of animals. She worked hard. She fed pigs and milked the cows and learned to make butter and cheese.

Rachel planted seeds in the ground in the spring. She picked apples in the fall.

Rachel liked to go hiking in the woods near her house. She liked writing stories. And she also loved to read.

Rachel loved reading about the sea. She didn't grow up near the sea, but she wanted to go there some day.

When she was older, Rachel saw the sea! She walked on the beach. She looked into the tide pools left by the waves and saw many kinds of plants and animals. She wished she could learn more about every one of them.

Now Rachel knew how she wanted to spend her life. She would learn all she could about life in the sea.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Rachel Carson (continued)**

Rachel Carson wrote books about the things she learned. Few people knew as much about the sea as she did.

She also wrote about how people were hurting nature. Planes were spraying the land to kill bugs. But the spray was killing many birds and animals too. Her books made people see that the spray was not safe.

Rachel Carson loved looking at plants and animals and the sea all of her life. People still read the books she wrote. Her ideas about nature were a gift she gave the world.



Name \_\_\_\_\_ Date \_\_\_\_\_

## **The Best Ranger**

### Cumulative Words

Ranger Carlson told the kids that the park is a special place called a habitat. It has many plants and animals. He explained how rangers protect the park and the things that live there.

10  
20  
27  
34

“So, who wants to be the junior park ranger?” Ranger Carlson asked.

43  
46

“I do!” Marta and Victor shouted.

52

Ranger Carlson looked confused. “Didn’t you know that we need only one junior ranger?” he asked.

58  
68

Marta and Victor shook their heads sadly.

75

Ranger Carlson thought for a minute. “I know what to do,” he said. “You may both work here tomorrow. The best ranger will get the job.”

83  
93  
101

The next day Marta worked with Ranger Johnson. First, they checked for campfires. Then they cleaned up trash left in the campgrounds.

109  
118  
123

That afternoon they taught visitors about the park’s animals.

130  
132

Victor patrolled the coral reefs with Ranger Williams. They made sure that people didn’t speed their boats along the reef.

139  
148  
152

Name \_\_\_\_\_ Date \_\_\_\_\_

**The Best Ranger (continued)**

Cumulative Words

Later, they toured different areas of the park.	160
They checked on birds and crabs. Then they went to meet Ranger Carlson.	170
	173
Back at the center, Ranger Carlson asked Marta and Victor what they learned about park rangers.	181
	189
“Rangers check for fires and clean the park,” Marta said.	197
	199
“They protect the coral reefs, the plants, and the animals,” Victor said.	208
	211
“Anything else?” Ranger Carlson asked.	216
Marta and Victor nodded. “Park rangers work very hard!” they said.	223
	227
“There’s something we learned too,” said Ranger Carlson.	234
	235
“What’s that?” Marta and Victor asked.	241
“That we need more than one junior ranger,” said Ranger Carlson. “Would you both like the job?”	250
	258
“Yes!” answered Marta and Victor.	263

Words in 3 mins.		_____
Minus errors	-	_____
Total correct	=	_____
Divide (3 mins.)	÷	3
Words Correct Per Minute	=	_____

<b>Retelling</b> (See rubric)
<input type="checkbox"/> Excellent
<input type="checkbox"/> Good
<input type="checkbox"/> Needs Improvement

<b>Expression</b> (See rubric)
<input type="checkbox"/> Expected progress
<input type="checkbox"/> Below expected
<input type="checkbox"/> Seriously below expected

Name \_\_\_\_\_ Date \_\_\_\_\_

## The Best Ranger

Ranger Carlson told the kids that the park is a special place called a habitat. It has many plants and animals. He explained how rangers protect the park and the things that live there.

“So, who wants to be the junior park ranger?” Ranger Carlson asked.

“I do!” Marta and Victor shouted.

Ranger Carlson looked confused. “Didn’t you know that we need only one junior ranger?” he asked.

Marta and Victor shook their heads sadly.

Ranger Carlson thought for a minute. “I know what to do,” he said. “You may both work here tomorrow. The best ranger will get the job.”

The next day Marta worked with Ranger Johnson. First, they checked for campfires. Then they cleaned up trash left in the campgrounds.

That afternoon they taught visitors about the park’s animals.

Victor patrolled the coral reefs with Ranger Williams. They made sure that people didn’t speed their boats along the reef.

Name \_\_\_\_\_ Date \_\_\_\_\_

**The Best Ranger (continued)**

Later, they toured different areas of the park. They checked on birds and crabs. Then they went to meet Ranger Carlson.

Back at the center, Ranger Carlson asked Marta and Victor what they learned about park rangers.

“Rangers check for fires and clean the park,” Marta said.

“They protect the coral reefs, the plants, and the animals,” Victor said.

“Anything else?” Ranger Carlson asked.

Marta and Victor nodded. “Park rangers work very hard!” they said.

“There’s something we learned too,” said Ranger Carlson.

“What’s that?” Marta and Victor asked.

“That we need more than one junior ranger,” said Ranger Carlson. “Would you both like the job?”

“Yes!” answered Marta and Victor.

# **Periodic Assessments**



Name \_\_\_\_\_ Date \_\_\_\_\_

# Fluent Reader Checklist

For individual use, write the name on the line above and dates of observations between the slanted lines. For group use, write students' names between the slanted lines.\*

√- = Beginning    √ = Developing √+ = Proficient
---

Integrates reading strategies effectively						
Has a large sight-word vocabulary						
Uses phonics/decoding strategies to decode new words						
Understands text when reading silently						
Reads and comprehends short chapter books						
Uses pictures to confirm and enhance understanding of text						
Reads and comprehends longer chapter books						
Recognizes different characters' points of view in a story						
Reads and comprehends informational selections						
Uses different reading strategies for different text types						
Can read different types of text across the curriculum						
Chooses appropriate books for various purposes						
Reads a variety of sources to research a topic, as appropriate						

**Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\* Use 1–2 times per term or more frequently as needed.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Attitudes and Habits Inventory: Reading

For individual use, write the name on the line above and dates of observations between the slanted lines. For group use, write students' names between the slanted lines.

√- = Beginning    √ = Developing  
 √+ = Proficient

Enjoys reading						
Reads both fiction and nonfiction						
Reads about a variety of subjects						
Chooses a variety of different reading materials						
Takes out books to read at home						
Likes to find new things to read						
Gets help from the teacher when necessary						
Is able to read with a minimum of help						
Shows confidence in reading						
Discusses reading with friends						
Is willing to read things that others suggest						
Likes being read to						
Has a favorite author or subject						
Has a favorite time and/or place to read						

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

# Attitudes and Habits: Early Writer

For individual use, write the name on the line above and dates of observations between the slanted lines. For group use, write students' names between the slanted lines.

√- = Beginning    √ = Developing  
 √+ = Proficient

The Writing Process						
Can write in different modes						
Chooses topic independently						
Follows a logical pattern (e.g., beginning, middle, ending)						
Elaborates with relevant details						
Matches illustrations to text						
Revises effectively						
Uses beginning proofreading skills						
Shares writing with others						
Thinks of self as author						
Concepts of Print; Grammar, Usage, and Mechanics						
Writes left to right, top to bottom consistently						
Spaces words correctly						
Uses complete sentences						
Uses correct end punctuation						
Varies sentence structure						
Uses capitals at the beginning of sentences						
Makes subjects and verbs agree						
Uses consistent verb tense						
Spelling						
Uses conventional spelling for most words						
Attempts to spell difficult words						
Uses resources to check spelling						

Name \_\_\_\_\_ Date \_\_\_\_\_

# Attitudes and Habits: Fluent Writer

For individual use, write the name on the line above and dates of observations between the slanted lines. For group use, write students' names between the slanted lines.

√- = Beginning    √ = Developing  
√+ = Proficient

\_\_\_\_\_ / / / / / /

The Writing Process						
Writes well in various modes						
Chooses own topic						
Uses research resources when necessary						
Summarizes information in own words						
Uses vivid language						
Elaborates with relevant details						
Uses a logical organization						
Creates a complete first draft						
Initiates revision						
Willingly shares writing in peer conferences						
Willingly gives and receives advice						
Uses proofreading marks						
Shares finished work						
Grammar, Usage, and Mechanics						
Writes in complete sentences						
Uses correct end punctuation						
Uses commas properly						
Uses quotation marks correctly						
Uses appropriate capitalization						
Uses appropriate pronouns						
Uses correct verb tense						
Makes subjects and verbs agree						
Varies sentence structure						
Uses paragraphs correctly						
Spelling						
Spells most words correctly						
Attempts to spell difficult words						
Uses resources to check spelling						

# JOURNEYS

COMMON CORE



## Grab-and-Go!<sup>TM</sup>

### Resources

## Assessment

Grade 2



HOUGHTON MIFFLIN HARCOURT

1508821-LV 2