

Garriga and Derry Elementary
2nd Grade Reading Curriculum Map

(This timeline is subject to change in order to meet the needs of students.)

Week	Dates	Genre/Selection	Topic/Student Expectation (SE)/Focus Skill	Student Expectation (SE)/Figure 19	Student Expectation (SE)/Vocabulary Development	Phonemic Awareness Topic/Student Expectation (SE)/Focus Skill	Phonemic Awareness /Phonemes	Sight Words (2G)
1	8/22-8/26	Realistic Fiction <u>Henry and Mudge</u>	3A Make and confirm predictions 3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 9 Make inferences/draw conclusions in fiction 9B Describe main characters including their traits, motivations, and feelings (describing main characters)	Figure 19 Monday: 19A Establish purpose for reading Before Reading (Warm-up): Method and Strategies: 1. On the count of three, read the title. 2. Look at the cover. 3. What does the title mean? 4. What will you be learning about? 5. From the title and cover, what do you expect? 6. Picture walk or browse the story. Ask literal questions of text. (See, think, opinion, I wonder...) 7. Metacognitive Guide-Front cover During Reading (Check): 19B Ask literal questions of text. Tuesday: 19C Monitor and adjust comprehension	5A use prefixes and suffixes to determine the meaning of words 5B Use context clues to determine or clarify the meaning of unfamiliar or multiple meaning words	2A(i) Decode words-single letters (consonants and vowels) 2B(i) use common syllabication patterns to decode words-closed syllable (CVC) 2H monitor accuracy of decoding	Review short vowels CVC Syllable Pattern	Fry Words 1-10
2	8/29-9/2	Realistic Fiction <u>Henry and Mudge Under the Yellow Moon</u>	3A Make and confirm predictions 3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 9A Describe similarities and differences in the plots and settings-same author 9B Describe main characters including their traits, motivations, and feelings (describing main characters)	Tuesday: 19C Monitor and adjust comprehension Wednesday: 19D Make Inferences about text using text evidence to support understanding Thursday: 19E Retell important events in logical order. (summary)	5C identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning 5D Alphabetize a series of words and use a dictionary or a glossary to find words	2A(i) Decode words-single letters (consonants and vowels) 2B(i) use common syllabication patterns to decode words-closed syllable (CVC) 2B(iv) vowel-consonant-silent "e" (VCe) 2C Decode words by applying knowledge of common spelling patterns 2H monitor accuracy of decoding	Long vowels a, i CVC Syllable Pattern Silent e	Fry Words 11-20
3	9/6-9/9 4-day Week (BOY TPRI)	Realistic Fiction <u>Teacher's Pets</u>	3A Make and confirm predictions 3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 19E (Fig. 19) Summarize (order of events)	Thursday: 19E Retell important events in logical order. (summary)		2A(i) Decode words-single letters (consonants and vowels) 2B(iv) vowel-consonant-silent "e" (VCe) 2C Decode words by applying knowledge of common spelling patterns 2H monitor accuracy of decoding	Long vowels o, u, e Silent e	Fry Words 21-30

4	9/12-9/16 (BOY TPRI)	<u>Humorous Fiction</u> Officer Buckle and Gloria	3A Make and confirm predictions 3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency (order of events)	Friday: 19F Make connections to own experiences		2A(ii) Consonant blends 2B Use common syllabication patterns to decode words 2C Decode words by applying knowledge of common spelling patterns 2H monitor accuracy of decoding	Beginning consonant blends with r, l, s	Fry Words 31-40
5	9/19-9/23	<u>Fiction- Folktale</u> Half-Chicken	3A Make and confirm predictions 3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 6 Folktale (LMMT)	Figure 19 Monday: 19A Establish purpose for reading Before Reading (Warm-up): Method and Strategies: 1. On the count of three, read the title. 2. Look at the cover. 3. What does the title mean? 4. What will you be learning about? 5. From the title and cover, what do you expect? 6. Picture walk or browse the story. Ask literal questions of text. (See, think, opinion, I wonder...) 7. Metacognitive Guide-Front cover During Reading (Check): 19B Ask literal questions of text. Tuesday: 19C Monitor and adjust comprehension Wednesday: 19D Make Inferences about text using text evidence to support understanding Thursday: 19E Retell important events in logical order. (summary) Friday: 19F Make connections to own experiences	5A use prefixes and suffixes to determine the meaning of words 5B Use context clues to determine or clarify the meaning of unfamiliar or multiple meaning words 5C identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning 5D Alphabetize a series of words and use a dictionary or a glossary to find words	2A(iii) Consonant digraph (ck) 2B Use common syllabication patterns to decode words 2Bi Closed syllable (CVC) 2C Decode words by applying knowledge of common spelling patterns 2H monitor accuracy of decoding	Common final consonant blends	Fry Words 41-50
6	9/26-9/30	<u>Literary Nonfiction – Personal Narrative</u> My Name is Gabriela	3A Make and confirm predictions 3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 14A Main Idea 14B Locate Facts 13 Informational Text/Culture and History Identify the topic and explain the author’s purpose (author’s purpose)	Tuesday: 19C Monitor and adjust comprehension Wednesday: 19D Make Inferences about text using text evidence to support understanding Thursday: 19E Retell important events in logical order. (summary) Friday: 19F Make connections to own experiences	5D Alphabetize a series of words and use a dictionary or a glossary to find words	2A(iii) Consonant digraph (ck) 2B Use common syllabication patterns to decode words 2Bi Closed syllable (CVC) 2C Decode words by applying knowledge of common spelling patterns 2H monitor accuracy of decoding	Double Consonants Consonant digraph ck CVC Syllable Pattern	Fry Words 51-60
7	10/3-10/7	<u>Nonfiction – Biography</u> Helen Keller	3A Make and confirm predictions 3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 13 Culture/History – Analyze, make inferences and draw conclusions - author’s purpose in historical contexts	Friday: 19F Make connections to own experiences		2A Decode multisyllabic words 2A(ii) Consonant Blends 2B Use common syllabication patterns to decode words 2C Decode words by applying knowledge of common spelling patterns 2H Monitor accuracy of decoding	Common spelling patterns -ant, -and, -ack, -at, -end, -et	Fry Words 61-70

			and provide evidence to support understanding (locate facts)					
8	10/10-10/14 Last day of 1 st Quarter	<u>Expository</u> My Family	3A Make and confirm predictions 3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 10 Distinguish between fiction and nonfiction 13 Analyze, make inferences and draw conclusions about historical contexts – provide text evidence and explain the author’s purpose 14A Identify main idea and distinguish from topic 14B Locate facts 14C Order of events or ideas in a text (locate facts)			2A Decode multisyllabic words 2A(ii) Consonant Blends 2B Use common syllabication patterns to decode words 2C Decode words by applying knowledge of common spelling patterns 2H Monitor accuracy of decoding	Common spelling patterns -ight, -ike, -ill, -ut, -ond, -it	Fry Words 1-70
9	10/17-10/21	<u>Informational/Expository Text</u> Schools Around the World	3A Make and confirm predictions 3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 14A Main Idea 14B Locate Facts (text features)	Figure 19 Monday: 19A Establish purpose for reading Before Reading (Warm-up): Method and Strategies: 1. On the count of three, read the title. 2. Look at the cover. 3. What does the title mean? 4. What will you be learning about? 5. From the title and cover, what do you expect? 6. Picture walk or browse the story. Ask literal questions of text. (See, think, opinion, I wonder...) 7. Metacognitive Guide- Front cover	5A use prefixes and suffixes to determine the meaning of words 5B Use context clues to determine or clarify the meaning of unfamiliar or multiple meaning words 5C identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning	2A(iii) Consonant digraphs 2B Use common syllabication patterns to decode words 2C Decode words by applying knowledge of common spelling patterns 2H Monitor accuracy of decoding	Consonant digraphs th, sh, wh, ch, tch, ph	Fry Words 71-80
10	10/24-10/28	<u>Expository/Informational Text</u> Penguin Chick	3A Make and confirm predictions 3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 10 Distinguish between fiction and nonfiction 13 Analyze, make inferences and draw conclusions about historical contexts – provide text evidence and explain the			2B Use common syllabication patterns to decode words 2B(ii) Open syllable 2C Decode words by applying knowledge of common spelling patterns 2D Read words with common prefixes and suffixes 2H Monitor accuracy of decoding	Base words and endings -ed, -ing, -s, -es CV Words	Fry Words 81-90

			<p>author's purpose 14A Identify the main idea and distinguish it from topic 14B Locate the facts 14C Order of events 14D Text Features</p> <p>(text features)</p>	<p>During Reading (Check): 19B Ask literal questions of text. Tuesday: 19C Monitor and adjust comprehension Wednesday: 19D Make Inferences about text using text evidence to support understanding Thursday: 19E Retell important events in logical order. (summary) Friday: 19F Make connections to own experiences</p>	<p>5D Alphabetize a series of words and use a dictionary or a glossary to find words</p>			
11	10/31-11/4	<p><u>Expository</u></p> <p>Animals Building Homes</p>	<p>3A Make and confirm predictions 3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 10 Distinguish between fiction and nonfiction 13 Analyze, make inferences and draw conclusions about historical contexts – provide text evidence and explain the author's purpose 14A Identify the main idea and distinguish it from topic 14B Locate the facts 14C Order of events 14D Text Features</p> <p>(main idea)</p> <p>3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 7 Understand, make inferences, and draw conclusion about the structure and elements of poetry – provide evidence from text to support understanding. Describe how rhyme, rhythm, and repetition interact to create images 11 Sensory Language – Understand, make inferences, draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding – Recognize that some words and phrases have literal / non-literal meanings</p> <p>(Elements of Poetry)</p>			<p>2B Use common syllabication patterns to decode words 2C Decode words by applying knowledge of common spelling patterns 2F Identify and read contractions 2H Monitor accuracy of decoding</p>	Contractions	Fry Words 91-100
12	11/7-11/11	<p><u>Poetry</u></p> <p>Where the Sidewalk Ends (Shel Silverstein)</p> <p>“Why do I have to clean my room?” “Today is not my day at all.”</p>				<p>2B Use common syllabication patterns to decode words 2C Decode words by applying knowledge of common spelling patterns 2F Identify and read contractions 2H Monitor accuracy of decoding</p>	Contractions	Fry Words 101-110

13	11/14-11/18	<p><u>Poetry</u></p> <p>It's Raining Pigs and Noodles(Jack Prelutsky)</p> <p>"All my great excuses" "Snowman"</p>	<p>3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 7 Understand, make inferences, and draw conclusion about the structure and elements of poetry – provide evidence from text to support understanding. Describe how rhyme, rhythm, and repetition interact to create images 11 Sensory Language – Understand, make inferences, draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding – Recognize that some words and phrases have literal / non-literal meanings</p> <p>(sensory language)</p>			<p>2B Use common syllabication patterns to decode words 2C Decode words by applying knowledge of common spelling patterns 2D Read words with common prefixes 2H Monitor accuracy of decoding</p>	Common prefixes	Fry Words 111-120
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11/21-11/25 Thanksgiving Break

14	11/28-12/2	<p><u>Poetry</u></p> <p>"My First Best Friend" "Spaghetti, Spaghetti"</p>	<p>3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 7 Understand, make inferences, and draw conclusion about the structure and elements of poetry – provide evidence from text to support understanding. Describe how rhyme, rhythm, and repetition interact to create images 11 Sensory Language – Understand, make inferences, draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding – Recognize that some words and phrases have literal / non-literal meanings</p> <p>(LMMT)</p>	<p>Figure 19 Monday: 19A Establish purpose for reading Before Reading (Warm-up): Method and Strategies: 1. On the count of three, read the title. 2. Look at the cover. 3. What does the title mean? 4. What will you be learning about? 5. From the title and cover, what do you expect? 6. Picture walk or browse the story. Ask literal questions of text. (See, think, opinion, I wonder...) 7. Metacognitive Guide-Front cover During Reading (Check): 19B Ask literal questions of text. Tuesday:</p>	<p>5A use prefixes and suffixes to determine the meaning of words</p> <p>5B Use context clues to determine or clarify the meaning of unfamiliar or multiple meaning words</p> <p>5C identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning</p> <p>5D Alphabetize a series of words</p>	<p>2B Use common syllabication patterns to decode words 2C Decode words by applying knowledge of common spelling patterns 2D Read words with common suffixes 2H Monitor accuracy of decoding</p>	Common suffixes	Fry Words 121-130
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15	12/5-12/9	<u>Literacy Fiction</u> Stonesoup	3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 14 Analyze, make inferences, draw conclusions 14A Identify main idea and distinguish it from the topic 14B Locate facts 14C Describe order of events 14D Use text features to locate specific information (order of events)	19C Monitor and adjust comprehension Wednesday: 19D Make Inferences about text using text evidence to support understanding Thursday: 19E Retell important events in logical order. (summary) Friday: 19F Make connections to own experiences	and use a dictionary or a glossary to find words	2B Use common syllabication patterns to decode words 2B(iii) Final stable syllable 2C Decode words by applying knowledge of common spelling patterns 2D Read words with common suffixes 2H Monitor accuracy of decoding	Final stable syllable -tion, -ble	Fry Words 131-140
16	12/12-12/16	<u>Drama</u> Readers Theater: Stonesoup	3A Make and confirm predictions 3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 6 Analyze, make inferences, draw conclusions about theme and genre – folktale/fable 8 Drama – Identify elements of dialogue and use in informal plays 11 Author’s sensory language creates imagery in literary text (Elements of Drama)			2B Use common syllabication patterns to decode words 2C Decode words by applying knowledge of common spelling patterns 2E Identify and read abbreviations 2H Monitor accuracy of decoding	Abbreviations	Fry Words 71-140
12/21/2016 - 1/9/2017 <i>Winter Holiday Break</i>								
17	12/19-12/20 <i>Last day of 2nd Quarter</i> <i>Repeat week 16</i>	<u>Drama</u> Readers Theater: Stonesoup	3A Make and confirm predictions 3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 6 Analyze, make inferences, draw conclusions about theme and genre – folktale/fable 8 Drama – Identify elements of dialogue and use in informal plays 11 Author’s sensory language creates imagery in literary text (Elements of Drama)			2B Use common syllabication patterns to decode words 2C Decode words by applying knowledge of common spelling patterns 2E Identify and read abbreviations 2H Monitor accuracy of decoding	Abbreviations	Fry Words 71-140

18	1/9-1/13	<u>Fiction – Fable</u> The Little Red Hen	3A Make and confirm predictions 3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 6A Identify moral lessons 9B Describe main characters including their traits, motivations, and feelings (LMMT)	Figure 19 Monday: 19A Establish purpose for reading Before Reading (Warm-up): Method and Strategies: 1. On the count of three, read the title. 2. Look at the cover. 3. What does the title mean? 4. What will you be learning about? 5. From the title and cover, what do you expect? 6. Picture walk or browse the story. Ask literal questions of text. (See, think, opinion, I wonder...) 7. Metacognitive Guide- Front cover During Reading (Check): 19B Ask literal questions of text.	5A use prefixes and suffixes to determine the meaning of words 5B Use context clues to determine or clarify the meaning of unfamiliar or multiple meaning words 5C identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning 5D Alphabetize a series of words and use a dictionary or a glossary to find words	2A(iv) vowel digraphs – ay, ai 2B Use common syllabication patterns to decode words 2B(vi) Vowel digraphs and diphthongs 2H monitor accuracy of decoding	Vowel Digraphs ay, ai	Fry Words 141-150
19	1/16-1/20 (MOY TPRI)	<u>Fiction – Fable</u> The Little Red Hen Makes a Pizza	3A Make and confirm predictions 3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 6A Identify moral lessons 9B Describe main characters including their traits, motivations, and feelings (LMMT and Compare and Contrast)	19C Monitor and adjust comprehension Wednesday: 19D Make Inferences about text using text evidence to support understanding Thursday: 19E Retell important events in logical order. (summary) Friday: 19F Make connections to own experiences		2A(i) Single letters – long e spelled y 2A(iv) vowel digraphs - ee, ea 2B(vi) Vowel digraphs and diphthongs 2C Decode words by applying knowledge of common spelling patterns 2H monitor accuracy of decoding	Vowel Digraphs ee, ea Long e spelled y	Fry Words 151-160
20	1/23-1/27 (MOY TPRI)	<u>Humorous Fiction</u> Diary of a Spider	3A Make and confirm predictions 3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 9A Describe similarities and differences in the plots and settings of several works y the same author 9B Describe characters in works of fiction, including their traits, motivations, and feelings (Characters)	Tuesday: 19C Monitor and adjust comprehension Wednesday: 19D Make Inferences about text using text evidence to support understanding Thursday: 19E Retell important events in logical order. (summary) Friday: 19F Make connections to own experiences		2A(i) Single letters – o 2A(iv) Vowel digraphs – oa, ow 2B Use common syllabication patterns to decode words 2B(ii) Open syllables 2B(vi) Vowel digraphs and diphthongs 2C Decode words using knowledge of common spelling patterns 2H monitor accuracy of decoding	Vowel Digraphs, long o o, oa, ow	Fry Words 161-170
21	1/30-2/3	<u>Humorous Fiction</u> Click, Clack, Moo Cows That Type	3A Make and confirm predictions 3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 9A Describe similarities and differences in the plots and settings of several works y the same author 9B Describe characters in	Figure 19 Monday: 19A Establish purpose for reading Before Reading (Warm-up): Method and Strategies: 1. On the count of three, read the title. 2. Look at the cover. 3. What does the title mean?	5A use prefixes and suffixes to determine the meaning of words 5B Use context clues to determine or clarify the meaning of	2A(i) Single letters – long i spelled with i and y 2A(iv) vowel digraphs – ie 2B Use common syllabication patterns to decode words 2B(ii) Open syllables 2B(vi) Vowel digraphs and diphthongs 2C Decode words using knowledge of common spelling patterns	Vowel Digraphs, long i spelled with i and y i, igh, ie, y	Fry Words 171-180

			works of fiction, including their traits, motivations, and feelings (Characters and Compare and Contrast)	4. What will you be learning about? 5. From the title and cover, what do you expect?	unfamiliar or multiple meaning words	2H monitor accuracy of decoding		
22	2/6-2/10	<u>Fantasy</u> The Mysterious Tadpole	3A Make and confirm predictions 3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 6 Comprehension – Literary Text – Myth/Fantasy (inferencing)	6. Picture walk or browse the story. Ask literal questions of text. (See, think, opinion, I wonder...) 7. Metacognitive Guide- Front cover During Reading (Check): 19B Ask literal questions of text.	5C identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning 5D Alphabetize a series of words and use a dictionary or a glossary to find words	2B Use common syllabication patterns to decode words 2B(i) Single Letter 2C Decode words by applying knowledge of common spelling patterns 2H Monitor accuracy of decoding	Complex consonants hard and soft g	Fry Words 181-190
23	2/13-2/17	<u>Literary Nonfiction-Biography</u> Now and Ben	3A Make and confirm predictions 3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 10 Distinguish between fiction and nonfiction 13 Analyze, make inferences and draw conclusions about historical contexts – provide text evidence and explain the author’s purpose 14A Identify main idea and distinguish from topic 14B Locate facts 14C Order of events or ideas in a text (inferencing)	Tuesday: 19C Monitor and adjust comprehension Wednesday: 19D Make Inferences about text using text evidence to support understanding Thursday: 19E Retell important events in logical order. (summary) Friday: 19F Make connections to own experiences		2B Use common syllabication patterns to decode words 2B(i) Single Letter 2C Decode words by applying knowledge of common spelling patterns 2H Monitor accuracy of decoding	Complex consonants hard and soft c	Fry Words 191-200
24	2/20-2/24	<u>Literary Nonfiction-Biography</u> Ruby Bridges	3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 16 Media Literacy 16A Recognize different purposes of media 16B Describe techniques used to create media messages 16C Identify various written conventions for using digital media (locate facts and character)	Figure 19 Monday: 19A Establish purpose for reading Before Reading (Warm-up): Method and Strategies: 1. On the count of three, read the title. 2. Look at the cover. 3. What does the title mean? 4. What will you be learning about? 5. From the title and	5A use prefixes and suffixes to determine the meaning of words 5B Use context clues to determine or clarify the meaning of unfamiliar or multiple meaning words	2A Decode multisyllabic words 2A(ii) Consonant Blends 2B Use common syllabication patterns to decode words 2C Decode words by applying knowledge of common spelling patterns 2H Monitor accuracy of decoding	Three letter consonant blends	Fry Words 201-210
25	2/27-3/3 (STAAR)	<u>Literary Nonfiction-Biography</u> Thurgood Marshall				2A Decode multisyllabic words 2A(ii) Consonant Blends 2B Use common syllabication patterns to decode words 2C Decode words by applying knowledge of common spelling patterns 2H Monitor accuracy of decoding	Three letter consonant blends	Fry Words 211-220

				cover, what do you expect?	5C identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning			
26	3/6-3/10 Last day of 3 rd Quarter	<u>Procedural Text</u> Why do Planes Have Wings?	3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 15 Use information in procedural text 15A Follow written multi-step directions 15B Use common graphic features to assist in interpretation of text (text features)			2A Decode multisyllabic words 2B Use common syllabication patterns to decode words 2B(v) r-controlled vowels 2C Decode words by applying knowledge of common spelling patterns 2H Monitor accuracy of decoding	r-controlled vowels ar, or, ore	Fry Words 141-220
27	3/21-3/24 Holiday 4-day Week	<u>Procedural Text</u> Why do Planes Have Wings?	3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 15 Use information in procedural text 15A Follow written multi-step directions 15B Use common graphic features to assist in interpretation of text (text features)	6. Picture walk or browse the story. Ask literal questions of text. (See, think, opinion, I wonder.. 7. Metacognitive Guide-Front cover During Reading (Check): 19B Ask literal questions of text. Tuesday: 19C Monitor and adjust comprehension Wednesday: 19D Make inferences about text using text evidence to support understanding Thursday: 19E Retell important events in logical order. (summary) Friday: 19F Make connections to own experiences	5D Alphabetize a series of words and use a dictionary or a glossary to find words	2A Decode multisyllabic words 2B Use common syllabication patterns to decode words 2B(v) r-controlled vowels 2C Decode words by applying knowledge of common spelling patterns 2H Monitor accuracy of decoding	r-controlled vowels ar, or, ore	Fry Words 221-230
28	3/27-3/31	<u>Expository/Informational Text</u> Jellies	3A Make and confirm predictions 3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 10 Distinguish between fiction and nonfiction 13 Analyze, make inferences and draw conclusions about historical contexts – provide text evidence and explain the author’s purpose 14A Identify the main idea and distinguish it from topic 14B Locate the facts 14C Order of events 14D Text Features (main idea)			2A Decode multisyllabic words 2B Use common syllabication patterns to decode words 2B(v) r-controlled vowels 2C Decode words by applying knowledge of common spelling patterns 2H Monitor accuracy of decoding	r-controlled vowels er, ir, ur	Fry Words 231-240

29	4/3-4/7	<u>Expository/Informational</u> Working In Space	3A Make and confirm predictions 3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 10 Distinguish between fiction and nonfiction 13 Analyze, make inferences and draw conclusions about historical contexts – provide text evidence and explain the author’s purpose 14A Identify the main idea and distinguish it from topic 14B Locate the facts 14C Order of events 14D Text Features (main idea)	Figure 19 Monday: 19A Establish purpose for reading Before Reading (Warm-up): Method and Strategies: 1. On the count of three, read the title. 2. Look at the cover. 3. What does the title mean? 4. What will you be learning about? 5. From the title and cover, what do you expect? 6. Picture walk or browse the story. Ask literal questions of text. (See, think, opinion, I wonder...)	5A use prefixes and suffixes to determine the meaning of words 5B Use context clues to determine or clarify the meaning of unfamiliar or multiple meaning words 5C identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning 5D Alphabetize a series of words and use a dictionary or a glossary to find words	2A(iv) Vowel digraphs and diphthongs 2B Use common syllabication patterns to decode words 2B(vi) Vowel digraphs and diphthongs 2C Decode words using knowledge of common spelling patterns 2H monitor accuracy of decoding	Vowel digraphs oo, ou (food and you) Vowel diphthong ew	Fry Words 241-250
30	4/10-4/13 4 day week 4/14 (off)	<u>Expository/Informational</u> Superstorms	3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 14 Analyze, make inferences, draw conclusions 14A Identify main idea and distinguish it from the topic 14B Locate facts 14C Describe order of events 14D Use text features to locate specific information (authors purpose)	7. Metacognitive Guide- Front cover During Reading (Check): 19B Ask literal questions of text. Tuesday: 19C Monitor and adjust comprehension Wednesday: 19D Make Inferences about text using text evidence to support understanding Thursday: 19E Retell important events in logical order. (summary) Friday: 19F Make connections to own experiences	5D Alphabetize a series of words and use a dictionary or a glossary to find words	2A(iv) Vowel digraphs and diphthongs 2B Use common syllabication patterns to decode words 2B(vi) Vowel digraphs and diphthongs 2C Decode words using knowledge of common spelling patterns 2H monitor accuracy of decoding	Vowel digraph oo (foot)	Fry Words 251-260
31	4/18-4/21 (EOY TPRI)	<u>Realistic Fiction</u> Mr. Tanen’s Tie Trouble	3A Make and confirm predictions 3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 9B Describe main characters 16A Recognize different purposes of media 16B Describe techniques used to create media messages 16C Identify various written conventions for using digital media (main character)	19E Retell important events in logical order. (summary) Friday: 19F Make connections to own experiences		2A(iv) Vowel digraphs and diphthongs 2B Use common syllabication patterns to decode words 2B(vi) Vowel digraphs and diphthongs 2C Decode words using knowledge of common spelling patterns 2H monitor accuracy of decoding	Vowel diphthongs ou , ow (cow)	Fry Words 261-270

32	4/24-4/28 (EOY TPRI/ITBS)	Poetry "Sara Cynthia Silvia Stout" "Oh What a Day"	3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 7 Understand, make inferences, and draw conclusion about the structure and elements of poetry – provide evidence from text to support understanding. Describe how rhyme, rhythm, and repetition interact to create images 11 Sensory Language – Understand, make inferences, draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding – Recognize that some words and phrases have literal / non-literal meanings (Elements of Poetry)	Figure 19 Monday: 19A Establish purpose for reading Before Reading (Warm-up): Method and Strategies: 1. On the count of three, read the title. 2. Look at the cover. 3. What does the title mean? 4. What will you be learning about? 5. From the title and cover, what do you expect? 6. Picture walk or browse the story. Ask literal questions of text. (See, think, opinion, I wonder...) 7. Metacognitive Guide- Front cover During Reading (Check): 19B Ask literal questions of text. Tuesday: 19C Monitor and adjust comprehension Wednesday: 19D Make Inferences about text using text evidence to support understanding Thursday: 19E Retell important events in logical order. (summary) Friday: 19F Make connections to own experiences	5A use prefixes and suffixes to determine the meaning of words 5B Use context clues to determine or clarify the meaning of unfamiliar or multiple meaning words 5C identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning 5D Alphabetize a series of words and use a dictionary or a glossary to find words	2A(iv) Vowel digraphs and diphthongs 2B Use common syllabication patterns to decode words 2B(vi) Vowel digraphs and diphthongs 2C Decode words using knowledge of common spelling patterns 2H monitor accuracy of decoding	Vowel diphthongs oi, oy	Fry Words 271-280
33	5/1-5/5 (Spring Diagnostics 2 nd)	Poetry "Spaghetti" by Shel Silverstein "Sister For Sale"	3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 7 Understand, make inferences, and draw conclusion about the structure and elements of poetry – provide evidence from text to support understanding. Describe how rhyme, rhythm, and repetition interact to create images 11 Sensory Language – Understand, make inferences, draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding – Recognize that some words and phrases have literal / non-literal meanings (Elements of Poetry)	19C Monitor and adjust comprehension Wednesday: 19D Make Inferences about text using text evidence to support understanding Thursday: 19E Retell important events in logical order. (summary) Friday: 19F Make connections to own experiences	5A use prefixes and suffixes to determine the meaning of words 5B Use context clues to determine or clarify the meaning of unfamiliar or multiple meaning words 5C identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning 5D Alphabetize a series of words and use a dictionary or a glossary to find words	2A(iv) Vowel digraphs and diphthongs 2B Use common syllabication patterns to decode words 2B(vi) Vowel digraphs and diphthongs 2C Decode words using knowledge of common spelling patterns 2H monitor accuracy of decoding	Vowel diphthongs oi, oy, au, aw	Fry Words 281-290

34	5/8-5/12 (STAAR)	<u>Drama</u> Arthur's Christmas	3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 8 Understand, make inferences and draw conclusions about the structure and elements of drama – provide evidence from text to support understanding – Identify the elements of dialogue and them in informal plays (Elements of Drama)			2B Use common syllabication patterns to decode words 2B(iii) Final stable syllable 2C Decode words by applying knowledge of common spelling patterns 2D Read words with common suffixes 2H Monitor accuracy of decoding	Final stable syllable -le, -ly	Fry Words 291-300
35	5/15-5/18 4 Day Week <i>Workday May 19</i>	<u>Drama</u> Arthur's Christmas	3B Ask relevant questions, seek clarification, etc. 3C Establish purpose for reading 4 Reading/Fluency 8 Understand, make inferences and draw conclusions about the structure and elements of drama – provide evidence from text to support understanding – Identify the elements of dialogue and them in informal plays (Elements of Drama)	Figure 19 Monday: 19A Establish purpose for reading Before Reading (Warm-up): Method and Strategies: 1. On the count of three, read the title. 2. Look at the cover. 3. What does the title mean? 4. What will you be learning about? 5. From the title and cover, what do you expect? 6. Picture walk or browse the story. Ask literal questions of text. (See, think, opinion, I wonder...) 7. Metacognitive Guide-Front cover During Reading (Check): 19B Ask literal questions of text. Tuesday: 19C Monitor and adjust comprehension Wednesday: 19D Make Inferences about text using text evidence to support understanding Thursday: 19E Retell important events in logical order. (summary) Friday: 19F Make connections to own experiences	5A use prefixes and suffixes to determine the meaning of words 5B Use context clues to determine or clarify the meaning of unfamiliar or multiple meaning words 5C identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning 5D Alphabetize a series of words and use a dictionary or a glossary to find words	2B Use common syllabication patterns to decode words 2B(vi) Vowel digraphs and diphthongs 2C Decode words by applying knowledge of common spelling patterns 2H Monitor accuracy of decoding	Compound Words	Fry Words 221-300
						2C Decode words by applying knowledge of common spelling patterns 2G Identify and read at least 300 high-frequency words 2H Monitor accuracy of decoding	Fry Words 1-300	Fry Words 1-300

