## First 9-Weeks: English Standards Pacing at a Glance

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<b>Phonemic Principles</b>	Comprehension	Comprehension	Comprehension	Word Knowledge	Writing Ge	enre Targets:
(2.4) a, b, c, d, e	Fiction	Fiction continued	Non-Fiction	Phonics (2.5) a, b, c	Describe a charac	ter in a story
Decoding	(2.8)	(2.8)		Reference Resource	Write a Story: fan	tasy or fable
(2.6) a, b, c, d	a, b, e, f, i	a, c, d, e, f, h	(2.9) b, e, f	(2.10) a, b		: topic on experiences
Fluency (2.8) j (2.9)		-, -, -, ,		Vocabulary (2.7) a, c, d, e		
h					Answei a question	in complete sentence
Phonemic	Genre Targets	Genre Targets	Genre Targets	Word Analysis	Composition	Usage & Mechanics
Awareness	Realistic, Fantasy Fiction	Realistic & Fantasy Fiction	Functional (How to)	Review Short Vowels a, i;	Written Expression	(2.13) a, b, c, h
Securely Counts,	and Fables	and Riddle	Directions, Reference	o, u, e: in 1 and 2 syllable	(2.12) a, b, c	(2.14)
Blends, Segments,	Story Vocabulary: Character,	Analysis of genre distinguishing	•	words with beginning and		
Adds and Deletes	Setting, Problem, Events	characteristics	Informational Article	ending consonant blends	Follow Established	Grammar
Phonemes in One-	Realism vs. Fantasy	Analysis of Illustrator's Use	Difference between	& ch/tch; k/ck; ge/edg	Workshop Routine	Naming Word: Noun
syllable Words	Characteristics of each	of Pictures: What is	nonfiction and fiction	words	Prewriting for	Writing Dates: Capitali- zation and punctuation
Orally Blends and	Distinguish Realism from	shown/how it is shown?	Predict: Make, confirm,	Syllabication Concepts	Ideas	Naming self last in series
Segments syllables	Fantasy	How do illustrations support	and revise predictions	Vowel in each syllable	Hear Professional &	Capitalization
in multisyllabic	, Story Structure: Beginning	the words? How do	about main idea	VCCV syllabication	Peer Writing	-
words	(place, time, introduce	illustrations add to the	Analysis of Use of	Closed syllables	Brainstorm Ideas by	Beginning of Sentence Proper Nouns
Decoding Strategy	characters), Middle (events +	wordsdetails not stated?	Pictures, Diagrams, Maps,	Sound and blend in sequence	Drawing Pictures,	Pronoun " <i>I</i> "
Look at Word	learning about characters),	Character Analysis based on:	Charts: What is	Pronouncing short and	Listing Ideas,	Punctuation
Look for Word Parts	End (story comes to close)	how a character looks, what	shown/how it is shown?	long vowel words ending	Completing Graphic	Period & Question Mark
Think about Letter	Make Connections: Text-	the character says, does,	How does a picture,	<u>in -s, -ed, -ing</u>	Organizer Tallanith a sau	Exclamation Mark
Sounds	Self, Text-Text	thinks, and what is said	diagram, or chart support	Short Vowels o,u,e VCCV	Talk with peer	Sentences
Blend the Sounds	Make Predictions based on	about the character	the words? How does a	<u>2-syllable</u>	Note-taking	Concept of Sentence:
Check: Does it make	story and own knowledge	<b>Comprehension Skills</b>	picture, diagram, or chart	Long Vowels a, i: CVCe	Organizing	Naming and
sense? Is it a word I	and use story to confirm;	Making judgments	add to the wordsdetails	Long Vowels i spelled igh	Clear Topic	telling/action parts
know?	predict what might have	Problem solving	not stated?	Long Vowels o,u,e: CVCe	Grouping Related	Capital letter/end
Reread &	happen if	Making inferences/using story	Use of Bold Print	Soft and Hard g sounds	Ideas	punctuation
Self-Correct	Set a Purpose for Reading	details to support	Ask and Answer Who,	Verb +n't contractions	Sequencing Ideas	Definition of a sentence
Meaning:	Ask and Answer Questions	Identifying Cause and Effect	What, Where, When,	Spelling	Revising to	Concept of Question
Does it make sense?	Who, What, Where, When,	Noting important details	Why, How Questions	Grade-Level Targets	Elaborate	Spelling
Structure:	Why, How	Reread to Clarify Understanding	Identify where to find	Short Vowels a, i: VC and	Adding Interesting &	Spells 3 and 4 letter
Does it sound right?	Comprehension Strategies	Drawing conclusions/using	answers to questions	CVC with blends	Specific details	short vowel words
Visual:	Summarize: Think about the	story words and illustrations to	Use resources to answer	<u>Short Vowels e, o, u</u> :	Descriptive sensory	Familiar High Frequency
Does it look right?	main idea or important parts	support	questions	single syllable, with	words	Words
Fluency	of the story. Tell important	Compare/contrast, including	Comprehension Skills	consonant blends	Technical Vocabulary	Uses Classroom Resources
Automatically reads	things in own words.	how character changes, and	Identify Topic	<u>Vowel-Consonant-e</u> single	in Nonfiction	Handwriting
Familiar High Frequency Words	Monitor/Clarify: Does this	difference between 2	Reread to Clarify Under-	syllable + exceptions have	Illustrations Connect	Letter Formation
	make sense? Should I re-read, read ahead, or should I use	characters, esp. in fables	standing Locate Information	& give	to Meaning	Word Spacing
Uses Punctuation	the illustrations to	Sequencing events	Use Table of Contents	Common Sight & High	Author's Voice	Sentence Spacing
and Specialized Print Reads with Expression:	understand?	Explaining why/cause of an event	Summarize Using	Frequency Words	Writer's Voice adds	Indentation
phrasing, emphasis,	Predict: Make, confirm, and	Author's Craft: how creates	Graphic Organizers	Student Developmental	interest	Word Processing
and tone of voice	revise predictions as read	humor; why uses ellipsis, how	Web or Cluster: Main	Level Based on Words	Natural Sounding	Implement Word
	Moral of Fable Statement	gives hints in story	Idea/Supporting Details	Their Way and Word	Sentences	Processing Skills Scope and Sequence.
		8	Venn Diagram: How are	Journeys		und Sequence.

	Graphic Organizers <u>Story Structure Map</u> <u>2-column T-Chart, Problem/</u> <u>Solution story chart</u> <u>T Chart: Fantasy/Realism:</u> Could really happen/Could not Happen <u>Venn Diagram:</u> How are genre/selections alike and different; how are characters alike and different <u>Flow Chart</u> : sequencing events (signal words: first, next, last, then, before, finally)	<u>genre/selections alike</u> <u>and different</u> <u>Flow Chart</u> : ordering steps in a process (signal words: first, next, last, then, before, finally)	Vocabulary Homophones Synonyms <u>Multiple Meaning</u> Words,e.g., <i>ball, tire,</i> <i>fair, match, saw</i> <u>Onomatopoeia</u> words/sound words e.g., <i>hiss, sizzle, tick tock, ding</i> <i>dong, etc.,</i> <u>Compound Words</u> <u>Words to describe</u> <u>characters</u> <u>Content Vocabulary</u> Strong verbs and nouns		
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# Second 9-Weeks: English Standards Pacing at a Glance

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Phonemic	Comprehension	Comprehension	Comprehension	Word Knowledge	Writing G	ienre Targets
Principles	Fiction, Poetry	Fiction continued	Non-Fiction	Phonics (2.5) a, b, c	<b>Descriptive paragra</b>	aph: something
(2.4) a, b, c, d, e	(2.8)	(2.8)		Reference Resource	(place, object, anima	I, activity) or someone
Decoding	a, b, e, f, i	a, c, d, e, f, h	(2.9) b, e, f	(2.10) a, b	(person) important	or interesting
(2.6) a, b, c, d	a, b, c, i, i	a, c, u, c, i, ii		Vocabulary (2.7) a, c,	Journal Writing: 1	Paragraph informational,
						, to a prompt or choice
Fluency (2.8) j (2.9)				d, e	topic etc.	
h						use diamante, cinquain
Phonemic	Genre Targets	Genre Targets	Genre Targets	Word Analysis		ormula, or concrete to
Awareness	Poetry & Realistic Fiction	<b>Realistic Fiction</b>	Informational (science)	<b>Review Short and long</b>	describe something	
Securely Blends,	Characteristics of Poetry,	Analysis of genre	Article & Directions	Vowels a, i; o, u, e		
Segments, Adds and	rhyme, rhythm, telling a	distinguishing characteristics	Characteristics of Nonfiction	Review beginning and		e, greeting, body, closing
Deletes Phonemes in	story, describing someone	Story Vocabulary: Character,	Use of Table of Contents	ending consonant	name	
One-syllable Words	or something, or creating a	Setting, Problem, Events		clusters: blends,	Composition	Usage & Mechanics
-	feeling, repeated words	(actions to solve problem),	Set Purpose for Reading: use	doubles, complex like	Written Expression	(2.13)  a, b, c, h
Orally Blends and	Compare/Contrast Poem	narrator (character in story)	title and pictures to ask	ck, ge, dge, ch, tech	(2.12) a, b, c	(2.14)
Segments syllables in	and Story forms/structure	Story Structure: Beginning	questions to answer	Syllabication Concepts	Follow Established	Grammar
multisyllabic words	Author's use of language:	(place, time, introduce	Predict: Make, confirm, and	Vowel in each syllable	Workshop Routine	Review: Naming self last
Decoding Strategy	visual images, comparisons,	characters), Middle (events	revise predictions about main	VCCV syllabication	•	in series, Concept and
Look at Word	especially of two unlike	+ learning about characters),	idea or what will learn	Closed syllables	Prewriting for Ideas	punctuation of sentence
Look for Word	things, use of action verbs,	End (story comes to close	Analysis of Use of Diagrams,	Sound and blend in	Hear Professional &	Naming (person, place,
Parts/ Syllables,	rhyme,	Analysis of Illustrator's Use	Photographs, Charts, Maps,	sequence	Peer Writing	thing) Words/Nouns,
consonant clusters	<b>Poems:</b> Describe things, tell	of Pictures: What is	Illustrations: What is	Consonant Digraphs:	Brainstorm/listing	
Think about the	a story, or express a	shown/how it is shown?	shown/how it is shown? How	th, wh, sh, ch (tch)	Ideas	Common & Proper Nouns,
Letter Sounds	feeling/make reader feel a	How do illustrations support	does a photograph, diagram, or		Complete Graphic	Singular & Plural Nouns
Blend the Sounds	certain way	the words? How do	chart support the words? How	<u>-er and -est words of</u>	Organizer	Sentences of command
Check: Does it make	Poem Structure: stanza,	illustrations add to the	does a photograph, diagram, or	<u>comparison</u>	Talk with peer	with understood "you"
sense? Is it a word I	line, concrete or shape	wordsdetails not stated?	chart add to the wordsdetails	Compound Words	Note-taking	Difference between
know?	poems	How do illustrations help	not stated?	Suffixes: -ly, -ful	Organizing	command and telling
Reread &	Rhythm/beat of words and	the reader make inferences?	Use of Bold Print	Syllables: -tion, -ture	Clear Topic &	sentences; difference
Self-Correct	syllables, phasing, repetition	How do illustrations help	Captions, headings	Plural: -s and -es	Beginning	between exclamatory
Meaning:	Visualizing: see in their	the reader predict if	Text Organization: Special		Related Ideas	and telling sentences
Does it make sense?	minds what the poem's	selection is fantasy/make	structures author used, e.g.,	Long Vowel a: ai and ay	grouped	Capitalization
Structure:	words are describing	believe or realistic	asking a question on one page	Long Vowel e: ea, ee, e	Ideas sequenced	Beginning of Sentence
Does it sound right?	-		an answering it on the next;	<u>Ow or ou sound of</u>	using signal words:	Proper Nouns
Visual:	Author's Craft: how creates	Make Connections: Text-	way uses pictures and text, use	<u>cow</u>	e.g., first, next, last,	Pronoun "/"
Does it look right?	humor; how creates	Self, Text-Text (focus on	of captions; steps in directions	Two sounds for c /k/ /s/	then, before, finally)	
Fluency	images/meaning through	characters and setting	Make Connections: Text-Self,	Word ending double		Uses and edits for forms of
Automatically reads	sensory details and use of	connections/similarities)	Text-Text (focus on author's	consonants: II, ff, ss, dd,	Revising to	end punctuation (.?!)
Familiar High	similes; how creates	Make Predictions based on	purpose and use of facts in fiction	gg, ss	Elaborate	
Frequency Words	emphasis	story and own knowledge	and nonfiction)	Dictionary Skills:	Add Interesting &	Paragraph
Uses Punctuation	Story Vocabulary: Character,	and use story to confirm or	Ask and Answer: Ask Who,	Alphabetizing using	specific details	Concept of Paragraph:
and Specialized Print	Setting, Problem, Events	revise; predict what might	What, Where, When, Why,	second letter; entry	Develop by telling	Tells about 1 idea/topic
	Realism vs. Fantasy	have happen if	How questions to answer while	words, guide words;	enough	Indented first line
Reads with Expression:	Characteristics of each	Set a Purpose for Reading	or after reading	beginning (A-K) middle	Use descriptive,	Topic sentence and
phrasing, emphasis,	Distinguish Realism from	Ask and Answer Questions	Identify information for KWL	(L-S), end (T-Z)	sensory words and	details about topic
and tone of voice	Fantasy	Who, What, Where, When,			details	Complete sentences
		c,,c.c,c.l)				

	Stam. Structures Desiration	Why, How	chart	Spelling	Use specific, exact	Correct run-on sentences
	<b>Story Structure</b> : Beginning (place, time, introduce	Comprehension Strategies	Identify where to find answers to	Grade-Level Targets	nouns	Friendly Letter
	characters), Middle (events +	Summarize: Think about the	questions/locate information	Consonant cluster	Vary kinds of	-
	learning about characters),	main idea or important parts	-	word beginnings or	sentences	Parts: Date, Greeting,
	End (story comes to close)	of the story. Tell important	Use resources to answer	endings: blends,	Author's Voice	Body, Closing, and Name
		things in own words.	questions	digraphs, doubles,		Audience: thinking
	Sequencing Events: List	0	Evaluate: How do I feel about	complex consonants	Writer's Voice adds	about interests and
	things character did in	<u>Monitor/Clarify</u> : Does this make sense? Should I re-read,	what I've read? Do I agree or	like <i>ck, ch,</i>	interest	asking questions
	order; use sequencing	read ahead, or should I use	disagree with it? Am I learning what		Natural Sounding	
	words, e.g., first, then, next	the illustrations to	I wanted to know? How good a job	Long Vowel a: ai and	Sentences	
	Character Analysis based	understand?	has the author done?	ay	Edit	Handwriting
	on: how a character looks,	Predict: Make, confirm, and	Author's Craft: use of	Long Vowel e: ea, ee,	Proofread to correct	Letter Formation
	what the character says,	revise predictions as read	onomatopoeia, simile, and	e	Capitalization	Word Spacing
	does, thinks, and what is	Evaluate: How do I feel about	techniques to show emphasis	Vowel Pairs: ow and	Punctuation	Sentence Spacing
	said about the character	what I've read? Do I agree or	Comprehension Skills	ou sound in <i>cow</i>	Plural noun forms: -	Indentation
	Author's Purpose: explain	disagree with it? Am I learning	Reread to Clarify Understanding	Common Sight & High	s/-es, irregular	Word Processing
	why author included specific	what I wanted to know? How	Identify Topic, Main Idea, and	Frequency Words	Spelling: Common	Implement Word
	character behaviors; make an	good a job has the author done?	Supporting Details	Student	words and familiar	Processing Skills Scope
	inference about the character	More Comprehension Skills	Make inferences	Developmental Level	high frequency	and Sequence.
	Explain why the author	Fact and Opinion	Make Generalizations or Draw	Based on <u>Words Their</u>	words & patterns	
	included specific details	Categorize and Classify	Conclusions about the author's	Way and Word	Sentences:	
	Author's Viewpoint: draw	information	1) word choice, 2)	Journeys	Complete, not run-	
	a conclusion regarding	Making and supporting	viewpoint/opinion		on	
	how the author feels	judgments	Fact and Opinion	Vocabulary	Uses Classroom	
	about a topic.	Problem solving	Compare and contrast	Rhyming Words	Resources to check	
	Comprehension Skills	Reread to Clarify	information across different	Synonyms	spelling: word wall,	
	Reread to Clarify Understanding	-	texts	Multiple Meaning	dictionary, classroom	
		•	Categorize, Classify, Cluster	<u>Words</u>	anchor charts	
	Make inferences using story	Compare/contrast, including	information to organize and take	<u>Onomatopoeia</u>		
	details to support	how character are similar or	notes	words/sound words		
	Identifying Cause and Effect:	different in two or more	Summarize	e.g., hiss, sizzle, tick		
	Explaining why/cause of an	selections	Using Graphic Organizers <u>K-W-L Chart</u> nonfiction topic	tock, ding dong, etc.,		
	event	Graphic Organizers	<u>T-chart:</u> Facts and Opinions	Review Compound		
	Note details in words and	2or 4 Column Chart:		Words		
	pictures	categorize/classify	Web or Cluster: categories of a	Build knowledge of		
	Draw conclusions/using story	information	topic, details to elaborate	words to describe		
	words and illustrations to	3-column Comparison/	categories	characters		
	support	Contrast Chart:: (Col. 1 point	<u>2- 4 Column Chart:</u>	Extend knowledge of		
	Compare/contrast the	to consider, Col. 2 selection	categorize/classify information	specific, exact nouns		
	content and/or structure of	1, Col. 3 selection 2	3-column Comparison/ Contrast	Begin to use context		
	2 poems; a poem and a	Flow Chart: sequencing	Chart:: (Col. 1 point to consider,	to understand the		
	story, 2 stories, a fiction and	events or actions taken to	Col. 2 selection 1, Col. 3	meaning of unfamiliar		
Fiction Character	nonfiction selection	solve a problem (signal	selection 2	words		
Graphic Organizer	Graphic Organizers	words: first, next, last,	Compare/Contrast fiction and	Content Vocabulary		
<u>2-column T-Chart</u> :	Flow Chart: ordering	then, before, finally)	nonfiction selections on same	Specific verbs and		
What character is	sequence of events using		topic	nouns		
like and Story	signal words: first, next,		Flow Chart: ordering steps in a	noung		
Evidence	last, then, before, finally		process (signal words)			

## Third 9-Weeks: At a Glance Benchmark Pacing of English Standards

Phonemic Principles	Comprehension	Comprehension	Vocabulary	Word Knowledge	Writing Genre Target:	2 Paragraph Forms
(2.4) a, b, c, d, e	Fiction	Non-Fiction	(2.9) a, c, e, f	(2.5) b, c	1) information and 2)	explanation/how to
Phonics Strategies	(2.8)	(2.9) a, c, e, f	(2.10) a, b, c	(2.7) b	Composition	Usage & Mechanics
(2.5) a, b, c	a, b, c, e, f, g, h, i	(2.10) a, b, c	Grammar (2.13) j		Written Expression	(2.11)
(2.6) a, b, c, d	Genre Targets	Genre Targets	Dictionary	Word Analysis	(2.12) a, b, c	(2.13) a, b, c, d, e, h
Fluency (2.8) j (2.9) h	Fantasy vs. Realism	Article and Directions	ABC Order	Segment Words by	(2.13) d	
Phonemic Awareness	Make Connections: Text-Self,	(Recipe and/or Craft)	Guide Words	Syllables	Follow Established	Capitalization
Securely Counts,	Text-Text, Text-World	Understand the Genres:	Definitions	Verb Endings: -ed, -ing	Workshop Routine	Beginning of Sentence
Blends, Segments,	Make, Confirm, and Modify/	Purpose & Organization	Use Dictionary to	(double final	Paragraph Format	Proper Nouns
Adds and Deletes	Revise Predictions	Apply Background	Check Spelling	consonant/ drop final e	Topic Sentence	Pronoun I
Phonemes in One-	Clarify Meaning by Rereading	Knowledge of Genre and	Multiple Meaning	Irregular Past Tense:	Developing Sentences	
syllable Words		Торіс	Word Use context and	is/are; was/were	Closing Sentence	Punctuation
Orally Blends and	Characterization: Based on What Does - Explain Why	Clarify Meaning by	Dictionary to	Review: Plural Noun	Prewriting	Period & Question Mark
Segments syllables in	Character Acts as s/he Does;	Rereading	Determine Correct Meaning	Endings: -s, -es, ies	Read and Hear Peer &	Exclamation Mark
multisyllabic words	Infer Character's Feelings	Make Connections:	Homographs	-le Ending in Two-	Professional Writing	
Read & Self-	Ask and Answer Questions:	Text-Self, Text-Text		Syllable Words &	Brainstorm & List	Apostrophes in Contractions
Correct	Who, What, Where, When,	Use Text Features: Title.	<b>Glossary</b> ABC Order	<u>Adding -ed</u> to Words	Talk with peer; Free-write	
Meaning: Does it	Why, How	Headings, Visuals,	Location of Glossary	Ending in -le	Create Graphic Organizer	Sentences
make sense?	Make Inferences	Captions, Charts, Index,		<u>Prefix</u> : un-	Note-taking & Paragraphing	
Structure: Does it	Draw Conclusions	Table of Contents	Signal Words	Two-syllable Words	Organizing	Past and Present Verb
sound right?		Use Graphic Organizer	Sequence Comparison/ Contrast	Ending in -er	Clear Topic	Tense Combining contours to
Visual: Does it look	Understand when a Character is Telling the Story /Use of <u>I</u>	to Summarize	Cause/Effect	Contractions	Topic Sentence/ Main Idea	Combining sentences to have a compound verb
right?		Ask and Answer Who,	-	Use of <u>a</u> , <u>an</u> , and <u>the</u>	Keeping on Topic	-
Understand meaning	Plot: Problem/Solution,	What, Where, When,	Homophones	Spelling	Grouping Related Ideas	Spelling
of apostrophes in	Actions, Cause/Effect	Why, How Questions	Review common homophones such as	Grade-Level Targets	Sequencing Ideas Connecting Words	Regular Singular and Plural Nouns -s, -es and
contractions	Summarize; Sequence Events;	Locate Information	sighed/side; four/for	Final Long e sound: y	•	Familiar Irregular Nouns
Decode	Beginning/Middle/End	Categorize Information	week/weak;	as in puppy	Elaborating	_
Regular Multi-syllable	Compare/Contrast Characters,	Make Inferences	hair/hare; tale/tail;	Long i sound: igh, ei, y	Interesting & Specific Details Connect to Topic	Past Tense Verbs -ed
Words	Stories, Illustrations, Main Ideas	Draw Conclusions	see/sea; no/ know	Silent Consonants: gh,		High Frequency Words
Long Vowel Patterns	Critical Thinking: Evaluate,	Sequence Events	hear/here; threw/	k(n), b	Specific Information	Second Grade Spelling Patterns
Fluency	Make Judgment, Infer Lesson		through; wood/would	Vowel Pairs: oo, ew,	within Paragraphs	Handwriting
Automatically Reads	Learned or Story Outcome;	Understand Cause and Effect	Vocabulary	ue, ou	Words to Help the Reader	Letter Formation
Familiar High	Agree/Disagree with Character		Author's Craft	Student	Imagine: Descriptive	Word Spacing
Frequency Words	or Author's Viewpoint	Compare characters in fiction and nonfiction	Alliteration	Developmental Level	Vocabulary Revision for Clarity	Sentence Spacing
Uses Punctuation	Locate Information and Justify	texts	Onomatopoeia	Based on <u>Words Their</u>		Indentation
and Specialized Print	Thinking Using Text	Make Generalizations	Personification	Way and Word	Author's Voice Specific Vocabulary:	Beginning to Transition
to Guide Reading	Use Illustrations & Specialized	Give and Justify Opinion	Repetition	<u>Journeys</u>	Exact Nouns	to Cursive
Reads with	Print to Make Meaning	Critical Thinking: Make	Grammar	Quotation Marks	Sentence Variety: Long	Word Processing
Expression: phrasing,	Use Graphic Organizers to	Judgment, Evaluate,	past tense verbs	Show Exactly what	and Short Sentences	Implement Word
emphasis, and tone	Record Thinking	Agree/ Disagree with	<ul> <li>-ly words that tell how</li> <li>-er/-est to compare</li> </ul>	Characters Says	Natural Sounding	Processing Skills Scope
of voice		Author's Viewpoint			Sentences	and Sequence.

## Fourth 9-Weeks: At a Glance Benchmark Pacing of English Standards

Phonemic Principles	Comprehension	Comprehension	Vocabulary	Word Knowledge	Writing Genre Target:	2 Paragraph Forms
(2.4) a, b, c, d, e	•			(2.5) b, c		· ·
	Fiction	Non-Fiction	(2.9) a, c, e, f (2.10) a, b, c	(2.3) b, c (2.7) b		explanation/how to
Phonics Strategies	(2.8)	(2.9) a, c, e, f		(2.7) 0	Composition	Usage & Mechanics
(2.5) a, b, c	a, b, c, e, f, g, h, i	(2.10) a, b, c	Grammar (2.13) j		Written Expression	(2.11)
(2.6) a, b, c, d	Genre Targets	Genre Targets	Dictionary	Word Analysis	(2.12) a, b, c	(2.13) a, b, c, d, e, h
Fluency (2.8) j (2.9) h	Fantasy vs. Realism	Article and Directions	ABC Order	Segment Words by	(2.13) d	
Phonemic Awareness	Make Connections: Text-Self,	(Recipe and/or Craft)	Guide Words	Syllables	Follow Established	Capitalization
Securely Counts,	Text-Text, Text-World	Understand the Genres:	Definitions Use Dictionary to	Verb Endings: -ed, -ing	Workshop Routine	Beginning of Sentence
Blends, Segments,	Make, Confirm, and Modify/	Purpose & Organization	Check Spelling	(double final consonant/	Paragraph Format	Proper Nouns
Adds and Deletes	Revise Predictions	Apply Background		drop final <i>e</i>	Topic Sentence	Pronoun I
Phonemes in One-	Clarify Meaning by Rereading	Knowledge of Genre and	Multiple Meaning	Irregular Past Tense:	Developing Sentences	
syllable Words		Торіс	Word Use context and	is/are; was/were	Closing Sentence	Punctuation
Orally Blends and	Characterization: Based on What Does - Explain Why	Clarify Meaning by	Dictionary to	Review: Plural Noun	Prewriting	Period & Question Mark
Segments syllables in	Character Acts as s/he Does;	Rereading	Determine Correct	Endings: -s, -es, ies	Read and Hear Peer &	Exclamation Mark
multisyllabic words	Infer Character's Feelings	Make Connections:	Meaning Homographs	-le Ending in Two-	Professional Writing	Apostrophes in
Read & Self-	-	Text-Self, Text-Text		Syllable Words &	Brainstorm & List	Contractions
Correct	Ask and Answer Questions: Who, What, Where, When,	Use Text Features: Title,	Glossary	Adding -ed to Words	Talk with peer; Free-write	Sentences
Meaning: Does it	Who, What, Where, When, Why, How	Headings, Visuals,	ABC Order	Ending in -le	Create Graphic Organizer	Complete Sentences
make sense?	•	Captions, Charts, Index,	Location of Glossary	Prefix: un-	Note-taking & Paragraphing	Past and Present Verb
Structure: Does it	Make Inferences	Table of Contents	Signal Words		Organizing	Tense
sound right?	Draw Conclusions	Use Graphic Organizer to	Sequence	Two-syllable Words	Clear Topic	Combining sentences to
Visual: Does it look	Understand when a Character	Summarize	companison/ contrast	Ending in -er	Topic Sentence/ Main Idea	have a compound verb
right?	is Telling the Story /Use of <u>I</u>		Cause/Effect	<u>Contractions</u>	Keeping on Topic	Spelling
Understand meaning	Plot: Problem/Solution,	Ask and Answer Who,	Homophones	Use of <u>a</u> , <u>an</u> , and <u>the</u>	Grouping Related Ideas	Regular Singular and
of apostrophes in	Actions, Cause/Effect	What, Where, When, Why, How Questions	Review common	Spelling	Sequencing Ideas	Plural Nouns -s, -es and
contractions	Summarize; Sequence Events;		homophones such as	Grade-Level Targets	Connecting Words	Familiar Irregular Nouns
Decode	Beginning/Middle/End	Locate Information	sighed/side; four/for	Final Long e sound: y	Elaborating	Past Tense Verbs -ed
Regular Multi-syllable	Compare/Contrast Characters,	Categorize Information	week/weak; hair/hare;	as in puppy <u>Long i sound</u> : igh, ei, y	Interesting & Specific	High Frequency Words
Words	Stories, Illustrations, Main Ideas	Make Inferences	tale/tail; see/sea; no/		Details Connect to Topic	Second Grade Spelling
Long Vowel Patterns		Draw Conclusions	know hear/here;	Silent Consonants: gh,	Specific Information within	
_	Critical Thinking: Evaluate,	Sequence Events	threw/through;	k(n), b	Paragraphs	Handwriting
Fluency	Make Judgment, Infer Lesson Learned or Story Outcome;	Understand Cause and	wood/would	Vowel Pairs: oo, ew,	Words to Help the Reader	Letter Formation
Automatically Reads	Agree/Disagree with Character	Effect	Vocabulary	ue, ou	Imagine: Descriptive	Word Spacing
Familiar High	or Author's Viewpoint	Compare characters in	Author's Craft	Student Developmental Level	Vocabulary	Sentence Spacing
Frequency Words		fiction and nonfiction	Alliteration	Developmental Level Based on Words Their	Revision for Clarity	Indentation
Uses Punctuation and	Locate Information and Justify	texts	Onomatopoeia Dereopification		Author's Voice	Beginning to Transition
Specialized Print to	Thinking Using Text	Make Generalizations	Personification Repetition	<u>Way</u> and <u>Word</u> Journeys	Specific Vocabulary:	to Cursive
Guide Reading	Use Illustrations & Specialized	Give and Justify Opinion	Repetition	-	Exact Nouns	
Reads with	Print to Make Meaning		Grammar	Quotation Marks	Sentence Variety: Long	Word Processing
Expression: phrasing,	Use Graphic Organizers to	Critical Thinking: Make Judgment, Evaluate,	past tense verbs	Show Exactly what	and Short Sentences	Implement Word
emphasis, and tone	Record Thinking	Agree/ Disagree with	-ly words that tell how	Characters Says	Natural Sounding	Processing Skills Scope
of voice		Author's Viewpoint	-er/-est to compare		Sentences	and Sequence.
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