

Warren County Pacing



ELA 2nd Grade

NC Standards	Vocabulary	Key Skills	Timeframe
<p>Resources: HMH Module1: Be a Super Citizen, NCDPI, FCRR</p> <p>RF.2.4.a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>RF.2.4.c Decode regularly spelled two-syllable words with long vowels</p> <p>RF.2.4.e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>RF.2.4.f Recognize and read grade-appropriate irregularly spelled words.</p> <p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.6 Identify the author's main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>L.2.1.m Accurately choose which to use – adjective or adverb. (adjective)</p> <p>L.2.1.s Produce, expand, and rearrange simple and compound sentences</p> <p>L.2.2.e Use correct capitalization.</p> <p>L.2.2.n Use conventional spelling for high frequency and other studied words and for adding suffixes to base words.</p> <p>L.2.2.o Use spelling patterns and generalizations (such as word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) when writing words.</p> <p>L.2.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.</p> <p>L.2.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe</p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal transition words to signal event order, and provide a sense of closure</p> <p>W.2.3.a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p> <p>W.2.3.b With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing</p> <p>W.2.6 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>DPI Resources</p> <p>RF2.4 https://drive.google.com/file/d/1LYdSs33uO2XAocIN77Ifjc66is1ejlqV/view?usp=sharing</p> <p>RL2.1 https://drive.google.com/file/d/1nsvFB56JpFR847_tMpYo9gZU67VNFupU/view?usp=sharing</p> <p>L2.4</p>	<p>text, characters, settings, events, illustrations, key details, clarification, clarify, draw, dictate, question, story element, main topic, author's purpose, sequence</p>	<ul style="list-style-type: none"> • Central Idea • Setting • Author's Purpose • Characters • Ask and Answer Questions • Monitor and Clarify • Summarize • Create Mental Images 	<p>4 weeks 8/17-9/11/2020</p>

<p>https://drive.google.com/file/d/1zzVSfAlZiydBlzyVPVn1AgA2WtZbGp1M/view?usp=sharing W2.3 https://drive.google.com/file/d/1VCgo3M85WscTef28QtwXSwtB_CBRzIEJ/view?usp=sharing</p> <p>Remote Learning Resources (DPI) https://sites.google.com/dpi.nc.gov/nck-3fap/home/pk-3/remote-learning/grade-2-remote-learning?authuser=0</p> <p>Question Stems (DPI) https://drive.google.com/file/d/1QvgII2ITQCgEI6Jw8hMGq8ZjIGHviOJH/view</p> <p>Sentence Frames (DPI) https://drive.google.com/file/d/1yKTXUWH90CMkWMdIF-4yfPc6fvEwq08L/view</p> <p>FCRR (Florida Center for Reading Research)</p> <p>Letter- Sound Match Activity https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_letter_sound_correspondence/23_p001_letter_sound_match.pdf</p> <p>Compare-a-Character Activity https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_narrative_text_structure/23_c002_compare_a_character.pdf</p> <p>Keys to the Main Idea Activity https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_expository_text_structure/23_c013_keys_to_the_main_idea.pdf</p> <p>Word Wise Activity https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_word_meaning/23_v015_word_wise.pdf</p>			
<p>Resources: HMH Module 2:Look Around and Explore!, NCDPI, FCRR</p> <ul style="list-style-type: none"> • RF.2.4.a Distinguish long and short vowels when reading regularly spelled one-syllable words. • RF.2.4.c Decode regularly spelled two-syllable words with long vowels. 	<p>phrases, key details, characters, setting, plot,</p>	<ul style="list-style-type: none"> • Make Inferences • Make Connections • Create Mental Images 	<p>4 weeks 9/14-10/9/2020</p>

<ul style="list-style-type: none"> • RF.2.4.d Decode words with common prefixes and suffixes. • RF.2.4.e Identify words with inconsistent but common spelling-sound correspondences. • RF.2.4.f Recognize and read grade-appropriate irregularly spelled words. • RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. • RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. • RI.2.6 Identify the author's main purpose of a text, including what the author wants to answer, explain, or describe. • RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song. • RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. • L.2.1.b Explain the function of nouns. • L.2.1d Form and use frequently occurring regular and irregular plural nouns. • L.2.2.n Use conventional spelling for high frequency and other studied words and for adding suffixes to base words. • L.2.2.o Use spelling patterns and generalizations (such as word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) when writing words. • L.2.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials. • L.2.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. • W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. • W.2.2.a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. • W.2.2.b With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <p>DPI Resources RI2.1 https://drive.google.com/file/d/1DQIAtkuLPQyVmTRiPGhtwXQ0TjzZC_yb/view?usp=sharing L2.6</p>	author, information, text, clarification, context clues, pronounce, blend, segment, syllables, clarify, adjectives, adverbs	<ul style="list-style-type: none"> • Ask and Answer Question • Author's Purpose • Central Idea • Content-Area Words • Setting • Connect Text and Visuals • Elements of Poetry • Elements of Drama 	
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<p>https://drive.google.com/file/d/1zJjDWpwL14-aqgEpSbkleOVVE09IbqWe/view?usp=sharing RL2.1 https://drive.google.com/file/d/1nsvFB56JpFR847_tMpYo9gZU67VNFupU/view?usp=sharing</p> <p>Remote Learning Resources (DPI) https://sites.google.com/dpi.nc.gov/nck-3fap/home/pk-3/remote-learning/grade-2-remote-learning?authuser=0</p> <p>Question Stems (DPI) https://drive.google.com/file/d/1QvgII2ITQCgEI6Jw8hMGq8zjIGHviOJH/view</p> <p>Sentence Frames (DPI) https://drive.google.com/file/d/1ykTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view</p> <p>FCRR Syllable Scoops https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_syllable_patterns/23_p30_syllable_scoops.pdf</p> <p>Main Idea Highlights https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_expository_text_structure/23_c015_main_idea_highlights.pdf</p> <p>Meaning Maker https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_words_in_context/23_v035_meaning_maker.pdf</p>			
<p>Resources: HMH Module 3: Meet in the Middle, NCDPI, FCRR</p> <ul style="list-style-type: none"> • RF.2.4.a Distinguish long and short vowels when reading regularly spelled one-syllable words. • RF.2.4.c Decode regularly spelled two-syllable words with long vowels. 	<p>key details, recount, fables, folktale, point of view, main topic,</p>	<ul style="list-style-type: none"> • Monitor and Clarify • Make and Confirm Predictions 	<p>4 Weeks 10/10-11/6/2020</p>

<ul style="list-style-type: none"> • RF.2.4.d Decode words with common prefixes and suffixes • RF.2.4.e Identify words with inconsistent but common spelling-sound correspondences. • RF.2.4.f Recognize and read grade-appropriate irregularly spelled words. • RF.2.5.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. • RL.2.6 Distinguish differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. • RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. • RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. • L.2.1.b Explain the function of nouns. • L.2.1.d Form and use frequently occurring regular and irregular plural nouns. • L.2.1.e Explain the function of verbs. • L.2.1.g Form and use regular and irregular verbs. • L.2.1.h Form and use simple verb tenses. • L.2.1.n Explain the function of conjunctions. • L.2.1.o Use coordinating and subordinating conjunctions. • L.2.1.s Produce, expand, and rearrange simple and compound sentences • L.2.2.e Use correct capitalization. • L.2.2.n Use conventional spelling for high frequency and other studied words and for adding suffixes to base words. • L.2.2.o Use spelling patterns and generalizations (such as word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) when writing words. • L.2.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials. • L.2.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. • W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. • W.2.1.a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. • W.2.1.b With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 	<p>characters, compounds, word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, prefixes and suffixes</p>	<ul style="list-style-type: none"> • Synthesize • Retell • Persuasive Writing • Central Idea • Point of View • Theme • Text Organization 	
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<p>DPI Resources RF2.4 https://drive.google.com/file/d/1LYdSs33uO2XAOcIN77Ifjc66is1ejlqV/view?usp=sharing RI2.3 https://drive.google.com/file/d/16QHBZi0tSRIX4nNcsxgb0Hg1DivM14eA/view?usp=sharing L2.1 https://drive.google.com/file/d/1Q90wKBqvNiYOaaMU-c0myvJqRu-Nkh_N/view?usp=sharing</p> <p>Remote Learning Resources (DPI) https://sites.google.com/dpi.nc.gov/nck-3fap/home/pk-3/remote-learning?authuser=0 https://sites.google.com/dpi.nc.gov/nck-3fap/home/pk-3/remote-learning/digital-remote-learning?authuser=0</p> <p>Question Stems (DPI) https://drive.google.com/file/d/1Qvgll2ITQCgEI6Jw8hMGq8zjIGHviOJH/view Sentence Frames (DPI) https://drive.google.com/file/d/1ykTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view</p> <p>FCRR</p> <p>Ask and Answer https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_monitoring_for_understanding/23_c029_ask_and_answer.pdf</p> <p>Compare a Character https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_narrative_text_structure/23_c002_compare_a_character.pdf</p> <p>What's My Word https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_phone_me_blending/23_pa013_whats_my_word.pdf</p>			
<p>Resources: HMH Module 4: Once Upon a Time, NCDPI, FCRR</p> <p>• RF.2.4.a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<p>Compare Contrast Key Details Context Clue</p>	<ul style="list-style-type: none"> • Make Inferences • Create Mental Images • Make and Confirm 	<p>4 Weeks 11/9-12/4/2020</p>

<ul style="list-style-type: none"> • RF.2.4.b Know spelling-sound correspondences for additional common vowel teams • RF.2.4.c Decode regularly spelled two-syllable words with long vowels. • RF.2.4.d Decode words with common prefixes and suffixes. • RF.2.4.e Identify words with inconsistent but common spelling-sound correspondences. • RF.2.4.f Recognize and read grade-appropriate irregularly spelled words. • RF.2.5.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <ul style="list-style-type: none"> • RL.2.3 Describe how characters in a story respond to major events and challenges. • RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song • RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action. • RL.2.6 Distinguish differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. • RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <p>RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.</p> <ul style="list-style-type: none"> • RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. • RI.2.5 Know and use various text features to locate key facts or information in a text efficiently <ul style="list-style-type: none"> • L.2.1.e Explain the function of verbs. • L.2.1.g Form and use regular and irregular verbs. • L.2.1.h Form and use simple verb tenses • L.2.1.i Form and use the perfect verb tenses • L.2.1.m Accurately choose which to use – adjective or adverb. (adjective) • L.2.1.s Produce, expand, and rearrange simple and compound sentences. • L.2.2.n Use conventional spelling for high frequency and other studied words and for adding suffixes to base words. • L.2.2.o Use spelling patterns and generalizations (such as word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) when writing words. <p>L.2.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.</p> <ul style="list-style-type: none"> • L.2.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. • W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, 	<p>Text Feature Verb Tense Characters Setting Plot Transition Word</p>	<p>Predictions</p> <ul style="list-style-type: none"> • Make Connections • Text Organization • Story Structure • Elements of Drama • Figurative Language • Author's Purpose • Cause and Effect 	
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<p>use temporal transition words to signal event order, and provide a sense of closure.</p> <ul style="list-style-type: none"> • W.2.3.a With guidance and support from adults, , organize information and ideas around a topic to plan and prepare to write. • W.2.3.b With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <p>DPI Resources</p> <p>L2.1 https://drive.google.com/file/d/144AfljSbiBvDrjz4tk3-Z7QBXt00Xr8f/view?usp=sharing</p> <p>RF2.5 https://drive.google.com/file/d/1Qtj-xlsJrxmjo9055ulsTbYzMJu5s6Fc/view?usp=sharing</p> <p>RL2.9 https://drive.google.com/file/d/1CmJloreghbbqekkUXuWTzUsmWsWdpSroy/view?usp=sharing</p> <p>Remote Learning Resources (DPI) https://sites.google.com/dpi.nc.gov/nck-3fap/home/pk-3/remote-learning?authuser=0 https://sites.google.com/dpi.nc.gov/nck-3fap/home/pk-3/remote-learning/digital-remote-learning?authuser=0</p> <p>40 Ways to Read Like a Detective (DPI) https://ncdpi.instructure.com/courses/914/pages/40-ways-to-read-like-a-detective-cards</p> <p>Question Stems (DPI) https://drive.google.com/file/d/1Qvgll2ITQCgEI6Jw8hMGq8zjlGHviOJH/view</p> <p>Sentence Frames (DPI) https://drive.google.com/file/d/1ykTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view</p> <p>FCRR</p> <p>Oh My Word! https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_word_meaning/23_v016_oh_my_word.pdf</p> <p>Story Line Up https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_narrative_text_structure/23_c003_story_line_up.pdf</p>			
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<p>Ask and Answer https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_narrative_text_structure/23_c003_story_line_up.pdf</p>			
<p>Resources: HMH Module 5: Lead the Way, NCDPI, FCRR</p> <ul style="list-style-type: none"> • RF.2.4.a Distinguish long and short vowels when reading regularly spelled one-syllable words. • RF.2.4.b Know spelling-sound correspondences for additional common vowel teams • RF.2.4.c Decode regularly spelled two-syllable words with long vowels. • RF.2.4.d Decode words with common prefixes and suffixes. • RF.2.4.e Identify words with inconsistent but common spelling-sound correspondences. • RF.2.4.f Recognize and read grade-appropriate irregularly spelled words. • RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • RL.2.3 Describe how characters in a story respond to major events and challenges. • RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song • RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. • RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. • RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. • RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. • RI.2.5 Know and use various text features to locate key facts or information in a text efficiently • RI.2.6 Identify the author's main purpose of a text, including what the author wants to answer, explain, or describe. • RI.2.8 Identify the reasons an author gives to support ideas in a text. • L.2.1b Explain the function of nouns. • L.2.1.s Produce, expand, and rearrange simple and compound sentences. • L.2.2.a Capitalize holidays. • L.2.2.d Capitalize appropriate words in titles. • L.2.2.e Use correct capitalization. • L.2.2.k Use commas in dialogue. • L.2.2.m Use quotation marks in dialogue. • L.2.2.n Use conventional spelling for high frequency and other studied words and for adding suffixes to base words. 	<p>Event Characters Setting Plot Poem Main Topic Dialogue Informative</p>	<ul style="list-style-type: none"> • Topic words • Make predictions • Story elements • Rhyme • Blend phonemes • Multiple-meaning words • Make inferences • Describe characters 	<p>4 Weeks 12/7/2020-1/15/2021</p>

<ul style="list-style-type: none"> • L.2.2.o Use spelling patterns and generalizations (such as word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) when writing words. L.2.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials. • L.2.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. • W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. • W.2.2.a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. • W.2.2.b With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing <p>DPI Resources</p> <p>L2.2 https://drive.google.com/file/d/1K2UxyCJNluPersfBY-CqsC9VfFnKE86u/view?usp=sharing</p> <p>RF2.5 https://drive.google.com/file/d/1Qtj-xlsJrxmjo9055ulsTbYzMJu5s6Fc/view?usp=sharing</p> <p>RI2.5 https://drive.google.com/file/d/1uEpewB6iC_TW9RiDEYwQymweCVnKkcE8/view?usp=sharing</p> <p>Remote Learning Resources (DPI) https://sites.google.com/dpi.nc.gov/nck-3fap/home/pk-3/remote-learning?authuser=0 https://sites.google.com/dpi.nc.gov/nck-3fap/home/pk-3/remote-learning/digital-remote-learning?authuser=0</p> <p>40 Ways to Read Like a Detective (DPI) https://ncdpi.instructure.com/courses/914/pages/40-ways-to-read-like-a-detective-cards</p> <p>Question Stems (DPI) https://drive.google.com/file/d/1Qvgll2ITQCgEI6Jw8hMGq8zjIGHviOJH/view</p> <p>Sentence Frames (DPI) https://drive.google.com/file/d/1ykTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view</p> <p>FCRR</p>			
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<p>Word Family Zoom https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_fluency_words/23_f008_word_family_zoom.pdf</p> <p>Affix Hunt https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_morpheme_structures/23_p041_affix_hunt.pdf</p> <p>Bag of Sounds https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_phone_me_isolating/23_pa009_bag_of_sounds.pdf</p>			
<p>HMH Module 6: Weather Wise!, NCDPI, FCRR</p> <ul style="list-style-type: none"> • RF.2.4.a Distinguish long and short vowels when reading regularly spelled one-syllable words. • RF.2.4.c Decode regularly spelled two-syllable words with long vowels. • RF.2.4.d Decode words with common prefixes and suffixes. • RF.2.4.e Identify words with inconsistent but common spelling-sound correspondences. • RF.2.4.f Recognize and read grade-appropriate irregularly spelled words. • RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.. • RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song • RL.2.6 Distinguish differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. • RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text • RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. • RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. • RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 	<p>Characters Key details Event Rhythm Dialogue Text Feature Author's Purpose Voice Fact Point of View</p>	<ul style="list-style-type: none"> • Text Features • Point of View • Text Organization • Content-Area Words • Elements of Poetry • Cause and Effect • Make Inferences • Make Connections • Evaluate • Ask and Answer Questions 	<p>4 Weeks 1/19-2/12/2021</p>

<ul style="list-style-type: none"> • RI.2.5 Know and use various text features to locate key facts or information in a text efficiently • RI.2.6 Identify the author's main purpose of a text, including what the author wants to answer, explain, or describe. • L.2.1.a Ensure subject/verb agreement. • L.2.1.f Form and use past tense of frequently occurring irregular verbs. • L.2.1.s Produce, expand, and rearrange simple and compound sentences. • L.2.1.u Explain the function of pronouns. • L.2.1.v Continue to use personal, possessive, and indefinite pronouns. • L.2.1.w Use reflexive pronouns. • L.2.2.d Capitalize appropriate words in titles. • L.2.2.e Use correct capitalization. • L.2.2.n Use conventional spelling for high frequency and other studied words and for adding suffixes to base words. • L.2.2.o Use spelling patterns and generalizations (such as word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) when writing words. • L.2.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials. • L.2.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. • W.2.3.b With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. • W.2.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers • W.2.6 Recall information from experiences or gather information from provided sources to answer a question <p>DPI</p> <p>L2.1 https://drive.google.com/file/d/1KAQnSP_fcy3MyXLaj2HUkoXSB4evBlwC/view?usp=sharing</p> <p>RI.2.3 https://drive.google.com/file/d/16QHBZi0tSRiX4nNcsxgb0Hg1DivM14eA/view?usp=sharing</p> <p>RL2.1 https://drive.google.com/file/d/1nsvFB56JpFR847_tMpYo9gZU67VNFupU/view?usp=sharing</p> <p>Remote Learning Resources (DPI) https://sites.google.com/dpi.nc.gov/nck-3fap/home/pk-3/remote-learning?authuser=0 https://sites.google.com/dpi.nc.gov/nck-3fap/home/pk-3/remote-learning/digital-remote-learning?authuser=0</p>			
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<p>40 Ways to Read Like a Detective (DPI) https://ncdipi.instructure.com/courses/914/pages/40-ways-to-read-like-a-detective-cards</p> <p>Question Stems (DPI) https://drive.google.com/file/d/1Qvgll2ITQCgEI6Jw8hMGq8zjIGHviOJH/view</p> <p>Sentence Frames (DPI) https://drive.google.com/file/d/1ykTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view</p> <p>FCRR</p> <p>Inside Information https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_word_meaning/23_v018_inside_information.pdf</p> <p>Word Why https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_words_in_context/23_v036_word_why.pdf</p> <p>Main Idea Highlights https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_expository_text_structure/23_c015_main_idea_highlights.pdf</p>			
<p>HMH Module 7: Everyone Has a Story!, NCDPI, FCRR</p> <ul style="list-style-type: none"> • RF.2.2 Print all upper- and lowercase letters legibly and proportionally • RF.2.4.b Know spelling-sound correspondences for additional common vowel teams • RF.2.4.d Decode words with common prefixes and suffixes. • RF.2.4.e Identify words with inconsistent but common spelling-sound correspondences. • RF.2.4.f Recognize and read grade-appropriate irregularly spelled words. • RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • RL.2.3 Describe how characters in a story respond to major events and challenges. • RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song • RL.2.7 Use information gained from the illustrations and words in a print or digital text to 	<p>Questions Setting Character Events Poetry Rhythm Clarify Support Organize Edit</p>	<ul style="list-style-type: none"> • Synthesize • Monitor and Clarify • Make Inferences • Create Mental Images • Ideas and Support • Text Organization • Text Features • Central Idea • Setting 	<p>4 Weeks 2/15-3/12/2021</p>

<p>demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.</p> <ul style="list-style-type: none"> • RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text • RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. • RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. • RI.2.5 Know and use various text features to locate key facts or information in a text efficiently • RI.2.6 Identify the author's main purpose of a text, including what the author wants to answer, explain, or describe. • RI.2.7 Explain how specific images contribute to and clarify a text • RI.2.8 Identify the reasons an author gives to support ideas in a text. • L.2.1.l Explain the function of adjectives. • L.2.1.m Accurately choose which to use — adjective or adverb. (adjective) • L.2.1.x Correctly use a, an, and the. • L.2.2.e Use correct capitalization. • L.2.2.f Use commas to separate single words in a series • L.2.2.g Use commas in greetings and closings of letters. • L.2.2.j Use commas in addresses. • L.2.2.k Use commas in dialogue. • L.2.2.m Use quotation marks in dialogue. • L.2.2.n Use conventional spelling for high frequency and other studied words and for adding suffixes to base words. • L.2.2.o Use spelling patterns and generalizations (such as word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) when writing words. • L.2.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials. • L.2.5a Distinguish shades of meaning among closely related verbs and closely related adjectives. • L.2.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. • W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal transition words to signal event order, and provide a sense of closure. • W.2.3.a With guidance and support from adults, , organize information and ideas around a topic to plan and prepare to write. • W.2.3.b With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. • W.2.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers. 			
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<p>DPI</p> <p>L3.1 https://drive.google.com/file/d/1L_0QdXnqh76EdlVmqdg2SgTx7V1voii_/view?usp=sharing</p> <p>RI.2.3 https://drive.google.com/file/d/16QHBZi0tSRiX4nNcsxgb0Hg1DivM14eA/view?usp=sharing</p> <p>RL2.3 https://drive.google.com/file/d/1wzT6fZ_JllleIkRkL6n5b0ZzFU-wCJBm/view?usp=sharing</p> <p>Remote Learning Resources (DPI) https://sites.google.com/dpi.nc.gov/nck-3fap/home/pk-3/remote-learning?authuser=0</p> <p>https://sites.google.com/dpi.nc.gov/nck-3fap/home/pk-3/remote-learning/digital-remote-learning?authuser=0</p> <p>40 Ways to Read Like a Detective (DPI) https://ncdpi.instructure.com/courses/914/pages/40-ways-to-read-like-a-detective-cards</p> <p>Question Stems (DPI) https://drive.google.com/file/d/1Qvgll2ITQCgEI6Jw8hMGq8zjlGHviOJH/view</p> <p>Sentence Frames (DPI) https://drive.google.com/file/d/1ykTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view</p> <p>FCRR</p> <p>Read and Ask https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_monitoring_for_understanding/23_c027_read_and_ask.pdf</p> <p>Say and Spell https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_high_frequency_words/23_p010_say_and_spell.pdf</p> <p>Fluent Phrasing https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_fluency_phrases/23_f012_fluent_phrasing.pdf</p>			
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<p>Module 8: Time to Grow!, NCDPI, FCRR</p> <ul style="list-style-type: none"> • RF.2.2 Print all upper- and lowercase letters legibly and proportionally • RF.2.4.b Know spelling-sound correspondences for additional common vowel teams • RF.2.4.d Decode words with common prefixes and suffixes. • RF.2.4.e Identify words with inconsistent but common spelling-sound correspondences. • RF.2.4.f Recognize and read grade-appropriate irregularly spelled words. • RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. • RL.2.3 Describe how characters in a story respond to major events and challenges. • RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action. • RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures. • RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. • RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. • RI.2.5 Know and use various text features to locate key facts or information in a text efficiently • RI.2.6 Identify the author's main purpose of a text, including what the author wants to answer, explain, or describe. • L.2.1.f Form and use past tense of frequently occurring irregular verbs. • L.2.1.g Form and use regular and irregular verbs. • L.2.1.j Convey sense of various times, sequences • L.2.1.i Explain the function of adjectives. • L.2.1.m Accurately choose which to use — adjective or adverb. (adjective) • L.2.1.p Accurately choose which to use — adjective or adverb. (adverb) • L.2.1.s Produce, expand, and rearrange simple and compound sentences • L.2.2.n Use conventional spelling for high frequency and other studied words and for adding 	<p>Key details Fables Folktales Compare Contrast Structure Character Setting Plot Informative Explanatory</p>	<ul style="list-style-type: none"> • Story Structure • Synthesize Text • Cause and Effect • Informational Text • Characters • Retell • Story Structure • Make Connections • Text Features • Text Organization 	<p>4 Weeks 3/13-4/16/2021</p>

<p>suffixes to base words.</p> <ul style="list-style-type: none"> • L.2.2.o Use spelling patterns and generalizations (such as word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) when writing words. <p>L.2.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.</p> <ul style="list-style-type: none"> • L.2.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. <ul style="list-style-type: none"> • W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. • W.2.2.a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. • W.2.2.b With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. • W.2.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers. • W.2.6 Recall information from experiences or gather information from provided sources to answer a question <p>DPI</p> <p>L2.6 https://drive.google.com/file/d/1zJjDWpwL14-aqqEpSbkleOVVE09lbqWe/view?usp=sharing</p> <p>RL2.9 https://drive.google.com/file/d/1CmJloregbbqekkUXuWTzUsmWsWdpSroy/view?usp=sharing</p> <p>RF2.4 https://drive.google.com/file/d/1LYdSs33uO2XAOclN77Ifjc66is1ejlqV/view?usp=sharing</p> <p>Remote Learning Resources (DPI) https://sites.google.com/dpi.nc.gov/nck-3fap/home/pk-3/remote-learning?authuser=0</p> <p>https://sites.google.com/dpi.nc.gov/nck-3fap/home/pk-3/remote-learning/digital-remote-learning?authuser=0</p> <p>40 Ways to Read Like a Detective (DPI) https://ncdpi.instructure.com/courses/914/pages/40-ways-to-read-like-a-detective-cards</p> <p>Question Stems (DPI) https://drive.google.com/file/d/1Qvgll2ITQCgEI6Jw8hMGq8zjIGHviOJH/view</p> <p>Sentence Frames (DPI)</p>			
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<p>https://drive.google.com/file/d/1ykTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view</p> <p>FCRR</p> <p>Sight and Sound Scout https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_variant_correspondences/23_p025_sight_and_sound_scout.pdf</p> <p>Story Book https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_narrative_text_structure/23_c004_story_book.pdf</p> <p>Ask and Answer https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_monitoring_for_understanding/23_c029_ask_and_answer.pdf</p>			
<p>Module 9: Home Sweet Habitat, NCDPI, FCRR</p> <ul style="list-style-type: none"> • RF.2.2 Print all upper- and lowercase letters legibly and proportionally • RF.2.4.a Distinguish long and short vowels when reading regularly spelled one-syllable words. • RF.2.4.b Know spelling-sound correspondences for additional common vowel teams • RF.2.4.c Decode regularly spelled two-syllable words with long vowels • RF.2.4.d Decode words with common prefixes and suffixes. • RF.2.4.f Recognize and read grade-appropriate irregularly spelled words. • RF.2.5.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. • RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song. • RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. • RI.2.5 Know and use various text features to locate key facts or information in a text efficiently 	<p>Key Details Moral Central Message Phrase Author Describe Support Main Purpose Clarify Context Clues</p>	<ul style="list-style-type: none"> • Context Clues • Figurative Language • Ask and Answer Questions • Text Organization • Informational Writing • Text Organization • Monitor and Clarify • Text Features • Elements of Poetry 	<p>4 weeks 4/19-5/14/2021</p>

<ul style="list-style-type: none"> • RI.2.6 Identify the author's main purpose of a text, including what the author wants to answer, explain, or describe. • RI.2.8 Identify the reasons an author gives to support ideas in a text • L.2.1.a Ensure subject/verb agreement • L.2.1.j Convey sense of various times, sequences. • L.2.1.m Accurately choose which to use — adjective or adverb. (adjective) • L.2.1.n Explain the function of conjunctions. • L.2.1.o Use coordinating and subordinating conjunctions. • L.2.1.p Accurately choose which to use — adjective or adverb. (adverb) • L.2.1.q Explain the function of adverbs. • L.2.1.s Produce, expand, and rearrange simple and compound sentences. • L.2.2.h Use an apostrophe to form contractions. • L.2.2.i Use an apostrophe to form frequently occurring possessives. • L.2.2.l Form and use possessives. • L.2.2.n Use conventional spelling for high frequency and other studied words and for adding suffixes to base words. • L.2.2.o Use spelling patterns and generalizations (such as word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) when writing words. • L.2.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials. • L.2.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. • W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. • W.2.2.a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. • W.2.2.b With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. • W.2.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers. • W.2.5 Participate in shared research and writing projects. • W.2.6 Recall information from experiences or gather information from provided sources to answer a question <p>DPI</p> <p>L2.1 https://drive.google.com/file/d/144AfljSbiBvDrjz4tk3-Z7QBxt00Xr8f/view?usp=sharing</p> <p>RI2.5 https://drive.google.com/file/d/1uEpewB6iC_TW9RiDEYwQymweCVnKkcE8/view?usp=sharing</p> <p>RL2.2</p>			
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<p>https://drive.google.com/file/d/1odYeiGr0BkKnew-YdZ5y-1cMBA2ZQ0lf/view?usp=sharing</p> <p>Remote Learning Resources (DPI) https://sites.google.com/dpi.nc.gov/nck-3fap/home/pk-3/remote-learning?authuser=0 https://sites.google.com/dpi.nc.gov/nck-3fap/home/pk-3/remote-learning/digital-remote-learning?authuser=0</p> <p>40 Ways to Read Like a Detective (DPI) https://ncdpi.instructure.com/courses/914/pages/40-ways-to-read-like-a-detective-cards</p> <p>Question Stems (DPI) https://drive.google.com/file/d/1Qvgll2ITQCgEI6Jw8hMGq8zjIGHviOJH/view</p> <p>Sentence Frames (DPI) https://drive.google.com/file/d/1yTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view</p> <p>FCRR</p> <p>Word Family Zoom https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_fluency_words/23_f008_word_family_zoom.pdf</p> <p>Meaning Map https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_word_analysis/23_v024_meaning_map.pdf</p> <p>Strategic Strategies https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_monitoring_for_understanding/23_c032_strategic_strategies.pdf</p>			
<p>Module 10: Many Cultures, One World, NCDPI, FCRR</p> <ul style="list-style-type: none"> • RF.2.2 Print all upper- and lowercase letters legibly and proportionally • RF.2.4.a Distinguish long and short vowels when reading regularly spelled one-syllable words. • RF.2.4.b Know spelling-sound correspondences for additional common vowel teams • RF.2.4.c Decode regularly spelled two-syllable words with long vowels • RF.2.4.d Decode words with common prefixes and suffixes. • RF.2.4.e Identify words with inconsistent but common spelling-sound correspondences • RF.2.4.f Recognize and read grade-appropriate irregularly spelled words. 	<p>Recount Characters Key Details Major Event Illustrations Text Feature Author's Purpose Fables Moral</p>	<ul style="list-style-type: none"> • Text Features • Figurative Language • Inferences • Theme • Predictions • Story Structure • Central Idea • Graphic Features 	<p>5/17/2021-6/3/2021</p>

<ul style="list-style-type: none"> •RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. • RL.2.3 Describe how characters in a story respond to major events and challenges. • RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action. • RL.2.7 Use information gained from the illustrations and words • RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. • RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. • RI.2.5 Know and use various text features to locate key facts or information in a text efficiently • RI.2.6 Identify the author's main purpose of a text, including what the author wants to answer, explain, or describe. • L.2.1.n Explain the function of conjunctions. • L.2.1.s Produce, expand, and rearrange simple and compound sentences. • L.2.1.u Explain the function of pronouns. • L.2.1.v Continue to use personal, possessive, and indefinite pronouns • L.2.2.e Use correct capitalization. • L.2.2.f Use commas to separate single words in a series. • L.2.2.g Use commas in greetings and closings of letters • L.2.2.n Use conventional spelling for high frequency and other studied words and for adding suffixes to base words. • L.2.2.o Use spelling patterns and generalizations (such as word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) when writing words. L.2.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials. • L.2.5.a Distinguish shades of meaning among closely related verbs and closely related adjectives. • L.2.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. • W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. • W.2.2.a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. • W.2.2.b With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. • W.2.4 With guidance and support from adults, use a variety of digital tools and resources to 			
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<p>produce and publish writing, including in collaboration with peers.</p> <ul style="list-style-type: none"> • W.2.6 Recall information from experiences or gather information from provided sources to answer a question <p>DPI</p> <p>RF2.4 https://drive.google.com/file/d/1LYdSs33uO2XAOcIN77Ifjc66is1ejlqV/view?usp=sharing</p> <p>RI2.3 https://drive.google.com/file/d/16QHBZi0tSRiX4nNcsxgb0Hg1DivM14eA/view?usp=sharing</p> <p>RL2.5 https://drive.google.com/file/d/1JP3Ueiqt_TOMQ39NG-ghqgOII-rVsmjp/view?usp=sharing</p> <p>Remote Learning Resources (DPI) https://sites.google.com/dpi.nc.gov/nck-3fap/home/pk-3/remote-learning?authuser=0 https://sites.google.com/dpi.nc.gov/nck-3fap/home/pk-3/remote-learning/digital-remote-learning?authuser=0</p> <p>40 Ways to Read Like a Detective (DPI) https://ncdpi.instructure.com/courses/914/pages/40-ways-to-read-like-a-detective-cards</p> <p>Question Stems (DPI) https://drive.google.com/file/d/1QvgII2ITQCgEI6Jw8hMGq8zjIGHviOJH/view</p> <p>Sentence Frames (DPI) https://drive.google.com/file/d/1ykTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view</p> <p>FCRR</p> <p>Persuade, Inform, or Entertain Sort https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_text_analysis/23_c023_persuade_inform_and_entertain_sort.pdf</p> <p>Just the Facts https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_expository_text_structure/23_c012_just_the_facts.pdf</p> <p>Syllable Share</p>			
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https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_syllable_patterns/23_p036_syllable_share.pdf			
<p>Module 11: Genre Study- Non-Fiction, NCDPI, FCCR</p> <ul style="list-style-type: none"> • RF.2.2 Print all upper- and lowercase letters legibly and proportionally • RF.2.4.b Know spelling-sound correspondences for additional common vowel teams • RF.2.4.c Decode regularly spelled two-syllable words with long vowels • RF.2.4.d Decode words with common prefixes and suffixes. • RF.2.4.e Identify words with inconsistent but common spelling-sound correspondences • RF.2.4.f Recognize and read grade-appropriate irregularly spelled words. • RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. • RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. • RI.2.5 Know and use various text features to locate key facts or information in a text efficiently • RI.2.6 Identify the author's main purpose of a text, including what the author wants to answer, explain, or describe. • RI.2.8 Identify the reasons an author gives to support ideas in a text • L.2.1.a Ensure subject/verb agreement. • L.2.1.b Explain the function of nouns. • L.2.1.s Produce, expand, and rearrange simple and compound sentences. • L.2.2.n Use conventional spelling for high frequency and other studied words and for adding suffixes to base words. • L.2.2.o Use spelling patterns and generalizations (such as word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) when writing words. • W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal transition words to signal event order, and provide a sense of closure. • W.2.3.a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. • W.2.3.b With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. • W.2.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers. • W.2.6 Recall information from experiences or gather information from provided sources to answer a question <p>DPI</p> <p>L2.1</p>	<p>Main topic Text Features Key Facts Narrative Recount Organize Topic</p>	<ul style="list-style-type: none"> • Genre • Central Idea • Text Features • Informational • Author's Purpose • Opinion • Narrative 	

<p>https://drive.google.com/file/d/1KAQnSP_fcy3MyXLaj2HUkoXSB4evBlwC/view?usp=sharing</p> <p>RI2.1 https://drive.google.com/file/d/1DQIAtkuLPQyVmTRiPGhtwXQ0TjzZC_yb/view?usp=sharing</p> <p>RI2.3 https://drive.google.com/file/d/16QHBZi0tSRiX4nNcsxgb0Hg1DivM14eA/view?usp=sharing</p> <p>RI2.5 https://drive.google.com/file/d/1uEpewB6iC_TW9RiDEYwQymweCVnKkcE8/view?usp=sharing</p> <p>Remote Learning Resources (DPI) https://sites.google.com/dpi.nc.gov/nck-3fap/home/pk-3/remote-learning?authuser=0</p> <p>https://sites.google.com/dpi.nc.gov/nck-3fap/home/pk-3/remote-learning/digital-remote-learning?authuser=0</p> <p>40 Ways to Read Like a Detective (DPI) https://ncdpi.instructure.com/courses/914/pages/40-ways-to-read-like-a-detective-cards</p> <p>Question Stems (DPI) https://drive.google.com/file/d/1QvgII2ITQCgEI6Jw8hMGq8zjIGHviOJH/view</p> <p>Sentence Frames (DPI) https://drive.google.com/file/d/1ykTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view</p> <p>FCRR</p> <p>Just the Facts https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_expository_text_structure/23_c012_just_the_facts.pdf</p> <p>Expository Explanation https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_expository_text_structure/23_c014_expository_exploration.pdf</p> <p>Fiction and Non-Fiction Review https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_text_analysis/23_c018_fiction_and_nonfiction_review.pdf</p>			
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<p>Module 12: Genre Study-Literacy Texts, NCDPI, FCCR</p> <ul style="list-style-type: none"> • RF.2.2 Print all upper- and lowercase letters legibly and proportionally • RF.2.4.b Know spelling-sound correspondences for additional common vowel teams • RF.2.4.c Decode regularly spelled two-syllable words with long vowels • RF.2.4.d Decode words with common prefixes and suffixes. • RF.2.4.f Recognize and read grade-appropriate irregularly spelled words. • RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. • RL.2.3 Describe how characters in a story respond to major events and challenges. • RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song. • RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action. • RL.2.7 Use information gained from the illustrations and words • L.2.1.a Ensure subject/verb agreement. • L.2.1.f Form and use past tense of frequently occurring irregular verbs. • L.2.1.g Form and use regular and irregular verbs. • L.2.1.j Convey sense of various times, sequences. • L.2.1.l Explain the function of adjectives. • L.2.1.q Explain the function of adverbs. • L.2.1.t Explain the function of prepositions. • L.2.1.u Explain the function of pronouns. • L.2.1.v Continue to use personal, possessive, and indefinite pronouns • L.2.1.x Correctly use a, an, and the. • L.2.2.d Capitalize appropriate words in titles. • L.2.2.f Use commas to separate single words in a series. • L.2.2.h Use an apostrophe to form contractions • L.2.2.j Use commas in addresses. • L.2.2.m Use quotation marks in dialogue. • L.2.2.n Use conventional spelling for high frequency and other studied words and for adding suffixes to base words. • L.2.2.o Use spelling patterns and generalizations (such as word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) when writing words. • L.2.2.p Consult reference materials as needed to check and correct spellings. 	<p>Central Message Lesson Moral Events Characters Poem Illustrations Opinion Fable</p>	<ul style="list-style-type: none"> • Genre • Poetry • Theme • Opinion Essay • Story Structure • Realistic Fiction 	

<p> •L.2.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials. •W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. • W.2.1.a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. • W.2.1.b With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. • W.2.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers. • W.2.6 Recall information from experiences or gather information from provided sources to answer a question </p> <p>DPI</p> <p>L2.1 https://drive.google.com/file/d/144AfljSbiBvDrjz4tk3-Z7QBXt00Xr8f/view?usp=sharing </p> <p>RL2.2 https://drive.google.com/file/d/1odYeiGr0BkKnew-YdZ5y-1cMBA2ZQ0lf/view?usp=sharing </p> <p>RL2.3 https://drive.google.com/file/d/1wzT6fZ_JlllelkRkL6n5b0ZzFU-wCJBm/view?usp=sharing </p> <p>RL2.5 https://drive.google.com/file/d/1JP3Ueiqt_TOMQ39NG-ghqgOII-rVsmjp/view?usp=sharing </p> <p>Remote Learning Resources (DPI) https://sites.google.com/dpi.nc.gov/nck-3fap/home/pk-3/remote-learning?authuser=0 https://sites.google.com/dpi.nc.gov/nck-3fap/home/pk-3/remote-learning/digital-remote-learning?authuser=0 </p> <p>40 Ways to Read Like a Detective (DPI) https://ncdpi.instructure.com/courses/914/pages/40-ways-to-read-like-a-detective-cards </p> <p>Question Stems (DPI) https://drive.google.com/file/d/1Qvgll2ITQCgEI6Jw8hMGq8zjIGHviOJH/view </p>			
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<p>Sentence Frames (DPI) https://drive.google.com/file/d/1ykTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view</p> <p>FCRR</p> <p>Ask and Answer https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_monitoring_for_understanding/23_c029_ask_and_answer.pdf</p> <p>Story Element Sort https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_narrative_text_structure/23_c005_story_element_sort.pdf</p> <p>Character Characteristics https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_narrative_text_structure/23_c001_character_characteristics.pdf</p>			
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