

# 2020-2021 2nd Grade ELA Pacing Guide

## Unit 1 Overview

### Trimester 1

#### Comprehension Pacing Guide

#### **1.3.2.B Literature (15 Days)**

Ask and answer questions such as who, what, where, when, why, and how to demonstrate an understanding of key details in a text.

#### **Wonders Instructional Materials**

Unit 1 Week 1

- *Little Flap Learns to Fly*
- *Help! A Story of Friendship*

Unit 1 Week 3

- *Finding Cal*
- *Not Norman: A Goldfish Story*

Note: The Unit 1 Week 3 texts will be used again later in the trimester.

#### **Assessment & Review Standard**

DASD Unit 1 Assessment 1-Ask and Answer Questions

No Reviewed Standards

#### **1.2.2.B Informational (10 Days)**

Ask and answer questions such as who, what, where, when, why, and how to demonstrate the understanding of key details in a text.

#### **Wonders Instructional Materials**

Unit 1 Week 4

- *Taking Care of Pepper*
- *Lola and Tiva*

Unit 1 Week 5

- *Families Work!*
- *Families Working Together*

#### **Assessment & Review Standard**

DASD Unit 1 Assessment 2-Ask and Answer Questions

No Reviewed Standards

#### **1.3.2.G Literature (10 Days)**

Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

#### **Wonders Instructional Materials**

Unit 2 Week 1

- *A Visit to the Desert*
- *Sled Dogs Run*

Unit 1 Week 2

- *Maria Celebrates Brazil*
- *Big Red Lollipop*

Unit 1 Week 3

- *Finding Cal*
- *Not Norman: A Goldfish Story*

Note: The Unit 1 Week 2 texts will be used again later in the trimester.

#### **Assessment & Review Standard**

DASD Unit 1 Assessment 3-Characters, Setting & Plot

Reviewed Standard

1.3.2.B-Ask and Answer questions about key details

**1.3.2.E Literature (10 Days)**

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Wonders Instructional Materials	Assessment & Review Standard
Unit 1 Week 2 <ul style="list-style-type: none"> <li>● <i>Maria Celebrates Brazil</i></li> <li>● <i>A Big Red Lollipop</i></li> </ul> Unit 1 Week 3 <ul style="list-style-type: none"> <li>● <i>Finding Cal</i></li> <li>● <i>Not Norman: A Goldfish Story</i></li> </ul> Unit 3 Week 2 <ul style="list-style-type: none"> <li>● <i>Starry Night</i></li> <li>● <i>Mr. Putter &amp; Tabby See the Stars</i></li> </ul>	DASD Unit 1 Assessment #4-Story Structure  Reviewed Standard 1.3.2.B-Ask and Answer questions about key details

**1.2 Informational (15 Days)**

1.2.2.E Use various text features and search tools to locate key facts or information.

1.2.2.G Explain how graphic representations contribute to and clarify a text (eg: tables, sidebars, photographs, captions).

Wonders Instructional Materials	Assessment & Review Standard
Unit 2 Week 4 <ul style="list-style-type: none"> <li>● <i>Eagles and Eaglets</i></li> <li>● <i>Baby Bears</i></li> </ul> Unit 1 Week 4 <ul style="list-style-type: none"> <li>● <i>Taking Care of Pepper</i></li> <li>● <i>Lola and Tiva</i></li> </ul> Unit 1 Week 5 <ul style="list-style-type: none"> <li>● <i>Families Work</i></li> <li>● <i>Families Working Together</i></li> </ul> Unit 4 Week 2 <ul style="list-style-type: none"> <li>● <i>Volcanoes (Text Features)</i></li> </ul>	DASD Unit 1 Assessment 4-Text Feature and Graphic Representation  Reviewed Skill- 1.2.2.B-Ask and Answer questions about key details in nonfiction

## Writing Pacing Guide Narrative Writing

### Personal Narrative (30 Days)

- Establish a personal situation and introduce a narrator and/or characters.
- Organize a short series of sequence of events, using temporal words to signal event order; provide a sense of closure.
- Include thoughts and feelings to describe experiences and events to show the response of characters to situations.
- Choose words and phrases for effect.

#### **Instructional Materials**

##### *Being a Writer (BAW)*

- Unit 1, The Writing Community
- Unit 2, Telling More

##### *Wonders Genre Writing*

- Unit 1, Personal Narrative

#### **Assessment**

##### Personal Narrative Prompt

- Write about one of the best days you've ever had. Where were you and who was there? What do you remember most clearly? What made it so special?

\*\*Updated & Specific Rubrics coming\*\*

### Fictional Narrative (30 Days)

- Establish a fictional situation and introduce a narrator and/or characters.
- Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
- Include thoughts and feelings to describe experiences and events to show the response of characters to situations.
- Choose words and phrases for effect.

#### **Instructional Materials**

##### *Being a Writer (BAW)*

- Unit 3, Fiction

##### *Wonders Genre Writing*

- Unit 4, Fictional Narrative

#### **Assessment**

##### Fictional Narrative Prompt

- Write a story about a character that goes on an adventure or trip. Make sure you tell about your character, where they go, and at least 3 things that they do or see.

\*\*Updated & Specific Rubrics coming\*\*

## Grammar Pacing Guide

- Types of Sentences
- Capitalization and Punctuation
- Commas in dates and letters
- Common, proper, singular & plural nouns
- Collective & abstract nouns (not assessed)

Grammar Skill	Assessment
25 Days Types of Sentences, Capitalization, and Punctuation <ul style="list-style-type: none"> <li>● Unit 1 Week 1 &amp; 3-Statements and Questions</li> <li>● Unit 1 Week 2-Commands and Exclamations</li> <li>● Unit 1 Week 4-Predicates</li> </ul>	Grammar Assessment #1-Sentences
10 Days Commas in Dates & Letters <ul style="list-style-type: none"> <li>● Unit 1 Week 4</li> </ul>	Grammar Assessment #2-Friendly Letter & Commas
25 Days Common Nouns Proper Nouns Singular and Plural Nouns <ul style="list-style-type: none"> <li>● Unit 2 Week 1-Nouns</li> <li>● Unit 2 Week 2-Singular and Plural Nouns</li> <li>● Unit 2 Week 3-Kinds of Nouns-Proper Nouns</li> <li>● Unit 2 Week 4-Plural Nouns</li> </ul>	Grammar Assessment #3-Nouns
10 Days Collective and Abstract Nouns <ul style="list-style-type: none"> <li>● Unit 2 Week 2</li> </ul>	Introduced but NOT ASSESSED

## Foundational Skills

CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words.

- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Decode two- syllable words with long vowels and words with common prefixes and suffixes.
- Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.
- Read grade- appropriate irregularly spelled words.

Foundations Instructional Materials	Assessment
Orientation (5 Days) Unit 1 (10 Days) <ul style="list-style-type: none"> <li>● Letter-keyword-sound for consonants and vowels</li> <li>● Digraphs</li> <li>● Consonant and Digraph blends</li> <li>● Spelling of /k/ sound</li> <li>● Closed syllables</li> </ul>	Unit 1 Foundations Assessment
Unit 2 (10 Days) <ul style="list-style-type: none"> <li>● Bonus letter spelling rule</li> <li>● Glued sounds</li> <li>● Prosody &amp; Fluency</li> <li>● R-Controlled Vowels</li> </ul>	Unit 2 Foundations Assessment
Unit 3 (10 Days) <ul style="list-style-type: none"> <li>● Closed syllable exceptions</li> <li>● Glued sounds</li> <li>● Vowel teams</li> <li>● Fluent passage reading</li> </ul>	Unit 3 Foundations Assessment
Unit 4 (15 Days) <ul style="list-style-type: none"> <li>● Suffixes (-s, es, -ed, -er, -est)</li> <li>● Forming plurals</li> <li>● Present and past tense</li> <li>● Fluent passage reading</li> <li>● Vowel Teams</li> </ul>	Unit 4 Foundations Assessment
Unit 5 (15 Days) <ul style="list-style-type: none"> <li>● Compound words</li> <li>● Suffixes (ful, ment, ness, less, able, en, ish)</li> <li>● Prefixes (mis, non, dis, trans)</li> </ul>	Unit 5 Foundations Assessment

## Unit 2 Overview Trimester 2

### Comprehension Pacing Guide

#### **1.2 Informational (15 Days)**

Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.

<b>Wonders Instructional Materials</b>	<b>Assessment</b>
Unit 2 Week 3 <ul style="list-style-type: none"> <li>● <i>A Prairie Guard Dog</i></li> <li>● <i>Turtle, Turtle, Watch Out!</i></li> </ul> Unit 3 Week 4 <ul style="list-style-type: none"> <li>● <i>Tornado!</i></li> <li>● <i>Wild Weather</i></li> </ul> Unit 3 Week 5 <ul style="list-style-type: none"> <li>● <i>They've Got the Beat!</i></li> <li>● <i>Many Ways to Enjoy Music</i></li> </ul> Stories for Review (Used in Unit 1) Unit 2 Week 4 <ul style="list-style-type: none"> <li>● <i>Eagles and Eaglets</i></li> <li>● <i>Baby Bears</i></li> </ul>	DASD Unit 2 Reading Assessment #1-Main Idea  Reviewed Standards <ul style="list-style-type: none"> <li>● 1.2.2.B Key Details in NF</li> <li>● 1.2.2.E Text Features</li> <li>● 1.2.2. G Graphic Representations (illustrations)</li> </ul>

#### **1.2.2.H Informational (10 Days)**

Describe how reasons support specific points the author makes in a text.

<b>Wonders Instructional Materials</b>	<b>Assessment &amp; Reviewed Standards</b>
Unit 3 Week 1 <ul style="list-style-type: none"> <li>● <i>Magnets Work</i></li> <li>● <i>I Fall Down</i></li> </ul> Unit 3 Week 3 <ul style="list-style-type: none"> <li>● <i>Lighting Lives</i></li> <li>● <i>Bilblioburro</i></li> </ul>	DASD Unit 2 Reading Assessment #2-Reasons support Points  Reviewed standards <ul style="list-style-type: none"> <li>● 1.2.2.A Main Idea in nonfiction</li> </ul>

#### **1.3.2.C Literature (15 Days)**

Describe how characters in a story respond to major events and challenges.

<b>Wonders Instructional Materials</b>	<b>Assessment</b>
Unit 2 Week 2 (Will be used again in Tri 3 for Compare/Contrast) <ul style="list-style-type: none"> <li>● <i>The Boy Who Cried Wolf</i></li> <li>● <i>Wolf! Wolf!</i></li> </ul> Unit 5 Week 4 <ul style="list-style-type: none"> <li>● <i>The Art Project</i></li> <li>● <i>The Woodcutter's Gift</i></li> </ul> Stories for Review (Used in Unit 1) Unit 1 Week 2 <ul style="list-style-type: none"> <li>● <i>Maria Celebrates Brazil</i></li> <li>● <i>Big Red Lollipop</i></li> </ul> Unit 1 Week 3 <ul style="list-style-type: none"> <li>● <i>Finding Cal</i></li> <li>● <i>Not Norman: A Goldfish Story</i></li> </ul> Unit 2 Week 1 <ul style="list-style-type: none"> <li>● <i>A Visit to the Desert</i></li> </ul>	DASD Unit 2 Assessment #3-Character Response  Reviewed Standards/Skills <ul style="list-style-type: none"> <li>● 1.3.2.G-Characters, setting and plot</li> <li>● 1.3.2.E-Story Structure</li> </ul>

<ul style="list-style-type: none"> <li>• <i>Sled Dogs Run</i></li> </ul>	
<p><b>Literature (10 Days)</b> Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	
<b>Wonders Instructional Materials</b>	<b>Assessment and Reviewed Skills</b>
Unit 5 Week 1 <ul style="list-style-type: none"> <li>• <i>A Difficult Decision</i></li> <li>• <i>Grace for President</i></li> </ul> Unit 5 Week 2 <ul style="list-style-type: none"> <li>• <i>Once Upon a Baby Brother</i></li> <li>• <i>Soccer Friends</i></li> </ul>	DASD Unit 2 Assessment # 4-Character Point of View  Reviewed Standards/Skills <ul style="list-style-type: none"> <li>• 1.3.2.D-Character Response</li> </ul>

Grammar Pacing Guide	
<ul style="list-style-type: none"> <li>• Verbs-action, past, present, &amp; future tense</li> <li>• Subject/Verb agreement</li> <li>• Pronouns (not assessed)</li> <li>• Linking verb “be” (not assessed)</li> <li>• Spelling Reference materials</li> </ul>	
<b>Wonders Instructional Materials</b>	<b>Assessment</b>
25 Days Action Verbs Present/Past/Future Tense Verbs <ul style="list-style-type: none"> <li>• Unit 3 Week 1-Action Verbs</li> <li>• Unit 3 Week 2-Present Tense Verbs</li> <li>• Unit 3 Week 3-Past and Future Text Verbs</li> </ul>	Unit 2 Grammar Assessment #1-Verbs
15 Days Subject/Verb Agreement	Unit 2 Grammar Assessment #2-Subject/Verb agreement
5 Days Pronouns <ul style="list-style-type: none"> <li>• Unit 5 Week 1- Pronouns</li> <li>• Unit 5 Week 2-Pronouns</li> </ul>	Introduced but NOT ASSESSED
Linking verb “be” (5 Days)	Introduced but NOT ASSESSED
10 Days Spelling Reference Materials (Foundations Student Notebook Consult reference materials, including beginning dictionaries, as needed to check and correct spellings <ul style="list-style-type: none"> <li>• Foundations Unit 9</li> </ul> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases <ul style="list-style-type: none"> <li>• Foundations Unit 10</li> </ul>	Unit 2 Grammar Assessment #3-Spelling Reference Materials

**Writing Pacing Guide  
Informational Writing**

**Informational (Using Research) (45 Days)**

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Identify and introduce the topic, develop the topic with facts, group information, and provide a concluding statement or section.
- Develop the topic with facts.
- Choose words and phrases for effect.
- Demonstrate a grade level appropriate command of the conventions of the English grammar, usage, capitalization, punctuation, and spelling.
- Capitalize proper nouns
- Use commas and apostrophes appropriately
- Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions

Instructional Materials	Assessment
<p><i>Wonders</i> Genre Writing</p> <ul style="list-style-type: none"> <li>● Unit 5, Explanatory Essay</li> <li>● Unit 6, Research Report</li> </ul> <p><i>Being a Writer</i> (BAW)</p> <ul style="list-style-type: none"> <li>● Unit 3, Nonfiction</li> </ul>	<p>Informational Essay Prompt</p> <ul style="list-style-type: none"> <li>● Think about an interesting animal. Give facts about your animal. Where does it live? What does it look like? What does it eat</li> </ul> <p>**Updated &amp; Specific Rubrics coming**</p>

**Procedural Writing (15 Days)**

- Write procedural text to clearly describe the steps or process to do something.
- Identify and introduce the topic, develop the topic with facts, group information, and provide a concluding statement or section.
- Develop the topic with facts.
- Choose words and phrases for effect.
- Demonstrate a grade level appropriate command of the conventions of the English grammar, usage, capitalization, punctuation, and spelling.
- Capitalize proper nouns
- Use commas and apostrophes appropriately
- Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions

Instructional Materials	Assessment
<p><i>Being a Writer</i> (BAW)</p> <ul style="list-style-type: none"> <li>● Unit 3, Fiction</li> </ul> <p><i>Wonders</i> Genre Writing</p> <ul style="list-style-type: none"> <li>● Unit 2, How to Text</li> </ul>	<p>Procedural Essay Prompt</p> <ul style="list-style-type: none"> <li>● Write about the steps you need to take to make a sandwich. Think about the things you need to make it and the order of the steps.</li> </ul> <p>**Updated &amp; Specific Rubrics coming**</p>



## Foundational Skills

CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words.

- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Decode two- syllable words with long vowels and words with common prefixes and suffixes.
- Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.
- Read grade- appropriate irregularly spelled words.

<b>Foundations Instructional Materials</b>	<b>Assessment</b>
Unit 6 (15 Days) <ul style="list-style-type: none"> <li>● Compound words</li> <li>● 2 Syllable words</li> <li>● Suffixes (-ive)</li> </ul>	Unit 6 Foundations Assessment
Unit 7 (15 Days) <ul style="list-style-type: none"> <li>● Open syllable type</li> <li>● Y as a vowel</li> <li>● Combining open and closed syllables</li> <li>● -y, -ly, -ty suffixes</li> </ul>	Unit 7 Foundations Assessment
Unit 8 (5 Days) <ul style="list-style-type: none"> <li>● R-controlled syllables</li> <li>● Sounds of ar and or</li> </ul>	Unit 8 Foundations Assessment
Unit 9 (15 Days) <ul style="list-style-type: none"> <li>● Sound of er, ir, and ur</li> <li>● Spelling option for /ər/ sounds</li> <li>● Dictionary skills</li> </ul>	Unit 9 Foundations Assessment
Unit 10 (10 Days) <ul style="list-style-type: none"> <li>● Double vowel syllable type</li> <li>● Sounds of ai and ay</li> <li>● Use of spelling option for /ā/ sound</li> <li>● Combining of syllables</li> <li>● Homophones</li> </ul>	Unit 10 Foundations Assessment

## Unit 3 Overview

### Trimester 3

#### Comprehension Pacing Guide

#### **1.3 Literature (15 Days) \*\*\*Started in Trimester 2 but assessed in Trimester 3\*\*\***

Recount stories and determine their central message, lesson, or moral.

Wonders Instructional Materials	Assessment & Review Standards
Unit 4 Week 4 <ul style="list-style-type: none"> <li>● <i>Why the Sun and Moon Live in the Sky</i></li> <li>● <i>How the Beetle Got Her Color</i></li> </ul> Unit 5 Week 1 <ul style="list-style-type: none"> <li>● <i>A Difficult Decision</i></li> <li>● <i>Grace for President</i></li> </ul> Unit 6 Week 1 <ul style="list-style-type: none"> <li>● <i>Why Fir Tree Keeps his Leaves</i></li> <li>● <i>The Golden Flower</i></li> </ul>	Unit 3 Reading Assessment #1-Central Message  Reviewed Standards 1.3.2.D-Point of View 1.3.2.B-Ask and Answer Questions about Key Details 1.3.2.C-Character Response

#### **Literature (15 Days)**

Compare and contrast two or more versions of the same story by different authors or from different cultures

Wonders Instructional Materials	Assessment & Review Standards
Unit 2 Week 2 <ul style="list-style-type: none"> <li>● <i>The Boy Who Cried Wolf</i></li> <li>● <i>Wolf! Wolf!</i></li> </ul> Unit 4 Week 3 <ul style="list-style-type: none"> <li>● <i>Happy New Year</i></li> <li>● <i>Dear Primo</i></li> </ul> <p><i>*Supplemental materials will be needed to fully address the standard.*</i></p> <ul style="list-style-type: none"> <li>● <a href="#">Match Fishtank-Cinderella</a></li> </ul>	Unit 3 Assessment #2-Compare and Contrast Fiction  Reviewed Standards 1.3.2.A-Central Message 1.3.2.D-Point of View 1.3.2.E-Story Structure 1.3.2.B-Ask and Answer questions about Key Details

#### **Informational (15 Days)**

Compare and contrast the most important points presented by two texts on the same topic.

Wonders Instructional Materials	Assessment & Review Standards
Unit 4 Week 1 <ul style="list-style-type: none"> <li>● <i>Alaska: A Special Place</i></li> <li>● <i>Rain Forests</i></li> </ul> <p><i>*Supplemental materials will be needed to fully address the standard.*</i></p>	Unit 3 Reading Assessment #3-Compare and Contrast Nonfiction  Reviewed Standards 1.3.2.H-Reasons Support Texts 1.3.2.A-Main Idea

**1.2 Informational (18 Days)**

Describe the connection between a series of events, concepts, or steps in a procedure within a text.

<b>Instructional Materials</b>	<b>Assessment &amp; Review Standards</b>
Being a Writer Unit 4: How to Make Paper Unit 2 Week 3 <ul style="list-style-type: none"> <li>● <i>A Prairie Guard Dog</i></li> <li>● <i>Turtle, Turtle, Watch Out!</i></li> </ul> Unit 5 Week 3 <ul style="list-style-type: none"> <li>● <i>Cesar Chavez</i></li> <li>● <i>Brave Bessie</i></li> </ul> Unit 5 Week 5 <ul style="list-style-type: none"> <li>● <i>Visiting the Past</i></li> <li>● <i>Setting the Rules</i></li> </ul>	<b>There are 3 Shorter assessments to test each particular part of the standard</b>  Unit 3 Assessment #4 has three sections that can be broken up into 3 separate sittings, or done all together at teacher discretion <ul style="list-style-type: none"> <li>● Part 1-How To Procedural Text (procedure)</li> <li>● Part 2-Historical Text (series of events)</li> <li>● Part 3-Scientific Text (concepts)</li> </ul>

**Literature (5 Days)**

Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

<b>Wonders Instructional Materials</b>	<b>Assessment &amp; Review Standards</b>
Unit 2, Week 5 <ul style="list-style-type: none"> <li>● <i>Cats and Kittens</i></li> <li>● <i>Beetles</i></li> <li>● <i>The Little Turtle</i></li> </ul> Unit 4, Week 5 <ul style="list-style-type: none"> <li>● <i>Snow Shape</i></li> <li>● <i>April Rain Song</i></li> <li>● <i>Rain Poem</i></li> </ul>	Unit 3 Assessment #5-Words and Meaning  Reviewed Skills/Standards 1.3.2.D-Points of View 1.3.2.B-Ask and Answer Questions about Key Details

**Unit 3 Writing Pacing Guide  
Opinion Writing**

**Persuasive Letter Writing (30 Days)**

- Write letters to persuade others.
- Identify the topic and state an opinion.
- Create an organizational structure that includes reasons and provides some sense of closure.
- Create an organizational structure that includes reasons and includes a concluding statement.
- Support the opinion with reasons that include details connected to the opinion.
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- Use a variety of words and phrases to appeal to the audience.

Instructional Materials	Assessment
<p><i>Being a Writer</i> (BAW)</p> <ul style="list-style-type: none"> <li>● Unit 7-Opinion Writing</li> </ul> <p><i>Wonders Genre Writing</i></p> <ul style="list-style-type: none"> <li>● Unit 3, Opinion Letter</li> </ul>	<p>Opinion Essay Prompt</p> <ul style="list-style-type: none"> <li>● What is your favorite season? Is it Fall, Winter, Summer or Spring? Give 3 reasons to support your opinion.</li> </ul> <p>**Updated &amp; Specific Rubrics coming**</p>

**Opinion Writing (30 Days)**

- Write opinion pieces on familiar topics or texts.
- Identify the topic and state an opinion.
- Create an organizational structure that includes reasons and provides some sense of closure.
- Create an organizational structure that includes reasons and includes a concluding statement.
- Support the opinion with reasons that include details connected to the opinion.
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- Use a variety of words and phrases to appeal to the audience.

Instructional Materials	Assessment
<p><i>Wonders Genre Writing</i></p> <ul style="list-style-type: none"> <li>● Unit 3, Book Review</li> </ul>	<p>Opinion Letter Prompt</p> <ul style="list-style-type: none"> <li>● Students would like to have an extra recess period. Write a letter to your principal asking for the additional recess time. Give the reasons you think it is a good idea so you convince the principal.</li> </ul> <p>**Updated &amp; Specific Rubrics coming**</p>

## Unit 3 Grammar Pacing Guide

- Common Adjectives
- Articles, a, and an (not assessed)
- Words adjectives and adverbs modify (not assessed)
- Comparative and superlative words (not assessed)
- Conjunctions and Combining Sentences

Wonders Instructional Materials	Assessment
15 Days Common Adjectives <ul style="list-style-type: none"> <li>● Wonders Unit 6, Week 1-Adjectives</li> </ul>	Unit 3 Grammar Assessment #1-Adjectives
10 Days Recognized words adjectives and adverbs modify Unit 6 Week 4 Unit 6 Week 5	Introduced but NOT ASSESSED
5 Days Comparative and Superlative Words <ul style="list-style-type: none"> <li>● Unit 6 Week 3: Adjectives that Compare</li> </ul>	Introduced but NOT ASSESSED
20 Days Common conjunctions, Compound Sentences & Commas in a Series Produce, expand, and rearrange complete, simple, and compound sentences. (20 Days) <ul style="list-style-type: none"> <li>● Wonders Unit 1, Week 5</li> <li>● Unit 3 Week 2</li> <li>● Wonders Unit 3, Week 5</li> </ul>	Unit 3 Grammar Assessment #2-Combining sentences
5 Days Articles the, a, an <ul style="list-style-type: none"> <li>● Unit 6 Week 2-Articles</li> </ul>	Introduced but NOT ASSESSED
5 Days Coordinating and Subordinating Conjunctions	Introduced but NOT ASSESSED

CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words.

- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Decode two- syllable words with long vowels and words with common prefixes and suffixes.
- Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.
- Read grade- appropriate irregularly spelled words.

Foundations Instructional Materials	Assessment
Unit 11 (10 Days) <ul style="list-style-type: none"> <li>• Sounds of ee, ea, and ey</li> <li>• Use of spelling option procedure for /ē/ sound</li> </ul>	Unit 11 Foundations Assessment
Unit 12 (5 Days) <ul style="list-style-type: none"> <li>• Sounds of oi and oy</li> <li>• Spelling generalizations of /oi/ sound</li> </ul>	Unit 12 Foundations Assessment
Unit 13 (10 Days) <ul style="list-style-type: none"> <li>• /ō/ sound of oa, oe, and ow</li> <li>• Use of spelling option procedure for /ō/ sound</li> <li>• Review of suffix endings</li> </ul>	Unit 13 Foundations Assessment
Unit 14 (10 Days) <ul style="list-style-type: none"> <li>• /ou/ sound of ou and ow</li> <li>• Flexibility in sound choices for reading</li> <li>• Spelling generalizations for /ou/ sound</li> </ul>	Unit 14 Foundations Assessment
Unit 15 (10 Days) <ul style="list-style-type: none"> <li>• /ü/ sound of oo, ou, ue, and ew</li> <li>• /ü/ sound of ue</li> <li>• Use of spelling option procedure for /ü/ and /ū/</li> </ul>	Unit 15 Foundations Assessment
Unit 16 (10 Days) <ul style="list-style-type: none"> <li>• Sounds of au and aw</li> <li>• Spelling generalization for /ō/ sound</li> </ul>	Unit 16 Foundations Assessment
Unit 17 (5 Days) <ul style="list-style-type: none"> <li>• consonant -le syllable type</li> <li>• Spelling consonant-le words</li> <li>• Review of all 6 syllable types</li> </ul>	Unit 17 Foundations Assessment **not expected to assess**