



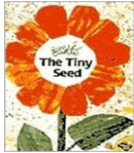








Pacing First Nine Weeks

Week(s)	NGSSS	Benchmarks	Story	Strategy/Skills	Vocabulary/Phonics/Grammar
Week 1	LA.2.2.1.2	The student will identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction.	Start Smart  Use the Read-Aloud S4-S20	Analyze Story Structure Plot Development- Characters & Setting	<i>Are, do, the, you, to, come, where, of, little, said, one, two, could, three, away, our, again, there, they</i> <i>Blend short /a/a, /i/i, /o/o, /e/e, /u/u Words</i>
Week 2	LA.2.2.1.2	The student will identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction.	David's New Friends  David's New Friends Unit 1 Week 1	Analyze Story Structure Plot Development- Characters & Setting	<i>carefully, different, excited, groan, tomorrow, whisper</i> <i>Short- /a/a, /i/i</i> <i>Statements & Questions</i>
Week 3	LA.2.2.1.2	The student will identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction.	Mr. Putter and Tabby Pour Tea  Mr. Putter and Tabby Pour the Tea Unit 1 Week 2	Plot Development	<i>company, delighted, enjoyed, shared, thinning, wonderful</i> <i>Short-/e/e,/o/o,/u/u</i> <i>Commands & Exclamations</i>
Week 4	LA.2.1.7.6 LA.2.1.7.3	The student will identify themes or topics across a variety of fiction and nonfiction selections. The student will summarize information in text, including but not limited to main idea, supporting details, and connections between texts.	"Fighting the Fire" Times Cross Curriculum-Social Studies  Time for Kids Fighting the Fire Unit 1 Week 3	Summarize Main Ideas & Details	<i>flames, forest, heat, safe, tell</i> <i>Short-/a/a, Long-/a/a_e</i> <i>Subjects</i>


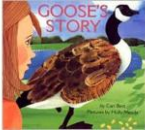


Week 5	LA.2.1.7.6 LA.2.1.7.3	The student will identify themes or topics across a variety of fiction and nonfiction selections. The student will summarize information in text, including but not limited to main idea, supporting details, and connections between texts.	Meet Rosina  Meet Rosina Unit 1 Week 4	Summarize Main Ideas & Details	<i>celebrate, cultures, deaf, language, relatives, signing</i> <i>Short-/i/I, Long-/i/i_e</i> <i>Predicates</i>
Week 6	LA.2.1.7.8	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking	My Name is Yoon  My Name Is Yoon Unit 1 Week 5	Summarize Plot Development- Make Predictions	<i>cuddle, favorite, patient, practiced, settled, wrinkled</i> <i>Short- /o/o, Long-/o/o_e</i>
Week 7	LA.2.1.7.8	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking	The Tiny Seed 	Summarize Plot Development- Draw Conclusion	<i>burst, desert, drifts, drowns, gently, neighbor</i> <i>Short-/u/u, Long-/u/u_e</i> <i>Nouns</i>
Week 8	LA.2.1.7.5	The student will identify the text structure and author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.	Columbus Explores Cross Curriculum Social Studies 	Summarize Retell Events in Order	<i>areas, oceans, planet, vast, voyage</i> <i>Schwa Sound</i> <i>Plural Nouns</i>


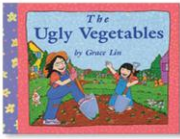
Pacing Second Nine Weeks

Week(s)	NGSSS	Benchmarks	Story	Strategy/Skills	Vocabulary/Phonics/Grammar
Week 9	LA.2.1.7.5	The student will identify the text structure and author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.	<p>A Harbor Seal Pup Grows Up</p> 	<p>Summarize</p> <p>Retell Events in Order</p>	<p><i>Examines, hunger, mammal, normal, rescued, young</i></p> <p><i>Blends-/sl/sl, /dr/dr,/sk/sk, /sp/sp,/st/st</i></p> <p><i>Plural Nouns</i></p>
Week 10	LA.2.1.7.5	The student will identify the text structure and author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.	<p>“A Trip to the Emergency Room” Times</p> <p>Cross Curriculum-Social Studies</p> 	<p>Summarize</p> <p>Retell Events in Order</p>	<p><i>Broken, heal, informs, personal, serious</i></p> <p><i>Long-/a/ay, ai</i></p> <p><i>Proper Nouns</i></p>
Week 11	LA.2.1.7.5 LA.2.1.7.8	<p>The student will identify the text structure and author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.</p> <p>The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning,</p>	<p>Farfallina & Marcel</p> <p>Cross Curriculum- Science</p> 	<p>Generate Questions</p> <p>Retell Events in Order</p> <p>Plot Development- Make Inferences</p>	<p><i>Fluttered, giggled, peered, recognized, snuggled, vanished</i></p> <p><i>Long-/i/i, igh, ie, y</i></p> <p><i>Possessive Nouns</i></p>


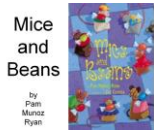
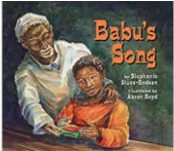

		and clarifying by checking			
Week 12	LA.2.1.7.8	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking	<p>There's Nothing Like Baseball</p> 	<p>Generate Questions</p> <p>Plot Development- Make Inferences</p>	<p><i>Coach, imaginary, practices, starting, tryouts</i></p> <p><i>Long-/o/o, oa, ow, oe</i></p> <p><i>Plurals and Possessives</i></p>
Week 13	LA.2.1.7.8	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking	<p>Officer Buckle and Gloria</p> 	<p>Monitor Comprehension- Reread</p> <p>Plot Development- Use Illustration</p>	<p><i>accident, attention, buddy, enormous, obeys, tips</i></p> <p><i>Long-/u/u, u_e</i></p> <p><i>Present-tense Verbs</i></p>
Week 14	LA.2.1.7.1 LA.2.1.7.3	<p>The student will identify a text's features(e.g., title, subheading, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading</p> <p>The student will summarize information in text, including but not limited to main idea, supporting details, and connections between texts.</p>	<p>"Meet Super Croc" Times</p> <p>Cross Curriculum-Social Studies</p> 	<p>Monitor Comprehension- Adjust Reading Rate</p> <p>Main Idea & Details</p>	<p><i>Ancient, confirm, hopeful, unable, valid</i></p> <p><i>Digraphs- ch; sh; th; hw</i></p> <p><i>Past-tense Verbs</i></p>



Pacing Third Nine Weeks

Week(s)	NGSSS	Benchmarks	Story	Strategy/Skills	Vocabulary/Phonics/Grammar
Week 18	LA.2.1.7.5	The student will identify the text structure and author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.	Splish, Splash, Animal Baths 	Generate Questions Compare and Contrast	<i>Beasts, handy, itches, nibble, preen, puddles</i> <i>r-controlled vowels - /ar/ar, or</i> <i>Linking Verbs</i>
Week 19	LA.2.1.7.5	The student will identify the text structure and author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.	Goose's Story 	Generate Questions Cause and Effect	<i>Balance, deserted, freezes, imagine, saddest, wider</i> <i>r-controlled vowels- /ur/er, ir, ur</i> <i>Helping Verbs</i>
Week 20	LA.2.1.7.5	The student will identify the text structure and author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.	Super Storms 	Monitor Comprehension- Reread Cause and Effect: Make Predictions	<i>Beware, destroy, grasslands, prevent, uprooted, violent</i> <i>Variant vowel- /u/oo,ui, ew, oe, ue</i> <i>Irregular Verbs</i>
Week 21	LA.2.1.7.2	The student will determine the author's purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear.	"A Way to Help Planet Earth" Times Cross Curriculum- Social Studies 	Author's Purpose- Persuade Main Idea and Details	<i>Conversation, extinct, hardest, remains, trouble</i> <i>Variant vowel- /u/oo, ou</i> <i>Irregular Verbs</i>

Week 22	LA.2.1.7.2	The student will determine the author's purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear.	Nutik, the Wolf Pup 	Author's Purpose- Entertain Plot Development- Make Inferences	<i>Beloved, glanced, gleamed, noble, promised, wiggled</i> <i>Variant vowel- /o/au, aw</i> <i>Contractions</i>
Week 23	LA.2.1.7.2	The student will determine the author's purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear.	Dig, Wait, Listen  Dig Wait Listen By April Pulley Sayre	Author's Purpose- Informational Summarize	<i>Beyond, burrow, distant, lengthy, ranger's, warning</i> <i>Diphthong -/ou/ow, ou</i> <i>Promouns</i>
Week 24	LA.2.1.7.5	The student will identify the text structure and author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.	Pushing Up the Sky  Pushing up the Sky by Joseph Bruchac	Play Retell Events In Order Problem & Solution	<i>Agreed, gathered, jabbing, randomly, signal</i> <i>Diphthong- /oi/oi, oy</i> <i>I and me, we and us</i>
Week 25	LA.2.1.7.5 LA.2.2.1.2	The student will identify the text structure and author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text. The student will identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction.	The Ugly Vegetables 	Summarize Retell Events in Order Plot Development	<i>Aroma, blooming, muscles, prickly, scent, trade</i> <i>Silent Consonants- /n/gn, kn; /r/wr; /m/mb</i> <i>Pronouns-Verb Agreement</i>

Pacing Fourth Nine Weeks

Week(s)	NGSSS	Benchmarks	Story	Strategy/Skills	Vocabulary/Phonics/Grammar
Week 26	LA.2.1.7.5	The student will identify the text structure and author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.	African American-Inventors Cross Curriculum- Social Studies 	Monitor Comprehension- Reread Compare and Contrast	<i>Allowed, design, instrument, invented, powerful, products</i> <i>r-controlled vowels- or; ore, oar</i> <i>Adverbs</i>
Week 27	LA.2.1.7.5	The student will identify the text structure and author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.	Mice and Beans 	Analyze Story Structure Compare and Contrast- Fantasy and Reality Plot Development	<i>Assembled, devoured, fetch, forgetting, menu, simmered</i> <i>Endings- dge, -ge, -lge, -nge, -rge</i> <i>Adjectives</i>
Week 28	LA.2.1.7.5	The student will identify the text structure and author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.	Babu's Song 	Monitor Comprehension- Reread Plot Development- Character and Setting	<i>Collection, concern, exclaimed, figure, goalie, vendors</i> <i>r-controlled vowels- ire, ier, ure</i> <i>Synonyms and Antonyms</i>
Week 29	LA.2.1.7.2 LA.2.1.7.3	The student will determine the author's purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear. The student will summarize information in text, including but not limited to main idea, supporting details, and connections between texts.	Stirring Up Memories 	Analyze Text Main Idea & Details- Draw Conclusion Author's Purpose	<i>Creating, familiar, glamorous, imagination, memories, occasions</i> <i>r-controlled vowels-ar; are, air</i> <i>Articles- a and an</i>

<p>Week 30-31</p>	<p>LA.2.1.7.2</p> <p>LA.2.1.7.3</p>	<p>The student will determine the author's purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear.</p> <p>The student will summarize information in text, including but not limited to main idea, supporting details, and connections between texts.</p>	<p>Music of the Stone Age</p> 	<p>Author's Purpose</p> <p>Main Idea & Details</p>	<p><i>Impossible, pleasant, talent, treasures, watch</i></p> <p><i>r-controlled vowels- er, eer, ere, ear</i></p> <p><i>Adjectives That Compare</i></p>
<p>Week 32-33</p>	<p>LA.2.1.7.2</p> <p>LA.2.1.7.3</p>	<p>The student will determine the author's purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear.</p> <p>The student will summarize information in text, including but not limited to main idea, supporting details, and connections between texts.</p>	<p>The Moon</p> 	<p>Author's Purpose</p> <p>Main Idea and Details</p>	<p><i>Discovered, footprint, lunar, spacecraft, surface, visible</i></p> <p><i>Hard/Soft Consonants- /k/c, /g/g; /s/sc, /j/g</i></p> <p><i>Contractions</i></p>

Vocabulary/Definitions

Content Focus

Author's Purpose

BENCHMARK(S):

LA.2.1.7.2 – TSW determine the author's purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear.

DEFINITION(S):

Author's purpose is the ability to determine the reason why an author wrote a selected text. (teach, inform, persuade, entertain, show)

Key Vocabulary

- **inform**: to tell
- **persuade**: to convince
- **entertain**: to amuse

Clue Words/Phrases

- why did the author
- main reason
- suggest
- to show
- main purpose
- the author says

Question Stems

- What was the author's purpose in writing this story?
- Why did the author use the word _____ to describe_____?
- What did the author mean when he wrote_____?
- What is the author's point of view about_____?
- What is the author thinking when he says_____?
- Why does the author quote _____?
- What does the author want the reader to think about_____?

Content Focus

Main Idea & Supporting Details

DEFINITION(S):

Main idea is the most important point of an article.

Details tell about or support the main idea.

Clue Words/Phrases

- text to text
- text to self
- text to world
- detail
- generally
- summarize
- mostly

BENCHMARK(S):

LA.2.1.7.3 – TSW summarize information in text, including but not limited to main idea, supporting details, and connections between texts.

Key Vocabulary

- **main idea**: the topic the passage is mostly about
- **details**: information or reasons that support the main idea
- **summarize/summary**: restating the story's main points in your own fewer words
- **support**: provides additional information that backs up the main idea

Question Stems

- What is the main idea of this story/paragraph ____?
- What is another possible title for this story?
- The passage is primarily concerned with which of the following____?
- Which of the following best finishes the summary of this text?
- What does paragraph ____ mostly talk about?
- What detail supports the idea that _____?
- Why does _____ do_____?
- What can the reader tell from _____?
- Which statement best describes the lesson / moral of the story?
- Which sentence best summarizes this story/paragraph?
- Retell a portion of this story in your own words

Content Focus

Cause & Effect

DEFINITION(S):

Cause and effect relationships in text explain what happened and why it happened.

Clue Words/Phrases

- because
- as a result
- so
- therefore
- since
- due to

BENCHMARK(S):

LA.2.1.7.5 – TSW identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.

Key Vocabulary

- **cause**: a reason for an event to happen
- **effect**: an event that happens
- **result**: a consequence, effect, or reason
- **events**: things that happen in the story

Question Stems

- What caused _____ to _____?
- Why did _____ happen when _____?
- What is the result of _____?
- Why does _____ do _____?
- What effect did _____ have on _____?
- What are the events that caused _____?
- What would happen if _____?

Content Focus

Compare & Contrast

DEFINITION(S):

Compare is telling things that are the same about a character and/or setting within one text.

Contrast is telling things that are different about a character and/or setting within one text.

Clue Words/Phrases

- same
- both
- compare to
- in contrast to
- but
- on the other hand
- instead of

BENCHMARK(S):

LA.2.1.7.5 – TSW identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.

Key Vocabulary

- **compare**: how things are alike, similar, or the same
- **contrast**: how things are different or unlike
- **similarities**: how things are the same
- **differences**: how things are not alike

Question Stems

- How are ____ and ____ alike?
- How are ____ and ____ different?
- What are the similarities /differences between____?
- How does ____ compare with____?
- What is one similarity between ____ and____?
- What is one difference between ____ and ____?
- Compare____ and____.
- How does ____ change?

Content Focus

Sequence and Story Elements

DEFINITION(S):

Sequence is the order in which things happen in the story.

Story elements contain characters, setting, plot, conflict, and resolutions within a story.

Clue Words/Phrases

- first, second
- long ago
- a time
- a place
- once upon a time
- in the end
- last, finally
- next, then

BENCHMARK(S):

LA.2.1.7.5 – TSW identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.

LA.2.2.1.2 – TSW identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction.

Key Vocabulary

- **character**: the people in the story
- **setting**: where and when the story takes place
- **conflict**: the problem in the story
- **resolution**: the solving of the problem in the story
- **sequence**: the order in which things happen in the story
- **hero**: the main good character in the story that we hope will succeed
- **villain**: the character who tries to stop the hero from doing good things
- **plot**: what happens in the story containing the characters, sequence, conflict, and resolution

Question Stems

- Why is it important to know ____ (about the setting) when ____ happened?
- What is _____'s problem after ____ happens?
- According to the text which event happened ____?
- What comes next/after ____?
- What occurred before ____?
- Which event did not happen in the story?
- What problem did the character face?
- What happened just before or after ____?
- What events lead to the resolution of the problem in the story?
- Name the time when ____ takes place. (Past, Present, Future)
- What was the setting in the story?
- What happened first, second, third, last, etc...?

