

## Weekly Pacing Guide- Grade 2

This weekly pacing guide is designed to serve as a guide for teachers in the daily routine of using this resource. This ensures that the necessary skills are addressed in a timely fashion over the course of a year. Although this is the recommended pacing, there will be times when students may require additional adjustments depending on level of ability and familiarity with the skills.

*NOTE: The scope and sequence documents include a total of 33 weeks of instruction: 5 weeks of instruction for the Literacy Launch, 14 weeks of instruction for informational/opinion writing and 14 weeks of instruction for narrative writing. There is additional time across the year that can be used in several ways including skill review and project work. Additionally, we have provided a series of slides as another way to view/organize your weekly plans.*

*Baseline- Prior to starting the Literacy Launch, administer a baseline assessment in the genre you will instruct first. See the Planning Guide Section of The Hub for suggested prompts.*

### Literacy Launch (5 weeks)

The Literacy Launch lessons should be done consecutively at the beginning of the school year. This establishes the foundational work necessary for every reading and writing experience students will encounter throughout the year. These skills include genre, organization, summary, and annotation and analysis. The time you take to establish this common language and assured experiences will allow students an awareness of the skills they need to become strategic readers and writers.

NOTE: Lessons in *italics* have the same objective as the lessons in this Literacy Launch Unit. Use at your own discretion.

Week 1
<u>Literacy Launch</u> Lesson 1: Introducing Graphic Organizers Lesson 2: Recognizing Genre and Introducing Opinion Lesson 3: Informational and Narrative Book Covers Lesson 4: Fact or Opinion

Week 2

Literacy Launch

Lesson 5: Strategic Reading - Informed Writing

Lesson 6: Strategic Reading and Text Conventions

Lesson 7: Cut and Paste

Lesson 8: Comparing Four Types of Writing (informational and opinion)

Week 3

Literacy Launch

Lesson 8: Comparing Four Types of Writing (personal experience and character/problem/solution)

*I WANT MORE: Additional Analyzing and Annotating Opportunities - Informational and Narrative*

Lesson 9: Introduction to Literary Elements

Lesson 10: Literary Elements Cards

Week 4

Literacy Launch

Lesson 11: Givens and Variables

Lesson 12: Turning Questions into Responses

Week 5

Literacy Launch

Lesson 13: Finding Evidence

Lesson 14: Writing a Constructed Response

Lesson 15: Inferential and Evaluative Thinking

*I WANT MORE: Literary Analysis*

*Make It Your Own - Framing Questions for use with your literature selections or students' independent reading*

## Informational/Opinion (14 weeks)

**Introduction:** This Informational/Opinion Unit can be done consecutively across all 14 weeks or broken into smaller units. For example, teach the first several skills, do a process piece and then move into narrative writing and come back to informational/opinion to continue the skills.

**Connections Across Learning** - These are opportunities to add how you will apply the skill across your day. For instance, when teaching Elaboration, apply the skill to a science topic - describe an invention, or a social studies topic - describe a historical artifact. Another suggestion is to use student independent reading books or your reading series to identify and analyze each skill in authentic text.

Lessons titles in *italics* have similar objectives to the lessons in **bold** and can be used to scaffold learning or for additional practice, review and reinforcement, or differentiation purposes. Lessons marked with an asterisk (\*) are response to text lessons and can be integrated with your reading instruction. Be sure to view the full lessons and make an informed decision based on your student needs.

Week 1
<p><u>Broad Yet Distinct Main Ideas</u> <i>Lesson 1: Sort and Categorize</i> <b>Lesson 2: Compare These Pieces</b> <b>Lesson 3: Pick List Choose</b> <b>Lesson 4: Main Ideas/Reasons- Don't Overlap Them!</b> <b>Lesson 5: Matching Blurbs to Main Idea Sentences</b></p> <p>Connections Across Learning-</p>
Week 2
<p><u>Broad Yet Distinct Main Ideas</u> <b>Choose 1</b> - Lesson 6: Alternative to Boring, Redundant Main Idea/Reason Sentences Lesson 7: Revising Boring, Redundant Main Idea/Reason Sentences <b>Lesson 8: Sentence Variety and Word Referents</b> <i>Lesson 9: Main Idea/Reason Blurbs into Sentences</i> <i>Lesson 10: The Missing Main Idea/Reason</i> <i>Lesson 11: Recognizing Main Ideas/Reasons in Prompts and Assignments</i> <i>*Lesson 12: Turning Questions into Responses</i> <b>*Lesson 13: Turning Reading Questions into Responses</b> <i>*Lesson 14: Using Informative Verbs in Response to Text</i></p> <p>Connections Across Learning-</p>

Week 3

Elaboration

*Lesson 1: Just Okay...or Much Better?*

*Lesson 2: General vs. Specific*

**Lesson 3: Recognizing Overly General Words/Phrases and Specific Examples**

**Lesson 4: Break up that Grocery List!**

**Lesson 5: What Does It Look Like? Why is it Important? Grab Bag**

**Lesson 6: Describing Object - What Does it Look Like? Why is it Important?**

*Lesson 7: What Does it Look Like? Why is it Important? Sentence Matching*

Connections Across Learning-

Week 4

Elaboration

**Choose 2-** Lesson 8: Observe and Think using Detail-Generating Questions

Lesson 9: Writing Sentences Using Detail-Generating Questions

Lesson 10: Recognizing Details in Informational Writing

Lesson 11: Your Turn - What Does She/He Look Like? Why is Their Job Important?

Lesson 12: Using Detail-Generating Questions in Paragraphs

**Lesson 13: Using Detail- Generating Questions to Complete an Informational Essay**

*\*Lesson 14: Reading and Summarizing Texts*

*\*Lesson 15: Paraphrasing*

*\*Lesson 16: Giving the Author Credit - Citing Sources*

Connections Across Learning-

Week 5

Process Writing

Day 1- Assign Prompt, Pick List Choose, Prewriting Plan

Day 2- Review Pillar, Introduction

Day 3- 1st Main Idea/Reason Paragraph

Day 4- 2nd Main Idea/Reason Paragraph

Flex

Allow peer conferencing, sharing, and skill review/reinforcement as needed.

Week 6

Process Writing

Day 1- Conclusion

Day 2- Reread, Revise, Edit

*\*Since introductions and conclusions have not been taught to this point, feedback/accountability should be on the prewriting plan, main idea sentences, and supporting details.*

Flex

Allow peer conferencing, sharing, and skill review/reinforcement as needed.

Week 7

Research: *Any of the Research Lessons can be done within the context of your content area topics. Choose a science or social studies topic and follow the lesson plan substituting your topic.*

**Lesson 1: Turning Why is it Important Into a Research Question**

**Choose 1:** Lesson 2: Look and Learn

Lesson 3: Making it Your Own - Using Photos to Generate Research Questions

**Choose 1:** Lesson 4: Finding Information in Charts, Graphs, and More

Lesson 5: Using Timelines

Lesson 6: Using Information from Maps

Connections Across Learning-

Week 8

Research

**Lesson 7: Information in a Bulleted List**

**Lesson 8: Reading Strategically**

**Lesson 9: Recognizing Golden Bricks**

*Lesson 10: More on Quotes and Statistics*

*Lesson 11: Taking Simple Bulleted Notes*

Connections Across Learning-

Week 9

Introductions

**Lesson 1: Informational Pillar - Introduction Paragraph**

**Lesson 2: Which Introduction Would You Rather Read?**

**Lesson 3: Using Questions to Write Introductions**

Connections Across Learning-

Week 10

Introductions

**Lesson 4: Revising Weak Introduction Paragraphs**  
**Lesson 5: Adding an Introduction Paragraph**

Connections Across Learning-

Week 11

Conclusions

**Lesson 6: Informational Pillar - Conclusion Paragraph**  
**Lesson 7: Find the Matching Conclusion 1, 2**  
**Lesson 8: Which Conclusion Would You Rather Read?**  
**Lesson 9: Summing it All Up with Definitive Words and Phrases**

Connections Across Learning-

Week 12

Conclusions

**Lesson 10: From Summarizing Framework to Conclusion Paragraph**  
**Lesson 11: Using Definitive Words and Phrases to Create Conclusions**  
**Lesson 12: Adding a Conclusion Paragraph**

Connections Across Learning-

Week 13

Process Writing

Day 1- Assign Prompt, Pick List Choose, Prewriting Plan  
Day 2- Review Pillar, Introduction  
Day 3- 1st Main Idea/Reason Paragraph  
Day 4- 2nd Main Idea/Reason Paragraph

Flex

Allow peer conferencing, sharing, and skill review/reinforcement as needed.

Week 14

Process Writing

Day 5- Conclusion  
Day 6- Reread, Revise, Edit

Flex

Allow peer conferencing, sharing, and skill review/reinforcement as needed.

*Checkpoint- Informational/Opinion*

## Narrative (14 weeks)

**Introduction:** This Narrative Unit can be done consecutively across all 14 weeks or broken into smaller units. For example, teach the first several skills, do a process piece and then move into informational/opinion writing and come back to narrative to continue the skills.

**Connections Across Learning** - These are opportunities to add how you will apply the skill across your day. For instance, when teaching Elaborative Detail, apply the skill to a science topic - describe an invention, or a social studies topic - describe a historical artifact. Another suggestion is to use student independent reading books or your reading series to identify and analyze each skill in authentic text.

**Before and After Revision Activities** - These are designed for independent practice and application of skills that have been taught.

Lessons titles in *italics* have similar objectives to the lessons in **bold** and can be used to scaffold learning or for additional practice, review and reinforcement, or differentiation purposes. Lessons marked with an asterisk (\*) are response to text lessons and can be integrated with your reading instruction. Be sure to view the full lessons and make an informed decision based on your student needs.

Week 1
<u>Elaborative Detail</u> <b>Lesson 1: Story Critical Characters, Setting, Objects</b> <b>Lesson 2: Irrelevant Details</b> <b>Lesson 3: General or Specific?</b> <b>Lesson 4: Story Critical Elements in Literature</b> <b>Lesson 5: Elaborative Detail - A Sense of Autumn</b>  Connections Across Learning-
Week 2
<u>Elaborative Detail</u> <b>Lesson 6: Creating Elaborative Segments</b> <b>Lesson 7: Elaborative Detail - Reading with Author's Eyes</b> <i>Lesson 8: Flip the Sentence Subject</i> <b>Lesson 9: What do Feelings Look Like?</b> <i>Lesson 10: Showing or Telling</i> <i>Before and After Revision Activities - Skill: Elaborative Detail</i> <b>*Lesson 11: Literary Analysis Task - Elaborative Detail</b> <i>*Lesson 12: Narrative Extension Task - Elaborative Detail - optional as needed</i> <i>*Lesson 13: Literary Analysis Task - Feelings - optional as needed</i>

Connections Across Learning-

Week 3

Beginnings

**Lesson 1: Starting Off on the Right Foot**

**Lesson 2: Analyze the Beginning**

**Lesson 3: Revising Story Beginnings**

Connections Across Learning-

Week 4

Beginnings

**Lesson 4: More Starting Off on the Right Foot**

**Lesson 5: Analyze the Beginning**

**Lesson 6: Revising Story Beginnings**

*Before and After Revision Activities - Skill: Beginnings*

**\*Lesson 7: Literary Analysis Task - Beginnings**

*\*Lesson 8: Narrative Extension Task - Beginnings - optional as needed*

Connections Across Learning-

Week 5

Process Writing Timeline - *These skills have been directly taught. Hold students accountable for each.*

Day 1 - Introduce assignment, create summarizing framework

Day 2 - Review summarizing framework and share story summaries

Day 3 - Write entertaining beginning

Day 4 - Write elaborative detail

Flex

Use this time for additional revision including the lesson on "Flip the Sentence Subject" from Elaborative Detail if needed.

Week 6

Process Writing - *These skills have not been directly taught - allow students to practice them, however, they might not be fully formed yet. Assess for skills taught.*

Day 5 - Write suspense

Day 6 - Write main event

Day 7 - Continue main event

Day 8 - Write extended ending

Flex

Use this time for additional revision, peer conferencing, feedback, or a final product including any art component chosen.

Week 7

Suspense

**Lesson 1: Find the Suspense**

**Lesson 2: Word Referents**

**Lesson 3: Red Flag Words and Phrases**

**Lesson 4: The Magic of Three**

Connections Across Learning-

Week 8

Suspense

**Lesson 5: Building Suspense**

*Before and After Revision Activities - Suspense*

**\*Lesson 6: Literary Analysis Task - Suspense**

*\*Lesson 7: Narrative Extension Task - Suspense - optional as needed*

Connections Across Learning-

Week 9

Main Event

**Lesson 1: Comparing Summaries and Fully Elaborated Main Events**

**Lesson 2: Main Event - Scripted Lesson**

**Lesson 3: Main Event - Guided Practice**

Connections Across Learning-

Week 10

Main Event

**Lesson 3: Main Event - Guided Practice**

*Before and After Revision Activities - Skill: Main Event*

**\*Lesson 4: Literary Analysis Task - Main Event**

*\*Lesson 5: Narrative Extension Task - Main Event - optional as needed*

Connections Across Learning-

Week 11

Endings

**Lesson 1: Analyze the Ending**

**Lesson 2: Extending the Ending**

Connections Across Learning-

Week 12

Endings

*Before and After Revision Activities - Skill: Endings*

**\*Lesson 3: Literary Analysis Task - Extended Endings**

*\*Lesson 4: Narrative Extension Task - Extended Endings - optional as needed*

Connections Across Learning-

Week 13

Process Writing Timeline

Day 1 - Introduce the assignment, create summarizing framework

Day 2 - Review summarizing framework and share pre-writing plans

Day 3 - write the entertaining beginning

Day 4 - write the elaborative detail

Flex

Use this time for additional revision including the lesson on “Flip the Sentence Subject” from Elaborative Detail if needed.

Week 14

Process Writing Timeline

Day 5 - write suspense

Day 6 - write main event

Day 7 - continue main event

Day 8 - write extended ending

Flex

Use this time for additional revision, peer conferencing, feedback, or a final product including any art component chosen.

*Checkpoint Assessment - Narrative*