

Second Grade Literacy Pacing Chart With Recommended Dates for *Balanced* Calendar

Important Notes:

*Select instructional activities each week that support the essential elements (phonics, vocabulary, fluency, comprehension) and writing.

*Use the District resources/strategies (e.g., Houghton Mifflin, Sample lesson plans for the first 2 weeks of school, Guided Reading books, District 186 Handwriting Book, Five Day Fluency Plan, Five Day Vocabulary Plan, etc.) in whole and small group instruction to support the students' mastery of grade level standards.

*Grade level teams will need to determine which quarter they will teach and assess the Research Project.

Quarter 1 – Complete *Getting to Know Your Students* and Houghton Mifflin Theme 1 and the first two weeks in Theme 2. Complete a Narrative writing genre study

(A three-week Narrative genre study can be found on the District 186 Literacy website)

Getting to Know Your Students 2 Weeks (July 22-24, July 27-31) *Use sample lesson plans found on the District 186 Literacy website	Theme 1, Week 1 (Aug 3-7) Single and Multi-Syllable Words with Short /a/ and Short /i/ Word Wall Words: snap, into, until, front, present	Theme 1, Week 2 (Aug 10-14) Single and Multi-Syllable Words with Short /e/ /o/, /u/ Word Wall Words: best, a lot, funny, reason, brought	Theme 1, Week 3 (Aug 17-20) Single and Multi-Syllable Words with Long a and i Word Wall Words: made, line, letter, always	Monitoring Student Progress (Aug 24-28) Review Word Wall Words: different, floor, done, move, surprise	Focus on Genre: Poetry (Aug 31 – Sep 4) Review Word Wall Words: long, morning, thought, write, also surprise
Theme 2, Week 1 (Sep 8-11) Single and Multi-Syllable Words with long o, u, e (VCe) Words with 2 Sounds for g Word Wall Words: close, huge, these, even, quiets	Theme 2, Week 2 (Sep 14-17) Words with Consonant Clusters Words with 2 Sounds for c Word Wall Words: city, trip, next, young, busy				

***There are approximately 4 additional days built in which could be used for *checking along the way* and/or review of core curriculum. (Suggested dates: September 21-24)

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Quarter 2 – Complete Houghton Mifflin Theme 2 and Theme 3. Complete a Friendly Letter writing genre study.

<p>Theme 2, Week 3 (October 19-23)</p> <p>Words Ending with Double Consonants Word Wall Words: great, across, off, small, tell</p>	<p>Theme 2, Monitoring Student Progress (October 26-30)</p> <p>Review Word Wall Words: year, beautiful, important, touch, later</p>	<p>Focus on Genre: Fables (November 3-6)</p> <p>Words with VCV pattern Words with final k, ck Word Wall Words: stuck, enough, laugh, learn, water</p>		
<p>Theme 3, Week 1 (November 9-13)</p> <p>Words with digraphs (th, wh, sh, ch) Compound words Word Wall Words: which, short, myself, during, heard (Review thought, touch)</p>	<p>Theme 3, Week 2 (November 16-20)</p> <p>Words with long a (ai, ay) Word Wall Words: stay, rainbow, guess, while, watch</p>	<p>Theme 3, Week 3 (Nov 30 - Dec 4)</p> <p>Words with ow, ou Word Wall Words: somehow, around, mountain, should, right</p>	<p>Theme 3, Week 4 (December 7-11)</p> <p>Words with long e (ee, ea) Word Wall Words: clean, sweet, each, believe, whole</p>	<p>Theme 3, Monitoring Student Progress (December 14-18)</p> <p>Review Word Wall Words: shorter, shortest, catch, special, store</p>

*****There are approximately 3 extra days built in which could be used for *checking along the way* and/or review of core curriculum. (Suggested dates: Nov 23-25)**

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*Use the District resources/strategies (e.g., Houghton Mifflin, Sample lesson plans for the first 2 weeks of school, Guided Reading books, District 186 Handwriting Book, Five Day Fluency Plan, Five Day Vocabulary Plan, etc.) in whole and small group instruction to support the students’ mastery of grade level standards.

Quarter 3 – Complete Houghton Mifflin Theme 4 and the first four weeks of Theme 5. Complete an Expository writing genre study.

(A 3 week expository genre study can be found on the District 186 Literacy website)

<p>Theme 4, Week 1 (January 12-15)</p> <p>Words with ar, or, ore Words with suffixes: -tion, -ture Word Wall Words: party, warm, picture, nation, listen (Review <i>morning</i>)</p>	<p>Theme 4, Week 2 (January 19-22)</p> <p>Words that end with nd, ng, nk Word Wall Words: think, end, between, care, world (Review <i>during</i>)</p>	<p>Theme 4, Week 3 (January 25-29)</p> <p>Words with long o (ow, oa) Word Wall Words: throw, goal, ago, field, half</p>	<p>Theme 4, Monitoring Student Progress (February 1-5)</p> <p>Review Word Wall Words: wrong, question, both</p>	<p>Focus on Genre: Biography (February 8-11)</p> <p>Words with ir, ur, er Word Wall Words: surprised, first, something, once, talked (Review <i>letter</i>)</p>
<p>Theme 5, Week 1 (February 16-19)</p> <p>Two-syllable words ending with -er Word Wall Words: brother, sister, another, trouble, middle</p>	<p>Theme 5, Week 2 (Feb 22-26)</p> <p>Two-syllable words ending with -le Word Wall Words: we’ll, they’re, didn’t, early, instead (Review <i>trouble</i>)</p>	<p>Theme 5, Week 3 (March 2-5)</p> <p>Words that end in y (as in happy) Words with prefixes (un-) Word Wall Words: very, unhappy, family, birthday, aunt</p>	<p>Theme 5, Week 4 (March 8-12)</p> <p>Words with silent letters (gh, kn, b) Word Wall Words: knew, climb, air, hour, taught (Review <i>right</i>)</p>	

*****There are approximately 5 extra days built in which could be used for *checking along the way* and/or review of core curriculum.** (Suggested dates: March 15-19)

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*Use the District resources/strategies (e.g., Houghton Mifflin, Sample lesson plans for the first 2 weeks of school, Guided Reading books, District 186 Handwriting Book, Five Day Fluency Plan, Five Day Vocabulary Plan, etc.) in whole and small group instruction to support the students' mastery of grade level standards.

Quarter 4 – Complete Houghton Mifflin Theme 5 and 6. Complete a Narrative writing genre study.

(A 3 week narrative genre study can be found on the District 186 Literacy website and a 1 week genre study can be found in Houghton Mifflin: T88-98)

<p>Theme 5, Monitoring Student Progress (April 13-16)</p> <p>Review Word Wall Words: stopped, number, catcher, ate, eight (Add -er to <i>catch</i>)</p>	<p>Focus on Genre: Chapter Books (April 26-30)</p> <p>Homophones Word Wall Words: new (knew), their, there, two, too, already (review ate/eight, right/write)</p>		
<p>Theme 6, Week 1 (May 3-7)</p> <p>Words with oo, ew, ue, ou Word Wall Words: you'll blue, few, woman, neighbor (Review <i>knew, too</i>)</p>	<p>Theme 6, Week 2 (May 10-14)</p> <p>Words with long I (ie, igh) Word Wall Words: cried, heart, remind, eye, does (Review <i>right</i>)</p>	<p>Theme 6, Week 3 (May 17-21)</p> <p>Words with suffixes (-ed, -ing) Word Wall Words: moved, moving</p>	<p>Theme 6, Monitoring Student Progress (May 24-28)</p> <p>Review</p>

*****There are approximately 12 extra days built in which could be used for *checking along the way* and/or review of core curriculum.** (Suggested dates: April 19-23, possible dates for Stanford 10; June 1-4, 7-9)