

**2009-2010 YCUSD Houghton Mifflin Pacing Calendar – Grade Level: 2<sup>nd</sup>**

Wk	2009-2010 Dates	Theme	Instr. Days	Selection/Assessment	Strategy Focus/ Comprehension Skill	Phonics/Spelling	Vocabulary	Grammar, Shared Writing, And Writing Workshops
1	8/17-8/21	Back to School	5	<u>Back to School</u>	CA Standards Reading strategies; Phonics Review	Letter-Sound Association; Clusters; Digraphs		
2	8/24-8/28	Back to School and 1	5	<u>Back to School</u>  <u>Launch Theme 1 Dragon Gets By (2)</u>	<b>Strategy:</b> Summarize <b>Skill:</b> Story Structure <b>Spiral Review:</b> Cause and Effect; Problem Solving <b>Information/Study Skills:</b> Reading a Chart	Short vowels; Long vowels; Syllables  Short vowels: a and i Base words and endings: -s, -ed, -ing; Short a and i sounds	Homophones  <b>HF Words:</b> bought, front, kitchen, roll, until	<b>Grammar:</b> What is a Sentence? <b>Writing Skills:</b> Character Sketch <b>Improving Your Writing:</b> Adding Details <b>Writer's Workshop:</b> Writing a Story
3	8/31-9/4 September Diagnostic Assessment Window	1	5	<u>Dragon Gets By (5)</u>				
4	9/7-9/11 September Diagnostic Assessment Window	1	4	<i>Sept 7 – Labor Day Holiday</i> <u>Julius (4)</u>	<b>Strategy:</b> Monitor and Clarify <b>Skill:</b> Fantasy/Realism <b>Spiral Review:</b> Noting Details; Drawing Conclusions; Language Patterns; <b>Information/Study Skills:</b> Diagram	Short vowels: o, u, e; vccv pattern Short a, e and u sounds	Synonyms  <b>HF Words:</b> brought, reason, special, surprise	<b>Grammar:</b> Naming Parts of Sentences <b>Writing Skills:</b> Response-Journal Entry <b>Improving Your Writing:</b> Writing Dates <b>Writer's Workshop:</b> Writing a Story
5	9/14-9/18 September Diagnostic Assessment Window	1	5	<u>Julius (3)</u> <u>Mrs. Brown Went to Town (2)</u>	<b>Strategy:</b> Predict/Infer <b>Skill:</b> Predict Outcomes <b>Spiral Review:</b> Fantasy and Realism; Cause and Effect <b>Information/Study Skills:</b> Locating Information	Long vowels CVCe: a, i; Vowel-consonant-e spellings	Multiple Meaning Words  <b>HF Words:</b> different, floor, letter, move, poor, word	<b>Grammar:</b> Action Parts of Sentences <b>Writing Skills:</b> A Journal Entry <b>Improving Your Writing:</b> Voice <b>Writer's Workshop:</b> Writing a Story
6	9/21-9/25 September Diagnostic Assessment Window	1	5	<u>Mrs. Brown Went to Town (5)</u>  9/25: Theme 1 Skills Test				
7	9/28-10/2	1 and 2	5	<u>Mrs. Brown Went to Town (2)</u>  9/28-9/29: Theme 1 Skills Test  <u>Launch Theme 2 Henry and Mudge and the Starry Night (3)</u>	<b>Strategy:</b> Question <b>Skill:</b> Compare and Contrast <b>Spiral Review:</b> Story Structure; Sequence of Events <b>Information/Study Skills:</b> Using a Map	Long vowels CVCe: o,u,e; Two sounds for g; Vowel-consonant-e spellings	Compound Words  <b>HF Words:</b> beautiful, even, quiet, straight, year	<b>Grammar:</b> Telling Sentences and Questions <b>Writing Skills:</b> Answer to a Question <b>Improving Your Writing:</b> Adding Words to Make Complete Sentences <b>Writer's Workshop:</b> Description

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8	10/5-10/9	2	5	<u>Henry and Mudge and the Starry Night</u> (4) <u>Exploring Parks with Ranger Dockett</u> (1)	<b>Strategy:</b> Evaluate <b>Skill:</b> Fact and Opinion <b>Spiral Review:</b> Topic/Main Idea/Details; Making Generalizations <b>Information/Study Skills:</b> Using a Graph	Consonant clusters (r,l,s) Two sounds for c; Words w/consonant clusters	Antonyms <b>HF Words:</b> busy, important, later, touch, young	<b>Grammar:</b> Commands <b>Writing Skills:</b> Paragraph <b>Improving Your Writing:</b> Main Idea and Details <b>Writer's Workshop:</b> Description
9	10/12-10/16	2	5	<u>Exploring Parks with Ranger Dockett</u> (5)				
10	10/19-10/23	2	5	<u>Exploring Parks with Ranger Dockett</u> (1) <u>Around the Pond: Who's Been Here?</u> (4)	<b>Strategy:</b> Monitor/Clarify <b>Skill:</b> Categorize and Classify <b>Spiral Review:</b> Drawing Conclusions; Noting Details <b>Information/Study Skills:</b> Using Guide Words in a Dictionary	Double consonants; VCV pattern; Words w/double consonants	Multiple Meaning Words <b>HF Words:</b> across, brother, great, stand	<b>Grammar:</b> Exclamations <b>Writing Skills:</b> A Learning Log Entry <b>Improving Your Writing:</b> Telling More <b>Writer's Workshop:</b> Description
11	10/26-10/30	2	5	<u>Around the Pond: Who's Been Here?</u> (5) 10/28-10/30: Theme 2 Skills Test				
12	11/2-11/6	3	5	<b>Launch Theme 3 Chinatown</b> (5)	<b>Strategy:</b> Summarize <b>Skill:</b> Making Judgments <b>Spiral Review:</b> Categorize/Classify, Story Structure <b>Information/Study Skills:</b> Using a Schedule	Consonant digraphs: th, wh, sh, ch (tch): Base Words and endings -er, -est; Words with th, wh, sh, or ch	ABC Order to Third Letter <b>HF Words:</b> during, heard, lion, winter	<b>Grammar:</b> Naming Words (common nouns) <b>Writing Skills:</b> A Scene <b>Improving Your Writing:</b> Using Exact Nouns <b>Writer's Workshop:</b> Friendly Letter
13	11/9-11/13	3	4	<u>Chinatown</u> (2) <u>A Trip to the Firehouse</u> (2) <i>Nov 11 – Veteran's Day Holiday</i> 11/10- On Demand Writing: Description (one hour)	<b>Strategy:</b> Question <b>Skill:</b> Topic/Main Idea/Supporting Details <b>Spiral Review:</b> Sequence of Events, Making Generalizations <b>Information/Study Skills:</b> Using the Phone Book	Vowel pairs ai, ay; Compound words; More long a spellings	Dictionary: Beginning, Middle, End <b>HF Words:</b> clothes, guess, order	<b>Grammar:</b> Special Nouns <b>Writing Skills:</b> Taking Notes <b>Improving Your Writing:</b> Choosing What Is Important <b>Writer's Workshop:</b> Friendly Letter
14	11/16-11/20	3	5	<u>A Trip to the Firehouse</u> (5)				

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15	11/23-11/24	3	2	<b>Big Bushy Mustache (2)</b> <i>Nov 25-27 Thanksgiving Holiday</i>	<b>Strategy:</b> Predict/Infer <b>Skill:</b> Problem Solving <b>Spiral Review:</b> Cause and Effect; Story Structure <b>Information and Study Skills:</b> Understanding the Calendar	Vowel pairs: ow, ou, Suffixes -ly, -ful; Vowel sound in cow	Using Context  <b>HF Words:</b> behind, soldier, story	<b>Grammar:</b> One and More than One <b>Writing Skills:</b> Problem-Solution Paragraph <b>Improving Your Writing:</b> Using Exact Nouns <b>Writer's Workshop:</b> Friendly Letter
16	11/30-12/4	3	5	<b>Big Bushy Mustache (5)</b>				
17	12/7-12/11	3	5	<b>Jamaica Louise James (5)</b>	<b>Strategy:</b> Evaluate <b>Skill:</b> Making Inferences <b>Spiral Review:</b> Sequence of Events; Predicting Outcomes <b>Information/Study Skills:</b> Using an Encyclopedia	Vowel pairs ee, ea; Common syllables -tion, -ture More long e spellings	Dictionary: Guide Words  <b>HF Words:</b> believe, lady, whole	<b>Grammar:</b> Nouns That Change Spelling in the Plural <b>Writing Skills:</b> Writing to Persuade <b>Improving Your Writing:</b> Audience <b>Writer's Workshop:</b> Friendly Letter
18	12/14-12/18	3	5	<b>Jamaica Louise James (5)</b>  12/15-12/17: Theme 3 Skills Test				
<i>WINTER BREAK: December 21, 2009 to January 8, 2010</i>								
19	1/11-1/15	4	5	<b>Launch Theme 4 Officer Buckle and Gloria (5)</b>	<b>Strategy:</b> Monitor/Clarify <b>Skill:</b> Drawing Conclusions <b>Spiral Review:</b> Fantasy and Realism; Cause and Effect <b>Information/Study Skills:</b> Interviewing	r-controlled vowels ar, or, ore; Syllables: -tion, -ture; The vowel + r sounds in car	Dictionary: Entry Words  <b>HF Words:</b> board, listen, told	<b>Grammar:</b> Words for Nouns <b>Writing Skills:</b> An Invitation <b>Improving Your Writing:</b> Writing Times <b>Writer's Workshop:</b> Research Report
20	1/18-1/22	4	4	<i>Jan 18 – Martin Luther King Holiday</i> <b>Officer Buckle and Gloria (2)</b> <b>Ant (2)</b> 1/21 On Demand Writing: Friendly Letter (one hour)	<b>Strategy:</b> Question <b>Skill:</b> Text Organization <b>Spiral Review:</b> Cause and Effect; Fact and Opinion <b>Information/Study Skills:</b> Using a Glossary	Words with nd, nt, mp, Ng, nk; Base words and endings; -s, -es, -ies r-controlled vowels: ar, or, ore	Using a Thesaurus  <b>HF Words:</b> between, care, weigh	<b>Grammar:</b> Singular Possessive Nouns <b>Writing Skills:</b> A Poem <b>Improving Your Writing:</b> Using I and me <b>Writer's Workshop:</b> Research Report
21	1/25-1/29	4	5	<b>Ant (5)</b> 1/28-1/29: Mid-Year Summative Test				

Wk	2009-2010 Dates	Theme	Instr. Days	Selection/Assessment	Strategy Focus/ Comprehension Skill	Phonics/Spelling	Vocabulary	Grammar, Shared Writing, And Writing Workshops
22	2/1-2/5 February Diagnostic Assessment Window	4	5	<u>Ant (1)</u>  <u>The Great Ball Game (4)</u>	<b>Strategy:</b> Summarize <b>Skills:</b> Cause and Effect <b>Spiral Review: Problem Solving:</b> Compare and Contrast <b>Information/Study Skills:</b> Using Directions	Vowel Pairs: oa, ow; Words with nd, nt, mp, ng, nk; More long o spellings	Dictionary: Parts of A Dictionary Entry  <b>HF Words:</b> ago, field, half, war	<b>Grammar:</b> Plural Possessive Nouns <b>Writing Skills:</b> A News Article <b>Improving Your Writing:</b> Adding Details <b>Writer's Workshop:</b> Research Report
23	2/8-2/12 February Diagnostic Assessment Window	4	4	<i>Feb 8 – Lincoln's Birthday Holiday</i>  <u>The Great Ball Game (4)</u>  2/10-2/12: Theme 4 Skills Test (Optional)				
24	2/15-2/19 February Diagnostic Assessment Window	5	4	<i>Feb 15 – President's Day Holiday</i>  <u>Launch Theme 5 Brothers and Sisters (4)</u>	<b>Strategy:</b> Evaluate <b>Skill:</b> Making Generalizations <b>Spiral Review:</b> Topic/Main Idea/ Details; Drawing Conclusions <b>Information/Study Skills:</b> Understanding and Using Timelines	The –er ending in two- syllable words; Vowel pairs: oa, ow; Words that end with er	Word Families  <b>HF Words:</b> middle, trouble, uncle	<b>Grammar:</b> Verbs <b>Writing Skills:</b> An Opinion Paragraph <b>Improving Your Writing:</b> Voice <b>Writer's Workshop:</b> Personal Narrative
25	2/22-2/26 February Diagnostic Assessment Window	5	5	<u>Brothers and Sisters (3)</u>  <u>Jalapeño Bagels (2)</u>	<b>Strategy:</b> Question <b>Skill:</b> Follow Directions <b>Spiral Review:</b> Noting Details; Compare and Contrast <b>Information/Study Skills:</b> Parts of a Book	Contractions; The –le ending in two- syllable words; The –er ending in two- syllable words	Dictionary: Word Meanings  <b>HF Words:</b> early, hair, instead	<b>Grammar:</b> Verbs that Tell About Now <b>Writing Skills:</b> Responding to a Prompt <b>Improving Your Writing:</b> Keeping to the Point <b>Writer's Workshop:</b> Personal Narrative
26	3/1-3/5	5	5	<u>Jalapeño Bagels (5)</u>				
27	3/8-3/12	5	5	<u>Carousel (5)</u>	<b>Strategy:</b> Predict/Infer <b>Skill:</b> Making Judgments <b>Spiral Review:</b> Making Inferences; Predicting Outcomes <b>Information/Study Skills:</b> Reference Sources – Electronic Media	Sound of y at the end of longer words; The prefix un-; The –le ending in two- syllable words; The final sound in puppy	Homophones  <b>HF Words:</b> aunt, million, pair	<b>Grammar:</b> Verbs that Tell About the Past <b>Writing Skills:</b> An Information Paragraph <b>Improving Your Writing:</b> Combining Sentences <b>Writer's Workshop:</b> Personal Narrative

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28	3/15-3/19	5	5	<u>Carousel (2)</u>  <u>Thunder Cake (3)</u>	<b>Strategy:</b> Monitor/Clarify <b>Skill:</b> Sequence of Events <b>Spiral Review:</b> Following Directions; Making Judgments <b>Information/Study Skills:</b> Taking Notes	Base words and endings –ed -ing; Silent consonants: gh, k(n), b; Sound of y at the end of longer words; Words that end w/ -ed or -ing	Dictionary: Finding words with endings  <b>HF Words:</b> air, child, heavy, hour	<b>Grammar:</b> Verbs is/are, was/were <b>Writing Skills:</b> Dialogue <b>Improving Your Writing:</b> Capitalization and Punctuation with Quotation Marks <b>Writer’s Workshop:</b> Personal Narrative
29	3/22-3/26	5	5	<u>Thunder Cake (5)</u>  3/24-3/26: Theme 5 Skills Test				
30	3/29-4/1	6	4	<b>Launch Theme 6</b> <u>The Art Lesson (4)</u>  3/30 - On Demand Writing: Narrative (one hour)	<b>Strategy:</b> Evaluate <b>Skill:</b> Author’s Viewpoint <b>Spiral Review:</b> Problem Solving; Making Judgments <b>Information/Study Skills:</b> Using a Newspaper	Vowel pairs: oo, ew, ue,ou; Base words and endings -ed, -ing; Vowel sounds in moon and Book	Word Families  <b>HF Words:</b> fair, gold, woman	<b>Grammar:</b> Other Irregular Verbs <b>Writing Skills:</b> A Paragraph that Explains <b>Improving Your Writing:</b> Is it a Sentence? <b>Writer’s Workshop:</b> Instructions
<i>SPRING BREAK: April 2 to April 9, 2010</i>								
31	4/12-4/16	6	5	<u>The Art Lesson (3)</u>  <u>Moses Goes to a Concert (2)</u>	<b>Strategy:</b> Summarize <b>Skill:</b> Noting Details <b>Spiral Review:</b> Making Generalizations <b>Information/Study Skills:</b> Captions	Long i (igh and ie); Vowel pairs: oo, ew, ue, ou; Words with long I patterns	Multiple-Meaning Words  <b>HF Words:</b> heart, mind, alphabet	<b>Grammar:</b> Adjectives, including a, an, and the <b>Writing Skills:</b> A Summary <b>Improving Your Writing:</b> Paraphrasing <b>Writer’s Workshop:</b> Instructions
32	4/19-4/23	6	5	<u>Moses Goes to a Concert (5)</u>				
33	4/26-4/30 May Diagnostic Assessment Window	6	5	<u>STAR TEST</u>	<b>When not testing: Focus on Biography</b>			
34	5/3-5/7 May Diagnostic Assessment Window	6	5	<u>STAR TEST</u>	<b>When not testing: Focus on Biography</b>			

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35	5/10-5/14 May Diagnostic Assessment Window	6	5	<u>The School Mural</u> (5)	<b>Strategy:</b> Question <b>Skill:</b> Problem Solving <b>Spiral Review:</b> Following Directions <b>Information/Study Skills:</b> Chapter Titles and Headings	Base Words and Endings: -ed, -ing; Long i (igh, ie); More words with -ed or -ing	Using Context  <b>HF Words:</b> below. neighbor, should	<b>Grammar:</b> Comparing with Adjectives <b>Writing Skills:</b> A Comparison/Contrast Paragraph <b>Improving Your Writing:</b> Giving Examples <b>Writer's Workshop:</b> Instructions
36	5/17-5/21 May Diagnostic Assessment Window	6	5	<u>The School Mural</u> (5)				
37	5/24-5/28	6	5	5/25-5/27: Theme 6 Skills Test				
38	5/31-6/4		4	May 31– Memorial Day Holiday  <u>Wrap-Up the Year</u>	<i>Focus on Biography or Focus on Fables</i>			

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