

## *GRADE 2 Journeys Weekly Pacing Guide*

### WEEK 1

**Essential Question:** *What is a perfect pet like?*

<b>Name of Resource</b>	<b>Titles/Topics</b>	<b>Page Numbers</b>	<b>Completed (Date)</b>
<b>Student Textbook</b>	Anchor Text: “Henry and Mudge”	14-28	
	Informational Text: “All in the Family”	30-32	
<b>Reader’s Notebook</b> (workbook)	Short Vowels <i>a, i</i> / Subjects and Predicates / Narrative Writing (Adding Details) / CVC Syllable Pattern / Alphabetical Order / Anchor Text Reader’s Guide	1-15	
<b>Writing Handbook</b>	Sentences That Tell a True Story	14-15	
<b>Additional Resources</b>	Close Reader (workbook)	2-5	
	Leveled Readers: Grade 2, Lesson 1		
	Write-in Reader (Tier 2 Support workbook)	2-11B	
<b>Target Vocabulary</b>	curly, straight, floppy, drooled, weighed, stood, collars, row		
<b>Weekly Test</b>	VOCABULARY: Alphabetical Order, Target Vocabulary	Lesson 1	
	COMPREHENSION: Sequence of Events, Author’s Word Choice, Anchor Text		
	PHONICS: Words with short <i>a, i</i> ; CVC Words		
	GRAMMAR: Subjects and Predicates		

## *GRADE 2 Journeys Weekly Pacing Guide*

### **WEEK 2**

**Essential Question:** *What are some things that families like to do together?*

<b>Name of Resource</b>	<b>Titles/Topics</b>	<b>Page Numbers</b>	<b>Completed (Date)</b>
<b>Student Textbook</b>	Anchor Text: “My Family”	42-60	
	Poetry: “Family Poetry”	62-64	
<b>Reader’s Notebook</b> (workbook)	Short Vowels <i>o, u, e</i> / Simple Sentences / Narrative Writing (Expressing Feelings) / Review CVC Syllable Pattern / Using a Glossary / Anchor Text Reader’s Guide	16-30	
<b>Writing Handbook</b>	Friendly Letter	16-17	
<b>Additional Resources</b>	Close Reader (workbook)	6-11	
	Leveled Readers: Grade 2, Lesson 2		
	Write-in Reader (Tier 2 Support workbook)	12-21B	
<b>Target Vocabulary</b>	remembered, porch, crown, spend, stuck, visit, cousin, piano		
<b>Weekly Test</b>	VOCABULARY: using a glossary	Lesson 2	
	COMPREHENSION: Compare and Contrast (Informational Text), Anchor Text		
	PHONICS: Words with short <i>o, u, e</i>		
	GRAMMAR: Simple Complete Sentences		

## *GRADE 2 Journeys Weekly Pacing Guide*

### WEEK 3

**Essential Question:** *What do pets need to be healthy and happy?*

<b>Name of Resource</b>	<b>Titles/Topics</b>	<b>Page Numbers</b>	<b>Completed (Date)</b>
<b>Student Textbook</b>	Anchor Text: “Dogs”	74-92	
	Informational Text: “Helping Paws”	94-96	
<b>Reader’s Notebook</b> (workbook)	Long Vowels <i>a, i</i> / Types of Sentences / Hard and Soft Sounds for <i>c</i> / Multiple Meaning Words / Anchor Text Reader’s Guide	31-45	
<b>Writing Handbook</b>	Sentences That Describe	18-19	
<b>Additional Resources</b>	Close Reader (workbook)	8-11	
	Leveled Readers: Grade 2, Lesson 3		
	Write-in Reader (Tier 2 Support workbook)	22-31B	
<b>Target Vocabulary</b>	hairy, litter (of puppies), canned, clipped, stated, coat (of an animal), chews, mammals		
<b>Weekly Test</b>	VOCABULARY: Multiple-Meaning Words, Target Vocabulary	Lesson 3	
	COMPREHENSION: Author’s Purpose, Compare and Contrast, Anchor Text		
	PHONICS: Long Vowels <i>a, i</i> ; Sounds for <i>c</i>		
	GRAMMAR: Types of Sentences		

## *GRADE 2 Journeys Weekly Pacing Guide*

### WEEK 4

**Essential Question:** *How do good friends act?*

<b>Name of Resource</b>	<b>Titles/Topics</b>	<b>Page Numbers</b>	<b>Completed (Date)</b>
<b>Student Textbook</b>	Anchor Text: “Diary of a Spider”	106-132	
	Fable: “A Swallow and a Spider”	134-136	
<b>Reader’s Notebook</b> (workbook)	Long Vowels <i>o, u, e</i> / Nouns / Hard and Soft Sounds for <i>g</i> / Narrative Writing (Development of Main Idea) / Context Clues / Anchor Text Reader’s Guide	46-60	
<b>Writing Handbook</b>	True Story: Prewriting	20-21	
<b>Additional Resources</b>	Close Reader (workbook)	12-15	
	Leveled Readers: Grade 2, Lesson 4		
	Write-in Reader (Tier 2 Support workbook)	32-41B	
<b>Target Vocabulary</b>	rotten, sticky, insects, scare, judge, screaming, dangerous, breeze		
<b>Weekly Test</b>	VOCABULARY: Context Clues	Lesson 4	
	COMPREHENSION: Cause and Effect; Figurative Language (Personification), Anchor Text		
	PHONICS: Long Vowels <i>o, u, e</i> ; Sounds for <i>g</i>		
	GRAMMAR: What Is a Noun?		

## *GRADE 2 Journeys Weekly Pacing Guide*

### WEEK 5

**Essential Question:** *How is a school like a community?*

<b>Name of Resource</b>	<b>Titles/Topics</b>	<b>Page Numbers</b>	<b>Completed (Date)</b>
<b>Student Textbook</b>	Anchor Text: “Teacher’s Pets”	146-172	
	Informational Text: “See Westburg by Bus”	174-176	
<b>Reader’s Notebook</b> (workbook)	Consonant Blends with r, l, s / Singular and Plural Nouns / Narrative Writing (Time-Order Words) / Word Endings <i>-ed, -ing</i> / Anchor Text Reader’s Guide	60-75	
<b>Writing Handbook</b>	True Story	22-23	
<b>Additional Resources</b>	Close Reader (workbook)	16-19	
	Leveled Readers: Grade 2, Lesson 5		
	Write-in Reader (Tier 2 Support workbook)	42-51B	
<b>Target Vocabulary</b>	share, noticed, suddenly, bursting, noises, wonderful, quiet, sprinkled		
<b>Weekly Test</b>	VOCABULARY: Base Words and Endings <i>-ed, -ing</i> , Target Vocabulary	Lesson 5	
	COMPREHENSION: Story Structure, Author’s Word Choice, Anchor Text		
	DECODING: Consonant Blends with <i>r, l, s</i>		
	GRAMMAR: Singular and Plural Nouns		
<b>Benchmark Test</b>	Grade 2, Unit 1 TEST Unit 1 Performance Task	Assigned online in Think Central by teacher	

## *GRADE 2 Journeys Weekly Pacing Guide*

### WEEK 6

**Essential Question:** *What are animals homes like?*

<b>Name of Resource</b>	<b>Titles/Topics</b>	<b>Page Numbers</b>	<b>Completed (Date)</b>
<b>Student Textbook</b>	Anchor Text: “Animals Building Homes”	190-208	
	Informational Text: “Whose Home is This?”	210-216	
<b>Reader’s Notebook (workbook)</b>	Common Final Blends <i>nd, ng, nk, nt, ft, xt, mp</i> / More Plural Nouns / Informative Writing (Main Idea and Supporting Details) / Collective Nouns / Prefixes <i>un-</i> and <i>re-</i> / Anchor Text Reader’s Guide / Grammar Spiral Review	76-90	
<b>Writing Handbook</b>	Informational Paragraph	24-25	
<b>Additional Resources</b>	Close Reader (workbook)	22-29	
	Leveled Readers: Grade 2, Lesson 6		
	Write-in Reader (Tier 2 Support workbook)	52-61B	
<b>Target Vocabulary</b>	beaks, break, deepest, hang, pond, shaped, winding, branches		
<b>Weekly Test</b>	VOCABULARY: Base Words and Prefixes, Target Vocabulary	Lesson 6	
	COMPREHENSION: Text and Graphic Features, Using Context, Anchor Text		
	PHONICS: Common Final Blends,		
	GRAMMAR: More Plural Nouns		

## *GRADE 2 Journeys Weekly Pacing Guide*

### **WEEK 7**

**Essential Question:** *What can you learn from planting a garden?*

<b>Name of Resource</b>	<b>Titles/Topics</b>	<b>Page Numbers</b>	<b>Completed (Date)</b>
<b>Student Textbook</b>	Anchor Text: “The Ugly Vegetables”	226-252	
	Informational Text: “They Really Are Giant”	254-256	
<b>Reader’s Notebook</b> (workbook)	Double Consonants and <i>ck</i> / Proper Nouns / Informative Writing (Retelling Events in Order) / Double Consonants (CVC) / Homophones / Grammar Spiral Review / Anchor Text Reader’s Guide	91-105	
<b>Writing Handbook</b>	Informational Paragraph	26-27	
<b>Additional Resources</b>	Close Reader (workbook)	30-33	
	Leveled Readers: Grade 2, Lesson 7		
	Write-in Reader (Tier 2 Support workbook)	62-71B	
<b>Target Vocabulary</b>	blooming, muscles, nodded, plain, scent, shovels, tough, wrinkled		
<b>Weekly Test</b>	VOCABULARY: Homophones, Target Vocabulary	Lesson 7	
	COMPREHENSION: Conclusions, Story Structure, Anchor Text		
	PHONICS: Double consonants and <i>ck</i> ; Double Consonants (CVC)		
	GRAMMAR: Proper Nouns		

## *GRADE 2 Journeys Weekly Pacing Guide*

### WEEK 8

**Essential Question:** *How can some storms be dangerous?*

<b>Name of Resource</b>	<b>Titles/Topics</b>	<b>Page Numbers</b>	<b>Completed (Date)</b>
<b>Student Textbook</b>	Anchor Text: “Super Storms”	266-284	
	Poetry: “Weather Poems”	286-288	
<b>Reader’s Notebook</b> (workbook)	Consonant Digraphs <i>th, sh, wh, ch, tch, ph</i> / Action Verbs / Informative Writing (Definitions) / Base Words and Endings <i>-s, -ed, -ing</i> / Grammar Spiral Review / Compound Words / Anchor Text Reader’s Guide	106-121	
<b>Writing Handbook</b>	Informational Paragraph	28-29	
<b>Additional Resources</b>	Close Reader (workbook)	34-35	
	Leveled Readers: Grade 2, Lesson 8		
	Write-in Reader (Tier 2 Support workbook)	72-81B	
<b>Target Vocabulary</b>	flash, equal, damage, reach, pounding, prevent, beware, bend		
<b>Weekly Test</b>	VOCABULARY: Compound Words, Target Vocabulary	Lesson 8	
	COMPREHENSION: Main Ideas and Details, Cause and Effect, Anchor Text		
	PHONICS: Consonant Digraphs, Base Words with Endings <i>-s, -ed, -ing</i>		
	GRAMMAR: What is a Verb?		



## *GRADE 2 Journeys Weekly Pacing Guide*

### **WEEK 9**

**Essential Question:** *How can stories help you learn a lesson?*

<b>Name of Resource</b>	<b>Titles/Topics</b>	<b>Page Numbers</b>	<b>Completed (Date)</b>
<b>Student Textbook</b>	Anchor Text: “How Chipmunk Got His Stripes”	298-322	
	Traditional Tale: “Why Rabbits Have Short Tails”	324-326	
<b>Reader’s Notebook</b> (workbook)	Base words and Endings -ed, -ing / Verbs in the Present / Informative Writing (Include All Important Steps) / CV Syllable Pattern / Synonyms / Grammar Spiral Review / Anchor Text Reader’s Guide	121-135	
<b>Writing Handbook</b>	Instructions: Prewriting	30-31	
<b>Additional Resources</b>	Close Reader (workbook)	36-39	
	Leveled Readers: Grade 2, Lesson 9		
	Write-in Reader (Tier 2 Support workbook)	82-91B	
<b>Target Vocabulary</b>	curled, direction, healed, height, toward, tunnel, tease, brag		
<b>Weekly Test</b>	VOCABULARY: Synonyms	Lesson 9	
	COMPREHENSION: Understanding Characters, Summarize		
	PHONICS: Base words and Endings <i>-ed, -ing</i> ; CV Words		
	GRAMMAR: Verbs in the Present		

## *GRADE 2 Journeys Weekly Pacing Guide*

### WEEK 10

**Essential Question:** *What is special about animals that live in the ocean?*

<b>Name of Resource</b>	<b>Titles/Topics</b>	<b>Page Numbers</b>	<b>Completed (Date)</b>
<b>Student Textbook</b>	Anchor Text: “Jellies”	336-356	
	Informational Text: “Splash Photography”	358-360	
<b>Reader’s Notebook</b> (workbook)	Contractions / Verbs in Present, Past, and Future / Informative Writing (Using Exact Words) / Cumulative Phonics Review / Suffixes <i>-er, -est</i> / Grammar Spiral Review / Anchor Text Reader’s Guide	136-150	
<b>Writing Handbook</b>	Instructions	32-33	
<b>Additional Resources</b>	Close Reader (workbook)	40-43	
	Leveled Readers: Grade 2, Lesson 10		
	Write-in Reader (Tier 2 Support workbook)	92-101B	
<b>Target Vocabulary</b>	decide, disgusting, drift, millions, simple, wrapped, choices, weaker		
<b>Weekly Test</b>	VOCABULARY: Base words and Suffixes <i>-er</i> and <i>-est</i>	Lesson 10	
	COMPREHENSION: Fact and Opinion, Author’s Purpose, Anchor Text		
	PHONICS: Contractions		
	GRAMMAR: Verbs in the Present, Past, and Future		
<b>Benchmark Test</b>	Grade 3, Unit 2 BENCHMARK TEST	Take in Illuminate (teacher provides code and login)	

## GRADE 2 Journeys Weekly Pacing Guide

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### WEEK 11

**Essential Question:** *How can people and animals help each other?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
<b>Student Textbook</b>	Anchor Text: “Click, Clack, Moo Cows That Type”	374-396	
	Informational Text: “Talk About Smart Animals!”	398-400	
<b>Reader’s Notebook</b> (workbook)	Base Words and Endings <i>-s, -es</i> / Compound Sentences / Opinion Writing (Stating a Clear Goal) / Cumulative Phonics Review / Prefixes <i>pre-</i> and <i>mis-</i> / Grammar Spiral Review / Anchor Text Reader’s Guide	155-169	
<b>Writing Handbook</b>	Persuasive Letter	34-35	
<b>Additional Resources</b>	Close Reader (workbook)	46-51	
	Leveled Readers: Grade 2, Lesson 11		
	Write-in Reader (Tier 2 Support workbook)	102-111B	
<b>Target Vocabulary</b>	problem, impossible, understand, impatient, furious, demand, gathered, believe		
<b>Weekly Test</b>	VOCABULARY: Prefixes <i>pre-</i> , <i>mis-</i> ; Target Vocabulary	Lesson 11	
	COMPREHENSION: Conclusions, Author’s Word Choice, Anchor Text		
	PHONICS: Base Words with Endings <i>-s, -es</i>		
	GRAMMAR: Compound Sentences		

## GRADE 2 Journeys Weekly Pacing Guide

### WEEK 12

**Essential Question:** *What are different ways to enjoy music?"*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
<b>Student Textbook</b>	Anchor Text: "Ah, Music"	410-424	
	Song: "There's a Hole at the Bottom of the Sea"	426-428	
<b>Reader's Notebook</b> (workbook)	Vowel Digraphs <i>ai, ay</i> / Compound Sentences / Opinion Writing (Showing Feelings) / Phonics Cumulative Review / Idioms / Grammar Spiral Review / Anchor Text Reader's Guide	170-184	
<b>Writing Handbook</b>	Opinion Paragraph	36-37	
<b>Additional Resources</b>	Close Reader (workbook)	52-57	
	Leveled Readers: Grade 2, Lesson 12		
	Write-in Reader (Tier 2 Support workbook)	112-121B	
<b>Target Vocabulary</b>	vibration, concentrate, relieved, creative, performance, tune (noun), expression, volume		
<b>Weekly Test</b>	VOCABULARY: Idioms, Target Vocabulary	Lesson 12	
	COMPREHENSION: Text and Graphic Features, Fact and Opinion, Anchor Text		
	PHONICS: Vowel Digraphs <i>ai, ay</i>		
	GRAMMAR: Expanding/Rearranging Compound Sentences		

## *GRADE 2 Journeys Weekly Pacing Guide*

### WEEK 13

**Essential Question:** *How are some schools different from each other?*

<b>Name of Resource</b>	<b>Titles/Topics</b>	<b>Page Numbers</b>	<b>Completed (Date)</b>
<b>Student Textbook</b>	Anchor Text: “Schools Around the World”	438-458	
	Informational: “An American School”	460-462	
<b>Reader’s Notebook</b> (workbook)	Words with <i>ee, ea</i> / Using a Dictionary / Quotation Marks / Opinion Writing (Using Exact Words) / Phonics Cumulative Review / Grammar Spiral Review / Anchor Text Reader’s Guide	185-199	
<b>Writing Handbook</b>	Persuasive Paragraph	38-39	
<b>Additional Resources</b>	Close Reader (workbook)	58-63	
	Leveled Readers: Grade 2, Lesson 13		
	Write-in Reader (Tier 2 Support workbook)	122-131B	
<b>Target Vocabulary</b>	culture, community, languages, transportation, subjects, lessons, special, wear		
<b>Weekly Test</b>	VOCABULARY: Using a Dictionary, Target Vocabulary	Lesson 13	
	COMPREHENSION: Main Idea and Details, Text and Graphic Features, Anchor Text		
	DECODING: Vowel Digraphs <i>ee, ea</i>		
	GRAMMAR: Quotation Marks		

## *GRADE 2 Journeys Weekly Pacing Guide*

### WEEK 14

**Essential Question:** *How can you communicate in different ways?*

<b>Name of Resource</b>	<b>Titles/Topics</b>	<b>Page Numbers</b>	<b>Completed (Date)</b>
<b>Student Textbook</b>	Anchor Text: “Helen Keller”	472-492	
	Informational Text: “Talking Tools”	494-496	
<b>Reader’s Notebook</b> (workbook)	Long o ( <i>o, oa, ow</i> ) / Using Proper Nouns / Opinion Writing (Facts and Opinions) / Cumulative Phonics Review / Compound Words / Grammar Spiral Review / Anchor Text Reader’s Guide	200-214	
<b>Writing Handbook</b>	Persuasive Essay: Prewriting	40-41	
<b>Additional Resources</b>	Close Reader (workbook)	64-69	
	Leveled Readers: Grade 2, Lesson 14		
	Write-in Reader (Tier 2 Support workbook)	132-141B	
<b>Target Vocabulary</b>	curious, imitated, knowledge, motion, silence, illness, darkness, behavior		
<b>Weekly Test</b>	VOCABULARY: Suffix <i>-ly</i> , Target Vocabulary	Lesson 14	
	COMPREHENSION: Author’s Purpose, Genre: Biography, Anchor Text		
	PHONICS: Long o ( <i>o, oa, ow</i> )		
	GRAMMAR: Using Proper Nouns		

## *GRADE 2 Journeys Weekly Pacing Guide*

### WEEK 15

**Essential Question:** *Why is it important to follow safety rules?*

<b>Name of Resource</b>	<b>Titles/Topics</b>	<b>Page Numbers</b>	<b>Completed (Date)</b>
<b>Student Textbook</b>	Anchor Text: “Officer Buckle and Gloria”	506-532	
	Readers’ Theater: “Safety at Home”	534-536	
<b>Reader’s Notebook</b> (workbook)	Compound Words / Schwa Vowel Sound / Abbreviations / Opinion Writing (Topic Sentences) / Root Words / Grammar Spiral Review / Anchor Text Reader’s Guide	215-229	
<b>Writing Handbook</b>	Persuasive Essay	42-43	
<b>Additional Resources</b>	Close Reader (workbook)	70-73	
	Leveled Readers: Grade 2, Lesson 15		
	Write-in Reader (Tier 2 Support workbook)	142-151B	
<b>Target Vocabulary</b>	attention, buddy, obeys, speech, enormous, safety, shocked, station		
<b>Weekly Test</b>	VOCABULARY: Root Words, Target Vocabulary	Lesson 15	
	COMPREHENSION: Cause and Effect, Humor, Anchor Text		
	DECODING: Compound Words; Schwa Vowel Sound		
	GRAMMAR: Abbreviations		
<b>Benchmark Test</b>	Grade 2, Unit 3 TEST Unit 3 Performance Task	Assigned online in Think Central by	

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