

GRADE 2 *Journeys* Weekly Pacing Guide

WEEK 16

Essential Question: *How can helping others make you feel good?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Mr. Tanen’s Tie Trouble”	10-37	
	Informational Text: “The Jefferson Daily News”	40-43	
Reader’s Notebook (workbook)	Phonics/Spelling: Base Words and Endings <i>-ed, -ing</i> / High Frequency Words / Grammar: Pronouns / Narrative Writing (Elaboration Details) / Vocabulary: Homographs / Independent Reading	1-15	
Writing Handbook	Fictional Narrative Paragraph	44-45	
Additional Resources	Close Reader (workbook)	76-79	
	Leveled Readers: Grade 2, Lesson 16		
	Write-in Reader (Tier 2 Support workbook)	152-161B	
Target Vocabulary	received, account, budget, disappointed, chuckled, staring, repeated, fund		
Weekly Test	VOCABULARY: Homographs, Target Vocabulary	Lesson 16	
	COMPREHENSION: Story Structure, Understanding Characters, Anchor Text		
	PHONICS: Base Words and Endings <i>-ed, -ing</i>		
	GRAMMAR: Pronouns		

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WEEK 17

Essential Question: *Why is it important to keep trying even if something is difficult to do?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Luke Goes to Bat”	48-75	
	Informational Text: “Jackie Robinson”	78-81	
Reader’s Notebook (workbook)	Phonics/Spelling: Long <i>i</i> (<i>i, igh, ie, y</i>) / High Frequency Words / Grammar: Subject-Verb Agreement / Narrative Writing (Development Using Dialogue) / Vocabulary: Antonyms / Independent Reading	16-30	
Writing Handbook	Fictional Narrative Paragraph	46-47	
Additional Resources	Close Reader (workbook)	80-83	
	Leveled Readers: Grade 2, Lesson 17		
	Write-in Reader (Tier 2 Support workbook)	162-171B	
Target Vocabulary	practice, hurried, position, roared, extra, curb, cheered, final		
Weekly Test	VOCABULARY: Antonyms	Lesson 17	
	COMPREHENSION: Sequence of Events, Formal and Informal Language, Anchor Text		
	PHONICS: Long <i>i</i> (<i>i, igh, ie, y</i>)		
	GRAMMAR: Subject-Verb Agreement		

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WEEK 18

Essential Question: *Why are reading and writing important?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “My Name Is Gabriela”	86-111	
	Poetry: “Poems About Reading and Writing”	114-117	
Reader’s Notebook (workbook)	Phonics/Spelling: Long <i>e</i> Sound for <i>y</i> ; Changing <i>y</i> to <i>i</i> / High Frequency Words / Grammar: The Verb <i>be</i> / Narrative Writing (Elaboration Using Sense Words) / Vocabulary: Suffixes <i>-y</i> and <i>-ful</i> / Independent Reading	31-45	
Writing Handbook	Descriptive Paragraph	48-49	
Additional Resources	Close Reader (workbook)	84-85	
	Leveled Readers: Grade 2, Lesson 18		
	Write-in Reader (Tier 2 Support workbook)	172-181B	
Target Vocabulary	accepted, express, fluttering, grand, pretend, prize, wonder, taught		
Weekly Test	VOCABULARY: Suffixes <i>-y</i> , <i>-ful</i> , Target Vocabulary	Lesson 18	
	COMPREHENSION: Understanding Characters, Author’s Word Choice, Anchor Text		
	PHONICS: Changing <i>y</i> to <i>i</i>		
	GRAMMAR: The Verb <i>be</i>		

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WEEK 19

Essential Question: *How are signs helpful?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “The Signmaker’s Assistant”	122-151	
	Play: “The Trouble with Signs”	154-157	
Reader’s Notebook (workbook)	Phonics/Spelling: Words with <i>ar</i> / High Frequency Words / Grammar: Commas in Dates and Places / Narrative Writing (Organization: Beginning, Middle, End) / Vocabulary: Shades of Meaning / Independent Reading	46-60	
Writing Handbook	Fictional Story: Prewriting	50-51	
Additional Resources	Close Reader (workbook)	86-89	
	Leveled Readers: Grade 2, Lesson 19		
	Write-in Reader (Tier 2 Support workbook)	182-191B	
Target Vocabulary	agreed, assistant, cleared, failed, polite, tearing, trouble, wisdom		
Weekly Test	VOCABULARY: Shades of Meaning, Target Vocabulary	Lesson 19	
	COMPREHENSION: Text and Graphic Features, Point of View, Anchor Text		
	PHONICS: <i>r</i> -Controlled Vowel <i>ar</i>		
	GRAMMAR: Commas in Dates and Places		

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WEEK 20

Essential Question: *What makes someone a hero?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Dex: The Heart of a Hero”	162-191	
	Informational Text: “Heroes Then and Now”	194-197	
Reader’s Notebook (workbook)	Phonics/Spelling: Words with <i>or, ore</i> / High Frequency Words / Grammar: Commas in a Series / Narrative Writing (Interesting Beginnings) / Vocabulary: Prefix <i>over-</i> / Independent Reading	60-75	
Writing Handbook	Fictional Story: Drafting/Revising	52-53	
Additional Resources	Close Reader (workbook)	90-93	
	Leveled Readers: Grade 2, Lesson 20		
	Write-in Reader (Tier 2 Support workbook)	192-201B	
Target Vocabulary	depended, exercise, gaping, hero, overlooked, sore, sprang, studied		
Weekly Test	VOCABULARY: Prefix <i>over-</i> , Target Vocabulary	Lesson 20	
	COMPREHENSION: Compare and Contrast, Figurative Language, Anchor Text		
	PHONICS: <i>r</i> -Controlled Vowels <i>or, ore</i>		
	GRAMMAR: Commas in a Series		
Benchmark Test	Grade 2, Unit 4 BENCHMARK TEST Unit 1 Performance Task	Take in Illuminate (teacher provides code and login info.)	

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WEEK 21

Essential Question: *How do animals care for their young?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Penguin Chick”	206-229	
	Informational Text: “Emperor Penguins”	232-235	
Reader’s Notebook (workbook)	Phonics/Spelling: Words with <i>er, ir, ur</i> / High Frequency Words / Grammar: Adjectives / Informative Writing (Elaboration Using Exact Words) / Vocabulary: Dictionary Entry / Independent Reading	82-96	
Writing Handbook	Problem-Solution Paragraph	54-55	
Additional Resources	Close Reader (workbook)	96-101	
	Leveled Readers: Grade 2, Lesson 21		
	Write-in Reader (Tier 2 Support workbook)	202-211B	
Target Vocabulary	finally, junior, otherwise, slippery, steer, waterproof, webbed, whistle		
Weekly Test	VOCABULARY: Using a Dictionary, Target Vocabulary	Lesson 21	
	COMPREHENSION: Main Ideas and Details, Cause and Effect, Anchor Text		
	PHONICS: <i>r</i> -Controlled Vowels <i>er, ir, ur</i>		
	GRAMMAR: What Is an Adjective?		

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WEEK 22

Essential Question: *How do friends help each other?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Gloria Who Might Be My Best Friend”	240-263	
	Informational Text: “How to Make a Kite”	266-269	
Reader’s Notebook (workbook)	Phonics/Spelling: Homophones; Base Words and Endings -er, -est / High Frequency Words / Grammar: Using Adjectives / Informative Writing (Evidence: Details) / Vocabulary: Idioms / Independent Reading	97-111	
Writing Handbook	Compare-Contrast Paragraph	56-57	
Additional Resources	Close Reader (workbook)	102-105	
	Leveled Readers: Grade 2, Lesson 22		
	Write-in Reader (Tier 2 Support workbook)	212-221B	
Target Vocabulary	answered, copy, guessed, heavily, knot, lonely, planning, seriously		
Weekly Test	VOCABULARY: Figurative Language/Idioms, Target Vocabulary	Lesson 22	
	COMPREHENSION: Understanding Characters, Figurative Language (Similes), Anchor Text		
	PHONICS: Homophones		
	GRAMMAR: Using Adjectives		

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WEEK 23

Essential Question: *How is art connected to the past?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “The Goat in the Rug”	274-299	
	Informational Text: “Basket Weaving”	302-305	
Reader’s Notebook (workbook)	Phonics/Spelling: Suffixes <i>-y, -ly, -ful</i> ; Syllables <i>-tion, -ture</i> / High Frequency Words / Grammar: Irregular Verbs / Informative Writing (Elaboration: Synonyms) / Vocabulary: Compound Words / Independent Reading	112-126	
Writing Handbook	Informational Paragraph	58-59	
Additional Resources	Close Reader (workbook)	106-109	
	Leveled Readers: Grade 2, Lesson 23		
	Write-in Reader (Tier 2 Support workbook)	222-231B	
Target Vocabulary	delicious, duplicated, dye, yarn, sharpening, spinning, strands, weave		
Weekly Test	VOCABULARY: Compound Words, Target Vocabulary	Lesson 23	
	COMPREHENSION: Conclusions, Sequence of Events, Anchor Text		
	PHONICS: Suffixes <i>-y, -ly, -ful</i>		
	GRAMMAR: Irregular Verbs		

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WEEK 24

Essential Question: *Why are some stories told over and over again?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Half-Chicken”	310-333	
	Traditional Tale: “The Lion and the Mouse”	336-339	
Reader’s Notebook (workbook)	Phonics/Spelling: Prefixes <i>re-</i> , <i>un-</i> , <i>over-</i> , <i>pre-</i> , <i>mis-</i> ; Silent Consonants / Grammar: Irregular Action Verbs / Informative Writing (Exact Details) / Vocabulary: Antonyms / Independent Reading	127-141	
Writing Handbook	Research Report: Prewriting	60-61	
Additional Resources	Close Reader (workbook)	110-113	
	Leveled Readers: Grade 2, Lesson 24		
	Write-in Reader (Tier 2 Support workbook)	232-241B	
Target Vocabulary	blazed, empty, flung, peacefully, stream, swift, tangled, tumbling		
Weekly Test	VOCABULARY: Antonyms	Lesson 24	
	COMPREHENSION: Cause and Effect, Point of View, Anchor Text		
	PHONICS: Prefixes <i>re-</i> , <i>un-</i> , <i>over-</i> , <i>pre-</i> , <i>mis-</i>		
	GRAMMAR: Irregular Action Verbs		

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WEEK 25

Essential Question: *How do plants grow and change?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: "From Seed to Plant"	344-365	
	Informational Text: "Super Soil"	368-371	
Reader's Notebook (workbook)	Phonics/Spelling: Words with <i>au, aw, al, o, a</i> / High Frequency Words / Grammar: More Irregular Action Verbs / Informative Writing (Using Your Own Words) / Vocabulary: Using Context / Independent Reading	142-156	
Writing Handbook	Research Report: Drafting/Revising	62-63	
Additional Resources	Close Reader (workbook)	114-119	
	Leveled Readers: Grade 2, Lesson 25		
	Write-in Reader (Tier 2 Support workbook)	242-251B	
Target Vocabulary	grain, nutrition, pod, root, shoot, soak, soften, tasty		
Weekly Test	VOCABULARY: Using Context, Target Vocabulary	Lesson 25	
	COMPREHENSION: Text and Graphic Feature, Cause and Effect, Anchor Text		
	PHONICS: Words with <i>au, aw, al, o, a</i>		
	GRAMMAR: More Irregular Action Verbs		
Benchmark Test	Grade 2, Unit 5 TEST Unit 5 Performance Task	Assigned online in Think Central by teacher	

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WEEK 26

Essential Question: *How do some animals change as they grow?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “The Mysterious Tadpole”	380-407	
	Informational Text: “From Eggs to Frogs”	410-413	
Reader’s Notebook (workbook)	Phonics/Spelling: Words with <i>oo</i> (<i>oo</i> , <i>ew</i> , <i>ue</i> , <i>ou</i>) / High Frequency Words / Grammar: Contractions / Opinion Writing (Sense Words and Details) / Vocabulary: Multiple-Meaning Words / Independent Reading	157-171	
Writing Handbook	Response Poem	64-65	
Additional Resources	Close Reader (workbook)	122-125	
	Leveled Readers: Grade 2, Lesson 26		
	Write-in Reader (Tier 2 Support workbook)	252-261B	
Target Vocabulary	cage, confused, control, ordinary, sensible, suspiciously, training, upset		
Weekly Test	VOCABULARY: Multiple-Meaning Words, Target Vocabulary	Lesson 11	
	COMPREHENSION: Story Structure, Conclusions, Anchor Text		
	PHONICS: Words with <i>oo</i> , <i>ew</i> , <i>ue</i> , <i>ou</i>		
	GRAMMAR: Contractions		

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WEEK 27

Essential Question: *How can you learn about animals that lived long ago?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “That Dog That Dug for Dinosaurs”	422-441	
	Informational Text: “La Brea Tar Pits”	444-447	
Reader’s Notebook (workbook)	Phonics/Spelling: Words with <i>oo</i> (<i>book</i>); Possessive Nouns / High Frequency Words / Grammar: Adverbs / Opinion Writing (Introduction and Conclusion) / Vocabulary: Shades of Meaning / Independent Reading	172-186	
Writing Handbook	Opinion Paragraph	56-57	
Additional Resources	Close Reader (workbook)	126-129	
	Leveled Readers: Grade 2, Lesson 27		
	Write-in Reader (Tier 2 Support workbook)	262-271B	
Target Vocabulary	amazed, discovered, exact, explained, growled, guard, removed, souvenirs		
Weekly Test	VOCABULARY: Shades of Meaning, Target Vocabulary	Lesson 27	
	COMPREHENSION: Fact and Opinion, Author’s Purpose, Anchor Text		
	PHONICS: Possessive Nouns		
	GRAMMAR: What Is an Adverb?		

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WEEK 28

Essential Question: *What can you learn from reading a fairy tale?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Yeh-Shen”	456-467	
	Fairy Tale: “Cinderella”	470-477	
Reader’s Notebook (workbook)	Phonics/Spelling: Vowel Diphthongs <i>ow, ou</i> ; / High Frequency Words / Grammar: Possessive Nouns / Opinion Writing (Details That Don’t Belong) / Vocabulary: Classify and Categorize / Independent Reading	187-201	
Writing Handbook	Story Response Paragraph	58-59	
Additional Resources	Close Reader (workbook)	130-138	
	Leveled Readers: Grade 2, Lesson 28		
	Write-in Reader (Tier 2 Support workbook)	272-281B	
Target Vocabulary	concealed, content, glimmering, overjoyed, served, task, valuable, worn		
Weekly Test	VOCABULARY: Classify/ Categorize, Target Vocabulary	Lesson 28	
	COMPREHENSION: Sequence of Events, Compare and Contrast, Anchor Text		
	PHONICS: Vowel Diphthongs <i>ow, ou</i>		
	GRAMMAR: Possessive Nouns		

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WEEK 29

Essential Question: *What good things happen when people work together?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Two of Everything”	482-505	
	Traditional Tale: “Stone Soup”	508-511	
Reader’s Notebook (workbook)	Phonics/Spelling: Long Vowels <i>a,i</i> ; Words with <i>ai, ay, igh, y</i> ; Vowel Diphthongs <i>oi,oy</i> / High Frequency Words / Grammar: Possessive Pronouns / Opinion Writing (Supporting Reasons) / Vocabulary: Antonyms/ Independent Reading	202-214	
Writing Handbook	Response Essay: Prewriting	70-71	
Additional Resources	Close Reader (workbook)	140-143	
	Leveled Readers: Grade 2, Lesson 29		
	Write-in Reader (Tier 2 Support workbook)	282-291B	
Target Vocabulary	contained, grateful, leaned, odd, search, startled, tossed, village		
Weekly Test	VOCABULARY: Antonyms, Target Vocabulary	Lesson 29	
	COMPREHENSION: Understanding Characters, Point of View, Anchor Text		
	PHONICS: Vowel Diphthongs <i>oi,oy</i>		
	GRAMMAR: Possessive Pronouns		

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WEEK 30

Essential Question: *Why might a person from long ago still be important today?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
Student Textbook	Anchor Text: “Now & Ben”	516-541	
	Informational Text: “A Model Citizen”	544-547	
Reader’s Notebook (workbook)	Phonics/Spelling: Long Vowels <i>o, e</i> ; Words with <i>oa, ow, ee, ea</i> ; Final Stable Syllable <i>-le</i> / High Frequency Words / Grammar: Adjectives and Adverbs / Opinion Writing (Opinion Words and Phrases) / Vocabulary: Root Words / Independent Reading	217-231	
Writing Handbook	Response Essay	72-73	
Additional Resources	Close Reader (workbook)	144-149	
	Leveled Readers: Grade 2, Lesson 30		
	Write-in Reader (Tier 2 Support workbook)	292-301B	
Target Vocabulary	accomplishments, achieve, amounts, composed, designed, inventions, remarkable, result		
Weekly Test	VOCABULARY: Root Words, Target Vocabulary	Lesson 30	
	COMPREHENSION: Compare and Contrast, Using Context, Anchor Text		
	PHONICS: Reading Longer Words; Final Stable Syllable <i>-le</i>		
	GRAMMAR: Choosing Between Adjectives and Adverbs		
Benchmark Test	Grade 2, Unit 6 TEST Unit 6 Performance Task	Assigned online in Think Central by teacher	

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