



# Planning Guides

Grade  
2

**Indiana Academic Standards  
for English/Language Arts****BUILD KNOWLEDGE & LANGUAGE**

**2.RV.1** Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

**2.SL.2.1** Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

**FOUNDATIONAL SKILLS**

**2.RF.3.5** Students are expected to build upon and continue applying concepts learned previously.

**2.RF.4.1** Students are expected to build upon and continue applying concepts learned previously.

**2.RF.4.4** Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., *through, tough; Jan., Fri.*).

**2.RF.5** Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

**2.W.6.2c** Generalizing learned spelling patterns (e.g., *word families*) when writing words. Correctly spelling common irregularly-spelled grade-appropriate high frequency words.

**VOCABULARY**

**2.RV.2.1** Use context clues (e.g., *words and sentence clues*) and text features (e.g., *table of contents, headings*) to determine the meanings of unknown words.

**2.RV.3.2** Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.

**READING WORKSHOP**

**2.RN.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.

**2.RN.3.1** Use various text features (e.g., *table of contents, index, headings, captions*) to locate key facts or information and explain how they contribute to and clarify a text.

**2.RL.3.1** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**2.RL.4.1** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**2.SL.3.2** Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.

**WRITING WORKSHOP**

**2.W.3.3** Develop topics for friendly letters, stories, poems, and other narrative purposes.

**2.W.4** Apply the writing process.

**2.W.6.1b** Writing sentences that use the past tense of frequently occurring irregular verbs. Understanding the functions of different types of verbs (e.g., *action, linking*) in sentences.

**LESSON 1****BUILD KNOWLEDGE & LANGUAGE**

**Module Launch**, pp. T276–T277

- Introduce the Topic: Storytelling
- Big Idea Words: *moral, relate, version*

**FOUNDATIONAL SKILLS**

**Word Work Warm-Up**, pp. T278–T279

- High-Frequency Words: *ask, asked, buy, comb, girl, grand, lady, mother, number, ~often*
- Phonological Awareness

**Phonics**, pp. T280–T281

- Consonants *k, ck*

**Spelling**, pp. T282–T283

- Consonants *k, ck*

**READING WORKSHOP**

**Recipe for a Fairy Tale**

**GENRE** Recipe

**Shared Reading: MINILESSON**, pp. T284–T285

- Connect and Teach: Text Organization
- Apply to Text: *Recipe for a Fairy Tale*
- Engage and Respond: Speaking & Listening

**SMALL-GROUP INSTRUCTION****Options for Differentiation**

- Guided Reading Groups, p. T286
- English Learner Support: Sequence, p. T286
- Reinforce Text Organization, p. T287
- Reinforce Foundational Skills: Read *In Times Past: A Grand Life*, pp. T288–T289

**Options for Independent and Collaborative Work**, pp. T290–T291

**WRITING WORKSHOP**

**Imaginative Story**, p. W50

- Priming the Students



**Grammar**, p. W269

- Adding -s to Verbs

**LESSON 2****FOUNDATIONAL SKILLS**

**Word Work Warm-Up**, pp. T292–T293

- High-Frequency Words: *ask, asked, buy, comb, girl, grand, lady, mother, number, often*
- Phonological Awareness

**Phonics**, pp. T294–T295

- Consonants *k, ck*

**VOCABULARY**

**Academic Vocabulary**, pp. T296–T297

- Introduce Oral Language: *positioned, varying, expression, traipsing, barging, groggy*

**READING WORKSHOP**

**Goldilocks and the Three Dinosaurs**

**GENRE** Fairy Tale

**Read Aloud: MINILESSON**, pp. T298–T299

- Connect and Teach: Story Structure
- Apply to Text: *Goldilocks and the Three Dinosaurs*
- Engage and Respond: Writing

**SMALL-GROUP INSTRUCTION****Options for Differentiation**

- Guided Reading Groups, p. T300
- English Learner Support: Sequence, p. T300
- Reinforce Story Structure, p. T301
- Reinforce Foundational Skills: Read *In Times Past: A Grand Life*, pp. T302–T303

**Options for Independent and Collaborative Work**, pp. T304–T305

**WRITING WORKSHOP**

**Imaginative Story**, p. W51

- Priming the Text



**Grammar**, p. W270

- Adding -es to Verbs

### LESSON 3

#### FOUNDATIONAL SKILLS

**Word Work Warm-Up**, p. T306

- High-Frequency Words: *ask, asked, buy, comb, girl, grand, lady, mother, number, often*
- Phonological Awareness

**Fluency**, p. T307

- Intonation

**Phonics**, pp. T308–T309

- Silent Letters (*kn, wr, gn, mb*)

#### VOCABULARY

**Academic Vocabulary**, pp. T310–T311

- Introduce Power Words: *cozy, steaming, clue, sense, pause, disturb, rattled, tackled*

#### READING WORKSHOP

**How to Read a Story**

**GENRE** Informational Text 

**Shared Reading: MINILESSON**, pp. T312–T313

- Connect and Teach: Make Inferences
- Apply to Text: *How to Read a Story*
- Engage and Respond: Speaking & Listening

#### SMALL-GROUP INSTRUCTION

**Options for Differentiation**

- Guided Reading Groups, p. T314
- English Learner Support: Sequence, p. T314
- Reinforce Make Inferences, p. T315
- Reinforce Foundational Skills: Read At *Home with Kris*, pp. T316–T317

**Options for Independent and Collaborative Work**, pp. T318–T319

#### WRITING WORKSHOP

**Imaginative Story**, p. W52 

- The Read

**Grammar**, p. W271

- Verbs with -s or -es

### LESSON 4

#### FOUNDATIONAL SKILLS

**Word Work Warm-Up**, p. T320

- High-Frequency Words: *ask, asked, buy, comb, girl, grand, lady, mother, number, often*
- Phonological Awareness

**Phonics**, p. T321

- Phonics Review

#### VOCABULARY

**Academic Vocabulary**, p. T322

- Review Power Words: *cozy, steaming, clue, sense, pause, disturb, rattled, tackled*

**Generative Vocabulary**, p. T323

- Suffixes *-ful, -less*

#### READING WORKSHOP

**How to Read a Story**

**GENRE** Informational Text 

**Shared Reading: MINILESSON**, pp. T324–T325

- Connect and Teach: Text Organization
- Apply to Text: *How to Read a Story*
- Engage and Respond: Writing

#### SMALL-GROUP INSTRUCTION

**Options for Differentiation**

- Guided Reading Groups, p. T326
- English Learner Support: Sequence, p. T326
- Reinforce Text Organization, p. T327
- Reinforce Foundational Skills: Read At *Home with Kris*, pp. T328–T329

**Options for Independent and Collaborative Work**, pp. T330–T331

#### WRITING WORKSHOP

**Imaginative Story**, p. W53 

- Vocabulary

**Grammar**, p. W217

- Spiral Review: Compound Subjects and Predicates

### LESSON 5

#### FOUNDATIONAL SKILLS

**Word Work Warm-Up**, p. T332

- High-Frequency Words: *ask, asked, buy, comb, girl, grand, lady, mother, number, often*
- Phonological Awareness

**Spelling**, p. T333

- Spelling Assessment

#### VOCABULARY

**Vocabulary Strategy**, pp. T334–T335

- Multiple-Meaning Words

#### READING WORKSHOP

**Speaking & Listening: MINILESSON**, pp. T336–T337

- Connect and Teach: Give and Follow Instructions
- Apply to Text
- Engage and Respond: Writing

#### SMALL-GROUP INSTRUCTION

**Options for Differentiation**

- Guided Reading Groups, p. T338
- English Learner Support: Sequence, p. T338
- Reinforce Give and Follow Instructions, p. T339
- Reinforce Foundational Skills: Make Text Connections, pp. T340–T341

**Options for Independent and Collaborative Work**, pp. T342–T343

#### WRITING WORKSHOP

**Imaginative Story**, p. W54 

- Prewriting I: Brainstorming Ideas

**Grammar**, p. W273

- Connect to Writing: Using Present Tense Verbs



**Indiana Academic Standards  
for English/Language Arts**

**FOUNDATIONAL SKILLS**

**2.RF.3.2** Students are expected to build upon and continue applying concepts learned previously.

**2.RF.4.1** Students are expected to build upon and continue applying concepts learned previously.

**2.RF.4.3** Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.

**2.RF.4.4** Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., *through, tough, Jan., Fri.*).

**2.RF.5** Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

**2.W.6.2c** Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., *word families*) when writing words. Correctly spelling common irregularly-spelled grade-appropriate high frequency words.

**VOCABULARY**

**2.RV.2.5** Consult reference materials, both print and digital (e.g., *dictionary*), to determine or clarify the meanings of words and phrases.

**READING WORKSHOP**

**2.RL.2.1** Ask and answer questions (e.g., *who was the story about; why did an event happen; where did the story happen*) to demonstrate understanding of main idea and key details in a text.

**2.RL.2.3** Describe how characters in a story respond to major events and how characters affect the plot.

**2.RL.3.1** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**2.RL.3.2** Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.

**2.RL.4.1** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**2.RV.3.1** Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.

**2.W.1** Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

**WRITING WORKSHOP**

**2.W.3.3** Develop topics for friendly letters, stories, poems, and other narrative purposes.

**2.W.4** Apply the writing process.

**2.W.6.1b** Writing sentences that use the past tense of frequently occurring irregular verbs. Understanding the functions of different types of verbs (e.g., *action, linking*) in sentences.

**LESSON 6**

**FOUNDATIONAL SKILLS**

**Word Work Warm-Up**, pp. T352–T353

- High-Frequency Words: *afraid, always, another, great, passed, really, says, stay, try, which*
- Phonological Awareness

**Phonics**, pp. T354–T355

- Long *a* Patterns

**Spelling**, pp. T356–T357

- Long *a* (*ai, ay*)

**VOCABULARY**

**Academic Vocabulary**, pp. T358–T359

- Introduce Oral Language: *chant, special, flakes, satisfied, foolish, dawn*

**READING WORKSHOP**

**Rabbit’s Snow Dance**

**GENRE** Fable



**Read Aloud: MINILESSON**, pp. T360–T361

- Connect and Teach: Story Structure
- Apply to Text: *Rabbit’s Snow Dance*
- Engage and Respond: Writing

**SMALL-GROUP INSTRUCTION**



**Options for Differentiation**

- Guided Reading Groups, p. T362
- English Learner Support: Predict, p. T362
- Reinforce Story Structure, p. T363
- Reinforce Foundational Skills: Read *Tess and Jay Set Sail*, pp. T364–T365

**Options for Independent and Collaborative Work**, pp. T366–T367

**WRITING WORKSHOP**

**Imaginative Story**, p. W55

- Prewriting II: Identifying a Topic



**Grammar**, p. W274

- Past Tense Verbs with *-ed*

**LESSON 7**

**FOUNDATIONAL SKILLS**

**Word Work Warm-Up**, pp. T368–T369

- High-Frequency Words: *afraid, always, another, great, passed, really, says, stay, try, which*
- Phonological Awareness

**Phonics**, pp. T370–T371

- Long *a* Patterns

**VOCABULARY**

**Academic Vocabulary**, pp. T372–T373

- Introduce Power Words: *plain, bind, narrow, clever, journey, fulfill, believe, speech*

**READING WORKSHOP**

**A Crow, a Lion, and a Mouse! Oh, My!**



**GENRE** Drama

**Shared Reading: MINILESSON**, pp. T374–T375

- Connect and Teach: Create Mental Images
- Apply to Text: *A Crow, a Lion, and a Mouse! Oh, My!*
- Engage and Respond: Speaking & Listening

**SMALL-GROUP INSTRUCTION**



**Options for Differentiation**

- Guided Reading Groups, p. T376
- English Learner Support: Predict, p. T376
- Reinforce Create Mental Images, p. T377
- Reinforce Foundational Skills: Read *Tess and Jay Set Sail*, pp. T378–T379

**Options for Independent and Collaborative Work**, pp. T380–T381

**WRITING WORKSHOP**

**Imaginative Story**, p. W56

- Drafting I: Elements of Narrative



**Grammar**, p. W275

- Verbs in the Future Tense



## LESSON 8

### FOUNDATIONAL SKILLS

**Word Work Warm-Up**, p. T382

- High-Frequency Words: *afraid, always, another, great, passed, really, says, stay, try, which*
- Phonological Awareness

**Fluency**, p. T383

- Accuracy and Self-Correction

**Phonics**, pp. T384–T385

- Multisyllabic Words: Long *a*

### VOCABULARY

**Academic Vocabulary**, pp. T386–T387

- Review Power Words: *plain, bind, narrow, clever*

### READING WORKSHOP

**A Crow, a Lion, and a Mouse!**  
**Oh, My!**



**GENRE** Drama

**Shared Reading: MINILESSON**, pp. T388–T389

- Connect and Teach: Elements of Drama
- Apply to Text: *A Crow, a Lion, and a Mouse! Oh, My!*
- Engage and Respond: Writing

### SMALL-GROUP INSTRUCTION

**Options for Differentiation**

- Guided Reading Groups, p. T390
- English Learner Support: Predict, p. T390
- Reinforce Elements of Drama, p. T391
- Reinforce Foundational Skills: Read *A Wrecked Ship!*, pp. T392–T393

**Options for Independent and Collaborative Work**, pp. T394–T395

### WRITING WORKSHOP

**Imaginative Story**, p. W57

- Drafting II: Completing the Draft



**Grammar**, p. W276

- Present, Past, and Future Tense

## LESSON 9

### FOUNDATIONAL SKILLS

**Word Work Warm-Up**, p. T396

- High-Frequency Words: *afraid, always, another, great, passed, really, says, stay, try, which*
- Phonological Awareness

**Phonics**, p. T397

- Phonics Review

### VOCABULARY

**Generative Vocabulary**, pp. T398–T399

- Words That Describe People, Places, and Things

### READING WORKSHOP

**Hollywood Chicken**

**GENRE** Fantasy



**Shared Reading: MINILESSON**, pp. T400–T401

- Connect and Teach: Make and Confirm Predictions
- Apply to Text: *Hollywood Chicken*
- Engage and Respond: Speaking & Listening

### SMALL-GROUP INSTRUCTION

**Options for Differentiation**

- Guided Reading Groups, p. T402
- English Learner Support: Predict, p. T402
- Reinforce Make and Confirm Predictions, p. T403
- Reinforce Foundational Skills: Read *A Wrecked Ship!*, pp. T404–T405

**Options for Independent and Collaborative Work**, pp. T406–T407

### WRITING WORKSHOP

**Imaginative Story**, p. W58

- Revising I: Sentence Length



**Grammar**, p. W247

- Spiral Review: Using Proper Nouns

## LESSON 10

### FOUNDATIONAL SKILLS

**Word Work Warm-Up**, p. T408

- High-Frequency Words: *afraid, always, another, great, passed, really, says, stay, try, which*
- Phonological Awareness

**Spelling**, p. T409

- Spelling Assessment

### VOCABULARY

**Academic Vocabulary**, pp. T410–T411

- Review Power Words: *journey, fulfill, believe, speech*

### READING WORKSHOP

**Hollywood Chicken**

**GENRE** Fantasy



**Shared Reading: MINILESSON**, pp. T412–T413

- Connect and Teach: Figurative Language
- Apply to Text: *Hollywood Chicken*
- Engage and Respond: Writing

### SMALL-GROUP INSTRUCTION

**Options for Differentiation**

- Guided Reading Groups, p. T414
- English Learner Support: Predict, p. T414
- Reinforce Figurative Language, p. T415
- Reinforce Foundational Skills: Make Text Connections, pp. T416–T417

**Options for Independent and Collaborative Work**, pp. T418–T419

### WRITING WORKSHOP

**Imaginative Story**, p. W59

- Revising II: Conferencing



**Grammar**, p. W278

- Connect to Writing: Using Verbs in the Present, Past, and Future



**Indiana Academic Standards  
for English/Language Arts**

**FOUNDATIONAL SKILLS**

**2.RF.3.2** Students are expected to build upon and continue applying concepts learned previously.

**2.RF.3.5** Students are expected to build upon and continue applying concepts learned previously.

**2.RF.4.1** Students are expected to build upon and continue applying concepts learned previously.

**2.RF.4.4** Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., *through, tough; Jan., Fri.*).

**2.RF.5** Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

**2.W.6.2c** Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., *word families*) when writing words. Correctly spelling common irregularly-spelled grade-appropriate high frequency words.

**VOCABULARY**

**2.RV.1** Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

**READING WORKSHOP**

**2.RN.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.

**2.RL.2.1** Ask and answer questions (e.g., *who was the story about; why did an event happen; where did the story happen*) to demonstrate understanding of main idea and key details in a text.

**2.RL.2.3** Describe how characters in a story respond to major events and how characters affect the plot.

**2.RL.3.1** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**2.RL.4.1** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**2.RL.4.2** Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.

**2.W.1** Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

**WRITING WORKSHOP**

**2.W.3.3** Develop topics for friendly letters, stories, poems, and other narrative purposes.

**2.W.4** Apply the writing process.

**2.W.6.1e** Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.

**LESSON 11**

**FOUNDATIONAL SKILLS**

**Word Work Warm-Up**, pp. T428–T429

- High-Frequency Words: *clean, feel, ground, horse, leave, need, please, queen, seen, tree*
- Phonological Awareness

**Phonics**, pp. T430–T431

- Long *e*, Short *e* Patterns

**Spelling**, pp. T432–T433

- Long *e* (*ee, ea*)

**VOCABULARY**

**Academic Vocabulary**, pp. T434–T435

- Introduce Oral Language: *gently, escaping, literary, contained, indigestion, console*

**READING WORKSHOP**

**A Perfect Season for Dreaming**

**GENRE** Fantasy



**Read Aloud: MINILESSON**,

pp. T436–T437

- Connect and Teach: Author’s Purpose
- Apply to Text: *A Perfect Season for Dreaming*
- Engage and Respond: Writing

**SMALL-GROUP INSTRUCTION**



**Options for Differentiation**

- Guided Reading Groups, p. T438
- English Learner Support: Compare and Contrast, p. T438
- Reinforce Author’s Purpose, p. T439
- Reinforce Foundational Skills: Read *Queen*, pp. T440–T441

**Options for Independent and Collaborative Work**, pp. T442–T443

**WRITING WORKSHOP**

**Imaginative Story**, p. W60

- Editing I: Capitalization and End Punctuation



**Grammar**, p. W209

- Compound Sentences with Conjunctions

**LESSON 12**

**FOUNDATIONAL SKILLS**

**Word Work Warm-Up**, pp. T444–T445

- High-Frequency Words: *clean, feel, ground, horse, leave, need, please, queen, seen, tree*
- Phonological Awareness

**Phonics**, pp. T446–T447

- Long *e*, Short *e* Patterns

**VOCABULARY**

**Academic Vocabulary**, pp. T448–T449

- Introduce Power Words: *chore, thrilled, superb, beamed, pleasure, jealous, dashed, hobbled*

**READING WORKSHOP**

**If the Shoe Fits: Two Cinderella Stories**

**GENRE** Fairy Tale



**Shared Reading: MINILESSON**,

pp. T450–T451

- Connect and Teach: Make Connections
- Apply to Text: *If the Shoe Fits: Two Cinderella Stories*
- Engage and Respond: Speaking & Listening

**SMALL-GROUP INSTRUCTION**



**Options for Differentiation**

- Guided Reading Groups, p. T452
- English Learner Support: Compare and Contrast, p. T452
- Reinforce Make Connections, p. T453
- Reinforce Foundational Skills: Read *Queen*, pp. T454–T455

**Options for Independent and Collaborative Work**, pp. T456–T457

**WRITING WORKSHOP**

**Imaginative Story**, p. W61

- Editing II: Peer Proofreading



**Grammar**, p. W210

- Forming Compound Sentences

## LESSON 13

### FOUNDATIONAL SKILLS

**Word Work Warm-Up**, p. T458

- High-Frequency Words: *clean, feel, ground, horse, leave, need, please, queen, seen, tree*
- Phonological Awareness

**Fluency**, p. T459

- Reading Rate

**Phonics**, pp. T460–T461

- Multisyllabic Words: Long, Short e

### VOCABULARY

**Academic Vocabulary**, pp. T462–T463

- Review Power Words: *chore, thrilled, superb, beamed, pleasure, jealous, dashed, hobbled*

### READING WORKSHOP

**If the Shoe Fits: Two Cinderella Stories**



**GENRE** Fairy Tale

**Shared Reading: MINILESSON**,

pp. T464–T465

- Connect and Teach: Story Structure
- Apply to Text: *If the Shoe Fits: Two Cinderella Stories*
- Engage and Respond: Writing

### SMALL-GROUP INSTRUCTION

#### Options for Differentiation

- Guided Reading Groups, p. T466
- English Learner Support: Compare and Contrast, p. T466
- Reinforce Story Structure, p. T467
- Reinforce Foundational Skills: Read *Horses with Jobs*, pp. T468–T469

#### Options for Independent and Collaborative Work

pp. T470–T471

### WRITING WORKSHOP

**Imaginative Story**, p. W62

- Publishing I: Writing the Final Copy



**Grammar**, p. W211

- Combining Sentences

## LESSON 14

### FOUNDATIONAL SKILLS

**Word Work Warm-Up**, p. T472

- High-Frequency Words: *clean, feel, ground, horse, leave, need, please, queen, seen, tree*
- Phonological Awareness

**Phonics**, p. T473

- Phonics Review

### VOCABULARY

**Generative Vocabulary**, pp. T474–T475

- Words That Describe Actions

### READING WORKSHOP

**Those Clever Crows**



**GENRE** Video

**Media Literacy: MINILESSON**,

pp. T476–T477

- Connect and Teach: Cause and Effect
- Apply to Media: *Those Clever Crows*
- Engage and Respond: Speaking & Listening

### SMALL-GROUP INSTRUCTION

#### Options for Differentiation

- Guided Reading Groups, p. T478
- English Learner Support: Compare and Contrast, p. T478
- Reinforce Cause and Effect, p. T479
- Reinforce Foundational Skills: Read *Horses with Jobs*, pp. T480–T481

#### Options for Independent and Collaborative Work

pp. T482–T483

### WRITING WORKSHOP

**Imaginative Story**, p. W63

- Publishing II: Imaginative Story



**Grammar**, p. W252

- Spiral Review: Possessive Nouns

## LESSON 15

### FOUNDATIONAL SKILLS

**Word Work Warm-Up**, p. T484

- High-Frequency Words: *clean, feel, ground, horse, leave, need, please, queen, seen, tree*
- Phonological Awareness

**Spelling**, p. T485

- Spelling Assessment

### VOCABULARY

**Academic Vocabulary**, pp. T486–T487

- Cumulative Vocabulary Review

### READING WORKSHOP

**Module Wrap-Up**,

pp. T488–T489

- Wrap Up the Topic
- Synthesize

### SMALL-GROUP INSTRUCTION

#### Options for Differentiation

- Guided Reading Groups, p. T490
- English Learner Support: Compare and Contrast, p. T490
- Reinforce Synthesize, p. T491
- Reinforce Foundational Skills: Make Text Connections, pp. T492–T493

#### Options for Independent and Collaborative Work

pp. T494–T495

### WRITING WORKSHOP

**Imaginative Story**, p. W64

- Sharing an Imaginative Story



**Grammar**, p. W213

- Connect to Writing: Using Compound Sentences



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# Planning Guides

Grade 2



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