

# Ganado Unified School District

## ELA/2<sup>nd</sup> Grade

### ELA PACING Guide SY 2018-2019

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Quarter 1				
<b>I - 1<sup>st</sup> - M-1<sup>st</sup></b>	<b>2. RL.5</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action	How do characters in a story respond, say or think to major events and challenges?	Describe how characters respond to major events and challenges.	Characters Major events Challenges
<b>I - 1<sup>st</sup> - M-1<sup>st</sup></b>	<b>2.RL.7</b> Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting or plot	How can you gather information from illustrations and words in a text? How does that information help you understand the characters, setting or plot?	Gather information from illustrations and words in a text. Use that information to understand the character, setting and plot.	Illustrations Words Print Digital text Characters Setting plot
<b>I - 1<sup>st</sup> - M-1<sup>st</sup></b>	<b>2. RI.6</b> Identify the main purpose of a text, including what	What are ways I can identify the main purpose of a text, including what the	Identify the main purpose of a text.	Main purpose Author's purpose

	the author wants to answer, explain, or describe.	author wants to answer, explain or describe?	Identify what the author wants answer, explain, or describe.	
<b>I - 1<sup>st</sup> - M-1<sup>st</sup></b>	<b>2.L.1.a</b> Demonstrate command of conventions of standard English and usage when writing or speaking a. use collective nouns (e.g. group)	What are collective nouns>	Identify and use collective nouns form and use collective nouns	Nouns Collective nouns
<b>I - 1<sup>st</sup> - M-1<sup>st</sup></b>	<b>2. L.2.a</b> Demonstrate Command of conventions of standard English capitalization, punctuation and spelling when writing. a. capitalize holidays, product names, and geographic names.	How do we capitalize proper nouns such as Holidays, product names, geographic names ect.?	Capitalize proper nouns	Capitalization Geographic names Punctuation Spelling Holidays Product names
<b>I - 1<sup>st</sup> - M-1<sup>st</sup></b>	<b>2.W.3</b> Write narratives in which they recount a well elaborated event or short sequence of events, include, details to describe actions, thoughts and feelings, use temporal words to signal event order,	How do I write an informative/explanatory texts in which they provide a concluding statement or section?	Write information/planatory texts. Introduce topic and use facts and definitions in their writing. Write a conclusion for their writing	Informatory text Explanatory text Events Details Closure Conclusion

	and provide a sense of closure.			
<b>I- 1<sup>st</sup> – M-1<sup>st</sup></b>	<b>2.L2.b</b> Use commas in greetings and closings of letters	How do we use commas in the greeting and closing of letters?	es commas in greetings and closing of letters.	Commas Greetings Closings
<b>I- 1<sup>st</sup> – M-2<sup>nd</sup></b>	<b>2. RF.3.a</b> Distinguish long and short vowels when reading regularly spelled one syllable words.	How can I distinguish long and short vowels when reading?  What strategies can I use to decode words with long vowels	entify long and short vowels in one syllable words.	Decoding Long vowels Short vowels One syllable words
<b>I- 1<sup>st</sup> – M-2<sup>nd</sup></b>	<b>2.RF.3.d</b> Decode words with common prefixes and suffixes	How do I decode words with common prefix and suffixes?	ow and apply phonics and word analysis skills in decoding words.  code common prefixes and suffixes	Base words Prefix suffix
<b>I- 1<sup>st</sup> – M-2<sup>nd</sup></b>	<b>2.L.1.f</b> Produce , expand, and rearrange complete simple and compound sentences (e.g, The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)	How can you produce, expand and rearrange complete sentences?  What is a complete sentence? What Is a compound sentence?	roduce, expand, and rearrange complete simple and compound sentences.	Compound Complete Sentences Expand rearrange
<b>I- 1<sup>st</sup> – M-2<sup>nd</sup></b>	<b>2.L.4.b</b> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g.	How can I use known root word as a clue to the meaning of unknown word with the same root?	termine the meaning of the new word formed when a known prefix is added to known word.	Root word Prefix Suffix Clue Unknown word

	happy/unhappy, tell/retell)		e known root words to determine the meaning of unknown words with the same root word	
<b>I-1<sup>st</sup> M-3<sup>rd</sup></b>	<b>2.RI.2</b> Identify the main topic of a multipara graph text as well as the focus of the specific paragraphs within the text	How can I identify the main topic of multiparagraph text as well as the focus of specific paragraphs within the text?	Identify the main topic of a paragraph/ multiparagraph	Paragraph Main idea
<b>I-1<sup>st</sup> M-3<sup>rd</sup></b>	<b>2. RL.2</b> Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson or moral.	How can I recount stories, including fables and folktales from diverse cultures and determine their central message, lesson or moral?	Recount stories from diverse cultures. Determine their central message, lesson or moral.	Fables Folklores Diverse Cultures Message Lesson Moral
<b>I-1<sup>st</sup> M-3<sup>rd</sup></b>	<b>2.L.4.a</b> Use sentence – level context as a clue to meaning of a word or phrase.	How can I use sentences level context as a clue to the meaning of word or phrases	Use context clues to determine the meaning of words or phrases.	Context clues Meaning Word phrases
<b>I-1<sup>st</sup> M-3<sup>rd</sup></b> *	<b>2.W.2</b> Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	How do I write an informative/explanatory text in which they include topic, use facts and definitions to develop points and provide a concluding statement or section?	Write informative/explanatory texts. Introduce topic and use facts and definitions in their writing. Write a conclusion for their writing.	Informative Explanatory Topic Facts details Points conclusion

<b>I- 1<sup>st</sup>, M- 4<sup>th</sup></b>	<b>2.RL.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	How can you gather information from illustrations and words in a text?	Use that information to understand the character, setting, or plot.	Who What Where When Why How
<b>I- 1<sup>st</sup>, M- 4<sup>th</sup></b>	<b>2.RL.10.</b> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	How can I read and comprehend literature, including stories and poetry?	Read and comprehend literature, including stories and poetry.	Comprehend Literature Poetry
<b>I- 1<sup>st</sup>, M- 4<sup>th</sup></b>	<b>2.RI.1</b> Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.	How do asking and answering questions who, what, when, where, why and how demonstrate understanding of key details in a text?	Ask and answer such questions as who, what, where, when, why and how to show their understanding.  Gather information from illustrations and words in a text.	Informational text Demonstrate Key Details
<b>I- 1<sup>st</sup>, M- 4<sup>th</sup></b>	<b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension. <b>a.</b> Read on-level text with	How can you read on level text with purpose and understanding?	Read with sufficient accuracy and fluency to support comprehension.  Read on text with purpose and understanding.	Level Fluency Comprehension

	purpose and understanding.			
<b>I- 1<sup>st</sup>, M- 4<sup>th</sup></b>	<b>2.RF.b.</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	What strategies can I use to read on level text orally with accuracy appropriate rate and expression on successive reading?	Reread text orally with accuracy, rate, and expression on successive reading.	Text Orally Accuracy Expression Confirm
<b>I- 1<sup>st</sup>, M- 4<sup>th</sup></b>	<b>2.RF.c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	How can you use context to confirm or elf-correct recognition and understanding rereading is necessary?	Use context to confirm or self-correct recognition and understanding	Self-correct Recognition Appropriate rate confirm
<b>I- 1<sup>st</sup>, M- 4<sup>th</sup></b>	<b>2.L.2.e.</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Where can you find help to check and correct spelling?	Use reference materials including dictionaries to check and correct spelling.	Dictionaries Correct Spelling
<b>I-1<sup>st</sup>, M- 4<sup>th</sup></b>	<b>2.L.4 c.</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). <b>e.</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	How can I use known root words as a clue to the meaning of unknown word with the same root? How can I use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases?	Use known root words as a clue to the meaning of unknown word with the same root.  Use glossaries and beginning dictionaries, clarify the meaning of words and phrases.	Root word Glossaries Dictionaries

<p><b>I- 1<sup>st</sup> - M- 4<sup>th</sup></b> *</p>	<p><b>2.SL.1.</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups. <b>a.</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>How can I agree-upon rules for discussion?</p> <p>How can I agreed-upon rules for discussions.</p>	<p>Participate in collaborative conversations with diverse partners.</p> <p>Follow agreed-upon rules for discussions.</p>	<p>Rules Listening, Care, Speaking Build Conversation Comments Remarks Ask Explanation Text</p>
<p><b>I-1<sup>st</sup>-M-4<sup>th</sup></b> *</p>	<p><b>S.L.1.b.</b> Build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p>How can I build on others' talk in conversations by linking their comments to the remarks of others?</p>	<p>Build on others' talk in conversations by linking their comments to the remarks of others</p>	<p>Conversations Remarks</p>
<p><b>I- 1<sup>st</sup>, M- 4<sup>th</sup></b> *</p>	<p><b>S.L.1.c.</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>How can I clarification and further explanation as needed about the topics and texts under discussion?</p>	<p>Clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>Discussion explanation</p>
<p><b>I- 1<sup>st</sup>, - M- 4<sup>th</sup></b> *</p>	<p><b>2.SL. 2.</b> Recount or describe key ideas or details from a text read aloud or</p>	<p>How can I recount or describe key ideas or details from a text read aloud or information presented orally or through other media?</p>	<p>Recount or Describe details from text or information presented orally.</p>	<p>Key Ideas Details</p>

	information presented orally or through other media.			
<b>I- 1<sup>st</sup>, M- 4<sup>th</sup></b>	<b>2.SL.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	How can I produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification?	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Task Sentences Situation Detail Clarification
<b>I- 1<sup>st</sup> - M- 4<sup>th</sup></b> *	<b>2.W.4.</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectation for writing types are defined in standards 1-3). a. With guidance and support from adults, produce functional writing (e.g., friendly letters, recipes experiments, notes/messages, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose.	What are ways with guidance and support from adult produce functionally writing in which the development and organization are appropriate to task and purpose?	With guidance and support from adult produce functionally writing in which the development and organization are appropriate to task and purpose.	Organize Develop Friendly letters Recipes Experiments Notes/ messages Labels Graphs Tables Directions Posters
<b>I- 1<sup>st</sup> - M- 4<sup>th</sup></b> *	<b>2.W.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	What are ways with guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing?	Focus on a topic and strengthen writing as needed by revising and editing.	Revise editing
<b>I- 1<sup>st</sup> - M- 4<sup>th</sup></b> *	<b>2.W.6.</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	How do I use digital tools to produce and publish writing?	Use digital tools to produce and publish writing.	Digital tools Produce Publish

I- 1 <sup>st</sup> , M- 4 <sup>th</sup>	<b>2.W.7.</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	What are ways I participate in shared research and writing projects?	Participate in shared research and writing projects.	Research Report Record Observation
I- 1 <sup>st</sup> , M- 4 <sup>th</sup>	<b>2.W.8.</b> Recall information from experiences or gather information from provided sources to answer a questions.	What are ways to recall information from experiences or gather information from provided sources to answer a questions?	Recall information from experiences or gather information from provided sources.  Answer a questions from same information.	Recall Information Sources Question

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<b>2<sup>nd</sup> Quarter</b>				
I-2 <sup>nd</sup> – M-2 <sup>nd</sup>	<b>2.RL.9.</b> Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures.	What is different and similar between two stories from different stories?	Describe the difference and similarities between two stories	Compare Contrast Authors
I-2 <sup>nd</sup> – M-3 <sup>rd</sup>	<b>2.RL.4.</b> Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	How do the words and phrases show rhythm and meaning to a poem, story or a song?	Describe how words and phrases supply rhythm and meaning or a story, poem or a song.	Alliteration Rhymes Repeated Rhythm Poem Regular beats
I-2 <sup>nd</sup> – M-4 <sup>th</sup>	<b>2.RI.4.</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	How can I determine the meaning of words and phrases in text relevant to a grade 2 topic or subject area?	Determine the meaning of words and phrases in a text.	Words Phrases

<b>I-2<sup>nd</sup> – M-3<sup>rd</sup></b>	<b>2.RI.5.</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	What is a story structure? How does the beginning introduce the story? How does the ending conclude the action in a story?	Describe the overall structure of a story. Describe how the beginning introduces the story and the ending concludes the action.	Story structure Key details
<b>I-2<sup>nd</sup> – M-3<sup>rd</sup></b>	<b>2.RI.7.</b> Explain how specific images (e.g., diagram showing how to machine works) contribute to and clarify a text.	How do I explain images contribute to and clarify a text?  What do text features mean, how do I use them and what kind of information do they give?	Explain the how images and text features contribute to and clarify a text	Images Text Text features Diagrams Labels graphs
<b>I-2<sup>nd</sup> – M-3<sup>rd</sup></b>	<b>2.RI.8.</b> Describe how reasons support specific points the author makes in a text.	What are ways to describe how reasons support specific points the author makes in text?	Describe how reasons support points the author makes in a text.	Supporting details
<b>I-2<sup>nd</sup> – M-3<sup>rd</sup></b>	<b>2.RF.3.b.</b> Know spelling-sound correspondences for additional common vowel teams.	What strategies can I use to decode words with long vowels?	Know spelling sound correspondences for additional common vowel teams.	Vowel teams Decode
<b>I-2<sup>nd</sup> – M-3<sup>rd</sup></b>	<b>2.RF.3.c.</b> Decode regularly spelled twp-syllable words with long vowels.	What strategies can I use to decode words with long vowels?	Decode regularly spelled two syllable words with long vowels.	One-syllable words Two-syllable words
<b>I-2<sup>nd</sup> – M-3<sup>rd</sup></b>	<b>2.RF.3.e.</b> Identify words with inconsistent but common spelling-sound correspondences.	How do I identify words with inconsistent but common spelling sound correspondences.	Identify words with inconsistent sound correspondence.	Inconsistent Correspondence
<b>I-2<sup>nd</sup> – M-2<sup>nd</sup></b>	<b>2.RF.3.f.</b> Recognize and read grade-appropriate irregularly spelled words.	How I can recognize and read grade appropriate irregularly spelled words?	Recognize and read grade appropriate irregularly spelled words.	Irregular words
<b>I-2<sup>nd</sup> – M-3<sup>rd</sup></b>	<b>2.L.1.b.</b> Form and use frequently occurring irregular plural nouns	What are irregular plural nouns?	Form and use irregular plural nouns.	Irregular plural nouns

	(e.g., feet, children, teeth, mice, fish).			
<b>I-2<sup>nd</sup> – M-3<sup>rd</sup></b>	<b>2.L.1.d.</b> Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, and told).	How does the tense change some verbs?	Form and use past tense of frequently occurring irregular verbs.	Past tense Reflective pronouns Verbs Irregular verbs
<b>I-2<sup>nd</sup> – M-4<sup>th</sup></b>	<b>2.L.1.g.</b> Write multiple sentences in an order that supports a main idea or story.	How can you write multiple sentences in an order to support the main idea?	Write multiple sentences in an order that supports a main idea or story.	Sentences Main idea Predict
<b>I-2<sup>nd</sup> – M-3<sup>rd</sup></b>	<b>2.L.2.c.</b> Use an apostrophe to form contractions and frequently occurring possessives.	How do we use an apostrophe to form contractions and possessives	Use an apostrophe to form contractions and frequently occurring possessives.	Apostrophe Contractions Possessives
<b>I-2<sup>nd</sup> – M-2<sup>nd</sup></b>	<b>2.L.4.d.</b> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	How can I use knowledge of the meaning or individual words to predict the meaning or compound words?	Use their knowledge of known words to predict the meaning of compound words.	Compound words Predict Meaning
<b>I-2<sup>nd</sup> – M-3<sup>rd</sup></b>	<b>2.L.5.b.</b> Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	What are ways to distinguish shades of meaning among closely related adjectives?	Distinguish between shades of meaning among closely related verbs and adjectives.	Distinguish Related verbs
<b>I-2<sup>nd</sup> – M-4<sup>th</sup></b>	<b>2.SL.3.</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather, additional information, or deepen understanding of a topic or issue.	How can I ask and answer questions about what a speaker says in order to clarify comprehension and add to understanding?	Ask and answer questions about what a speaker says in order to clarify comprehension and add to understanding.	Comprehend Clarify Ask Answer
<b>I-2<sup>nd</sup> – M-4<sup>th</sup></b>	<b>2.SL.4.</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	How can I tell a story or recount an experience with appropriate facts and details?	Tell a story or recount an experience with appropriate facts and details.	Facts Descriptive details

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<b>3<sup>rd</sup> Quarter</b>				
<b>I-3<sup>rd</sup> M-3<sup>rd</sup></b>	<b>2.RL.6</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	How do I acknowledge differences in the points of view of characters, including by speaking in different voice for each character when reading dialogue aloud?	Acknowledge differences in the points of view of characters. Use a different speaking voice for each character when reading dialogue aloud.	Character Dialogue Points of view
<b>I-3<sup>rd</sup> M-3<sup>rd</sup></b>	<b>2.L.5</b> Demonstrate understanding of word relationships and nuances in word meanings.  <b>a.</b> Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy or juicy</i> ).	What are ways I can demonstrate understanding of word relationships and nuances in a word meanings? What are ways I can identify real life connections between words and their use?	Shows understanding of word relationships and nuances in word meanings. Identify real-life connections	Relationships Nuances  Real-life connection
<b>I-3<sup>rd</sup> M-3<sup>rd</sup></b>	<b>2.L.5</b> Demonstrate understanding of word relationships and nuances in word meanings. <b>a.</b> Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy or juicy</i> ).	What are ways I can demonstrate understand of word relationship and nuances in a word meanings?  What are some real life connections between words and their use?	Show understanding of word relationships and nuances in word meanings.	Real -life connections related verbs

			Identify real life connections.	
<b>I-3<sup>rd</sup>M-4<sup>th</sup></b>	<b>2.RL.3</b> Describe how characters in a story respond to major events and challenges.	How do characters in a story respond, say or think to major events and challenges.	Describe how characters respond to major events and challenges.	Characters Major events Challenges
<b>I-3<sup>rd</sup>M-4<sup>th</sup></b>	<b>2.RI.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	How do I describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text?	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures,	Historical events Scientific events Concepts Technical procedures
<b>I-3<sup>rd</sup>M-4<sup>th</sup></b>	<b>2.RI.10</b> By the end of year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently with scaffolding as need at the high end of the range.	How can I read and comprehend literature, including stories and poetry?	Read and comprehend literature, including stories and poetry.	Comprehend Literature Poetry
<b>I-3<sup>rd</sup>M-4<sup>th</sup></b>	<b>2.RI.10 a.</b> By the end of year, read and comprehend functional texts, technical text, in the grades 2-3 complexity band proficiently with scaffolding as needed at the high end of the range.	How can I read and comprehend functional and technical texts?	Read and comprehend functional and technical texts.	Functional text Technical text
<b>I-3<sup>rd</sup>M-4<sup>th</sup></b>	<b>2.L.1 c.</b> Use reflexive pronouns(e.g., myself, ourselves).	What are reflexive pronouns?	Use reflexive pronouns.	Reflexive pronouns
<b>I-3<sup>rd</sup>M-4<sup>th</sup></b>	<b>2.L.2 d.</b> Generalize learned spelling patterns when writing words (e.g., cage - badge; boy - boil)	How does using spelling patterns of words help in writing and reading?	Identify learned spelling patterns when writing words.	Spelling Patterns

<b>I-3<sup>rd</sup>M-4<sup>th</sup></b>	<b>2.L.3</b> Use knowledge of language and its conventions when writing, speaking, reading or listening. <b>a.</b> Compare formal and informal uses of English.	How can I use knowledge of language and its conventions when writing, speaking, reading or listening?	Use their knowledge of language and its' conventions when reading, writing, speaking or listening. Identify and compare formal and informal English.	Compare Formal Informal
<b>I-3<sup>rd</sup>M-4<sup>th</sup></b>	<b>2.L.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).	How can I use words and phrases in a conversations, reading , read to and respond using adjectives and adverbs to describe?	Use adjectives and adverbs in a conversation, readings and responses.	Responses Adjectives Adverbs conversations
<b>I-3<sup>rd</sup>M-4<sup>th</sup></b> *	<b>2.SL.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recount of experiences when appropriate to clarify ideas, thoughts, and feelings. (Tech/I-Pad)	How can I create audio recordings of stories and poems? Add drawings and other visual displays to stories or of recounts of other experiences.	Create audio recordings of stories and poems.  Add drawings and other visual displays to stories or of recounts of other experiences.	Audio recordings Poems  Drawings Visual Displays

<b>Timeline &amp; Resources</b>	<b>AZ College and Career Readiness Standard</b>	<b>Essential Question (HESS Matrix)</b>	<b>Learning Goal</b>	<b>Vocabulary (Content/Academic)</b>
---------------------------------	---	---	----------------------	--------------------------------------

# 4<sup>th</sup> Quarter

<b>I-4thM-4th</b>	<b>2.L.1 e.</b> Use adjectives and adverbs, and choose between them depending on what is to be modified.	What are adjectives? What are adverbs?	Use adjectives and adverbs and choose between them.	Adverbs Adjectives
-------------------	--	---	---	-----------------------

