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# North Carolina 2 English Language Arts / Reading

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                                       |
|------------------|-----------------------------------------------------------------------|
| State            | North Carolina                                                        |
| Grade            | 2 (Elementary)                                                        |
| Subject          | English Language Arts / Reading                                       |
| Course category  | Core                                                                  |
| Standards family | English Language Arts / Literacy                                      |
| Framework        | North Carolina Standard Course of Study, English Language Arts (2026) |
| Issuing agency   | North Carolina Department of Public Instruction                       |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units             |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Reading Words Automatically

### Unit 3: Fluency and Poetry · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                        |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | How do I get to the point where I do not have to sound words out?                                                                      |
| Standards          | <b>Reading Longer Words Without Stopping</b> -> 2.CD.1.2, 2.CD.2.1, 2.CD.2.2, 2.CD.2.3 — 4 standards; full text in the standards table |
| Learning target    | "I can read longer words quickly and accurately."                                                                                      |
| Local dates        | _____ (enter your school dates)                                                                                                        |

#### Measurable objectives

- Students will apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context.
- Students will read a word list and a passage with equal accuracy.

#### Success criteria (student-friendly)

- "I read words without sounding out."
- "I read them in a list."
- "I read them in a sentence."

#### Academic vocabulary

automatic, accurate, in context, out of context, practice

#### Materials and technology

- Word lists
- Matched passages
- Timers
- Reading records
- Partner reading mats

#### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension    | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps. |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                    |

**Assessment and evidence**

Observation: child reads multisyllabic words accurately both in isolation and in text.

**Family communication**

Ask your child to read you a list of long words.

## Day 41 — Words I No Longer Sound Out

Week 9, Day 1 • Unit 3 • Standards: 2.CD.1.2, 2.CD.2.1, 2.CD.2.2, 2.CD.2.3

|                   |                                                   |
|-------------------|---------------------------------------------------|
| Focus             | Recognising automaticity.                         |
| Learning target   | "I can read longer words quickly and accurately." |
| Vocabulary in use | automatic, accurate, in context                   |
| Local date        | _____                                             |

### Learning sequence

Connect: decoding work. Teach: what automatic reading feels like. Try: contrasting examples. Apply: children identify automatic words. Reflect: growth noticed.

### Check for understanding

Student distinguishes words they read automatically from words they decode.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — Reading Long Words Quickly

Week 9, Day 2 · Unit 3 · Standards: 2.CD.1.2, 2.CD.2.1, 2.CD.2.2, 2.CD.2.3

|                   |                                                   |
|-------------------|---------------------------------------------------|
| Focus             | Building speed accurately.                        |
| Learning target   | "I can read longer words quickly and accurately." |
| Vocabulary in use | automatic, accurate, in context                   |
| Local date        | _____                                             |

### Learning sequence

Connect: automaticity. Teach: speed follows accuracy. Try: guided practice. Apply: children practise a list. Reflect: accuracy first.

### Check for understanding

Student reads multisyllabic words accurately at pace.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — The Same Word In and Out of a Sentence

Week 9, Day 3 · Unit 3 · Standards: 2.CD.1.2, 2.CD.2.1, 2.CD.2.2, 2.CD.2.3

|                   |                                                   |
|-------------------|---------------------------------------------------|
| Focus             | Context transfer.                                 |
| Learning target   | "I can read longer words quickly and accurately." |
| Vocabulary in use | automatic, accurate, in context                   |
| Local date        | _____                                             |

### Learning sequence

Connect: word lists. Teach: the same word inside text. Try: matched pairs. Apply: children read both. Reflect: difference discussed.

### Check for understanding

Student reads a word accurately both in a list and in context.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

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## Day 44 — Practising to Automatic

Week 9, Day 4 · Unit 3 · Standards: 2.CD.1.2, 2.CD.2.1, 2.CD.2.2, 2.CD.2.3

|                   |                                                   |
|-------------------|---------------------------------------------------|
| Focus             | Deliberate practice.                              |
| Learning target   | "I can read longer words quickly and accurately." |
| Vocabulary in use | automatic, accurate, in context                   |
| Local date        | _____                                             |

### Learning sequence

Connect: transfer. Teach: repeated practice builds automaticity. Try: partner practice. Apply: children practise. Reflect: repetitions logged.

### Check for understanding

Student practises a target word set to improved automaticity.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 45 — Checking My Own Speed

Week 9, Day 5 · Unit 3 · Standards: 2.CD.1.2, 2.CD.2.1, 2.CD.2.2, 2.CD.2.3

|                   |                                                   |
|-------------------|---------------------------------------------------|
| Focus             | Week 9 consolidation.                             |
| Learning target   | "I can read longer words quickly and accurately." |
| Vocabulary in use | automatic, accurate, in context                   |
| Local date        | _____                                             |

### Learning sequence

Connect: practice. Teach: self-monitoring. Try: timed self-check. Apply: children record. Reflect: personal progress, not ranking.

### Check for understanding

Student records their own accuracy and rate.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
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## Source citation

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