



# Grade 2 • Unit 1 • Scope and Sequence

Big Idea: Friends and Family  How do families and friends learn, grow, and help one another?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 1: Narrative Friendly Letter; Personal Narrative	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Friends Help Friends</p> <p><b>Essential Question:</b> How do friends depend on each other?</p> <p><b>Connect to Social Studies:</b> Explore the ways in which groups depend on and help one another.</p>	<p><b>Title:</b> "The New Kid"</p> <p><b>Genre:</b> Fiction/ Fantasy</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> <i>Little Flap Learns to Fly</i></p> <p><b>Lexile:</b> 390L</p> <p><b>Genre:</b> Fiction/ Fantasy</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selection</b> <b>Title:</b> <i>Help! A Story of Friendship</i></p> <p><b>Genre:</b> Fiction/ Fantasy</p> <p><b>Lexile:</b> 410L</p> <p><b>Paired Selection Title:</b> "Crayons"</p> <p><b>Genre:</b> Poetry</p> <p><b>Lexile:</b> NP</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selections</b> <b>Genre:</b> Fantasy</p> <p><b>Titles:</b> A: <i>Cat and Dog</i> O: <i>The Quest</i> E: <i>The Quest</i> B: <i>Class Pets</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Poem</p> <p><b>Titles:</b> A: "Uncle Max and I" O: "Together" E: "It Takes a Friend" B: "What Friends Do?"</p> <p><b>Lexiles</b> A: 230L O: 340L E: 300L B: 500L</p>	<p><b>Reading/Writing Workshop:</b> Genre</p> <p><b>Literature Anthology:</b> Connection of Ideas; Genre; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>actions, afraid, depend, nervously, peered, perfectly, rescue, secret</i></p> <p><b>Additional Domain Words:</b> <i>hedgehog, prickles</i></p> <p><b>Additional Academic Vocabulary:</b> <i>characters, events, evidence</i></p> <p><b>Build Vocabulary:</b> <i>gossip, hesitated, gasp, hobble</i></p> <p><b>Vocabulary Strategy:</b> Inflectional Endings</p>	<p><i>ball, blue, both, even, for, help, put, there, why, yellow</i></p>	<p><i>awkward, outrageous, panic, relief, squawked</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Blending; Phoneme Categorization; Phoneme Segmentation</p> <p><b>Phonics/ Spelling Skill:</b> short <i>a, i</i></p> <p><b>Structural Analysis:</b> Plural Nouns: -s, -es</p> <p><b>Decodable Readers:</b> <i>Pat and Tim; Pals Help Pals</i></p>		<p><b>Writing Trait:</b> Ideas: Focus on an Event</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b> Reading/Writing Workshop: <i>Little Flap Learns to Fly</i> Literature Anthology: <i>Help! A Story of Friendship</i>, "Crayons"</p> <p><b>Grammar Skill:</b> Statements and Questions</p> <p><b>Grammar Mechanics:</b> Sentence Capitalization/ Punctuation</p>	<p><b>Project:</b> How do friends support and depend on one another? Make a List</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Families Around the World</p> <p><b>Essential Question:</b> How are families around the world the same and different?</p> <p><b>Connect to Social Studies:</b> Determine how families from different groups and nations are similar and different.</p>	<p><b>Title:</b> "Dinner at Alejandro's"</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> <i>Maria Celebrates Brazil</i></p> <p><b>Lexile:</b> 460L</p> <p><b>Genre:</b> Fiction/ Realistic Fiction</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Character, Setting, Events</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Character, Setting, Events</p> <p><b>Main Selection</b> <b>Genre:</b> Fiction</p> <p><b>Title:</b> <i>Big Red Lollipop</i></p> <p><b>Lexile:</b> 410L</p> <p><b>Paired Selection</b> <b>Genre:</b> Informational Text</p> <p><b>Title:</b> "A Look at Families"</p> <p><b>Lexile:</b> 480L</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Character, Setting, Events</p> <p><b>Main Selections</b> <b>Genre:</b> Informational Text</p> <p><b>Titles:</b> A: <i>Music in My Family</i> O: <i>Happy New Year!</i> E: <i>Happy New Year!</i> B: <i>I'm Down Under</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Fiction</p> <p><b>Titles:</b> A: "Making Music" O: "New Year's Eve" E: "New Year's Eve" B: "Families Around the World"</p> <p><b>Lexiles</b> A: 250L O: 350L E: 300L B: 560L</p>	<p><b>Reading/Writing Workshop:</b> Connections of Ideas</p> <p><b>Literature Anthology:</b> Lack of Prior Knowledge; Connections of Ideas; Purpose; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>aside, culture, fair, invited, language, plead, scurries, share</i></p> <p><b>Additional Domain Words:</b> <i>musical, triangle</i></p> <p><b>Additional Academic Vocabulary:</b> <i>compare, exclamation, setting</i></p> <p><b>Build Vocabulary:</b> <i>shove, scoots, greedy, for shame</i></p> <p><b>Vocabulary Strategy:</b> Root Words</p>	<p><i>could, find, funny, green, how, little, one, or, see, sounds</i></p>	<p><i>colorful, confusing, noticed, overflowing, tasty</i></p>	<p><b>Phonemic Awareness:</b> Identify and Generate Rhymes; Phoneme Isolation; Phoneme Blending; Phoneme Segmentation</p> <p><b>Phonics/ Spelling Skill:</b> short <i>e, o, u</i></p> <p><b>Structural Analysis:</b> Inflectional Endings: -s, -es</p> <p><b>Decodable Readers:</b> <i>Len and Gus; Buses, Vans, Jets</i></p>	Expression	<p><b>Writing Trait:</b> Organization: Strong Openings</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b> Reading/Writing Workshop: <i>Maria Celebrates Brazil</i> Literature Anthology: <i>Big Red Lollipop</i>, "A Look at Families"</p> <p><b>Grammar Skill:</b> Commands and Exclamations</p> <p><b>Grammar Mechanics:</b> Sentence Capitalization/ Punctuation</p>	<p><b>Project:</b> How are celebrations, food, clothing and sports the same and different around the world? Make a Poster</p>



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Big Idea: Friends and Family  How do families and friends learn, grow, and help one another?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 1: Narrative Friendly Letter; Personal Narrative	Research
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Pets are Our Friends</p> <p><b>Essential Question:</b> How can a pet be an important friend?</p> <p><b>Connect to Science:</b> Investigate different animals and their needs.</p>	<p><b>Title:</b> "My Partner and Friend"</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> <i>Finding Cal</i></p> <p><b>Lexile:</b> 410L</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Character, Setting, Events: Use Illustrations</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Character, Setting, Events: Use Illustrations</p> <p><b>Main Selection</b> <b>Genre:</b> Fiction</p> <p><b>Title:</b> <i>Not Norman</i></p> <p><b>Lexile:</b> 450L</p> <p><b>Paired Selection</b> <b>Genre:</b> Poetry</p> <p><b>Title:</b> "My Puppy"</p> <p><b>Lexile:</b> NP</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details, Use Illustrations</p> <p><b>Main Selections</b> <b>Genre:</b> Fiction</p> <p><b>Titles:</b> A: <i>Too Many Pets?</i> O: <i>A New Home For Henry</i> E: <i>A New Home For Henry</i> B: <i>Hello, Koko!</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Poetry</p> <p><b>Titles:</b> A: "My Dog Loves Me" O: "My Best Friend Forever!" E: "Hoppy" B: "Who Is My Best Friend?"</p> <p><b>Lexiles</b> A: 240L O: 450L E: 350L B: 510L</p>	<p><b>Reading/ Writing Workshop:</b> Genre</p> <p><b>Literature Anthology:</b> Purpose; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>decide, different, friendship, glance, proper, relationship, stares, trade</i></p> <p><b>Additional Domain Words:</b> <i>goldfish</i></p> <p><b>Additional Academic Vocabulary:</b> <i>closing, greeting, rhyming</i></p> <p><b>Build Vocabulary:</b> <i>gunky, google-eyed, sway, maestro, note</i></p> <p><b>Vocabulary Strategy:</b> Sentence Clues</p>	<p><i>boy, by, girl, he, here, she, small, want, were, what</i></p>	<p><i>apologized, gazed, partner, rummaged, scent</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Categorization; Phoneme Substitution; Phoneme Blending</p> <p><b>Phonics/ Spelling Skill:</b> 2-letter blends (<i>r, s, t, l</i>)</p> <p><b>Structural Analysis:</b> Closed Syllables</p> <p><b>Decodable Readers:</b> <i>Spot and Fran; Why Not Grin?</i></p>	Intonation	<p><b>Writing Trait:</b> Word Choice: Precise Languages</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b> Reading/Writing Workshop: <i>Finding Cal</i> Literature Anthology: <i>Not Norman</i>, "My Puppy"</p> <p><b>Grammar Skill:</b> Subjects</p> <p><b>Grammar Mechanics:</b> Letter Punctuation</p>	<p><b>Project:</b> What makes an animal a good pet? Make a Poster</p>
<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> Animals Need Our Care</p> <p><b>Essential Question:</b> How do we care for animals?</p> <p><b>Connect to Science:</b> Explore different kinds of living things.</p>	<p><b>Title:</b> "All Kinds of Vets"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> <i>Taking Care of Pepper</i></p> <p><b>Lexile:</b> 520L</p> <p><b>Genre:</b> Informational Text/Nonfiction Narrative</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details: Use Photos</p> <p><b>Text Features:</b> Photos, Captions</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details: Use Photos</p> <p><b>Main Selection Genre:</b> Informational Text</p> <p><b>Title:</b> <i>Lola and Tiva: An Unlikely Friendship</i></p> <p><b>Lexile:</b> 630L</p> <p><b>Paired Selection</b> <b>Genre:</b> Informational Text: Interview</p> <p><b>Title:</b> "Animal Needs"</p> <p><b>Lexile:</b> 430L</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details: Use Photos</p> <p><b>Main Selection</b> <b>Genre:</b> Informational Text</p> <p><b>Titles:</b> A: <i>People Helping Whales</i> O: <i>People Helping Whales</i> E: <i>People Helping Whales</i> B: <i>People Helping Whales</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Informational Text</p> <p><b>Titles:</b> A: "Working With Animals" O: "Working With Animals" E: "Working With Animals" B: "Working With Animals"</p> <p><b>Lexiles</b> A: 240L O: 550L E: 360L B: 610L</p>	<p><b>Reading/Writing Workshop:</b> Genre; Purpose</p> <p><b>Literature Anthology:</b> Lack of Prior Knowledge; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>allowed, care, excited, needs, roam, safe, wandered, wild</i></p> <p><b>Additional Domain Words:</b> <i>conservancy, rhino</i></p> <p><b>Additional Academic Vocabulary:</b> <i>categorize, organization, sequence, subject</i></p> <p><b>Build Vocabulary:</b> <i>rangers, blind, protect, danger, gallon, posed, shrub</i></p> <p><b>Vocabulary Strategy:</b> Root Words</p>	<p><i>another, done, into, move, now, show, too, water, year, your</i></p>	<p><i>duty, equipment, profession, satisfaction, thorough</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Segmentation; Phoneme Categorization; Phoneme Blending</p> <p><b>Phonics/ Spelling Skill:</b> short <i>a</i>, long <i>a_e</i></p> <p><b>Structural Analysis:</b> Plural Nouns: -Inflectional Endings: <i>-ed, -ing</i></p> <p><b>Decodable Readers:</b> <i>You Can Bake a Cake!; Gabe Picks a Pet</i></p>	Intonation	<p><b>Writing Trait:</b> Organization: Sequence Opinion</p> <p><b>Write About the Text:</b> Reading/Writing Workshop: <i>Taking Care of Pepper</i> Literature Anthology: <i>Lola and Tiva: An Unlikely Friendship</i>, "Animal Needs"</p> <p><b>Grammar Skill:</b> Predicates</p> <p><b>Grammar Mechanics:</b> Commas in a Sequence</p>	<p><b>Project:</b> What are the basic needs of animals? Make a Collage</p>



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<p><b>Week 5</b></p> <p><b>Weekly Concept:</b> Families Working Together</p> <p><b>Essential Question:</b> What happens when families work together?</p> <p><b>Connect to Social Studies:</b> Explore how families are consumers and producers.</p>	<p><b>Title:</b> "Families Today"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> <i>Families Work!</i></p> <p><b>Lexile:</b> 500L</p> <p><b>Genre:</b> Informational Text/<i>Time For Kids</i></p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details</p> <p><b>Text Features:</b> Photos, Captions, Chart</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selection Genre:</b> Informational Text/<i>Time For Kids</i></p> <p><b>Title:</b> <i>Families Working Together</i></p> <p><b>Lexile:</b> 560L</p> <p><b>Paired Selection Genre:</b> Informational Text</p> <p><b>Title:</b> "Why We Work"</p> <p><b>Lexile:</b> 510L</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selection Genre:</b> Informational Text</p> <p><b>Titles:</b> A: <i>Families at Work</i> O: <i>Families at Work</i> E: <i>Families at Work</i> B: <i>Families at Work</i></p> <p><b>Paired Selections:</b> Genre: Informational Text</p> <p><b>Titles:</b> A: "A Family Sawmill" O: "A Family Sawmill" E: "A Family Sawmill" B: "A Family Sawmill"</p> <p><b>Lexiles</b> A: 300L O: 400L E: 370L B: 630L</p>	<p><b>Reading/Writing Workshop:</b> Purpose</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>checks, choose, chores, cost, customers, jobs, spend, tools</i></p> <p><b>Additional Academic Vocabulary:</b> <i>combine, comparison, expand</i></p> <p><b>Vocabulary Strategy:</b> Inflectional Endings</p>	<p><i>all, any, goes, new, number, other, right, says, understands, work</i></p>	<p><i>exchange, homework, lucky, members, treasure</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Isolation; Phoneme Categorization; Phoneme Blending</p> <p><b>Phonics/ Spelling Skill:</b> short <i>i</i>, long <i>i</i>; <i>i_e</i></p> <p><b>Structural Analysis:</b> Possessives</p> <p><b>Decodable Readers:</b> <i>Mike's Big Bike;</i> <i>A Site on Vine Lane</i></p>	Phrasing	<p><b>Writing Trait:</b> Sentence Fluency: Vary Sentence Type</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources:</b> Reading/Writing Workshop: <i>Families Working!</i> Literature Anthology: <i>Families Working Together</i>, "Why We Work"</p> <p><b>Grammar Skill:</b> Expanding and Combining Sentences</p> <p><b>Grammar Mechanics:</b> Quotation Marks with Dialogue</p>	<p><b>Project:</b> What do different people do at work? Make a Job Description Sheet</p> <p><b>Unit Level:</b> Research Skill: Recall Information Unit Project: Self-select and develop from options for unit research projects.</p>
<p><b>Week 6</b></p> <p><b>Review and Assessment</b></p>	➔											



# Grade 2 • Unit 2 • Scope and Sequence

Big Idea: Animal Discoveries  How do animals play a part in the world around us?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 2: Informative/ Explanatory Text  How-to Text; How-to Directions	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Animals in Nature</p> <p><b>Essential Question:</b> How do animals survive?</p> <p><b>Connect to Science:</b> Explore different kinds of living things.</p>	<p><b>Title:</b> "Swamp Life" <b>Genre:</b> Fiction <b>Strategy:</b> Make, Confirm, Revise Predictions</p>	<p><b>Short Text:</b> <i>A Visit to the Desert</i> <b>Lexile:</b> 490L <b>Genre:</b> Fiction/Realistic Fiction <b>Strategy:</b> Make, Confirm, Revise Predictions <b>Skill:</b> Character, Setting, Plot</p>	<p><b>Strategy:</b> Make, Confirm, Revise Predictions <b>Skill:</b> Character, Setting, Plot <b>Main Selection</b> <b>Genre:</b> Fiction/Realistic Fiction <b>Title:</b> <i>Sled Dogs Run</i> <b>Lexile:</b> 480L <b>Paired Selection</b> <b>Genre:</b> Informational Text/Expository <b>Title:</b> "Cold Dog, Hot Fox" <b>Lexile:</b> 510L</p>	<p><b>Strategy:</b> Make, Confirm, Revise Predictions <b>Skill:</b> Character, Setting, Plot <b>Main Selections</b> <b>Genre:</b> Realistic Fiction <b>Titles:</b> A: <i>Hippos at the Zoo</i> O: <i>Where Are They Going?</i> E: <i>Where Are They Going?</i> B: <i>An Arctic Life For Us</i> <b>Paired Selections</b> <b>Genre:</b> Informational Text <b>Titles:</b> A: "Hippos" O: "A Whale's Journey" E: "A Whale's Journey" B: "What is a Ptarmigan?" <b>Lexiles</b> A: 220L O: 440L E: 380L B: 600L</p>	<p><b>Reading/Writing Workshop:</b> Purpose; Connections of Ideas <b>Literature Anthology:</b> What Makes This Text Complex?; Organization; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>adapt, climate, eager, freedom, fresh, sense, silence, shadows</i> <b>Additional Academic Vocabulary:</b> <i>opinion</i> <b>Build Vocabulary:</b> <i>harness, musher</i> <b>Vocabulary Strategy:</b> Prefixes</p>	<p><i>because, cold, family, friends, have, know, off, picture, school, took</i></p>	<p><i>capture, chorus, croak, reason, visitor</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Addition; Phoneme Substitution; Phoneme Blending <b>Phonics/ Spelling Skill:</b> short o, long o: o_e <b>Structural Analysis:</b> Doubling Final Consonants; Drop Final e: -ed, -ing <b>Decodable Readers:</b> <i>At Home in Nome; Safe School in a Pond</i></p>	<p>Phrasing</p>	<p><b>Writing Trait:</b> Ideas: Descriptive Details <b>Write About the Text:</b> Narrative Text <b>Write to Sources:</b> Reading/Writing Workshop: <i>A Visit to the Desert</i> Literature Anthology: <i>Sled Dogs Run</i>, "Cold Dog, Hot Fox" <b>Grammar Skill:</b> Nouns <b>Grammar Mechanics:</b> Commas in a Series</p>	<p><b>Project:</b> How do animals survive in their natural environments? Create a Fact Sheet</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Animals in Stories</p> <p><b>Essential Question:</b> What can animals in stories teach us?</p> <p><b>Connect to Social Studies:</b> Investigate what traditional tales explain about a culture.</p>	<p><b>Title:</b> "The Fox and the Crane" <b>Genre:</b> Fiction/Fable <b>Strategy:</b> Make, Confirm, Revise Predictions</p>	<p><b>Short Text:</b> <i>The Boy Who Cried Wolf</i> <b>Lexile:</b> 460L <b>Genre:</b> Fiction/Fable <b>Strategy:</b> Make, Confirm, Revise Predictions <b>Skill:</b> Character, Setting, Plot: Problem and Solution</p>	<p><b>Strategy:</b> Make, Confirm, Revise Predictions <b>Skill:</b> Character, Setting, Plot: Problem and Solution <b>Main Selection</b> <b>Genre:</b> Fiction/Fable <b>Title:</b> <i>Wolf! Wolf!</i> <b>Lexile:</b> 580L <b>Paired Selection</b> <b>Genre:</b> Informational Text/Expository <b>Title:</b> "Cinderella and Friends" <b>Lexile:</b> 520L</p>	<p><b>Strategy:</b> Make, Confirm, Revise Predictions <b>Skill:</b> Character, Setting, Plot: Problem and Solution <b>Main Selections</b> <b>Genre:</b> Fable <b>Titles:</b> A: <i>The Cat and the Mice</i> O: <i>The Dog and the Bone</i> E: <i>The Dog and the Bone</i> B: <i>The Spider and the Honey Tree</i> <b>Paired Selections</b> <b>Genre:</b> Fable A: "Beware of Tiger!" O: "The Dingo and His Shadow" E: "The Dingo and His Shadow" B: "The Girl and the Spider" <b>Lexiles</b> A: 220L O: 440L E: 320L B: 590L</p>	<p><b>Reading/Writing Workshop:</b> Purpose; Specific Vocabulary; Organization <b>Literature Anthology:</b> What Makes This Text Complex?; Connections of Ideas; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>believe, delicious, feast, fond, lessons, remarkable, snatch, stories</i> <b>Additional Domain Words:</b> <i>morsel, scrumptious</i> <b>Additional Academic Vocabulary:</b> <i>fable, reflect, root words</i> <b>Build Vocabulary:</b> <i>gasped, giggled, wheezed, scolded, groaned, hobbled, stagger, growled, crept, swiftly, gazed, plump, nibbling, grumbled</i> <b>Vocabulary Strategy:</b> Suffixes</p>	<p><i>change, cheer, fall, five, look, open, should, their, won, yes</i></p>	<p><i>affection, crave, frustrated, nourishment, seek</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Deletion; Phoneme Segmentation; Phoneme Blending <b>Phonics/ Spelling Skill:</b> short u, long u: u_e <b>Structural Analysis:</b> CVCe Syllables <b>Decodable Readers:</b> <i>Duke and Bud's Run; Cute Cubs and Pups</i></p>	<p>Expression</p>	<p><b>Writing Trait:</b> Ideas: Supporting Details <b>Write About the Text:</b> Narrative Text <b>Write to Sources:</b> Reading/Writing Workshop: <i>The Boy Who Cried Wolf</i> Literature Anthology: <i>Wolf! Wolf!</i>, "Cinderella and Friends" <b>Grammar Skill:</b> Singular and Plural Nouns <b>Grammar Mechanics:</b> Commas in a Series</p>	<p><b>Project:</b> How can animal fables teach us lessons? Make a Chart</p>





# Grade 2 • Unit 2 • Scope and Sequence

Big Idea: Animal Discoveries  How do animals play a part in the world around us?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 2: Informative/ Explanatory Text  How-to Text; How-to Directions	Research
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Animal Habitats</p> <p><b>Essential Question:</b> What are features of different animal habitats?</p> <p><b>Connect to Science:</b> Explore living things in different environments.</p>	<p><b>Title:</b> "Explore a Coral Reef"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Make, Confirm, Revise Predictions</p>	<p><b>Short Text:</b> <i>A Prairie Guard Dog</i></p> <p><b>Lexile:</b> 480L</p> <p><b>Genre:</b> Informational Text/Nonfiction Narrative</p> <p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>Text Features:</b> Bold Print, Subheading, Chart, Labels</p>	<p><b>Strategy:</b> Make, Confirm, Revise Prediction</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>Main Selection</b> <b>Genre:</b> Informational Text</p> <p><b>Title:</b> <i>Turtle, Turtle, Watch Out!</i></p> <p><b>Lexile:</b> 520L</p> <p><b>Paired Selection</b> <b>Genre:</b> Informational Text/Expository</p> <p><b>Title:</b> "At Home in the River"</p> <p><b>Lexile:</b> 500L</p>	<p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>Main Selections</b> <b>Genre:</b> Informational Text</p> <p><b>Titles:</b> A: <i>A Tree Full of Life</i> O: <i>A Tree Full of Life</i> E: <i>A Tree Full of Life</i> B: <i>A Tree Full of Life</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Nonfiction</p> <p>A: "Life in a Termite Mound" O: "Life in a Termite Mound" E: "Life in a Termite Mound" B: "Life in a Termite Mound"</p> <p><b>Lexiles</b> A: 310L O: 460L E: 410L B: 630L</p>	<p><b>Reading/ Writing Workshop:</b> <b>Purpose:</b> Connections of Ideas; Genre</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Connections of Ideas; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>buried, escape, habitat, journey, nature, peeks, restless, spies</i></p> <p><b>Additional Domain Words:</b> <i>hatch, raccoons</i></p> <p><b>Additional Academic Vocabulary:</b> <i>abbreviation, collective noun, common noun</i></p> <p><b>Build Vocabulary:</b> <i>nest, wiggles, absorbs, hatchling, surface, scramble, scurries, gather, seaward, tumble, shore, onward, flap, sunken</i></p> <p><b>Vocabulary Strategy:</b> Suffixes</p>	<p><i>almost, buy, food, out, pull, saw, sky, straight, under, wash</i></p>	<p><i>defend, encounter, located, positive, react</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Segmentation; Phoneme Substitution; Phoneme Blending</p> <p><b>Phonics/ Spelling Skill:</b> Soft c and g</p> <p><b>Structural Analysis:</b> Prefixes: <i>re-, un-, dis-</i></p> <p><b>Decodable Readers:</b> <i>Animal Places and Spaces; Mice on Ice</i></p>	Phrasing	<p><b>Writing Trait:</b> Organization: Sequence</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources:</b> Reading/Writing Workshop: <i>A Prairie Guard Dog</i> Literature Anthology: <i>Turtle, Turtle, Watch Out!</i>, "At Home in the River"</p> <p><b>Grammar Skill:</b> Kinds of Nouns</p> <p><b>Grammar Mechanics:</b> Capital Letters</p>	<p><b>Project:</b> What are the features of animal habitats? Make Animal and Habitat Cards</p>
<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> Baby Animals</p> <p><b>Essential Question:</b> How are offspring like their parents?</p> <p><b>Connect to Science:</b> Explore the life cycles of different animals.</p>	<p><b>Title:</b> "Wild Animal Families"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> <i>Eagles and Eaglets</i></p> <p><b>Lexile:</b> 520L</p> <p><b>Genre:</b> Informational Text/Expository</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>Text Features:</b> Captions, Diagram, Labels</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>Main Selection</b> <b>Genre:</b> Nonfiction</p> <p><b>Title:</b> <i>Baby Bears</i></p> <p><b>Lexile:</b> 590L</p> <p><b>Paired Selection</b> <b>Genre:</b> Informational Text</p> <p><b>Title:</b> "From Caterpillar to Butterfly"</p> <p><b>Lexile:</b> 560L</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>Main Selection</b> <b>Genre:</b> Nonfiction</p> <p><b>Titles:</b> A: <i>Animal Families</i> O: <i>Animal Families</i> E: <i>Animal Families</i> B: <i>Animal Families</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Nonfiction</p> <p><b>Titles:</b> A: "Tadpoles into Frogs" O: "Tadpoles into Frogs" E: "Tadpoles into Frogs" B: "Tadpoles into Frogs"</p> <p><b>Lexiles</b> A: 320L O: 490L E: 390L B: 600L</p>	<p><b>Reading/Writing Workshop:</b> Genre; Genre; Connections of Ideas</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?</p>	<p><b>Vocabulary Words:</b> <i>adult, alive, covered, fur, giant, groom, mammal, offspring</i></p> <p><b>Additional Academic Vocabulary:</b> <i>diagram</i></p> <p><b>Build Vocabulary:</b> <i>nurse, the Arctic, coat</i></p> <p><b>Vocabulary Strategy:</b> Multiple-Meaning Words</p>	<p><i>baby, early, eight, isn't, learn, seven, start, these, try, walk</i></p>	<p><i>guide, leader, protect, provide, separate</i></p>	<p><b>Phonemic Awareness:</b> Identify and Generate Rhymes; Phoneme Segmentation; Phoneme Blending</p> <p><b>Phonics/Spelling Skill:</b> Consonant Digraphs: <i>ch, -tch, sh, ph, th, ng, wh</i></p> <p><b>Structural Analysis:</b> <b>Suffixes:</b> <i>-ful, -les</i></p> <p><b>Decodable Readers:</b> <i>Baby Watch; Phil the Chick</i></p>	Pronunciation	<p><b>Writing Trait:</b> Word Choice: Linking Words</p> <p><b>Write About the Text:</b> Opinion</p> <p><b>Write to Sources:</b> Reading/Writing Workshop: <i>Eagles and Eaglets</i> Literature Anthology: <i>Baby Bears</i>, "From Caterpillar to Butterfly"</p> <p><b>Grammar Skill:</b> More Plural Nouns</p> <p><b>Grammar Mechanics:</b> Abbreviations</p>	<p><b>Project:</b> How are baby animals like their parents? How are they different? Make a Venn Diagram</p>



# Grade 2 • Unit 2 • Scope and Sequence

<b>Big Idea:</b> Animal Discoveries  <b>How do animals play a part in the world around us?</b>	<b>Read Aloud</b>	<b>Reading/Writing Workshop</b> Comprehension	<b>Literature Anthology</b> Main Selection, Paired Selection	<b>Leveled Reader</b> Main Selection, Paired Selection <small>A: Approaching Level O: On Level E: ELL B: Beyond Level</small>	<b>Access Complex Text (ACT)</b>	<b>Vocabulary Words</b>	<b>High-Frequency Words</b>	<b>Oral Vocabulary Words</b>	<b>Phonics</b>	<b>Fluency Skill</b>	<b>Writing</b> Unit 2: Informative/Explanatory Text  How-to Text; How-to Directions	<b>Research</b>
<b>Week 5</b>  <b>Weekly Concept:</b> Animals in Poems  <b>Essential Question:</b> What do we love about animals?  <b>Connect to Science:</b> Explore a variety of animals to understand the diversity of life.	<b>Title:</b> "The Furry Alarm Clock"  <b>Genre:</b> Poetry  <b>Strategy:</b> Reread	<b>Short Text:</b> "Cats and Kittens," "Desert Camels," "A Bat is Not a Bird"  <b>Lexile:</b> NP  <b>Genre:</b> Poetry  <b>Strategy:</b> Reread  <b>Skill:</b> Key Details  <b>Literary Element:</b> Rhythm	<b>Strategy:</b> Reread  <b>Skill:</b> Key Details  <b>Main Selection Genre:</b> Poetry  <b>Title:</b> "Beetles," "The Little Turtle"  <b>Lexile:</b> NP  <b>Paired Selection Genre:</b> Poetry  <b>Title:</b> "Gray Goose"  <b>Lexile:</b> NP	<b>Strategy:</b> Reread  <b>Skill:</b> Key Details  <b>Main Selection Genre:</b> Fiction  <b>Titles:</b> <small>A: Amira's Petting Zoo O: Alice's New Pet E: Alice's New Pet B: Ava's Animal</small>  <b>Paired Selections Genre:</b> Poem  <b>Titles:</b> <small>A: "Sheep Season" O: "Baby Joey" E: "Four Little Ducklings" B: "Nanook"</small>  <b>Lexiles</b> <small>A: 250L O: 470L E: 350L B: 570L</small>	<b>Reading/Writing Workshop:</b> Organization; Sentence Structures; Genre  <b>Literature Anthology:</b> What Makes This Text Complex?; Purpose of the Text; Specific Vocabulary	<b>Vocabulary Words:</b> <i>behave, express, feathers, flapping</i>  <b>Vocabulary Strategy:</b> Multiple-Meaning Words	<i>bird, far, field, flower, grow, leaves, light, orange, ready, until</i>	<i>alarm, howling, knobby, munch, problem</i>	<b>Phonemic Awareness:</b> Identify and Generate Rhymes; Phoneme Substitution; Phoneme Blending  <b>Phonics/Spelling Skill:</b> 3-letter Blends: <i>scr, spr, str, thr, spl, shr</i>  <b>Structural Analysis:</b> Compound Words  <b>Decodable Readers:</b> <i>Mrs. Sprig's Spring Flowers; The Thrilling Hummingbird</i>	Phrasing	<b>Writing Trait:</b> Word Choice: Precise Language  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> Reading/Writing Workshop: "Cats and Kittens," "Desert Camels," "A Bat is Not a Bird" Literature Anthology: "Beetles," "The Little Turtle," "Gray Goose"  <b>Grammar Skill:</b> Possessive Nouns  <b>Grammar Mechanics:</b> Apostrophes	<b>Project:</b> Research poems about animals. How do the poets use rhyme, rhythm, and/or word choice to create imagery? Make a Poetry Anthology  <b>Unit Level:</b> Research Skill: Gather Information Unit Project: Self-select and develop from options for unit research projects.
<b>Week 6</b>  <b>Review and Assessment</b>												



# Grade 2 • Unit 3 • Scope and Sequence

Big Idea: Live and Learn  What have you learned about the world that surprises you?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 3: Opinion Opinion Letter; Book Review	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> The Earth's Forces</p> <p><b>Essential Question:</b> How do the Earth's forces affect us?</p> <p><b>Connect to Science:</b> Explore different observable forces.</p>	<p><b>Title:</b> "Apples and Gravity"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> <i>Magnets Work!</i></p> <p><b>Lexile:</b> 560L</p> <p><b>Genre:</b> Informational Text/Expository</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Author's Purpose</p> <p><b>Text Features:</b> Diagram With Labels, Bold Print, Subheadings</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Author's Purpose</p> <p><b>Main Selection</b> <b>Genre:</b> Nonfiction</p> <p><b>Title:</b> <i>I Fall Down</i></p> <p><b>Lexile:</b> 560L</p> <p><b>Paired Selection</b> <b>Genre:</b> Informational Text/Expository</p> <p><b>Title:</b> "Move It!"</p> <p><b>Lexile:</b> 530L</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Author's Purpose</p> <p><b>Main Selections</b> <b>Genre:</b> Informational Text</p> <p><b>Titles:</b> A: <i>Forces at Work</i> O: <i>Forces at Work</i> E: <i>Forces at Work</i> B: <i>Forces at Work</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Informational Text</p> <p><b>Titles:</b> A: "Machines to Push and Pull" O: "Machines to Push and Pull" E: "Machines to Push and Pull" B: "Machines to Push and Pull"</p> <p><b>Lexiles</b> A: 220L O: 460L E: 360L B: 600L</p>	<p><b>Reading/Writing Workshop:</b> Genre; Sentence Structures</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>amazing, force, measure, objects, proved, speed, true, weight</i></p> <p><b>Additional Domain Words:</b> <i>gravity</i></p> <p><b>Additional Academic Vocabulary:</b> <i>author's purpose, comparison, contractions,</i></p> <p><b>Build Vocabulary:</b> <i>spoonful, molasses, goo, astronaut, object, scale</i></p> <p><b>Vocabulary Strategy:</b> Similes</p>	<p><i>about, around, good, great, idea, often, part, second, two, world</i></p>	<p><i>college, famous, path, planets, straight</i></p>	<p><b>Phonemic Awareness:</b> Identify and Generate Rhyme; Phoneme Categorization; Phoneme Blending</p> <p><b>Phonics/ Spelling Skill:</b> Long <i>a: a, ai, ay, ea, ei, eigh, ey</i></p> <p><b>Structural Analysis:</b> Contractions with 's, 're, 'll, 've</p> <p><b>Decodable Readers:</b> <i>Ray Saves the Play; The Great Plains; Eight is Great!; What a Day!</i></p>	Intonation	<p><b>Writing Trait:</b> Organization: Order Ideas</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources:</b> Reading/Writing Workshop: <i>Magnets Work!</i> Literature Anthology: <i>I Fall Down, "Move It!"</i></p> <p><b>Grammar Skill:</b> Action Verbs</p> <p><b>Grammar Mechanics:</b> Abbreviations</p>	<p><b>Project:</b> How do Earth's forces affect us? Research the pushes and pulls in your everyday life. Make a Chart</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Look At the Sky</p> <p><b>Essential Question:</b> What can we see in the sky?</p> <p><b>Connect to Science:</b> Find out about observable events that occur over time.</p>	<p><b>Title:</b> "The Hidden Sun"</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> <i>Starry Night</i></p> <p><b>Lexile:</b> 540L</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Character, Setting, Plot: Sequence</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Character, Setting, Plot: Sequence</p> <p><b>Main Selection</b> <b>Genre:</b> Fiction</p> <p><b>Title:</b> <i>Mr. Putter &amp; Tabby See the Stars</i></p> <p><b>Lexile:</b> 580L</p> <p><b>Paired Selection</b> <b>Genre:</b> Informational Text/Expository</p> <p><b>Title:</b> "Day to Night"</p> <p><b>Lexile:</b> 550L</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Character, Setting, Plot: Sequence</p> <p><b>Main Selections</b> <b>Genre:</b> Fiction</p> <p><b>Titles:</b> A: <i>A Special Sunset</i> O: <i>A Different Set of Stars</i> E: <i>A Different Set of Stars</i> B: <i>Shadows in the Sky</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Informational Text</p> <p><b>Titles:</b> A: "Shadows and Sun Dials" O: "Stars" E: "Stars" B: "Eclipses"</p> <p><b>Lexiles</b> A: 200L O: 390L E: 330L B: 540L</p>	<p><b>Reading/Writing Workshop:</b> Purpose</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Organization; Connections of Ideas; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>adventure, delighted, dreamed, enjoyed, grumbled, moonlight, neighbor, nighttime</i></p> <p><b>Additional Domain Words:</b> <i>jellyroll, Big Dipper, Milky Way</i></p> <p><b>Build Vocabulary:</b> <i>plumped, squished, lost rack, rocket ship</i></p> <p><b>Vocabulary Strategy:</b> Compound Words</p>	<p><i>also, apart, begin, either, hundred, over, places, those, which, without</i></p>	<p><i>exactly, present, reports, telescopes, total</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Isolation; Phoneme Substitution; Phoneme Blending; Phoneme Categorization</p> <p><b>Phonics/ Spelling Skill:</b> Long <i>i: i, y, igh, ie</i></p> <p><b>Structural Analysis:</b> Open Syllables</p> <p><b>Decodable Readers:</b> <i>High in the Sky; A Bright Flight</i></p>	Intonation	<p><b>Writing Trait:</b> Word Choice: Linking Words</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b> Reading/Writing Workshop: <i>Starry Night</i> Literature Anthology: <i>Mr. Putter &amp; Tabby See the Stars, "Day to Night"</i></p> <p><b>Grammar Skill:</b> Present-Tense Verbs</p> <p><b>Grammar Mechanics:</b> Commas in a Series</p>	<p><b>Project:</b> Explore the phases of the Moon. Write a Description</p>



# Grade 2 • Unit 3 • Scope and Sequence

Big Idea: Live and Learn	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 3: Opinion Opinion Letter; Book Review	Research
<p><b>What have you learned about the world that surprises you?</b></p>				<p><b>A:</b> Approaching Level <b>O:</b> On Level <b>E:</b> ELL <b>B:</b> Beyond Level</p>								
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Ways People Help</p> <p><b>Essential Question:</b> How can people help out their community</p> <p><b>Connect to Social Studies:</b> Explore how an individual action can impact others.</p>	<p><b>Title:</b> "Color Your Community"</p> <p><b>Genre:</b> Nonfiction Narrative</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> <i>Lighting Lives</i></p> <p><b>Lexile:</b> 650L</p> <p><b>Genre:</b> Informational Text/Nonfiction Narrative</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Author's Purpose</p> <p><b>Text Features:</b> Photos With Captions</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Author's Purpose</p> <p><b>Main Selection</b> <b>Genre:</b> Narrative Nonfiction</p> <p><b>Title:</b> <i>Biblioburro: A True Story from Colombia</i></p> <p><b>Lexile:</b> 700L</p> <p><b>Paired Selection</b> <b>Genre:</b> Fiction/ Folktale</p> <p><b>Title:</b> "The Enormous Turnip"</p> <p><b>Lexile:</b> 610L</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Author's Purposes</p> <p><b>Main Selections</b> <b>Genre:</b> Narrative Nonfiction</p> <p><b>Titles:</b> <b>A:</b> <i>City Communities</i> <b>O:</b> <i>City Communities</i> <b>E:</b> <i>City Communities</i> <b>B:</b> <i>City Communities</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Folktale</p> <p><b>A:</b> "Magic Anansi" <b>O:</b> "Magic Anansi" <b>E:</b> "Magic Anansi" <b>B:</b> "Magic Anansi"</p> <p><b>Lexiles</b> <b>A:</b> 290L <b>O:</b> 470L <b>E:</b> 400L <b>B:</b> 620L</p>	<p><b>Reading/ Writing Workshop:</b> Connections of Ideas</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Specific Vocabulary; Sentence Structure</p>	<p><b>Vocabulary Words:</b> <i>across, borrow, countryside, ideas, insists, lonely, solution, villages</i></p> <p><b>Additional Academic Words:</b> <i>narrator</i></p> <p><b>Build Vocabulary:</b> <i>grumbles, case, strong, set off, steam, barks, bundle, tale, lanterns</i></p> <p><b>Vocabulary Strategy:</b> Synonyms</p>	<p><i>better, group, long, more, only, our, started, three, who, won't</i></p>	<p><i>artist, celebration, commented, community, mural</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Deletion; Phoneme Substitution; Phoneme Addition; Phoneme Blending</p> <p><b>Phonics/ Spelling Skill:</b> Long o: o, oa, ow, oe</p> <p><b>Structural Analysis:</b> Contractions with <i>not</i></p> <p><b>Decodable Readers:</b> <i>Three Goats and a Troll; A Rose Garden Grows</i></p>	<p>Expression</p>	<p><b>Writing Trait:</b> Voice: Opinions</p> <p><b>Write About the Text:</b> Opinion</p> <p><b>Write to Sources:</b> Reading/Writing Workshop: <i>Lighting Lives</i> Literature Anthology: <i>Biblioburro: A True Story from Colombia</i>, "The Enormous Turnip"</p> <p><b>Grammar Skill:</b> Past- and Future-Tense Verbs</p> <p><b>Grammar Mechanics:</b> Letter Punctuation</p>	<p><b>Project:</b> How do people solve problems or help in your community? Make a Fact Sheet</p>
<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> Weather Alert!</p> <p><b>Essential Question:</b> How does weather affect us?</p> <p><b>Connect to Science:</b> Explore how weather can have an effect on the land.</p>	<p><b>Title:</b> "Clouds All Around"</p> <p><b>Genre:</b> Expository</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> <i>Tornado!</i></p> <p><b>Lexile:</b> 660L</p> <p><b>Genre:</b> Informational Text/Expository</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Text Features:</b> Photos With Captions, Bold Print, Subheadings, Sidebar With Directions</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Main Selection</b> <b>Genre:</b> Expository</p> <p><b>Title:</b> <i>Wild Weather</i></p> <p><b>Lexile:</b> 670L</p> <p><b>Paired Selection</b> <b>Genre:</b> Informational Text/Expository</p> <p><b>Title:</b> "Can You Predict the Weather?"</p> <p><b>Lexile:</b> 610L</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Details</p> <p><b>Main Selection</b> <b>Genre:</b> Expository Text</p> <p><b>Titles:</b> <b>A:</b> <i>Weather All Around</i> <b>O:</b> <i>Weather All Around</i> <b>E:</b> <i>Weather All Around</i> <b>B:</b> <i>Weather All Around</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Expository Text</p> <p><b>Titles:</b> <b>A:</b> "Colors in the Sky" <b>O:</b> "Colors in the Sky" <b>E:</b> "Colors in the Sky" <b>B:</b> "Colors in the Sky"</p> <p><b>Lexiles</b> <b>A:</b> 290L <b>O:</b> 460L <b>E:</b> 370L <b>B:</b> 630L</p>	<p><b>Reading/Writing Workshop:</b> Purpose</p> <p><b>Literature Anthology:</b> Connections of Ideas; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>damage, dangerous, destroy, event, harsh, prevent, warning, weather</i></p> <p><b>Additional Domain Words:</b> <i>temperature</i></p> <p><b>Additional Academic Vocabulary:</b> <i>pattern</i></p> <p><b>Vocabulary Strategy:</b> Antonyms</p>	<p><i>after, before, every, few, first, hear, hurt, old, special, would</i></p>	<p><i>gloomy, pleasant, predict, reflect, rises</i></p>	<p><b>Phonemic Awareness:</b> Identify Syllables; Phoneme Categorization; Phoneme Blending</p> <p><b>Phonics/Spelling Skill:</b> Long e: e, ee, ea, ie, y, ey, e_e</p> <p><b>Structural Analysis:</b> <b>Suffixes:</b> s, -ess</p> <p><b>Decodable Readers:</b> <i>It Won't Be Easy!; The Beach is a Treat</i></p>	<p>Phrasing</p>	<p><b>Writing Trait:</b> Organization: Strong Conclusions</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources:</b> Reading/Writing Workshop: <i>Tornado!</i> Literature Anthology: <i>Wild Weather</i>, "Can You Predict the Weather?"</p> <p><b>Grammar Skill:</b> The Verb <i>Have</i></p> <p><b>Grammar Mechanics:</b> Book Titles</p>	<p><b>Project:</b> How can people stay safe in extreme weather? Make a Poster</p>





# Grade 2 • Unit 3 • Scope and Sequence

Big Idea: Live and Learn  What have you learned about the world that surprises you?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 3: Opinion Opinion Letter; Book Review	Research
<p><b>Week 5</b></p> <p><b>Weekly Concept:</b> Express Yourself</p> <p><b>Essential Question:</b> How do you express yourself</p> <p><b>Connect to Science:</b> Explore different observable forces.</p>	<p><b>Title:</b> "Why People Drum"</p> <p><b>Genre:</b> <i>Time For Kids</i></p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> "They've Got the Beat"</p> <p><b>Lexile:</b> 620L</p> <p><b>Genre:</b> <i>Time For Kids</i></p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Text Features:</b> Photos With Captions, Bar Graph</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Main Selection Genre:</b> <i>Time For Kids</i></p> <p><b>Title:</b> <i>Many Ways to Enjoy Music</i></p> <p><b>Lexile:</b> 680L</p> <p><b>Paired Selection Genre:</b> <i>Time For Kids</i></p> <p><b>Title:</b> "A Musical Museum"</p> <p><b>Lexile:</b> 640L</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Main Selection Genre:</b> Informational Text</p> <p><b>Titles:</b> A: <i>The Sounds of Trash</i> O: <i>The Sounds of Trash</i> E: <i>The Sounds of Trash</i> B: <i>The Sounds of Trash</i></p> <p><b>Paired Selections Genre:</b> Informational Text</p> <p><b>Titles:</b> A: "Talking Underwater" O: "Talking Underwater" E: "Talking Underwater" B: "Talking Underwater"</p> <p><b>Lexiles</b> A: 410L O: 530L E: 380L B: 590L</p>	<p><b>Reading/Writing Workshop:</b> Organization; Sentence Structures</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Purpose of Text; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>cheered, concert, instrument, movements, music, rhythm, sounds, understand</i></p> <p><b>Additional Academic Vocabulary:</b> <i>blend, combine</i></p> <p><b>Vocabulary Strategy:</b> Prefixes</p>	<p><i>America, beautiful, began, climbed, come, country, didn't, give, live, turned</i></p>	<p><i>communicate, festivals, respect, squeezing, tradition</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Addition and Deletion; Identify and Generate Alliteration; Phoneme Blending</p> <p><b>Phonics/Spelling Skill:</b> Long <i>u</i>: <i>u_e, ew, ue, u</i></p> <p><b>Structural Analysis:</b> Comparative Endings: <i>-er, -est</i></p> <p><b>Decodable Readers:</b> <i>Luke's Tune; Mules; Growing Stew; Duke and Jen Make Music</i></p>	Pronunciation	<p><b>Writing Trait:</b> Sentence Fluency: Vary Sentence Length</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources:</b> Reading/Writing Workshop: "They've Got the Beat!" Literature Anthology: <i>Many Ways to Enjoy Music</i>, "A Musical Museum"</p> <p><b>Grammar Skill:</b> Combining and Rearranging Sentences</p> <p><b>Grammar Mechanics:</b> Sentence Punctuation</p>	<p><b>Project:</b> How do different musical instruments work? Make a Poster or Multimedia Presentation</p> <p><b>Unit Level:</b> Research Skill: Parts of the Library Unit Project: Self-select and develop from options for unit research projects.</p>
<p><b>Week 6</b></p> <p><b>Review and Assessment</b></p>												➔



# Grade 2 • Unit 4 • Scope and Sequence

Big Idea: Our Life/Our World  How do different environments make the world an interesting place?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 4: Narrative Text Fictional Narrative; Poem	Research
<b>Week 1</b>  <b>Weekly Concept:</b> Different Places  <b>Essential Question:</b> What makes different parts of the world different?  <b>Connect to Social Studies:</b> Explore maps around the world.	<b>Title:</b> "Where Do You Live?"  <b>Genre:</b> Expository  <b>Strategy:</b> Reread	<b>Short Text:</b> <i>Alaska: A Special Place</i>  <b>Lexile:</b> 560L  <b>Genre:</b> Expository  <b>Strategy:</b> Reread  <b>Skill:</b> Connections Within a Text: Compare and Contrast  <b>Text Features:</b> Map, Key, Labels, Subheadings	<b>Strategy:</b> Reread  <b>Skill:</b> Connections Within a Text: Compare and Contrast  <b>Main Selection</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> <i>Rain Forests</i>  <b>Lexile:</b> 580L  <b>Paired Selection</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> "African Savannas"  <b>Lexile:</b> 680L	<b>Strategy:</b> Reread  <b>Skill:</b> Connections Within a Text: Compare and Contrast  <b>Main Selections</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> <i>Rocky Mountain National Park</i> <b>O:</b> <i>Rocky Mountain National Park</i> <b>E:</b> <i>Rocky Mountain National Park</i> <b>B:</b> <i>Rocky Mountain National Park</i>  <b>Paired Selections</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> "Yellowstone" <b>O:</b> "Yellowstone" <b>E:</b> "Yellowstone" <b>B:</b> "Yellowstone"  <b>Lexiles</b> <b>A:</b> 320L <b>O:</b> 540L <b>E:</b> 430L <b>B:</b> 630L	<b>Reading/Writing Workshop:</b> Visual Display About a Region  <b>Literature Anthology:</b> Analyze Ideas Across Texts	<b>Vocabulary Words:</b> <i>eerie, growth, layers, lively, location, region, seasons, temperate</i>  <b>Additional Domain Words:</b> <i>Amazon, equator, tropical</i>  <b>Build Vocabulary:</b> <i>canopy, leap, prey, mosses, swarms, colonies, path</i>  <b>Vocabulary Strategy:</b> Compound Words	<i>below, colors, don't, down, eat, many, morning, sleep, through, very</i>	<i>factories, harbors, produce, timber, valleys</i>	<b>Phonemic Awareness:</b> Phoneme Identity; Phoneme Categorization; Phoneme Blending  <b>Phonics/ Spelling Skill:</b> Silent Letters <i>wr, kn, gn, mb, sc</i>  <b>Structural Analysis:</b> Prefixes/Suffixes  <b>Decodable Readers:</b> <i>The Thumb's-Up Rain Forest; Acadia Scenes</i>	Pronunciation	<b>Writing Trait:</b> Ideas: Focus on a Topic  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Reading/Writing Workshop: <i>Alaska: A Special Place</i> Literature Anthology: <i>Rain Forests</i> , "African Savannas"  <b>Grammar Skill:</b> Linking Verbs  <b>Grammar Mechanics:</b> Capitalization of Proper Nouns	<b>Project:</b> Explore the land features, plants, animals, and climate of a region. Make a Visual Display
<b>Week 2</b>  <b>Weekly Concept:</b> Earth Changes  <b>Essential Question:</b> How does the Earth change?  <b>Connect to Science:</b> Explore how people can prepare for disasters.	<b>Title:</b> "Earth Changes"  <b>Genre:</b> Expository  <b>Strategy:</b> Reread	<b>Short Text:</b> <i>Into the Sea</i>  <b>Lexile:</b> 650L  <b>Genre:</b> Expository  <b>Strategy:</b> Reread  <b>Skill:</b> Connections Within a Text: Cause and Effect  <b>Text Features:</b> Photos, Bold Print, Subheadings	<b>Strategy:</b> Reread  <b>Skill:</b> Connections Within a Text: Cause and Effect  <b>Main Selection</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> <i>Volcanoes</i>  <b>Lexile:</b> 680L  <b>Paired Selection</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> "To The Rescue"  <b>Lexile:</b> 750L	<b>Strategy:</b> Reread  <b>Skill:</b> Connections Within a Text: Cause and Effect  <b>Main Selections</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> <i>Earthquakes</i> <b>O:</b> <i>Earthquakes</i> <b>E:</b> <i>Earthquakes</i> <b>B:</b> <i>Earthquakes</i>  <b>Paired Selections</b> <b>Genre:</b> Expository Text  <b>A:</b> "Glaciers" <b>O:</b> "Glaciers" <b>E:</b> "Glaciers" <b>B:</b> "Glaciers"  <b>Lexiles</b> <b>A:</b> 350L <b>O:</b> 530L <b>E:</b> 430L <b>B:</b> 630L	<b>Reading/Writing Workshop:</b> Prior Knowledge; Organization  <b>Literature Anthology:</b> What Makes This Text Complex?; Specific Vocabulary	<b>Vocabulary Words:</b> <i>active, Earth, explode, island, local, properties, solid, steep</i>  <b>Additional Domain Words:</b> <i>erupt, lava</i>  <b>Additional Academic Vocabulary:</b> <i>time-order words</i>  <b>Build Vocabulary:</b> <i>runny, stiff, layers, swell, stranded</i>  <b>Vocabulary Strategy:</b> Sentence Clues	<i>animal, away, building, found, from, Saturday, thought, today, toward, watch</i>	<i>carved, glide, sphere, suddenly, surface</i>	<b>Phonemic Awareness:</b> Phoneme Segmentation; Phoneme Blending; Phoneme Substitution  <b>Phonics/ Spelling Skill:</b> <i>r</i> -controlled vowels <i>/ûr/ er, ir, ur, or</i>  <b>Structural Analysis:</b> Inflectional Endings  <b>Decodable Readers:</b> <i>Shirl and Her Tern; Dogs Work!</i>	Phrasing	<b>Writing Trait:</b> Word Choice: Time-Order Words  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Reading/Writing Workshop: <i>Into the Sea</i> Literature Anthology: <i>Volcanoes</i> , "To the Rescue"  <b>Grammar Skill:</b> Helping Verbs  <b>Grammar Mechanics:</b> Quotation Marks	<b>Project:</b> How do natural events change the earth? Write a Summary



# Grade 2 • Unit 4 • Scope and Sequence

Big Idea: Our Life/Our World  How do different environments make the world an interesting place?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 4: Narrative Text Fictional Narrative; Poem	Research
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Our Culture Makes Us Special</p> <p><b>Essential Question:</b> How are kids around the world different?</p> <p><b>Connect to Social Studies:</b> How do different cultures interact with each other?</p>	<p><b>Title:</b> "My New School"</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> <i>Happy New Year!</i></p> <p><b>Lexile:</b> 590L</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Character, Setting, Plot: Compare and Contrast</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Character, Setting, Plot: Compare and Contrast</p> <p><b>Main Selection</b> <b>Genre:</b> Realistic Fiction</p> <p><b>Title:</b> <i>Dear Primo: A Letter to My Cousin</i></p> <p><b>Lexile:</b> 610L</p> <p><b>Paired Selection</b> <b>Genre:</b> Informational Text/Expositor</p> <p><b>Title:</b> "Games Around the World"</p> <p><b>Lexile:</b> 600L</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Character, Setting Plot: Compare and Contrast</p> <p><b>Main Selections</b> <b>Genre:</b> Realistic Fiction</p> <p><b>Titles:</b> A: <i>Sharing Cultures</i> O: <i>A New Life in India</i> E: <i>A New Life in India</i> B: <i>Akita and Carlo</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Informational Text</p> <p>A: "Music Around the World" O: "Dress Around the World" E: "Dress Around the World" B: "Food Around the World"</p> <p><b>Lexiles</b> A: 350L O: 480L E: 440L B: 620L</p>	<p><b>Reading/Writing Workshop:</b> Prior Knowledge</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Organization; Sentence Structure; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>common, costume, customs, favorite, parade, surrounded, travels, wonder</i></p> <p><b>Additional Domain Words:</b> <i>cousin, primo</i></p> <p><b>Additional Academic Vocabulary:</b> <i>voice</i></p> <p><b>Build Vocabulary:</b> <i>score, subway, recess, dribbles, shoot, meal, slice, stoop, open-air, prickly, uniforms, traditions, attending</i></p> <p><b>Vocabulary Strategy:</b> Similes</p>	<p><i>ago, carry, certain, everyone, heavy, outside, people, problem, together, warm</i></p>	<p><i>accompanies, assigns, crowded, locker, usual</i></p>	<p><b>Phonemic Awareness:</b> Generate Rhyme; Initial Sound and Substitution; Phoneme Blending</p> <p><b>Phonics/ Spelling Skill:</b> <i>r</i>-controlled vowels /<i>ôr/ or, ore, oar, /ôr/ ar</i></p> <p><b>Structural Analysis:</b> Irregular Plurals</p> <p><b>Decodable Readers:</b> <i>More Fun Than a Hat!; Just for Fun!</i></p>	Expression	<p><b>Writing Trait:</b> Voice: Show Feelings</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b> Reading/Writing Workshop: <i>Happy New Year!</i> Literature Anthology: <i>Dear Primo: A Letter to My Cousin</i>, "Games Around the World"</p> <p><b>Grammar Skill:</b> Irregular Verbs</p> <p><b>Grammar Mechanics:</b> Book Titles</p>	<p><b>Project:</b> Research games from around the world. How are they played? Write Game Directions</p>
<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> Folktales About Nature</p> <p><b>Essential Question:</b> How can we understand nature?</p> <p><b>Connect to Science:</b> Explore how changes happen over time.</p>	<p><b>Title:</b> "How Thunder and Lightning Came to Be"</p> <p><b>Genre:</b> Folktale/ Drama</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> "Why the Sun and the Moon Live in the Sky"</p> <p><b>Lexile:</b> NP</p> <p><b>Genre:</b> Play</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Theme</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Theme</p> <p><b>Main Selection</b> <b>Genre:</b> Folktale/Drama</p> <p><b>Title:</b> <i>How the Beetle Got Her Colors</i></p> <p><b>Lexile:</b> NP</p> <p><b>Paired Selection</b> <b>Genre:</b> Fiction/ Folktale</p> <p><b>Title:</b> "How the Finch Got Its Color"</p> <p><b>Lexile:</b> 600L</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Theme</p> <p><b>Main Selection</b> <b>Genre:</b> Folktale</p> <p><b>Titles:</b> A: <i>Why Turtles Live in Water</i> O: <i>How Butterflies Came to Be</i> E: <i>How Butterflies Came to Be</i> B: <i>Why Spider Has 8 Thin Legs</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Folktale</p> <p><b>Titles:</b> A: "Why Corn Has Silk" O: "How the Rainbow Was Made" E: "How the Rainbow Was Made" B: "Why There Are Stars"</p> <p><b>Lexiles</b> A: 290L O: 440L E: 340L B: 600L</p>	<p><b>Reading/Writing Workshop:</b> Genre; Purpose</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>ashamed, boast, dash, holler, plenty, similarities, victory, wisdom</i></p> <p><b>Build Vocabulary:</b> <i>purpose</i></p> <p><b>Vocabulary Strategy:</b> Root Words</p>	<p><i>again, behind, eyes, gone, happened, house, inside, neither, stood, young</i></p>	<p><i>blustery, chilly, drenched, drizzle, task</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Segmentation; Phoneme Blending; Identify Syllables</p> <p><b>Phonics/Spelling Skill:</b> <i>r</i>-controlled vowels /<i>ir/ eer, ere, ear</i></p> <p><b>Structural Analysis:</b> Abbreviations</p> <p><b>Decodable Readers:</b> <i>Cheer Up, Dot; Animals with Horns; Watching and Hearing Animals; From the Rear of the Shed</i></p>	Expression	<p><b>Writing Trait:</b> Ideas: Develop Character</p> <p><b>Write About the Text:</b> Opinion</p> <p><b>Write to Sources:</b> Reading/Writing Workshop: "Why the Sun and the Moon Live in the Sky" Literature Anthology: <i>How the Beetle Got Her Colors</i>, "How the Finch Got Its Colors"</p> <p><b>Grammar Skill:</b> Irregular Verbs</p> <p><b>Grammar Mechanics:</b> Letter Punctuation</p>	<p><b>Project:</b> How do folktales from different cultures explain nature? Write Your Own Folktale</p>



# Grade 2 • Unit 4 • Scope and Sequence

<b>Big Idea:</b> Our Life/Our World  <b>How do different environments make the world an interesting place?</b>	<b>Read Aloud</b>	<b>Reading/Writing Workshop</b> Comprehension	<b>Literature Anthology</b> Main Selection, Paired Selection	<b>Leveled Reader</b> Main Selection, Paired Selection  <b>A:</b> Approaching Level <b>O:</b> On Level <b>E:</b> ELL <b>B:</b> Beyond Level	<b>Access Complex Text (ACT)</b>	<b>Vocabulary Words</b>	<b>High-Frequency Words</b>	<b>Oral Vocabulary Words</b>	<b>Phonics</b>	<b>Fluency Skill</b>	<b>Writing</b> Unit 4: Narrative Text Fictional Narrative; Poem	<b>Research</b>
<b>Week 5</b>  <b>Weekly Concept:</b> Poems About Nature  <b>Essential Question:</b> What excites us about nature?  <b>Connect to Science:</b> Plants depend on water and light to grow.	<b>Title:</b> Redwood National Forest," "The Amazing Meadow," "The Sahara Desert"  <b>Genre:</b> Poetry  <b>Strategy:</b> Visualize	<b>Short Text:</b> "Snow Shape," "Nature Walk," "In the Sky"  <b>Lexile:</b> NP  <b>Genre:</b> Poetry  <b>Strategy:</b> Visualize  <b>Skill:</b> Theme  <b>Literary Element:</b> Repetition	<b>Strategy:</b> Visualize  <b>Skill:</b> Theme  <b>Main Selection</b> <b>Genre:</b> Poetry  <b>Title:</b> "April Rain Song," "Rain Poem"  <b>Lexile:</b> NP  <b>Paired Selection</b> <b>Genre:</b> Poetry  <b>Title:</b> "Helicopters," "Windy Tree"  <b>Lexile:</b> NP	<b>Strategy:</b> Visualize  <b>Skill:</b> Theme  <b>Main Selection</b> <b>Genre:</b> Fiction  <b>Titles:</b> <b>A:</b> <i>A Hike in the Woods</i> <b>O:</b> <i>A Little World</i> <b>E:</b> <i>A Little World</i> <b>B:</b> <i>Star Party</i>  <b>Paired Selections</b> <b>Genre:</b> Poem  <b>Titles:</b> <b>A:</b> "The Woods" <b>O:</b> "See a Star" <b>E:</b> "By the Sea" <b>B:</b> "Moon"  <b>Lexiles</b> <b>A:</b> 340L <b>O:</b> 500L <b>E:</b> 400L <b>B:</b> 590L	<b>Reading/Writing Workshop:</b> Purpose; Connections of Ideas  <b>Literature Anthology:</b> What Makes This Text Complex?; Specific Vocabulary	<b>Vocabulary Words:</b> <i>drops, excite, outdoors, pale</i>  <b>Additional Academic Vocabulary:</b> <i>sensory words</i>  <b>Vocabulary Strategy:</b> Similes	<i>among, bought, knew, never, once, soon, sorry, talk, touch, upon</i>	<i>broad, dunes, plump, swaying, twirling</i>	<b>Phonemic Awareness:</b> Identify Syllables; Phoneme Categorization; Phoneme Blending  <b>Phonics/Spelling Skill:</b> <i>r</i> -controlled vowels / <i>air/ are, air, ear, ere</i>  <b>Structural Analysis:</b> <i>r</i> -controlled Vowel Syllables  <b>Decodable Readers:</b> <i>The Caring King's Fair Wish; A Bear in the Forest</i>	Phrasing	<b>Writing Trait:</b> Word Choice: Sensory Words  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> Reading/Writing Workshop: "Snow Shape," "Nature Walk," "In the Sky" Literature Anthology: "April Rain Song," "Rain Poem," "Helicopters," "Windy Tree"  <b>Grammar Skill:</b> Contractions  <b>Grammar Mechanics:</b> Contractions/ Apostrophes	<b>Weekly:</b> Research nature poems. How are similes used in poems about nature? Make a Visual Display  <b>Unit Level:</b> Research Skill: Taking Notes Unit Project: Self-select and develop from options for unit research projects.
<b>Week 6</b>  <b>Review and Assessment</b>												





# Grade 2 • Unit 5 • Scope and Sequence

Big Idea: Let's Make a Difference  How can people make a difference?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 5: Informative/ Explanatory Text  Explanatory Writing; Compare/Contrast Writing	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Being a Good Citizen</p> <p><b>Essential Question:</b> What do good citizens do?</p> <p><b>Connect to Social Studies:</b> Explore how the country's election process works.</p>	<p><b>Title:</b> "A Boy Named Martin"</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Strategy:</b> Summarize</p>	<p><b>Short Text:</b> <i>A Difficult Decision</i></p> <p><b>Lexile:</b> 510L</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Point of View</p>	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Point of View</p> <p><b>Main Selection</b> <b>Genre:</b> Realistic Fiction</p> <p><b>Title:</b> <i>Grace for President</i></p> <p><b>Lexile:</b> 580L</p> <p><b>Paired Selection</b> <b>Genre:</b> Informational Text/Nonfiction Narrative</p> <p><b>Title:</b> "Helping to Make Smiles"</p> <p><b>Lexile:</b> 520L</p>	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Point of View</p> <p><b>Main Selections</b> <b>Genre:</b> Realistic Fiction</p> <p><b>Titles:</b> A: <i>Fixing the Playground</i> O: <i>The Food Crew</i> E: <i>The Food Crew</i> B: <i>How Many Greats?</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Narrative Nonfiction</p> <p><b>Titles:</b> A: "Hero" O: "A School Feeds Others" E: "A School Feeds Others" B: "Freedom Walk"</p> <p><b>Lexiles</b> A: 340L O: 480L E: 430L B: 620L</p>	<p><b>Reading/Writing Workshop:</b> Organization; Sentence Structure</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Specific Vocabulary; Prior Knowledge; Connections of Ideas</p>	<p><b>Vocabulary Words:</b> <i>champion, determined, issues, promises, responsibility, rights, volunteered, votes</i></p> <p><b>Additional Domain Words:</b> <i>electoral, constituents, candidate</i></p> <p><b>Additional Academic Vocabulary:</b> <i>quotation marks,</i></p> <p><b>Build Vocabulary:</b> <i>stewed, snickering, nominated, assigned, representative, receives, set aside, polls, speeches, rallies, beautification, committee, approach</i></p> <p><b>Vocabulary Strategy:</b> Suffixes</p>	<p><i>answer, been, body, build, head, heard, minutes, myself, pretty, pushed</i></p>	<p><i>calm, concern, exhausted, offered, treat</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Reversal; Initial and Final Sound Substitution; Phoneme Blending</p> <p><b>Phonics/ Spelling Skill:</b> Diphthongs <i>ou, ow</i></p> <p><b>Structural Analysis:</b> Irregular Plurals</p> <p><b>Decodable Readers:</b> <i>Out of String Beans!; Let's Help Out!</i></p>	Intonation	<p><b>Writing Trait:</b> Ideas: Descriptive Details</p> <p><b>Write About the Text:</b> Opinion</p> <p><b>Write to Sources:</b> Reading/Writing Workshop: <i>A Difficult Decision</i> Literature Anthology: <i>Grace for President</i>, "Helping to Make Smiles"</p> <p><b>Grammar Skill:</b> Pronoun</p> <p><b>Grammar Mechanics:</b> Quotation Marks</p>	<p><b>Project:</b> How can kids be good citizens at school and in the community? Make a Poster</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Cooperation Works!</p> <p><b>Essential Question:</b> How do people get along?</p> <p><b>Connect to Social Studies:</b> Understand that individual actions can affect others.</p>	<p><b>Title:</b> "My First Day"</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> <i>Soccer Friends</i></p> <p><b>Lexile:</b> 510L</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Point of View</p>	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Point of View</p> <p><b>Main Selection</b> <b>Genre:</b> Fiction</p> <p><b>Title:</b> <i>Once Upon a Baby Brother</i></p> <p><b>Lexile:</b> 560L</p> <p><b>Paired Selection</b> <b>Genre:</b> Informational Text/Expository</p> <p><b>Title:</b> "Bully-Free Zone"</p> <p><b>Lexile:</b> 640L</p>	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Point of View</p> <p><b>Main Selections</b> <b>Genre:</b> Fiction</p> <p><b>Titles:</b> A: <i>Rainy Day</i> O: <i>Thirteen Is a Crowd</i> E: <i>Thirteen Is a Crowd</i> B: <i>Partners</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Informational Text</p> <p>A: "Boys and Girls Club" O: "Big Brothers Big Sisters" E: "Big Brothers Big Sisters" B: "4-H"</p> <p><b>Lexiles</b> A: 3450L O: 500L E: 400L B: 660L</p>	<p><b>Reading/Writing Workshop:</b> Genre</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Connections of Ideas; Organization; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>amused, cooperate, describe, entertained, imagination, interact, patient, peaceful</i></p> <p><b>Additional Domain Vocabulary:</b> <i>brainstormed</i></p> <p><b>Build Vocabulary:</b> <i>discovered, faithful, master, brave, creature, rampage, banished, steed, inspiration, swooped, villains</i></p> <p><b>Vocabulary Strategy:</b> Idioms</p>	<p><i>brought, busy, else, happy, I'll, laugh, love, maybe, please, several</i></p>	<p><i>audience, decorate, instructions, pretended, shiver</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Blending; Phoneme Substitution; Phoneme Segmentation; Phoneme Deletion</p> <p><b>Phonics/ Spelling Skill:</b> Diphthongs <i>oy, oi</i></p> <p><b>Structural Analysis:</b> Consonant + <i>le</i> (<i>el, al</i>) Syllables</p> <p><b>Decodable Reader:</b> <i>Jamal and Rachel's Camping Trip</i></p>	Expression	<p><b>Writing Trait:</b> Sentence Fluency: Vary Sentence Length</p> <p><b>Write About the Text:</b> Opinion</p> <p><b>Write to Sources:</b> Reading/Writing Workshop: <i>Soccer Friends</i> Literature Anthology: <i>Once Upon a Baby Brother</i>; "Bully-Free Zone"</p> <p><b>Grammar Skill:</b> Pronouns <i>I</i> and <i>Me, We</i> and <i>Us</i></p> <p><b>Grammar Mechanics:</b> Capitalizing the Pronoun <i>I</i></p>	<p><b>Weekly:</b> How do people get along in different settings and situations? Write a Script</p>



# Grade 2 • Unit 5 • Scope and Sequence

Big Idea: Let's Make a Difference  How can people make a difference?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 5: Informative/ Explanatory Text  Explanatory Writing; Compare/Contrast Writing	Research
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Our Heroes</p> <p><b>Essential Question:</b> What do heroes do?</p> <p><b>Connect to Social Studies:</b> Explore the importance of an individual's actions.</p>	<p><b>Title:</b> "A Hero On and Off Skis"</p> <p><b>Genre:</b> Informational Text/Biography</p> <p><b>Strategy:</b> Summarize</p>	<p><b>Short Text:</b> <i>César Chávez</i></p> <p><b>Lexile:</b> 600L</p> <p><b>Genre:</b> Informational Text/Biography</p> <p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Connections Within a Text: Sequence</p> <p><b>Text Features:</b> Bold Print, Subheadings, Timeline</p>	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Connections Within a Text: Sequence</p> <p><b>Main Selection</b> <b>Genre:</b> Informational Text/Biography</p> <p><b>Title:</b> <i>Brave Bessie</i></p> <p><b>Lexile:</b> 650L</p> <p><b>Paired Selection</b> <b>Genre:</b> Fiction/ Legend</p> <p><b>Title:</b> "The Legend of Kate Shelley"</p> <p><b>Lexile:</b> 640L</p>	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Connections Within a Text: Sequence</p> <p><b>Main Selections</b> <b>Genre:</b> Biography</p> <p><b>Titles:</b> A: <i>Rudy Garcia-Tolson</i> O: <i>Rudy Garcia-Tolson</i> E: <i>Rudy Garcia-Tolson</i> B: <i>Rudy Garcia-Tolson</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Biography</p> <p>A: "The Unsinkable Molly Brown" O: "The Unsinkable Molly Brown" E: "The Unsinkable Molly Brown" B: "The Unsinkable Molly Brown"</p> <p><b>Lexiles</b> A: 380L O: 550L E: 470L B: 640L</p>	<p><b>Reading/Writing Workshop:</b> Genre</p> <p><b>Literature Anthology:</b> Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>agree, challenging, discover, heroes, interest, perform, study, succeed</i></p> <p><b>Build Vocabulary:</b> <i>scrimped</i></p> <p><b>Vocabulary Strategy:</b> Synonyms</p>	<p><i>air, along, always, draw, during, ever, meant, nothing, story, won't</i></p>	<p><i>competing, inspired, limited, overcome, refused</i></p>	<p><b>Phonemic Awareness:</b> Identify Syllables; Phoneme Categorization; Phoneme Blending</p> <p><b>Phonics/ Spelling Skill:</b> Variant Vowels: /ü/ oo, u, u_e, ew, ue, ui; /û/ oo, ou, u</p> <p><b>Structural Analysis:</b> Contractions with <i>not</i></p> <p><b>Decodable Readers:</b> <i>Soon the North Wind Blew; It Couldn't Be Done</i></p>	Phrasing	<p><b>Writing Trait:</b> Organization: Sequence</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources:</b> Reading/Writing Workshop: <i>César Chávez</i> Literature Anthology: <i>Brave Bessie</i>, "The Legend of Kate Shelley"</p> <p><b>Grammar Skill:</b> Possessive Pronouns</p> <p><b>Grammar Mechanics:</b> Capitalization of Proper Nouns</p>	<p><b>Project:</b> Explore the life of an American hero. Write a Speech</p>
<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> Preserving Our Earth</p> <p><b>Essential Question:</b> How can we protect the Earth?</p> <p><b>Connect to Science:</b> See how people can innovate to solve problems.</p>	<p><b>Title:</b> "Clean Water"</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Make, Confirm, Revise Predictions</p>	<p><b>Short Text:</b> <i>The Art Project</i></p> <p><b>Lexile:</b> 660L</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot: Problem and Solution</p>	<p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot: Problem and Solution</p> <p><b>Main Selection</b> <b>Genre:</b> Fiction</p> <p><b>Title:</b> <i>The Woodcutter's Gift</i></p> <p><b>Lexile:</b> 690L</p> <p><b>Paired Selection</b> <b>Genre:</b> Informational Text/Expository</p> <p><b>Title:</b> "Earth's Resources"</p> <p><b>Lexile:</b> 600L</p>	<p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot: Problem and Solution</p> <p><b>Main Selection</b> <b>Genre:</b> Fiction</p> <p><b>Titles:</b> A: <i>Let's Carpool</i> O: <i>Our Beautiful Tree</i> E: <i>Our Beautiful Tree</i> B: <i>Family Night Unplugged</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Informational Text</p> <p><b>Titles:</b> A: "The Clean Air Campaign" O: "Dirt!" E: "Dirt!" B: "Tips For Saving Power"</p> <p><b>Lexiles</b> A: 350L O: 550L E: 470L B: 640L</p>	<p><b>Reading/Writing Workshop:</b> Specific Vocabulary; Sentence Clues</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Connections of Ideas; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>curious, distance, Earth resources, enormous, gently, proudly, rarely, supply</i></p> <p><b>Additional Academic Vocabulary:</b> <i>problem, solution</i></p> <p><b>Build Vocabulary:</b> <i>muttered, haul, whittled, knotholes, shed, gasped, stroked, spectacular, curious, sheepishly, exhausted, soundly</i></p> <p><b>Vocabulary Strategy:</b> Homophones</p>	<p><i>city, father, mother, o'clock, own, questions, read, searching, sure, though</i></p>	<p><i>hesitated, memorable, pollution, reasons, suggest</i></p>	<p><b>Phonemic Awareness:</b> Identify Syllables; Phoneme Deletion; Phoneme Blending; Phoneme Addition</p> <p><b>Phonics/Spelling Skill:</b> Variant Vowels: /ô/ a, aw, au, augh, al, ough</p> <p><b>Structural Analysis:</b> Vowel Team Syllables</p> <p><b>Decodable Readers:</b> <i>Paul Saw Arctic Foxes; Small Ways to Save the Earth</i></p>	Intonation	<p><b>Writing Trait:</b> Word Choice: Linking Words</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b> Reading/Writing Workshop: <i>The Art Project</i> Literature Anthology: <i>The Woodcutter's Gift</i>, "Earth's Resources"</p> <p><b>Grammar Skill:</b> Contraction</p> <p><b>Grammar Mechanics:</b> Contractions/ Possessive Pronouns</p>	<p><b>Project:</b> How can recycling different items and materials help protect the earth? Make a Chart</p>



# Grade 2 • Unit 5 • Scope and Sequence

Big Idea: Let's Make a Difference  How can people make a difference?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 5: Informative/ Explanatory Text  Explanatory Writing; Compare/Contrast Writing	Research
<p><b>Week 5</b></p> <p><b>Weekly Concept:</b> Rights and Rules</p> <p><b>Essential Question:</b> Why are rules important?</p> <p><b>Connect to Social Studies:</b> Discover how our country set up rules.</p>	<p><b>Title:</b> "Town Rules" <b>Genre:</b> <i>Time For Kids</i></p> <p><b>Strategy:</b> Make, Confirm, Revise Predictions</p>	<p><b>Short Text:</b> <i>Visiting the Past</i> <b>Lexile:</b> 610L <b>Genre:</b> <i>Time For Kids</i></p> <p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Connections Within a Text: Cause and Effect</p> <p><b>Text Features:</b> Subheadings, Chart</p>	<p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Connections Within a Text: Cause and Effect</p> <p><b>Main Selection</b> <b>Genre:</b> <i>Time For Kids</i></p> <p><b>Title:</b> <i>Setting the Rules</i> <b>Lexile:</b> 610L</p> <p><b>Paired Selection</b> <b>Genre:</b> <i>Time For Kids</i></p> <p><b>Title:</b> "American Symbols" <b>Lexile:</b> 650L</p>	<p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Connections With a Text: Cause and Effect</p> <p><b>Main Selection</b> <b>Genre:</b> Expository Text</p> <p><b>Titles:</b> A: <i>Government Rules</i> O: <i>Government Rules</i> E: <i>Government Rules</i> B: <i>Government Rules</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Expository Text</p> <p><b>Titles:</b> A: "Pool Rules" O: "Pool Rules" E: "Pool Rules" B: "Pool Rules"</p> <p><b>Lexiles</b> A: 460L O: 540L E: 490L B: 670L</p>	<p><b>Reading/Writing Workshop:</b> Specific Vocabulary; Purpose</p> <p><b>Literature Anthology:</b> Purpose of a Text; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>exclaimed, finally, form, history, public, rules, united, writers</i></p> <p><b>Additional Academic Vocabulary:</b> <i>alphabetical order, symbols</i></p> <p><b>Vocabulary Strategy:</b> Multiple-Meaning Words</p>	<p><i>anything, children, everybody, instead, paper, person, voice, whole, woman, words</i></p>	<p><i>elected, permission, recycle, services, transportation</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Deletion; Phoneme Segmentation; Phoneme Reversal; Phoneme Blending</p> <p><b>Phonics/Spelling Skill:</b> Short Vowel Digraphs: /e/ ea; /u/ ou; /i/ y</p> <p><b>Structural Analysis:</b> Alphabetical Order (two letters)</p> <p><b>Decodable Readers:</b> <i>Don't Dread Rules; Stay Out of Trouble!</i></p>	Pronunciation	<p><b>Writing Trait:</b> Voice: Formal vs. Informal</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources:</b> Reading/Writing Workshop: <i>Visiting the Past</i> Literature Anthology: <i>Setting the Rules, "American Symbols"</i></p> <p><b>Grammar Skill:</b> Pronoun-Verb Agreement</p> <p><b>Grammar Mechanics:</b> Book Titles</p>	<p><b>Weekly:</b> Explore the history and significance of an American symbol. Make a Model and Fact Sheet</p> <p><b>Unit Level:</b> Research Skill: Review Parts of the Library Unit Project: Self-select and develop from options for unit research projects.</p>
<p><b>Week 6</b></p> <p><b>Review and Assessment</b></p>												➔



# Grade 2 • Unit 6 • Scope and Sequence

Big Idea: How on Earth?  What keeps our world working?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 6: Informative/ Explanatory Writing  Summary; Research Report	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Plant Myths and Facts</p> <p><b>Essential Question:</b> What do myths help us understand?</p> <p><b>Connect to Science:</b> Discover what plants depend on for growth.</p>	<p><b>Title:</b> "The Bluebell" <b>Genre:</b> Fiction/Myth <b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> <i>Why Fir Tree Keeps His Leaves</i> <b>Lexile:</b> 560L <b>Genre:</b> Myth <b>Strategy:</b> Reread <b>Skill:</b> Theme</p>	<p><b>Strategy:</b> Reread <b>Skill:</b> Theme <b>Main Selection Genre:</b> Fiction/Myth <b>Title:</b> <i>The Golden Flower: A Taino Myth from Puerto Rico</i> <b>Lexile:</b> 590L <b>Paired Selection Genre:</b> Informational Text/Expository <b>Title:</b> "A Pumpkin Plant" <b>Lexile:</b> 600L</p>	<p><b>Strategy:</b> Reread <b>Skill:</b> Theme <b>Main Selections Genre:</b> Myth <b>Titles:</b> A: <i>The Apples of Idun</i> O: <i>Hercules and the Golden Apples</i> E: <i>Hercules and the Golden Apples</i> B: <i>Demeter and Persephone</i> <b>Paired Selections Genre:</b> Informational Text <b>Titles:</b> A: "Tomatoes" O: "Apples" E: "Apples" B: "Pomegranate" <b>Lexiles</b> A: 400L O: 550L E: 440L B: 630L</p>	<p><b>Reading/Writing Workshop:</b> Genre <b>Literature Anthology:</b> What Makes This Text Complex?; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>appeared, crops, develop, edge, golden, rustled, shining, stages</i> <b>Additional Domain Words:</b> <i>Puerto Rico</i> <b>Additional Academic Vocabulary:</b> <i>adjective, myth, point of view</i> <b>Build Vocabulary:</b> <i>pouch, gathered, globe, murmuring, plain, foamed</i> <b>Vocabulary Strategy:</b> Sentence Clues</p>	<p><i>door, front, order, probably, remember, someone, tomorrow, what's, worry, yesterday</i></p>	<p><i>disturb, entire, magnificent, stumbled, trembled</i></p>	<p><b>Phonemic Awareness:</b> Identify and Make Oral Rhymes; Phoneme Addition; Phoneme Blending; Phoneme Deletion <b>Phonics/ Spelling Skill:</b> Closed Syllables and Open Syllables <b>Structural Analysis:</b> Compound Words <b>Decodable Reader:</b> <i>Clever Doggy</i></p>	Expression	<p><b>Writing Trait: Ideas:</b> Organization: Strong Openings <b>Write About the Text:</b> Opinion <b>Write to Sources:</b> Reading/Writing Workshop: <i>Why the Fir Tree Keeps His Leaves</i> Literature Anthology: <i>The Golden Flower: A Taino Myth from Puerto Rico</i>, "A Pumpkin Plant" <b>Grammar Skill:</b> Adjectives <b>Grammar Mechanics:</b> Commas in a Series</p>	<p><b>Project:</b> Research a plant and what it needs to grow. Make a Booklet</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> We Need Energy</p> <p><b>Essential Question:</b> How do we use energy?</p> <p><b>Connect to Science:</b> Consider how gathering information can help in finding solutions to power problems.</p>	<p><b>Title:</b> "How Does Energy Make Your Hair Stand Up?" <b>Genre:</b> Informational Text/Expository <b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> <i>Pedal Powers</i> <b>Lexile:</b> 660L <b>Genre:</b> Informational Text/Expository <b>Strategy:</b> Reread <b>Skill:</b> Author's Purpose <b>Text Features:</b> Photos With Captions, Subheadings, Diagram, Labels</p>	<p><b>Strategy:</b> Reread <b>Skill:</b> Author's Purpose <b>Main Selection Genre:</b> Informational Text/Expository <b>Title:</b> <i>My Light</i> <b>Lexile:</b> 680L <b>Paired Selection Genre:</b> Informational Text/Expository <b>Title:</b> "The Power of Water" <b>Lexile:</b> 650L</p>	<p><b>Strategy:</b> Reread <b>Skill:</b> Author's Purpose <b>Main Selections Genre:</b> Informational Text <b>Titles:</b> A: <i>Wind Power</i> O: <i>Wind Power</i> E: <i>Wind Power</i> B: <i>Wind Power</i> <b>Paired Selections Genre:</b> Informational Text <b>Titles:</b> A: "A Solar House" O: "A Solar House" E: "A Solar House" B: "A Solar House" <b>Lexiles</b> A: 440L O: 550L E: 490L B: 690L</p>	<p><b>Reading/Writing Workshop:</b> Sentence Structure; Specific Vocabulary <b>Literature Anthology:</b> What Makes This Text Complex?; Genre; Connections of Ideas; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>electricity, energy, flows, haul, power, silent, solar, underground</i> <b>Additional Domain Words:</b> <i>dam, generators</i> <b>Build Vocabulary:</b> <i>rise, form, flow, pulsing, pours, stem, fuels</i> <b>Vocabulary Strategy:</b> Paragraph Clues</p>	<p><i>alone, became, beside, four, hello, large, notice, round, suppose, surprised</i></p>	<p><i>charge, effects, rushes, slight, streak</i></p>	<p><b>Phonemic Awareness:</b> Initial Phoneme Addition; Phoneme Segmentation; Initial Phoneme Substitution <b>Phonics/ Spelling Skill:</b> CVCe Syllables <b>Structural Analysis:</b> Prefixes/Suffixes <b>Decodable Reader:</b> <i>Tadpole Decides</i></p>	Intonation	<p><b>Writing Trait:</b> Word Choice: Content Words <b>Write About the Text:</b> Informative Text <b>Write to Sources:</b> Reading/Writing Workshop: <i>Pedal Power</i> Literature Anthology: <i>My Light</i>, "The Power of Water" <b>Grammar Skill:</b> Articles and <i>This, That, These, and Those</i> <b>Grammar Mechanics:</b> Names and Titles</p>	<p><b>Project:</b> How do we use different forms of energy in our everyday lives? Make a Timeline</p>





# Grade 2 • Unit 6 • Scope and Sequence

Big Idea: How on Earth?  What keeps our world working?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 6: Informative/ Explanatory Writing  Summary; Research Report	Research
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Team Up to Explore</p> <p><b>Essential Question:</b> Why is teamwork important?</p> <p><b>Connect to Science:</b> How do some people make observations and gather helpful information for a living?</p>	<p><b>Title:</b> "Teamwork in Space"</p> <p><b>Genre:</b> Informational Text/Expository</p> <p><b>Strategy:</b> Summarize</p>	<p><b>Short Text:</b> <i>Dive Teams</i></p> <p><b>Lexile:</b> 660L</p> <p><b>Genre:</b> Informational Text/Expository</p> <p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Text Features:</b> Photos With Captions, Map, Labels</p>	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Main Selection</b> <b>Genre:</b> Informational Text/Expository</p> <p><b>Title:</b> <i>Astronaut Handbook</i></p> <p><b>Lexile:</b> 790L</p> <p><b>Paired Selection</b> <b>Genre:</b> Informational Text/Narrative Nonfiction</p> <p><b>Title:</b> "Teamwork to the Top"</p> <p><b>Lexile:</b> 720L</p>	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Main Selections</b> <b>Genre:</b> Informational Text</p> <p><b>Titles:</b> A: <i>Digging For Sue</i> O: <i>Digging For Sue</i> E: <i>Digging For Sue</i> B: <i>Digging For Sue</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Informational Text</p> <p>A: "Ancient Ship Discovered!" O: "Ancient Ship Discovered!" E: "Ancient Ship Discovered!" B: "Ancient Ship Discovered!"</p> <p><b>Lexiles</b> A: 430L O: 550L E: 470L B: 670L</p>	<p><b>Reading/Writing Workshop:</b> Prior Knowledge; Connections of Ideas</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Sentence Structure; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>exploration, important, machines, prepare, repair, result, scientific, teamwork</i></p> <p><b>Additional Domain Words:</b> <i>astronaut, satellites</i></p> <p><b>Build Vocabulary:</b> <i>boarding, quarters, conditions, balanced, portable, flexible, bearings</i></p> <p><b>Vocabulary Strategy:</b> Greek and Latin Roots</p>	<p><i>above, brother, follow, listen, month, soft, something, song, who's, wind</i></p>	<p><i>attach, collect, deliver, experiments, nations</i></p>	<p><b>Phonemic Awareness:</b> Identify Syllables; Phoneme Segmentation and Blending; Phoneme Addition and Deletion</p> <p><b>Phonics/Spelling Skill:</b> Consonant + /e (el, al) Syllables</p> <p><b>Structural Analysis:</b> Contractions/ Possessives</p> <p><b>Decodable Reader:</b> <i>Jamal and Rachel's Camping Trip</i></p>	Pronunciation	<p><b>Writing Trait:</b> Ideas: Supportive Details</p> <p><b>Write About the Text:</b> Opinion</p> <p><b>Write to Sources:</b> Reading/Writing Workshop: <i>Dive Teams</i> Literature Anthology: <i>Astronaut Handbook</i>, "Teamwork to the Top"</p> <p><b>Grammar Skill:</b> Adjectives That Compare</p> <p><b>Grammar Mechanics:</b> Apostrophes</p>	<p><b>Project:</b> Research a place you'd like to travel and explore with a team. What jobs will need to be done? What job will each team member have? Write a Travel Plan or Proposal</p>
<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> Money Matters</p> <p><b>Essential Question:</b> How do we use money?</p> <p><b>Connect to Social Studies:</b> Understand the roles of buyer and seller.</p>	<p><b>Title:</b> "Keep the Change!"</p> <p><b>Genre:</b> Informational Text/Expository</p> <p><b>Strategy:</b> Summarize</p>	<p><b>Short Text:</b> <i>The Life of a Dollar Bill</i></p> <p><b>Lexile:</b> 660L</p> <p><b>Genre:</b> Informational Text/Expository</p> <p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Connections Within a Text: Problem and Solution</p> <p><b>Text Features:</b> Photos With Captions, Graph, Labels, Subheadings</p>	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Connections Within a Text: Problem and Solution</p> <p><b>Main Selection</b> <b>Genre:</b> Informational Text</p> <p><b>Titles:</b> A: <i>How to Be a Smart Shopper</i> O: <i>How to Be a Smart Shopper</i> E: <i>How to Be a Smart Shopper</i> B: <i>How to Be a Smart Shopper</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Myth</p> <p><b>Titles:</b> A: "The Golden Fleece" O: "The Golden Fleece" E: "The Golden Fleece" B: "The Golden Fleece"</p> <p><b>Lexiles</b> A: 450L O: 540L E: 500L B: 680L</p>	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Connections Within a Text: Problem and Solution</p> <p><b>Main Selection</b> <b>Genre:</b> Informational Text</p> <p><b>Titles:</b> A: <i>How to Be a Smart Shopper</i> O: <i>How to Be a Smart Shopper</i> E: <i>How to Be a Smart Shopper</i> B: <i>How to Be a Smart Shopper</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Myth</p> <p><b>Titles:</b> A: "The Golden Fleece" O: "The Golden Fleece" E: "The Golden Fleece" B: "The Golden Fleece"</p> <p><b>Lexiles</b> A: 450L O: 540L E: 500L B: 680L</p>	<p><b>Reading/Writing Workshop:</b> Organization; Genre</p> <p><b>Literature Anthology:</b> Organization; Specific Vocabulary; Genre</p>	<p><b>Vocabulary Words:</b> <i>invented, money, prices, purchase, record, system, value, worth</i></p> <p><b>Additional Domain Words:</b> <i>credit cards</i></p> <p><b>Build Vocabulary:</b> <i>shear, portrait, club, stale, self-sufficient, slightly, digital</i></p> <p><b>Vocabulary Strategy:</b> Paragraph Clues</p>	<p><i>against, anymore, complete, enough, river, rough, sometimes, stranger, terrible, window</i></p>	<p><i>charity, image, popular, portrait, symbol</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Segmentation; Phoneme Substitution; Phoneme Reversal</p> <p><b>Phonics/Spelling Skill:</b> Vowel Team Syllables</p> <p><b>Structural Analysis:</b> Comparative Endings: -er, -est (with spelling changes)</p> <p><b>Decodable Reader:</b> <i>The Rainy Day</i></p>	Intonation	<p><b>Writing Trait:</b> Organization: Strong Conclusions</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources:</b> Reading/Writing Workshop: <i>The Life of a Dollar Bill</i> Literature Anthology: <i>Money Madness</i>, "King Midas and the Golden Touch"</p> <p><b>Grammar Skill:</b> Adverbs and Prepositional Phrases</p> <p><b>Grammar Mechanics:</b> Capitalization</p>	<p><b>Project:</b> Where does money come from and where does it go? Make a Flow Chart</p>



# Grade 2 • Unit 6 • Scope and Sequence

Big Idea: How on Earth?  What keeps our world working?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 6: Informative/ Explanatory Writing  Summary; Research Report	Research
<p><b>Week 5</b></p> <p><b>Weekly Concept:</b> The World of Ideas</p> <p><b>Essential Question:</b> Where can your imagination take you?</p> <p><b>Connect to Science:</b> Discover how making observations can help you understand text.</p>	<p><b>Title:</b> "Give Me a Brown Box," "Music Sends Me"</p> <p><b>Genre:</b> Poetry</p> <p><b>Strategy:</b> Summarize</p>	<p><b>Short Text:</b> "A Box of Crayons," "What Story is This?," "The Ticket"</p> <p><b>Lexile:</b> NP</p> <p><b>Genre:</b> Poetry</p> <p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Point of View</p> <p><b>Text Features:</b> Rhyme</p>	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Point of View</p> <p><b>Main Selection</b> <b>Genre:</b> Poetry</p> <p><b>Title:</b> "Books to the Ceiling," "I've Got This Covered," "Eating While Reading"</p> <p><b>Lexile:</b> NP</p> <p><b>Paired Selection</b> <b>Genre:</b> Poetry</p> <p><b>Title:</b> "Clay Play," "Crayons"</p> <p><b>Lexile:</b> NP</p>	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Point of View</p> <p><b>Main Selection</b> <b>Genre:</b> Fiction</p> <p><b>Titles:</b> A: <i>Matt's Journey</i> O: <i>A Fantastic Day!</i> E: <i>A Fantastic Day!</i> B: <i>A Day in Ancient Rome</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Poem</p> <p><b>Titles:</b> A: "Autumn Leaves," "The Orchestra" O: "A Butterfly Life," "Circus Day" E: "Pablo and I," "My Tiny Friend" B: "Lost and Found," "My Magic Car"</p> <p><b>Lexiles</b> A: 430L O: 560L E: 470L B: 640L</p>	<p><b>Reading/Writing Workshop:</b> Purpose; Lack of Prior Knowledge</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?</p>	<p><b>Vocabulary Words:</b> <i>create, dazzling, imagination, seconds</i></p> <p><b>Additional Academic Vocabulary:</b> <i>blend</i></p> <p><b>Vocabulary Strategy:</b> Metaphors</p>	<p><i>afternoon, ahead, anyone, everything, pretended, scientist, somehow, throughout, trouble, wherever</i></p>	<p><i>flash, igloo, moat, orchestra, snore</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Addition; Phoneme Substitution; Phoneme Segmentation</p> <p><b>Phonics/Spelling Skill:</b> <i>r</i>-controlled Vowel Syllables</p> <p><b>Structural Analysis:</b> Three (or more) Syllable Words</p> <p><b>Decodable Reader:</b> <i>How Bird Was Lured Away from Fire</i></p>	Expression	<p><b>Writing Trait:</b> Word Choice: Strong Words</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b> Reading/Writing Workshop: "A Box of Crayons," "What Story is This?," "The Ticket" Literature Anthology: "Books to the Ceiling," "I've Got This Covered," "Eating While Reading," "Clay Play," "Crayons"</p> <p><b>Grammar Skill:</b> Adjectives and Adverbs</p> <p><b>Grammar Mechanics:</b> Sentence Punctuation</p>	<p><b>Project:</b> Explore poetry and a poet's use of imagery. Review of a Poem</p> <p><b>Unit Level:</b> Research Skill: Visual Displays and Multimedia Presentations Unit Project: Self-select and develop from options for unit research projects.</p>
<p><b>Week 6</b></p> <p><b>Review and Assessment</b></p>	➔											