

GRADE 2 UNIT SCOPE AND SEQUENCES

Unit 1: The Classroom Community (Fiction and Nonfiction)

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|--|--|---|------------------|
| Week 1 | | | |
| Whole-Class Reading Texts: <i>McDuff Moves In</i> <i>Sometimes I Feel Like a Fox</i> | Comprehension | <ul style="list-style-type: none"> Listen to and discuss stories Discuss a character's feelings Make text-to-self connections | |
| Vocabulary | (Begins in Week 3) | | |
| Word Study Texts: <i>There's an Ant in Anthony</i> | Spelling patterns | <ul style="list-style-type: none"> Learn the purpose of Word Study Listen to and discuss a story Learn and use the procedure for sorting words Review short and long vowel sounds Read and sort words with short and long vowel sounds | Class Assessment |
| Independent Work: Setting the Foundation | Procedures Work habits | <ul style="list-style-type: none"> Learn the purposes of independent work Learn procedures and build stamina for independent reading and writing Discuss and choose writing ideas Develop independent work habits | Class Assessment |
| Social Development in Whole-Class Instruction | Classroom community Caring environment Listening and speaking skills | <ul style="list-style-type: none"> Learn and practice classroom procedures Work responsibly Listen respectfully Share thinking | |

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Unit 1: The Classroom Community (Fiction and Nonfiction) *(continued)*

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|--|--|--|------------------|
| Week 2 | | | |
| Whole-Class Reading Texts: <i>Sheila Rae, the Brave</i> | Comprehension Fluency | <ul style="list-style-type: none"> ▪ Listen to and discuss a story ▪ Discuss characters' feelings ▪ Make text-to-self connections ▪ Echo read part of the story and read with expression | Class Assessment |
| Vocabulary | (Begins in Week 3) | | |
| Word Study | Spelling patterns | <ul style="list-style-type: none"> ▪ Review spellings of the long <i>a</i> sound ▪ Read and sort words with long <i>a</i> spellings ▪ Learn the procedure for recording a sort | Class Assessment |
| Independent Work: Setting the Foundation | Procedures Work habits | <ul style="list-style-type: none"> ▪ Discuss and choose writing ideas ▪ Choose books for toolboxes ▪ Learn procedures for independent word work ▪ Build stamina for working independently ▪ Develop independent work habits | Class Assessment |
| Social Development in Whole-Class Instruction | Classroom community Caring environment Listening and speaking skills | <ul style="list-style-type: none"> ▪ Learn "Turn to your Partner" ▪ Listen carefully and respectfully ▪ Share thinking ▪ Take turns talking and listening ▪ Follow classroom procedures ▪ Handle materials responsibly | |

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Unit 1: The Classroom Community (Fiction and Nonfiction) *(continued)*

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|--|--|---|--|
| Week 3 | | | |
| Whole-Class Reading Texts: <i>Girl Wonder: A Baseball Story in Nine Innings</i> | Comprehension | <ul style="list-style-type: none"> ▪ Listen to and discuss a story ▪ Make text-to-self connections ▪ Make and discuss predictions ▪ Identify the main events and retell the story ▪ Discuss the organization of the story | Class Assessment Small-Group Placement Assessment (begin administering) |
| Vocabulary Texts: <i>Girl Wonder: A Baseball Story in Nine Innings</i> | Word knowledge Word-learning strategies | <ul style="list-style-type: none"> ▪ Learn and use the words <i>hurl</i>, <i>pester</i>, <i>guarantee</i>, and <i>glare</i> ▪ Discuss synonyms | |
| Word Study | Spelling patterns | <ul style="list-style-type: none"> ▪ Review spellings of the long <i>o</i> sound ▪ Read and sort words with long <i>o</i> spellings ▪ Discuss homophones ▪ Discuss the spelling <i>ow</i> ▪ Learn the procedure for sorting in pairs | Class Assessment |
| Independent Work: Setting the Foundation | Procedures Work habits | <ul style="list-style-type: none"> ▪ Learn procedures for reading and exchanging books ▪ Write and share information ▪ Build stamina for independent work ▪ Develop independent work habits | Class Assessment |
| Social Development in Whole-Class Instruction | Classroom community Caring environment Listening and speaking skills | <ul style="list-style-type: none"> ▪ Learn “Think, Pair, Share” ▪ Listen respectfully ▪ Share thinking ▪ Participate in partner work and class discussions ▪ Handle materials responsibly and share them fairly ▪ Work responsibly in pairs | |

Unit 2: Focus on Making Connections (Fiction)

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|--|--|---|---|
| Week 1 | | | |
| Whole-Class Reading Texts: <i>Jamaica Tag-Along</i> | Comprehension | <ul style="list-style-type: none"> ▪ Listen to and discuss a story ▪ Discuss characters' feelings ▪ Make text-to-self connections ▪ Learn procedures for Individualized Daily Reading (IDR) ▪ Practice choosing "just-right" books ▪ Read independently | Small-Group Placement Assessment (continue administering) |
| Vocabulary Texts: <i>Jamaica Tag-Along</i> | Word knowledge Word-learning strategies | <ul style="list-style-type: none"> ▪ Learn and use the words <i>eavesdrop</i>, <i>accompany</i>, <i>recreation</i>, and <i>content</i> ▪ Discuss shades of meaning | Class Assessment |
| Word Study | Spelling patterns | <ul style="list-style-type: none"> ▪ Review spellings of the long <i>i</i> and <i>u</i> sounds ▪ Read words with long <i>i</i> and <i>u</i> sounds ▪ Read and sort words with long <i>i</i> spellings ▪ Discuss the spelling <i>u_e</i> as in <i>flute</i> ▪ Name word categories and learn about outliers | Class Assessment |
| Independent Work: Setting the Foundation | Procedures Work habits | <ul style="list-style-type: none"> ▪ Learn procedures for working in and rotating between work areas ▪ Build stamina for working independently ▪ Develop independent work habits | Class Assessment |

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Unit 2: Focus on Making Connections (Fiction) *(continued)*

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|--|--|--|------------------|
| Social Development in Whole-Class Instruction | Listening and speaking skills Collaboration | <ul style="list-style-type: none"> ▪ Explain and share thinking ▪ Act considerately ▪ Handle and share materials responsibly ▪ Listen respectfully ▪ Work responsibly | |
| Week 2 | | | |
| Whole-Class Reading Texts: <i>The Invisible Boy</i> | Comprehension | <ul style="list-style-type: none"> ▪ Listen to, retell, and discuss a story ▪ Discuss characters' feelings ▪ Refer to the story to support thinking ▪ Explore illustrations ▪ Make text-to-self connections ▪ Write about and draw connections ▪ Read independently and use a reading log | Class Assessment |
| Vocabulary Texts: <i>The Invisible Boy</i> | Word knowledge Word-learning strategies | <ul style="list-style-type: none"> ▪ Learn and use the words <i>notice</i>, <i>exclude</i>, <i>introduce</i>, and <i>present</i> ▪ Discuss words with multiple meanings | Class Assessment |
| Word Study | Spelling patterns | <ul style="list-style-type: none"> ▪ Review spellings of the long e sound ▪ Read and sort words with long e spellings ▪ Learn a strategy for spelling homophones ▪ Learn to sort words by syllables ▪ Learn a strategy for reading words that end with y | Class Assessment |
| Social Development in Whole-Class Instruction | Listening and speaking skills | <ul style="list-style-type: none"> ▪ Listen respectfully ▪ Share and explain thinking ▪ Reflect on behavior ▪ Handle and share materials responsibly ▪ Work responsibly in pairs | |

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Unit 2: Focus on Making Connections (Fiction) *(continued)*

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|--|---|---|------------------|
| Week 3 | | | |
| Whole-Class Reading Texts: <i>The Three Little Pigs</i> | Comprehension | <ul style="list-style-type: none"> ▪ Listen to, retell, and discuss a folktale ▪ Make and confirm predictions ▪ Discuss the folktale's message ▪ Make text-to-self connections ▪ Make and discuss predictions ▪ Learn a procedure for and practice self-monitoring ▪ Read independently and self-monitor | Class Assessment |
| Vocabulary Texts: <i>The Three Little Pigs</i> | Word knowledge Word-learning strategies | <ul style="list-style-type: none"> ▪ Draw and write vocabulary words ▪ Learn and use the words <i>gobble</i>, <i>impolite</i>, <i>dash</i>, and <i>approach</i> ▪ Discuss the prefix <i>im-</i> ▪ Review shades of meaning | Class Assessment |
| Word Study | Spelling patterns Phonological awareness | <ul style="list-style-type: none"> ▪ Read and sort words with <i>r</i>-controlled vowels spelled <i>er</i>, <i>ir</i>, <i>ur</i>, <i>ar</i>, and <i>or</i> ▪ Do "Build That Word" | Class Assessment |
| Social Development in Whole-Class Instruction | Listening and speaking skills | <ul style="list-style-type: none"> ▪ Share and explain thinking ▪ Listen respectfully ▪ Handle materials responsibly ▪ Work responsibly | |

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Unit 2: Focus on Making Connections (Fiction) *(continued)*

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|--|---|---|---|
| Week 4 | | | |
| Whole-Class Reading Texts: <i>The Three Little Wolves and the Big Bad Pig</i> | Comprehension | <ul style="list-style-type: none"> ▪ Listen to and discuss a folktale ▪ Make and confirm predictions ▪ Discuss the folktale’s message ▪ Make text-to-text connections ▪ Refer to the story to support thinking ▪ Read independently and make text-to-text connections | Class Assessment IDR Conference Student Progress Assessment Social Skills Assessment |
| Vocabulary Texts: <i>The Three Little Wolves and the Big Bad Pig</i> | Word knowledge Word-learning strategies | <ul style="list-style-type: none"> ▪ Learn and use the words <i>kindhearted</i>, <i>fragrant</i>, <i>usual</i>, and <i>unusual</i> ▪ Discuss compound words ▪ Discuss antonyms | Class Assessment Student Progress Assessment |
| Word Study | Spelling patterns | <ul style="list-style-type: none"> ▪ Review the spellings <i>oo</i>, <i>ow</i>, and <i>ew</i> ▪ Read and sort words with the sounds /ōō/ and /ou/ ▪ Discuss a strategy for spelling homophones ▪ Learn about open sorting ▪ Learn the procedure for guided spelling ▪ Practice spelling words with <i>r</i>-controlled vowels ▪ Discuss writing and spelling | Class Assessment Student Progress Assessment |
| Social Development in Whole-Class Instruction | Caring environment Listening and speaking skills | <ul style="list-style-type: none"> ▪ Act in a caring way ▪ Listen respectfully ▪ Share thinking ▪ Reflect on behavior ▪ Handle and share materials responsibly ▪ Work responsibly | |

Unit 3: Focus on Visualizing (Nonfiction, Poetry, and Fiction)

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|--|---|---|------------------|
| Week 1 | | | |
| <p>Whole-Class Reading</p> <p>Texts:</p> <p><i>The Things That I Love About Trees</i></p> | Comprehension | <ul style="list-style-type: none"> ▪ Listen to, visualize, and discuss a nonfiction book ▪ Draw, share, and discuss mental images ▪ Learn the procedure for conferring about books ▪ Read independently and self-monitor and make connections | IDR Conference |
| <p>Vocabulary</p> <p>Texts:</p> <p><i>The Things That I Love About Trees</i></p> | <p>Word knowledge</p> <p>Word-learning strategies</p> | <ul style="list-style-type: none"> ▪ Learn and use the words <i>crumpled</i>, <i>swell</i>, <i>evergreen</i>, and <i>collection</i> ▪ Review compound words ▪ Discuss the suffix <i>-ion</i> | Class Assessment |
| <p>Word Study</p> | Spelling patterns | <ul style="list-style-type: none"> ▪ Review spellings <i>oi</i>, <i>oy</i> and <i>au</i>, and <i>aw</i> ▪ Read words and sort words with the sounds /oi/ and /aw/ ▪ Review open sorting and determine categories and sort words into categories ▪ Spell words with the sounds /oo/ and /ou/ | Class Assessment |

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Unit 3: Focus on Visualizing (Nonfiction, Poetry, and Fiction) *(continued)*

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|---|---|--|------------------------------------|
| Social Development in Whole-Class Instruction | Caring environment Listening and speaking skills | <ul style="list-style-type: none"> ▪ Act considerately toward others ▪ Take turns talking and listening ▪ Listen respectfully ▪ Handle and share materials responsibly ▪ Listen respectfully ▪ Work responsibly ▪ Share thinking | |
| Week 2 | | | |
| Whole-Class Reading Texts: "Bees, Bothered by Bold Bears, Behave Badly" "Raccoon" | Comprehension | <ul style="list-style-type: none"> ▪ Listen to, visualize, and discuss a poem ▪ Discuss alliteration ▪ Identify sensory details ▪ Discuss, draw, and share mental images ▪ Discuss beat in the poem ▪ Read independently and make text-to-self connections and visualize | Class Assessment IDR Conference |
| Vocabulary Texts: "Bees, Bothered by Bold Bears, Behave Badly" "Raccoon" | Word knowledge Word-learning strategies | <ul style="list-style-type: none"> ▪ Draw and write about vocabulary words ▪ Learn and use the words <i>behave</i>, <i>misbehave</i>, <i>racket</i>, and <i>discover</i> ▪ Discuss the prefix <i>mis-</i> | Class Assessment |
| Word Study | Word analysis | <ul style="list-style-type: none"> ▪ Review the inflectional ending <i>-ing</i> ▪ Discuss base words ▪ Learn a strategy for reading words with the ending <i>-ing</i> ▪ Read and sort words with the ending <i>-ing</i> | Class Assessment |

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Unit 3: Focus on Visualizing (Nonfiction, Poetry, and Fiction) *(continued)*

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|--|---|---|---|
| Social Development in Whole-Class Instruction | Caring environment Listening and speaking skills | <ul style="list-style-type: none"> ▪ Listen respectfully ▪ Take turns talking and listening ▪ Share and explain thinking ▪ Handle and share materials responsibly ▪ Act considerately toward others ▪ Work responsibly ▪ Take responsibility for learning and behavior | |
| Week 3 | | | |
| Whole-Class Reading Texts: <i>Amy's Light</i> | Comprehension | <ul style="list-style-type: none"> ▪ Listen to, visualize, retell, and discuss a story ▪ Draw, write about, share, and discuss mental images ▪ Read independently and visualize ▪ Fill out reading logs and share entries | Class Assessment IDR Conference Student Progress Assessment |
| Vocabulary Texts: <i>Amy's Light</i> | Word knowledge Word-learning strategies | <ul style="list-style-type: none"> ▪ Learn and use the words <i>innocence</i>, <i>giddy</i>, <i>flicker</i>, and <i>suddenly</i> ▪ Discuss the suffix <i>-ly</i> ▪ Review words with multiple meanings and shades of meaning | Class Assessment Student Progress Assessment |
| Word Study | Word analysis | <ul style="list-style-type: none"> ▪ Review the inflectional ending <i>-ed</i> ▪ Learn a strategy for reading words with the ending <i>-ed</i> ▪ Read and sort words with the ending <i>-ed</i> ▪ Spell words with the inflectional ending <i>-ing</i> | Class Assessment Student Progress Assessment |

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Unit 3: Focus on Visualizing (Nonfiction, Poetry, and Fiction) *(continued)*

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|--|---|--|-----------------|
| Social Development in Whole-Class Instruction | Caring environment Listening and speaking skills | <ul style="list-style-type: none"> ▪ Act considerately toward others ▪ Share partners' thinking ▪ Take turns talking and listening ▪ Handle materials responsibly ▪ Listen respectfully | |

Unit 4: Focus on Making Inferences (Fiction)

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|--|--|---|---|
| Week 1 | | | |
| Whole-Class Reading Texts: <i>Erandi's Braids</i> | Comprehension Fluency | <ul style="list-style-type: none"> ▪ Listen to and discuss a story ▪ Explore setting and the story's ending ▪ Make inferences and refer to the story to support thinking ▪ Read with attention to punctuation ▪ Think about and discuss main characters ▪ Read independently and self-monitor and make text-to-self connections | IDR Conference |
| Vocabulary Texts: <i>Erandi's Braids</i> | Word knowledge Word-learning strategies | <ul style="list-style-type: none"> ▪ Learn and use the words <i>prepare, grip, huddle, and gaze</i> ▪ Use context to determine word meanings ▪ Review shades of meaning | Class Assessment |
| Word Study | Spelling patterns Word analysis | <ul style="list-style-type: none"> ▪ Review simple, complex, and <i>r</i>-controlled vowels, and inflectional endings ▪ Determine categories and sort words into categories | Class Assessment Word Study Assessment |

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Unit 4: Focus on Making Inferences (Fiction) *(continued)*

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|---|--|---|------------------------------------|
| Social Development in Whole-Class Instruction | Listening and speaking skills | <ul style="list-style-type: none"> ▪ Share partners' thinking ▪ Handle and share materials responsibly ▪ Work responsibly in pairs ▪ Explain thinking ▪ Participate in partner work and class discussions | |
| Week 2 | | | |
| Whole-Class Reading Texts: <i>Benji, the Bad Day, and Me</i> | Comprehension | <ul style="list-style-type: none"> ▪ Listen to and discuss a story ▪ Explore how characters' feelings change ▪ Make, discuss, and write about inferences ▪ Refer to the story to support thinking ▪ Read independently and discuss main characters and make inferences | Class Assessment IDR Conference |
| Vocabulary Texts: <i>Benji, the Bad Day, and Me</i> | Word knowledge Word-learning strategies | <ul style="list-style-type: none"> ▪ Draw and write about vocabulary words ▪ Learn and use the words <i>necessary</i>, <i>optional</i>, <i>gush</i>, and <i>compassionate</i> ▪ Review antonyms | Class Assessment |
| Word Study Texts: <i>AlphaOops! The Day Z Went First</i> | Alphabetizing Word analysis | <ul style="list-style-type: none"> ▪ Listen to and discuss a story ▪ Learn to alphabetize ▪ Review and spell words with the inflectional endings <i>-ing</i> and <i>-ed</i> | Class Assessment |
| Social Development in Whole-Class Instruction | Listening and speaking skills | <ul style="list-style-type: none"> ▪ Use discussion prompts ▪ Take turns talking and listening ▪ Share and explain thinking ▪ Listen respectfully ▪ Handle and share materials responsibly ▪ Work responsibly in pairs | |

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Unit 4: Focus on Making Inferences (Fiction) *(continued)*

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|--|--|---|---|
| Week 3 | | | |
| Whole-Class Reading Texts: <i>Chester's Way</i> | Comprehension Fluency | <ul style="list-style-type: none"> ▪ Listen to and discuss a story ▪ Make and confirm predictions ▪ Explore problem and solutions ▪ Make, discuss, and write about inferences ▪ Refer to the story to support thinking ▪ Discuss the story's message ▪ Read independently and think about problem and solution and make inferences ▪ Fill out reading log and share entries | Class Assessment IDR Conference Student Progress Assessment |
| Vocabulary Texts: <i>Chester's Way</i> | Word knowledge Word-learning strategies | <ul style="list-style-type: none"> ▪ Determine categories and sort words into categories ▪ Learn and use the words <i>precaution</i>, <i>rarely</i>, <i>duplicate</i>, and <i>disguise</i> ▪ Discuss the prefix <i>pre-</i> ▪ Review synonyms and antonyms ▪ Review using context to determine word meanings | Class Assessment Student Progress Assessment |
| Word Study | Alphabetizing | <ul style="list-style-type: none"> ▪ Read words and put them in alphabetical order ▪ Learn the procedure for independent spelling practice | Class Assessment Student Progress Assessment |
| Social Development in Whole-Class Instruction | Listening and speaking skills | <ul style="list-style-type: none"> ▪ Use discussion prompts ▪ Take turns talking and listening respectfully ▪ Handle materials responsibly ▪ Share partners' thinking ▪ Work responsibly in pairs ▪ Take responsibility for learning and behavior | |

Unit 5: Focus on Wondering (Fiction and Nonfiction)

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|---|--|--|--|
| Week 1 | | | |
| Whole-Class Reading Texts: <i>Across the Bay</i> | Comprehension | <ul style="list-style-type: none"> ▪ Listen to and discuss a story ▪ Wonder and make predictions about the story ▪ Discuss a main character ▪ Read independently and self-monitor, wonder, and make inferences ▪ Write about what is wondered ▪ Refer to texts to support thinking | IDR Conference |
| Vocabulary Texts: <i>Across the Bay</i> | Word knowledge Word-learning strategies | <ul style="list-style-type: none"> ▪ Draw and write about vocabulary words ▪ Learn and use the words <i>fetch</i>, <i>murmur</i>, <i>sturdiest</i>, and <i>lounge</i> ▪ Discuss the suffix <i>-est</i> ▪ Use a print dictionary | Class Assessment |
| Word Study | Spelling patterns Syllabication | <ul style="list-style-type: none"> ▪ Spell words from a previous sort ▪ Read and sort words with consonant-/e syllables | Class Assessment (Optional) Spelling Test |
| Social Development in Whole-Class Instruction | Listening and speaking skills | <ul style="list-style-type: none"> ▪ Share ideas with one another ▪ Work responsibly in pairs ▪ Handle and share materials responsibly ▪ Take responsibility for learning and behavior | |

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Unit 5: Focus on Wondering (Fiction and Nonfiction) *(continued)*

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|--|---|---|--|
| Week 2 | | | |
| Whole-Class Reading Texts: <i>Ruby's Wish</i> | Comprehension | <ul style="list-style-type: none"> ▪ Listen to, discuss, and wonder about a story ▪ Write about what is wondered ▪ Discuss the story's message ▪ Make inferences ▪ Read independently and wonder ▪ Refer to texts to support thinking | Class Assessment IDR Conference |
| Vocabulary Texts: <i>Ruby's Wish</i> | Word knowledge Word-learning strategies | <ul style="list-style-type: none"> ▪ Learn and use the words <i>shriek</i>, <i>praise</i>, <i>impressed</i>, and <i>accept</i> ▪ Review synonyms | Class Assessment |
| Word Study | Spelling patterns Syllabication Word analysis Phonological awareness | <ul style="list-style-type: none"> ▪ Review and spell words with consonant-<i>l</i>-e syllables ▪ Read, discuss, and sort words with the suffixes <i>-er</i> and <i>-est</i> ▪ Do "Build That Word" | Class Assessment (Optional) Spelling Test |
| Social Development in Whole-Class Instruction | Listening and speaking skills | <ul style="list-style-type: none"> ▪ Build on one another's thinking ▪ Share ideas with one another ▪ Handle and share materials responsibly ▪ Work responsibly in pairs ▪ Listen respectfully | |

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Unit 5: Focus on Wondering (Fiction and Nonfiction) *(continued)*

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|--|--|--|---|
| Week 3 | | | |
| Whole-Class Reading Texts: <i>The Tale of Peter Rabbit</i> <i>Beatrix Potter</i> | Comprehension | <ul style="list-style-type: none"> ▪ Listen to, discuss, and explore a story and a nonfiction books ▪ Make inferences ▪ Wonder about the author and the story ▪ Identify what is learned about a topic ▪ Write about what is wondered ▪ Read independently and wonder ▪ Share reading log entries | Class Assessment IDR Conference Student Progress Assessment |
| Vocabulary Texts: <i>Beatrix Potter</i> | Word knowledge Word-learning strategies | <ul style="list-style-type: none"> ▪ Learn and use the words <i>occasionally</i>, <i>encourage</i>, <i>disapprove</i>, and <i>approve</i> ▪ Discuss the prefix <i>dis-</i> ▪ Review antonyms and the suffix <i>-ly</i> | Class Assessment Student Progress Assessment |
| Word Study | Spelling patterns Word analysis | <ul style="list-style-type: none"> ▪ Review and spell, words with the suffixes <i>-er</i> and <i>-est</i> ▪ Read and sort words with the suffixes <i>-er</i>, <i>-est</i>, and <i>-ly</i> | Class Assessment Student Progress Assessment (Optional) Spelling Test |
| Social Development in Whole-Class Instruction | Classroom community Caring environment Listening and speaking skills | <ul style="list-style-type: none"> ▪ Work responsibly in pairs ▪ Share ideas with one another ▪ Share partners' thinking ▪ Listen respectfully ▪ Handle and share materials responsibly | |

Unit 6: Focus on Making Connections (Nonfiction)

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|--|--|---|--|
| Week 1 | | | |
| Whole-Class Reading Texts: <i>The Doctor with an Eye for Eyes</i> | Comprehension | <ul style="list-style-type: none"> ▪ Listen to and discuss parts of a biography ▪ Make, write about, and share text-to-self connections ▪ Read independently and self-monitor and make text-to-self connections ▪ Refer to IDR texts to support thinking | IDR Conference |
| Vocabulary Texts: <i>The Doctor with an Eye for Eyes</i> | Word knowledge Word-learning strategies | <ul style="list-style-type: none"> ▪ Learn and use the words <i>clever</i>, <i>accomplish</i>, <i>plight</i>, and <i>specialist</i> ▪ Discuss the suffix <i>-ist</i> | Class Assessment |
| Word Study | Spelling patterns Word analysis | <ul style="list-style-type: none"> ▪ Review and spell words with the suffix <i>-ly</i> ▪ Read words with suffixes <i>-er</i>, <i>-or</i>, and <i>-ist</i> ▪ Discuss multiple meanings of the suffix <i>-er</i> ▪ Read and sort words with the suffixes <i>-er</i>, <i>-or</i>, <i>-ist</i>, and <i>-est</i> | Class Assessment (Optional) Spelling Test |
| Social Development in Whole-Class Instruction | Listening and speaking skills | <ul style="list-style-type: none"> ▪ Share thinking ideas with one another ▪ Listen respectfully ▪ Contribute different ideas ▪ Handle materials responsibly ▪ Work responsibly | |

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Unit 6: Focus on Making Connections (Nonfiction) *(continued)*

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|--|--|---|--|
| Week 2 | | | |
| Whole-Class Reading Texts: <i>Farmer Will Allen and the Growing Table</i> | Comprehension | <ul style="list-style-type: none"> ▪ Listen to and discuss a biography and make text-to-text connections ▪ Read independently and make text-to-self and text-to-text connections ▪ Write about and share connections ▪ Refer to IDR texts to support thinking | Class Assessment IDR Conference |
| Vocabulary Texts: <i>Farmer Will Allen and the Growing Table</i> | Word knowledge Word-learning strategies | <ul style="list-style-type: none"> ▪ Draw and write about vocabulary words ▪ Learn and use the words <i>plentiful</i>, <i>droop</i>, <i>beneficial</i>, and <i>globally</i> ▪ Review the suffix <i>-ly</i> | Class Assessment |
| Word Study | Spelling patterns Word analysis | <ul style="list-style-type: none"> ▪ Review and spell words with suffixes <i>-er</i>, <i>-or</i>, and <i>-ist</i> ▪ Read and sort words with the suffixes <i>-less</i> and <i>-ful</i> ▪ Discuss antonyms | Class Assessment (Optional) Spelling Test |
| Social Development in Whole-Class Instruction | Listening and speaking skills | <ul style="list-style-type: none"> ▪ Contribute different ideas ▪ Share thinking and ideas with one another ▪ Handle materials responsibly ▪ Listen respectfully ▪ Work responsibly | |

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Unit 6: Focus on Making Connections (Nonfiction) *(continued)*

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|--|---|---|---|
| Week 3 | | | |
| Whole-Class Reading Texts: <i>Spring After Spring</i> | Comprehension | <ul style="list-style-type: none"> ▪ Listen to and discuss a biography ▪ Make text-to-text and text-to-world connections ▪ Write about and share connections ▪ Read independently and make connections ▪ Refer to IDR texts to support thinking ▪ Fill out reading logs and share entries | Class Assessment IDR Conference Student Progress Assessment Social Skills Assessment |
| Vocabulary Texts: <i>Spring After Spring</i> | Word knowledge Word-learning strategies Word analysis | <ul style="list-style-type: none"> ▪ Determine categories and sort words into categories ▪ Learn and use the words “chime in”, <i>chatter</i>, <i>environment</i>, and <i>precious</i> ▪ Discuss idioms ▪ Review words with multiple meanings | Class Assessment Student Progress Assessment |
| Word Study | Spelling patterns Syllabication Word analysis | <ul style="list-style-type: none"> ▪ Review and spell, words with consonant-<i>l-e</i> and the suffixes <i>-er</i> and <i>-est</i> ▪ Read and sort words with consonant-<i>l-e</i> and the suffixes <i>-er</i>, <i>-est</i>, <i>-or</i>, and <i>-ly</i> ▪ Read words with the suffix <i>-ful</i> and <i>-less</i> ▪ Learn about morphemic transformations | Class Assessment Word Study Assessment Student Progress Assessment |

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Unit 6: Focus on Making Connections (Nonfiction) *(continued)*

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|--|---|---|-----------------|
| Social Development in Whole-Class Instruction | Listening and speaking skills Community building | <ul style="list-style-type: none"> ▪ Contribute different ideas ▪ Share ideas with one another ▪ Handle and share materials responsibly ▪ Listen respectfully ▪ Work responsibly ▪ Reflect on classroom community | |

Unit 7: Focus on Wondering (Nonfiction)

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|--|--|---|------------------|
| Week 1 | | | |
| Whole-Class Reading Texts: <i>City Hawk: The Story of Pale Male</i> | Comprehension | <ul style="list-style-type: none"> ▪ Listen to, discuss, and wonder about a nonfiction book ▪ Identify what is learned about a topic ▪ Read independently ▪ Write, discuss, and share “I wonder” statements ▪ Preview nonfiction texts ▪ Refer to IDR texts to support thinking | IDR Conference |
| Vocabulary Texts: <i>City Hawk: The Story of Pale Male</i> | Word knowledge Word-learning strategies | <ul style="list-style-type: none"> ▪ Draw and write about vocabulary words ▪ Learn and use the words <i>glimpse</i>, <i>swoop</i>, <i>tirelessly</i>, and <i>observation</i> ▪ Review shades of meaning and the suffix <i>-ly</i> ▪ Discuss the suffix <i>-ation</i> | Class Assessment |

(continues)

Unit 7: Focus on Wondering (Nonfiction) *(continued)*

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|---|---|---|--|
| Word Study | Spelling patterns Word analysis Syllabication | <ul style="list-style-type: none"> ▪ Review and spell words with the suffixes <i>-less</i> and <i>-ful</i> ▪ Read words with multiple suffixes by syllable ▪ Learn a strategy for finding the meanings of unfamiliar words ▪ Review morphemic transformations ▪ Read words with one suffix and multiple suffixes | Class Assessment (Optional) Spelling Test |
| Social Development in Whole-Class Instruction | Listening and speaking skills | <ul style="list-style-type: none"> ▪ Share partners' thinking ▪ Listen carefully and respectfully ▪ Handle materials responsibly ▪ Work responsibly | |
| Week 2 | | | |
| Whole-Class Reading Texts: <i>Life in a Coral Reef</i> | Comprehension | <ul style="list-style-type: none"> ▪ Listen to, visualize, and discuss a nonfiction book ▪ Identify and discuss what is learned ▪ Write about and share what is learned and wondered ▪ Read independently and ask and answer questions about texts read ▪ Preview nonfiction texts ▪ Refer to IDR texts to support thinking | Class Assessment IDR Conference |
| Vocabulary Texts: <i>Life in a Coral Reef</i> | Word knowledge Word-learning strategies | <ul style="list-style-type: none"> ▪ Learn and use the words <i>stream</i>, <i>overflow</i>, <i>inflation</i>, and <i>camouflage</i> ▪ Review words with multiple meanings ▪ Review compound words ▪ Review the suffix <i>-ion</i> | Class Assessment |

(continues)

Unit 7: Focus on Wondering (Nonfiction) *(continued)*

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|--|---|---|---|
| Word Study | Spelling patterns Word analysis | <ul style="list-style-type: none"> Review suffixes and spell words with previously learned patterns Read words with the prefix <i>un-</i> Read and sort words with prefixes and suffixes Discuss synonyms | Class Assessment (Optional) Spelling Test |
| Social Development in Whole-Class Instruction | Listening and speaking skills | <ul style="list-style-type: none"> Share partners' thinking Handle and share materials responsibly Listen respectfully Work responsibly | |
| Week 3 | | | |
| Whole-Class Reading Texts: "Jungle Life" <i>How High in the Rainforest?</i> | Comprehension | <ul style="list-style-type: none"> Listen to, discuss, and wonder about a nonfiction article and book Discuss, write about, and share information learned Read independently and ask and answer questions about texts read Explore a website Refer to IDR texts to support thinking Fill out reading logs and share entries | Class Assessment IDR Conference Student Progress Assessment |
| Vocabulary "Jungle Life" <i>How High in the Rainforest?</i> Teacher-Selected Website | Word knowledge Word-learning strategies | <ul style="list-style-type: none"> Learn and use the words <i>variety</i>, <i>shelter</i>, "catch your eye", and <i>humid</i> Review idioms | Class Assessment Student Progress Assessment |
| Word Study | Spelling patterns Syllabication Word analysis | <ul style="list-style-type: none"> Review and spell, words with prefix <i>un-</i> Read words with the prefix <i>re-</i> Read and sort words with prefixes and suffixes | Class Assessment Student Progress Assessment (Optional) Spelling Test |

(continues)

Unit 7: Focus on Wondering (Nonfiction) *(continued)*

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|--|-------------------------------|---|-----------------|
| Social Development in Whole-Class Instruction | Listening and speaking skills | <ul style="list-style-type: none"> ▪ Share partners' thinking ▪ Work responsibly ▪ Listen respectfully ▪ Handle and share materials responsibly | |

Unit 8: Focus on Using Text Features (Nonfiction)

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|---|---|--|--|
| Week 1 | | | |
| Whole-Class Reading Texts: <i>Discover Mars</i> "What is Mars?" | Comprehension | <ul style="list-style-type: none"> ▪ Listen to, discuss, and wonder about nonfiction texts ▪ Use text features ▪ Discuss information learned ▪ Discuss "I wonder" statements ▪ Compare and contrast two nonfiction texts ▪ Read independently and self-monitor and use text features ▪ Refer to IDR texts to support thinking | IDR Conference |
| Vocabulary Texts: <i>Discover Mars</i> | Word knowledge Word-learning strategies | <ul style="list-style-type: none"> ▪ Learn and use the words <i>ancient</i>, <i>partially</i>, <i>average</i>, and "blow your mind" ▪ Draw and write about vocabulary words ▪ Review using a print dictionary ▪ Review shades of meaning ▪ Review idioms | Class Assessment |
| Word Study | Spelling patterns Word analysis Syllabication | <ul style="list-style-type: none"> ▪ Review and spell words with the prefix <i>re-</i> ▪ Learn about and read open and closed syllables | Class Assessment (Optional) Spelling Test |

(continues)

Unit 8: Focus on Using Text Features (Nonfiction) *(continued)*

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|--|--|---|--|
| Social Development in Whole-Class Instruction | Listening and speaking skills | <ul style="list-style-type: none"> ▪ Share thinking ▪ Listen respectfully ▪ Handle materials responsibly ▪ Work responsibly ▪ Take responsibility for learning and behavior | |
| Week 2 | | | |
| Whole-Class Reading Texts: “Make a Balloon Rocket” “What Is a Rocket?” “Blast Off!” | Comprehension | <ul style="list-style-type: none"> ▪ Listen to and discuss a functional text and nonfiction articles ▪ Use text features and write about what is learned from text features ▪ Discuss the connections between a series of steps in a technical procedure ▪ Discuss information learned ▪ Compare and contrast two nonfiction texts ▪ Read independently and ask and use text features ▪ Refer to IDR texts to support thinking | Class Assessment IDR Conference |
| Vocabulary Texts: “What Is a Rocket?” | Word knowledge Word-learning strategies | <ul style="list-style-type: none"> ▪ Draw and write about vocabulary words ▪ Learn and use the words <i>liquid</i>, <i>solid</i>, <i>possible</i>, and <i>impossible</i> ▪ Review antonyms ▪ Review the prefix <i>im-</i> | Class Assessment |
| Word Study | Syllabication | <ul style="list-style-type: none"> ▪ Review and spell compound words ▪ Divide words into syllables ▪ Read and sort two-syllable words ▪ Apply knowledge of syllables to reading longer words | Class Assessment (Optional) Spelling Test |

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Unit 8: Focus on Using Text Features (Nonfiction) *(continued)*

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|--|---|---|---|
| Social Development in Whole-Class Instruction | Listening and speaking skills | <ul style="list-style-type: none"> ▪ Share thinking ▪ Listen respectfully ▪ Handle materials responsibly ▪ Word responsibly ▪ Take responsibility for learning and behavior | |
| Week 3 | | | |
| Whole-Class Reading Texts: Teacher-Selected Website <i>Discover Mars</i> | Comprehension | <ul style="list-style-type: none"> ▪ Explore a website ▪ Use and discuss text features ▪ Read independently and use text features ▪ Write about and share research ▪ Fill out reading logs and share entries | Class Assessment IDR Conference Student Progress Assessment |
| Vocabulary Texts: <i>Discover Mars</i> IDR Texts | Word knowledge Word-learning strategies Word analysis | <ul style="list-style-type: none"> ▪ Determine categories and sort words into categories ▪ Learn and use the words <i>evidence</i> and <i>lopsided</i> ▪ Use an online dictionary | Class Assessment Student Progress Assessment |
| Word Study | Spelling patterns Syllabication Word analysis | <ul style="list-style-type: none"> ▪ Review, spell, read, and sort two-syllable words ▪ Review open syllables ▪ Divide words before or after a single consonant | Class Assessment Student Progress Assessment (Optional) Spelling Test |
| Social Development in Whole-Class Instruction | Listening and speaking skills | <ul style="list-style-type: none"> ▪ Share thinking ▪ Listen respectfully ▪ Handle and share materials responsibly ▪ Word responsibly ▪ Take responsibility for learning and behavior | |

Unit 9: Determining Important Ideas (Nonfiction and Fiction)

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|--|--|---|--|
| Week 1 | | | |
| Whole-Class Reading Texts: "The Perils of Plastic" "Coral Reefs at Risk" "Meet Anna Du" | Comprehension | <ul style="list-style-type: none"> ▪ Listen to and discuss nonfiction articles ▪ Make and confirm predictions ▪ Identify important ideas and identify how reasons can support ideas ▪ Read independently and self-monitor, preview, wonder, and learn ▪ Refer to IDR texts to support thinking | IDR Conference |
| Vocabulary Texts: "Coral Reefs at Risk" "Meet Anna Du" | Word knowledge Word-learning strategies | <ul style="list-style-type: none"> ▪ Draw and write about vocabulary words ▪ Learn and use the words <i>marine</i>, <i>brilliant</i>, <i>navigate</i>, and <i>finalist</i> ▪ Review words with multiple meanings ▪ Review the suffix <i>-ist</i> | Class Assessment |
| Word Study | Spelling patterns Word analysis | <ul style="list-style-type: none"> ▪ Learn about the schwa sound ▪ Review and read words with the suffixes <i>-tion</i>, <i>-sion</i>, and <i>-ion</i> | Class Assessment (Optional) Spelling Test |
| Social Development in Whole-Class Instruction | Listening and speaking skills | <ul style="list-style-type: none"> ▪ Share partner time in a fair way ▪ Give reasons to support thinking ▪ Listen respectfully ▪ Share thinking ▪ Work responsibly | |

(continues)

Unit 9: Determining Important Ideas (Nonfiction and Fiction) *(continued)*

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|--|--|--|--|
| Week 2 | | | |
| Whole-Class Reading Texts: “Zoos Are Good for Animals” “Zoos Are Not Good for Animals” | Comprehension | <ul style="list-style-type: none"> ▪ Listen to and discuss opinion articles ▪ Identify and write about important ideas ▪ Describe how reasons support specific points ▪ Compare two articles on a single topic ▪ Write about, share, and discuss opinions ▪ Read independently and determine important ideas ▪ Refer to IDR texts to support thinking | Class Assessment IDR Conference |
| Vocabulary Texts: “Zoos Are Good for Animals” “Zoos Are Not Good for Animals” | Word knowledge Word-learning strategies | <ul style="list-style-type: none"> ▪ Learn and use the words <i>treat, provide, conservation, and appreciate</i> ▪ Review using context to determine word meanings ▪ Review words with multiple meanings ▪ Review the suffix <i>-ation</i> | Class Assessment |
| Word Study | Syllabication High-frequency word recognition | <ul style="list-style-type: none"> ▪ Spell high-frequency words with irregular spellings ▪ Read polysyllabic words | Class Assessment (Optional) Spelling Test |

(continues)

Unit 9: Determining Important Ideas (Nonfiction and Fiction) *(continued)*

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|--|--|---|--|
| Social Development in Whole-Class Instruction | Listening and speaking skills | <ul style="list-style-type: none"> ▪ Share partner time in a fair way ▪ Give reasons to support thinking ▪ Work responsibly in pairs ▪ Handle materials responsibly ▪ Listen respectfully ▪ Share thinking | |
| Week 3 | | | |
| Whole-Class Reading Texts: <i>My Two Blankets</i> <i>Erandi's Braids</i> | Comprehension | <ul style="list-style-type: none"> ▪ Listen to and discuss a story and revisit a familiar story ▪ Make text-to-self connections and make inferences ▪ Identify important ideas and discuss the story's message ▪ Read independently and determine important ideas ▪ Refer to IDR texts to support thinking | Class Assessment IDR Conference |
| Vocabulary Texts: <i>My Two Blankets</i> | Word knowledge Word-learning strategies | <ul style="list-style-type: none"> ▪ Learn and use the words <i>immigrate</i>, <i>befriend</i>, <i>persevere</i>, and <i>cold</i> ▪ Review words with multiple meanings | Class Assessment |
| Word Study | Syllabication High-frequency word recognition | <ul style="list-style-type: none"> ▪ Spell high-frequency words with irregular spellings ▪ Read and sort polysyllabic words | Class Assessment (Optional) Spelling Test |

(continues)

Unit 9: Determining Important Ideas (Nonfiction and Fiction) *(continued)*

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|---|--|---|---|
| Social Development in Whole-Class Instruction | Listening and speaking skills | <ul style="list-style-type: none"> ▪ Share partner time in a fair way ▪ Give reasons to support thinking ▪ Work responsibly in pairs ▪ Handle and share materials responsibly ▪ Listen respectfully ▪ Share thinking | |
| Week 4 | | | |
| Whole-Class Reading Texts: <i>Big Al</i> | Comprehension | <ul style="list-style-type: none"> ▪ Listen to and discuss a story ▪ Identify the problem and solution ▪ Discuss the story's message and make inferences ▪ Write and share about and reflect on important ideas ▪ Read independently and determine important ideas ▪ Refer to IDR texts to support thinking | Class Assessment IDR Conference |
| Vocabulary Texts: <i>Big Al</i> | Word knowledge Word-learning strategies | <ul style="list-style-type: none"> ▪ Learn and use the words "steer clear", <i>flop</i>, <i>delightful</i>, and <i>bulge</i> ▪ Review idioms ▪ Review using context to determine word meanings | Class Assessment |
| Word Study | Word analysis High-frequency word recognition | <ul style="list-style-type: none"> ▪ Spell contractions ▪ Review prefixes and suffixes ▪ Read and sort words with multiple affixes | Class Assessment Word Study Assessment |

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Unit 9: Determining Important Ideas (Nonfiction and Fiction) *(continued)*

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|--|-------------------------------|---|---|
| Social Development in Whole-Class Instruction | Listening and speaking skills | <ul style="list-style-type: none"> ▪ Share partner time in a fair way ▪ Give reasons to support thinking ▪ Handle and share materials responsibly ▪ Listen respectfully ▪ Share partners' thinking ▪ Work responsibly | |
| Week 5 | | | |
| Whole-Class Reading Texts: <i>The Manic Panic</i> | Comprehension | <ul style="list-style-type: none"> ▪ Listen to and discuss a story and review comprehension strategies ▪ Make inferences and discuss the story's message ▪ Discuss favorite kinds of texts ▪ Write about and share plans for summer reading ▪ Read independently and use comprehension strategies and revisit reading lives ▪ Discuss, write about, and reflect on contributions to the classroom community | Class Assessment IDR Conference Student Progress Assessment Social Skills Assessment |
| Vocabulary Texts: <i>The Manic Panic</i> | Word knowledge | <ul style="list-style-type: none"> ▪ Learn and use the words <i>brimming</i>, <i>fling</i>, <i>whimper</i>, and <i>grumble</i> | Class Assessment Student Progress Assessment |

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Unit 9: Determining Important Ideas (Nonfiction and Fiction) *(continued)*

| STRAND | INSTRUCTIONAL FOCUS | SKILLS/ACTIVITIES | ASSESSMENT TYPE |
|--|---|--|--|
| <p>Word Study</p> <p>Texts:</p> <p><i>Max's Words</i></p> | <p>Syllabication</p> <p>Word analysis</p> | <ul style="list-style-type: none"> ▪ Listen to and discuss a story and review words from the story ▪ Review and categorize Word Study words ▪ Apply learning to read polysyllabic words | <p>Class Assessment</p> <p>Student Progress Assessment</p> |
| <p>Social Development in Whole-Class Instruction</p> | <p>Classroom community</p> <p>Caring environment</p> <p>Listening and speaking skills</p> | <ul style="list-style-type: none"> ▪ Listen respectfully ▪ Share thinking ▪ Share partner time in a fair way ▪ Give reasons to support thinking ▪ Work responsibly ▪ Reflect on behavior | |