



English Language Arts Curriculum Map: Wonders Grade 2 Unit 3



Introduction

In the Spring of 2020, Memphis Shelby County Schools (MSCS) convened an official committee to review and vote for K-12 Literacy curricula to be implemented for SY 2020-21. The committee engaged in several professional learning opportunities. The goal of these professional learning sessions was to ensure that committee members were able to make informed decisions around high quality instructional materials. As indicated by the official results, the following products were selected by majority vote: **McGraw-Hill Wonders** for K-5 and **Pearson My Perspectives** for 6-12.

What does this mean?

As expected with any new adoption many things will change. Student tasks and activities, along with many of the selected texts and materials will change. Unit topics and even sequencing may change. However, there are some instructional norms that we are committed to as a district that will not change:

- There will continue to be a focus on collaborative and intentional planning. We know that to implement a lesson that meets the expectations of the standards, teachers must internalize the lesson and its intended outcomes and intentionally plan for these outcomes.
- With this in mind, we are still committed to providing students with lessons implemented with *integrity*. This means that lessons fully meet the expectations of the instructional shifts and the TN Academic standards.
- MSCS continues to be committed to strengthening early (K-2) and continuing literacy (3-12).



Teacher Support

Across the nation, school districts are facing ongoing challenges due to teacher shortages and the need to support a growing number of new and novice educators—many of whom may not have a background in education. To meet the diverse needs of new, novice, and returning teachers, we have curated curriculum resources designed to provide practical, standards-based instructional support.

For grades K–5, lesson planning PowerPoints have been developed, while grades 6–12 educators can access comprehensive lesson planning guides. These resources include targeted, standards-aligned instructional guidance, clear student expectations, quick access to essential teaching materials, student work examples and answer keys, explicit writing opportunities, and much more. Click [\[here\]](#) to access the kindergarten through fifth grade lesson planning resources.

Vision of ELA Instruction

In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.

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- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and meaning-based competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

Effective ELA instruction

In our ELA classrooms, research-based instructional practices will include:

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and meaning-based competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and meaning-based competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

How to Use the Curriculum Map

The curriculum map is meant to **support effective planning and instruction**; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making bring instructional materials to life in the classroom.



Guidance for ELA Instruction

In K-5, ELA instruction focuses on meaning based and foundational skills instruction. The *Wonders* curriculum is comprehensive and integrates both meaning based and foundational skills instruction. The ELA block includes both whole group and small group instruction. In K-2 a minimum of 120 minutes should be dedicated to literacy instruction. While in 3-5, 90 minutes is the expectation. The components for whole group and small group instruction are spelled out in the curriculum maps and the instructional frameworks that address pacing within the lessons. During the core or whole group teachers are expected to engage all students in the learning. Meanwhile, during small group the teacher will work with groups of students to engage in instruction that is specific to that group's needs. While the teacher is working with a small group, the other students are expected to engage in workstation activities. Suggested workstation activities are provided in the Wonders curriculum and highlighted in the curriculum maps.

ESL: English Language Development

To support teachers in helping to ensure success for Multilingual Learners (MLs) in the general education classroom, the Wonders curriculum provides recommendations for scaffolds throughout the curriculum. ESL supports will be found in purple in the Teacher's Edition. ESL Supports aligned to the unit lessons can be found in the Bridge to English resource located in the digital platform. These supports include Language Objectives, Spanish cognates, suggested vocabulary, and scaffolds to promote academic and language growth. To access Bridge to English, click on your grade level: [Kindergarten](#), [1st Grade](#), [2nd Grade](#), [3rd Grade](#), [4th Grade](#), [5th Grade](#). Additional supports for Newcomers in grades K-2 can be found in the Newcomer Teacher's Guide, which should be utilized in the ELD support block.

The ELPA21 English Language Proficiency (ELP) standards can be found here: <https://elpa21.org/wp-content/uploads/2023/02/1.2.2-ELP-Standards-2014.pdf>

 Reading Resource Toolkit	
Instructional Supports	
ConnectEd https://my.mheducation.com/login	ConnectEd, the Wonders curriculum online platform contains digitized copies of all print materials. It also contains professional development videos, a resource library and daily presentations to support instruction.
Wonders Scope and Sequence https://drive.google.com/drive/folders/1fM8P0NvAMTPeGDHpNiZb0rHCzxDsR2MC?usp=sharing	Click here to access Wonders Foundational Skills Scope and Sequence for K-5. These documents outline the grade level's instructional trajectory.
Pacing Calendars https://bit.ly/3W03DZc	Pacing Calendars have been embedded in the curriculum maps to provide pacing guidance for each quarter. Please use this suggested pacing as a guide only. It is understood that teachers may be up to 1 week ahead or 1 week behind, depending on their individual class needs.
Instructional Routines https://drive.google.com/file/d/14-gTs2oWoZQ8xBhBtBFdyaTIUAmK3WZ1/view?usp=sharing	The Instructional Routines Handbook provides step-by-step guides to key instructional practices embedded in the Wonders program. Routines reflect best classroom practices and help students focus on the new learning task, rather than learning a new way to do



MSCS Wonders – Grade 2 Unit 3 Curriculum Map

	something.
The Tennessee ELA Standards: https://bit.ly/46RErKW	Teachers can access the Tennessee State Standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level.
Managing Small Groups https://tinyurl.com/y9xhq3z	This book by Vicki Gibson and Doug Fisher provides methodology and guidelines for implementing differentiated instruction in the classroom.
Instructional Framework Gr2 Wonders ELA Instructional Framework.docx	The 2nd Grade Instructional Framework is designed to provide guidance around the 90-minute Wonders literacy block. While the time allocations shown align to the Wonders curriculum expectations, diverse building, and grade-level structures, as well as student needs and instructional goals, may influence scheduling within the ELA block.
Engagement Protocols https://bit.ly/3MhsfHK	This collection of classroom engagement protocols and strategies are designed to provide teachers with a list of engagement ideas that can be used during instruction in order to promote active engagement and collaboration which can lead to increased student performance.
English Language Development (ELD) Standards Crosswalks https://bit.ly/3IsHjEe	A standards crosswalk is a tool designed to align different sets of standards, enabling educators to compare expectations and identify areas of intersection. In this document, the Tennessee English Language Development (ELD) Standards are systematically cross-walked with the Tennessee Academic Standards in English Language Arts (ELA) to support integrated instructional planning for English learners (ELs).
Foundational Skills Support	
K-2 Essentials https://bit.ly/4fgE9je	K-2 teachers should keep the K-2 Essentials in mind during their planning to ensure that foundational skills instruction is effective and engaging for all K-2 students. By integrating explicit and systematic teaching methods, utilizing decodable readers, and incorporating multisensory learning strategies, educators can create a structured and supportive learning environment.
Florida Center for Reading Research https://fcrr.org/	A team of researchers and teachers at FCRR collected ideas and created Student Center Activities for use in pre-kindergarten through fifth grade classrooms. The activities are designed for students to practice, demonstrate, and extend their learning of what has already been taught, sometimes with teacher assistance and sometimes independently. Students can complete the activities in small groups, pairs, or individually. Accompanying these Student Center Activities is a Teacher Resource Guide that offers important insights on differentiated instruction and how to use the Student Center materials.



MSCS Wonders – Grade 2 Unit 3 Curriculum Map

Achieve the Core Foundational Skills https://achievethecore.org/category/1206/ela-literacy-foundational-skills	Student Achievement Partners, through Achieve the Core have provided a variety of resources regarding foundational skills. These resources include foundational skills professional development. Links to all these resources and more can be accessed through the url provided.
Best for All: TN Foundational Skills Resources https://bestforall.tnedu.gov/	These resources, which include Sounds First, TNFSCS, and videos were developed to support students' foundational skills acquisition.

Note: To access the resource click the link. If the link does not open when clicked, copy and paste the link into your browser's search engine.



November 2025 Pacing Calendar

Suggested Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 5 Quarter 2 <i>Review, Extend, and Assess</i>	3 Unit 2 Week 6 Days 1/2	4 Unit 2 Week 6 Days 3/4	5 Unit 2 Week 6 Day 5	6 Unit 3 Week 1 Day 1	7 Unit 3 Week 1 Day 2
Week 6 Quarter 2 <i>Phonological Awareness: Identify and Generate Rhyme</i> <i>Phonemic Awareness: Categorization, Blending</i> <i>Phonics: long a; a, ai, ay, ea, ei, eigh, ey</i> <i>High Frequency Words: about, around, good, great, idea, often, part, second, two, world</i> <i>Structural Analysis: Contractions with ‘s, ‘re, ‘ll, ‘ve</i> <i>Grammar: Action Verbs, Book Titles</i>	10 In-Service (Students Out)	11 Veterans’ Day (Students Out)	12 Unit 3 Week 1 Day 3	13 Unit 3 Week 1 Day 4	14 Unit 3 Week 1 Day 5
Week 7 Quarter 2 <i>Phonemic Awareness: isolation Substitution Blending</i> <i>Categorization</i> <i>Phonics: long i i, y, igh, ie</i> <i>High Frequency Words: also, apart, begin, either, hundred, over, places, those, which, without</i> <i>Structural Analysis: Open Syllables</i> <i>Grammar: Present Tense, Verbs, Commas in a Series</i>	17 Unit 3 Week 2 Day 6	18 Unit 3 Week 2 Day 7	19 Unit 3 Week 2 Day 8	20 Unit 3 Week 2 Day 9	21 Unit 3 Week 2 Day 10
	24 Thanksgiving Break (Students Out)	25 Thanksgiving Break (Students Out)	26 Thanksgiving Break (Students Out)	27 Thanksgiving Break (Students Out)	28 Thanksgiving Break (Students Out)

Notes: Click [\[here\]](#) to access your grade level’s new lesson planning resources.

School is November 24-November 28 due to the Thanksgiving holiday break. *Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind, depending on their individual class needs.* **Noteworthy:** During the month of November, students will be out of school due to holidays as well as Inservice. **Therefore, the first week of November’s pacing calendar indicates the need to combine some of the flex days during week 6. Week 6, of course, is a flex week with less daily task expectation which allows time for combining lessons. By engaging in this way, Unit 3 week 1, which is task heavy, will not be impacted by the number of days students are out in November.**



December 2025 Pacing Calendar

Suggested Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 8 Quarter 2 <i>Phonemic Awareness: Isolation, Substitution, Blending, Categorization</i> <i>Phonics: Long o; o, oa, ow, oe</i> <i>High Frequency Words: better, group, long, more, only, our, started, three, who, won't</i> <i>Structural Analysis: Contractions with not</i> <i>Grammar: Past and future tense verbs, letter</i>	1 Unit 3 Week 3 Day 1	2 Unit 3 Week 3 Day 2	3 Unit 3 Week 3 Day 3	4 Unit 3 Week 3 Day 4	5 Unit 3 Week 3 Day 5
Week 9 Quarter 2 <i>Phonological Awareness: Identify Syllables, Phonemic Awareness: Categorization, Blending</i> <i>Phonics: Long E; e, ee, ea, ie, y, ey, e_e</i> <i>High Frequency Words: After, before every, few, first, hear, hurt, old, special, would</i> <i>Structural Analysis: Plurals with -s, -es, change y to i</i> <i>Grammar: Subject-Verb Agreement, Abbreviations</i>	8 Unit 3 Week 4 Day 6	9 Unit 3 Week 4 Day 7	10 Unit 3 Week 4 Day 8	11 Unit 3 Week 4 Day 9	12 Unit 3 Week 4 Day 10
Week 10 Quarter 2 <i>Phonological Awareness: Identify and Generate Alliteration</i> <i>Phonemic Awareness: Addition and Deletion, Blending</i> <i>Phonics: Long u; U_e, ue, u, ew</i> <i>High Frequency Words: America, beautiful, began, climbed, come, country, didn't give, live, turned.</i> <i>Structural Analysis: Comparative Endings -er, -est</i> <i>Grammar: The verb have, Sentence punctuation</i>	15 Unit 3 Week 5 Day 1	16 Unit 3 Week 5 Day 2	17 Unit 3 Week 5 Day 3	18 Unit 3 Week 5 Day 4	19 Unit 3 Week 5 Day 5
	22 Winter Break (Students Out)	23 Winter Break (Students Out)	24 Winter Break (Students Out)	25 Winter Break (Students Out)	26 Winter Break (Students Out)

Notes: Notes: Winter Break extends from December 22, 2025-January 2, 2026. Students return to school on January 6, 2026.

Q2 ends December 19, 2025, and Q3 begins January 6, 2026.

Notes: Click [here](#) to access your grade level's new lesson planning resources.



January 2026 Pacing Calendar

Suggested Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday
	29 Winter Break (Students Out)	30 Winter Break (Students Out)	31 Winter Break (Students Out)	1 Winter Break (Students Out)	2 Winter Break (Students Out)
Week 1 Quarter 3 Review, Extend, Assess	5 Winter Break (Students Out)	6 Unit 3 Week 6 Day 1 <i>Students Return 3rd 9 Weeks Begins</i>	7 Unit 3 Week 6 Day 2	8 Unit 3 Week 6 Day 3	9 Unit 3 Week 6 Day 4/5
Week 2 Quarter 3 Phonemic Awareness: Identify, Categorization, Blending Phonics: Silent letters, wr, kn, gn, mb, sc, High Frequency Words: below, colors, don't down, eat, many, morning, sleep, through, very. Structural Analysis: Prefixes, re-, un-, dis-; Suffixes -ful, -less Grammar: Linking Verbs; Letter Punctuation	12 Unit 4 Week 1 Day 1	13 Unit 4 Week 1 Day 2	14 Unit 4 Week 1 Day 3	15 Unit 4 Week 1 Day 4	16 Unit 4 Week 1 Day 5
Week 3 Quarter 3 Phonemic Awareness: Substitution, Blending, Addition Phonics: r-controlled vowel r /ûr/ er, ir, ur, or High Frequency Words: animal, away, building, found, from, Saturday, thought, today, toward, watch Structural Analysis: inflectional endings Grammar: Helping verbs; Book titles	19 Dr. Martin Luther King Jr. Day (Students Out)	20 Unit 4 Week 2 Day 6	21 Unit 4 Week 2 Day 7	22 Unit 4 Week 2 Day 8	23 Unit 4 Week 2 Day 9/10
Week 4 Quarter 3 Phonological Awareness: Identify and generate rhyme Phonemic Awareness: Substitution and Blending Phonics: r-controlled vowel /ôr/: or, ore, oar, and /âr/: ar High Frequency Words: ago, carry, certain, everyone, heavy, outside, people, problem, together, warm Structural Analysis: Plurals (irregular) Grammar: Irregular verbs, Capitalization of Proper nouns	26 Unit 4 Week 3 Day 1	27 Unit 4 Week 3 Day 2	28 Unit 4 Week 3 Day 3	29 Unit 4 Week 3 Day 4 <i>Parent/Teacher Conferences</i>	30 Unit 4 Week 3 Day 5

Notes: Quarter 3 begins on January 6, 2026. On the 4-day weeks, days 4 and 5 or days 9 and 10 are combined.

Notes: Click [here](#) to access your grade level's new lesson planning resources.



	Wonders Unit 3 Curriculum Map Grade 2	
Unit-at-a-Glance		
The Unit-at-a-Glance found here is designed to provide a high-level overview of the weekly reading skills found in the unit.		
Unit 3 Overview		
<p>The Genre Studies in Unit 3 highlight initiative, curiosity and creativity. The Habits of Learning focuses on helping students develop a positive attitude about learning, while the Classroom Culture focuses on promoting ownership of learning. The unit includes the following 3 Genre Studies:</p> <p>Genre Study 1: Narrative Nonfiction Text (Weeks 1 and 2)</p> <ul style="list-style-type: none">• <i>Key Features</i><ul style="list-style-type: none">○ Tells a story about a real person or people and real events○ Has a text structure that includes the order in which things happen, and may be based on problem and solution○ May have text features including photos and captions to give additional information• <i>Concept</i><ul style="list-style-type: none">○ Ways People Help• <i>Essential Question</i><ul style="list-style-type: none">○ How can people help out their community? <p>Genre Study 2: Fiction (Weeks 3 and 4)</p> <ul style="list-style-type: none">• <i>Key Features</i><ul style="list-style-type: none">○ Has a text structure that includes sequence, and may be based on problem and solution○ Uses made-up characters, settings, and events to tell a story with a beginning, a middle, and an end○ Is sometimes told from the point of view of a narrator, instead of a character in the story• <i>Concept</i><ul style="list-style-type: none">○ Look at the Sky• <i>Essential Question</i><ul style="list-style-type: none">○ What can we see in the sky? <p>Genre Study 3: Expository Informational Text (Week 5)</p> <ul style="list-style-type: none">• <i>Key Features</i><ul style="list-style-type: none">○ Uses text structure to organize information, such as description○ Gives facts, examples, and explanations about a topic○ Provides details to support a main idea○ May include text features, such as photos, captions, and graphics• <i>Concept</i><ul style="list-style-type: none">○ Yourself• <i>Essential Question</i>		



- How do you express yourself?

Review, Extend, and Assess (Week 6)

- Week 6 lessons review and extend previously taught skills. The unit assessment is to be given during this time. This week is meant to be used flexibly as well as provide time to address pacing.

Unit Assessments

The unit's assessments include progress monitoring at the end of each genre study as well as a unit assessment at the end of the unit.

The **Progress Monitoring Assessments** offers the opportunity to monitor students' progress in a steady and structured manner while providing formative assessment data. As students complete each week of the reading program, they will be assessed on their understanding of key instructional content.

Unit 1 Progress Monitoring	
Week	Progress monitoring details page #
Genre Study 1	T164
Genre Study 2	T320
Genre Study 3	T438

The **Unit Assessments** reports on the outcome of students' learning. As children complete each unit of the reading program, they will be assessed on their understanding of key instructional content. The results of Unit Assessments serve as a summative assessment by providing a status of current achievement in relation to students' progress through the curriculum. The focus of this unit's assessment is listed below, for additional details see T478.

UNIT 3 TESTED SKILLS

COMPREHENSION	VOCABULARY	GRAMMAR	WRITING
Author's Purpose Plot: Sequence Main Idea and Key Details Text Evidence Third-Person Point of View Photos and Captions Bar Graph Heads (Subheads) Graphic Features (Diagrams)	Synonyms Compound Words Prefixes PHONICS Long <i>a, i, o, e, u</i>	Action Verbs Present-, Past-, and Future-Tense Verbs Subject-Verb Agreement The Verb <i>Have</i>	Write About Text Writing Prompt



Instructional Routines

Instructional Routines are management tools that provide clear, step-by-step guidance for how children approach learning activities. Using routines helps teachers communicate expectations and help children to efficiently develop effective learning habits. Key routines used throughout Wonders are explained during Start Smart. In the Instructional Routines section of the curriculum maps, routines that are highlighted within the core instruction are listed in black. Additional routines that align to that day's instruction are noted in **green**. For further information regarding the Instructional Routines, see the *Instructional Routines Handbook* found [here](#).

ELL Scaffolds

ELL scaffolds for English Language Learners are embedded throughout the unit and found in each daily lesson. These scaffolds include beginning, intermediate and advanced instructional supports to help ELLs develop vocabulary, build fluency, and develop proficiency in speaking and writing. *The Bridge to English* resource found within the Teachers Edition will provide additional scaffolding support, make suggestions for pre-teaching key vocabulary, provide a language objective, and mini-lesson suggestions. Additionally, Newcomer support is provided by means of Newcomer activity cards and Beginning Level scaffolding suggestions found within the curriculum. The Newcomer Teachers Guide and related activities should only be utilized within the ELD support block to develop Social and Instructional Language for Newcomers.

Writing

For all grades, students write in response to each text they read. There are also Writing Process lessons in all grades. For kindergarten, a full set of lessons that support the Writing Process and writing in a specific genre appears in every even-numbered unit. For grade 1, the full set of lessons is in every unit. For grades 2–5, there are two complete Writing Process opportunities per unit, aligned to a specific genre. In this unit Genre Study 1 and 2 focus on Personal Narrative while Genre Study 3 focuses on Expository Essays. Additional TDOE Writing Supports (i.e., Writing Rubrics, Assessment Overview, Blueprints, Anchor Papers, etc.) can be found [here](#).

Self-Regulated Strategy Development (SRSD)

<https://srsdonline.org/free-materials/>

SRSD uses a six-stage gradual release model to teach writing strategies and build self-regulation. Instruction is delivered through six flexible, recursive stages: (1) Develop Background Knowledge, (2) Discuss It, (3) Model It, (4) Memorize It, (5) Support It, and (6) Independent Performance. Teachers guide students through activities in each stage as they initially learn to write with the SRSD model. Each stage includes key actions.



Genre Study 1: Narrative Nonfiction Week 1

Essential Question: How can people help out their communities?

Student Goals: Instructional goals for students are provided for each genre study in the Wonders curriculum. These instructional goals are communicated to parents on the online platform in the form of a *Family Letter*. Genre Study 1's goals can be found [here](#).

Backwards Mapping: Assessments

When planning for the lessons keep in mind the focus of the upcoming assessments. Progress monitoring (*administered weekly in K-1 and at the end of the genre study in 2nd-5th*), unit assessments (*administered at the end of each unit*), and selection test (*throughout the unit*) are some of the assessments provided within the Wonders curriculum. Click [here](#) to access a pdf of these Wonders assessments and [here](#) for more information about Wonders assessments, interpreting the results, and using that information for instructional planning.

Instructional Routines

Instructional Routines are powerful tools when incorporated into instruction, guiding students through familiar, established steps for exploring new concepts and applying knowledge. Beyond Start Smart, key [instructional routines](#) are featured in the Wonders TE and noted in black under the Instructional Routines column of the maps. Additional noteworthy routines that align to the day's instruction are listed in [green](#).

Day 1 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
2.RL.KID.1 2.RI.CS.5 2.SL.CC.3 2.SL.CC.1 2.SL.CC.2 2.FL.PWR.3.a 2.FL.PWR.3.e 2.FL.PWR.3.b 2.FL.PWR.3.g 22.FL.SC.6.d 2.FL.WC.4.a 2.FL.WC.4.f 2.FL.VA.7a.i 2.FL.VA.7a.ii 2.FL.VA.7a.v 2.FL.VA.7a.iii 2.FL.WC.4.d	Introduce the Concept T24–T25 Oral Vocabulary/Listening Comprehension T26–T27 Word Work T76–T83 <ul style="list-style-type: none"> Phonological Awareness: Identify and Generate Rhyme Phonics: Introduce, Blend words with Long <i>a</i> High-Frequency Words Decodable Reader: "Ray Saves the Play" Handwriting Read the Shared Read "Lighting Lives," T28–T33 Summarize Quick Write, T33 Vocabulary Words in Context, Synonyms, T34–T35 Grammar Action Verbs, T64–65 Spelling Words with Long <i>a</i> , T68–T69	<ul style="list-style-type: none"> Decodable Reader: "Ray Saves the Play" Shared Read, "Lighting Lives" 	<ul style="list-style-type: none"> Collaborative Conversation Oral Vocabulary Routine Close Reading Routine Phonemic Awareness Routines Phonics Routines HFW Routine Decodable Reader Routine



2.FL.WC.4.c 2.FL.PWR.3.f 2.FL.F.5.a			
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Word Work T80 • Structural Analysis: Contractions with 's, 're, 'll, 've/ Preteach Vocabulary T34–T35/ Grammar Talk About It, T64 Expand Vocabulary T72</p>			
Day 2 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher’s Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
2.RI.CS.5 2.RI.CS.6 2.RI.IK1.8 2.RL.KID.1 2.RI.IK1.7 2.FL.SC.6.k 2.FL.F.5.c 2.FL.F.5.a 2.FL.F.5.b 2.FL.SC.6.d 2.FL.PWR.3.a 2.FL.WC.4.a 2.FL.F.5.a 2.FL.VA.7a.i 2.FL.VA.7a.ii 2.FL.VA.7a.v 2.FL.VA.7a.iii 2.FL.PWR.3.b 2.FL.PWR.3.f	<p>Strategy Ask and Answer Questions, T36–T37 Text Features Photos and Captions, T38–T39 Skill Author's Purpose, T40–41 Word Work T86–T89</p> <ul style="list-style-type: none"> • Phonics: Blend, Build Words with Long <i>a</i> • Structural Analysis: Contractions with 's, 're, 'll, 've • Decodable Reader: "The Great Plains" <p>Shared Read Reread: Craft and Structure, T42–T43 Respond to Reading T44–T45 Study Skill/Research and Inquiry T48–T49 Grammar Action Verbs, T64</p>	<ul style="list-style-type: none"> • Shared Read, "Eagles and Eagles" 	<ul style="list-style-type: none"> • Research Process Routine • Phonics Routines



2.W.RBPK.8 2.W.RBPK.7 2.W.RW.10			
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Word Work T84–T85, T88 • Phonemic Awareness: Categorization • Phonics: Review Long <i>a</i> • High-Frequency Words Review Expression, T46–T47/Grammar Talk About It, T64/ Spelling Words with Long <i>a</i>, T68 /Expand Vocabulary T72</p>			
Day 3 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
2.RL.KID.1 2.RI.CS.6 2.RI.IKI.8 2.FL.SC.6.d 2.FL.PWR.3.a 2.FL.WC.4.a 2.FL.VA.7a.i 2.FL.VA.7a.ii 2.FL.VA.7a.v 2.FL.VA.7a.iii 2.FL.PWR.3.b 2.FL.PWR.3.f 2.FL.WC.4.d 2.FL.WC.4.c 2.FL.F.5.a	<p>Word Work T90–T91, T95–T97</p> <ul style="list-style-type: none"> • Phonemic Awareness: Blending • Phonics: Introduce Long <i>a</i>: <i>eight, ey</i> • High-Frequency Words • Decodable Reader: “Eight is Great!” <p>Read the Anchor Text <i>Biblioburro: A True Story from Colombia</i>, T49A–T49K</p> <p>Take Notes About Text T49A–T49K</p> <p>Grammar/Mechanics Action Verbs, Book Titles, T65</p> <p>Expand Vocabulary T64–T65</p>	<ul style="list-style-type: none"> • Decodable Reader, “Eight is Great!” in a Pond” • Anchor Text, “Biblioburro: A True Story from Colombia” 	<ul style="list-style-type: none"> • Close Reading Routine • Phonemic Awareness Routines • Phonics Routines • HFW Routine • Decodable Reader Routine



Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.

Word Work T92–T94 • Phonics: Blend, Build Words with Long *a* • Structural Analysis: Contractions with 's, 're, 'll, 've
Grammar Talk About It, T65/ **Spelling** Words with Long *a*, T69

Day 4 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
2.RL.KID.1 2.RI.CS.6 2.RI.IKI.8 2.FL.SC.6.d 2.FL.PWR.3.a 2.FL.WC.4.a 2.FL.VA.7a.i 2.FL.VA.7a.ii 2.FL.VA.7a.v 2.FL.VA.7a.iii 2.FL.PWR.3.f 2.FL.F.5.a	Word Work T99–T100 • Phonics: Blend, Build Words with Long <i>a</i> Read the Anchor Text <i>Biblioburro: A True Story from Colombia</i> , T49A–T49K Take Notes About Text T49A–T49K Respond to the Text T49L	• Anchor Text, “Biblioburro: A True Story from Colombia”	• Close Reading Routine • Respond to Text Routine • Phonics Routines

Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.

Word Work T98–101 • Phonemic Awareness: Categorization • Structural Analysis Review • High-Frequency Words Review •
 Decodable Reader: “What a Day!” /**Grammar** Action Verbs, T65/ **Grammar** Talk About It, T65/ **Spelling** Words with Long *a*, T69
Expand Vocabulary T73

Day 5 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
2.RI.CS.6 2.RI.IKI.8 2.RL.KID.1	Word Work T102 • Phonics: Blend Words, Build Words Reread the Anchor Text	• Anchor Text, “Biblioburro: A	• Close Reading • Phonics Routines



2.RI.CS.5 2.RI.IK1.7 2.FL.SC.6.d 2.FL.VA.7a.i 2.FL.PWR.3.a 2.FL.WC.4.a 2.FL.VA.7a.i 2.FL.VA.7a.ii 2.FL.VA.7a.v 2.FL.VA.7a.iii 2.FL.F.5.a 2.FL.PWR.3.f 2.FL.PWR.3.b 2.FL.PWR.3.f 2.FL.WC.4.d 2.FL.WC.4.c	<i>Biblioburro: A True Story from Colombia</i> , T49A–T49K Writing Expert Model, T56–T57 Spelling Words with Long <i>a</i> , T69	True Story from Colombia”	
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Word Work T102–103 • Phonemic Awareness: Blending • Structural Analysis: Contractions with ‘s, ‘re, ‘ll, ‘ve • High-Frequency Words / Grammar Action Verbs, T65 Grammar Talk About It, T65/ Expand Vocabulary T73</p>			
<p>Small Groups</p> <p>Small Group Instruction: During the teacher led small group, teachers should focus on the components of instruction that best align to the needs of the group. The differentiated instructional components for small groups are found on the yellow pages of the Wonders Teacher Editions. The yellow pages include instruction that focuses on leveled readers, skills, and independent practice. In Second Grade, the decodable readers can be revisited during small groups. However, they initially appear in whole group core instruction on Days 1, 3, 6, and 8. This means teachers will need to project the decodables on these days and engage with them whole group. It is also acceptable to engage students during small group in decodable readers instruction when needed.</p> <p>Workstations: The Wonders curriculum provides a variety of workstation opportunities for students to engage in small group and independent practice, which include Independent Reading, Writing, Research and Inquiry Projects, Digital Activities and Differentiated</p>			



Workstation Activity Cards. These activities align with the **Blended Learning Station Rotation Model**. They provide both **online and offline engagement opportunities**. The Workstation Cards identified for this week are *Reading Card 8, Reading Card 25, Social Studies Card 13, Phonics/Word Study Card 11, Phonics/Word Study 12 and Writing Card 1*. For more details about this week’s workstation options see pages T18 and T19 of Unit 3’s Teacher Edition.

Genre Study 1: Narrative Nonfiction Week 2			
Essential Question: How can people help out their community?			
Student Goals: Instructional goals for students are provided for each genre study in the Wonders curriculum. These instructional goals are communicated to parents on the online platform in the form of a <i>Family Letter</i> . Genre Study 1’s goals can be found here .			
Backwards Mapping: Assessments When planning for the lessons keep in mind the focus of the upcoming assessments. Progress monitoring (<i>administered weekly in K-1 and at the end of the genre study in 2nd-5th</i>), unit assessments (<i>administered at the end of each unit</i>), and selection test (<i>throughout the unit</i>) are some of the assessments provided within the Wonders curriculum. Click here to access a pdf of these Wonders assessments and here for more information about Wonders assessments, interpreting the results, and using that information for instructional planning.			
Instructional Routines Instructional Routines are powerful tools when incorporated into instruction, guiding students through familiar, established steps for exploring new concepts and applying knowledge. Beyond Start Smart, key instructional routines are featured in the Wonders TE and noted in black under the Instructional Routines column of the maps. Additional noteworthy routines that align to the day’s instruction are listed in green .			
Day 6 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher’s Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
2.RL.KID.1 2.RI.CS.6 2.RI.IKI.8 2.FL.SC.6 2.FL.SC.6.d 2.FL.PWR.3.a 2.FL.WC.4.a 2.FL.VA.7a.i 2.FL.VA.7a.ii 2.FL.VA.7a.v 2.FL.VA.7a.iii 2.FL.PWR.3.a	Word Work T104–T111 • Phonemic Awareness: Isolation • Phonics: Introduce, Blend Long <i>i</i> • High-Frequency Words • Decodable Reader: “High in the Sky” • Handwriting Reread the Anchor Text <i>Biblioburro: A True Story from Colombia</i> , T49A–T49K Respond to Reading T50–T51 Writing Plan , T58–T59 Grammar Present-Tense Verbs, T66 Spelling Words with Long <i>i</i> , T70	• Decodable Reader: “High in the Sky” • Anchor Text, “Biblioburro: A True Story from Colombia”	• Close Reading Routine • Phonemic Awareness Routines • Phonics Routines • HFW Routine • Decodable Reader Routine



MSCS Wonders – Grade 2 Unit 3 Curriculum Map

2.FL.PWR.3.f 2.FL.WC.4.d 2.FL.WC.4.c 2.FL.PWR.3.f 2.FL.F.5.a 2.FL.F.5.a 2.FL.WC.4.f 2.W.RBPK.8 2.W.PDW.4 2.W.RW.10			
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Word Work T108 • Structural Analysis: Open Syllables /Grammar Talk About It, T66/ Expand Vocabulary T72</p>			
Day 7 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
2.RL.KID.3 2.FL.SC.6 2.FL.SC.6.d 2.FL.WC.4.a 2.FL.VA.7a.i 2.FL.VA.7a.ii 2.FL.VA.7a.v 2.FL.VA.7a.iii 2.FL.PWR.3.a 2.FL.PWR.3.f 2.FL.F.5.a 2.W.PDW.4 2.W.RW.10	<p>Word Work T114–T116</p> <ul style="list-style-type: none"> Phonics: Blend, Build Words with Long <i>i</i> Structural Analysis: Open Syllables <p>Read the Paired Selection "Landing on Your Feet," T51A–T51D</p> <p>Writing Plan, T60–T61</p> <p>Grammar Present-Tense Verbs, T66</p> <p>Expand Vocabulary T72</p>	<ul style="list-style-type: none"> Paired Selection, "Landing on Your Feet" 	<ul style="list-style-type: none"> Phonics Routines



Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.

Word Work T112-T113, T117 • Phonemic Awareness: Substitution • Phonics: Review Long *i* • High-Frequency Words Review • Decodable Reader: "High in the Sky" /**Grammar** Talk About It, T66/ **Spelling** Words with Long *i*, T70

Day 8 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
2.RL.KID.3 2.FL.SC.6 2.FL.SC.6.d 2.FL.WC.4.a 2.FL.VA.7a.i 2.FL.VA.7a.ii 2.FL.VA.7a.v 2.FL.VA.7a.iii 2.FL.PWR.3.a 2.FL.PWR.3.f 2.FL.WC.4.d 2.FL.WC.4.c 2.FL.F.5.a 2.W.PDW.4 2.W.RW.10	Word Work T118– T125 • Phonemic Awareness: Blending • Phonics: Contrast Vowel Sounds • High-Frequency Words • Decodable Reader: "A Bright Flight" Reread the Paired Selection "Landing On Your Feet," T51A–T51D Author's Craft Time Words, T52–T53 Writing Draft, T62–T63 Grammar/Mechanics Present-Tense Verbs, Commas in a Series, T67 Expand Vocabulary T73	• Decodable Reader: "A Bright Flight" • Paired Selection, "Landing on Your Feet"	• Phonemic Awareness Routines • Phonics Routines • HFW Routine • Decodable Reader Routine

Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.

Word Work T120-T122 • Phonics: Blend, Build Words with Long *i* • Structural Analysis: Open Syllables /**Grammar** Talk About It, T66/ **Spelling** Words with Long *i*, T71



Day 9 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
2.RL.KID.1 2.RI.KI.9 2.FL.F.5.b 2.FL.SC.6 2.FL.SC.6.d 2.FL.WC.4.a 2.FL.VA.7a.i 2.FL.VA.7a.ii 2.FL.VA.7a.v 2.FL.VA.7a.iii 2.FL.PWR.3.a 2.FL.PWR.3.f 2.FL.F.5.a 2.W.PDW.4 2.W.RW.10	Word Work T127–T128 • Phonics: Blend, Build Words with Long <i>i</i> Fluency Expression and Phrasing, T54–T55 Writing Draft, T62–T63 Integrate Make Connections, T74	<ul style="list-style-type: none"> Fluency, “Biblioburro: A Connections, “The Mouse and the Lion” 	<ul style="list-style-type: none"> Close Reading Fluency Routines Phonics Routines
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Word Work T126, T129 • Phonemic Awareness: Categorization • Structural Analysis Review • High- Frequency Words Review • Decodable Reader: “A Bright Flight” / Grammar Present-Tense Verbs, T67 Grammar Talk About It, T66/ Spelling Words with Long <i>i</i>, T71/ Expand Vocabulary T73</p>			
Day 10 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
2.RL.KID.1 2.FL.SC.6 2.FL.SC.6.d 2.FL.PWR.3.a 2.FL.WC.4.a	Word Work T130 • Phonics: Blend, Build Words with Long <i>i</i> Writing Draft, T62–T63 Spelling Words with Long <i>i</i> , T71	<ul style="list-style-type: none"> Writing, “Landing on Your Feet” 	<ul style="list-style-type: none"> Phonics Routines



2.FL.VA.7a.i 2.FL.VA.7a.ii 2.FL.VA.7a.v 2.FL.VA.7a.iii 2.FL.PWR.3.f 2.FL.PWR.3.b 2.FL.WC.4.d 2.FL.WC.4.c 2.W.RBPK.8 2.W.PDW.6 2.W.PDW.4 2.W.RW.10	Research and Inquiry Present Your Work, T75 Progress Monitoring T164–T165		
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Word Work T130–T131 • Phonemic Awareness: Blending • Structural Analysis: Open Syllables • High-Frequency Words Grammar Present-Tense Verbs, T67/Grammar Talk About It, T66/ Expand Vocabulary T73</p>			
<p>Small Groups</p> <p>Small Group Instruction: During the teacher led small group, teachers should focus on the components of instruction that best align to the needs of the group. The differentiated instructional components for small groups are found on the yellow pages of the Wonders Teacher Editions. The yellow pages include instruction that focuses on leveled readers, skills, and independent practice. In Second Grade, the decodable readers can be revisited during small groups. However, they initially appear in whole group core instruction on Days 1, 3, 6, and 8. This means teachers will need to project the decodables on these days and engage with them whole group. It is also acceptable to engage students during small group in decodable readers instruction when needed.</p> <p>Workstations: The Wonders curriculum provides a variety of workstation opportunities for students to engage in small group and independent practice, which include Independent Reading, Writing, Research and Inquiry Projects, Digital Activities and Differentiated Workstation Activity Cards. These activities align with the Blended Learning Station Rotation Model. They provide both online and offline engagement opportunities. The Workstation Cards identified for this week are <i>Reading Card 8, Reading Card 25, Social Studies Card 13, Phonics/Word Study Card 11, Phonics/Word Study 12 and Writing Card 1</i>. For more details about this week’s workstation options see pages T18 and T19 of Unit 3’s Teacher Edition.</p>			



Genre Study 2: Fiction Week 3			
Essential Question: What can we see in the sky?			
Student Goals: Instructional goals for students are provided for each genre study in the Wonders curriculum. These instructional goals are communicated to parents on the online platform in the form of a <i>Family Letter</i> . Genre Study 2's goals can be found here .			
Backwards Mapping: Assessments When planning for the lessons keep in mind the focus of the upcoming assessments. Progress monitoring (<i>administered weekly in K-1 and at the end of the genre study in 2nd-5th</i>), unit assessments (<i>administered at the end of each unit</i>), and selection test (<i>throughout the unit</i>) are some of the assessments provided within the Wonders curriculum. Click here to access a pdf of these Wonders assessments and here for more information about Wonders assessments, interpreting the results, and using that information for instructional planning.			
Instructional Routines Instructional Routines are powerful tools when incorporated into instruction, guiding students through familiar, established steps for exploring new concepts and applying knowledge. Beyond Start Smart, key instructional routines are featured in the Wonders TE and noted in black under the Instructional Routines column of the maps. Additional noteworthy routines that align to the day's instruction are listed in green .			
Day 1 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
2.RL.KID.1 2.RL.IKI.7 2.SL.CC.1 2.SL.CC.3 2.FL.PWR.3.f 2.FL.PWR.3.g 2.FL.PWR.3.f 2.FL.F.5.a 2.SL.PKI.5 2.FL.SC.6 2.FL.SC.6.d 2.FL.VA.7a.i 2.FL.VA.7a.ii 2.FL.VA.7a.iii 2.FL.WC.4.a 2.FL.WC.4.d 2.FL.WC.4.c	Introduce the Concept T180–T181 Oral Vocabulary/Listening Comprehension T182–T183 Word Work T232–T239 <ul style="list-style-type: none"> Phonemic Awareness: Deletion Phonics: Introduce, Blend Long o High-Frequency Words Decodable Reader: "Three Goats and a Troll" Handwriting Read the Shared Read "Starry Night," T184–T189 Summarize Quick Write, T189 Vocabulary Words in Context, Compound Words, T190–T191 Grammar Past- and Future-Tense Verbs, T220 Spelling Words with Long o: o, oa, ow, oe, T224 Spelling Words with soft c and g, T224	<ul style="list-style-type: none"> Decodable Reader: "Three Goats and a Troll" Shared Read, "Starry Night" 	<ul style="list-style-type: none"> Collaborative Conversation Oral Vocabulary Routine Close Reading Routine Phonemic Awareness Routines Phonics Routines HFW Routine Decodable Reader Routine



2.FL.WC.4.f			
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Word Work T236 • Structural Analysis: Contractions with <i>not</i> /Preteach Vocabulary T190–T191/ Grammar Talk About It, T220 Expand Vocabulary T228</p>			
Day 2 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
2.RL.KID.1 2.RL.CS.6 2.RL.KID.3 2.RL.KID.2 2.RI.KID.1 2.FL.SC.6.k 2.FL.SC.6 2.FL.SC.6.d 2.FL.WC.4.a 2.FL.VA.7a.i 2.FL.VA.7a.ii 2.FL.VA.7a.iii 2.FL.PWR.3.f 2.FL.F.5.a 2.FL.F.5.c 2.FL.F.5.b 2.W.RBPK.8 2.W.RBPK.7 2.W.PDW.4 2.W.RW.10	<p>Strategy Reread, T192–T193</p> <p>Literary Elements Point of View, T194–T195</p> <p>Skill Plot: Sequence, T196–T197</p> <p>Word Work T242–T244</p> <ul style="list-style-type: none"> • Phonics: Blend, Build Words with Long o • Structural Analysis: Contractions with <i>not</i> <p>Shared Read Reread: Craft and Structure, T198–T199 Respond to Reading T200–T201</p> <p>Study Skill/Research and Inquiry T204–T205</p> <p>Grammar Past- and Future-Tense Verbs, T220</p>	<ul style="list-style-type: none"> • Shared Read, “Starry Night” 	<ul style="list-style-type: none"> • Research Process Routine • Phonics Routines
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p>			



Word Work T240–T245 • Phonemic Awareness: Substitution • Phonics: Review Long o • Decodable Reader: "Three Goats and a Troll" • High-Frequency Words Review /**Fluency** Intonation, T202–T203/ **Grammar** Talk About It, T220/ **Spelling** Words with Long o: o, oa, ow, oe, T224/ **Expand Vocabulary** T228

Day 3 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
2.RL.CS.5 2.RI.KID.1 2.FL.SC.6.d 2.FL.SC.6 2.FL.SC.6.d 2.FL.WC.4.a 2.FL.VA.7a.i 2.FL.VA.7a.ii 2.FL.VA.7a.iii 2.FL.VA.7a.iv 2.FL.PWR.3.f 2.FL.WC.4.d 2.FL.WC.4.c 2.FL.F.5.a	Word Work T246–T253 • Phonemic Awareness: Addition • Phonics: Contrast Vowel Sounds • High-Frequency Words • Decodable Reader: "A Rose Grows" Read the Anchor Text <i>Mr. Putter & Tabby See the Stars</i> , T205A–T205K Take Notes About Text T205A–T205K Grammar/Mechanics Past- and Future- Tense Verbs, Letter Punctuation, T221 Expand Vocabulary T229	<ul style="list-style-type: none"> Decodable Reader: "A Rose Grows" Read the Anchor Text, "Mr. Putter & Tabby See the Stars" 	<ul style="list-style-type: none"> Close Reading Routine Phonemic Awareness Routines Phonics Routines HFW Routine Decodable Reader Routine

Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.

Word Work T248–T250 • Phonics: Blend, Build Words with Long o • Structural Analysis: Contractions with *not*
Grammar Talk About It, T221/ **Spelling** Long o: o, oa, ow, oe, T225



Day 4 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
2.RL.CS.5 2.RI.KID.1 2.FL.SC.6 2.FL.SC.6.d 2.FL.WC.4.a 2.FL.VA.7a.i 2.FL.VA.7a.ii 2.FL.VA.7a.iii 2.FL.VA.7a.iv 2.FL.PWR.3.f 2.FL.F.5.a	Word Work T255–T256 Phonics: Blend, Build Words with Long o Read the Anchor Text <i>Mr. Putter & Tabby See the Stars</i> , T205A–T205K Take Notes About Text T205A-T205K Respond to the Text T205L	<ul style="list-style-type: none"> Read the Anchor Text, “Mr. Putter & Tabby See the Stars” 	<ul style="list-style-type: none"> Close Reading Routine Respond to Text Routine Phonics Routines
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Word Work T254–T257 • Phoneme Blending • Structural Analysis Review • High-Frequency Words Review • Decodable Reader: “A Rose Grows” Grammar Past- and Future-Tense Verbs, T221/ Grammar Talk About It, T221/ Spelling Words with Long o, T225/ Expand Vocabulary T229</p>			
Day 5 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
2.RL.CS.5 2.RI.KID.1 2.W.PDW.5 2.FL.SC.6 2.FL.SC.6.d 2.FL.WC.4.a 2.FL.VA.7a.i 2.FL.VA.7a.ii	Word Work T258 <ul style="list-style-type: none"> Phonics: Blend and Build Long o Reread the Anchor Text <i>Mr. Putter & Tabby See the Stars</i> , T205A–T205K Writing Revise, T212–T213 Spelling Words with Long o: o, oa, ow, oe, T225	<ul style="list-style-type: none"> Anchor Text, “Mr. Putter & Tabby See the Stars” 	<ul style="list-style-type: none"> Close Reading Routine Phonics Routines



2.FL.VA.7a.iii 2.FL.VA.7a.iv 2.FL.PWR.3.f 2.FL.WC.4.d 2.FL.WC.4.c			
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Word Work T258–T259 • Phonemic Awareness: Substitution • Structural Analysis: Contractions with <i>not</i> • High-Frequency Words /Grammar Past- and Future-Tense Verbs, T221/ Grammar Talk About It, T221/ Expand Vocabulary T229</p>			
<p>Small Groups</p> <p>Small Group Instruction: During the teacher led small group, teachers should focus on the components of instruction that best align to the needs of the group. The differentiated instructional components for small groups are found on the yellow pages of the Wonders Teacher Editions. The yellow pages include instruction that focuses on leveled readers, skills, and independent practice. In Second Grade, the decodable readers can be revisited during small groups. However, they initially appear in whole group core instruction on Days 1, 3, 6, and 8. This means teachers will need to project the decodables on these days and engage with them whole group. It is also acceptable to engage students during small group in decodable readers instruction when needed.</p> <p>Workstations: The Wonders curriculum provides a variety of workstation opportunities for students to engage in small group and independent practice, which include Independent Reading, Writing, Research and Inquiry Projects, Digital Activities and Differentiated Workstation Activity Cards. These activities align with the Blended Learning Station Rotation Model. They provide both online and offline engagement opportunities. The Workstation Cards identified for this week are <i>Reading Card 9, Reading Card 25, Science Card 12, Phonics/Word Study Card 12, Phonics/Word Study 13,14 and Writing Card 7</i>. For more details about this week’s workstation options see pages T174 and T175 of Unit 3’s Teacher Edition.</p>			



Genre Study 2: Fiction Week 4			
Essential Question: What can we see in the sky?			
Student Goals: Instructional goals for students are provided for each genre study in the Wonders curriculum. These instructional goals are communicated to parents on the online platform in the form of a <i>Family Letter</i> . Genre Study 2's goals can be found here .			
Backwards Mapping: Assessments When planning for the lessons keep in mind the focus of the upcoming assessments. Progress monitoring (<i>administered weekly in K-1 and at the end of the genre study in 2nd-5th</i>), unit assessments (<i>administered at the end of each unit</i>), and selection test (<i>throughout the unit</i>) are some of the assessments provided within the Wonders curriculum. Click here to access a pdf of these Wonders assessments and here for more information about Wonders assessments, interpreting the results, and using that information for instructional planning.			
Instructional Routines Instructional Routines are powerful tools when incorporated into instruction, guiding students through familiar, established steps for exploring new concepts and applying knowledge. Beyond Start Smart, key instructional routines are featured in the Wonders TE and noted in black under the Instructional Routines column of the maps. Additional noteworthy routines that align to the day's instruction are listed in green .			
Day 6 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
2.RL.CS.5 2.RI.KID.1 2.RL.KID.1 2.SL.CC.3 2.FL.SC.6 2.FL.SC.6.f 2.FL.WC.4.a 2.FL.VA.7a.i 2.FL.VA.7a.ii 2.FL.VA.7a.iii 2.FL.VA.7a.iv 2.FL.WC.4.d 2.FL.WC.4.c 2.FL.PWR.3.f 2.FL.F.5.a 2.W.RW.10	Word Work T260–T267 <ul style="list-style-type: none"> Phonological Awareness: Identify Syllables Phonics: Introduce, Blend Long e High-Frequency Words Decodable Reader: "It Won't Be Easy" Handwriting Reread the Anchor Text <i>Mr. Putter & Tabby See the Stars</i> , T205A–T205K Respond to Reading T205L Writing Revise, T212–T213 Grammar Subject-Verb Agreement, T222 Spelling Words with Long e: e, ee, ea, ie, y, ey, e_e, T226	<ul style="list-style-type: none"> Decodable Reader "It Won't Be Easy" Anchor Text, "Mr. Putter & Tabby See the Stars" 	<ul style="list-style-type: none"> Close Reading Routine Respond to Text Routine Phonemic Awareness Routines Phonics Routines HFW Routine Decodable Reader Routine



Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.

Word Work T264 • Structural Analysis: Plurals with -s, -es /**Grammar** Talk About It, T222 **Expand Vocabulary T228**

Day 7 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
2.RL.KID.1 2.FL.SC.6 2.FL.SC.6.f 2.FL.WC.4.e 2.FL.WC.4.a 2.FL.VA.7a.i 2.FL.VA.7a.ii 2.FL.VA.7a.iii 2.FL.PWR.3.f 2.FL.F.5.a 2.W.PDW.5	Word Work T269–T272 Phonics: Blend, Build Words with Long e • Structural Analysis: Plurals with -s, -es s Read the Paired Selection “Day to Night,” T207A–T207B Writing Peer Conferencing, T214–T215 Grammar Subject-Verb Agreement, T222 Expand Vocabulary T228	<ul style="list-style-type: none"> Paired Selection, “Day to Night” 	<ul style="list-style-type: none"> Teacher Conference Routine Phonics Routines

Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.

Word Work T268–T273 Phonemic Awareness: Categorization • Phonics: Review Long e • Decodable Reader: "It Won't Be Easy" • High-Frequency Word Review /**Grammar** Talk About It, T222/ **Spelling** Words with Long e: e, ee, ea, ie, y, ey, e_e, T226



Day 8 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
2.RL.KID.1 2.FL.SC.6 2.FL.SC.6.f 2.FL.WC.4.a 2.FL.WC.4.a 2.FL.VA.7a.i 2.FL.VA.7a.ii 2.FL.VA.7a.iii 2.FL.PWR.3.f 2.FL.WC.4.d 2.FL.WC.4.c 2.FL.F.5.a 2.W.PDW.6	Word Work T274–T281 <ul style="list-style-type: none"> Phonemic Awareness: Blending Phonics: Contrast Vowel Sounds High-Frequency Words Decodable Reader: "The Beach Is a Treat" Reread the Paired Selection "Day to Night," T207A–T207B Author's Craft Heads, T208–T209 Writing Edit and Proofread, T216–T217 Grammar/Mechanics Abbreviations, T223 Expand Vocabulary T229	<ul style="list-style-type: none"> Decodable Reader: "The Beach Is a Treat" Paired Selection, "Day to Night" 	<ul style="list-style-type: none"> Phonemic Awareness Routines Phonics Routines HFW Routine Decodable Reader Routine
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Word Work T276–T278 • Phonics: Blend, Build Words with Long e • Structural Analysis: Plurals with -s, -es Grammar Talk About It, T223 /Spelling Words with Long e: e, ee, ea ie, y, ey, e_e, T227</p>			
Day 9 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
2.RI.IKI.9 2.RI.CS.5 2.FL.F.5.b 2.FL.SC.6 2.FL.SC.6.f 2.FL.WC.4.a 2.FL.WC.4.a 2.FL.VA.7a.i	Word Work T283–T284 Phonics: Blend, Build Words with Long e Fluency Reread Genre Passage, T285 Writing Edit and Proofread, T216–T217 Integrate Make Connections, T230	<ul style="list-style-type: none"> Fluency, "The Beach is a Treat" 	<ul style="list-style-type: none"> Close Reading Routine Phonics Routines



2.FL.VA.7a.ii 2.FL.VA.7a.iii 2.FL.PWR.3.f 2.FL.F.5.a 2.W.RBPK.8 2.W.PDW.6			
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Word Work T282–T285 Identify Syllables • Structural Analysis Review • High-Frequency Words Review • Decodable Reader: "The Beach Is a Treat" /Grammar Subject-Verb Agreement, T223/ Grammar Talk About It, T223/ Spelling Words with Long e, T227 Expand Vocabulary T229</p>			
Day 10 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
2.RI.KID.1 2.FL.SC.6 2.FL.SC.6.f 2.FL.WC.4.a 2.FL.VA.7a.i 2.FL.VA.7a.ii 2.FL.VA.7a.iii 2.FL.PWR.3.f 2.FL.WC.4.d 2.FL.WC.4.c 2.W.RBPK.8 2.W.PDW.6	<p>Word Work T286</p> <ul style="list-style-type: none"> Phonics: Blend and Build Words with Long e <p>Writing Publish, Present, and Evaluate, T218–T219</p> <p>Spelling Words with Long e: e, ee, ea, ie, y, ey, e_e, T227</p> <p>Research and Inquiry Present Your Work, T231</p> <p>Progress Monitoring T320–T321</p>		<ul style="list-style-type: none"> Phonics Routines Research and Inquiry Routines
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p>			



Word Work T286–T287 • Phonemic Awareness: Blending • Structural Analysis: Plurals with -s, -es • High-Frequency Words
Grammar Subject-Verb Agreement, T223/ **Grammar** Talk About It, T223/ **Expand Vocabulary** T229

Small Groups

Small Group Instruction: During the teacher led small group, teachers should focus on the components of instruction that best align to the needs of the group. The differentiated instructional components for small groups are found on the yellow pages of the Wonders Teacher Editions. The yellow pages include instruction that focuses on leveled readers, skills, and independent practice. In Second Grade, the decodable readers can be revisited during small groups. However, they initially appear in whole group core instruction on **Days 1, 3, 6, and 8**. This means teachers will need to project the decodables on these days and engage with them whole group. It is also acceptable to engage students during small group in decodable readers instruction when needed.

Workstations: The Wonders curriculum provides a variety of workstation opportunities for students to engage in small group and independent practice, which include Independent Reading, Writing, Research and Inquiry Projects, Digital Activities and Differentiated Workstation Activity Cards. These activities align with the **Blended Learning Station Rotation Model**. They provide both **online and offline engagement opportunities**. The Workstation Cards identified for this week are *Reading Card 9, Reading Card 25, Science Card 12, Phonics/Word Study Card 12, Phonics/Word Study 13,14 and Writing Card 7*. For more details about this week's workstation options see pages T174 and T175 of Unit 3's Teacher Edition.

Genre Study 3: Expository Informational Text Week 5



Essential Question: How do you express yourself?

Student Goals: Instructional goals for students are provided for each genre study in the Wonders curriculum. These instructional goals are communicated to parents on the online platform in the form of a *Family Letter*. Genre Study 2's goals can be found [here](#).

Backwards Mapping: Assessments

When planning for the lessons keep in mind the focus of the upcoming assessments. Progress monitoring (*administered weekly in K-1 and at the end of the genre study in 2nd-5th*), unit assessments (*administered at the end of each unit*), and selection test (*throughout the unit*) are some of the assessments provided within the Wonders curriculum. Click [here](#) to access a pdf of these Wonders assessments and [here](#) for more information about Wonders assessments, interpreting the results, and using that information for instructional planning.

Instructional Routines

Instructional Routines are powerful tools when incorporated into instruction, guiding students through familiar, established steps for exploring new concepts and applying knowledge. Beyond Start Smart, key [instructional routines](#) are featured in the Wonders TE and noted in black under the Instructional Routines column of the maps. Additional noteworthy routines that align to the day's instruction are listed in **green**.



Day 1 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
2.RI.KID.2 2.RI.IKI.7 2.FL.SC.6 2.FL.SC.6.f 2.FL.SC.6.d 2.FL.WC.4.e 2.FL.WC.4.a 2.FL.VA.7a.i 2.FL.VA.7a.ii 2.FL.VA.7a.iii 2.FL.WC.4.c 2.FL.PWR.3.f 2.FL.WC.4.d 2.FL.F.5.a	Introduce the Concept Oral Vocabulary/Listening Comprehension T336–T337 Word Work T378–T385 <ul style="list-style-type: none"> Phonemic Awareness: Addition and Deletion Phonics: Introduce, Blend Words with Long <i>u</i> High-Frequency Words Decodable Reader: “Luke’s Tune” Handwriting Read the Shared Read “They’ve Got the Beat!” T338–T341 Summarize Quick Write, T341 Vocabulary Words in Context, Prefixes, T342–T343 Grammar The Verb <i>have</i> , T370 Spelling Words with Long <i>u</i> T372	<ul style="list-style-type: none"> Shared Read, “They’ve Got the Beat!” Decodable Reader, “Luke’s Tune” 	<ul style="list-style-type: none"> Collaborative Conversation Oral Vocabulary Routine Close Reading Routine Phonemic Awareness Routines Phonics Routines HFW Routine Decodable Reader Routine
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Word Work T382 • Structural Analysis: Comparative Endings /Preteach Vocabulary T342–T343/ Grammar Talk About It, T370 Expand Vocabulary T374</p>			
Day 2 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
2.RL.KID.1 2.RI.CS.5 2.RI.IKI.7 2.RI.KID.2 2.RI.CS.6 2.SL.CC.3	Strategy Ask and Answer Questions T344–T345 Text Structure Bar Graphs, T346–T347 Skill Main Idea and Key Details, T348–349 Word Work T388–T390 <ul style="list-style-type: none"> Phonics: Blend, Build Words with Long <i>u</i> Structural Analysis: Comparative Endings 	<ul style="list-style-type: none"> Shared Read, “They’ve Got the Beat!” 	<ul style="list-style-type: none"> Research Process Routine Phonics Routines



2.FL.PWR.3.f 2.FL.PWR.3.g 2.FL.F.5.a 2.FL.F.5.b 2.FL.SC.6 2.FL.SC.6.f 2.FL.SC.6.d 2.FL.WC.4.e 2.FL.WC.4.c 2.FL.WC.4.a 2.FL.VA.7a.i 2.FL.VA.7a.iii 2.FL.F.5.a 2.W.RW.10 2.W.RBPK.7	Shared Read Reread: Craft and Structure, T350–T351 Respond to Reading T352–T353 Study Skill/Research and Inquiry T356–T357 Grammar The Verb <i>have</i> , T370 Fluency Intonation, T354-T355		
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Word Work T386–T387, T390–T391 Phonological Awareness: Identify and Generate Alliteration • Phonics: Review Long <i>u</i> • Decodable Reader: "Mules" • High-Frequency Words Review /Grammar Talk About It, T370/ Spelling Words with Long <i>u</i>, T372 Expand Vocabulary T374</p>			
Day 3 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher’s Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
2.RL.KID.1 2.RI.KID.2 2.RI.CS.6 2.RI.IKI.7 2.FL.SC.6 2.FL.SC.6.f 2.FL.SC.6.d	Word Work T392–T399 • Phonemic Awareness: Blending • Phonics: Introduce Long <i>u</i> , • High-Frequency Words • Decodable Reader: "Growing Stew" Read and Reread the Anchor Text <i>Many Ways to Enjoy Music</i> , T357A–T357C	<ul style="list-style-type: none"> Decodable Reader: "Growing Stew" Anchor Text, "Many Ways to Enjoy Music" 	<ul style="list-style-type: none"> Close Reading Routine Phonemic Awareness Routines Phonics Routines HFW Routine



MSCS Wonders – Grade 2 Unit 3 Curriculum Map

2.FL.WC.4.e 2.FL.WC.4.a 2.FL.WC.4.d 2.FL.WC.4.c 2.FL.VA.7a.i 2.FL.VA.7b.ii 2.FL.VA.7a.iii 2.FL.PWR.3.f 2.FL.F.5.a	Take Notes About Text T357A–T357C Respond to Reading T358-T359 Writing Analyze Expert Model, T362–T363 Grammar/Mechanics The Verb <i>have</i> , Sentence Punctuation, T371 Expand Vocabulary T375		<ul style="list-style-type: none"> Decodable Reader Routine
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Word Work T394–T396 • Phonics: Blend, Build Words with Long <i>u</i> • Structural Analysis: Comparative Endings Grammar Talk About It, T371/ Spelling Words with Long <i>u</i>, T373</p>			
Day 4 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
2.RL.KID.1 2.RI.KID.2 2.RI.CS.6 2.RI.KID.3 2.RI.IKI.7 2.RI.CS.5 2.FL.VA.7b.ii 2.FL.SC.6 2.FL.SC.6.f 2.FL.SC.6.d 2.FL.WC.4.e 2.FL.WC.4.a 2.FL.VA.7a.i 2.FL.VA.7a.iii	Word Work T401–T402 Phonics: Blend, Build Words with Long <i>u</i> Read and Reread the Paired Selection "A Musical Museum," T359A–T359B Author's Craft Text Features: Diagrams, T360-T361 Writing Plan, T364–T367	<ul style="list-style-type: none"> Paired Selection, "A Musical Museum" 	<ul style="list-style-type: none"> Respond to Text Routine Phonics Routines



2.FL.PWR.3.f 2.FL.F.5.a 2.W.RBPK.8 2.W.PDW.5 2.W.PDW.4 2.W.RW.10			
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.</i></p> <p>Word Work T400–T403 Phonemic Awareness: Addition and Deletion • Structural Analysis Review • High-Frequency Word Review • Decodable Reader "Dan and Jen Made Music"/ Grammar The Verb <i>have</i>, T371/ Grammar Talk About It, T371 Spelling Words with Long <i>u</i>, T373/ Expand Vocabulary T375</p>			
Day 5 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
2.RL.KID.1 2.RI.CS.5 2.RI.IKI.7 2.FL.SC.6 2.FL.SC.6.f 2.FL.SC.6.d 2.FL.WC.4.e 2.FL.WC.4.a 2.FL.WC.4.d 2.FL.WC.4.c 2.FL.VA.7a.i 2.FL.VA.7a.iii 2.FL.PWR.3.f 2.W.PDW.4 2.W.RW.10 2.FL.F.5.b	Word Work T404 Phonics: Blend and Build Words with Long <i>u</i> Writing Draft, T368–T369 Spelling Words with Long <i>u</i> , T373 Integrate Make Connections, T376	<ul style="list-style-type: none"> Anchor Text, "Many Ways to Enjoy Music" 	<ul style="list-style-type: none"> Close Reading Routine Phonics Routines



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Word Work T404–T405 • Phonemic Awareness: Blending • Structural Analysis: Comparative Endings • High- Frequency Words
Grammar The Verb *have*, T371/ **Grammar** Talk About It, T371/ **Expand Vocabulary** T375/ **Fluency** Intonation, T377

Small Groups

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Workstations: The Wonders curriculum provides a variety of workstation opportunities for students to engage in small group and independent practice, which include Independent Reading, Writing, Research and Inquiry Projects, Digital Activities and Differentiated Workstation Activity Cards. These activities align with the **Blended Learning Station Rotation Model**. They provide both **online and offline engagement opportunities**. The Workstation Cards identified for this week are *Reading Card 10, Reading Card 25, Science Card 15, Phonics/Word Study Card 27, Phonics/Word Study 15 and Writing Card 3*. For more details about this week's workstation options see pages T330 and T331 of Unit 3's Teacher Edition.

Week 6: Review, Extend and Assess



Backwards Mapping: Assessments

When planning for the lessons keep in mind the focus of the upcoming assessments. Progress monitoring (*administered weekly in K-1 and at the end of the genre study in 2nd-5th*), unit assessments (*administered at the end of each unit*), and selection test (*throughout the unit*) are some of the assessments provided within the Wonders curriculum. Click [here](#) to access a pdf of these Wonders assessments and [here](#) for more information about Wonders assessments, interpreting the results, and using that information for instructional planning.

Instructional Routines

Instructional Routines are powerful tools when incorporated into instruction, guiding students through familiar, established steps for exploring new concepts and applying knowledge. Beyond Start Smart, key [instructional routines](#) are featured in the Wonders TE and noted in black under the Instructional Routines column of the maps. Additional noteworthy routines that align to the day's instruction are listed in **green**.

Day 1 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
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MSCS Wonders – Grade 2 Unit 3 Curriculum Map

2.RI.KID.2 2.RL.KID.1 2.RI.CS.6 2.RI.CS.5 2.SL.CC.2 2.FL.F.5.c 2.FL.F.5.a 2.FL.F.5.b 2.FL.VA.7a.ii 2.W.PDW.5 2.W.RBPK.8 2.W.RBPK.7	Reading Digitally Read “Antarctica-Bound!,” T444–T445 Show What You Learned “Landing the Eagle,” T448–T449 Writing Revise, T458–T459	<ul style="list-style-type: none"> • ““Antarctica-Bound!” • “Landing the Eagle” • “I’ll Be the Dragon” 	<ul style="list-style-type: none"> • Writing Process Routine
Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction.			
Reader’s Theater “I’ll Be the Dragon” Read the Play and Model Fluency, T446			
Day 2 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher’s Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
2.RI.KID.2 2.RI.CS.5 2.RL.CS.6 2.FL.F.5.c 2.FL.F.5.a 2.FL.F.5.b 2.SL.CC.2 2.W.PDW.5 2.W.RBPK.8 2.W.RBPK.7	Show What You Learned “A Shower in the Sky,” T450–T451 Writing Peer Conferencing, T460–T461	<ul style="list-style-type: none"> • “A Shower in the Sky” • “Antarctica-Bound!” • “I’ll Be the Dragon” 	<ul style="list-style-type: none"> • Teacher Conferences • Writing Process Routine
Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction.			
Reading Digitally Reread “Antarctica-Bound!,” T444–T445 / Reader’s Theater “I’ll Be the Dragon” Assign Roles and Practice the Play,			



T446			
Day 3 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
2.RL.CS.6 2.RL.IK.1.7 2.FL.F.5.c 2.FL.F.5.a 2.FL.F.5.b 2.W.PDW.5	Extend Your Learning Focus on Genre, T452 Sequence of Events, T453 Writing Edit and Proofread, T462–T463	<ul style="list-style-type: none"> “I’ll Be the Dragon” 	<ul style="list-style-type: none"> Writing Process Routine
Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction			
Reader’s Theater “I’ll Be the Dragon” Practice the Play, Extend, T446–T447			
Day 4 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
2.RL.KID.1 2.FL.F.5.c 2.FL.F.5.a 2.FL.F.5.b 2.FL.VA.7a.ii 2.FL.VA.7a.iii 2.SL.CC.3 2.W.RBPK.8 2.W.PDW.6	Extend Your Learning Prefixes, T454 Write a Personal Narrative, T455 Community Helpers Ad, T456 Musical Instrument Diagram T457 Writing Publish, Present, and Evaluate, T464–T465	<ul style="list-style-type: none"> “I’ll Be the Dragon” 	<ul style="list-style-type: none"> Writing Process Routine
Optional instructional opportunities are provided which focus on reinforcing, revisiting or extending the instruction.			
Reader’s Theater “I’ll Be the Dragon” Performance, Reread the Play, T447			



Day 5 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
2.SL.CC.3 2.W.PDW.6 2.W.RW.10 2.W.RBPK.8	Writing Publish, Present, and Evaluate, T464–T465 Track Your Progress T466 Wrap Up the Unit T467 Summative Assessment T478–T479		<ul style="list-style-type: none"> Writing Process Routine
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting or extending the instruction.</i></p> <p>Presentation Options Speaking and Listening, T468–T469/ Research and Inquiry Presentations, T470/ Inquiry Space Review and Evaluate, T471/ Writing Student Choice, T472 Portfolio Choice, T473</p>			
Small Groups			
<p>Small Group Instruction: Leveled readers are provided during week 6. However, other small group resources are not. Week 6 is for reviewing, extending, and assessing concepts taught in the unit. The summative assessment for the unit will take place during week 6. Week 6 provides flexibility that should be used to address students' areas of need.</p>			