

# Grade 2 • Foundations and Routines

**Specifically written by teachers for teachers to help:**

- Review foundational skills
- Prepare students for the routines of an effective literacy classroom
- Build a community of learners
- Foster independent thinking and reading

## Unit Readings



Day	Establishing Routines	Read-Aloud	Phonics and Phoneme Blending	Shared Writing	Independent Reading
1	Smooth Transitions Good Listening Habits	Read-Aloud: Build Good Listening Habits Read the Literary Text: <i>Postcard Clues</i> Identify Short Vowel Sounds	Short Vowels: a, e, i, o, u	Respond to a Book	Model Taking Care of Books
2	Smooth Transitions Community of Readers	Read-Aloud: Constructive Conversation Habits Read the Literary Text: <i>Postcard Clues</i> Identify Short Vowel Sounds	Inflectional Endings with No Spelling Changes	Respond to a Book	Model Reading to Self and Using the Classroom Library
3	Smooth Transitions Student Roles in a Community of Readers	Read-Aloud: Constructive Conversation Habits Read the Literary Text: <i>Postcard Clues</i> Identify Short Vowel Sounds	Consonant Blends: l-, r-, s-Blends	Respond to a Book	Practice Reading to Self and Using the Classroom Library
4	Smooth Transitions Teacher Roles in a Community of Readers	Read-Aloud: Constructive Conversation Habits Read the Big Book: <i>Postcard Clues</i>	Digraphs: sh, ch, tch, dge, th, ph, wh	Respond to a Book	Practice Reading to Self and Using the Classroom Library
5	Smooth Transitions Student and Teacher Roles in a Community of Readers	Read-Aloud: Constructive Conversation Habits Read the Poem: "Foreign Lands"	Final e: a_e, e_e, i_e, o_e, u_e	Respond to a Book	Practice Reading to Self and Using the Classroom Library
6	Smooth Transitions Student and Teacher Roles in a Community of Readers	Read-Aloud: Constructive Conversation Habits Read the Poem: "Foreign Lands"	Soft c and Soft g: ce, ci, cy; ge, gi, gy	Write About a Poem	Practice Reading to Self and Using the Classroom Library
7	Smooth Transitions Differences Between Fiction and Nonfiction Texts	Read-Aloud: Constructive Conversation Habits Read the Poem: "Foreign Lands"	Plurals: s, es	Write About a Poem	Model Giving a Book Talk and Practice Using the Classroom Library
8	Smooth Transitions Review Student and Teacher Roles in a Community of Readers	Read-Aloud: Constructive Conversation Habits Read the Poem: "Foreign Lands" Identify r-Blend Words	Contractions with is and not	Write About a Poem	Practice Giving a Book Talk and Reading to Self
9	Smooth Transitions Differences Between Fiction and Nonfiction Texts	Read-Aloud: Constructive Conversation Habits Read the Poem: "Foreign Lands" Identify s-Blend Words	Long a: ai, ay	Write About a Poem	Practice Giving a Book Talk and Reading to Self
10	Smooth Transitions Differences Between Fiction and Nonfiction Texts	Read-Aloud: Constructive Conversation Habits Read the Poem: "Foreign Lands" Identify Words with Consonant Digraphs	Long o: oa, ow	Write About a Poem	Practice Giving a Book Talk and Reading to Self

Day	Establishing Routines	Read-Aloud	Phonics and Phoneme Blending	Shared Writing	Independent Reading
11	Smooth Transitions Responding to a Text	Read-Aloud: Constructive Conversation Habits Read the Informational Text: <i>Hurricanes</i> Identify Words with Consonant Digraphs	Long e: ee, ea	Write About a Personal Experience	Small-Group Reading
12	Smooth Transitions Use Pictures to Build Knowledge	Read-Aloud: Constructive Conversation In a Discussion Group Read the Informational Text: <i>Hurricanes</i> Identify Long Vowel Sounds	Long i: y, igh	Write About a Personal Experience	Small-Group Reading
13	Smooth Transitions Make Predictions	Read-Aloud: Constructive Conversation in a Discussion Group Read the Informational Text: <i>Hurricanes</i>	Inflectional Endings with Spelling Changes	Write About a Personal Experience	Small-Group Reading
14	Smooth Transitions Use Phonics to Decode Unknown Words	Read-Aloud: Constructive Conversation in a Discussion Group Read the Big Book: <i>Hurricanes</i> Identify Vowel-Consonant-e Words	Prefixes: un, re-	Write About a Personal Experience	Small-Group Reading
15	Smooth Transitions Reread	Read-Aloud: Constructive Conversation in a Discussion Group Read the Informational Text: <i>Hurricanes</i>	r-Controlled Vowels /ār/ and /ōr/: ar; or; ore, oar	Write About a Personal Experience	Small-Group Reading
16	Smooth Transitions Create Mental Images	Read-Aloud: Constructive Conversation in a Discussion Group Read the Poem: "Who Has Seen the Wind?"	r-Controlled Vowels /ūr/: er, ir, ur	Informative Writing	Small-Group Reading
17	Smooth Transitions Use Chunks in Words	Read-Aloud: Constructive Conversation in a Discussion Group Read the Poem: "Who Has Seen the Wind?" Identify Words with Long Vowel Pairs	Vowel Teams /ou/ and /oi/: ou, ow; oi, oy	Informative Writing	Workstation Rotation
18	Smooth Transitions Make Connections	Read-Aloud: Constructive Conversation in a Discussion Group Read the Poem: "Who Has Seen the Wind?"	Vowel Teams /ōō/ and /ōō/: oo, ou; oo, ew	Informative Writing	Workstation Rotation
19	Smooth Transitions Make Inferences	Read-Aloud: Constructive Conversation in a Discussion Group Read the Poem: "Who Has Seen the Wind?"	Vowel Teams /ō/: au, aw, al, a	Informative Writing	Workstation Rotation
20	Smooth Transitions Character, Setting, Problem, and Resolution	Read-Aloud: Constructive Conversation in a Discussion Group Read the Poem: "Who Has Seen the Wind?"	Suffixes: -ly, -ful, -less	Informative Writing	Workstation Rotation

# Grade 2 • Unit 1 • Plants and Animals in Their Habitats

**Essential Question:** How do living things get what they need to survive?

**Enduring Understandings:**

- The world has many types of habitats, with different weather, seasons, animals, and plants.
- Living things have different features that help them meet their needs in their habitat.
- Reading about animal characters in literature can help us understand animals and their habitats.

**Build Knowledge Word Bank:** *survive, habitat, season, weather*

**Research & Inquiry Project:** Research a Habitat

## Unit Readings

**Read-Alouds:** Choose from Unit 1 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

- Measuring Fun* (460L)
- Animal Sounds* (480L)
- Delicious Vegetables* (520L)
- The Amazon Rain Forest* (540L)
- The River Adventure* (450L)

- Working at the Zoo* (610L)
- Turtles in Trouble* (550L)
- All About Flies* (640L)
- Medicinal Plants* (580L)



**Reader's Theater Scripts:**

*Deer and His Dear Friends: A Tale from India*

Weekly Readings				Weekly Skills and Strategies									
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonological Awareness	Phonics & Word Study	High-Frequency Words	Fluency Skill		Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
<b>Week 1</b>	<b>Interactive Text:</b> "The Frogs and the Well" <b>Accountable Text:</b> "Life in the Ocean" <b>Word Study Read:</b> "Meet Ranger Diaz"	<b>Short Read 1:</b> "Emperor Penguin Habitat" <b>Short Read 2:</b> "Postcards from Alex"	"The Changing Arctic"	Oral Blending and Segmenting CVC Words  Substitute Medial Vowel Sounds	<b>Primary Skill:</b> short vowels; one-syllable words; initial and final blends; consonant digraphs  <b>Spiral Review:</b> consonant review	<i>a can and come are for big go has I</i>	Expression—Characterization/Feelings	Metacognitive: Ask Questions  Metacognitive: Create Mental Images  Fix-Up: Reread to Clarify or Confirm Understanding	Identify Main Topic and Key Details  Explain How Images Contribute to and Clarify a Text  Recount Stories and Determine Their Central Message, Lesson, or Moral (Recount Stories)  Describe the Overall Structure of a Story	Use Context as a Clue to Determine Word Meaning	<b>General Academic Listening &amp; Speaking:</b> <i>survive paddle</i>  <b>Domain-Specific Listening &amp; Speaking:</b> <i>habitats burrow</i>	Write to a Text-Based Prompt: Informative/Explanatory Essay	Produce Complete Simple Sentences  Use an Apostrophe to Form Contractions and Possessives
<b>Week 2</b>	<b>Interactive Text:</b> "The Venus Flytrap" <b>Accountable Text:</b> "Nolan and the Lionfish" <b>Word Study Read:</b> "Bats, Bats, Bat!"	<b>Extended Read 1:</b> "Habitats Around the World"	"A Day in the Rainforest"	Oral Blending and Segmenting CVC Words  Blend and Segment Multisyllabic Words by a Syllable	<b>Primary Skill:</b> closed syllable patterns; open syllable patterns  <b>Secondary Skill:</b> initial 3-letter blends  <b>Spiral Review:</b> initial and final blends; consonant digraphs	<i>have is jump my one put the want what you</i>	Confirm or Correct Word Recognition and Understanding	Metacognitive: Ask Questions	Identify Main Topic and Key Details  Explain How Images Contribute to and Clarify a Text  Compare and Contrast the Most Important Points in Two Texts on the Same Topic	Use Context as a Clue to Determine Word Meaning	<b>General Academic Listening &amp; Speaking:</b> <i>unique shallow</i>  <b>Domain-Specific Listening &amp; Speaking:</b> <i>nature tropical</i>	Write to a Text-Based Prompt: Informative/Explanatory Essay	Produce Complete Simple Sentences (Subjects and Predicates)  Capitalize Geographic Names
<b>Week 3</b>	<b>Interactive Text:</b> "Rain, Rain, Go Away!" <b>Accountable Text:</b> "All About Squirrels" <b>Word Study Read:</b> "My Desert Blog"	<b>Extended Read 2:</b> "Filiberto in the Valley" <b>Unit Poem:</b> "The Bat"	"Sunnyside Animal Clinic"	Oral Blending and Segmenting Words with Initial Blends  Delete Sounds in a Blend	<b>Primary Skill:</b> long a vowel team syllable patterns (a, ai, ea, ay, a_e)  <b>Spiral Review:</b> long vowels (one-syllable VCe)	<i>he like little no of saw this to we with</i>		Metacognitive: Create Mental Images  Fix-Up: Read On to Clarify or Confirm Understanding	Recount Stories and Determine Their Central Message, Lesson, or Moral (Recount Stories)  Describe the Overall Structure of a Story  Introduce Poetry	Use Context as a Clue to Determine Word Meaning	<b>General Academic Listening &amp; Speaking:</b> <i>take advantage of domestic presence</i>  <b>Domain-Specific Listening &amp; Speaking:</b> <i>clinic</i>	Write to a Text-Based Prompt: Informative/Explanatory Essay	Form and Use Irregular Past Tense Verbs

# Grade 2 • Unit 2 • Characters Facing Challenges

**Essential Question:** What can we learn when we face problems?

**Enduring Understandings:**

- All stories, whether traditional or modern, have characters who face problems.
- Characters in stories face problems caused by internal and external challenges.
- Readers can build knowledge about solving problems in the real world by looking at how characters face challenges in stories.

**Build Knowledge Word Bank:** *challenge, internal, external, solution*

**Research & Inquiry Project:** Explore Challenges in a Tale

## Unit Readings

**Read-Alouds:** Choose from Unit 2 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

- The Hungry Coyote* (450L)
- The Envious Mountain* (470L)
- A Meteorite in the Backyard!* (460L)
- What is Happening at the Coffee Farm?* (510L)
- Wally Smithers Tames the River* (520L)

- Little Bear and the Golds* (480L)
- My Diary to the Rescue!* (510L)
- Iktomi and His Blanket* (540L)
- Clara and Dolores* (650L)

**Reader's Theater Scripts:**

*Why the Sky is Far Away: A Tale from Nigeria*



Weekly Readings			Weekly Skills and Strategies										
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonological Awareness	Phonics & Word Study	High-Frequency Words	Fluency Skill		Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
<b>Week 1</b> <b>Interactive Text:</b> "Lion and Mouse" <b>Accountable Text:</b> "Willow and Toad" <b>Word Study Read:</b> "King Midas"	<b>Short Read 1:</b> "The Foolish Milkmaid" <b>Short Read 2:</b> "The Daydreaming Sprinter"	"The Super School Bake-Off"	Oral Blending and Segmenting Words with Final Blends  Delete Final Sound in a Blend	<b>Primary Skill:</b> long o vowel team syllable patterns (o, oa, ow, oe, o_e)  <b>Spiral Review:</b> long a vowel team syllable patterns	<i>here</i> <i>look</i> <i>me</i> <i>play</i> <i>said</i> <i>see</i> <i>she</i> <i>try</i> <i>about</i> <i>because</i>	Speed/Pacing—Fast		Metacognitive: Draw Inferences  Metacognitive: Make Connections  Fix-Up: Stop and Think About the Author's Purpose	Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message)  Describe How Characters Respond to Major Events and Challenges  Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, and Plot  Recount Stories and Determine Their Central Message, Lesson, or Moral (Recount Stories)	Distinguish Shades of Meaning Among Closely Related Verbs	<b>General Academic Listening &amp; Speaking:</b> <i>dash</i> <i>jealous</i> <i>foolish</i>  <b>Domain-Specific Listening &amp; Speaking:</b> <i>disqualification</i>	Write to a Text-Based Prompt: Opinion Essay	Form and Use Irregular Plural Nouns  Adjectives and Adverbs
<b>Week 2</b> <b>Interactive Text:</b> "Why Monkeys Live in Trees" <b>Accountable Text:</b> "Jack and the Bean Tree" <b>Word Study Read:</b> "Bee and Daisy"	<b>Extended Read 1:</b> "Yeh-Shen"	"Nora Saves the Day"	Oral Blending and Segmenting Words with Initial Blends  Delete Initial Sound in a Blend	<b>Primary Skill:</b> long e vowel team syllable patterns (e, e_e, ee, ea, y, ey, ie)  <b>Secondary Skill:</b> plurals -s, -es  <b>Spiral Review:</b> long o vowel team syllable patterns	<i>after</i> <i>before</i> <i>call</i> <i>do</i> <i>earth</i> <i>father</i> <i>give</i> <i>her</i> <i>know</i> <i>large</i>	Pausing—Short Pauses		Metacognitive: Draw Inferences  Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message)  Describe How Characters Respond to Major Events and Challenges  Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, and Plot  Recount Stories and Determine Their Central Message, Lesson, or Moral (Recount Stories)	Distinguish Shades of Meaning Among Closely Related Verbs	<b>General Academic Listening &amp; Speaking:</b> <i>crept</i> <i>hardworking</i> <i>announced</i> <i>exclaimed</i>	Write to a Text-Based Prompt: Opinion Essay	Use Collective Nouns  Irregular Plural Nouns	
<b>Week 3</b> <b>Interactive Text:</b> "Mice on Ice" <b>Accountable Text:</b> "Why Sun and Moon Live in the Sky" <b>Word Study Read:</b> "Firefly Tricks Spider"	<b>Extended Read 2:</b> "Great Girls' Contest" <b>Unit Poem:</b> "Since Hanna Moved Away"	"The Annual Birdhouse Competition"	Substitute Sounds (parts of blends in the final position)  Oral Blending and Segmenting Words with Final Blends	<b>Primary Skill:</b> long i vowel team syllable patterns (i, ie, y, igh, i_e)  <b>Spiral Review:</b> long e vowel team syllable patterns	<i>good</i> <i>many</i> <i>near</i> <i>off</i> <i>people</i> <i>right</i> <i>that</i> <i>two</i> <i>under</i> <i>very</i>			Metacognitive: Make Connections  Fix-Up: Read Out Loud to Support Comprehension	Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message)  Describe How Characters Respond to Major Events and Challenges  Read a Poem: Understand Figurative Language	Distinguish Shades of Meaning Among Closely Related Verbs	<b>General Academic Listening &amp; Speaking:</b> <i>clumsy</i> <i>graceful</i> <i>generous</i> <i>accurate</i>	Write to a Text-Based Prompt: Opinion Essay	Use Reflexive Pronouns

# Grade 2 • Unit 3 • Government at Work

## Essential Question: Why do we need a government?

### Enduring Understandings:

- The U.S. government provides laws and services to help protect the freedom and safety of the people.
- People can contribute to their communities and their government in many different ways.
- The United States can be represented by symbols and documents.
- Historical fiction is a genre that bases its stories and characters on actual events and people from the past.

**Build Knowledge Word Bank:** *services, community, symbols, protect*

**Research & Inquiry Project:** Government Service Fact Sheet

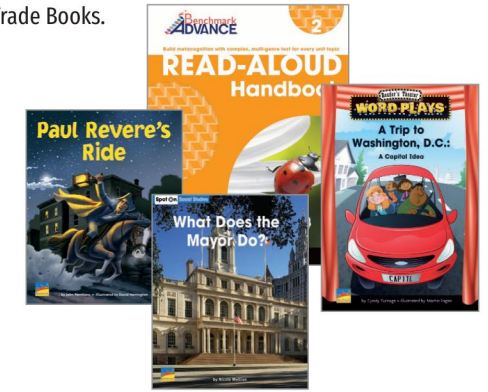
## Unit Readings

**Read-Alouds:** Choose from Unit 3 Read-Aloud Handbook Selections and Recommended Trade Books.

### Knowledge-Building Library:

- My Mom, Our Mayor* (430L)
- Paul Revere's Ride* (530L)
- The Star-Spangled Banner* (690L)
- Being a Good Citizen* (550L)
- How to Help in Your Community* (420L)

- The Job of the President of the USA* (780L)
- The Life of a Cop* (640L)
- What Does the Mayor Do?* (730L)
- Symbols of Our Country* (640L)



### Reader's Theater Scripts:

- A Trip to Washington, D.C.: A Capital Idea*

Weekly Readings				Weekly Skills and Strategies									
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonological Awareness	Phonics & Word Study	High-Frequency Words	Fluency Skill		Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
<b>Interactive Text:</b> "Rules and Laws" <b>Accountable Text:</b> "Our Flag" <b>Word Study Read:</b> "Vote For Lulu"	<b>Short Read 1:</b> "Smoke Jumpers" <b>Short Read 2:</b> "Can You Sew a Flag, Betsy Ross?"	"FEMA: Helping the Community"	Substitute Medial Vowel Sounds  Add Initial and Final Sounds	<b>Primary Skill:</b> long u vowel team syllable patterns (u, ew, ue, u_e) <b>Spiral Review:</b> long i vowel team syllable patterns	<i>again</i> <i>below</i> <i>carry</i> <i>does</i> <i>eight</i> <i>find</i> <i>house</i> <i>laugh</i> <i>mother</i> <i>school</i>	Inflection/Intonation—Pitch		Metacognitive: Distinguish Between Important and Unimportant Information  Metacognitive: Summarize and Synthesize  Fix-Up: Read More Slowly and Think about the Words	Identify Main Topic and Key Details  Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps  Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot  Acknowledge Differences in the Points of Views of Characters	Use Context as a Clue to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>symbol, gear, strength</i>  <b>Domain-Specific Listening &amp; Speaking:</b> <i>citizens</i>	Process Writing: Informative/Explanatory Essay	Form and Use the Past Tense of Irregular Verbs  Use Collective Nouns
<b>Interactive Text:</b> "A Special Lady" <b>Accountable Text:</b> "Martin Luther King Jr." <b>Word Study Read:</b> "Community Workers"	<b>Extended Read 1:</b> "Our Government's Laws"	"My Mom the Safety Monitor"	Substitute Medial Vowel Sounds  Substitute Initial and Final Sounds	<b>Primary Skill:</b> r-controlled /är/ syllable patterns <b>Secondary Skill:</b> inflectional endings -ed, -ing (no spelling change) <b>Spiral Review:</b> long u vowel team syllable pattern	<i>move</i> <i>never</i> <i>once</i> <i>round</i> <i>small</i> <i>their</i> <i>too</i> <i>walk</i> <i>where</i> <i>year</i>	Phrasing—Units of Meaning in Complex Sentences		Metacognitive: Distinguish Between Important and Unimportant Information	Identify Main Topic and Key Details  Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps  Compare and Contrast Key Points in Two Texts on the Same Topic to Make Connections Across Texts	Use Context as a Clue to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>allowed, programs, local, ticket</i>	Process Writing: Informative/Explanatory Essay	Form and Use the Past Tense of Irregular Verbs  Use Collective Nouns
<b>Interactive Text:</b> "The New Guy" <b>Accountable Text:</b> "Here Comes the Mail" <b>Word Study Read:</b> "The President's House"	<b>Extended Read 2:</b> "Getting a Message to General Washington" <b>Unit Poem:</b> "Words Like Freedom"	"Colonel Tye"	Blend and Segment Multisyllabic Words by Syllable  Delete Initial and Final Sounds	<b>Primary Skill:</b> r-controlled /ür/ syllable patterns (er, ir, ur) <b>Spiral Review:</b> r-controlled /är/ syllable patterns	<i>all</i> <i>away</i> <i>better</i> <i>by</i> <i>change</i> <i>done</i> <i>even</i> <i>found</i> <i>learn</i> <i>only</i>		Metacognitive: Summarize and Synthesize  Fix-Up: Reread to Clarify or Confirm Understanding	Acknowledge Differences in the Points of Views of Characters  Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot  Read a Poem: Understand Imagery	Use Context as a Clue to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> <i>eager, urgent, puzzled, enemy</i>	Process Writing: Informative/Explanatory Essay	Use Reflexive Pronouns	

# Grade 2 • Unit 4 • Many Characters, Many Points of View

**Essential Question:** How can a story change depending on who tells it?

**Enduring Understandings:**

- Folktales are traditional stories that often teach a lesson and are part of many cultures.
- Every story is narrated from a unique point of view and that point of view shapes the story.
- We can learn valuable lessons about understanding others, working together, and problem-solving through stories.

**Build Knowledge Word Bank:** *character, narrator, perspective, lesson*

**Research & Inquiry Project:** Reimagine a Folktale

## Unit Readings

**Read-Alouds:** Choose from Unit 4 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

- The Three Faces of Rain* (440L)
- A Family Meal* (450L)
- Christina Makes a Promise* (510L)
- A Frog in New York* (510L)
- Tilly and Millie Go Camping* (490L)

- From Wagon to Train* (670L)
- Alice's Trial* (500L)
- The Great Hunger* (630L)
- The Mystery of the Missing Pencil* (530L)

**Reader's Theater Scripts:**

*The Grass Is Always Greener and Let Sleeping Dogs Lie: Two Original Fables*



Weekly Readings			Weekly Skills and Strategies										
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonological Awareness	Phonics & Word Study	High-Frequency Words	Fluency Skill		Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
<b>Week 1</b>	<p><b>Interactive Text:</b> "The Perfect Pet"</p> <p><b>Accountable Text:</b> "How Cow Got Its Horns"</p> <p><b>Word Study Read:</b> "Fox Makes Friends"</p>	<p><b>Short Read 1:</b> "The Blind Men and the Elephant"</p> <p><b>Short Read 2:</b> "How the Beetle Got Its Gorgeous Coat"</p>	"The One Turnip Garden"	<p>Delete Initial Sound in a Blend</p> <p>Add Initial and Final Sound</p>	<p><b>Primary Skill:</b> r-controlled /ôr/ syllable patterns (or, oar, ore)</p> <p><b>Spiral Review:</b> r-controlled /ûr/ syllable patterns (er, ir, ur)</p>	<p><i>long</i> <i>now</i> <i>our</i> <i>some</i> <i>them</i> <i>through</i> <i>upon</i> <i>was</i> <i>when</i> <i>work</i></p>	Expression—Anticipation/Mood	<p>Metacognitive: Ask Questions About Characters and Events</p> <p>Metacognitive: Create Mental Images of Characters and Events</p> <p>Fix-Up: Read On to Clarify or Confirm Understanding</p>	<p>Describe the Overall Structure of a Story</p> <p>Acknowledge Differences in the Points of Views of Characters</p> <p>Describe How Characters Respond to Major Events and Challenges</p> <p>Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message)</p>	Describe How Words and Phrases Supply Meaning in a Story	<p><b>General Academic Listening &amp; Speaking:</b> <i>cultures</i> <i>interrupted</i> <i>admired</i> <i>boasted</i></p>	Write to a Text-Based Prompt: Fictional Diary Entry	<p>Use Reflexive Pronouns</p> <p>Use Adjectives and Adverbs</p>
<b>Week 2</b>	<p><b>Interactive Text:</b> "The Shoemakers and the Elves"</p> <p><b>Accountable Text:</b> "City Mouse and Country Mouse"</p> <p><b>Word Study Read:</b> "Fearless Jess"</p>	<b>Extended Read 1:</b> "Stone Soup"	"Clean Water"	<p>Substitute Medial Vowel Sounds</p> <p>Substitute Initial and Final Sounds</p>	<p><b>Primary Skill:</b> r-controlled /îr/ syllable patterns (ear, eer, ere)</p> <p><b>Secondary Skill:</b> contractions 't, 's</p> <p><b>Spiral Review:</b> r-controlled /ôr/ syllable patterns (or, oar, ore)</p>	<p><i>always</i> <i>any</i> <i>blue</i> <i>buy</i> <i>city</i> <i>draw</i> <i>four</i> <i>great</i> <i>how</i> <i>live</i></p>	Speed/Pacing—Slow	<p>Metacognitive: Ask Questions About Characters and Events</p>	<p>Describe the Overall Structure of a Story</p> <p>Acknowledge Differences in the Points of Views of Characters</p> <p>Describe How Characters Respond to Major Events and Challenges</p> <p>Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message)</p>	Describe How Words and Phrases Supply Meaning in a Story	<p><b>General Academic Listening &amp; Speaking:</b> <i>originated</i> <i>spare</i> <i>villager</i> <i>smacked</i></p>	Write to a Text-Based Prompt: Fictional Diary Entry	Use Adjectives and Adverbs
<b>Week 3</b>	<p><b>Interactive Text:</b> "Pecos Bill"</p> <p><b>Accountable Text:</b> "The Three Bears"</p> <p><b>Word Study Read:</b> "Far from Earth"</p>	<p><b>Extended Read 2:</b> "The Stone Garden"</p> <p><b>Unit Poem:</b> "Read to Me"</p>	"A Helping Hand"	<p>Substitute Medial Vowel Sounds</p> <p>Substitute Initial and Final Sounds</p>	<p><b>Primary Skill:</b> r-controlled /âr/ syllable patterns (air, are, ear, ere)</p> <p><b>Spiral Review:</b> r-controlled /îr/ syllable patterns (ear, eer, ere)</p>	<p><i>another</i> <i>boy</i> <i>could</i> <i>every</i> <i>far</i> <i>from</i> <i>hurt</i> <i>over</i> <i>out</i> <i>these</i></p>		<p>Metacognitive: Create Mental Images of Characters and Events</p> <p>Fix-Up: Stop and Think About the Author's Purpose</p>	<p>Acknowledge Differences in the Points of Views of Characters</p> <p>Compare Two Versions of the Same Story</p> <p>Read a Poem: Understand Imagery</p>	Describe How Words and Phrases Supply Meaning in a Story	<p><b>General Academic Listening &amp; Speaking:</b> <i>proud</i> <i>tidy</i> <i>world-class</i> <i>indeed</i></p>	Write to a Text-Based Prompt: Fictional Diary Entry	<p>Use Reflexive Pronouns</p> <p>Use Irregular Past-Tense Verbs</p>

# Grade 2 • Unit 5 • Solving Problems Through Technology

**Essential Question:** Where do ideas for inventions come from?

**Enduring Understandings:**

- People are constantly inventing new things to solve problems.
- Inventions are often inspired by nature.
- Anyone can be an inventor.

**Build Knowledge Word Bank:** *invention, engineer, problem, solve, solution*

**Research & Inquiry Project:** Research an Invention, Part 1

## Unit Readings

**Read-Alouds:** Choose from Unit 5 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

- Technology in Our Homes* (520L)
- From Bell to Cell* (540L)
- Riding into the Future* (540L)
- Opinions About Waste* (530L)
- Our School Garden* (520L)

- Opinions About Robots* (660L)
- Forecasting the Weather* (580L)
- Michael's Story: Life with Type 1 Diabetes* (620L)
- Exploring with Science Tools* (570L)

**Reader's Theater Scripts:**

*In Search of Numbers: You're Right There!*



Weekly Readings			Weekly Skills and Strategies										
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonological Awareness	Phonics & Word Study	High-Frequency Words	Fluency Skill		Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
<b>Week 1</b>	<p><b>Interactive Text:</b> "Found!"</p> <p><b>Accountable Text:</b> "Kid Inventors"</p> <p><b>Word Study Read:</b> "A Cool Solution"</p>	<p><b>Short Read 1:</b> "A Woman with a Vision"</p> <p><b>Short Read 2:</b> "A Lucky Accident"</p>	"Reading with Your Fingertips"	Blend and Segment Multisyllabic Words by Syllable  Add Initial and Final Sounds	<p><b>Primary Skill:</b> VCe syllable patterns; consonant -le syllable patterns</p> <p><b>Spiral Review:</b> r-controlled /âr/ syllable patterns (air, are, ear, ere)</p>	<i>answer</i> <i>brown</i> <i>country</i> <i>start</i> <i>then</i> <i>there</i> <i>wash</i> <i>went</i> <i>who</i> <i>your</i>	Pausing-Full Stops	Metacognitive: Draw Inferences  Fix-Up: Read Out Loud to Support Comprehension	Identify Main Topic and Key Details  Identify Main Purpose of a Text (Author's Purpose)  Explain How Images Contribute to and Clarify a Text  Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps  Distinguished Between Important and Unimportant Information	Determine the Meaning of Compound Words	<p><b>General Academic Listening &amp; Speaking:</b></p> <i>vision</i> <i>device</i> <i>observation</i> <i>disabilities</i>	Process Writing: Opinion Essay	Use an Apostrophe to Form Possessives  Use Irregular Past-Tense Verbs
<b>Week 2</b>	<p><b>Interactive Text:</b> "A Noisy Problem"</p> <p><b>Accountable Text:</b> "The Curious Boy"</p> <p><b>Word Study Read:</b> "Satellites"</p>	<p><b>Extended Read 1:</b> "Two Famous Inventors"</p>	"When I Grow Up"	Delete Final Sound in a Blend  Delete Initial and Final Sounds	<p><b>Primary Skill:</b> /oi/ vowel team syllable patterns (oi, oy)</p> <p><b>Secondary Skill:</b> inflectional ending -es (with changing y to i)</p> <p><b>Spiral Review:</b> VCe syllable patterns</p>	<i>above</i> <i>began</i> <i>different</i> <i>enough</i> <i>few</i> <i>grow</i> <i>they</i> <i>were</i> <i>which</i> <i>why</i>	Expression-Anticipation/Mood	Metacognitive: Draw Inferences  Identify Main Purpose of a Text (Author's Purpose)  Explain How Images Contribute to and Clarify a Text  Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps	Identify Main Topic and Key Details  Identify Main Purpose of a Text (Author's Purpose)  Explain How Images Contribute to and Clarify a Text  Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps	Determine the Meaning of Compound Words	<p><b>General Academic Listening &amp; Speaking:</b></p> <i>improvements</i> <i>opportunities</i> <i>inventor</i> <i>benefited</i>	Process Writing: Opinion Essay	Capitalize Holidays, Product Names, and Geographical Names  Produce Complete Simple Sentences
<b>Week 3</b>	<p><b>Interactive Text:</b> "Keeping Food Cold"</p> <p><b>Accountable Text:</b> "Robots"</p> <p><b>Word Study Read:</b> "Music for Joy"</p>	<p><b>Extended Read 2:</b> "Robots Go to School"</p> <p><b>Unit Poem:</b> "Eletelephony"</p>	"Welcome to Our School"	Delete Initial Sound in a Blend  Delete Initial and Final Sounds	<p><b>Primary Skill:</b> /ou/ vowel team syllable patterns (ou, ow)</p> <p><b>Spiral Review:</b> /oi/ vowel team syllable patterns (oi, oy)</p>	<i>follow</i> <i>girl</i> <i>head</i> <i>idea</i> <i>kind</i> <i>leave</i> <i>might</i> <i>next</i> <i>often</i> <i>paper</i>		Metacognitive: Distinguish Between Important and Unimportant Information  Fix-Up: Read More Slowly and Think About the Words	Identify Main Purpose of a Text (Author's Purpose)  Compare and Contrast the Most Important Points in Two Texts on the Same Topic  Read a Poem: Understand Rhyme and Regular Beats	Determine the Meaning of Words and Phrases in a Text	<p><b>General Academic Listening &amp; Speaking:</b></p> <i>limitations</i> <i>maneuver</i> <i>experience</i> <i>signal</i>	Process Writing: Opinion Essay	Use an Apostrophe to Form Possessives  Capitalize Holidays, Product Names, and Geographical Names  Produce Complete Simple Sentences

# Grade 2 • Unit 6 • Tales to Live By

## Essential Question: What can different cultures teach us?

### Enduring Understandings:

- Storytelling is a very old tradition shared by many cultures around the world.
- People tell stories to entertain, educate, and share ideas.
- There are common themes, or central messages, that can be found in folktales across many cultures.
- Readers can build knowledge and understanding about different cultures and traditions, and learn valuable lessons, from folktales.

**Build Knowledge Word Bank:** *cultures, folktale, storytelling, message*

**Research & Inquiry Project:** Research an Invention, Part 2

## Unit Readings

**Read-Alouds:** Choose from Unit 6 Read-Aloud Handbook Selections and Recommended Trade Books.

### Knowledge-Building Library:

*The Pictures of My Grandfather* (460L)  
*Armadillo and the Oasis* (490L)  
*I Have Two Enormous Wings* (500L)  
*Jimena Visits a Museum* (520L)  
*The Turtle and the Tiger* (530L)

*Don Quijote and the Windmills* (490L)  
*Honorable Minu: A West African Folktale* (570L)  
*Gabriela Saves the Concert* (520L)  
*Chamomile Saves the Forest* (490L)

### Reader's Theater Scripts:

*The Boy Who Cried Wolf: An Aesop's Fable*



Weekly Readings				Weekly Skills and Strategies												
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonological Awareness	Phonics & Word Study	High-Frequency Words	Fluency Skill		Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar			
<b>Week 1</b>  <b>Interactive Text:</b> "The Brothers Grimm"  <b>Accountable Text:</b> "Mercury and the Ax"  <b>Word Study Read:</b> "Hansel and Gretel"	<b>Short Read 1:</b> "The Village of the Moon Rain"  <b>Short Read 2:</b> "The Huemul Egg"	"The Rabbit and the Coyote"	Delete Final Sound in a Blend  Delete Initial and Final Sounds	<b>Primary Skill:</b> /oo/ vowel team syllable patterns (oo, ui, ew, ue, u, ou, oe, u_e)  <b>Spiral Review:</b> /ou/ vowel team syllable patterns (ou, ow)	<i>point</i> <i>river</i> <i>second</i> <i>song</i> <i>think</i> <i>three</i> <i>until</i> <i>watch</i> <i>white</i> <i>young</i>	Inflection/ Intonation—Pitch		Metacognitive: Summarize and Synthesize  Metacognitive: Make Connections  Fix-Up: Reread to Clarify or Confirm Understanding	Ask and Answer Questions to Demonstrate Understanding of Key Details  Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message)  Acknowledge Differences in the Points of View of Characters  Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot	Identify Real-Life Connections Between Words and Their Uses	<b>General Academic Listening &amp; Speaking:</b> <i>ancestors</i> <i>disappear</i> <i>stumbled</i> <i>rudely</i>	Process Writing: Narrative Fiction	Produce, Expand, and Rearrange Complete Compound Sentences			
			<b>Interactive Text:</b> "The Boy Who Cried Wolf"  <b>Accountable Text:</b> "The Many Tales of Red Riding Hood"  <b>Word Study Read:</b> "Stone Soup"	<b>Extended Read 1:</b> "A Foxy Garden"	"How Tiger Got His Stripes"	Delete Initial and Final Sounds  Delete Initial Sound in a Blend	<b>Primary Skill:</b> /oo/ vowel team syllable patterns (oo, u)  <b>Secondary Skill:</b> homophones  <b>Spiral Review:</b> /oo/ vowel team syllable patterns (oo, ui, ew, ue, u, ou, oe, u_e)	<i>add</i> <i>between</i> <i>close</i> <i>example</i> <i>food</i> <i>group</i> <i>hear</i> <i>home</i> <i>left</i> <i>mountain</i>	Expression—Dramatic Expression		Metacognitive: Make Connections	Ask and Answer Questions to Demonstrate Understanding of Key Details  Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message)  Acknowledge Differences in the Points of View of Characters  Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot	Identify Real-Life Connections Between Words and Their Uses	<b>General Academic Listening &amp; Speaking:</b> <i>wise</i> <i>selfish</i> <i>tricked</i> <i>agreed</i>	Process Writing: Narrative Fiction	Choose Between Adjectives and Adverbs
						<b>Interactive Text:</b> "Rumpelstiltskin"  <b>Accountable Text:</b> "No Small Trick"  <b>Word Study Read:</b> "The Legend of the Talking Feather"	<b>Extended Read 2:</b> "Why the Sky Is Far Away"  <b>Unit Poem:</b> "Be Glad Your Nose Is on Your Face"	"The First Strawberries"	Substitute Sounds (parts of blends in the final position)  Substitute Initial, Medial, and Final Sounds	<b>Primary Skill:</b> /ô/ vowel teams syllable patterns ((w)a, al, aw, au)  <b>Spiral Review:</b> consonant -le syllable pattern	<i>music</i> <i>night</i> <i>old</i> <i>picture</i> <i>sentence</i> <i>spell</i> <i>thought</i> <i>together</i> <i>while</i> <i>world</i>			Metacognitive: Summarize and Synthesize  Fix-Up: Read On to Clarify or Confirm Understanding	Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message)  Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot  Read a Poem: Understand Alliteration and Humor	Identify Real-Life Connections Between Words and Their Uses

# Grade 2 • Unit 7 • Investigating the Past

**Essential Question:** How does understanding the past shape the future?

**Enduring Understandings:**

- Primary sources include firsthand accounts, photographs, writings, maps, and artifacts.
- Primary sources help people learn about history and understand what life was like in the past.
- People search for artifacts and fossils in order to better understand the past.
- Understanding and learning from the past helps people better plan for the future.

**Build Knowledge Word Bank:** *artifacts, past, firsthand account, primary sources*

**Research & Inquiry Project:** Research a History Topic, Part 1

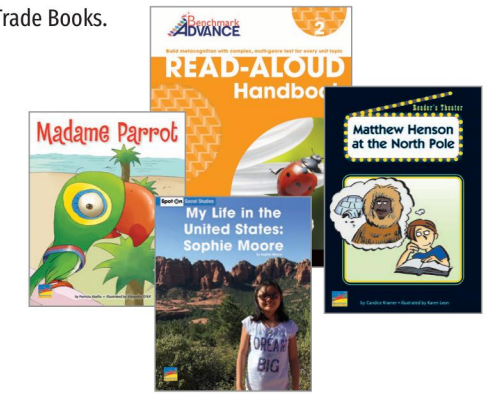
## Unit Readings

**Read-Alouds:** Choose from Unit 7 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

*What Do Paintings Tell Us?* (510L)  
*My Life in the United States: Sophie Moore* (530L)  
*Perrault and Andersen: From Fairies to Dragons* (530L)  
*I Am Colombia!* (560L)

*George and Grace Find an Egg* (590L)  
*Sitting Bull* (750L)  
*All About Diaries* (620L)  
*Madame Parrot* (550L)  
*Reading Maps* (730L)



**Reader's Theater Scripts:**

*Matthew Henson at the North Pole*

Weekly Readings			Weekly Skills and Strategies										
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonological Awareness	Phonics & Word Study	High-Frequency Words	Fluency Skill		Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
<b>Week 1</b>	<p><b>Interactive Text:</b> "The Wright Brothers Take Off!"</p> <p><b>Accountable Text:</b> "My Freedom Diary"</p> <p><b>Word Study Read:</b> "The Baseball"</p>	<p><b>Short Read 1:</b> "The Oregon Trail"</p> <p><b>Short Read 2:</b> "Ranch Flyer"</p>	"Road Trip with My Dad"	Blend and Segment Multisyllabic Words by Syllable  Add Initial and Final Sounds	<p><b>Primary Skill:</b> compound words; silent letters (wr, kn, gn)</p> <p><b>Spiral Review:</b> closed syllable patterns</p>	<i>air</i> <i>along</i> <i>begin</i> <i>children</i> <i>important</i> <i>letter</i> <i>open</i> <i>own</i> <i>sound</i> <i>talk</i>	Confirm or Correct Word Recognition and Understanding	Metacognitive: Apply Metacognitive and Fix-up Strategies  Fix-Up: Stop and Think About the Author's Purpose	Identify Main Topic and Key Details  Use Text Features to Locate Key Facts or Information  Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps  Explain How Images Contribute to and Clarify a Text	Distinguish Shades of Meaning Among Related Adjectives	<p><b>General Academic Listening &amp; Speaking:</b></p> <i>exhausted</i> <i>supplies</i> <i>minute</i> <i>amazing</i>	Process Writing: Narrative Nonfiction Letter	Use Commas in Greetings and Closings of Letters
<b>Week 2</b>	<p><b>Interactive Text:</b> "A Letter to the City"</p> <p><b>Accountable Text:</b> "Family Album"</p> <p><b>Word Study Read:</b> "Sacagawea"</p>	<b>Extended Read 1:</b> "Primary Sources"	"Pen Pals from the Past and Present"	Substitute Sounds (parts of blends in the final position)  Substitute Initial, Medial, and Final Sounds	<p><b>Primary Skill:</b> inflectional endings with spelling changes (drop final -e, double final consonant)</p> <p><b>Secondary Skill:</b> contractions 'll, 've, 'm</p> <p><b>Spiral Review:</b> /ô/ vowel team syllable patterns</p>	<i>almost</i> <i>animal</i> <i>around</i> <i>body</i> <i>color</i> <i>eye</i> <i>form</i> <i>high</i> <i>light</i> <i>story</i>	Speed/Pacing—Varied	Metacognitive: Apply Metacognitive and Fix-up Strategies	Identify Main Topic and Key Details  Use Text Features to Locate Key Facts or Information  Explain How Images Contribute to and Clarify a Text	Distinguish Shades of Meaning Among Related Adjectives	<p><b>General Academic Listening &amp; Speaking:</b></p> <i>exist</i> <i>past</i> <i>event</i> <i>letters</i>	Process Writing: Narrative Nonfiction Letter	Use an Apostrophe to Form Contractions  Produce Complete Simple Sentences
<b>Week 3</b>	<p><b>Interactive Text:</b> "How to Make a Time Capsule"</p> <p><b>Accountable Text:</b> "A Desert Discovery"</p> <p><b>Word Study Read:</b> "The History Lady"</p>	<p><b>Extended Read 2:</b> "A Dinosaur Named SUE"</p> <p><b>Unit Poem:</b> "Crazy Boys"</p>	"I Met SUE"	Delete Final Sounds in a Blend  Delete Initial and Final Sounds	<p><b>Primary Skill:</b> related root words</p> <p><b>Spiral Review:</b> open syllable pattern</p>	<i>across</i> <i>become</i> <i>complete</i> <i>during</i> <i>happened</i> <i>hundred</i> <i>problem</i> <i>toward</i> <i>study</i> <i>wind</i>		Metacognitive: Apply Metacognitive and Fix-up Strategies  Fix-Up: Read Out Loud to Support Comprehension	Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps  Explain How Images Contribute to and Clarify a Text  Read a Poem: Understand Figurative Language and Imagery	Distinguish Shades of Meaning Among Related Adjectives	<p><b>General Academic Listening &amp; Speaking:</b></p> <i>gigantic</i> <i>skillful</i>  <p><b>Domain-Specific Listening &amp; Speaking:</b></p> <i>museum</i> <i>exhibit</i>	Process Writing: Narrative Nonfiction Letter	Use an Apostrophe to Form Contractions  Compare Formal and Informal Uses of English

# Grade 2 • Unit 8 • Wind and Water Change Earth

**Essential Question:** How do we react to changes in nature?

**Enduring Understandings:**

- Wind and water cause weathering and erosion, changing the shape of land.
- Changes can happen slowly, over a long time period, or quickly.
- Human activity can cause changes to Earth's surface that affect all living things.
- Scientists record weather patterns to make predictions which can help people prepare for severe weather.

**Build Knowledge Word Bank:** *force, damage, wear away, storm*

**Research & Inquiry Project:** Research a History Topic, Part 2

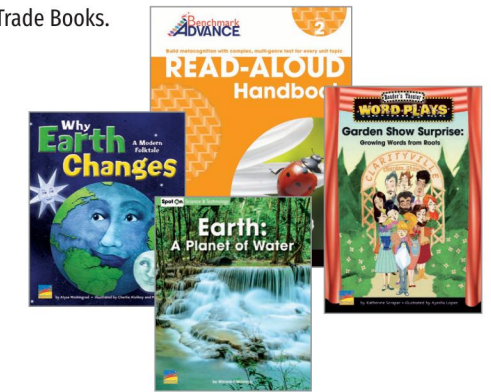
## Unit Readings

**Read-Alouds:** Choose from Unit 8 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

- The Treasure of the Cenote* (500L)
- Earth: A Planet of Water* (510L)
- Petroleum* (560L)
- Pico de Orizaba* (680L)
- The Sonoran Desert* (600L)

- Rock Erosion* (680L)
- Why Earth Changes: A Modern Folktale* (640L)
- The Storm Chaser* (640L)
- It's Cloud Time Again* (NP)



**Reader's Theater Scripts:**

- Garden Show Surprise*
- Growing Words from Roots*

Weekly Readings				Weekly Skills and Strategies									
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonological Awareness	Phonics & Word Study	High-Frequency Words	Fluency Skill		Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
<b>Week 1</b>	<b>Interactive Text:</b> "Dust Storm!" <b>Accountable Text:</b> "The Big Blizzard" <b>Word Study Read:</b> "Sam Kent's Journal"	<b>Short Read 1:</b> "Tornado!" <b>Short Read 2:</b> "Water's Awesome Wonder"	"Hurricane Days"	Substitute Medial Vowel Sounds  Substitute Initial and Final Sounds	<b>Primary Skill:</b> irregular plural nouns  <b>Spiral Review:</b> r-controlled vowel syllables	<i>against</i> <i>certain</i> <i>door</i> <i>early</i> <i>field</i> <i>heard</i> <i>knew</i> <i>listen</i> <i>morning</i> <i>several</i>	Inflection/ Intonation— Volume	Metacognitive: Apply Metacognitive and Fix-Up Strategies  Fix-Up: Read More Slowly and Think About the Words	Explain How Images Contribute to and Clarify a Text  Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps  Identify Main Purpose of a Text  Analyze How the Author's Reasons Support Specific Points in a Text	Use Context Clues to Determine Word Meaning	<b>General Academic Listening &amp; Speaking:</b> <i>flowed</i> <i>mighty</i> <i>rises</i> <i>warning</i>	Process Writing: Research Report	Use Collective Nouns
<b>Week 2</b>	<b>Interactive Text:</b> "Our Sandcastles" <b>Accountable Text:</b> "My Beach" <b>Word Study Read:</b> "Mudslide"	<b>Extended Read 1:</b> "Earth's Changes"	"Dust Storm"	Substitute Sounds (parts of blends in the final position)  Substitute Initial, Medial, and Final Sounds	<b>Primary Skill:</b> suffixes -er, -or endings  <b>Secondary Skill:</b> homographs  <b>Spiral Review:</b> possessives	<i>area</i> <i>ever</i> <i>hours</i> <i>measure</i> <i>notice</i> <i>order</i> <i>piece</i> <i>short</i> <i>today</i> <i>true</i>	Confirm or Correct Word Recognition and Understanding	Metacognitive: Apply Metacognitive and Fix-Up Strategies	Explain How Images Contribute to and Clarify a Text  Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps  Identify Main Purpose of a Text  Compare and Contrast the Most Important Points in Two Texts on the Same Topic	Use Dictionaries and Glossaries to Determine Word Meaning	<b>General Academic Listening &amp; Speaking:</b> <i>rushing</i> <i>bits</i> <i>breeze</i> <i>lessen</i>	Process Writing: Research Report	Compare Formal and Informal Uses of English; Understand Formal Uses of English  Capitalize Geographic Names
<b>Week 3</b>	<b>Interactive Text:</b> "The Contest" <b>Accountable Text:</b> "Let's Debate" <b>Word Study Read:</b> "Earth's Changing Mountains"	<b>Extended Read 2:</b> "Naples Daily Tidings" <b>Unit Poem:</b> "Weather"	"Avalanche!"	Blend and Segment Multisyllabic Words by Syllable  Add Initial and Final Sounds	<b>Primary Skill:</b> comparative and superlative suffixes -er, -est  <b>Spiral Review:</b> irregular plural nouns	<i>covered</i> <i>cried</i> <i>figure</i> <i>horse</i> <i>money</i> <i>products</i> <i>questions</i> <i>since</i> <i>usually</i> <i>voice</i>		Metacognitive: Apply Metacognitive and Fix-Up Strategies  Fix-Up: Reread to Clarify or Confirm Understanding	Identify Main Purpose of a Text  Analyze How the Author's Reasons Support Specific Points in a Text	Use Context Clues to Determine Word Meaning	<b>General Academic Listening &amp; Speaking:</b> <i>banks</i> <i>damage</i> <i>heavy</i> <i>waist deep</i>	Process Writing: Research Report	Use Commas in Greeting and Closing

# Grade 2 • Unit 9 • Buyers and Sellers

**Essential Question:** How do the goods we make, buy, and sell connect us?

**Enduring Understandings:**

- Goods are items that are made, bought, and sold.
- People use natural resources to make, or produce, goods.
- People make choices about what goods to buy based on their needs and wants.
- Producers, buyers, and sellers are all connected.

**Build Knowledge Word Bank:** *produce/producer, goods, resources, choice*

**Research & Inquiry Project:** Research How a Good Is Made and Sold, Part 1

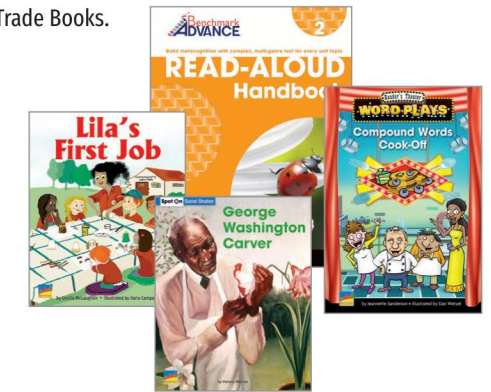
## Unit Readings

**Read-Alouds:** Choose from Unit 9 Read-Aloud Handbook Selections and Recommended Trade Books.

**Knowledge-Building Library:**

- Sally's Spinach Pies* (480L)
- Lila's First Job* (490L)
- Hats Off to Henry!* (500L)
- The Shopping List* (540L)
- We Have Many Choices* (530L)

- From Field to Fashion* (550L)
- George Washington Carver* (570L)
- Where Does Food Come From?* (820L)
- How to Read Pictures* (560L)



**Reader's Theater Scripts:**

- Compound Words Cook-Off*

Weekly Readings			Weekly Skills and Strategies										
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonological Awareness	Phonics & Word Study	High-Frequency Words	Fluency Skill		Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
<b>Week 1</b>	<p><b>Interactive Text:</b> "Allowance: For and Against"</p> <p><b>Accountable Text:</b> "A Baker's Dozen"</p> <p><b>Word Study Read:</b> "Trading This for That"</p>	<p><b>Short Read 1:</b> "From Tree to Baseball Bat"</p> <p><b>Short Read 2:</b> "Goat and Bear in Business"</p>	"The History of Cars"	<p>Substitute Initial and Final Sounds</p> <p>Substitute Medial Vowel Sounds</p>	<p><b>Primary Skill:</b> suffixes -y, -ly</p> <p><b>Spiral Review:</b> inflectional endings with spelling changes</p>	<p><i>able</i> <i>behind</i> <i>carefully</i> <i>common</i> <i>easy</i> <i>fact</i> <i>remember</i> <i>sure</i> <i>vowel</i> <i>whole</i></p>	Inflection/Intonation—Stress	<p>Metacognitive: Apply Strategies</p> <p>Fix-Up: Read On to Clarify or Confirm Understanding</p>	<p>Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps</p> <p>Explain How Images Contribute to and Clarify a Text</p> <p>Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot.</p> <p>Describe How Characters Respond to Major Events and Challenges</p>	Determine the Meaning of Compound Words	<p><b>General Academic Listening &amp; Speaking:</b> <i>shipped</i> <i>weigh</i> <i>purchased</i> <i>business</i></p>	Multimedia Presentation	Use Adjectives and Adverbs
<b>Week 2</b>	<p><b>Interactive Text:</b> "Alissa's Tag Sale"</p> <p><b>Accountable Text:</b> "Peanut Butter"</p> <p><b>Word Study Read:</b> "Zollipops"</p>	<p><b>Extended Read 1:</b> "From Pine Tree to Pizza Box"</p>	"Reduce, Reuse, Recycle"	<p>Add Initial, Final Sounds</p> <p>Blend and Segment Multisyllabic Words by Syllable</p>	<p><b>Primary Skill:</b> schwa</p> <p><b>Secondary Skill:</b> irregular plural nouns</p> <p><b>Spiral Review:</b> comparative and superlative suffixes -er, -est</p>	<p><i>ago</i> <i>government</i> <i>half</i> <i>machine</i> <i>pair</i> <i>quickly</i> <i>scientist</i> <i>thousand</i> <i>understood</i> <i>wait</i></p>	Phrasing—Units of Meaning in Complex Sentences	<p>Metacognitive: Apply Strategies</p>	<p>Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps</p> <p>Explain How Images Contribute to and Clarify a Text</p> <p>Compare and Contrast the Most Important Points in Two Texts on the Same Topic</p>	Determine the Meaning of Words with Prefixes	<p><b>General Academic Listening &amp; Speaking:</b> <i>protect</i> <i>products</i> <i>steps</i></p> <p><b>Domain-Specific Listening &amp; Speaking:</b> <i>natural resources</i></p>	Multimedia Presentation	Use Irregular Past Tense Verbs
<b>Week 3</b>	<p><b>Interactive Text:</b> "Start a Business"</p> <p><b>Accountable Text:</b> "Picture It!"</p> <p><b>Word Study Read:</b> "Our Class Knows!"</p>	<p><b>Extended Read 2:</b> "Cherokee Art Fair"</p> <p><b>Unit Poem:</b> "Turtle Soup"</p>	"Come Get Some Lemonade!"	<p>Substitute Initial and Final Sounds</p> <p>Substitute Medial Vowel Sounds</p>	<p><b>Primary Skill:</b> silent letters /n/ gn, kn; /r/ wr; /m/ mb</p> <p><b>Spiral Review:</b> schwa</p>	<p><i>among</i> <i>building</i> <i>circle</i> <i>decided</i> <i>finally</i> <i>heavy</i> <i>include</i> <i>nothing</i> <i>special</i> <i>wheel</i></p>		<p>Metacognitive: Apply Strategies</p> <p>Fix-Up: Stop and Think About the Author's Purpose</p>	<p>Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot.</p> <p>Describe How Characters Respond to Major Events and Challenges</p>	Determine the Meaning of Words and Phrases in a Text	<p><b>General Academic Listening &amp; Speaking:</b> <i>annual</i> <i>remembered</i> <i>represent</i> <i>greeted</i></p>	Multimedia Presentation	Compare Formal and Informal Language

# Grade 2 • Unit 10 • States of Matter

## Essential Question: How can matter change?

### Enduring Understandings:

- Everything is made up of matter.
- Matter has three states: solid, liquid, or gas.
- We can describe and sort matter by its physical properties.
- Physical properties of matter (such as size, shape, and state) can change.
- Some changes to matter can be reversed and others cannot.

**Build Knowledge Word Bank:** *describe, state, change(s), property/properties*

**Research & Inquiry Project:** Research How a Good Is Made and Sold, Part 2

## Unit Readings

**Read-Alouds:** Choose from Unit 10 Read-Aloud Handbook Selections and Recommended Trade Books.

### Knowledge-Building Library:

*Stan's Trip Out West* (490L)  
*Snow Cones in Space* (550L)  
*The Blue Jays Build a Nest* (490L)  
*How to Make Paper Designs* (540L)  
*Water Takes Different Forms* (550L)

*Wind Power* (590L)  
*Yujie Ding: Hatmaker* (600L)  
*The Potter of San Ildefonso* (610L)  
*Forces in Sports* (740L)



### Reader's Theater Scripts:

*The King's New Crown*

Weekly Readings				Weekly Skills and Strategies									
Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonological Awareness	Phonics & Word Study	High-Frequency Words	Fluency Skill		Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
<b>Week 1</b>	<b>Interactive Text:</b> "Lemonade" <b>Accountable Text:</b> "World's Best Glass Art" <b>Word Study Read:</b> "Up, Up and Away"	<b>Short Read 1:</b> "The Art of Origami" <b>Short Read 2:</b> "Sand Sculpture"	"Amazing Sea Creatures"	Substitute Medial Vowel Sounds  Substitute Initial and Final Sounds	<b>Primary Skill:</b> possessive nouns (singular and plural) <b>Spiral Review:</b> suffixes -y, -ly	<i>brought</i> <i>contain</i> <i>front</i> <i>gave</i> <i>inches</i> <i>material</i> <i>noun</i> <i>ocean</i> <i>strong</i> <i>verb</i>	Confirm or Correct Word Recognition and Understanding	Metacognitive: Apply Strategies  Fix-Up: Read Out Loud to Support Comprehension	Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps  Explain How Images Contribute to and Clarify a Text  Ask and Answer Questions to Demonstrate Understanding of Key Details  Use Text Features to Locate Key Facts or Information	Use a Known Root Word as a Clue to the Meaning of an Unknown Word	<b>General Academic Listening &amp; Speaking:</b> <i>spread</i> <i>create</i> <i>stunning</i> <i>smooth</i>	Process Writing: Acrostic Poem	Produce Complete Simple Sentences
<b>Week 2</b>	<b>Interactive Text:</b> "Tyler's Party" <b>Accountable Text:</b> "Sand Becomes Glass!" <b>Word Study Read:</b> "Water!"	<b>Extended Read 1:</b> "Matter Changes in Many Ways"	"A Snowy Experiment"	Blend and Segmenting Multisyllabic Words by Syllable  Add Initial and Final Sounds	<b>Primary Skill:</b> prefixes un-, re-, dis- <b>Secondary Skill:</b> abbreviations <b>Spiral Review:</b> silent letters /n/ gn, kn; /r/ wr; /m/ mb	<i>built</i> <i>correct</i> <i>inside</i> <i>island</i> <i>language</i> <i>oh</i> <i>person</i> <i>street</i> <i>system</i> <i>warm</i>	Inflection/ Intonation— Volume	Metacognitive: Apply Strategies	Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps  Explain How Images Contribute to and Clarify a Text  Ask and Answer Questions to Demonstrate Understanding of Key Details  Use Text Features to Locate Key Facts or Information	Use a Known Root Word as a Clue to the Meaning of an Unknown Word	<b>General Academic Listening &amp; Speaking:</b> <i>undergoes</i> <i>properties</i> <i>boils</i> <i>transformed</i>	Process Writing: Acrostic Poem	Produce Complete Compound Sentences
<b>Week 3</b>	<b>Interactive Text:</b> "Changing Liquids and Solids" <b>Accountable Text:</b> "Beautiful Ice Cities" <b>Word Study Read:</b> "New Planets"	<b>Extended Read 2:</b> "Crazy Horse Memorial" <b>Unit Poem:</b> "It's All Weather"	"When Galaxies Collide"	Blend and Segmenting Multisyllabic Words by Syllable  Add Initial and Final Sounds	<b>Primary Skill:</b> suffixes -ful, -less <b>Spiral Review:</b> prefixes un-, re-, dis-	<i>dark</i> <i>clear</i> <i>explain</i> <i>force</i> <i>minutes</i> <i>object</i> <i>plane</i> <i>power</i> <i>produce</i> <i>surface</i>		Metacognitive: Apply Strategies  Fix-Up: Read More Slowly and Think About the Words	Ask and Answer Questions to Demonstrate Understanding of Key Details  Use Text Features to Locate Key Facts or Information	Identify Real-Life Connections Between Words and Their Uses	<b>General Academic Listening &amp; Speaking:</b> <i>miles</i> <i>models</i> <i>measured</i>  <b>Domain-Specific Listening &amp; Speaking:</b> <i>natural forces</i>	Reflect on Writing	Irregular Plural Nouns