



Grade 2 • Unit 1 • Scope and Sequence

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

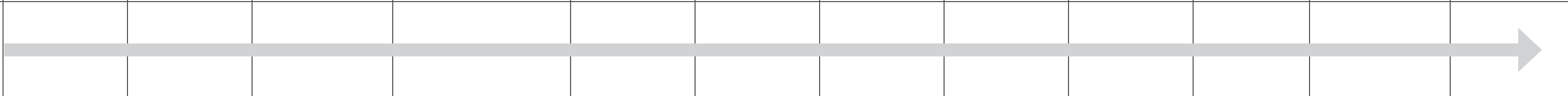


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Big Idea: Friends and Family How do families and friends learn, grow, and help one another?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: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



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



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



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



Grade 2 • Unit 2 • Scope and Sequence

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



Grade 2 • Unit 3 • Scope and Sequence

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



Grade 2 • Unit 3 • Scope and Sequence

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



Grade 2 • Unit 3 • Scope and Sequence

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



Grade 2 • Unit 4 • Scope and Sequence

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



Grade 2 • Unit 4 • Scope and Sequence

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



Grade 2 • Unit 4 • Scope and Sequence

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



Grade 2 • Unit 5 • Scope and Sequence

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



Grade 2 • Unit 5 • Scope and Sequence

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



Grade 2 • Unit 5 • Scope and Sequence

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



Grade 2 • Unit 6 • Scope and Sequence

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



Grade 2 • Unit 6 • Scope and Sequence

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



Grade 2 • Unit 6 • Scope and Sequence

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