



# Grade 2 • Unit 1 • Scope and Sequence

Big Idea: Friends and Family  How do families and friends learn, grow, and help one another?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 1: Narrative Friendly Letter; Personal Narrative	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Friends Help Friends</p> <p><b>Essential Question:</b> How do friends depend on each other?</p>	<p><b>Short Text:</b> "The New Kid"</p> <p><b>Genre:</b> Fiction/ Fantasy</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> <i>Little Flap Learns to Fly</i></p> <p><b>Lexile:</b> 390L</p> <p><b>Genre:</b> Fiction/ Fantasy</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selection Title:</b> <i>Help! A Story of Friendship</i></p> <p><b>Genre:</b> Fiction/ Fantasy</p> <p><b>Lexile:</b> 410L</p> <p><b>Paired Selection Title:</b> "Crayons"</p> <p><b>Genre:</b> Poetry</p> <p><b>Lexile:</b> NP</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selections Genre:</b> Fantasy</p> <p><b>Titles:</b> A: <i>Cat and Dog</i> O: <i>The Quest</i> E: <i>The Quest</i> B: <i>Class Pets</i></p> <p><b>Paired Selections Genre:</b> Poem</p> <p><b>Titles:</b> A: "Uncle Max and I" O: "Together" E: "It Takes a Friend" B: "What Friends Do"</p>	<p><b>Reading/Writing Workshop:</b> Genre</p> <p><b>Literature Anthology:</b> Connection of Ideas; Genre; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>actions, afraid, depend, nervously, peered, perfectly, rescue, secret</i></p> <p><b>Additional Domain Words:</b> <i>hedghog prickles</i></p> <p><b>Additional Academic Words:</b> <i>characters, events, evidence</i></p> <p><b>Vocabulary Strategy:</b> Inflectional Endings</p>	<p><i>ball, blue, both, even, for, help, put, there, why, yellow</i></p>	<p><i>awkward, outrageous, panic, relief, squawked</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Blending; Phoneme Categorization; Phoneme Segmentation</p> <p><b>Phonics/ Spelling Skill:</b> short a, i</p> <p><b>Structural Analysis:</b> Plural Nouns: -s, -es</p>	Expression	<p><b>Writing Trait: Ideas:</b> Focus on an Event</p> <p><b>Grammar Skill:</b> Statements and Questions</p> <p><b>Grammar Mechanics:</b> Sentence Capitalization/ Punctuation</p> <p><b>Write About Reading:</b> Analyze Key Details</p>	<p><b>Weekly:</b> How do friends support and depend on one another?</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Families Around the World</p> <p><b>Essential Question:</b> How are families around the world the same and different?</p>	<p><b>Short Text:</b> "Dinner at Alejandro's"</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> <i>Maria Celebrates Brazil</i></p> <p><b>Lexile:</b> 460L</p> <p><b>Genre:</b> Fiction/ Realistic Fiction</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Character, Setting, Events</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Character, Setting, Events</p> <p><b>Main Selection Genre:</b> Fiction</p> <p><b>Title:</b> <i>Big Red Lollipop</i></p> <p><b>Lexile:</b> 410L</p> <p><b>Paired Selection Genre:</b> Informational Text</p> <p><b>Title:</b> "A Look at Families"</p> <p><b>Lexile:</b> 480L</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Character, Setting, Events</p> <p><b>Main Selections Genre:</b> Informational Text</p> <p><b>Titles:</b> A: <i>Music in My Family</i> O: <i>Happy New Year!</i> E: <i>Happy New Year!</i> B: <i>I'm Down Under</i></p> <p><b>Paired Selections Genre:</b> Fiction</p> <p><b>Titles:</b> A: "Making Music" O: "New Year's Eve" E: "New Year's Eve" B: "Families Around the World"</p>	<p><b>Reading/Writing Workshop:</b> Connections of Ideas</p> <p><b>Literature Anthology:</b> Lack of Prior Knowledge; Connections of Ideas; Purpose; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>aside, culture, fair, invited, language, plead, scurries, share</i></p> <p><b>Additional Domain Words:</b> <i>musical, triangle</i></p> <p><b>Additional Academic Words:</b> <i>compare, exclamation, setting,</i></p> <p><b>Vocabulary Strategy:</b> Root Words</p>	<p><i>could, find, funny, green, how, little, one, or, see, sounds</i></p>	<p><i>colorful, confusing, noticed, overflowing, tasty</i></p>	<p><b>Phonemic Awareness:</b> Identify and Generate Rhymes; Phoneme Isolation; Phoneme Blending; Phoneme Segmentation</p> <p><b>Phonics/ Spelling Skill:</b> short e, o, u</p> <p><b>Structural Analysis:</b> Inflectional Endings: -s, -es</p>	Expression	<p><b>Writing Trait:</b> Organization: Strong Openings</p> <p><b>Grammar Skill:</b> Commands and Exclamations</p> <p><b>Grammar Mechanics:</b> Sentence Capitalization/ Punctuation</p> <p><b>Write About Reading:</b> Analyze Story Structure Using Text Evidence</p>	<p><b>Weekly:</b> How are celebrations, food, clothing and sports the same and different around the world?</p>
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Pets are Our Friends</p> <p><b>Essential Question:</b> How can a pet be an important friend?</p>	<p><b>Title:</b> "My Partner and Friend"</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> <i>Finding Cal</i></p> <p><b>Lexile:</b> 410L</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Character, Setting, Events: Use Illustrations</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Character, Setting, Events: Use Illustrations</p> <p><b>Main Selection Genre:</b> Fiction</p> <p><b>Title:</b> <i>Not Norman</i></p> <p><b>Lexile:</b> 450L</p> <p><b>Paired Selection Genre:</b> Poetry</p> <p><b>Title:</b> "My Puppy"</p> <p><b>Lexile:</b> NP</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details, Use Illustrations</p> <p><b>Main Selections Genre:</b> Fiction</p> <p><b>Titles:</b> A: <i>Too Many Pets?</i> O: <i>A New Home For Henry</i> E: <i>A New Home For Henry</i> B: <i>Hello, Koko!</i></p> <p><b>Paired Selections Genre:</b> Poetry</p> <p><b>Titles:</b> A: "My Dog Loves Me" O: "My Best Friend Forever!" E: "Hoppy" B: "Who Is My Best Friend?"</p>	<p><b>Reading/Writing Workshop:</b> Genre</p> <p><b>Literature Anthology:</b> Purpose; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>decide, different, friendship, glance, proper, relationship, stares, trade</i></p> <p><b>Additional Domain Words:</b> <i>goldfish</i></p> <p><b>Additional Academic Words:</b> <i>closing, greeting, rhyming</i></p> <p><b>Vocabulary Strategy:</b> Sentence Clues</p>	<p><i>boy, by, girl, he, here, she, small, want, were, what</i></p>	<p><i>apologized, gazed, partner, rummaged, scent</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Categorization; Phoneme Substitution; Phoneme Blending</p> <p><b>Phonics/ Spelling Skill:</b> 2-letter blends (r, s, t, l)</p> <p><b>Structural Analysis:</b> Closed Syllables</p>	Intonation	<p><b>Writing Trait:</b> Word Choice: Precise Languages</p> <p><b>Grammar Skill:</b> Subjects</p> <p><b>Grammar Skill:</b> Subjects</p> <p><b>Grammar Mechanics:</b> Letter Punctuation</p> <p><b>Write About Reading:</b> Analyze Story Structure</p>	<p><b>Weekly:</b> What makes an animal a good pet?</p>

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<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> Animals Need Our Care</p> <p><b>Essential Question:</b> How do we care for animals?</p>	<p><b>Title:</b> "All Kinds of Vets"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> <i>Taking Care of Pepper</i></p> <p><b>Lexile:</b> 520L</p> <p><b>Genre:</b> Informational Text/Nonfiction Narrative</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details: Use Photos</p> <p><b>Text Features:</b> Photos, Captions</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details: Use Photos</p> <p><b>Main Selection Genre:</b> Informational Text</p> <p><b>Title:</b> Lola and Tiva: An Unlikely Friendship</p> <p><b>Lexile:</b> 630L</p> <p><b>Paired Selection Genre:</b> Informational Text</p> <p><b>Title:</b> "Animal Needs"</p> <p><b>Lexile:</b> 430L</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details: Use Photos</p> <p><b>Main Selection Genre:</b> Informational Text</p> <p><b>Titles:</b> A: <i>People Helping Whales</i> O: <i>People Helping Whales</i> E: <i>People Helping Whales</i> B: <i>People Helping Whales</i></p> <p><b>Paired Selections Genre:</b> Informational Text</p> <p><b>Titles:</b> A: "Working With Animals" O: "Working With Animals" E: "Working With Animals" B: "Working With Animals"</p>	<p><b>Reading/Writing Workshop:</b> Genre; Purpose</p> <p><b>Literature Anthology:</b> Lack of Prior Knowledge; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>allowed, care, excited, needs, roam, safe, wandered, wild</i></p> <p><b>Additional Domain Words:</b> <i>conservancy, rhino</i></p> <p><b>Additional Academic Words:</b> <i>categorize, organization, sequence, subject</i></p> <p><b>Vocabulary Strategy:</b> Root Words</p>	<p><i>another, done, into, move, now, show, too, water, year, your</i></p>	<p><i>duty, equipment, profession, satisfaction, thorough</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Segmentation; Phoneme Categorization; Phoneme Blending</p> <p><b>Phonics/ Spelling Skill:</b> short <i>a</i>, long <i>a</i>; <i>a_e</i></p> <p><b>Structural Analysis:</b> Plural Nouns: -Inflectional Endings: <i>-ed, -ing</i></p>	Intonation	<p><b>Writing Trait:</b> Organization: Sequence</p> <p><b>Grammar Skill:</b> Predicates</p> <p><b>Grammar Mechanics:</b> Commas in a Sequence</p> <p><b>Write About Reading:</b> Analyze Key Details</p>	<p><b>Weekly:</b> What are the basic needs of animals?</p>
<p><b>Week 5</b></p> <p><b>Weekly Concept:</b> Families Working Together</p> <p><b>Essential Question:</b> What happens when families work together?</p>	<p><b>Short Text:</b> "Families Today"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> Families Work!</p> <p><b>Lexile:</b> 500L</p> <p><b>Genre:</b> Informational Text/Time For Kids</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details</p> <p><b>Text Features:</b> Photos, Captions, Chart</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selection Genre:</b> Informational Text/Time For Kids</p> <p><b>Title:</b> Families Working Together</p> <p><b>Lexile:</b> 560L</p> <p><b>Paired Selection Genre:</b> Informational Text</p> <p><b>Title:</b> "Why We Work"</p> <p><b>Lexile:</b> 510L</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selection Genre:</b> Informational Text</p> <p><b>Titles:</b> A: <i>Families at Work</i> O: <i>Families at Work</i> E: <i>Families at Work</i> B: <i>Families at Work</i></p> <p><b>Paired Selections Genre:</b> Informational Text</p> <p><b>Titles:</b> A: "A Family Sawmill" O: "A Family Sawmill" E: "A Family Sawmill" B: "A Family Sawmill"</p>	<p><b>Reading/Writing Workshop:</b> Purpose</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>checks, choose, chores, cost, customers, jobs, spend, tools</i></p> <p><b>Additional Academic Words:</b> <i>combine, comparison, expand</i></p> <p><b>Vocabulary Strategy:</b> Inflectional Endings</p>	<p><i>all, any, goes, new, number, other, right, says, understands, work</i></p>	<p><i>exchange, homework, lucky, members, treasure</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Isolation; Phoneme Categorization; Phoneme Blending</p> <p><b>Phonics/ Spelling Skill:</b> short <i>i</i>, long <i>i</i>; <i>i_e</i></p> <p><b>Structural Analysis:</b> Possessives</p>	Phrasing	<p><b>Writing Trait:</b> Sentence Fluency: Vary Sentence Type</p> <p><b>Grammar Skill:</b> Expanding and Combining Sentences</p> <p><b>Grammar Mechanics:</b> Quotation Marks with Dialogue</p> <p><b>Write About Reading:</b> Analyze Text Features That Inform and Explain a Topic</p>	<p><b>Weekly:</b> What do different people do at work?</p> <p><b>Unit Level:</b> Research Skill: Recall Information</p> <p><b>Unit Project:</b> Self-select and develop from options for unit research projects.</p>
<p><b>Week 6</b></p> <p><b>Review and Assessment</b></p>												

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.



# Grade 2 • Unit 2 • Scope and Sequence

Big Idea: Animal Discoveries  How do animals play a part in the world around us?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 2: Informative/ Explanatory Text How-to Text; How-to Directions	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Animals in Nature</p> <p><b>Essential Question:</b> How do animals survive?</p>	<p><b>Title:</b> "Swamp Life"</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Make, Confirm, Revise Predictions</p>	<p><b>Short Text:</b> <i>A Visit to the Desert</i></p> <p><b>Lexile:</b> 490L</p> <p><b>Genre:</b> Fiction/Realistic Fiction</p> <p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot</p>	<p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot</p> <p><b>Main Selection Genre:</b> Fiction/Realistic Fiction</p> <p><b>Title:</b> <i>Sled Dogs Run</i></p> <p><b>Lexile:</b> 480L</p> <p><b>Paired Selection Genre:</b> Informational Text/Expository</p> <p><b>Title:</b> "Cold Dog, Hot Fox"</p> <p><b>Lexile:</b> 510L</p>	<p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot</p> <p><b>Main Selections Genre:</b> Realistic Fiction</p> <p><b>Titles:</b> A: <i>Hippos at the Zoo</i> O: <i>Where Are They Going?</i> E: <i>Where Are They Going?</i> B: <i>An Arctic Life For Us</i></p> <p><b>Paired Selections Genre:</b> Informational Text</p> <p><b>Titles:</b> A: "Hippos" O: "A Whale's Journey" E: "A Whale's Journey" B: "What is a Ptarmigan?"</p>	<p><b>Reading/Writing Workshop:</b> Purpose; Connections of Ideas</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Organization; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>adapt, climate, eager, freedom, fresh, sense, silence, shadows</i></p> <p><b>Additional Academic Words:</b> <i>opinion</i></p> <p><b>Vocabulary Strategy:</b> Prefixes</p>	<p><i>because, cold, family, friends, have, know, off, picture, school, took</i></p>	<p><i>capture, chorus, croak, reason, visitor</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Addition; Phoneme Substitution; Phoneme Blending</p> <p><b>Phonics/ Spelling Skill:</b> short o, long o: o_e</p> <p><b>Structural Analysis:</b> Doubling Final Consonants; Drop Final e: -ed, -ing</p>	Phrasing	<p><b>Writing Trait:</b> Ideas: Descriptive Details</p> <p><b>Writing Product:</b> Story</p> <p><b>Grammar Skill:</b> Nouns</p> <p><b>Mechanics:</b> Commas in a Series</p> <p><b>Write About Reading:</b> Analyze Illustrations</p>	<p><b>Weekly:</b> How do animals survive in their natural environments?</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Animals in Stories</p> <p><b>Essential Question:</b> What can animals in stories teach us?</p>	<p><b>Title:</b> "The Fox and the Crane"</p> <p><b>Genre:</b> Fiction/Fable</p> <p><b>Strategy:</b> Make, Confirm, Revise Predictions</p>	<p><b>Short Text:</b> <i>The Boy Who Cried Wolf</i></p> <p><b>Lexile:</b> 460L</p> <p><b>Genre:</b> Fiction/Fable</p> <p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot: Problem and Solution</p>	<p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot: Problem and Solution</p> <p><b>Main Selection Genre:</b> Fiction/Fable</p> <p><b>Title:</b> <i>Wolf! Wolf!</i></p> <p><b>Lexile:</b> 580L</p> <p><b>Paired Selection Genre:</b> Informational Text/Expository</p> <p><b>Title:</b> "Cinderella and Friends"</p> <p><b>Lexile:</b> 520L</p>	<p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot: Problem and Solution</p> <p><b>Main Selections Genre:</b> Fable</p> <p><b>Titles:</b> A: <i>The Cat and the Mice</i> O: <i>The Dog and the Bone</i> E: <i>The Dog and the Bone</i> B: <i>The Spider and the Honey Tree</i></p> <p><b>Paired Selections Genre:</b> 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><b>Reading/Writing Workshop:</b> Purpose: Specific Vocabulary; Organization</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Connections of Ideas; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>believe, delicious, feast, fond, lessons, remarkable, snatch, stories</i></p> <p><b>Additional Domain Words:</b> <i>morsel, scrumptious</i></p> <p><b>Additional Academic Words:</b> <i>fable, root words</i></p> <p><b>Vocabulary Strategy:</b> Suffixes</p>	<p><i>change, cheer, fall, five, look, open, should, their, won, yes</i></p>	<p><i>affection, crave, frustrated, nourishment, seek</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Deletion; Phoneme Segmentation; Phoneme Blending</p> <p><b>Phonics/ Spelling Skill:</b> short u, long u: u_e</p> <p><b>Structural Analysis:</b> CVCe Syllables</p>	Expression	<p><b>Writing Trait:</b> Ideas: Supporting Details</p> <p><b>Grammar Skill:</b> Singular and Plural Nouns</p> <p><b>Grammar Mechanics:</b> Commas in a Series</p> <p><b>Write About Reading:</b> Analyze Themes</p>	<p><b>Weekly:</b> How can animal fables teach us lessons?</p>
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Animal Habitats</p> <p><b>Essential Question:</b> What are features of different animal habitats?</p>	<p><b>Title:</b> "Explore a Coral Reef"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Make, Confirm, Revise Predictions</p>	<p><b>Short Text:</b> <i>A Prairie Guard Dog</i></p> <p><b>Lexile:</b> 480L</p> <p><b>Genre:</b> Informational Text/Nonfiction Narrative</p> <p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>Text Features:</b> Bold Print, Subheading, Chart, Labels</p>	<p><b>Strategy:</b> Make, Confirm, Revise Prediction</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>Main Selection Genre:</b> Informational Text</p> <p><b>Title:</b> <i>Turtle, Turtle, Watch Out!</i></p> <p><b>Lexile:</b> 520L</p> <p><b>Paired Selection Genre:</b> Informational Text/Expository</p> <p><b>Title:</b> "At Home in the River"</p> <p><b>Lexile:</b> 500L</p>	<p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>Main Selections Genre:</b> Informational Text</p> <p><b>Titles:</b> A: <i>A Tree Full of Life</i> O: <i>A Tree Full of Life</i> E: <i>A Tree Full of Life</i> B: <i>A Tree Full of Life</i></p> <p><b>Paired Selections Genre:</b> Nonfiction</p> <p>A: "Life in a Termite Mound" O: "Life in a Termite Mound" E: "Life in a Termite Mound" B: "Life in a Termite Mound"</p>	<p><b>Reading/Writing Workshop:</b> Purpose: Connections of Ideas; Genre</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Connections of Ideas; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>buried, escape, habitat, journey, nature, peeks, restless, spies</i></p> <p><b>Additional Domain Words:</b> <i>hatch, raccoons</i></p> <p><b>Vocabulary Strategy:</b> Suffixes</p>	<p><i>almost, buy, food, out, pull, saw, sky, straight, under, wash</i></p>	<p><i>defend, encounter, located, positive, react</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Segmentation; Phoneme Substitution; Phoneme Blending</p> <p><b>Phonics/ Spelling Skill:</b> Soft c and g</p> <p><b>Structural Analysis:</b> Prefixes: re-, un-, dis-</p>	Phrasing	<p><b>Writing Trait:</b> Organization: Sequence</p> <p><b>Writing Product:</b> Kinds of Nouns</p> <p><b>Grammar Mechanics:</b> Capital Letters Possessive Nouns</p> <p><b>Write About Reading:</b> Analyze Key Details</p>	<p><b>Weekly:</b> What are the features of animal habitats?</p>



# Grade 2 • Unit 2 • Scope and Sequence

Big Idea: Animal Discoveries  How do animals play a part in the world around us?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 2: Informative/ Explanatory Text How-to Text; How-to Directions	Research
<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> Baby Animals</p> <p><b>Essential Question:</b> How are offspring like their parents?</p>	<p><b>Title:</b> "Wild Animal Families"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> <i>Eagles and Eaglets</i></p> <p><b>Lexile:</b> 520L</p> <p><b>Genre:</b> Informational Text/Expository</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>Text Features:</b> Captions, Diagram, Labels</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>Main Selection Genre:</b> Nonfiction</p> <p><b>Title:</b> Baby Bears</p> <p><b>Lexile:</b> 590L</p> <p><b>Paired Selection Genre:</b> Informational Text</p> <p><b>Title:</b> "From Caterpillar to Butterfly"</p> <p><b>Lexile:</b> 560L</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>Main Selection Genre:</b> Nonfiction</p> <p><b>Titles:</b> A: <i>Animal Families</i> O: <i>Animal Families</i> E: <i>Animal Families</i> B: <i>Animal Families</i></p> <p><b>Paired Selections Genre:</b> Informational Text</p> <p><b>Titles:</b> A: "Tadpoles into Frogs" O: "Tadpoles into Frogs" E: "Tadpoles into Frogs" B: "Tadpoles into Frogs"</p>	<p><b>Reading/Writing Workshop:</b> Genre; Connections of Ideas</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?</p>	<p><b>Vocabulary Words:</b> <i>adult, alive, covered, fur, giant, groom, mammal, offspring</i></p> <p><b>Additional Academic Words:</b> <i>diagram,</i></p> <p><b>Vocabulary Strategy:</b> Multiple-Meaning Words</p>	<p><i>baby, early, eight, isn't, learn, seven, start, these, try, walk</i></p>	<p><i>guide, leader, protect, provide, separate</i></p>	<p><b>Phonemic Awareness:</b> Identify and Generate Rhymes; Phoneme Segmentation; Phoneme Blending</p> <p><b>Phonics/Spelling Skill:</b> Consonant Digraphs: <i>ch, -tch, sh, ph, th, ng, wh</i></p> <p><b>Structural Analysis:</b> <b>Suffixes:</b> <i>-ful, -les</i></p>	Pronunciation	<p><b>Writing Trait:</b> Word Choice: Linking Words</p> <p><b>Grammar Skill:</b> More Plural Nouns</p> <p><b>Grammar Mechanics:</b> Abbreviations</p> <p><b>Write About Reading:</b> Analyze Key Details</p>	<p><b>Weekly:</b> How are baby animals like their parents? How are they different?</p>
<p><b>Week 5</b></p> <p><b>Weekly Concept:</b> Animals in Poems</p> <p><b>Essential Question:</b> What do we love about animals?</p>	<p><b>Title:</b> "The Furry Alarm Clock"</p> <p><b>Genre:</b> Poetry</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> "Cats and Kittens," "Desert Camels," "A Bat is Not a Bird"</p> <p><b>Lexile:</b> NP</p> <p><b>Genre:</b> Poetry</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Key Details</p> <p><b>Literary Element:</b> Rhythm</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selection Genre:</b> Poetry</p> <p><b>Title:</b> "Beetles," "The Little Turtle"</p> <p><b>Lexile:</b> NP</p> <p><b>Paired Selection Genre:</b> Poetry</p> <p><b>Title:</b> "Gray Goose"</p> <p><b>Lexile:</b> NP</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Key Details</p> <p><b>Main Selection Genre:</b> Fiction</p> <p><b>Titles:</b> 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><b>Paired Selections Genre:</b> Poem</p> <p><b>Titles:</b> A: "Sheep Season" O: "Baby Joey" E: "Four Little Ducklings" B: "Nanook"</p>	<p><b>Reading/Writing Workshop:</b> Organization; Sentence Structures; Genre</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Purpose of the Text; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>behave, express, feathers, flapping</i></p> <p><b>Vocabulary Strategy:</b> 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><b>Phonemic Awareness:</b> Identify and Generate Rhymes; Phoneme Substitution; Phoneme Blending</p> <p><b>Phonics/Spelling Skill:</b> 3-letter Blends: <i>scr, spr, str, thr, spl, shr</i></p> <p><b>Structural Analysis:</b> Compound Words</p>	Phrasing	<p><b>Writing Trait:</b> Word Choice: Precise Language</p> <p><b>Grammar Skill:</b> Possessive Nouns</p> <p><b>Grammar Mechanics:</b> Apostrophes</p> <p><b>Write About Reading:</b> Analyze Word Choice</p>	<p><b>Weekly:</b> Research poems about animals. How do the poets use rhyme, rhythm, and/or word choice to create imagery?</p> <p><b>Unit Level:</b> Research Skill: Gather Information</p> <p><b>Unit Project:</b> Self-select and develop from options for unit research projects.</p>
<p><b>Week 6</b></p> <p><b>Review and Assessment</b> </p>												

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.





# Grade 2 • Unit 3 • Scope and Sequence

Big Idea: Live and Learn  What have you learned about the world that surprises you?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 3: Opinion Opinion Letter; Book Review	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> The Earth's Forces</p> <p><b>Essential Question:</b> How do the Earth's forces affect us?</p>	<p><b>Title:</b> "Apples and Gravity"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> <i>Magnets Work!</i></p> <p><b>Lexile:</b> 560L</p> <p><b>Genre:</b> Informational Text/Expository</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Author's Purpose</p> <p><b>Text Features:</b> Diagram With Labels, Bold Print, Subheadings</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Author's Purpose</p> <p><b>Main Selection Genre:</b> Nonfiction</p> <p><b>Title:</b> <i>I Fall Down</i></p> <p><b>Lexile:</b> 560L</p> <p><b>Paired Selection Genre:</b> Informational Text/Expository</p> <p><b>Title:</b> "Move It!"</p> <p><b>Lexile:</b> 530L</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Author's Purpose</p> <p><b>Main Selections Genre:</b> Informational Text</p> <p><b>Titles:</b> A: <i>Forces at Work</i> O: <i>Forces at Work</i> E: <i>Forces at Work</i> B: <i>Forces at Work</i></p> <p><b>Paired Selections Genre:</b> Informational Text</p> <p><b>Titles:</b> A: "Machines to Push and Pull" O: "Machines to Push and Pull" E: "Machines to Push and Pull" B: "Machines to Push and Pull"</p>	<p><b>Reading/Writing Workshop:</b> Genre; Sentence Structures</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>amazing, force, measure, objects, proved, speed, true, weight</i></p> <p><b>Additional Domain Words:</b> <i>gravity</i></p> <p><b>Additional Academic Words:</b> <i>author's purpose, comparison, contractions,</i></p> <p><b>Vocabulary Strategy:</b> Similes</p>	<p><i>about, around, good, great, idea, often, part, second, two, world</i></p>	<p><i>college, famous, path, planets, straight</i></p>	<p><b>Phonemic Awareness:</b> Identify and Generate Rhyme; Phoneme Categorization; Phoneme Blending</p> <p><b>Phonics/ Spelling Skill:</b> Long <i>a: a, ai, ay, ea, ei, eigh, ey</i></p> <p><b>Structural Analysis:</b> Contractions with 's, 're, 'll, 've</p>	Intonation	<p><b>Writing Trait:</b> Organization: Order Ideas</p> <p><b>Grammar Skill:</b> Action Verbs</p> <p><b>Grammar Mechanics:</b> Abbreviations</p> <p><b>Write About Reading:</b> Analyze Author's Purpose</p>	<p><b>Weekly:</b> How do Earth's forces affect us? Research the pushes and pulls in your everyday life.</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Look At the Sky</p> <p><b>Essential Question:</b> What can we see in the sky?</p>	<p><b>Title:</b> "The Hidden Sun"</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> <i>Starry Night</i></p> <p><b>Lexile:</b> 540L</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Character, Setting, Plot: Sequence</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Character, Setting, Plot: Sequence</p> <p><b>Main Selection Genre:</b> Fiction</p> <p><b>Title:</b> <i>Mr. Putter &amp; Tabby See the Stars</i></p> <p><b>Lexile:</b> 580L</p> <p><b>Paired Selection Genre:</b> Informational Text/Expository</p> <p><b>Title:</b> "Day to Night"</p> <p><b>Lexile:</b> 550L</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Character, Setting, Plot: Sequence</p> <p><b>Main Selections Genre:</b> Fiction</p> <p><b>Titles:</b> A: <i>A Special Sunset</i> O: <i>A Different Set of Stars</i> E: <i>A Different Set of Stars</i> B: <i>Shadows in the Sky</i></p> <p><b>Paired Selections Genre:</b> Informational Text</p> <p><b>Titles:</b> A: "Shadows and Sun Dials" O: "Stars" E: "Stars" B: "Eclipses"</p>	<p><b>Reading/Writing Workshop:</b> Purpose</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Organization; Connections of Ideas; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>adventure, delighted, dreamed, enjoyed, grumbled, moonlight, neighbor, nighttime</i></p> <p><b>Additional Domain Words:</b> <i>jellyroll, Big Dipper, Milky Way</i></p> <p><b>Vocabulary Strategy:</b> Compound Words</p>	<p><i>also, apart, begin, either, hundred, over, places, those, which, without</i></p>	<p><i>exactly, present, reports, telescopes, total</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Isolation; Phoneme Substitution; Phoneme Blending; Phoneme Categorization</p> <p><b>Phonics/ Spelling Skill:</b> Long <i>i: i, y, igh, ie</i></p> <p><b>Structural Analysis:</b> Open Syllables</p>	Intonation	<p><b>Writing Trait:</b> Word Choice: Linking Words</p> <p><b>Grammar Skill:</b> Present-Tense Verbs</p> <p><b>Grammar Mechanics:</b> Commas in a Series</p> <p><b>Write About Reading:</b> Analyze Story Structure</p>	<p><b>Weekly:</b> Explore the phases of the Moon.</p>
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Ways People Help</p> <p><b>Essential Question:</b> How can people help out their community</p>	<p><b>Title:</b> "Color Your Community"</p> <p><b>Genre:</b> Nonfiction Narrative</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> <i>Ways People Help</i></p> <p><b>Lexile:</b> 650L</p> <p><b>Genre:</b> Informational Text/Nonfiction Narrative</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Author's Purpose</p> <p><b>Text Features:</b> Photos With Captions</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Author's Purpose</p> <p><b>Main Selection Genre:</b> Narrative Nonfiction</p> <p><b>Title:</b> <i>Biblioburro: A True Story from Colombia</i></p> <p><b>Lexile:</b> 700L</p> <p><b>Paired Selection Genre:</b> Fiction/ Folktale</p> <p><b>Title:</b> "The Enormous Turnip"</p> <p><b>Lexile:</b> 610L</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Author's Purposes</p> <p><b>Main Selections Genre:</b> Narrative Nonfiction</p> <p><b>Titles:</b> A: <i>City Communities</i> O: <i>City Communities</i> E: <i>City Communities</i> B: <i>City Communities</i></p> <p><b>Paired Selections Genre:</b> Folktale</p> <p><b>Titles:</b> A: "Magic Anansi" O: "Magic Anansi" E: "Magic Anansi" B: "Magic Anansi"</p>	<p><b>Reading/Writing Workshop:</b> Connections of Ideas</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Specific Vocabulary; Sentence Structure</p>	<p><b>Vocabulary Words:</b> <i>across, borrow, countryside, ideas, insists, lonely, solution, villages</i></p> <p><b>Additional Domain Words:</b> <i>burro, Colombia</i></p> <p><b>Additional Academic Words:</b> <i>narrator</i></p> <p><b>Vocabulary Strategy:</b> Synonyms</p>	<p><i>better, group, long, more, only, our, started, three, who, won't</i></p>	<p><i>artist, celebration, commented, community, mural</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Deletion; Phoneme Substitution; Phoneme Addition; Phoneme Blending</p> <p><b>Phonics/ Spelling Skill:</b> Long <i>o: o, oa, ow, oe</i></p> <p><b>Structural Analysis:</b> Contractions with <i>not</i></p>	Expression	<p><b>Writing Trait:</b> Voice: Opinions</p> <p><b>Grammar Skill:</b> Past- and Future-Tense Verbs</p> <p><b>Grammar Mechanics:</b> Letter Punctuation</p> <p><b>Write About Reading:</b> Analyze Author's Purpose</p>	<p><b>Weekly:</b> How do people solve problems or help in your community?</p>



# Grade 2 • Unit 3 • Scope and Sequence

Big Idea: Live and Learn  What have you learned about the world that surprises you?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 3: Opinion Opinion Letter; Book Review	Research
<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> Weather Alert!</p> <p><b>Essential Question:</b> How does weather affect us?</p>	<p><b>Title:</b> "Clouds All Around"</p> <p><b>Genre:</b> Expository</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> <i>Tornado!</i></p> <p><b>Lexile:</b> 660L</p> <p><b>Genre:</b> Informational Text/Expository</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Text Features:</b> Photos With Captions, Bold Print, Subheadings, Sidebar With Directions</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Main Selection Genre:</b> Expository</p> <p><b>Title:</b> <i>Wild Weather</i></p> <p><b>Lexile:</b> 670L</p> <p><b>Paired Selection Genre:</b> Informational Text/Expository</p> <p><b>Title:</b> "Can You Predict the Weather?"</p> <p><b>Lexile:</b> 610L</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Details</p> <p><b>Main Selection Genre:</b> Expository Text</p> <p><b>Titles:</b> 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><b>Paired Selections Genre:</b> Expository Text</p> <p><b>Titles:</b> A: "Colors in the Sky" O: "Colors in the Sky" E: "Colors in the Sky" B: "Colors in the Sky"</p>	<p><b>Reading/Writing Workshop:</b> Purpose</p> <p><b>Literature Anthology:</b> Connections of Ideas; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>cheered, concert, instrument, movements, music, rhythm, sounds, understand</i></p> <p><b>Additional Academic Words:</b> <i>blend, combine</i></p> <p><b>Vocabulary Strategy:</b> Prefixes</p>	<p><i>after, before, every, few, first, hear, hurt, old, special, would</i></p>	<p><i>gloomy, pleasant, predict, reflect, rises</i></p>	<p><b>Phonemic Awareness:</b> Identify Syllables; Phoneme Categorization; Phoneme Blending</p> <p><b>Phonics/Spelling Skill:</b> Long e: e, ee, ea, ie, y, ey, e_e</p> <p><b>Structural Analysis:</b> Suffixes: s, -ess</p>	Phrasing	<p><b>Writing Trait:</b> Organization: Strong Conclusions</p> <p><b>Grammar Skill:</b> The Verb <i>Have</i></p> <p><b>Grammar Mechanics:</b> Book Titles</p> <p><b>Write About Reading:</b> Analyze Text Features</p>	<p><b>Weekly:</b> How can people stay safe in extreme weather?</p>
<p><b>Week 5</b></p> <p><b>Weekly Concept:</b> Express Yourself</p> <p><b>Essential Question:</b> How do you express yourself</p>	<p><b>Title:</b> "Why People Drum"</p> <p><b>Genre:</b> <i>Time For Kids</i></p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> "They've Got the Beat"</p> <p><b>Lexile:</b> 620L</p> <p><b>Genre:</b> <i>Time For Kids</i></p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Text Features:</b> Photos With Captions, Bar Graph</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Main Selection Genre:</b> <i>Time For Kids</i></p> <p><b>Title:</b> <i>Many Ways to Enjoy Music</i></p> <p><b>Lexile:</b> 680L</p> <p><b>Paired Selection Genre:</b> <i>Time For Kids</i></p> <p><b>Title:</b> "A Musical Museum"</p> <p><b>Lexile:</b> 640L</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Main Selection Genre:</b> Informational Text</p> <p><b>Titles:</b> A: <i>The Sounds of Trash</i> O: <i>The Sounds of Trash</i> E: <i>The Sounds of Trash</i> B: <i>The Sounds of Trash</i></p> <p><b>Paired Selections Genre:</b> Informational Text</p> <p><b>Titles:</b> A: "Talking Underwater" O: "Talking Underwater" E: "Talking Underwater" B: "Talking Underwater"</p>	<p><b>Reading/Writing Workshop:</b> Organization; Sentence Structures</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Purpose of Text; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>behave, express, feathers, flapping</i></p> <p><b>Vocabulary Strategy:</b> Multiple-Meaning Words</p>	<p><i>America, beautiful, began, climbed, come, country, didn't, give, live, turned</i></p>	<p><i>communicate, festivals, respect, squeezing, tradition</i></p>	<p><b>Phonemic Awareness:</b> Identify and Generate Rhymes; Phoneme Substitution; Phoneme Blending</p> <p><b>Phonics/Spelling Skill:</b> Long u: u_e, ew, ue, u</p> <p><b>Structural Analysis:</b> Comparative Endings: -er, -est</p>	Pronunciation	<p><b>Writing Trait:</b> Sentence Fluency: Vary Sentence Length</p> <p><b>Grammar Skill:</b> Combining and Rearranging Sentences</p> <p><b>Grammar Mechanics:</b> Sentence Punctuation</p> <p><b>Write About Reading:</b> Analyze Key Details</p>	<p><b>Weekly:</b> How do different musical instruments work??</p> <p><b>Unit Level:</b> Research Skill: Parts of the Library</p> <p><b>Unit Project:</b> Self-select and develop from options for unit research projects.</p>
<p><b>Week 6</b></p> <p><b>Review and Assessment</b> <span style="float: right;">➔</span></p>												

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.



# Grade 2 • Unit 4 • Scope and Sequence

Big Idea: Our Life/Our World  How do different environments make the world an interesting place?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing Unit 4: Narrative Text  Fictional Narrative; Poem	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Different Places</p> <p><b>Essential Question:</b> What makes different parts of the world different?</p>	<p><b>Title:</b> "Where Do You Live?"</p> <p><b>Genre:</b> Expository</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> <i>Alaska: A Special Place</i></p> <p><b>Lexile:</b> 560L</p> <p><b>Genre:</b> Expository</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Connections Within a Text: Compare and Contrast</p> <p><b>Text Features:</b> Map, Key, Labels, Subheadings</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Connections Within a Text: Compare and Contrast</p> <p><b>Main Selection Genre:</b> Informational Text/ Expository</p> <p><b>Title:</b> <i>Rain Forests</i></p> <p><b>Lexile:</b> 580L</p> <p><b>Paired Selection Genre:</b> Informational Text/Expository</p> <p><b>Title:</b> "African Savannas"</p> <p><b>Lexile:</b> 680L</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Connections Within a Text: Compare and Contrast</p> <p><b>Main Selections Genre:</b> Expository Text</p> <p><b>Titles:</b> 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><b>Paired Selections Genre:</b> Expository Text</p> <p><b>Titles:</b> A: "Yellowstone" O: "Yellowstone" E: "Yellowstone" B: "Yellowstone"</p>	<p><b>Reading/Writing Workshop:</b> Visual Display About a Region</p> <p><b>Literature Anthology:</b> Analyze Ideas Across Texts</p>	<p><b>Vocabulary Words:</b> <i>eerie, growth, layers, lively, location, region, seasons, temperate</i></p> <p><b>Additional Domain Words:</b> <i>Amazon, equator, tropical</i></p> <p><b>Vocabulary Strategy:</b> Compound Words</p>	<p><i>below, colors, don't, down, eat, many, morning, sleep, through, very</i></p>	<p><i>factories, harbors, produce, timber, valley</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Identity; Phoneme Categorization; Phoneme Blending</p> <p><b>Phonics/ Spelling Skill:</b> Silent Letters <i>wr, kn, gn, mb, sc</i></p> <p><b>Structural Analysis:</b> Prefixes/Suffixes</p>	Pronunciation	<p><b>Writing Trait:</b> Ideas: Focus on a Topic</p> <p><b>Grammar Skill:</b> Linking Verbs</p> <p><b>Grammar Mechanics:</b> Capitalization of Proper Nouns</p> <p><b>Write About Reading:</b> Analyze Author's Purpose</p>	<p><b>Weekly:</b> Explore the land features, plants, animals, and climate of a region.</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Earth Changes</p> <p><b>Essential Question:</b> How does the Earth change?</p>	<p><b>Title:</b> "Earth Changes"</p> <p><b>Genre:</b> Expository</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> <i>Into the Sea</i></p> <p><b>Lexile:</b> 650L</p> <p><b>Genre:</b> Expository</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Connections Within a Text: Cause and Effect</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Connections Within a Text: Cause and Effect</p> <p><b>Main Selection Genre:</b> Informational Text/Expository</p> <p><b>Title:</b> <i>Volcanoes</i></p> <p><b>Lexile:</b> 680L</p> <p><b>Paired Selection Genre:</b> Informational Text/Expository</p> <p><b>Title:</b> "To The Rescue"</p> <p><b>Lexile:</b> 750L</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Connections Within a Text: Cause and Effect</p> <p><b>Main Selections Genre:</b> Expository Text</p> <p><b>Titles:</b> A: <i>Earthquakes</i> O: <i>Earthquakes</i> E: <i>Earthquakes</i> B: <i>Earthquakes</i></p> <p><b>Paired Selections Genre:</b> Expository Text</p> <p><b>Titles:</b> A: "Glaciers" O: "Glaciers" E: "Glaciers" B: "Glaciers"</p>	<p><b>Reading/Writing Workshop:</b> Prior Knowledge; Organization</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>active, Earth, explode, island, local, properties, solid, steep</i></p> <p><b>Additional Domain Words:</b> <i>jellyroll, Big Dipper, Milky Way</i></p> <p><b>Vocabulary Strategy:</b> Compound Words</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><b>Phonemic Awareness:</b> Phoneme Segmentation; Phoneme Blending; Phoneme Substitution</p> <p><b>Phonics/ Spelling Skill:</b> <i>r</i>-controlled vowels <i>/ûr/ er, ir, ur, or</i></p> <p><b>Structural Analysis:</b> Inflectional Endings</p>	Phrasing	<p><b>Writing Trait:</b> Word Choice: Time-Order Words</p> <p><b>Grammar Skill:</b> Helping Verbs</p> <p><b>Grammar Mechanics:</b> Quotation Marks</p> <p><b>Write About Reading:</b> Analyze Author's Word Choice</p>	<p><b>Weekly:</b> How do natural events change the earth?.</p>
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Our Culture Makes Us Special</p> <p><b>Essential Question:</b> How are kids around the world different?</p>	<p><b>Title:</b> "My New School"</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> <i>Happy New Year!</i></p> <p><b>Lexile:</b> 590L</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Character, Setting, Plot: Compare and Contrast</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Character, Setting, Plot: Compare and Contrast</p> <p><b>Main Selection Genre:</b> Realistic Fiction</p> <p><b>Titles:</b> A: <i>Dear Primo: A Letter to My Cousin</i> O: <i>A New Life in India</i> E: <i>A New Life in India</i> B: <i>Akita and Carlo</i></p> <p><b>Paired Selection Genre:</b> Informational Text/Expositor</p> <p><b>Title:</b> "Games Around the World"</p> <p><b>Lexile:</b> 610L</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Character, Setting Plot: Compare and Contrast</p> <p><b>Main Selections Genre:</b> Realistic Fiction</p> <p><b>Titles:</b> A: <i>Sharing Cultures</i> O: <i>A New Life in India</i> E: <i>A New Life in India</i> B: <i>Akita and Carlo</i></p> <p><b>Paired Selections Genre:</b> Informational Text</p> <p><b>Titles:</b> A: "Music Around the World" O: "Dress Around the World" E: "Dress Around the World" B: "Food Around the World"</p>	<p><b>Reading/Writing Workshop:</b> Prior Knowledge</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Organization; Sentence Structure; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>common, costume, customs, favorite, parade, surrounded, travels, wonder</i></p> <p><b>Additional Domain Words:</b> <i>cousin, primo</i></p> <p><b>Additional Academic Words:</b> <i>voice</i></p> <p><b>Vocabulary Strategy:</b> Similes</p>	<p><i>ago, carry, certain, everyone, heavy, outside, people, problem, together, warm</i></p>	<p><i>accompanies, assigns, crowded, locker, usual</i></p>	<p><b>Phonemic Awareness:</b> Generate Rhyme; Initial Sound and Substitution; Phoneme Blending</p> <p><b>Phonics/ Spelling Skill:</b> <i>r</i>-controlled vowels <i>/ôr/ or, ore, oar; /âr/ ar</i></p> <p><b>Structural Analysis:</b> Irregular Plurals</p>	Expression	<p><b>Writing Trait:</b> Voice: Show Feelings</p> <p><b>Grammar Skill:</b> Irregular Verbs</p> <p><b>Grammar Mechanics:</b> Book Titles</p> <p><b>Write About Reading:</b> Analyze How an Author Compares Characters and Events</p>	<p><b>Weekly:</b> Research games from around the world. How are they played?</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><b>Week 4</b></p> <p><b>Weekly Concept:</b> Folktales About Nature</p> <p><b>Essential Question:</b> How can we understand nature?</p>	<p><b>Title:</b> "How Thunder and Lightning Came to Be"</p> <p><b>Genre:</b> Folktale/Drama</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> "Why the Sun and the Moon Live in the Sky"</p> <p><b>Lexile:</b> NP</p> <p><b>Genre:</b> Play</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Theme</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Theme</p> <p><b>Main Selection Genre:</b> Folktale/Drama</p> <p><b>Title:</b> <i>How the Beetle Got Her Colors</i></p> <p><b>Lexile:</b> NP</p> <p><b>Paired Selection Genre:</b> Fiction/ Folktales</p> <p><b>Title:</b> "How the Finch Got Its Color"</p> <p><b>Lexile:</b> 600L</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Theme</p> <p><b>Main Selection Genre:</b> Folktale</p> <p><b>Titles:</b> A: <i>Why Turtles Live in Water</i> O: <i>How Butterflies Came to Be</i> E: <i>How Butterflies Came to Be</i> B: <i>Why Spider Has 8 Thin Legs</i></p> <p><b>Paired Selections Genre:</b> Folktale</p> <p><b>Titles:</b> A: "Why Corn Has Silk" O: "How the Rainbow Was Made" E: "How the Rainbow Was Made" B: "Why There Are Stars"</p>	<p><b>Reading/Writing Workshop:</b> Genre; Purpose</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>ashamed, boast, dash, holler, plenty, similarities, victory, wisdom</i></p> <p><b>Vocabulary Strategy:</b> Root Words</p>	<p><i>again, behind, eyes, gone, happened, house, inside, neither, stood, young</i></p>	<p><i>blustery, chilly, drenched, drizzle, task</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Segmentation; Phoneme Blending; Identify Syllables</p> <p><b>Phonics/Spelling Skill:</b> r-controlled vowels /r/ eer, ere, ear</p> <p><b>Structural Analysis:</b> Abbreviations</p>	Expression	<p><b>Writing Trait:</b> Ideas: Develop Character</p> <p><b>Grammar Skill:</b> Irregular Verbs</p> <p><b>Grammar Mechanics:</b> Letter Punctuation</p> <p><b>Write About Reading:</b> Analyze Theme</p>	<p><b>Weekly:</b> How do folktales from different cultures explain nature?</p>
<p><b>Week 5</b></p> <p><b>Weekly Concept:</b> Poems About Nature</p> <p><b>Essential Question:</b> What excites us about nature?</p>	<p><b>Title:</b> Redwood National Forest," "The Amazing Meadow," "The Sahara Desert"</p> <p><b>Genre:</b> Poetry</p> <p><b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> "Snow Shape," "Nature Walk," "In the Sky"</p> <p><b>Lexile:</b> NP</p> <p><b>Genre:</b> Poetry</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Theme</p> <p><b>Literary Element:</b> Repetition</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Theme</p> <p><b>Main Selection Genre:</b> Poetry</p> <p><b>Title:</b> "April Rain Song," "Rain Poem"</p> <p><b>Lexile:</b> NP</p> <p><b>Paired Selection Genre:</b> Poetry</p> <p><b>Title:</b> "Helicopters," "Windy Tree"</p> <p><b>Lexile:</b> NP</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Theme</p> <p><b>Main Selection Genre:</b> Fiction</p> <p><b>Titles:</b> 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></p> <p><b>Paired Selections Genre:</b> Poem</p> <p><b>Titles:</b> A: "The Woods" O: "See a Star" E: "By the Sea" B: "Moon"</p>	<p><b>Reading/Writing Workshop:</b> Purpose; Connections of Ideas</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>drops, excite, outdoors, pale</i></p> <p><b>Additional Academic Words:</b> <i>sensory words</i></p> <p><b>Vocabulary Strategy:</b> Similes</p>	<p><i>among, bought, knew, never, once, soon, sorry, talk, touch, upon</i></p>	<p><i>broad, dunes, plump, swaying, twirling</i></p>	<p><b>Phonemic Awareness:</b> Identify Syllables; Phoneme Categorization; Phoneme Blending</p> <p><b>Phonics/Spelling Skill:</b> r-controlled vowels /ar/ are, air, ear, ere</p> <p><b>Structural Analysis:</b> r-controlled Vowel Syllables</p>	Phrasing	<p><b>Writing Trait:</b> Word Choice: Sensory Words</p> <p><b>Grammar Skill:</b> Contractions</p> <p><b>Grammar Mechanics:</b> Contractions/ Apostrophes</p> <p><b>Write About Reading:</b> Analyze Word Choice and Provide Opinion</p>	<p><b>Weekly:</b> Research nature poems. How are similes used in poems about nature?</p> <p><b>Unit Level:</b> Research Skill: Taking Notes</p> <p><b>Unit Project:</b> Self-select and develop from options for unit research projects.</p>
<p><b>Week 6</b></p> <p><b>Review and Assessment</b></p>	➔											

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.





# 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
<b>Week 1</b>  <b>Weekly Concept:</b> Being a Good Citizen  <b>Essential Question:</b> What do good citizens do?	<b>Title:</b> "A Boy Named Martin" <b>Genre:</b> Realistic Fiction <b>Strategy:</b> Summarize	<b>Short Text:</b> <i>Alaska: A Difficult Decision</i> <b>Lexile:</b> 510L <b>Genre:</b> Realistic Fiction <b>Strategy:</b> Summarize <b>Skill:</b> Point of View	<b>Strategy:</b> Summarize <b>Skill:</b> Point of View <b>Main Selection Genre:</b> Realistic Fiction <b>Title:</b> <i>Grace for President</i> <b>Lexile:</b> 580L <b>Paired Selection Genre:</b> Informational Text/Nonfiction Narrative <b>Title:</b> "Helping to Make Smiles" <b>Lexile:</b> 520L	<b>Strategy:</b> Summarize <b>Skill:</b> Point of View <b>Main Selections Genre:</b> Realistic Fiction <b>Titles:</b> A: <i>Fixing the Playground</i> O: <i>The Food Crew</i> E: <i>The Food Crew</i> B: <i>How Many Greats?</i> <b>Paired Selections Genre:</b> Narrative Nonfiction <b>Titles:</b> A: "Hero" O: "A School Feeds Others" E: "A School Feeds Others" B: "Freedom Walk"	<b>Reading/Writing Workshop:</b> Organization; Sentence Structure <b>Literature Anthology:</b> What Makes This Text Complex?; Specific Vocabulary; Prior Knowledge; Connections of Ideas	<b>Vocabulary Words:</b> <i>champion, determined, issues, promises, responsibility, rights, volunteered, votes</i> <b>Additional Domain Words:</b> <i>electoral, constituents, candidate</i> <b>Additional Academic Words:</b> <i>quotation marks,</i> <b>Vocabulary Strategy:</b> Suffixes	<i>answer, been, body, build, head, heard, minutes, myself, pretty, pushed</i>	<i>calm, concern, exhausted, offered, treat</i>	<b>Phonemic Awareness:</b> Phoneme Reversal; Initial and Final Sound Substitution; Phoneme Blending <b>Phonics/ Spelling Skill:</b> Diphthongs ou, ow <b>Structural Analysis:</b> Irregular Plurals	Intonation	<b>Writing Trait: Ideas: Descriptive Details</b> <b>Grammar Skill:</b> Pronoun <b>Grammar Mechanics:</b> Quotation Marks <b>Write About Reading:</b> Analyze Point of View	<b>Weekly:</b> How can kids be good citizens at school and in the community?
<b>Week 2</b>  <b>Weekly Concept:</b> Cooperation Works!  <b>Essential Question:</b> How do people get along?	<b>Title:</b> "'My First Day'" <b>Genre:</b> Summarize <b>Strategy:</b> Reread	<b>Short Text:</b> <i>Soccer Friends</i> <b>Lexile:</b> 510L <b>Genre:</b> Fiction <b>Strategy:</b> Summarize <b>Skill:</b> Point of View	<b>Strategy:</b> Summarize <b>Skill:</b> Point of View <b>Main Selection Genre:</b> Fiction <b>Title:</b> <i>Once Upon a Baby Brother</i> <b>Lexile:</b> 560L <b>Paired Selection Genre:</b> Informational Text/Expository <b>Title:</b> "Bully-Free Zone" <b>Lexile:</b> 640L	<b>Strategy:</b> Summarize <b>Skill:</b> Point of View <b>Main Selections Genre:</b> Fiction <b>Titles:</b> A: <i>Rainy Day</i> O: <i>Thirteen Is a Crowd</i> E: <i>Thirteen Is a Crowd</i> B: <i>Partners</i> <b>Paired Selections Genre:</b> Informational Text <b>Titles:</b> A: "Boys and Girls Club" O: "Big Brothers Big Sisters" E: "Big Brothers Big Sisters" B: "4-H"	<b>Reading/Writing Workshop:</b> Genre <b>Literature Anthology:</b> What Makes This Text Complex?; Connections of Ideas; Organization; Specific Vocabulary	<b>Vocabulary Words:</b> <i>amused, cooperate, describe, entertained, imagination, interact, patient, peaceful</i> <b>Additional Domain Words:</b> <i>brainstormed</i> <b>Vocabulary Strategy:</b> Idioms	<i>brought, busy, else, happy, I'll, laugh, love, maybe, please, several</i>	<i>audience, decorate, instructions, pretended, shiver</i>	<b>Phonemic Awareness:</b> Phoneme Blending; Phoneme Substitution; Phoneme Segmentation; Phoneme Deletion <b>Phonics/ Spelling Skill:</b> <i>Diphthongs oy, oi</i> <b>Structural Analysis:</b> Consonant + <i>le (el, al)</i> Syllables	Expression	<b>Writing Trait:</b> Sentence Fluency; Vary Sentence Length <b>Grammar Skill:</b> Pronouns <i>I</i> and <i>Me</i> , <i>We</i> and <i>Us</i> <b>Grammar Mechanics:</b> Capitalizing the Pronoun <i>I</i> <b>Write About Reading:</b> Analyze Point of View	<b>Weekly:</b> How do people get along in different settings and situations?
<b>Week 3</b>  <b>Weekly Concept:</b> Our Heroes  <b>Essential Question:</b> What do heroes do?	<b>Title:</b> "A Hero On and Off Skis" <b>Genre:</b> Informational Text/Biography <b>Strategy:</b> Summarize	<b>Short Text:</b> <i>César Chávez</i> <b>Lexile:</b> 600L <b>Genre:</b> Informational Text/Biography <b>Strategy:</b> Summarize <b>Skill:</b> Connections Within a Text: Sequence <b>Text Features:</b> Bold Print, Subheadings, Timeline	<b>Strategy:</b> Summarize <b>Skill:</b> Connections Within a Text: Sequence <b>Main Selection Genre:</b> Informational Text/Biography <b>Title:</b> <i>Brave Bessie</i> <b>Lexile:</b> 650L <b>Paired Selection Genre:</b> Fiction/ Legend <b>Title:</b> "The Legend of Kate Shelley" <b>Lexile:</b> 640L	<b>Strategy:</b> Summarize <b>Skill:</b> Connections Within a Text: Sequence <b>Main Selections Genre:</b> Biography <b>Titles:</b> A: <i>Rudy Garcia-Tolson</i> O: <i>Rudy Garcia-Tolson</i> E: <i>Rudy Garcia-Tolson</i> B: <i>Rudy Garcia-Tolson</i> <b>Paired Selections Genre:</b> Biography <b>Titles:</b> A: "The Unsinkable Molly Brown" O: "The Unsinkable Molly Brown" E: "The Unsinkable Molly Brown" B: "The Unsinkable Molly Brown"	<b>Reading/Writing Workshop:</b> Genre <b>Literature Anthology:</b> Specific Vocabulary	<b>Vocabulary Words:</b> <i>agree, challenging, discover, heroes, interest, perform, study, succeed</i>	<i>air, along, always, draw, during, ever, meant, nothing, story, won't</i>	<i>competing, inspired, limited, overcome, refused</i>	<b>Phonemic Awareness:</b> Identify Syllables; Phoneme Categorization; Phoneme Blending <b>Phonics/ Spelling Skill:</b> Variant Vowels: /ü/ oo, u, u_e, ew, ue, ui; /û/ oo, ou, u <b>Structural Analysis:</b> Contractions with <i>not</i>	Phrasing	<b>Writing Trait:</b> Voice: Organization: Sequence <b>Grammar Skill:</b> Possessive Pronouns <b>Grammar Mechanics:</b> Capitalization of Proper Nouns <b>Write About Reading:</b> Analyze Sequence	<b>Weekly:</b> Explore the life of an American hero.



# Grade 2 • Unit 5 • Scope and Sequence

Big Idea: Let's Make a Difference  How can people make a difference?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 5: Informative/ Explanatory Text  Explanatory Writing; Compare/Contrast Writing	Research
<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> Preserving Our Earth</p> <p><b>Essential Question:</b> How can we protect the Earth?</p>	<p><b>Title:</b> "Clean Water"</p> <p><b>Genre:</b> Folktale/ Fiction</p> <p><b>Strategy:</b> Make, Confirm, Revise Predictions</p>	<p><b>Short Text:</b> <i>The Art Project</i></p> <p><b>Lexile:</b> 660L</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot: Problem and Solution</p>	<p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot: Problem and Solution</p> <p><b>Main Selection Genre:</b> Fiction</p> <p><b>Title:</b> <i>The Woodcutter's Gift</i></p> <p><b>Lexile:</b> 690L</p> <p><b>Paired Selection Genre:</b> Informational Text/Expository</p> <p><b>Title:</b> "Earth's Resources"</p> <p><b>Lexile:</b> 600L</p>	<p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Character, Setting, Plot: Problem and Solution</p> <p><b>Main Selection Genre:</b> Fiction</p> <p><b>Titles:</b> A: <i>Let's Carpool</i> O: <i>Our Beautiful Tree</i> E: <i>Our Beautiful Tree</i> B: <i>Family Night Unplugged</i></p> <p><b>Paired Selections Genre:</b> Informational Text</p> <p><b>Titles:</b> A: "The Clean Air Campaign" O: "Dirt!" E: "Dirt!" B: "Tips For Saving Power"</p>	<p><b>Reading/Writing Workshop:</b> Specific Vocabulary; Sentence Clues</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?; Connections of Ideas; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>curious, distance, Earth resources, enormous, gently, proudly, rarely, supply</i></p> <p><b>Additional Academic Words:</b> <i>cause and effect,</i></p> <p><b>Vocabulary Strategy:</b> Homophones</p>	<p><i>city, father, mother, o'clock, own, questions, read, searching, sure, though</i></p>	<p><i>hesitated, memorable, pollution, reasons, suggest</i></p>	<p><b>Phonemic Awareness:</b> Identify Syllables; Phoneme Deletion; Phoneme Blending; Phoneme Addition</p> <p><b>Phonics/Spelling Skill:</b> Variant Vowels: <i>/ô/ a, aw, au, augh, ai, ough</i></p> <p><b>Structural Analysis:</b> Vowel Team Syllables</p>	<p>Intonation</p>	<p><b>Writing Trait:</b> Word Choice: Linking Words</p> <p><b>Grammar Skill:</b> Contraction</p> <p><b>Grammar Mechanics:</b> Contractions/ Possessive Pronouns</p> <p><b>Write About Reading:</b> Analyze Character, Setting, and Plot</p>	<p><b>Weekly:</b> How can recycling different items and materials help protect the earth?</p>
<p><b>Week 5</b></p> <p><b>Weekly Concept:</b> Rights and Rules</p> <p><b>Essential Question:</b> Why are rules important?</p>	<p><b>Title:</b> "Town Rules"</p> <p><b>Genre:</b> <i>Time For Kids</i></p> <p><b>Strategy:</b> Make, Confirm, Revise Predictions</p>	<p><b>Short Text:</b> <i>Visiting the Past</i></p> <p><b>Lexile:</b> 610L</p> <p><b>Genre:</b> <i>Time For Kids</i></p> <p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Connections Within a Text: Cause and Effect</p> <p><b>Text Features:</b> Subheadings, Chart</p>	<p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Connections Within a Text: Cause and Effect</p> <p><b>Main Selection Genre:</b> <i>Time For Kids</i></p> <p><b>Title:</b> <i>Setting the Rules</i></p> <p><b>Lexile:</b> 610L</p> <p><b>Paired Selection Genre:</b> <i>Time For Kids</i></p> <p><b>Title:</b> "American Symbols"</p> <p><b>Lexile:</b> 650L</p>	<p><b>Strategy:</b> Make, Confirm, Revise Predictions</p> <p><b>Skill:</b> Connections With a Text: Cause and Effect</p> <p><b>Main Selection Genre:</b> Expository Text</p> <p><b>Titles:</b> A: <i>Government Rules</i> O: <i>Government Rules</i> E: <i>Government Rules</i> B: <i>Government Rules</i></p> <p><b>Paired Selections Genre:</b> Expository Text</p> <p><b>Titles:</b> A: "Pool Rules" O: "Pool Rules" E: "Pool Rules" B: "Pool Rules"</p>	<p><b>Reading/Writing Workshop:</b> Specific Vocabulary; Purpose</p> <p><b>Literature Anthology:</b> Purpose of a Text; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>exclaimed, finally, form, history, public, rules, united, writers</i></p> <p><b>Additional Academic Words:</b> <i>sensory words</i></p> <p><b>Vocabulary Strategy:</b> Similes</p>	<p><i>anything, children, everybody, instead, paper, person, voice, whole, woman, words</i></p>	<p><i>elected, permission, recycle, services, transportation</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Deletion; Phoneme Segmentation; Phoneme Reversal; Phoneme Blending</p> <p><b>Phonics/Spelling Skill:</b> Short Vowel Digraphs: <i>/e/ ea/ /u/ ou; /i/ y</i></p> <p><b>Structural Analysis:</b> Alphabetical Order (two letters)</p>	<p>Pronunciation</p>	<p><b>Writing Trait:</b> Voice: Formal vs. Informal</p> <p><b>Grammar Skill:</b> Pronoun-Verb Agreement</p> <p><b>Grammar Mechanics:</b> Book Titles</p> <p><b>Write About Reading:</b> Analyze Cause and Effect</p>	<p><b>Weekly:</b> Explore the history and significance of an American symbol.</p> <p><b>Unit Level:</b> Research Skill: Review Parts of the Library</p> <p><b>Unit Project:</b> Self- select and develop from options for unit research projects.</p>
<p><b>Week 6</b></p> <p><b>Review and Assessment</b> </p>												

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.



# Grade 2 • Unit 6 • Scope and Sequence

Big Idea: How on Earth?  What keeps our world working?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 6: Informative/ Explanatory Writing Summary; Research Report	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Plant Myths and Facts</p> <p><b>Essential Question:</b> What do myths help us understand?</p>	<p><b>Title:</b> "The Bluebell" <b>Genre:</b> Fiction/Myth <b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> <i>Alaska: Why Fir Tree Keeps His Leaves</i> <b>Lexile:</b> 560L <b>Genre:</b> Myth <b>Strategy:</b> Reread <b>Skill:</b> Theme</p>	<p><b>Strategy:</b> Reread <b>Skill:</b> Theme <b>Main Selection Genre:</b> Fiction/Myth <b>Title:</b> <i>The Golden Flower: A Taino Myth from Puerto Rico</i> <b>Lexile:</b> 590L <b>Paired Selection Genre:</b> Informational Text/Expository <b>Title:</b> "A Pumpkin Plant" <b>Lexile:</b> 600L</p>	<p><b>Strategy:</b> Reread <b>Skill:</b> Theme <b>Main Selections Genre:</b> Myth <b>Titles:</b> A: <i>The Apples of Idun</i> O: <i>Hercules and the Golden Apples</i> E: <i>Hercules and the Golden Apples</i> B: <i>Demeter and Persephone</i> <b>Paired Selections Genre:</b> Informational Text <b>Titles:</b> A: "Hero" O: "A School Feeds Others" E: "A School Feeds Others" B: "Freedom Walk"</p>	<p><b>Reading/Writing Workshop:</b> Genre <b>Literature Anthology:</b> What Makes This Text Complex?; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>appeared, crops, develop, edge, golden, rustled, shining, stages</i> <b>Additional Domain Words:</b> <i>Puerto Rico</i> <b>Additional Academic Words:</b> <i>adjective, myth, point of view</i> <b>Vocabulary Strategy:</b> Sentence Clues</p>	<p><i>door, front, order, probably, remember, someone, tomorrow, what's, worry, yesterday</i></p>	<p><i>disturb, entire, magnificent, stumbled, trembled</i></p>	<p><b>Phonemic Awareness:</b> Identify and Make Oral Rhymes; Phoneme Addition; Phoneme Blending; Phoneme Deletion <b>Phonics/ Spelling Skill:</b> Closed Syllables and Open Syllables <b>Structural Analysis:</b> Compound Words</p>	Expression	<p><b>Writing Trait: Ideas: Organization: Strong Openings</b> <b>Grammar Skill:</b> Adjectives <b>Grammar Mechanics:</b> Commas in a Series <b>Write About Reading:</b> Analyze Theme</p>	<p><b>Weekly:</b> Research a plant and what it needs to grow.</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Team Up to Explore</p> <p><b>Essential Question:</b> Why is teamwork important?</p>	<p><b>Title:</b> "How Does Energy Make Your Hair Stand Up?" <b>Genre:</b> Informational Text/Expository <b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> <i>Pedal Powers</i> <b>Lexile:</b> 660L <b>Genre:</b> Informational Text/Expository <b>Strategy:</b> Reread <b>Skill:</b> Author's Purpose <b>Text Features:</b> Photos With Captions, Subheadings, Diagram, Labels</p>	<p><b>Strategy:</b> Reread <b>Skill:</b> Author's Purpose <b>Main Selection Genre:</b> Informational Text/Expository <b>Title:</b> <i>My Light</i> <b>Lexile:</b> 560L <b>Paired Selection Genre:</b> Informational Text/Expository <b>Title:</b> "The Power of Water" <b>Lexile:</b> 650L</p>	<p><b>Strategy:</b> Reread <b>Skill:</b> Author's Purpose <b>Main Selections Genre:</b> Informational Text <b>Titles:</b> A: <i>Wind Power</i> O: <i>Wind Power</i> E: <i>Wind Power</i> B: <i>Wind Power</i> <b>Paired Selections Genre:</b> Informational Text <b>Titles:</b> A: "A Solar House" O: "A Solar House" E: "A Solar House" B: "A Solar House"</p>	<p><b>Reading/Writing Workshop:</b> Sentence Structure; Specific Vocabulary <b>Literature Anthology:</b> What Makes This Text Complex?; Genre; Connections of Ideas; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>electricity, energy, flows, haul, power, silent, solar, underground</i> <b>Additional Domain Words:</b> <i>dam, generators</i> <b>Vocabulary Strategy:</b> Paragraph Clues</p>	<p><i>alone, became, beside, our, hello, large, notice, round, suppose, surprised</i></p>	<p><i>charge, effects, rushes, slight, streak</i></p>	<p><b>Phonemic Awareness:</b> Initial Phoneme Addition; Phoneme Segmentation; Initial Phoneme Substitution <b>Phonics/ Spelling Skill:</b> CVCe Syllables <b>Structural Analysis:</b> Analyze Author's Purpose</p>	Intonation	<p><b>Writing Trait:</b> Word Choice: Content Words <b>Grammar Skill:</b> Articles and <i>This, That, These, and Those</i> <b>Grammar Mechanics:</b> Names and Titles <b>Write About Reading:</b> Analyze Point of View</p>	<p><b>Weekly:</b> How do we use different forms of energy in our everyday lives?</p>
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Team Up to Explore</p> <p><b>Essential Question:</b> Why is teamwork important?</p>	<p><b>Title:</b> "Teamwork in Space" <b>Genre:</b> Informational Text/Expository <b>Strategy:</b> Summarize</p>	<p><b>Short Text:</b> <i>Dive Teams</i> <b>Lexile:</b> 660L <b>Genre:</b> Informational Text/Expository <b>Strategy:</b> Summarize <b>Skill:</b> Main Idea and Key Details <b>Text Features:</b> Photos With Captions, Map, Labels</p>	<p><b>Strategy:</b> Summarize <b>Skill:</b> Main Idea and Key Details <b>Main Selections Genre:</b> Informational Text <b>Titles:</b> A: <i>Digging For Sue</i> O: <i>Digging For Sue</i> E: <i>Digging For Sue</i> B: <i>Digging For Sue</i> <b>Paired Selections Genre:</b> Informational Text <b>Titles:</b> A: "Ancient Ship Discovered!" O: "Ancient Ship Discovered!" E: "Ancient Ship Discovered!" B: "Ancient Ship Discovered!"</p>	<p><b>Strategy:</b> Summarize <b>Skill:</b> Main Idea and Key Details <b>Main Selections Genre:</b> Informational Text <b>Titles:</b> A: <i>Digging For Sue</i> O: <i>Digging For Sue</i> E: <i>Digging For Sue</i> B: <i>Digging For Sue</i> <b>Paired Selections Genre:</b> Informational Text <b>Titles:</b> A: "Ancient Ship Discovered!" O: "Ancient Ship Discovered!" E: "Ancient Ship Discovered!" B: "Ancient Ship Discovered!"</p>	<p><b>Reading/Writing Workshop:</b> Purpose: Prior Knowledge; Connections of Ideas <b>Literature Anthology:</b> What Makes This Text Complex?; Sentence Structure; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>exploration, important, machines, prepare, repair, result, scientific, teamwork</i> <b>Additional Domain Words:</b> <i>astronaut, satellites,</i> <b>Vocabulary Strategy:</b> Greek and Latin Roots</p>	<p><i>above, brother, follow, listen, month, soft, something, song, who's, wind</i></p>	<p><i>attach, collect, deliver, experiments, nations</i></p>	<p><b>Phonemic Awareness:</b> Identify Syllables; Phoneme Segmentation and Blending; Phoneme Addition and Deletion <b>Grammar Skill:</b> Adjectives That Compare <b>Structural Analysis:</b> Contractions/ Possessives</p>	Pronunciation	<p><b>Writing Trait:</b> Ideas: Supportive Details <b>Grammar Skill:</b> Adjectives That Compare <b>Grammar Mechanics:</b> Apostrophes <b>Write About Reading:</b> Analyze Text Features</p>	<p><b>Weekly:</b> Research a place you'd like to travel and explore with a team. What jobs will need to be done? What job will each team member have?.</p>



# Grade 2 • Unit 6 • Scope and Sequence

Big Idea: How on Earth?  What keeps our world working?	Read Aloud	Reading/ Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection  A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	High-Frequency Words	Oral Vocabulary Words	Phonics	Fluency Skill	Writing  Unit 6: Informative/ Explanatory Writing Summary; Research Report	Research
<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> Money Matters</p> <p><b>Essential Question:</b> How do we use money?</p>	<p><b>Title:</b> "Keep the Change!"</p> <p><b>Genre:</b> Informational Text/Expository</p> <p><b>Strategy:</b> Summarize</p>	<p><b>Short Text:</b> <i>The Life of a Dollar Bill</i></p> <p><b>Lexile:</b> 660L</p> <p><b>Genre:</b> Informational Text/Expository</p> <p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Connections Within a Text: Problem and Solution</p> <p><b>Text Features:</b> Photos With Captions, Graph, Labels, Subheadings</p>	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Connections Within a Text: Problem and Solution</p> <p><b>Main Selection Genre:</b> Informational Text/Expository</p> <p><b>Title:</b> <i>Money Madness</i></p> <p><b>Lexile:</b> 780L</p> <p><b>Paired Selection Genre:</b> Fiction/Myth</p> <p><b>Title:</b> "King Midas and the Golden Touch"</p> <p><b>Lexile:</b> 720L</p>	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Connections Within a Text: Problem and Solution</p> <p><b>Main Selection Genre:</b> Informational Text</p> <p><b>Titles:</b> A: <i>How to Be a Smart Shopper</i> O: <i>How to Be a Smart Shopper</i> E: <i>How to Be a Smart Shopper</i> B: <i>How to Be a Smart Shopper</i></p> <p><b>Paired Selections Genre:</b> Myth</p> <p><b>Titles:</b> A: "The Golden Fleece" O: "The Golden Fleece" E: "The Golden Fleece" B: "The Golden Fleece"</p>	<p><b>Reading/Writing Workshop:</b> Organization; Genre</p> <p><b>Literature Anthology:</b> Organization; Specific Vocabulary; Genre</p>	<p><b>Vocabulary Words:</b> <i>invented, money, prices, purchase, record, system, value, wort</i></p> <p><b>Additional Domain Words:</b> <i>credit cards</i></p> <p><b>Vocabulary Strategy:</b> Paragraph Clues</p>	<p><i>against, anymore, complete, enough, river, rough, sometimes, stranger, terrible, window</i></p>	<p><i>charity, image, popular, portrait, symbol</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Segmentation; Phoneme Substitution; Phoneme Reversal</p> <p><b>Phonics/Spelling Skill:</b> Vowel Team Syllables</p> <p><b>Structural Analysis:</b> Comparative Endings: -er, -est (with spelling changes)</p>	Intonation	<p><b>Writing Trait:</b> Organization: Strong Conclusions</p> <p><b>Grammar Skill:</b> Adverbs and Prepositional Phrases</p> <p><b>Grammar Mechanics:</b> Capitalization</p> <p><b>Write About Reading:</b> Analyze Text Connections</p>	<p><b>Weekly:</b> Where does money come from and where does it go?</p>
<p><b>Week 5</b></p> <p><b>Weekly Concept:</b> The World of Ideas</p> <p><b>Essential Question:</b> Where can your imagination take you?</p>	<p><b>Title:</b> "Give Me a Brown Box," "Music Sends Me"</p> <p><b>Genre:</b> Poetry</p> <p><b>Strategy:</b> Summarize</p>	<p><b>Short Text:</b> "A Box of Crayons," "What Story is This?," "The Ticket"</p> <p><b>Lexile:</b> NP</p> <p><b>Genre:</b> Poetry</p> <p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Point of View</p> <p><b>Text Features:</b> Rhyme</p>	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Point of View</p> <p><b>Main Selection Genre:</b> Poetry</p> <p><b>Title:</b> "Books to the Ceiling," "I've Got This Covered," "Eating While Reading"</p> <p><b>Lexile:</b> NP</p> <p><b>Paired Selection Genre:</b> Poetry</p> <p><b>Title:</b> "Clay Play," "Crayons"</p> <p><b>Lexile:</b> NP</p>	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Point of View</p> <p><b>Main Selection Genre:</b> Fiction</p> <p><b>Titles:</b> A: <i>Matt's Journey</i> O: <i>A Fantastic Day!</i> E: <i>A Fantastic Day!</i> B: <i>A Day in Ancient Rome</i></p> <p><b>Paired Selections Genre:</b> Poem</p> <p><b>Titles:</b> A: "Autumn Leaves," "The Orchestra" O: "A Butterfly Life," "Circus Day" E: "Pablo and I," "My Tiny Friend" B: "Lost and Found," "My Magic Car"</p>	<p><b>Reading/Writing Workshop:</b> Purpose; Lack of Prior Knowledge</p> <p><b>Literature Anthology:</b> What Makes This Text Complex?</p>	<p><b>Vocabulary Words:</b> <i>create, dazzling, imagination, seconds</i></p> <p><b>Additional Academic Words:</b> <i>blend,</i></p> <p><b>Vocabulary Strategy:</b> Metaphors</p>	<p><i>afternoon, ahead, anyone, everything, pretended, scientist, somehow, throughout, trouble, wherever</i></p>	<p><i>flash, igloo, moat, orchestra, snore</i></p>	<p><b>Phonemic Awareness:</b> Phoneme Addition; Phoneme Substitution; Phoneme Segmentation</p> <p><b>Phonics/Spelling Skill:</b> r-controlled Vowel Syllables</p> <p><b>Structural Analysis:</b> Three (or more) Syllable Words</p>	Expression	<p><b>Writing Trait:</b> Word Choice: Strong Words</p> <p><b>Grammar Skill:</b> Adjectives and Adverbs</p> <p><b>Grammar Mechanics:</b> Sentence Punctuation</p> <p><b>Write About Reading:</b> Analyze Point of View</p>	<p><b>Weekly:</b> Explore poetry and a poet's use of imagery.</p> <p><b>Unit Level:</b> Research Skill: Visual Displays and Multimedia Presentations</p> <p><b>Unit Project:</b> Self-select and develop from options for unit research projects.</p>
<p><b>Week 6</b></p> <p><b>Review and Assessment</b> </p>												