

Grade 2 • Unit 1 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Differentiated Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How are families around the world the same and different?</p> <p>Genre: Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Dinner at Alejandro’s”</p>	<p>“Maria Celebrates Brazil” Genre: Realistic Fiction Lexile: 460L</p> <p>SS.2.A.2.8 <i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Big Red Lollipop</i> Genre: Realistic Fiction Lexile: 410L</p> <p>Paired Selection “A Look at Families” Genre: Informational Text Lexile: 480L</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Music in My Family</i> Lexile: 250L O: <i>Happy New Year!</i> Lexile: 350L ELL: <i>Happy New Year!</i> Lexile: 300L B: <i>I’m Down Under</i> Lexile: 560L</p> <p>Paired Selections Genre: Informational Text A: “Making Music” O: “New Year’s Eve” ELL: “New Year’s Eve” B: “Perfect Pavlova”</p>	<p>Academic Vocabulary: <i>aside, culture, fair, invited, language, plead, scurries, share</i></p> <p>Inflectional Endings Context Clues</p> <p>ELA.2.V.1.1, ELA.2.V.1.2, ELA.2.V.1.3</p>	<p>Visualize Plot: Beginning, Middle, End Main Story Elements: Character, Setting, Events Text Features: Captions</p> <p>ELA.2.R.1.1</p> <p>B.E.S.T. Literature Library <i>Mango, Abuela, and Me</i> Genre: Fiction Lexile: 560L</p>	<p>Week 1 Phonemic Awareness: Blending, Categorization, Segmentation Phonics/Spelling*: short <i>a</i>, short <i>i</i> Structural Analysis: Plural Nouns with <i>-s</i>, <i>-es</i> High-Frequency Words: <i>ball, blue, both, even, for, help, put, there, why, yellow</i></p> <p>ELA.2.F.1.3.d</p> <p>Week 2 Phonological Awareness: Identify and Produce Rhyme Phonemic Awareness: Isolation, Blending Phonics/Spelling*: short <i>e</i>, short <i>o</i>, short <i>u</i> Structural Analysis: Inflectional Endings <i>-s</i>, <i>-es</i> (Nouns and Verbs) High-Frequency Words: <i>could, find, funny, green, how, little, one, or, see, sounds</i></p> <p>ELA.2.F.1.3.d</p>	<p>Week 1 Accuracy and Intonation Week 2 Rate and Expression</p> <p>ELA.2.F.1.4</p>	<p>Respond to Reading Writing Process Realistic Fiction Expert Model: Realistic Fiction Story Plan: Sequence Draft: Descriptive Details</p> <p>Grammar and Mechanics Week 1: Statements and Questions; Sentence Capitalization/Punctuation Week 2: Commands and Exclamations; Sentence Capitalization/Punctuation</p> <p>ELA.2.C.1.2, ELA.2.C.1.5, ELA.2.C.3.1</p>	<p>Project: Food from Other Countries Product: Poster Blast: “Welcome to Our Home”</p> <p>ELA.2.C.2.1, ELA.2.C.4.1, SS.2.A.2.8</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How do friends depend on each other?</p> <p>Genre: Fantasy</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “The New Kid”</p>	<p>“Little Flap Learns to Fly” Genre: Fantasy Lexile: 390L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Help! A Story of Friendship</i> Genre: Fiction/Fantasy Lexile: 410L</p> <p>Paired Selection “The Enormous Turnip” Genre: Folktale Lexile: 500L</p>	<p>Main Selections Genre: Fantasy A: <i>Cat and Dog</i> Lexile: 230L O: <i>The Quest</i> Lexile: 340L ELL: <i>The Quest</i> Lexile: 300L B: <i>Class Pets</i> Lexile: 500L</p> <p>Paired Selections Genre: Poetry A: “Uncle Max and I” O: “Together” ELL: “It Takes a Friend” B: “What Friends Do”</p>	<p>Academic Vocabulary: <i>actions, afraid, depend, nervously, peered, perfectly, rescue, secret</i></p> <p>Base Words Prefixes</p> <p>ELA.2.V.1.1, ELA.2.V.1.2, ELA.2.V.1.3</p>	<p>Visualize Story Elements: Illustrations Theme Character</p> <p>ELA.2.R.1.1, ELA.2.R.1.2</p>	<p>Week 3 Phonemic Awareness: Categorization, Substitution, Blending Phonics/Spelling*: Two-Letter Blends: <i>r</i>-blends (<i>br, cr, dr, fr, gr</i>); <i>s</i>-blends (<i>sc, sk, sl, sm, sn, sp, st, sw</i>); <i>t</i>-blends (<i>tr, tw, -nt</i>); <i>l</i>-blends (<i>bl, cl, fl, gl, pl, -lk, -lt</i>) Structural Analysis: Closed Syllables High-Frequency Words: <i>boy, by, girl, he, here, she, small, want, were, what</i></p> <p>ELA.2.F.1.3.c</p> <p>Week 4 Phonemic Awareness: Segmentation, Categorization, Blending Phonics/Spelling*: short <i>a</i>; long <i>a</i>: <i>a_e</i> Structural Analysis: Inflectional Endings <i>-ed</i>, <i>-ing</i> High-Frequency Words: <i>another, done, into, move, now, show, too, water, year, your</i></p> <p>ELA.2.F.1.3.d</p>	<p>Week 3 Expression Week 4 Intonation</p> <p>ELA.2.F.1.4</p>	<p>Respond to Reading Writing Process Realistic Fiction Revise: Precise Language Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Subjects; Quotation Marks with Dialogue Week 4: Predicates; Quotation Marks with Dialogue</p> <p>ELA.2.C.3.1</p>	<p>Project: We Depend on Friends Product: Poster Blast: “We Celebrate Our Friends”</p> <p>ELA.2.C.2.1, ELA.2.C.4.1, SS.2.C.2.2, SS.2.C.2.4</p>

*Differentiated Spelling Lists available

Grade 2 • Unit 1 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Differentiated Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: What happens when families work together?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Families Today”</p>	<p>“Families Work!” Genre: Expository Text Lexile: 500L</p> <p>SS.2.E.1.1, SS.2.E.1.2, SS.2.E.1.4</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Families Working Together</i> Genre: Expository Text Lexile: 560L</p> <p>SS.2.E.1.2</p> <p>Paired Selection “Can Kids Help at Home?” Genre: Expository Text Lexile: 520L</p>	<p>Main Selections Genre: Expository Text A: <i>Families at Work</i> Lexile: 300L O: <i>Families at Work</i> Lexile: 400L ELL: <i>Families at Work</i> Lexile: 370L B: <i>Families at Work</i> Lexile: 630L</p> <p>Paired Selections Genre: Expository Text A: “A Family Sawmill” O: “A Family Sawmill” ELL: “A Family Sawmill” B: “A Family Sawmill”</p>	<p>Academic Vocabulary: <i>checks, choose, chores, cost, customers, jobs, spend, tools</i></p> <p>Synonyms ELA.2.V.1.1, ELA.2.V.1.3</p>	<p>Ask and Answer Questions</p> <p>Text Features: Charts</p> <p>Central Topic and Relevant Details</p> <p>Author’s Opinion</p> <p>ELA.2.R.2.1, ELA.2.R.2.2, ELA.2.R.2.4 SS.2.E.1.2, SS.2.E.1.4</p> <p>B.E.S.T. Literature Library <i>Living or Nonliving?</i> Genre: Expository Text Lexile: 420L</p>	<p>Week 5 Phonemic Awareness: Isolation, Categorization, Blending Phonics/Spelling*: short <i>i</i>; long <i>i</i>; <i>i_e</i> Structural Analysis: Possessives High-Frequency Words: <i>all, any, goes, new, number, other, right, says, understands, work</i></p>	<p>Week 5 Phrasing and Accuracy ELA.2.F.1.4</p>	<p>Respond to Reading Writing Process Expository Essay Expert Model: Expository Essay Plan: Generate Questions Draft: Sentence Types and Lengths</p> <p>ELA.2.C.1.4, ELA.2.C.1.5 SS.2.C.2.4</p> <p>Grammar and Mechanics Week 5: Expanding and Combining Sentences; Commas in a Series ELA.2.C.3.1</p>	<p>Project: Interesting Jobs Product: Job Description Sheet Blast: “A Job for Everyone” SS.2.E.1.2</p>

*Differentiated Spelling Lists available

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<p>Extend, Connect, and Assess</p>	<p>Genre: Online Article “Super Skiers”</p>	<p>Reader’s Theater: <i>Room for More</i></p>	<p>Passages Genre: Narrative Nonfiction “Freddy the Rabbit” Genre: Expository Text “Busy Bees”</p> <p>SC.2.L.17.1</p> <p>Activity Write a Pet Owner Handbook</p>	<p>Passages Genre: Expository Text “Community Heroes” Genre: Realistic Fiction “Dad for Mayor!”</p> <p>SS.2.C.2.2, SS.2.C.2.4</p> <p>Activities Helping Your School Community Letter to the Principal</p>	<p>Writing Process Expository Essay Revise: Descriptive Details Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>ELA.2.C.1.4, ELA.2.C.1.5</p>	<p>Reader’s Theater Writing</p>

Grade 2 • Unit 2 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Differentiated Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How are offspring like their parents?</p> <p>Genre: Informational Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Wild Animal Families”</p>	<p>“Eagles and Eaglets” Genre: Expository Text (Temporal) Lexile: 520L SC.2.L.16.1</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Baby Bears</i> Genre: Informational Text Lexile: 590L SC.2.L.16.1</p> <p>Paired Selection “From Caterpillar to Butterfly” Genre: Informational Text Lexile: 600L SC.2.L.16.1</p>	<p>Main Selections Genre: Expository Text A: <i>Animal Families</i> Lexile: 320L O: <i>Animal Families</i> Lexile: 490L ELL: <i>Animal Families</i> Lexile: 390L B: <i>Animal Families</i> Lexile: 600L</p> <p>Paired Selections Genre: Expository Text A: “Tadpoles into Frogs” O: “Tadpoles into Frogs” ELL: “Tadpoles into Frogs” B: “Tadpoles into Frogs”</p>	<p>Academic Vocabulary: <i>adult, alive, covered, fur, giant, groom, mammal, offspring</i></p> <p>Homographs</p> <p>Using a Glossary ELA.2.V.1.1, ELA.2.V.1.3</p>	<p>Reread</p> <p>Text Features: Diagrams and Labels</p> <p>Central Idea and Relevant Details</p> <p>Text Features: Diagrams ELA.2.R.2.1, ELA.2.R.2.2, SC.2.L.16.1</p> <p>B.E.S.T. Literature Library <i>Give Bees a Chance</i> Genre: Expository Text Lexile: AD590L</p>	<p>Week 1 Phonemic Awareness: Addition, Substitution, Blending Phonics/Spelling*: short o; long o: o_e Structural Analysis: Inflectional Endings -ed, -ing High-Frequency Words: <i>because, cold, family, friends, have, know, off, picture, school, took</i> ELA.2.F.1.3.d</p> <p>Week 2 Phonemic Awareness: Deletion, Segmentation, Blending Phonics/Spelling*: short u; long u: u_e Structural Analysis: CVCe Syllables High-Frequency Words: <i>change, cheer, fall, five, look, open, should, their, won, yes</i> ELA.2.F.1.3.b</p>	<p>Week 1 Intonation</p> <p>Week 2 Accuracy and Phrasing ELA.2.F.1.4</p>	<p>Respond to Reading</p> <p>Writing Process Research Report Expert Model: Research Report Plan: Generate Questions for Formal Inquiry Draft: Order Ideas</p> <p>Grammar and Mechanics Week 1: Nouns; Commas in a Series and with Direct Address Week 2: Singular and Plural Nouns; Abbreviations ELA.2.C.3.1</p>	<p>Project: Life Cycle Diagram</p> <p>Product: Diagram</p> <p>Blast: “Amazing Animal Parents”</p> <p>ELA.2.C.2.1, ELA.2.C.4.1, SC.2.L.16.1</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: What can animals in stories teach us?</p> <p>Genre: Fable</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “The Fox and the Crane”</p>	<p>“The Boy Who Cried Wolf” Genre: Fable Lexile: 460L ELL Scaffolded Shared Read available</p>	<p>Anchor Text <i>Wolf! Wolf!</i> Genre: Fable Lexile: 580L</p> <p>Paired Selection “Cinderella and Friends” Genre: Informational Text Lexile: 520L</p>	<p>Main Selections Genre: Fable A: <i>The Cat and the Mice</i> Lexile: 200L O: <i>The Dog and the Bone</i> Lexile: 440L ELL: <i>The Dog and the Bone</i> Lexile: 320L B: <i>The Spider and the Honey Tree</i> Lexile: 590L</p> <p>Paired Selections Genre: Poetry A: “Beware of Tiger!” O: “The Dingo and His Shadow” ELL: “The Dingo and His Shadow” B: “The Girl and the Spider”</p>	<p>Academic Vocabulary: <i>believe, delicious, feast, fond, lessons, remarkable, snatch, stories</i></p> <p>Antonyms</p> <p>Base Words ELA.2.V.1.1, ELA.2.V.1.2, ELA.2.V.1.3</p>	<p>Make, Confirm, Revise Predictions</p> <p>Main Story Elements: Character</p> <p>Plot: Sequence of Events</p> <p>Author’s Purpose ELA.2.R.1.1, ELA.2.R.3.3</p> <p>B.E.S.T. Literature Library <i>The Runaway Piggy</i> Genre: Fiction Lexile: 520L</p>	<p>Week 3 Phonemic Awareness: Segmentation, Substitution, Blending Phonics/Spelling*: Words with Soft c and g Structural Analysis: Prefixes re-, un-, dis- High-Frequency Words: <i>almost, buy, food, out, pull, saw, sky, straight, under, wash</i> ELA.2.F.1.3.d</p> <p>Week 4 Phonological Awareness: Identify and Produce Rhyme Phonemic Awareness: Segmentation, Blending Phonics/Spelling*: Consonant Digraphs Structural Analysis: Suffixes -ful, -less High-Frequency Words: <i>baby, early, eight, isn’t, learn, seven, start, these, try, walk</i> ELA.2.F.1.3.d</p>	<p>Week 3 Expression</p> <p>Week 4 Phrasing and Rate ELA.2.F.1.4</p>	<p>Respond to Reading</p> <p>Writing Process Research Report Revise: Vary Sentence Types/Lengths Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Kinds of Nouns: Common Nouns, Proper Nouns, Collective Nouns; Capital Letters Week 4: More Plural Nouns: Irregular Plural Nouns; Quotation Marks with Dialogue ELA.2.C.3.1</p>	<p>Project: Food Chain Diagram</p> <p>Product: Diagram</p> <p>Blast: “Creatures as Teachers: Aesop’s Fables”</p> <p>ELA.2.C.2.1, ELA.2.C.4.1, SC.2.L.17.1</p>

*Differentiated Spelling Lists available

Grade 2 • Unit 2 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Differentiated Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: What do we love about animals?</p> <p>Genre: Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “The Furry Alarm Clock”</p>	<p>“Cats and Kittens,” “Desert Camels,” “A Bat Is Not a Bird” Genre: Poetry Lexile: N/A</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text “Beetles,” “The Little Turtle” Genre: Poetry Lexile: N/A</p> <p>Paired Selection “Gray Goose” Genre: Poetry Lexile: N/A</p>	<p>Main Selections Genre: Fiction A: <i>Amira’s Petting Zoo</i> Lexile: 250L O: <i>Alice’s New Pet</i> Lexile: 570L ELL: <i>Alice’s New Pet</i> Lexile: 350L B: <i>Ava’s Animals</i> Lexile: 570L</p> <p>Paired Selections Genre: Informational Text A: “Sheep Season” O: “Baby Joey” ELL: “Four Little Ducklings” B: “Nanook”</p>	<p>Academic Vocabulary: <i>behave, express, feathers, flapping</i></p> <p>Suffixes <i>-ly, -y</i></p> <p>ELA.2.V.1.1, ELA.2.V.1.2, ELA.2.V.1.3</p>	<p>Figurative Language: Alliteration</p> <p>Rhyme Schemes</p> <p>Theme</p> <p>Poetry: Lines and Line Breaks</p> <p>ELA.2.R.1.4, ELA.2.R.3.1</p>	<p>Week 5 Phonological Awareness: Identify and Produce Rhyme Phonemic Awareness: Substitution, Blending Phonics/Spelling*: Three-Letter Blends <i>scr, spr, str, thr, spl, shr</i> Structural Analysis: Compound Words High-Frequency Words: <i>bird, far, field, flower, grow, leaves, light, orange, ready, until</i></p>	<p>Week 5 Expression ELA.2.F.1.4</p>	<p>Respond to Reading Writing Process Rhyming Poem Expert Model: Rhyming Poem Plan: Precise Language Draft: Specific Details</p> <p>ELA.2.C.1.2, ELA.2.C.1.5</p> <p>Grammar and Mechanics Week 5: Possessive Nouns; Apostrophes ELA.2.C.3.1</p>	<p>Project: Animal Information Cards</p> <p>Product: Information Cards</p> <p>Blast: “Dogs on the Job”</p> <p>ELA.2.C.2.1, ELA.2.C.4.1 SC.2.L.17.1</p>

*Differentiated Spelling Lists available

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<p>Extend, Connect, and Assess</p>	<p>Genre: Online Article “Under the Sea”</p>	<p>Reader’s Theater: <i>The Secret Song</i></p>	<p>Passages Genre: Narrative Nonfiction “A Prairie Guard” Genre: Realistic Fiction “A Visit to the Desert” SC.2.L.17.1, SC.2.L.17.2</p> <p>Activities Habitat Poster Informative Paragraph</p>	<p>Passages Genre: Expository Text “Florida Panther National Wildlife Refuge” Genre: Expository Text “Monarch Butterflies on the Move” SS.2.G.1.1, SC.2.L.17.2</p> <p>Activity Map of Your School Neighborhood</p>	<p>Writing Process Rhyming Poem Revise: Rhyme Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate ELA.2.C.1.2, ELA.2.C.1.5</p>	<p>Reader’s Theater Writing</p>

Grade 2 • Unit 3 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Differentiated Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How can people help out their community?</p> <p>Genre: Narrative Nonfiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Color Your Community”</p>	<p>“Lighting Lives” Genre: Narrative Nonfiction Lexile: 650L SS.2.C.2.4, SC.2.P.10.1</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Biblioburro: A True Story from Columbia</i> Genre: Narrative Nonfiction Lexile: 700L SS.2.C.2.4</p> <p>Paired Selection “Landing on Your Feet” Genre: Personal Narrative Lexile: 610L</p>	<p>Main Selections Genre: Narrative Nonfiction A: <i>City Communities</i> Lexile: 290L O: <i>City Communities</i> Lexile: 470L ELL: <i>City Communities</i> Lexile: 400L B: <i>City Communities</i> Lexile: 620L</p> <p>Paired Selections Genre: Folktale A: “Magic Anansi” O: “Magic Anansi” ELL: “Magic Anansi” B: “Magic Anansi”</p>	<p>Academic Vocabulary: <i>across, borrow, countryside, ideas, insists, lonely, solution, villages</i></p> <p>Synonyms</p> <p>Homophones</p> <p>ELA.2.V.1.1, ELA.2.V.1.3, ELA.2.V.4.1</p>	<p>Ask and Answer Questions</p> <p>Text Features: Photos and Captions</p> <p>Author’s Purpose</p> <p>ELA.2.R.2.1, ELA.2.R.2.3 SS.2.A.3.1, SS.2.C.2.4</p>	<p>Week 1 Phonological Awareness: Identify and Produce Rhyme Phonemic Awareness: Categorization, Blending Phonics/Spelling*: long a: <i>a, ai, ay, ea, ei, eigh, ey</i> Structural Analysis: Contractions with ‘s, ‘re, ‘ll, ‘ve High-Frequency Words: <i>about, around, good, great, idea, often, part, second, two, world</i></p> <p>Week 2 Phonemic Awareness: Isolation, Blending, Substitution, Categorization Phonics/Spelling*: long i: <i>i, y, igh, ie</i> Structural Analysis: Open Syllables High-Frequency Words: <i>also, apart, begin, either, hundred, over, places, those, which, without</i></p> <p>ELA.2.F.1.3.c</p>	<p>Week 1 Accuracy and Expression</p> <p>Week 2 Phrasing</p> <p>ELA.2.F.1.4</p>	<p>Respond to Reading Writing Process Personal Narrative Expert Model: Personal Narrative Plan: Sequence Draft: Focus on an Event</p> <p>Grammar and Mechanics Week 1: Action Verbs; Book Titles Week 2: Present Tense Verbs; Commas in a Series</p> <p>ELA.2.C.1.2, ELA.2.C.3.1</p>	<p>Project: History Picture Book</p> <p>Product: Flipbook</p> <p>Blast: “Making Our Lives Better...Together”</p> <p>ELA.2.C.2.1, ELA.2.C.4.1 SS.2.A.1.1, SS.2.A.1.2</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: What can we see in the sky?</p> <p>Genre: Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “The Hidden Sun”</p>	<p>“Starry Night” Genre: Fiction Lexile: 540L ELL Scaffolded Shared Read available</p>	<p>Anchor Text <i>Mr. Putter and Tabby See the Stars</i> Genre: Fiction Lexile: 580L</p> <p>Paired Selection “Day to Night” Genre: Expository Text Lexile: 550L</p>	<p>Main Selections Genre: Fiction A: <i>A Special Sunset</i> Lexile: 200L O: <i>A Different Set of Stars</i> Lexile: 390L ELL: <i>A Different Set of Stars</i> Lexile: 330L B: <i>Shadows in the Sky</i> Lexile: 540L</p> <p>Paired Selections Genre: Expository Text A: “Shadows and Sundials” O: “Stars” ELL: “Stars” B: “Eclipses”</p>	<p>Academic Vocabulary: <i>adventure, delighted, dreamed, enjoyed, grumbled, moonlight, neighbor, nighttime</i></p> <p>Compound Words</p> <p>Multiple-Meaning Words</p> <p>ELA.2.V.1.1, ELA.2.V.4.1</p>	<p>Reread</p> <p>Character Perspective</p> <p>Plot: Sequence of Events</p> <p>Text Features: Headings (Subheadings)</p> <p>ELA.2.R.1.1, ELA.2.R.1.3, ELA.2.R.2.1</p> <p>B.E.S.T. Literature Library <i>Eleanor</i> Genre: Biography Lexile: AD810L</p>	<p>Week 3 Phonemic Awareness: Deletion, Substitution, Addition, Blending Phonics/Spelling*: long o: <i>o, oa, ow, oe</i> Structural Analysis: Contractions with <i>not</i> High-Frequency Words: <i>better, group, long, more, only, our, started, three, who, won’t</i></p> <p>Week 4 Phonological Awareness: Identify Syllables Phonemic Awareness: Categorization, Blending Phonics/Spelling*: long e: <i>e, ee, ea, ie, y, ey, e_e</i> Structural Analysis: Plurals with -s, -es (change y to i) High-Frequency Words: <i>after, before, every, few, first, hear, hurt, old, special, would</i></p>	<p>Week 3 Intonation</p> <p>Week 4 Rate and Expression</p> <p>ELA.2.F.1.4</p>	<p>Respond to Reading Writing Process Personal Narrative Revise: Conclusion Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Past and Future Tense Verbs; Letter Punctuation Week 4: Subject-Verb Agreement; Abbreviations</p> <p>ELA.2.C.1.2, ELA.2.C.3.1</p>	<p>Project: Seasons</p> <p>Product: Report</p> <p>Blast: “When the Night Sky Dances”</p> <p>ELA.2.C.2.1, ELA.2.C.4.1 SC.2.E.7.1</p>

*Differentiated Spelling Lists available

Grade 2 • Unit 3 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Differentiated Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: How do you express yourself?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Why People Drum”</p>	<p>“They’ve Got the Beat!” Genre: Expository Text Lexile: 620L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Many Ways to Enjoy Music</i> Genre: Expository Text Lexile: 680L</p> <p>Paired Selection “A Musical Museum” Genre: Expository Text Lexile: 640L</p>	<p>Main Selections Genre: Expository Text A: <i>The Sounds of Trash</i> Lexile: 410L O: <i>The Sounds of Trash</i> Lexile: 530L ELL: <i>The Sounds of Trash</i> Lexile: 380L B: <i>The Sounds of Trash</i> Lexile: 590L</p> <p>Paired Selections Genre: Expository Text A: “Talking Underwater” O: “Talking Underwater” ELL: “Talking Underwater” B: “Talking Underwater”</p>	<p>Academic Vocabulary: <i>cheered, concert, instrument, movements, music, rhythm, sounds, understand</i></p> <p>Prefixes ELA.2.V.1.1, ELA.2.V.1.2, ELA.2.V.4.1</p>	<p>Ask and Answer Questions Figurative Language: Idioms Central Idea and Relevant Details Text Features: Diagrams ELA.2.R.2.1, ELA.2.R.2.2, ELA.2.R.3.1</p> <p>B.E.S.T. Literature Library <i>Winnie the Pooh</i> Genre: Fiction Lexile: 790L</p>	<p>Week 5 Phonological Awareness: Identify and Generate Alliteration Phonemic Awareness: Addition and Deletion, Blending Phonics/Spelling*: long <i>u: u_e, ue, u, ew</i> Structural Analysis: Comparative Endings <i>-er, -est</i> High-Frequency Words: <i>America, beautiful, began, climbed, come, country, didn’t, give, live, turned</i> ELA.2.F.1.3.d</p>	<p>Week 5 Intonation ELA.2.F.1.4</p>	<p>Respond to Reading Writing Process Expository Essay Expert Model: Expository Essay Plan: Choose and Evaluate Sources Draft: Paragraphs ELA.2.C.1.4, ELA.2.C.1.5</p> <p>Grammar and Mechanics Week 5: The Verb <i>have</i>; Sentence Punctuation ELA.2.C.3.1</p>	<p>Project: National Symbols Product: Collage Blast: “Show Yourself Through Art” ELA.2.C.2.1, ELA.2.C.4.1, SS.2.C.3.2</p>

**Differentiated Spelling Lists available*

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<p>Extend, Connect, and Assess</p>	<p>Genre: Online Article “Antarctica Bound!”</p>	<p>Reader’s Theater: <i>I’ll Be the Dragon</i></p>	<p>Passages Genre: Expository Text “Electric Cars” Genre: Expository Text “Powering Homes” SC.2.P.10.1</p> <p>Activities Lab: Learn More About the Sun’s Energy Write About Your Results SC.2.E.7.2, SC.2.P.8.1</p>	<p>Passages Genre: Expository Text “Flying Firsts” Genre: Expository Text “Landing the Eagle” SS.2.A.3.1</p> <p>Activity Create a Timeline SS.2.A.3.1, SS.2.C.2.5</p>	<p>Writing Process Expository Essay Revise: Strong Opening Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate ELA.2.C.1.4, ELA.2.C.1.5</p>	<p>Reader’s Theater Writing</p>

Grade 2 • Unit 4 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Differentiated Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How are kids around the world different?</p> <p>Genre: Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "My New School"</p>	<p>"Happy New Year!" Genre: Realistic Fiction Lexile: 590L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Dear Primo: A Letter to My Cousin</i> Genre: Realistic Fiction Lexile: 610L</p> <p>Paired Selection "Games Around the World" Genre: Expository Text Lexile: 600L</p> <p>SS.2.A.2.8</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Sharing Cultures</i> Lexile: 350L O: <i>A New Life in India</i> Lexile: 480L ELL: <i>A New Life in India</i> Lexile: 440L B: <i>Akita and Carlo</i> Lexile: 620L</p> <p>Paired Selections Genre: Expository Text A: "Music Around the World" O: "Dress Around the World" ELL: "Dress Around the World" B: "Food Around the World"</p>	<p>Academic Vocabulary: <i>common, costume, customs, favorite, parade, surrounded, travels, wonder</i></p> <p>Similes</p> <p>Suffixes (-er, -est)</p> <p>ELA.2.R.3.1, ELA.2.V.1.1, ELA.2.V.4.1</p>	<p>Visualize</p> <p>Main Story Elements: Setting</p> <p>Plot: Compare and Contrast</p> <p>Text Features: Maps</p> <p>ELA.2.R.1.1, ELA.2.R.2.1, SS.2.G.1.1</p>	<p>Week 1 Phonemic Awareness: Identity, Categorization, Blending Phonics/Spelling*: Silent Letters <i>wr, kn, gn, mb, sc</i> Structural Analysis: Prefixes <i>re-, un-, dis-</i>; Suffixes <i>-ful, -less</i> High-Frequency Words: <i>below, colors, don't, down, eat, many, morning, sleep, through, very</i></p> <p>ELA.2.F.1.3.d</p> <p>Week 2 Phonemic Awareness: Substitution, Blending, Addition Phonics/Spelling*: <i>r</i>-controlled vowel /<i>ûr</i>/: <i>er, ir, ur, or</i> Structural Analysis: Inflectional Endings <i>-s, -es, -ed, -ing</i> High-Frequency Words: <i>animal, away, building, found, from, Saturday, thought, today, toward, watch</i></p> <p>ELA.2.F.1.3.d</p>	<p>Week 1 Intonation</p> <p>Week 2 Rate and Expression</p> <p>ELA.2.F.1.4</p>	<p>Respond to Reading Writing Process Realistic Fiction Expert Model: Realistic Fiction Plan: Details Draft: Compare and Contrast</p> <p>Grammar and Mechanics Week 1: Linking Verbs; Letter Punctuation Week 2: Helping Verbs; Book Titles</p> <p>ELA.2.C.1.2, ELA.2.C.1.5, ELA.2.C.3.1</p>	<p>Project: Celebrations Around the World</p> <p>Product: Chart</p> <p>Blast: "What in the World Is for Dinner?"</p> <p>ELA.2.C.2.1, ELA.2.C.4.1, SS.2.A.1.1, SS.2.A.2.8</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How does Earth change?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "Earth Changes"</p>	<p>"Into the Sea" Genre: Expository Text Lexile: 650L</p> <p>SC.2.E.6.1</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Volcanoes</i> Genre: Expository Text Lexile: 680L</p> <p>Paired Selection "To The Rescue" Genre: Expository Text Lexile: 750L</p>	<p>Main Selections Genre: Expository Text A: <i>Earthquakes</i> Lexile: 350L O: <i>Earthquakes</i> Lexile: 530L ELL: <i>Earthquakes</i> Lexile: 430L B: <i>Earthquakes</i> Lexile: 630L</p> <p>Paired Selections Genre: Expository Text A: "Glaciers" O: "Glaciers" ELL: "Glaciers" B: "Glaciers"</p>	<p>Academic Vocabulary: <i>active, Earth, explode, island, local, properties, solid, steep</i></p> <p>Sentence (Context) Clues</p> <p>Homographs</p> <p>ELA.2.V.1.1, ELA.2.V.1.3, ELA.2.V.4.1</p>	<p>Reread</p> <p>Text Features: Headings and Bold Print</p> <p>Author's Purpose</p> <p>Text Features: Titles and Headings</p> <p>ELA.2.R.2.1, ELA.2.R.2.3</p> <p>B.E.S.T. Literature Library <i>The Congress of the United States</i> Genre: Expository Text Lexile: 660L</p>	<p>Week 3 Phonological Awareness: Identify and Produce Rhyme Phonemic Awareness: Substitution, Blending Phonics/Spelling*: <i>r</i>-controlled vowels /<i>ôr</i>/: <i>or, ore, oar and /âr</i>/: <i>ar</i> Structural Analysis: Plurals (Irregular) High-Frequency Words: <i>ago, carry, certain, everyone, heavy, outside, people, problem, together, warm</i></p> <p>Week 4 Phonological Awareness: Identify Syllables Phonemic Awareness: Blending Phonics/Spelling*: <i>r</i>-controlled vowel /<i>îr</i>/: <i>eer, ere, ear</i> Structural Analysis: Abbreviations High-Frequency Words: <i>again, behind, eyes, gone, happened, house, inside, neither, stood, young</i></p>	<p>Week 3 Phrasing</p> <p>Week 4 Intonation</p> <p>ELA.2.F.1.4</p>	<p>Respond to Reading Writing Process Realistic Fiction Revise: Point of View Peer Conference; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Irregular Verbs; Capitalization of Proper Nouns Week 4: Progressive Tense; Apostrophes</p> <p>ELA.2.C.1.2, ELA.2.C.1.5, ELA.2.C.3.1</p>	<p>Project: Earth Changes</p> <p>Product: Before and After Pictures of Earth Changes</p> <p>Blast: "How Mountains Form"</p> <p>ELA.2.C.2.1, ELA.2.C.4.1</p>

*Differentiated Spelling Lists available

Grade 2 • Unit 4 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Differentiated Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: What excites us about nature?</p> <p>Genre: Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Redwood National Forest,” “The Amazing Meadow,” “The Sahara Desert”</p>	<p>“Snow Shape,” “Nature Walk,” “In the Sky” Genre: Poetry Lexile: N/A</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text “April Rain Song,” “Rain Poem” Genre: Poetry Lexile: N/A</p> <p>Paired Selection “Helicopters,” “Windy Tree” Genre: Poetry Lexile: N/A</p>	<p>Main Selections Genre: Fiction A: <i>A Hike in the Woods</i> Lexile: 340L O: <i>A Little World</i> Lexile: 500L ELL: <i>A Little World</i> Lexile: 400L B: <i>Star Party</i> Lexile: 590L</p> <p>Paired Selections Genre: Poetry A: “The Woods” O: “See a Star” ELL: “By the Sea” B: “Moon”</p>	<p>Academic Vocabulary: <i>drops, excite, outdoors, pale</i></p> <p>Antonyms</p> <p>ELA.2.V.1.1, ELA.2.V.1.3, ELA.2.V.4.1</p>	<p>Figurative Language: Similes Poetry: Free Verse Theme Rhyme Schemes</p> <p>ELA.2.R.1.2, ELA.2.R.1.4, ELA.2.R.3.1</p> <p>B.E.S.T. Literature Library <i>Four Famished Foxes and Fosdyke</i> Genre: Fiction Lexile: AD650L</p>	<p>Week 5 Phonological Awareness: Identify Syllables Phonemic Awareness: Categorization, Blending Phonics/Spelling*: <i>r</i>-controlled vowel /â/r/: <i>are, air, ear, ere</i> Structural Analysis: <i>r</i>-Controlled Vowel Syllables High-Frequency Words: <i>among, bought, knew, never, once, soon, sorry, talk, touch, upon</i></p> <p>ELA.2.F.1.3.b</p>	<p>Week 5 Phrasing ELA.2.F.1.4</p>	<p>Respond to Reading Writing Process Free Verse Poem Expert Model: Free Verse Poem Plan: Sensory Words Draft: Visual Patterns</p> <p>Grammar and Mechanics Week 5: Forming Compound Sentences; Avoiding Run-Ons; Use Comma with Coordinating Conjunction When Joining Two Sentences</p> <p>ELA.2.C.1.2, ELA.2.C.1.5, ELA.2.C.3.1</p>	<p>Project: Water Cycle Product: Diagram Blast: “From the Oceans to the Skies”</p> <p>ELA.2.C.2.1, ELA.2.C.4.1 SC.2.E.7.1</p>

*Differentiated Spelling Lists available

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	Genre: Online Article “Hope for the Everglades!”	Reader's Theater: <i>A Whale of a Story</i>	<p>Passages Genre: Expository Text “Tornado!” Genre: Expository Text “Landslides” SC.2.E.6.1, SC.2.E.7.5</p> <p>Activities Classifying Rocks Write About Your Results SC.2.P.8.1</p>	<p>Passages Genre: Expository Text “Island of Hope” Genre: Expository Text “Lighting the Way” SS.2.A.2.6</p> <p>Activity National Monument Brochure SS.2.A.2.6</p>	<p>Writing Process Free Verse Poem Revise: Strong Words/Precise Words Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p>	<p>Reader's Theater Writing</p>

Grade 2 • Unit 5 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Differentiated Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: What do heroes do?</p> <p>Genre: Biography</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “A Hero On and Off Skis”</p>	<p>“Cesar Chavez” Genre: Biography Lexile: 600L</p> <p>SS.2.C.2.5</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Brave Bessie</i> Genre: Biography (Temporal) Lexile: 650L</p> <p>Paired Selection “The Prince’s Frog” Genre: Fairy Tale Lexile: 650L</p>	<p>Main Selections</p> <p>Genre: Biography A: <i>Rudy Garcia-Tolson</i> Lexile: 380L O: <i>Rudy Garcia-Tolson</i> Lexile: 550L ELL: <i>Rudy Garcia-Tolson</i> Lexile: 490L B: <i>Rudy Garcia-Tolson</i> Lexile: 640L</p> <p>Paired Selections</p> <p>Genre: Biography A: “The Unsinkable Molly Brown” O: “The Unsinkable Molly Brown” ELL: “The Unsinkable Molly Brown” B: “The Unsinkable Molly Brown”</p>	<p>Academic Vocabulary: <i>agree, challenging, discover, heroes, interest, perform, study, succeed</i></p> <p>Synonyms</p> <p>Using a Print or Online Dictionary</p> <p>ELA.2.V.1.1, ELA.2.V.1.3</p>	<p>Summarize</p> <p>Text Features: Bold Print and Timelines</p> <p>Author’s Purpose</p> <p>Character Perspective</p> <p>ELA.2.R.1.3, ELA.2.R.2.1 SS.2.A.3.1</p>	<p>Week 1 Phonemic Awareness: Reversal, Substitution, Blending Phonics/Spelling*: Diphthongs <i>ou, ow</i> Structural Analysis: Plurals (Irregular) High-Frequency Words: <i>answer, been, body, build, head [body part], heard, minutes, myself, pretty, pushed</i></p> <p>ELA.2.F.1.3.a</p> <p>Week 2 Phonemic Awareness: Blending, Substitution, Segmentation, Deletion Phonics/Spelling*: Diphthongs <i>oy, oi</i> Structural Analysis: Consonant + <i>le</i> Syllables (<i>el, al, tion, sion</i>) High-Frequency Words: <i>brought, busy, else, happy, I’ll, laugh, love, maybe, please, several</i></p> <p>ELA.2.F.1.3.a, ELA.2.F.1.3.b</p>	<p>Week 1 Phrasing</p> <p>Week 2 Accuracy and Intonation</p> <p>ELA.2.F.1.4</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Opinion Essay Analyze the Rubric Rubric Minilesson: Opinion Statement Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Pronouns (Singular, Plural); Capitalizing the pronoun / Week 2: Subjective, Objective, Possessive Pronouns; Commas in Dates</p> <p>ELA.2.C.1.3, ELA.2.C.1.5, ELA.2.C.3.1</p>	<p>Project: American Hero</p> <p>Product: Poster</p> <p>Blast: “What Makes a Hero?”</p> <p>ELA.2.C.2.1, ELA.2.C.4.1 SS.2.C.2.5</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: What do good citizens do?</p> <p>Genre: Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “A Colorful Problem”</p>	<p>“A Difficult Decision” Genre: Realistic Fiction Lexile: 510L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Grace for President</i> Genre: Realistic Fiction Lexile: 580L</p> <p>Paired Selection “Helping to Make Smiles” Genre: Narrative Nonfiction Lexile: 520L</p> <p>SS.2.C.2.2</p>	<p>Main Selections</p> <p>Genre: Realistic Fiction A: <i>Fixing the Playground</i> Lexile: 340L O: <i>The Food Crew</i> Lexile: 480L ELL: <i>The Food Crew</i> Lexile: 430L B: <i>How Many Greats?</i> Lexile: 620L</p> <p>Paired Selections</p> <p>Genre: Narrative Nonfiction A: “Hero” O: “A School Feeds Others” ELL: “A School Feeds Others” B: “Freedom Walk”</p>	<p>Academic Vocabulary: <i>champion, determined, issues, promises, responsibility, right, volunteered, votes</i></p> <p>Suffixes -ful, -less</p> <p>Idioms</p> <p>ELA.2.R.3.1, ELA.2.V.1.1, ELA.2.V.1.2</p>	<p>Make and Confirm Predictions</p> <p>Plot: Beginning, Middle, End</p> <p>Character Perspective</p> <p>Text Features: Graphic Features/ Callouts</p> <p>ELA.2.R.1.1, ELA.2.R.1.3, ELA.2.R.2.1</p> <p>B.E.S.T. Literature Library <i>The Patchwork Quilt</i> Genre: Fiction Lexile: AD590L</p>	<p>Week 3 Phonological Awareness: Identify Syllables Phonemic Awareness: Categorization, Blending Phonics/Spelling*: Variant Vowels /ü/: <i>oo, u, u_e, ew, ue, ui</i> and /û/: <i>oo, ou, u</i> Structural Analysis: Contractions with <i>not</i> High-Frequency Words: <i>air, along, always, draw, during, ever, meant, nothing, story, strong</i></p> <p>ELA.2.F.1.3.a</p> <p>Week 4 Phonological Awareness: Identify Syllables Phonemic Awareness: Deletion, Blending, Addition Phonics/Spelling*: Variant Vowel /ô/: <i>a, aw, au, augh, al, ough</i> Structural Analysis: Vowel Team Syllables High-Frequency Words: <i>city, father, mother, o’clock, own, questions, read, searching, sure, though</i></p> <p>ELA.2.F.1.3.a, ELA.2.F.1.3.b</p>	<p>Week 3 Phrasing</p> <p>Week 4 Expression and Rate</p> <p>ELA.2.F.1.4</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Opinion Essay Analyze the Prompt Analyze the Sources: “Future Volunteers”; “Kids Volunteer” Plan: Organize Ideas Draft: Relevant Evidence Revise: Peer Conferences</p> <p>ELA.2.C.1.3, ELA.2.C.1.5 SS.2.C.2.4</p> <p>Grammar and Mechanics Week 3: Pronoun-Verb Agreement; Capitalization of Proper Nouns (days of week, months, locations, names, holiday [Election Day], name of school) Week 4: Possessive Pronouns and Reflexive Pronouns; Letter Punctuation</p> <p>ELA.2.C.3.1</p>	<p>Project: Government Leader</p> <p>Product: Pamphlet</p> <p>Blast: “I Can Be a Good Citizen, Too!”</p> <p>ELA.2.C.2.1, ELA.2.C.4.1 SS.2.A.1.2, SS.2.C.2.4</p>

*Differentiated Spelling Lists available

Grade 2 • Unit 5 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Differentiated Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: Why are rules important?</p> <p>Genre: Persuasive Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Towns Need Rules!”</p>	<p>“The Problem with Plastic Bags” Genre: Persuasive Text Lexile: 560L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>A Call to Compost</i> Genre: Persuasive Text Lexile: 660L</p> <p>SC.2.E.6.2</p> <p>Paired Selection “Should Students Wear Uniforms?” Genre: Expository Text Lexile: 600L</p> <p>SS.2.C.1.2</p>	<p>Main Selections Genre: Persuasive Text A: <i>Do People Need Rules?</i> Lexile: 510L O: <i>Do People Need Rules?</i> Lexile: 620L ELL: <i>Do People Need Rules?</i> Lexile: 610L B: <i>Do People Need Rules?</i> Lexile: 710L</p> <p>Paired Selections Genre: Expository Text A: “Pool Rules” O: “Pool Rules” ELL: “Pool Rules” B: “Pool Rules”</p>	<p>Academic Vocabulary: <i>exclaimed, finally, form, history, public, rules, united, writers</i></p> <p>Multiple-Meaning Words ELA.2.V.1.1, ELA.2.V.1.3</p>	<p>Summarize Text Features: Charts Author's Purpose Author's Opinion</p> <p>ELA.2.R.2.1, ELA.2.R.2.3, ELA.2.R.2.4</p> <p>B.E.S.T. Literature Library <i>We the Kids: The Preamble of the Constitution of the United States</i> Genre: Expository Lexile: NP</p>	<p>Week 5 Phonemic Awareness: Deletion, Segmentation, Reversal, Blending Phonics/Spelling*: Short Vowel Digraphs /e/ ea; /u/ou; /i/y/ Structural Analysis: Alphabetical Order High-Frequency Words: <i>anything, children, everybody, instead, paper [piece of paper], person, voice, whole, woman, words</i></p> <p>ELA.2.F.1.3.a</p>	<p>Week 5 Intonation ELA.2.F.1.4</p>	<p>Respond to Reading Writing Process Write to Sources: Opinion Essay Analyze the Rubric Rubric Minilesson: Transitional Words Analyze the Student Model</p> <p>ELA.2.C.1.3, ELA.2.C.1.5</p> <p>Grammar and Mechanics Week 5: Contractions; Contractions with Pronouns/ Possessive Pronouns</p> <p>ELA.2.C.3.1</p>	<p>Project: Recycling Product: Chart Blast: “Rules of Respect: Making School Safe for All”</p> <p>ELA.2.C.2.1, ELA.2.C.4.1 SC.2.P.8.1</p>

*Differentiated Spelling Lists available

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<p>Extend, Connect, and Assess</p>	<p>Genre: Online Article “Good Deeds Add Up”</p>	<p>Reader's Theater: <i>The Search for the Magic Lake</i></p>	<p>Passages Genre: Expository Essay “Compost: Food for Your Soil!” Genre: Realistic Fiction “Spreading the Garden Love”</p> <p>SC.2.E.6.2</p>	<p>Passages Genre: Biography “George Washington Carver” Genre: Biography “Jacqueline Cochran: American Flier”</p> <p>SS.2.C.2.5</p>	<p>Writing Process Write to Sources: Opinion Essay Analyze the Prompt Analyze the Sources: “Smart Screens”; “No More Screen Time” Plan: Organize Ideas Draft: Supporting Reason Revise: Peer Confererences</p> <p>ELA.2.C.1.3, ELA.2.C.1.5</p>	<p>Reader's Theater Writing</p>

Grade 2 • Unit 6 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Differentiated Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How do we use money?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Keep the Change!”</p>	<p>“The Life of a Dollar Bill” Genre: Expository Text (Temporal) Lexile: 660L</p> <p>SS.2.E.1.1, SS.2.E.1.2</p> <p><i>ELL: Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Money Madness</i> Genre: Expository Text Lexile: 780L</p> <p>Paired Selection “King Midas and the Golden Touch” Genre: Myth Lexile: 720L</p>	<p>Main Selections Genre: Expository Text A: <i>How to Be a Smart Shopper</i> Lexile: 450L O: <i>How to Be a Smart Shopper</i> Lexile: 540L ELL: <i>How to Be a Smart Shopper</i> Lexile: 500L B: <i>How to Be a Smart Shopper</i> Lexile: 680L</p> <p>Paired Selections Genre: Myth A: “The Golden Fleece” O: “The Golden Fleece” ELL: “The Golden Fleece” B: “The Golden Fleece”</p>	<p>Academic Vocabulary: <i>invented, money, prices, purchase, record, system, value, worth</i></p> <p>Paragraph Clues</p> <p>Greek/Latin Roots</p> <p>ELA.2.V.1.1, ELA.2.V.1.3</p>	<p>Summarize</p> <p>Text Features: Bar Graphs</p> <p>Central Idea and Relevant Details</p> <p>Main Story Elements: Character and Events</p> <p>ELA.2.R.1.1, ELA.2.R.2.1, ELA.2.R.2.2</p> <p>B.E.S.T Literature Library <i>A More Perfect Union</i> Genre: Expository Lexile: AD920L</p>	<p>Week 1 Phonological Awareness: Identify and Produce Rhyme Phonemic Awareness: Addition, Blending, Deletion Phonics/Spelling*: Closed and Open Syllables Structural Analysis: Compound Words High-Frequency Words: <i>door, front, order, probably, remember, someone, tomorrow, what's, worry, yesterday</i></p> <p>ELA.2.F.1.3.b, ELA.2.F.1.3.c</p> <p>Week 2 Phonemic Awareness: Addition, Segmentation, Substitution, Blending Phonics/Spelling*: CVCe Syllables Structural Analysis: Review prefixes <i>re-, un-, dis-</i> and suffixes <i>-ful, -less</i> High-Frequency Words: <i>alone, became, beside, four, hello, large, notice, round, suppose, surprised</i></p> <p>ELA.2.F.1.3.b, ELA.2.F.1.3.c</p>	<p>Week 1 Intonation</p> <p>Week 2 Phrasing and Accuracy</p> <p>ELA.2.F.1.4</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Essay Analyze the Rubric Rubric Minilesson: Central Idea Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Adjectives (including articles); Abbreviations Week 2: Articles and <i>this, that, these, and those</i>; Commas in Dates</p> <p>ELA.2.C.1.4, ELA.2.C.1.5, ELA.2.C.3.1</p>	<p>Project: Producers and Consumers</p> <p>Product: Flowchart</p> <p>Blast: “Making Dollars and Cents”</p> <p>ELA.2.C.2.1, ELA.2.C.4.1 SS.2.E.1.1, SS.2.E.1.4</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: What do myths help us understand?</p> <p>Genre: Drama/Myth</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “The Queen of Flowers”</p>	<p>“The Starry Asters” Genre: Drama/Myth Lexile: NP</p> <p><i>ELL: Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>The Contest of Athena and Poseidon</i> Genre: Drama/Myth Lexile: NP</p> <p>Paired Selection “Poseidon’s Gift” Genre: Myth Lexile: 600L</p>	<p>Main Selections Genre: Drama/Myth A: <i>The Apples of Idun</i> Lexile: 400L O: <i>Hercules and the Golden Apples</i> Lexile: 550L ELL: <i>Hercules and the Golden Apples</i> Lexile: 440L B: <i>Demeter and Persephone</i> Lexile: 630L</p> <p>Paired Selections Genre: Expository Text A: “Tomatoes” O: “Apples” ELL: “Apples” B: “Pomegranates”</p>	<p>Academic Vocabulary: <i>appeared, crops, develop, edge, golden, rustled, shining, stages</i></p> <p>Idioms</p> <p>Greek/Latin Roots</p> <p>ELA.2.V.1.1, ELA.2.V.1.3, ELA.2.R.3.1</p>	<p>Reread</p> <p>Elements of a Drama</p> <p>Theme</p> <p>Figurative Language</p> <p>ELA.2.R.1.1, ELA.2.R.1.2</p>	<p>Week 3 Phonological Awareness: Identify Syllables Phonemic Awareness: Segmentation, Blending, Addition, Deletion Phonics/Spelling*: Final Stable Syllables: words with consonant + <i>le (el, al, tion, sion)</i> Structural Analysis: Contractions and Possessives High-Frequency Words: <i>above, brother, follow, listen, month, soft, something, song, who's, wind</i></p> <p>ELA.2.F.1.3.b, ELA.2.F.1.3.c</p> <p>Week 4 Phonemic Awareness: Segmentation, Substitution, Reversal, Blending Phonics/Spelling*: Vowel Team Syllables Structural Analysis: Comparative endings <i>-er, -est</i> (with spelling changes) High-Frequency Words: <i>against, anymore, complete, enough, river, rough, sometimes, stranger, terrible, window</i></p> <p>ELA.2.F.1.3.b, ELA.2.F.1.3.c</p>	<p>Week 3 Expression</p> <p>Week 4 Intonation and Rate</p> <p>ELA.2.F.1.4</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Essay Analyze the Prompt Analyze the Sources: “Meet Cara from South Florida”; “America’s Winter Salad Bowl”; “The Business of Citrus” Plan: Organize Ideas Draft: Elaborative Techniques Revise: Peer Conferences</p> <p>ELA.2.C.1.4, ELA.2.C.1.5 SS.2.E.1.2, SS.2.E.1.3</p> <p>Grammar and Mechanics Week 3: Adjectives That Compare; Apostrophes Week 4: Adverbs; Names and Titles</p> <p>ELA.2.C.3.1</p>	<p>Project: Plants</p> <p>Product: Diagram with labels</p> <p>Blast: “Plants and Flowers That Grow into Myths”</p> <p>ELA.2.C.2.1, ELA.2.C.4.1 SC.2.L.17.1</p>

*Differentiated Spelling Lists available

Grade 2 • Unit 6 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Differentiated Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: Where can your imagination take you?</p> <p>Genre: Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Give Me a Brown Box,” “Music Sends Me”</p>	<p>“A Box of Crayons,” “What Story is This?,” “The Ticket” Genre: Poetry Lexile: NP</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text “Books to the Ceiling,” “I’ve Got This Covered,” “Eating While Reading” Genre: Poetry (Lyrical) Lexile: NP</p> <p>Paired Selection “Clay Play,” “Crayons” Genre: Poetry Lexile: NP</p>	<p>Main Selections Genre: Fiction A: <i>Matt’s Journey</i> Lexile: 430L O: <i>A Fantastic Day!</i> Lexile: 560L ELL: <i>A Fantastic Day!</i> Lexile: 470L B: <i>A Day in Ancient Rome</i> Lexile: 640L</p> <p>Paired Selections Genre: Poetry A: “Autumn Leaves”/ “The Orchestra” O: “A Butterfly Life”/ “Circus Day” ELL: “Pablo and I”/ “My Tiny Friend” B: “Lost and Found”/ “My Magic Car”</p>	<p>Academic Vocabulary: <i>create, dazzling, imagination, seconds</i></p> <p>Metaphors ELA.2.V.1.1, ELA.2.V.1.3</p>	<p>Rhyme Schemes Text Features: Stanzas Character Perspective Poetry: Rhythm and Rhyme ELA.2.R.1.3, ELA.2.R.1.4</p> <p>B.E.S.T Literature Library <i>One Morning in Maine</i> Genre: Realistic Fiction Lexile: AD610L</p>	<p>Week 5 Phonemic Awareness: Addition, Substitution, Segmentation Phonics/Spelling*: Words with <i>r</i>-Controlled Vowel Syllables Structural Analysis: Words with Three or More Syllables High-Frequency Words: <i>afternoon, ahead, anyone, everything, pretended, scientist, somehow, throughout, trouble, wherever</i> ELA.2.F.1.3.b, ELA.2.F.1.3.c</p>	<p>Week 5 Expression ELA.2.F.1.4</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Essay Analyze the Rubric Rubric Minilesson: Conclusion Analyze the Student Model ELA.2.C.1.4, ELA.2.C.1.5</p> <p>Week 5 Grammar Skill: Prepositions and Prepositional Phrases Grammar Mechanics: Quoting Sources ELA.2.C.3.1</p>	<p>Project: Authors and Artists Product: Oral Report Blast: “Set Your Imagination Free!” ELA.2.C.2.1, ELA.2.C.4.1 SS.2.A.1.2</p>

*Differentiated Spelling Lists available

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	Genre: Online Article “Whispering Whales”	Reader’s Theater: <i>Mother Goose to the Rescue</i>	<p>Passages Genre: Expository Text “Galileo and the Telescope” Genre: Expository Text “The Shoulders of Giants” SC.2.N.1.6, SC.2.P.13.3</p> <p>Activity Gravity Experiment SC.2.P.13.3</p>	<p>Passages Genre: Expository Text “Building a Career” Genre: Historical Fiction “The Busy Bee Bakery” SS.2.A.2.5, SS.2.A.2.8, SS.2.E.1.1, SS.2.E.1.4</p> <p>Activities Role-Play an Interview Write a Magazine Article SS.2.E.1.2</p>	<p>Reader’s Theater Writing Writing Process Write to Sources: Expository Essay Analyze the Prompt Analyze the Sources: “Otis Boykin”; “Nikola Tesla”; “Lewis Latimer” Plan: Organize Ideas Draft: Academic Vocabulary Revise: Peer Conferences ELA.2.C.1.4, ELA.2.C.1.5 SS.2.C.2.5, SC.2.N.1.6, SC.2.P.10.1</p>	