

Grade 2 • Unit 1 • Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Reader	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Genre Study 1: Weeks 1 and 2</p> <p>Genre: Realistic Fiction</p> <p>Essential Question: How are families around the world the same and different?</p> <p>Literary Elements: Beginning, Middle, End</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Cena en casa de Alejandro” Genre: Realistic Fiction</p>	<p>“Un desfile tradicional” Genre: Realistic Fiction Lexile: 400L</p>	<p>Anchor Text <i>La otra orilla</i> Genre: Realistic Fiction Lexile: 510L</p> <p>Paired Selection “De aquí y de allá” Genre: Informational Text Lexile: 430L</p>	<p>Main Selections</p> <p>Genre: Realistic Fiction A: La banda de música Lexile: 220L O: Año Nuevo en septiembre Lexile: 470L B: Nat, el cocinero Lexile: 530L</p> <p>Paired Selections</p> <p>Genre: Informational Text A: “Instrumentos del mundo” O: “La noche de fin de año” B: “La pavlova perfecta”</p>	<p>Words: <i>cultura, distancia, idioma, lejano, murmullo, orilla, parecido, retumbar</i></p> <p>Strategy: Inflectional Endings</p>	<p>Strategy: Visualize</p> <p>Skill: Character, Setting, Events</p> <p>Author’s Craft: Captions</p>	<p>Week 1</p> <p>Phonics/Spelling*: Syllables <i>za, ce, ci, zo, zu</i> Structural Analysis: Root words High-Frequency Words: <i>comienzan, felices, fiesta, gente, oye, parte, tarde, toca, suave, ventanas</i> Handwriting: Manuscript Review</p> <p>Week 2</p> <p>Phonics/Spelling: Syllables with <i>s</i>; Syllables <i>za, ce, ci, zo, zu</i> Structural Analysis: Suffixes High-Frequency Words: <i>aman, animales, apenas, artista, disfrutar, hermana, joven, negros, siete, ven</i> Handwriting: Letter and Word Spacing; Strokes</p>	<p>Week 1: Intonation Week 2: Expression</p>	<p>Respond to Reading</p> <p>Writing Process: Realistic Fiction Story Expert Model: Realistic Fiction Story Plan: Organization: Sequence Draft: Descriptive Details</p> <p>Grammar and Mechanics Week 1: Oraciones enunciativas e interrogativas; La puntuación en las oraciones enunciativas e interrogativas Week 2: Oraciones imperativas y exclamativas; La puntuación en las oraciones imperativas y exclamativas</p>	<p>Product: Poster About Foods from Around the World</p> <p>Study Skill: Internet Search Using Keywords</p> <p>Blast: “Bienvenidos a nuestro hogar”</p>
<p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Fantasy</p> <p>Essential Question: How do friends depend on each other?</p> <p>Literary Elements: Use Illustrations</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “La niña nueva” Genre: Fantasy</p>	<p>“Muy lejos, tan cerca” Genre: Fantasy Lexile: 380L</p>	<p>Anchor Text <i>Lom y los nudones</i> Genre: Fantasy Lexile: 370L</p> <p>Paired Selection “El caballito de los siete colores” Genre: Folktale Lexile: 560L</p>	<p>Main Selections</p> <p>Genre: Fantasy A: ¿Has visto a mi gato? Lexile: 250L O: Nuestro bosque Lexile: 390L B: La carrera del año Lexile: 500L</p> <p>Paired Selections</p> <p>Genre: Poetry A: “Poesía” O: “Poesía” B: “Poesía”</p>	<p>Words: <i>acción, acomodarse, acurrucarse, aparecer, atascarse, depender, melena, solitario</i></p> <p>Strategy: Root Words</p>	<p>Strategy: Visualize</p> <p>Skill: Key Details</p> <p>Author’s Craft: Theme</p>	<p>Week 3</p> <p>Phonics/Spelling*: Syllables with <i>b</i> and <i>v</i> Structural Analysis: Prefixes High-Frequency Words: <i>andaré, bella, busca, mayor, mil, ninguno, noches, pasó, responder, solito</i> Handwriting: Numbers; A form</p> <p>Week 4</p> <p>Phonics/Spelling: Syllables <i>ca, que, qui, co, cu</i>; Syllables with <i>k</i> Structural Analysis: Compound words High-Frequency Words: <i>azul, cabeza, coloca, distintos, echa, fresca, médicos, piel, tipo, verano</i> Handwriting: Manuscript to Cursive</p>	<p>Week 3: Expression Week 4: Intonation</p>	<p>Respond to Reading</p> <p>Writing Process: Realistic Fiction Revise: Strong Openings Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: El sujeto; La raya en los diálogos Week 4: El predicado; La mayúscula</p>	<p>Product: Illustrated list of How We Depend on Friends</p> <p>Study Skill: Ask Questions</p> <p>Blast: “Celebramos a nuestros amigos”</p>
<p>Genre Study 3: Week 5</p> <p>Genre: Expository: Informational Text</p> <p>Essential Question: What happens when families work together?</p> <p>Text Features: Charts</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Familias de hoy” Genre: Expository Text</p>	<p>“¡Trabajo de familia!” Genre: Expository Text Lexile: 440L</p>	<p>Anchor Text <i>Las familias trabajan juntas</i> Genre: Expository Text Lexile: 560L</p> <p>Paired Selection “¿Por qué trabajamos?” Genre: Expository Text Lexile: 480L</p>	<p>Main Selections</p> <p>Genre: Informational Text A: Familias trabajando Lexile: 340L O: Familias trabajando Lexile: 440L B: Familias trabajando Lexile: 600L</p> <p>Paired Selections</p> <p>Genre: Informational Text A: “Aserradero familiar” O: “Aserradero familiar” B: “Aserradero familiar”</p>	<p>Words: <i>cliente, costar, elegir, gastar, herramienta, quehaceres, revisar, trabajo</i></p> <p>Strategy: Synonyms</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details</p> <p>Author’s Craft: Photos and Captions</p>	<p>Week 5</p> <p>Phonics/Spelling*: Syllables with <i>ch</i> Structural Analysis: Alphabetical order High-Frequency Words: <i>fría, leen, llevan, menores, mesa, mezclar, platos, sirven, trabajar, usar</i> Handwriting: Manuscript to Cursive; Cursive Alphabet</p>	<p>Week 5: Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process: Expository Essay Expert Model: Expository Essay Plan: Develop Questions Draft: Sentence Types and Lengths</p> <p>Grammar and Mechanics Week 5: Conjunctions; Las comillas</p>	<p>Product: Create a Job Description Sheet</p> <p>Study Skill: Interview</p> <p>Blast: “Un trabajo para cada uno”</p>

*Differentiated Spelling Lists available

Week 6	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
Review, Extend, and Assess	<p>“Superesquiadores” Genre: Online Article</p>	<p>Reader’s Theater: “Lugar para alguien más”</p>	<p>Passage 1: “Los héroes de la comunidad” Genre: Expository Text</p> <p>Passage 2: “El insomnio del perezoso” Genre: Fantasy</p>	<p>Focus on Genre Synonyms Write a Book Report Respond to the Read Aloud Connect to Content: Create a Technology Chart</p>	<p>Writing Process Expository Essay Revise: Descriptive Details Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p>	<p>Reader’s Theater Research and Inquiry Writing</p>

Grade 2 • Unit 2 • Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Reader	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Genre Study 1: Weeks 1 and 2</p> <p>Genre: Expository: Informational Text</p> <p>Essential Question: How are offspring like their parents?</p> <p>Text Features: Diagrams and Labels</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Familias de animales salvajes” Genre: Expository Text</p>	<p>“Águilas y aguiluchos” Genre: Expository Text Lexile: 500L</p>	<p>Anchor Text <i>Osos bebé</i> Genre: Expository Text Lexile: 560L</p> <p>Paired Selection “De oruga a mariposa” Genre: Expository Text Lexile: 460L</p>	<p>Main Selections</p> <p>Genre: Expository Text A: Familias de animales Lexile: 400L O: Familias de animales B: Familias de animales Lexile: 600L</p> <p>Paired Selection</p> <p>Genre: Informational Text A: “De renacuajos a ranas” O: “De renacuajos a ranas” B: “De renacuajos a ranas”</p>	<p>Words: <i>acicalarse, adulto, cría, cubierto, gigante, mamífero, pelaje, vivo</i></p> <p>Strategy: Homographs</p>	<p>Strategy: Reread</p> <p>Skill: Main Topic and Key Details</p> <p>Author’s Craft: Diagrams</p>	<p>Week 1</p> <p>Phonics/Spelling*: Syllables with <i>h</i> Structural Analysis: Uses of <i>tan bien</i>, también, <i>si no</i> and <i>sino</i> High-Frequency Words: <i>ahora, huevos, no, pies, ponen, rojo, saben, sale, si, una</i> Handwriting: Strokes that Curve Up: e</p> <p>Week 2</p> <p>Phonics/Spelling: Syllables with <i>r</i>; Syllables with <i>rr</i> Structural Analysis: Abbreviations High-Frequency Words: <i>alegría, algo, alto, atención, cargan, le, parece, suerte, visiten, volver</i> Handwriting: Strokes that Curve Down: o, a; c, d</p>	<p>Week 1: Intonation Week 2: Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process: Expository Essay Expert Model: Expository Essay Plan: Research: Generate Questions Draft: Organization: Order Ideas</p> <p>Grammar and Mechanics Week 1: Sustantivos masculinos y femeninos; La coma Week 2: Sustantivos singulares y plurales; Las minúsculas en fechas</p>	<p>Product: Diagram About an Insect’s Life Cycle</p> <p>Study Skill: Identify and Gather Sources</p> <p>Blast: “Padres asombrosos del reino animal”</p>
<p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Fable</p> <p>Essential Question: What can animals in stories teach us?</p> <p>Literary Elements: Story Structure: Beginning, Middle, End</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “El zorro y la cigüeña” Genre: Fable</p>	<p>“La cigarra y las hormigas” Genre: Fable Lexile: 460L</p>	<p>Anchor Text <i>Groa y Loki</i> Genre: Fable Lexile: 700L</p> <p>Paired Selection “Cenicienta y sus amigos” Genre: Expository Text Lexile: 660L</p>	<p>Main Selections</p> <p>Genre: Fable A: Un monito muy inteligente Lexile: 320L O: Los nuevos amigos Lexile: 440L B: La tela y la miel Lexile: 560L</p> <p>Paired Selections</p> <p>Genre: Fable A: “Fábulas de la selva” O: “Fábulas de la ciudad” B: “Fábulas del prado”</p>	<p>Words: <i>hilera, hormiguero, inmediato, lección, recolectar, suficiente, trasladar, versión</i></p> <p>Strategy: Antonyms</p>	<p>Strategy: Make, Confirm, Revise Predictions</p> <p>Skill: Character, Setting, Plot: Problem and Solution</p> <p>Author’s Craft: Text Structure: Compare and Contrast</p>	<p>Week 3</p> <p>Phonics/Spelling*: Syllables with <i>j</i>; Syllables <i>ge, gi</i> Structural Analysis: Dividing Words into Syllables High-Frequency Words: <i>carrera, dura, escritor, hizo, luchan, pensó, plan, temo, terrible, vida</i> Handwriting: Strokes that Curve Over: <i>m, n, ñ</i></p> <p>Week 4</p> <p>Phonics/Spelling: Syllables <i>ga, gue, gui, go, gu</i> Structural Analysis: Stressed and Unstressed Syllables High-Frequency Words: <i>construyen, demasiado, día, entera, formar, frutas, hojas, plantas, rápidamente, siguiente</i> Handwriting: Joining Letters</p>	<p>Week 3: Expression Week 4: Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process: Expository Essay Revise: Sentence Fluency Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Sustantivos comunes y propios; Las mayúsculas en los nombres propios Week 4: Sustantivos colectivos; La raya en los diálogos</p>	<p>Product: Diagram About the Ants Food Chain</p> <p>Study Skill: Cite Sources</p> <p>Blast: “Cuando los animales enseñan: las fábulas de Esopo”</p>
<p>Genre Study 3: Week 5</p> <p>Genre: Poetry</p> <p>Essential Question: What do we love about animals?</p> <p>Text Features: Rhyme</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “El perro despertador”, “El pequeño cocodrilo” Genre: Poetry</p>	<p>“Guanaco,” “La tortuguita” Genre: Poetry Lexile: NP</p>	<p>Anchor Text “Patitas mensajeras,” “La ardilla” Genre: Poetry Lexile: NP</p> <p>Paired Selection “¿Qué es el gato?” “¿Qué es el tigre?” Genre: Poetry Lexile: NP</p>	<p>Main Selection</p> <p>Genre: Fiction A: ¿Cantas para mí? Lexile: 300L O: La magia de los colores Lexile: 560L B: Un doctor de delfines Lexile: 590L</p> <p>Paired Selection</p> <p>Genre: Informational Text A: “¿Dónde están nuestras mascotas?” O: “Pastorcita” B: “El hornero”</p>	<p>Words: <i>comportarse, detenerse, expresar, maravilla</i></p> <p>Strategy: Suffixes</p>	<p>Strategy: Reread</p> <p>Skill: Key Details</p> <p>Author’s Craft: Structures and Patterns</p>	<p>Week 5</p> <p>Phonics/Spelling*: Syllables <i>güe, güi</i> Structural Analysis: Uses of <i>porque</i> and <i>por qué</i> High-Frequency Words: <i>algún, canto, despierta, espera, jamás, jugando, lo, rato, seguro, suele</i> Handwriting: <i>u, w; b, f</i></p>	<p>Week 5: Expression</p>	<p>Respond to Reading</p> <p>Writing Process Rhyming Poem Expert Model: Rhyming Poem Plan: Word Choice: Precise Language Draft: Ideas: Specific Details</p> <p>Grammar and Mechanics Week 5: Artículos definidos e indefinidos; Puntuación de oraciones</p>	<p>Product: Animal Habitat Cards</p> <p>Study Skill: Generate Questions</p> <p>Blast: “Perros en acción”</p>

*Differentiated Spelling Lists available

Week 6	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
Review, Extend, and Assess	<p>“Bajo el mar” Genre: Online Article</p>	<p>Reader’s Theater: “La canción secreta”</p>	<p>Passage 1: “Las mariposas monarca en movimiento” Genre: Expository Text</p> <p>Passage 2: “El cuervo y la jarra” Genre: Fable</p>	<p>Focus on Genre Homographs Connect to Content: Write a Pet Owner Book Create a Habitat Poster “Bajo el mar”</p>	<p>Writing Process Rhyming Poem Revise: Rhyme Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p>	<p>Reader’s Theater Research and Inquiry Writing</p>

Grade 2 • Unit 3 • Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Reader	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Genre Study 1: Weeks 1 and 2</p> <p>Genre: Narrative Nonfiction</p> <p>Essential Question: How can people help out their community?</p> <p>Text Features: Photos and Captions</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Colorea tu comunidad”</p> <p>Genre: Nonfiction Narrative</p>	<p>“Iluminando vidas”</p> <p>Genre: Informational Text</p> <p>Lexile: 580L</p>	<p>Anchor Text <i>Biblioburro</i></p> <p>Genre: Narrative Nonfiction</p> <p>Lexile: 610L</p> <p>Paired Selection “Caer bien parado”</p> <p>Genre: Personal Narrative</p> <p>Lexile: 710L</p>	<p>Main Selections</p> <p>Genre: Narrative Nonfiction</p> <p>A: Comunidades urbanas</p> <p>Lexile: 430L</p> <p>O: Comunidades urbanas</p> <p>Lexile: 630L</p> <p>B: Comunidades urbanas</p> <p>Lexile: 620L</p> <p>Paired Selections</p> <p>Genre: Folktale</p> <p>A: “Anansí Mágica”</p> <p>O: “Anansí Mágica”</p> <p>B: “Anansí Mágica”</p>	<p>Words: <i>aldea, apartado, divisar, emprender, idea, insistir, prestado, vecino</i></p> <p>Strategy: Synonyms</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Author’s Purpose</p> <p>Author’s Craft: Time Words</p>	<p>Week 1</p> <p>Phonics/Spelling*: Syllables with //</p> <p>Structural Analysis: Recognize Last, Second-Last, and Third-Last Syllables</p> <p>High-Frequency Words: <i>ancho, atraviesa, calle, desea, empleados, mantendrán, modos, personas, señora, toman</i></p> <p>Handwriting: <i>h, k; g, q</i></p> <p>Week 2</p> <p>Phonics/Spelling: Diphthongs</p> <p>Structural Analysis: Oxytone and Paroxytone Words</p> <p>High-Frequency Words: <i>abajo, cae, cierra, cosas, eso, evita, levantar, menos, pesado, puerta</i></p> <p>Handwriting: <i>j, p; g, q</i></p>	<p>Week 1: Expression</p> <p>Week 2: Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process: Personal Narrative</p> <p>Expert Model: Personal Narrative</p> <p>Plan: Organization: Sequence</p> <p>Draft: Focus on an Event</p> <p>Grammar and Mechanics</p> <p>Week 1: Infinitive Form and Verb Tenses, Capitalization of Book Titles</p> <p>Week 2: Present Tense of Regular Verbs Ending in <i>-ar</i>; Semicolon</p>	<p>Product: History Picture Book</p> <p>Study Skill: Primary and Secondary Sources</p> <p>Blast: “Mejorar nuestras vidas... juntos”</p>
<p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Realistic Fiction</p> <p>Essential Question: What can we see in the sky?</p> <p>Literary Elements: Point of View (third person)</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “El sol oculto”</p> <p>Genre: Fiction</p>	<p>“Viaje estelar”</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 390L</p>	<p>Anchor Text <i>¡Me picó la Luna!</i></p> <p>Genre: Realistic Fiction</p> <p>Lexile: 680L</p> <p>Paired Selection “Del día a la noche”</p> <p>Genre: Expository Text</p> <p>Lexile: 540L</p>	<p>Main Selections</p> <p>Genre: Realistic Fiction</p> <p>A: La luna mensajera</p> <p>Lexile: 380L</p> <p>O: El mapa celeste</p> <p>Lexile: 520L</p> <p>B: Maravillas en el cielo</p> <p>Lexile: 590L</p> <p>Paired Selections</p> <p>Genre: Expository Text</p> <p>A: “El reloj de sol”</p> <p>O: “Las estrellas”</p> <p>B: “Los eclipses”</p>	<p>Words: <i>despejado, encender, funcionar, ganas, hamaca, iluminar, pensativo, pila</i></p> <p>Strategy: Compound Words</p>	<p>Strategy: Reread</p> <p>Skill: Sequence</p> <p>Author’s Craft: Heads</p>	<p>Week 3</p> <p>Phonics/Spelling*: Diphthongs <i>ai, ia, ei, ie, oi, io</i></p> <p>Structural Analysis: Proparoxytone and Over-Proparoxytone Words</p> <p>High-Frequency Words: <i>clara, enviaré, horas, mensaje, pasa, pocas, rostro, silencio, sombra, sueño</i></p> <p>Handwriting: <i>y, z, v, x</i></p> <p>Week 4</p> <p>Phonics/Spelling: Diphthongs <i>ua, ue, au, eu, ou, uo</i></p> <p>Structural Analysis: Abbreviations</p> <p>High-Frequency Words: <i>acabó, calor, cielo, desierto, especial, estrellas, nieve, oscuro, posible, rodea</i></p> <p>Handwriting: Letter and Word Spacing</p>	<p>Week 3: Intonation</p> <p>Week 4: Expression</p>	<p>Respond to Reading</p> <p>Writing Process: Personal Narrative</p> <p>Revise: Conclusion</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics</p> <p>Week 3: Present Tense of Regular Verbs Ending in <i>-er, -ir</i>; Commas in a series</p> <p>Week 4: Subject-Verb Agreement; Abbreviations</p>	<p>Product: Moon Phase Report</p> <p>Study Skill: Develop a Research Plan</p> <p>Blast: “Cuando baila el cielo nocturno”</p>
<p>Genre Study 3: Week 5</p> <p>Genre: Expository: Informational Text</p> <p>Essential Question: How do you express yourself?</p> <p>Text Features: Bar Graph</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “¿Por qué tocamos el tambor?”</p> <p>Genre: Expository Text</p>	<p>“¡Ellos tienen ritmo!”</p> <p>Genre: Expository Text</p> <p>Lexile: 600L</p>	<p>Anchor Text “Diferentes maneras de disfrutar de la música”</p> <p>Genre: Expository Text</p> <p>Lexile: 640L</p> <p>Paired Selection “Un museo musical”</p> <p>Genre: Expository Text</p> <p>Lexile: 700L</p>	<p>Main Selection</p> <p>Genre: Expository Text</p> <p>A: Música con residuos</p> <p>Lexile: 480L</p> <p>O: Música con residuos</p> <p>Lexile: 610L</p> <p>B: Música con residuos</p> <p>Lexile: 700L</p> <p>Paired Selections</p> <p>Genre: Expository Text</p> <p>A: “Hablar bajo el agua”</p> <p>O: “Hablar bajo el agua”</p> <p>B: “Hablar bajo el agua”</p>	<p>Words: <i>concierto, corporal, entender, instrumento, música, ovacionar, ritmo, sonido</i></p> <p>Strategy: Prefixes</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Main Idea and Key Details</p> <p>Author’s Craft: Text Features: Diagrams</p>	<p>Week 5</p> <p>Phonics/Spelling*: Diphthongs <i>iu, ui</i></p> <p>Structural Analysis: Homophones</p> <p>High-Frequency Words: <i>adelante, bajo, labios, lado, manos, o, papel, pintar, prueba, sentimientos</i></p> <p>Handwriting: Review lower case letters</p>	<p>Week 5: Intonation</p>	<p>Respond to Reading</p> <p>Writing Process: Expository Essay</p> <p>Expert Model: Expository Essay</p> <p>Plan: Research: Choose and Evaluate Sources</p> <p>Draft: Paragraphs</p> <p>Grammar and Mechanics</p> <p>Week 5: Past Tense of Regular Verbs Ending in <i>-ar</i>; Punctuation: Periods</p>	<p>Product: Patriotic Song Collage</p> <p>Study Skill: Relevant Information</p> <p>Blast: “Muéstrate a través del arte”</p>

*Differentiated Spelling Lists available

Week 6	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
Review, Extend, and Assess	<p>“¡A la Antártida!”</p> <p>Genre: Online Article</p>	<p>Reader’s Theater: ¡Seré el dragón!</p>	<p>Passage 1: “Aterrizaje del águila”</p> <p>Genre: Narrative Nonfiction</p> <p>Passage 2: “Algo extraordinario, divertido y hermoso”</p> <p>Genre: Realistic Fiction</p>	<p>Focus on Genre Sequence of Events</p> <p>Prefixes</p> <p>Write a Personal Narrative</p> <p>Respond to the Read Aloud</p> <p>Connect to Content: Write an Ad for Community Helpers</p>	<p>Writing Process Expository Essay</p> <p>Revise: Strong Openings</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p>	<p>Reader’s Theater</p> <p>Research and Inquiry</p> <p>Writing</p>

Grade 2 • Unit 4 • Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Reader	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Genre Study 1: Weeks 1 and 2</p> <p>Genre: Realistic Fiction</p> <p>Essential Question: How are kids around the world different?</p> <p>Literary Elements: Point of View</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Mi nueva escuela”</p> <p>Genre: Realistic Fiction</p>	<p>“¡Feliz año nuevo!”</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 550L</p>	<p>Anchor Text <i>El olor del mar</i></p> <p>Genre: Realistic Fiction</p> <p>Lexile: 500L</p> <p>Paired Selection “Juegos en todo el mundo”</p> <p>Genre: Expository Text</p> <p>Lexile: 620L</p>	<p>Main Selections</p> <p>Genre: Realistic Fiction</p> <p>A: Intercambio cultural</p> <p>Lexile: 470L</p> <p>O: Una vida nueva en la India</p> <p>Lexile: 550L</p> <p>B: Akita y Carlo</p> <p>Lexile: 710L</p> <p>Paired Selections</p> <p>Genre: Expository Text</p> <p>A: “Música del mundo”</p> <p>O: “Vestimentas del mundo”</p> <p>B: “Comidas del mundo”</p>	<p>Words: <i>común, costumbre, desfile, disfraz, favorito, preguntarse, rodeado, viajar</i></p> <p>Strategy: Similes</p>	<p>Strategy: Visualize</p> <p>Skill: Compare and Contrast</p> <p>Author’s Craft: Maps</p>	<p>Week 1</p> <p>Phonics/Spelling*: Diphthongs <i>ay, ey, oy, uy</i></p> <p>Structural Analysis: Stress in Oxytone Words</p> <p>High-Frequency Words: <i>cada, de, desayuno, mujeres, ojo, orden, par, pena, piedra, público</i></p> <p>Handwriting: Strokes for Cursive Writing; Size and Shape</p> <p>Week 2</p> <p>Phonics/Spelling: Hiatus</p> <p>Structural Analysis: Stress in Paroxytone Words</p> <p>High-Frequency Words: <i>bosque, cerrada, dificultad, imposible, lleno, mayoría, montañas, precioso, punto, verde</i></p> <p>Handwriting: A, O; C, E</p>	<p>Week 1: Intonation</p> <p>Week 2: Expression</p>	<p>Respond to Reading</p> <p>Writing Process: Realistic Fiction</p> <p>Expert Model: Realistic Fiction</p> <p>Plan: Ideas: Details</p> <p>Draft: Organization: Compare and Contrast</p> <p>Grammar and Mechanics</p> <p>Week 1: Past Tense of Regular Verbs Ending in <i>-er, -ir</i>; Letter Punctuation</p> <p>Week 2: Future of Regular Verbs, Capitalization in Proper Nouns</p>	<p>Product: Celebrations Chart</p> <p>Study Skill: Primary and Secondary Sources</p> <p>Blast: “¿Qué se come aquí?”</p>
<p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Expository Text</p> <p>Essential Question: How does the Earth change?</p> <p>Literary Elements: Subheads and Bold Print</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “La Tierra cambia”</p> <p>Genre: Expository Text</p>	<p>“El mar”</p> <p>Genre: Expository Text</p> <p>Lexile: 630L</p>	<p>Anchor Text <i>Los volcanes</i></p> <p>Genre: Expository Text</p> <p>Lexile: 720L</p> <p>Paired Selection “Al rescate”</p> <p>Genre: Expository Text</p> <p>Lexile: 640L</p>	<p>Main Selections</p> <p>Genre: Expository Text</p> <p>A: Terremotos</p> <p>Lexile: 560L</p> <p>O: Terremotos</p> <p>Lexile: 650L</p> <p>B: Terremotos</p> <p>Lexile: 680L</p> <p>Paired Selections</p> <p>Genre: Expository Text</p> <p>A: “Glaciares”</p> <p>O: “Glaciares”</p> <p>B: “Glaciares”</p>	<p>Words: <i>activo, arena, explotar, isla, local, propiedad, sólido, Tierra</i></p> <p>Strategy: Sentence Clues</p>	<p>Strategy: Reread</p> <p>Skill: Text Structure: Cause and Effect</p> <p>Author’s Craft: Text Structure</p>	<p>Week 3</p> <p>Phonics/Spelling*: Syllables with <i>y</i></p> <p>Structural Analysis: Stress in Proparoxytone and Over-Proparoxytone Words</p> <p>High-Frequency Words: <i>allí, caer, centro, contra, costa, desde, directo, dulce, pared, profundo</i></p> <p>Handwriting: L, D; B, R</p> <p>Week 4</p> <p>Phonics/Spelling: Closed Syllables with <i>r</i></p> <p>Structural Analysis: Prefixes (<i>des-, sub-, multi-</i>)</p> <p>High-Frequency Words: <i>alimento, fuego, hambre, hija, maíz, manzanas, nosotros, pastel, peras, salud</i></p> <p>Handwriting: T, F; S, G</p>	<p>Week 3: Phrasing</p> <p>Week 4: Intonation</p>	<p>Respond to Reading</p> <p>Writing Process: Realistic Fiction</p> <p>Revise: Voice</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics</p> <p>Week 3: Irregular Verb: <i>Ser</i>; Abbreviations</p> <p>Week 4: Irregular Verb: <i>Estar</i>; Letter Punctuation</p>	<p>Product: Drawing the Earth Changes</p> <p>Study Skill: Sequence Information</p> <p>Blast: “Cómo se forman las montañas”</p>
<p>Genre Study 3: Week 5</p> <p>Genre: Poetry</p> <p>Essential Question: What excites us about nature?</p> <p>Literary Elements: Free Verse, Repetition</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Bosques,” “Praderas,” “Desiertos”</p> <p>Genre: Poetry</p>	<p>“Nubes,” “Poema,” “Conversación”</p> <p>Genre: Poetry</p> <p>Lexile: NP</p>	<p>Anchor Text “Viva el sol de la mañana,” “Lluvia”</p> <p>Genre: Poetry</p> <p>Lexile: NP</p> <p>Paired Selection “Media luna,” “El viento”</p> <p>Genre: Poetry</p> <p>Lexile: NP</p>	<p>Main Selections</p> <p>Genre: Fiction</p> <p>A: Un paseo por las islas</p> <p>Lexile: 460L</p> <p>O: El arte de la naturaleza</p> <p>Lexile: 570L</p> <p>B: Pequeñas vidas</p> <p>Lexile: 670L</p> <p>Paired Selections</p> <p>Genre: Poetry</p> <p>A: “Mutación”</p> <p>O: “Gracias”</p> <p>B: “El pino”</p>	<p>Words: <i>afuera, gustar, tejado, verdor</i></p> <p>Strategy: Antonyms</p>	<p>Literary Elements: Repetition</p> <p>Skill: Theme</p> <p>Author’s Craft: Figurative Language</p>	<p>Week 5</p> <p>Phonics/Spelling*: Syllables with <i>ñ</i></p> <p>Structural Analysis: Alphabetical Order</p> <p>High-Frequency Words: <i>alas, arrojar, aves, conocer, espléndido, miel, plumas, sol, tonos, verdad</i></p> <p>Handwriting: I, J; Punctuation Marks (cursive)</p>	<p>Week 5: Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process: Free Verse Poem</p> <p>Expert Model: Free Verse Poem</p> <p>Plan: Word Choice: Sensory Words</p> <p>Draft: Visual Patterns</p> <p>Grammar and Mechanics</p> <p>Week 5: Irregular Verb: <i>Ir</i>; Ellipsis</p>	<p>Product: Water Cycle Diagram</p> <p>Study Skill: Develop and Follow a Research Plan</p> <p>Blast: “De los océanos a los cielos”</p>

*Differentiated Spelling Lists available

Week 6	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
Review, Extend, and Assess	<p>“Esperanza para los Everglades”</p> <p>Genre: Online Article</p>	<p>Reader’s Theater: Una noticia tamaño ballena</p>	<p>Passage 1: “Ríos de hielo”</p> <p>Genre: Expository Text</p> <p>Passage 2: “Ballena azul,” “Sueños”</p> <p>Genre: Free Verse Poems</p>	<p>Comparing Genres Antonyms</p> <p>Write a Thank You Letter</p> <p>Connect to Content: Game Guide</p> <p>“Esperanza para los Everglades”</p>	<p>Writing Process Free Verse Poem</p> <p>Revise: Word Choice</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p>	<p>Writing Research and Inquiry</p> <p>Reader’s Theater</p>

Grade 2 • Unit 5 • Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Reader	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Genre Study 1: Weeks 1 and 2</p> <p>Genre: Biography</p> <p>Essential Question: What do heroes do?</p> <p>Text Features: Boldprint and Timeline</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Una heroína sobre esquís”</p> <p>Genre: Biography</p>	<p>“César Chávez”</p> <p>Genre: Biography</p> <p>Lexile: 550L</p>	<p>Anchor Text <i>Me llamo Celia</i></p> <p>Genre: Biography</p> <p>Lexile: 790L</p> <p>Paired Selection “El ganso de oro”</p> <p>Genre: Fairy Tale</p> <p>Lexile: 610L</p>	<p>Main Selections</p> <p>Genre: Biography</p> <p>A: Rudy Garcia-Tolson</p> <p>Lexile: 480L</p> <p>O: Rudy Garcia-Tolson</p> <p>Lexile: 590L</p> <p>B: Rudy Garcia-Tolson</p> <p>Lexile: 640L</p> <p>Paired Selections</p> <p>Genre: Biography</p> <p>A: “Molly Brown, siempre a flote”</p> <p>O: “Molly Brown, siempre a flote”</p> <p>B: “Molly Brown, siempre a flote”</p>	<p>Words: <i>acordar, barrera, estudiar, héroe, honor, intenso, recuerdo, vencido</i></p> <p>Strategy: Synonyms</p>	<p>Strategy: Summarize</p> <p>Skill: Connections Within a Text: Sequence</p> <p>Author’s Craft: Third Person Point of View</p>	<p>Week 1</p> <p>Phonics/Spelling*: Closed Syllables with <i>m, s</i></p> <p>Structural Analysis: Homographs</p> <p>High-Frequency Words: <i>bicicleta, bote, delicado, demás, demuestra, frase, hundió, interés, metal, plástico</i></p> <p>Handwriting: <i>N, M, H, K</i></p> <p>Week 2</p> <p>Phonics/Spelling: Closed Syllables with <i>n, l</i></p> <p>Structural Analysis: Suffixes</p> <p>High-Frequency Words: <i>abuelo, causa, corazones, entrada, galletas, ocupar, papá, premio, su, tortas</i></p> <p>Handwriting: <i>P, Q, V, U</i></p>	<p>Week 1: Phrasing</p> <p>Week 2: Intonation</p>	<p>Respond to Reading</p> <p>Writing Process: Biography</p> <p>Expert Model: Biography</p> <p>Plan: Identify Primary and Secondary Sources</p> <p>Draft: Sequence</p> <p>Grammar and Mechanics</p> <p>Week 1: Personal pronouns; Onomatopoeias</p> <p>Week 2: Other Personal Pronouns; Abbreviations</p>	<p>Product: Poster About an American Hero</p> <p>Study Skill: Paraphrase and Understand Information</p> <p>Blast: “¿Qué caracteriza a un héroe?”</p>
<p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Realistic Fiction</p> <p>Essential Question: What do good citizens do?</p> <p>Literary Elements: Story Structure: First Person</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Un problema multicolor”</p> <p>Genre: Realistic Fiction</p>	<p>“Una lección de mi abuela”</p> <p>Genre: Realistic Fiction</p> <p>Lexile: 530L</p>	<p>Anchor Text <i>Acuarelas</i></p> <p>Genre: Realistic Fiction</p> <p>Lexile: 710L</p> <p>Paired Selection “Cómo ayudar a Sonrisas”</p> <p>Genre: Narrative Nonfiction</p> <p>Lexile: 520L</p>	<p>Main Selections</p> <p>Genre: Ficción realista</p> <p>A: Un hogar para perritos</p> <p>Lexile: 500L</p> <p>O: El parque de juegos</p> <p>Lexile: 610L</p> <p>B: Un teatro para todos</p> <p>Lexile: 640L</p> <p>Paired Selections</p> <p>Genre: Narrative Nonfiction</p> <p>A: “El héroe”</p> <p>O: “Una escuela alimenta a otros”</p> <p>B: “Marcha por la libertad”</p>	<p>Words: <i>anaquel, asombrado, combinar, derecho, donación, obsequiar, posibilidad, responsabilidad</i></p> <p>Strategy: Suffixes</p>	<p>Strategy: Make and Confirm Predictions</p> <p>Skill: Point of View</p> <p>Author’s Craft: Graphic Features/ Callouts</p>	<p>Week 3</p> <p>Phonics/Spelling*: Syllables with <i>br</i> and <i>fr</i></p> <p>Structural Analysis: Plural of words ending in <i>-z</i> and <i>-s</i></p> <p>High-Frequency Words: <i>además, caminar, carro, paseo, junto, mamá, mismo, organizar, padres, supuesto</i></p> <p>Handwriting: <i>W, X, Y, Z</i></p> <p>Week 4</p> <p>Phonics/Spelling: Syllables with <i>pr</i> and <i>cr</i></p> <p>Structural Analysis: Plural of words ending in <i>-l, -r, -n, -d, -j</i></p> <p>High-Frequency Words: <i>autobús, cereales, conducía, dirigir, incluso, mediante, práctica, repetir, ropa, semana</i></p> <p>Handwriting: Spacing: Letters and Words</p>	<p>Week 3: Phrasing</p> <p>Week 4: Expression</p>	<p>Respond to Reading</p> <p>Writing Process: Realistic Fiction</p> <p>Revise: Strong Conclusion</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics</p> <p>Week 3: Possessive Adjectives; Semi-colon</p> <p>Week 4: Possessive Pronouns; Capitalization of Proper Nouns</p>	<p>Product: Make a Pamphlet About What Good Leaders Do</p> <p>Study Skill: Ask and Answer Questions</p> <p>Blast: “¿Yo también puedo ser un buen ciudadano!”</p>
<p>Genre Study 3: Week 5</p> <p>Genre: Persuasive Text</p> <p>Essential Question: Why are rules important?</p> <p>Text Features: Chart</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Todas las ciudades necesitan reglas”</p> <p>Genre: Persuasive Text</p>	<p>“El dilema de las bolsas de plástico”</p> <p>Genre: Persuasive Text</p> <p>Lexile: 670L</p>	<p>Anchor Text “Hagamos compost”</p> <p>Genre: Persuasive Article</p> <p>Lexile: 660L</p> <p>Paired Selection “Los símbolos nacionales”</p> <p>Genre: Expository Text</p> <p>Lexile: 600L</p>	<p>Main Selections</p> <p>Genre: Persuasive Text</p> <p>A: ¿Son necesarias las reglas?</p> <p>Lexile: 380L</p> <p>O: ¿Son necesarias las reglas?</p> <p>Lexile: 550L</p> <p>B: ¿Son necesarias las reglas?</p> <p>Lexile: 680L</p> <p>Paired Selections</p> <p>Genre: Expository Text</p> <p>A: “Reglas en las piscinas”</p> <p>O: “Reglas en las piscinas”</p> <p>B: “Reglas en las piscinas”</p>	<p>Words: <i>autor, ciudadano, finalmente, historia, redactar, regla, símbolo, unido</i></p> <p>Strategy: Homographs</p>	<p>Strategy: Summarize</p> <p>Skill: Author’s Purpose</p> <p>Author’s Craft: Print and Graphic Features</p>	<p>Week 5</p> <p>Phonics/Spelling*: Syllables with <i>pl</i> and <i>bl</i></p> <p>Structural Analysis: Diacritical Accent</p> <p>High-Frequency Words: <i>bebidas, coincidimos, cortarse, durar, guardar, juzgar, presencia, recuperar, seguramente, vidrio</i></p> <p>Handwriting: Review of Lowercase and Uppercase</p>	<p>Week 5: Intonation</p>	<p>Respond to Reading</p> <p>Writing Process: Persuasive Essay</p> <p>Expert Model: Persuasive Text</p> <p>Plan: Voice: Persuasive Language</p> <p>Draft: Ideas: Develop a Topic</p> <p>Grammar and Mechanics</p> <p>Week 5: The Adjective; Letter Punctuation</p>	<p>Product: Make a Recycling Chart</p> <p>Study Skill: Identify and Gather Sources</p> <p>Blast: “Reglas de respeto”</p>

*Differentiated Spelling Lists available

Week 6	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
Review, Extend, and Assess	“Las buenas acciones se suman!” Genre: Online Article	Reader’s Theater: “En busca del lago mágico”	Passage 1: “George Washington Carver” Genre: Biography Passage 2: “El equipo de papá” Genre: Realistic Fiction	Comparing Genres Suffixes Write a persuasive letter Respond to the Read Aloud Connect to Content: Create a Timeline	Writing Process: Persuasive essay Revise: Voice Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate	Writing Research and Inquiry Reader’s Theater

Grade 2 • Unit 6 • Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Reader	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Genre Study 1: Weeks 1 and 2</p> <p>Genre: Expository Text</p> <p>Essential Question: How do we use money?</p> <p>Text Features: Subheads and Graphs</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “¡Quédate con el cambio!”</p> <p>Genre: Expository Text</p>	<p>“La vida de un billete de un dólar”</p> <p>Genre: Expository Text</p> <p>Lexile: 620L</p>	<p>Anchor Text <i>Locura por el dinero</i></p> <p>Genre: Expository Text</p> <p>Lexile: 700L</p> <p>Paired Selection “El rey Midas y el toque dorado”</p> <p>Genre: Myth</p> <p>Lexile: 640L</p>	<p>Main Selections</p> <p>Genre: Expository Text</p> <p>A: Cómo ser un comprador inteligente</p> <p>Lexile: 560L</p> <p>O: Cómo ser un comprador inteligente</p> <p>Lexile: 560L</p> <p>B: Cómo ser un comprador inteligente</p> <p>Lexile: 700L</p> <p>Paired Selections</p> <p>Genre: Myth</p> <p>A: “El vellocino de oro”</p> <p>O: “El vellocino de oro”</p> <p>B: “El vellocino de oro”</p>	<p>Words: <i>comprar, inventar, plata, precio, registro, sistema, valer, valorar</i></p> <p>Strategy: Paragraph Clues</p>	<p>Strategy: Summarize</p> <p>Skill: Text Structure: Problem and Solution</p> <p>Author’s Craft: Word Choice</p>	<p>Week 1</p> <p>Phonics/Spelling*: Syllables with <i>tr</i> and <i>dr</i></p> <p>Structural Analysis: Suffixes (Diminutive)</p> <p>High-Frequency Words: <i>adelantar, analizó, antes, anuncian, artículos, digno, hombre, películas, rey, salida</i></p> <p>Handwriting: Abbreviations; Envelope</p> <p>Week 2</p> <p>Phonics/Spelling: Syllables with <i>cl</i> and <i>fl</i></p> <p>Structural Analysis: Stress in Oxytone and Paroxytone Words</p> <p>High-Frequency Words: <i>aislado, amplio, brazo, contrario, elemento, hasta, largo, medio satisfacer, totalmente</i></p> <p>Handwriting: Letter and Word Spacing</p>	<p>Week 1: Intonation</p> <p>Week 2: Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process: Research Report</p> <p>Expert Model: Research Report</p> <p>Plan: Generate Questions for Research</p> <p>Draft: Paraphrase</p> <p>Grammar and Mechanics</p> <p>Week 1: Adverbs (adverbs that convey time); Commas in a series</p> <p>Week 2: Demonstrative Adjectives; Quotation Marks</p>	<p>Product: Create a Flow Chart</p> <p>Study Skill: Visual Materials</p> <p>Blast: “Dólares y centavos”</p>
<p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Drama/Myth</p> <p>Essential Question: What do myths help us understand?</p> <p>Literary Elements: Elements of a Play</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “La reina de las flores”</p> <p>Genre: Myth</p>	<p>“El origen de la quinua”</p> <p>Genre: Myth</p> <p>Lexile: NP</p>	<p>Anchor Text <i>La competencia entre Atenea y Poseidón</i></p> <p>Genre: Drama/Myth</p> <p>Lexile: NP</p> <p>Paired Selection “Una planta de calabaza”</p> <p>Genre: Expository Text</p> <p>Lexile: 570L</p>	<p>Main Selections</p> <p>Genre: Drama/Myth</p> <p>A: Las manzanas de Idun</p> <p>Lexile: 510L</p> <p>O: Hércules y las manzanas de oro</p> <p>Lexile: 660L</p> <p>B: Deméter y Perséfone</p> <p>Lexile: 630L</p> <p>Paired Selections</p> <p>Genre: Expository Text</p> <p>A: “Tomates”</p> <p>O: “Manzanas”</p> <p>B: “Granadas”</p>	<p>Words: <i>brillar, convertirse, cultivo, desarrollar, dorado, etapa, sinuoso, susurrar</i></p> <p>Strategy: Idioms</p>	<p>Strategy: Reread</p> <p>Skill: Theme</p> <p>Author’s Craft: Instructions</p>	<p>Week 3</p> <p>Phonics/Spelling*: Syllables with <i>gl</i> and <i>gr</i></p> <p>Structural Analysis: Stress in Proparoxytone and Over-Proparoxytone Words</p> <p>High-Frequency Words: <i>alguien, árbol, así, carne, favor, meses, miraron, muro, escudo, vértigo</i></p> <p>Handwriting: Form; Poster</p> <p>Week 4</p> <p>Phonics/Spelling*: Syllables with <i>x</i></p> <p>Structural Analysis: Suffixes (Augmentative)</p> <p>High-Frequency Words: <i>cercanos, copia, información, interior, millones, notas, perdido, picos, sostener, terreno</i></p> <p>Handwriting: Poem</p>	<p>Week 3: Expression</p> <p>Week 4: Intonation</p>	<p>Respond to Reading</p> <p>Writing Process: Research Report</p> <p>Revise: Sentence Fluency</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics</p> <p>Week 3: Adjectives that Compare; Use of Parenthesis in Plays</p> <p>Week 4: Adverbs (adverbs that convey place); Acronyms</p>	<p>Product: Create a Diagram of a Plant</p> <p>Study Skill: Diagrams</p> <p>Blast: “Plantas y flores que se transforman en mitos”</p>
<p>Genre Study 3: Week 5</p> <p>Genre: Poetry</p> <p>Essential Question: Where can your imagination take you?</p> <p>Text Features: Stanza</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Una caja vacía,” “La música me lleva”</p> <p>Genre: Poetry</p>	<p>“Acuarela,” “Sé de un pintor atrevido,” “Tu amigo”</p> <p>Genre: Poetry</p> <p>Lexile: NP</p>	<p>Anchor Text “Viaje divertido,” “Buen viaje,” “Poema”</p> <p>Genre: Poetry</p> <p>Lexile: NP</p> <p>Paired Selection “Burrito,” “Nido de colores”</p> <p>Genre: Poetry</p> <p>Lexile: NP</p>	<p>Main Selections</p> <p>Genre: Fiction</p> <p>A: El bosque de nubes</p> <p>Lexile: 480L</p> <p>O: La ciudad celeste</p> <p>Lexile: 580L</p> <p>B: África</p> <p>Lexile: 640L</p> <p>Paired Selections</p> <p>Genre: Poetry</p> <p>A: “Más que azul”</p> <p>O: “En un trozo de papel”</p> <p>B: “Iba tocando mi flauta”</p>	<p>Words: <i>armonía, brinco, imaginación, poeta</i></p> <p>Strategy: Metaphors</p>	<p>Literary Elements: Rhyme</p> <p>Skill: Point of View</p> <p>Author’s Craft: Rhythm and Rhyme</p>	<p>Week 5</p> <p>Phonics/Spelling*: Syllables <i>que, qui, gue, gui, güe, güi</i></p> <p>Structural Analysis: Words with Syllables <i>que-, qui-, gue-, gui- and güe-, güi-</i></p> <p>High-Frequency Words: <i>aque!, determinar, ejercer, habitación, lindos, matices, mirada, pureza, rico, sensación</i></p> <p>Handwriting: Story/Poem</p>	<p>Week 5: Expression</p>	<p>Respond to Reading</p> <p>Writing Process: Poetry</p> <p>Expert Model: Rhyming Poem</p> <p>Plan: Word Choice</p> <p>Draft: Rhyme and Rhythm</p> <p>Week 5: Prepositions and Prepositional Phrases; Sentence Punctuation (Review)</p>	<p>Product: Create an Oral Report</p> <p>Study Skill: Present Information</p> <p>Blast: “¡Deja volar tu imaginación!”</p>

*Differentiated Spelling Lists available

Week 6	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
Review, Extend, and Assess	“Susurros de ballena” Genre: Online Article	Reader’s Theater: “Mamá Ganso al rescate”	Passage 1: “Planear una profesión” Genre: Expository Text Passage 2: “El conejo en la luna” Genre: Drama	Comparing Genres Idioms Write a How-To Guide Connect to Content: Write an online article Reading Digitally: “Susurros de ballena”	Poetry: Rhyming Poem Revise: Rhythm Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate	Writing Research and Inquiry Reader’s Theater

