

Grade 2 • Unit 1

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Word Work	Standard	Writing and Grammar	Standard
<p>Genre Study 1: Week 1 and 2</p> <p>Genre: Realistic Fiction: Families Around the World</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>Words: aside culture fair invited language plead scurries share</p> <p>Strategy: Inflectional Endings</p>	<p>2.FL.VA.7a.i, 2.FL.VA.7b, 2.FL.VA.7c, 2.FL.F.5.c</p> <p>2.FL.VA.7a.i, 2.FL.VA.7c</p> <p>2.RL.CS.5</p>	<p>Strategy: Visualize</p> <p>Skill: Character, Setting, Events</p> <p>Author's Craft: Captions</p>	<p>2.RL.KID.1</p> <p>2.RL.KID.3, 2.RL.CS.5, 2.RL.IKI.7</p> <p>2.RL.IKI.7</p>	<p>Week 1</p> <p>Phonemic Awareness: Blending, Categorization, Segmentation</p> <p>Phonics/Spelling*: short <i>a</i>; short <i>i</i></p> <p>Structural Analysis: Plural Nouns with -s, -es</p> <p>High-Frequency Words: ball, blue, both, even, for, help, put, there, why, yellow</p> <p>Handwriting: Manuscript Review</p> <p>Week 2</p> <p>Phonological Awareness: Identify and Generate Rhyme</p> <p>Phonemic Awareness: Isolation, Blending</p> <p>Phonics/Spelling*: short <i>e</i>, short <i>o</i>, short <i>u</i></p> <p>Structural Analysis: Inflectional Endings -s, -es (Nouns and Verbs)</p> <p>High-Frequency Words: could, find, funny, green, how, little, one, or, see, sounds</p> <p>Handwriting: Letter and Word Spacing</p>	<p>2.FL.PWR.3.a, 2.FL.SC.6</p> <p>2.FL.SC.6</p> <p>2.FL.PWR.3.f</p> <p>2.FL.PWR.3.a, 2.FL.SC.6</p> <p>2.FL.SC.6</p> <p>2.FL.PWR.3.f</p>	<p>Respond to Reading</p> <p>Writing Process</p> <p>Expert Model: Realistic Fiction Story</p> <p>Plan: Organization: Sequence</p> <p>Draft: Ideas: Descriptive Details</p> <p>Grammar and Mechanics</p> <p>Week 1: Statements and Questions; Sentence Capitalization/ Punctuation</p> <p>Week 2: Commands and Exclamations; Sentence Capitalization/ Punctuation</p>	<p>2.W.TT3.2, 2.FL.SC.6, 2.FL.SC.6</p> <p>2.W.TT3.2, 2.W.RW.10</p> <p>2.W.TT3.2</p> <p>2.W.PDW.5, 2.W.RBPK.8</p> <p>2.W.TTP.3, 2.FL.VA.7c</p> <p>2.FL.SC.6</p> <p>2.FL.SC.6</p>
<p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Fantasy: Friends Help Friends</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>Words: actions afraid depend nervously peered perfectly rescue secret</p> <p>Strategy: Root Words</p>	<p>2.FL.VA.7a.i, 2.FL.VA.7b, 2.FL.VA.7c, 2.FL.F.5</p> <p>2.FL.VA.7a.i, 2.FL.VA.7c</p> <p>2.RL.CS.5</p>	<p>Strategy: Visualize</p> <p>Skill: Key Details</p> <p>Author's Craft: Theme</p>	<p>2.RL.KID.1</p> <p>2.RL.KID.1, 2.RL.IKI.7</p> <p>2.RL.KID.2, 2.RL.KID.1, 2.SL.CC.1</p>	<p>Week 3</p> <p>Phonemic Awareness: Categorization, Substitution, Blending</p> <p>Phonics/Spelling*: two-letter blends: r-blends (br, cr, dr, fr, gr); s-blends (sc, sk, sl, sm, sn, sp, st, sw); t-blends (tr, tw, -nt); l-blends (bl, cl, fl, gl, pl, -lk, -lt)</p> <p>Structural Analysis: Closed Syllables</p> <p>High-Frequency Words: boy, by, girl, he, here, she, small, want, were, what</p> <p>Handwriting: Manuscript to Cursive: Lowercase</p> <p>Week 4</p> <p>Phonemic Awareness: Segmentation, Categorization, Blending</p> <p>Phonics/Spelling*: short <i>a</i>; long <i>a</i>; <i>a_e</i></p> <p>Structural Analysis: Inflectional Endings -ed, -ing</p> <p>High-Frequency Words: another, done, into, move, now, show, too, water, year, your</p> <p>Handwriting: Manuscript to Cursive: Uppercase</p>	<p>2.FL.PWR.3, 2.FL.WC.4</p> <p>2.FL.SC.6</p> <p>2.FL.PWR.3.f</p> <p>2.FL.PWR.3.a</p> <p>2.FL.SC.6</p> <p>2.FL.PWR.3.f</p> <p>RF.2.3a, L.2.2</p> <p>L.2.c</p> <p>RF.2.3</p> <p>RF.2.3f, RF.2.4a</p>	<p>Respond to Reading</p> <p>Writing Process</p> <p>Revise: Strong Openings</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics</p> <p>Week 3: Subjects; Quotation Marks with Dialogue</p> <p>Week 4: Predicates; Quotation Marks with Dialogue</p>	<p>2.RL.IKI.7, 2.RL.KID.1</p> <p>2.W.TTP.3, 2.W.RW.10, 2.W.TTP.3</p> <p>2.W.PDW.5, 2.W.PDW.6</p> <p>2.FL.SC.6.f</p> <p>2.FL.SC.6.f</p>

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Genre Focus	Vocabulary	Standard	Comprehension	Standard	Word Work	Standard	Writing and Grammar	Standard
Genre Study 3: Week 5 Genre: Expository: Informational Text Families Working Together Essential Question: What happens when families work together? Text Features: Charts <i>Differentiated Genre</i> <i>Passages available</i>	Words: check choose chores cost jobs customers spend tools Strategy: Synonyms	2.FL.VA.7a.i, 2.FL.VA.7b, 2.FL.VA.7c, 2.FL.F.5.c 2.FL.VA.7a, 2.FL.VA.7b 2.RI.CS.5, 2.RI.IK1.7	Strategy: Ask and Answer Questions Skill: Key Details Author's Craft: Photos and Captions	2.RI.KID.1, 2.FL.F.5.a 2.RL.KID.1, 2.RI.KID.2 2.RI.CS.5, 2.RI.IK1.7	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: all, any, goes, new, number, other, right, says, understands, work Handwriting: Cursive Writing Position; Cursive Alphabet	2.FL.PWR.3.a, 2.FL.SC.6 2.FL.SC.6.i 2.FL.PWR.3.f	Respond to Reading Writing Process Expert Model: Expository Essay Plan: Develop Questions Draft: Sentence Types and Lengths Grammar and Mechanics Week 5: Expanding and Combining Sentences; Commas in a Series	2.RL.KID.1 2.W.PDW.5, 2.W.RBP.8, 2.W.RW.10 2.RI.CS.6, 2.FL.F.5.a 2.W.TT3.2 2.W.TT3.2, 2.W.RBP.8, 2.FL.SC.6.f 2.FL.SC.6.f

Genre Focus	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
Week 6 Review, Extend, and Assess	Genre: Online Article "Super Skiers" 2.RI.RRTC.10	Reader's Theater: "Room For More!" 2.RL.RRTC.10, 2.FL.F.5, 2.FL.F.5.b	Passage 1 Genre: Expository Text ""Community Heroes"" Passage 2 Genre: Fantasy ""If Squirrels Were Rabbits"" 2.RI.IK1.7, 2.RL.KID.1, 2.FL.VA.7a, 2.FL.VA.7a.i, 2.FL.PWR.3, 2.RL.KID.2	Focus on Genre Synonyms Write a Book Report Respond to the Read Aloud 2.RL.KID.2, 2.RL.IK1.7, 2.RL.KID.1, 2.FL.VA.7a, 2.FL.VA.7a.i, 2.W.TTP.1, 2.W.RBP.8, 2.SL.CC.1 Connect to Content Create a Technology Chart	Writing Process Expository Essay Revise: Descriptive Details Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate 2.W.PDW.5, 2.FL.SC.6, 2.W.PDW.6	Reader's Theater Research and Inquiry Inquiry Space Writing 2.W.PDW.6, SL.PKI.4, 2.SI.PKI.6

Grade 2 • Unit 2

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Word Work	Standard	Writing and Grammar	Standard
<p>Genre Study 1: Week 1 and 2</p> <p>Genre: Expository: Informational Text Baby Animals</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>Words: adult alive covered fur giant groom mammal offspring</p> <p>Strategy: Homographs</p>	<p>2.FL.VA.7a.i, 2.FL.VA.7b, 2.FL.F.5c</p> <p>2.FL.VA.7a.i</p> <p>2.RI.CS.5, 2.RI.IK1.7</p>	<p>Strategy: Reread</p> <p>Skill: Main Topic and Key Details</p> <p>Author's Craft: Diagrams</p>	<p>2.FI.F.5c</p> <p>2.FL.KID.1, 2.RI.KID.2</p> <p>2.FL.KID.1, 2.RI.IK1.7, 2.RI.IK1.8</p>	<p>Week 1</p> <p>Phonemic Awareness: Addition, Substitution, Blending</p> <p>Phonics/Spelling*: Short o, Long o: o_e</p> <p>Structural Analysis: Inflectional Endings <i>-ed, -ing</i></p> <p>High-Frequency Words: because, cold, family, friends, have, know, off, picture, school, took</p> <p>Handwriting: Strokes that Curve Up: e, i, t</p> <p>Week 2</p> <p>Phonological Awareness: Deletion, Segmentation, Blending</p> <p>Phonics/Spelling*: Short u, Long u: u_e</p> <p>Structural Analysis: CVCe Syllables</p> <p>High-Frequency Words: change, cheer, fall, five, look, open, should, their, won, yes</p> <p>Handwriting: Strokes that Curve Down: o, a; c, d</p>	<p>2.FL.PWR.3a, 2.FL.WC.4</p> <p>2.FL.WC.4</p> <p>2.FL.PWR.3f</p> <p>2.FL.PWR.3a, 2.FL.WC.4</p> <p>2.FL.WC.4</p> <p>2.FL.PWR.3f</p>	<p>Respond to Reading</p> <p>Writing Process Expository Essay</p> <p>Expert Model: Expository Text</p> <p>Plan: Research: Generate Questions</p> <p>Draft: Organization: Order Ideas</p> <p>Grammar and Mechanics</p> <p>Week 1: Statements and Questions; Sentence Capitalization/ Punctuation</p> <p>Week 2: Commands and Exclamations; Sentence Capitalization/ Punctuation</p>	<p>2.FL.PWR.3.f, 2.FL.F.5.a</p> <p>2.W.PDW.5, 2.W.RBPK.8, 2.W.RW.10</p> <p>2.W.TT3.2</p> <p>2.W.TT3.2</p> <p>2.W.RBPK.8</p> <p>2.W.TT3.2</p> <p>2.W.TT3.2</p> <p>2.FL.SC.6, 2.FL.SC.6</p> <p>2.FL.SC.6, 2.FL.SC.6</p> <p>2.FL.SC.6, 2.FL.SC.6</p>
<p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Fable Animals in Stories</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>Words: believe delicious feast fond lessons remarkable snatch stories</p> <p>Strategy: Antonyms</p>	<p>2.FL.VA.7a.i, 2.FL.VA.7b.i, 2.FL.F.5.c</p> <p>2.FL.VA.7a.i, 2.FL.VA.7b.i</p> <p>2.RL.KID.2, 2.RL.KID.3, 2.RL.IK1.7</p>	<p>Strategy: Make, Confirm, Revise Predictions</p> <p>Skill: Character, Setting</p> <p>Plot: Problem and Solution</p> <p>Author's Craft: Text Structure: Compare and Contrast</p>	<p>2.RL.KID.1, 2.RL.KID.3, 2.FL.F.5.c</p> <p>2.RL.KID.2, 2.RL.KID.3</p> <p>2.RL.IK1.7</p> <p>2.RL.IK1.9, 2.RI.CS.6</p>	<p>Week 3</p> <p>Phonemic Awareness: Segmentation, Substitution, Blending</p> <p>Phonics/Spelling*: Words with Soft c and g</p> <p>Structural Analysis: Prefixes</p> <p>High-Frequency Words: almost, buy, food, out, pull, saw, sky, straight, under, wash</p> <p>Handwriting: Strokes that Curve Over: m, n</p> <p>Week 4</p> <p>Phonological Awareness: Identify and Generate Rhyme</p> <p>Phonemic Awareness: Segmentation, Blending</p> <p>Phonics/Spelling*: Digraphs and Trigraphs <i>ch, tch, sh, ph, th, ng, wh</i></p> <p>Structural Analysis: Suffixes</p> <p>High-Frequency Words: baby, early, eight, isn't, learn, seven, start, these, try, walk</p> <p>Handwriting: Joining Letters</p>	<p>2.FL.WC.4</p> <p>2.FL.VA.7a.ii</p> <p>2.FL.PWR.3.f</p> <p>2.FL.WC.4</p> <p>2.FL.PWR.3d, 2.FL.VA.7a</p> <p>2.FL.PWR.3.f</p>	<p>Respond to Reading</p> <p>Writing Process Expository Essay</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: Kinds of Nouns: Common Nouns, Proper Nouns, Collective Nouns; Capital Letters</p> <p>Week 4: Irregular Plural Nouns; Quotation Marks with Dialogue</p>	<p>2.RL.KID.2, 2.RL.KID.3, 2.RL.CS.5, 2.RL.IK1.7</p> <p>2.W.TT3.2, 2.W.RW.10</p> <p>2.W.TT3.2</p> <p>2.W.PDW.5, 2.FL.SC.6.f</p> <p>2.W.PDW.5, 2.SL.CC.1, 2.SL.CC.3</p> <p>2.W.PDW.5, 2.FL.WC.4.e, 2.W.PDW.6, 2.SL.CC.1</p> <p>2.FL.SC.6a, 2.FL.SC.6g</p> <p>2.FL.SC.6</p> <p>2.FL.SC.6b</p>

Grade 2 • Unit 2

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Word Work	Standard	Writing and Grammar	Standard
<p>Genre Study 3: Week 5</p> <p>Genre: Poetry: Animals in Poems</p> <p>Essential Question: What do we love about animals?</p> <p>Literary Elements: Rhyme</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Words: behave express feathers lapping</p> <p>Strategy: Suffixes -ly, -y</p>	<p>2.FL.VA.7a.i, 2.FL.VA.7b.i, 2.FL.F.5.c</p> <p>2.FL.VA.7a.iii, 2.FL.VA.7b.i</p> <p>2.FL.VA.7a.ii, 2.FL.VA.7b.i</p>	<p>Literary Elements: Rhythm</p> <p>Skill: Key Details</p> <p>Author's Craft: Structures and Patterns</p>	<p>2.RL.KID.4</p> <p>2.RI.KID.1</p> <p>2.RI.KID.1, 2.RL.KID.4</p>	<p>Phonological Awareness: Identify and Generate Rhyme</p> <p>Phonemic Awareness: Substitution, Blending</p> <p>Phonics/Spelling*: Three-Letter Blends <i>scr, spr, str, thr, spl, shr</i></p> <p>Structural Analysis: Compound Words</p> <p>High-Frequency Words: bird, far, field, flower, grow, leaves, light, orange, ready, until</p> <p>Handwriting: <i>u, w; b, f</i></p>	<p>2.FL.SC.6</p> <p>2.FL.VA.7a.iv</p> <p>2.FL.PWR.3.f</p>	<p>Respond to Reading</p> <p>Writing Process Rhyming Poem</p> <p>Expert Model: Rhyming Poem</p> <p>Plan: Word Choice: Precise Language</p> <p>Draft: Ideas: Specific Details</p> <p>Grammar and Mechanics</p> <p>Week 5: Possessive Nouns; Apostrophes</p>	<p>2.RL.KID.1, 2.RL.KID.4, 2.RL.IKI.7, 2.WTT3.2, 2.W.RBPK.8</p> <p>2.W.TT3.2</p> <p>2.RL.KID.4, 2.FL.F.5a</p> <p>2.W.PDW.5, 2.W.RBPK.8, 2.FL.VA.7b.ii, 2.FL.VA.7c</p> <p>2.FL.VA.7b.ii, 2.FL.VA.7c</p> <p>2.FL.SC.6i</p>

Genre Focus	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
<p>Week 6</p> <p>Review, Extend, and Assess</p>	<p>Genre: Online Article "Under the Sea"</p> <p>2.RI.RRTC.10</p>	<p>Reader's Theater: "The Secret Song"</p> <p>2.RL.RRTC.10, 2.FL.F.5, 2.FL.F.5b</p>	<p>Passage 1 Genre: Expository Text "Monarch Butterflies on the Move"</p> <p>Passage 2 Genre: Fable "The Fox and the Grapes"</p> <p>2.RI.IKI.7, 2.RL.KID.1, 2.FL.VA.7a, 2.FL.VA.7a.i, 2.RL.KID.2</p>	<p>Focus on Genre Homographs</p> <p>2.RL.KID.2, 2.RL.KID.1, 2.RL.IKI.7, 2.FL.VA.7a, 2.FL.VA.7a.i, 2.W.TTP.1</p> <p>Connect to Content Write a Pet Owner Book Create a Habitat Poster "Under the Sea"</p>	<p>Writing Process W.6.10 Rhyming Poem</p> <p>Revise: Rhyme</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>2.W.PDW.5, 2.FL.SC.6, 2.W.PDW.6</p>	<p>Reader's Theater Research and Inquiry Inquiry Space Writing</p> <p>2.FL.VA.7c, 2.SL.PKI.4, 2.SL.PKI.6</p>

Grade 2 • Unit 3

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Word Work	Standard	Writing and Grammar	Standard
<p>Genre Study 1: Week 1 and 2</p> <p>Genre: Narrative Nonfiction: Ways People Help</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>Words: across borrow countryside ideas insists lonely solution villages</p> <p>Strategy: Synonyms</p>	<p>2.FL.VA.7a.i, 2.FL.VA.7b, 2.FL.F.5c</p> <p>2.FL.VA.7a.i,</p> <p>2.RI.CS.5</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Author's Purpose</p> <p>Author's Craft: Time Words</p>	<p>2.FL.F.5a, 2.RI.KID.1</p> <p>2.RI.CS.6, 2.RI.IK1.8</p> <p>2.RI.KID.1, 2.FL.SC.6d</p>	<p>Week 1</p> <p>Phonological Awareness: Identify and Generate Rhyme</p> <p>Phonemic Awareness: Categorization, Blending</p> <p>Phonics/Spelling*: Long <i>a</i>: <i>a, ai, ay, ea, ei, eigh, ey</i></p> <p>Structural Analysis: Contractions with 's, 'll, 've</p> <p>High-Frequency Words: about, around, good, great, idea, often, part, second, two, world</p> <p>Handwriting: <i>h, k; g, q</i></p> <p>Week 2</p> <p>Phonemic Awareness: Isolation, Substitution, Blending, Categorization</p> <p>Phonics/Spelling*: Long <i>i</i>: <i>i, y, igh, ie</i></p> <p>Structural Analysis: Open Syllables</p> <p>High-Frequency Words: also, apart, begin, either, hundred, over, places, those, which, without</p> <p>Handwriting: <i>j, p; t, s</i></p>	<p>2.FL.PWR.3b, 2.FL.SC.6</p> <p>2.FL.SC.6.i</p> <p>2.FL.PWR.3f</p> <p>2.FL.PWR.3b, 2.FL.SC.6</p> <p>2.FL.SC.6</p> <p>2.FL.PWR.3f</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: Action Verbs; Book Titles</p> <p>Week 2: Present Tense Verbs; Commas in a Series</p>	<p>2.RL.KID.1, 2.WTT3.2</p> <p>2.WTTP.3</p> <p>2.RI.CS.6, 2.WTTP.3, 2.W.RBPK.8</p> <p>2.WTTP.3, 2.W.RBPK.8, 2.SL.CC.1</p> <p>2.WTTP.3</p> <p>2.FL.SC.6d, 2.FL.SC.6h; 2.FL.SC.6</p> <p>2.SL.CC.1, 2.FL.SC.6d, 2.FL.SC.6</p>
<p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Fiction: Look at the Sky</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>Words: adventure delighted dreamed enjoy grumbled moonlight neighbor nighttime</p> <p>Strategy: Compound Words</p>	<p>2.FL.VA.7a.i, 2.FL.VA.7b, 2.FL.F.5.c</p> <p>2.FL.VA.7a.iv</p> <p>2.RL.CS.6</p>	<p>Strategy: Reread</p> <p>Skill: Sequence</p> <p>Author's Craft: Heads</p>	<p>2.RL.KID.1, 2.FL.F.5c</p> <p>2.RL.KID.2, 2.RL.KID.3, 2.RL.IK1.7</p>	<p>Week 3</p> <p>Phonemic Awareness: Deletion, Substitution, Addition, Blending</p> <p>Phonics/Spelling*: Long <i>o</i>: <i>o, oa, ow, oe</i></p> <p>Structural Analysis: Contractions with not</p> <p>High-Frequency Words: better, group, long, more, only, our, started, three, who, won't</p> <p>Handwriting: <i>y, z, v, x</i></p> <p>Week 4</p> <p>Phonological Awareness: Identify Syllables</p> <p>Phonemic Awareness: Categorization, Blending</p> <p>Phonics/Spelling*: Long <i>e</i>: <i>e, ee, ea, ie, y, ey, e_e</i></p> <p>Structural Analysis: Plurals with -s, -es (change <i>y</i> to <i>i</i>)</p> <p>High-Frequency Words: after, before, every, few, first, hear, hurt, old, special, would</p> <p>Handwriting: Letter and Word Spacing</p>	<p>2.FL.PWR.3b, 2.FL.SC.6</p> <p>2.FL.SC.7i</p> <p>2.FL.PWR.3f</p> <p>2.FL.PWR.3b, 2.FL.SC.6</p> <p>2.FL.SC.6</p> <p>2.FL.PWR.3f</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: Past- and Future-Tense Verbs; Letter Punctuation</p> <p>Week 4: Subject-Verb Agreement; Abbreviations</p>	<p>2.RL.KID.1, 2.WTTP.3</p> <p>2.WTTP.3</p> <p>2.WTTP.3, 2.W.PDW.5</p> <p>2.SL.CC.1, 2.SL.CC.3 2.W.PDW.6</p> <p>2.FL.SC.6d, 2.FL.SC.6.h</p> <p>2.FL.SC.6f, 2.FL.WC.4a</p>

Grade 2 • Unit 3

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Word Work	Standard	Writing and Grammar	Standard
Genre Study 3: Week 5 Genre: Expository: Informational Text Express Yourself Essential Question: How do you express yourself? Text Features: Bar Graph <i>Differentiated Genre</i> <i>Passages available</i>	Words: cheered concert instrument movements music rhythm sounds understand Strategy: Prefixes	2.RI.CS.4, 2.FL.VA.7a.i, 2.FL.VA.7a.ii, 2.FL.VA.7b, 2.FL.F.5c 2.FL.VA.7a.ii 2.RI.IK1.7	Strategy: Ask and Answer Questions Skill: Main Idea and Key Details Author's Craft: Features: Diagrams	2.RI.KID.1, 2.FL.F.5a 2.RI.KID.1, 2.RI.KID.2 2.RI.KID.1, 2.RI.IK1.7	Phonological Awareness: Identify and Generate Alliteration Phonemic Awareness: Addition and Deletion, Blending Phonics/Spelling*: Long <i>u</i> : <i>u_e, ue, u, ew</i> Structural Analysis: Comparative Endings <i>-er, -est</i> High-Frequency Words: America, beautiful, began, climbed, come, country, didn't, give, live, turned Handwriting: Review lower case letters	2.FL.PWR.3.b, 2.FL.WC.4 2.FL.WC.4 2.FL.PWR.3f	Respond to Reading Writing Process: Expository Essay Expert Model: Expository Essay Plan: Research: Choose and Evaluate Sources Draft: Paragraphs Grammar and Mechanics Week 5: The Verb have; Sentence Punctuation	2.W.TTP1 2.W.TT3.2 2.RI.CS.6, 2.RI.IK1.7, 2.W.TT3.2 2.W.TT3.2, 2.W.RBPK.8 2.W.TT3.2, 2.W.PDW.5 2.FL.SC.6d, 2.FL.SC.6f, 2.FL.SC.6

Genre Focus	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
Week 6 Review, Extend, and Assess	Genre: Online Article "Antarctica Bound" 2.RI.RRTC.10	Reader's Theater: "I'll Be the Dragon" 2.RL.RRTC.10, 2.FL.F.5, 2.FL.F.5b	Passage 1 Genre: Narrative Nonfiction "Landing the Eagle" Passage 2 Genre: Fiction "A Shower in the Sky" 2.FL.VA.7a.ii, 2.RL.KID.1, 2.RI.CS.6, 2.RL.CS.6, 2.FL.VA.7a	Focus on Genre Sequence of Events Prefixes Write a Personal Narrative Respond to the Read Aloud 2.RL.CS.6, 2.RL.IK1.7, 2.FL.VA.7a.ii, 2.FL.VA.7a.iii, 2.W.TTP.3, 2.W.PDW.6, 2.W.RBPK.8 Connect to Content Write an Ad for Community Helpers	Writing Process Expository Essay Revise: Strong Openings Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate 2.W.PDW.5, 2.FL.SC.6, 2.W.PDW.6, 2.SL.CC.3	Reader's Theater Research and Inquiry Inquiry Space Writing 2.W.PDW.6, 2.SL.PKI.4, 2.SL.PKI.6

Grade 2 • Unit 4

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Word Work	Standard	Writing and Grammar	Standard
<p>Genre Study 1: Week 1 and 2</p> <p>Genre: Realistic Fiction: Our Culture Makes Us Special</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>Words: common costume customs favorite parade surrounded travels wonder</p> <p>Strategy: Similes</p>	<p>2.FL.VA.7a.i, 2.FL.VA.7b, 2.FL.F.5c</p> <p>2.FL.VA.7a.i,</p> <p>2.RL.CS.5, 2.RL.CS.6</p>	<p>Strategy: Visualize</p> <p>Skill: Compare and Contrast</p> <p>Author's Craft: Maps</p>	<p>2.RL.KID.1, 2.RL.IK1.7</p> <p>2.RL.CS.5, 2.RL.IK1.7</p> <p>2.RI.CS.5, 2.RI.IK1.7</p>	<p>Week 1</p> <p>Phonemic Awareness: Identity, Categorization, Blending</p> <p>Phonics/Spelling*: Silent Letters <i>wr, kn, gn, mb, sc</i></p> <p>Structural Analysis: Prefixes <i>re-, un-, dis-</i>; Suffixes <i>-ful, -less</i></p> <p>High-Frequency Words: below, colors, don't, down, eat, many, morning, sleep, through, very</p> <p>Handwriting: Strokes for Cursive Writing; Size and Shape</p> <p>Week 2</p> <p>Phonemic Awareness: Substitution, Blending, Addition</p> <p>Phonics/Spelling*: <i>r</i>-Controlled Vowel /<i>úr</i>: <i>er, ir, ur, or</i></p> <p>Structural Analysis: Inflectional Endings</p> <p>High-Frequency Words: animal, away, building, found, from, Saturday, thought, today, toward, watch</p> <p>Handwriting: <i>A, O; C, E</i></p>	<p>2.FL.PWR.3, L.2.2</p> <p>2.FL.PWR.3d, 2.FL.VA.7a.ii</p> <p>2.FL.PWR.3f</p> <p>2.FL.PWR.3b, 2.FL.WC.4</p> <p>2.FL.WC.4</p> <p>2.FL.PWR.3f</p>	<p>Respond to Reading</p> <p>Writing Process Realistic Fiction</p> <p>Expert Model: Realistic Fiction</p> <p>Plan: Ideas: Develop Details</p> <p>Draft: Compare and Contrast</p> <p>Grammar and Mechanics</p> <p>Week 1: Linking Verbs; Letter Punctuation</p> <p>Week 2: Helping Verbs; Book Titles</p>	<p>2.RL.KID.1</p> <p>2.W.TTP.3</p> <p>2.W.TTP.3</p> <p>2.W.TTP.3, 2.W.PDW.5, 2.W.TTP.3</p> <p>2.FL.SC.6d, 2.FL.SC.6h</p> <p>2.SL.CC.1, 2.FL.SC.6</p>
<p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Expository Text: Earth Changes</p> <p>Essential Question: How does the Earth change?</p> <p>Text Features: Subheads and Bold Print</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Words: active Earth explode island local properties solid steep</p> <p>Strategy: Sentence Clues</p>	<p>2.FL.VA.7a.i, 2.FL.VA.7b, 2.FL.F.5c</p> <p>2.FL.VA.7a.i</p> <p>2.RI.CS.5</p>	<p>Strategy: Reread</p> <p>Skill: Text Structure: Cause and Effect</p> <p>Author's Craft: Text Structure</p>	<p>2.RI.KID.1, 2.FL.F.5c</p> <p>2.RI.KID.2, 2.RI.KID.3, 2.RI.CS.5</p> <p>2.RI.CS.5, 2.RI.CS.6, 2.RI.IK1.8</p>	<p>Week 3</p> <p>Phonological Awareness: Identify and Generate Rhyme</p> <p>Phonemic Awareness: Substitution, Blending</p> <p>Phonics/Spelling*: <i>r</i>-controlled vowels /<i>ór</i>: <i>or, ore, oar and /ár</i>: <i>ar</i></p> <p>Structural Analysis: Plurals (irregular)</p> <p>High-Frequency Words: ago, carry, certain, everyone, heavy, outside, people, problem, together, warm</p> <p>Handwriting: <i>L, D; B, R</i></p> <p>Week 4</p> <p>Phonological Awareness: Identify syllables</p> <p>Phonemic Awareness: Blending</p> <p>Phonics/Spelling*: <i>r</i>-controlled vowel /<i>ír</i>: <i>eer, ere, ear</i></p> <p>Structural Analysis: Abbreviations</p> <p>High-Frequency Words: again, behind, eyes, gone, happened, house, inside, neither, stood, young</p> <p>Handwriting: <i>T, F; S, G</i></p>	<p>2.FL.PWR.3b, 2.FL.WC.4</p> <p>2.FL.PWR.3, 2.FL.SC.6b</p> <p>2.FI.PWR.3f</p> <p>2.FL.PWR.3b, 2.FL.SC.6</p> <p>2.FL.SC.6</p> <p>2.FL.PWR.3f</p> <p>RF.2.3b, L.2.2</p> <p>L.2.2</p> <p>L.2.3f</p>	<p>Respond to Reading</p> <p>Writing Process: Realistic Fiction</p> <p>Revise: Voice</p> <p>Peer Conference; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics</p> <p>Week 3: Irregular Verbs; Capitalization of Proper Nouns</p> <p>Week 4: Contractions with not; Apostrophes</p>	<p>2.RL.KID.1</p> <p>2.W.TTP.3</p> <p>2.W.PDW.5</p> <p>2.W.PDW.5, 2.W.PDW.6</p> <p>2.FL.SC.6d, 2.FL.SC.6</p> <p>2.FL.SC.6g</p> <p>2.FL.SC.6i</p>

Grade 2 • Unit 4

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Word Work	Standard	Writing and Grammar	Standard
Genre Study 3: Week 5 Genre: Poetry: Poems About Nature Essential Question: What excites us about nature? Literary Elements: Free Verse, Repetition <i>Differentiated Genre</i> <i>Passages available</i>	Words: drops excite outdoors pale Strategy: Antonyms	2.FL.VA.7a.i, 2.FL.VA.7b, 2.FL.F.5c 2.FL.VA.7a, 2.FL.VA.7a.i, 2.FL.VA.7b 2.RL.RRTC.10	Skill: Theme Author's Craft: Figurative Language	2.RL.KID.2 2.RL.KID.4, 2.FL.VA.7b, 2.FL.VA.7b.ii	Phonological Awareness: Identify Syllables Phonemic Awareness: Categorization, Blending Phonics/Spelling: r-controlled vowel /âr/: are, air, ear, ere Structural Analysis: r-controlled vowel syllables High-Frequency Words: among, bought, knew, never, once, soon, sorry, talk, touch, upon Handwriting: I, J; Punctuation Marks (cursive)	2.FL.PWR.3b, 2.FL.SC.6 2.FL.PWR.3 2.FL.SC.6 2.FL.PWR.3f 2.FL.SC.6	Respond to Reading Writing Process: A Free Verse Poem Expert Model: A Free Verse Poem Plan: Word Choice: Sensory Words Draft: Visual Patterns Grammar and Mechanics Week 5: Using Conjunctions to Form Compound Subjects and Predicates; Sentence Punctuation	2.W.RBPK.8, 2.SL.CC.1 2.RL.KID.4, 2.FL.F.5a 2.W.PDW.4, 2.FL.VA.7i, 2.FL.VA.7b.ii 2.RL.KID.4, 2.W.PDW.5, 2.FL.SC.6e, 2.FL.VA.7b.ii, 2.FL.VA.7c 2.SE.CC.1, 2.FL.SC.6, 2.FL.SC.6

Genre Focus	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
Week 6 Review, Extend, and Assess	Genre: Online Article "Hope for the Everglades" 2.RI.RRTC.10	Reader's Theater: "A Whale of a Story" 2.RL.RRTC.10, 2.FL.F.5, 2.FL.F.5b	Passage 1 Genre: Expository Text "Rivers of Ice" Passage 2 Genre: Free Verse Poems "How to Wait" "Against the Wind" 2.RI.CS.5, 2.RI.KID.2, 2.FL.VA.7a, 2.FL.VA.7a.i, 2.FL.VA.7b, 2.RL.RRTC.10, 2.RL.KID.2	Comparing Genres Antonyms Write a Thank You Letter 2.FL.VA.7b, 2.RL.KID.4, 2.RI.CS.6, 2.FL.VA.7a, 2.FL.VA.7a.ii, 2.W.RBPK.8, 2.W.PDW.5 Connect to Content Game Guide Reading Digitally	Writing Process W.6.10 Free Verse Poem Revise: Word Choice Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate 2.W.PDW.5, 2.FL.SC.6, 2.W.PDW.6, 2.SL.PKI.5	Reader's Theater Research and Inquiry Inquiry Space Writing 2.W.PDW.6, 2.SL.PKI.4 2.SL.PKI.6

Grade 2 • Unit 5

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Word Work	Standard	Writing and Grammar	Standard
<p>Genre Study 1: Week 1 and 2</p> <p>Genre: Biography Our Heroes</p> <p>Essential Question: What do heroes do?</p> <p>Text Features: Bold print and Timeline</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Words: agree challenging discover heroes interest perform study succeed</p> <p>Strategy: Synonyms</p>	<p>2.FL.VA.7a.i, 2.FL.VA.7b, 2.FL.VA.7c, 2.FL.F.5c</p> <p>2.FL.VA.7a., 2.FL.VA.7a.i, 2.FL.VA.7b, 2.FL.VA.7c</p> <p>2.RI.CS.5, 2.RI.IK1.7</p>	<p>Strategy: Summarize</p> <p>Skill: Connections Within a Text: Sequence</p> <p>Author's Craft: Third Person Point of View</p>	<p>2.RL.KID.2, 2.FL.F.5a</p> <p>2.RI.KID.3</p> <p>RL.4.6</p>	<p>Week 1</p> <p>Phonemic Awareness: Reversal, Substitution, Blending</p> <p>Phonics/Spelling*: diphthongs <i>ou, ow</i></p> <p>Structural Analysis: Plurals (irregular)</p> <p>High-Frequency Words: answer, been, body, build, head [body part], heard, minutes, myself, pretty, pushed</p> <p>Handwriting: <i>N, M, H, K</i></p> <p>Week 2</p> <p>Phonemic Awareness: Blending, Substitution, Segmentation, Deletion</p> <p>Phonics/Spelling*: diphthongs <i>oy, oi</i></p> <p>Structural Analysis: consonant + <i>le</i> syllables (<i>el, al, tion, sion</i>)</p> <p>High-Frequency Words: brought, busy, else, happy, I'll, laugh, love, maybe, please, several</p> <p>Handwriting: <i>P, Q, V, U</i></p>	<p>2.FL.PWR.3b, 2.FL.SC.6</p> <p>2.FL.PWR.3, 2.FL.SC.6b</p> <p>2.FL.PWR.3f</p> <p>2.FL.PWR.3f, 2.FL.F.5a</p> <p>2.FL.PWR.3b, 2.FL.WC.4</p> <p>2.FL.PWR.3, 2.FL.WC.4d</p> <p>2.FL.PWR.3f</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: Pronouns (singular, plural); Capitalizing the pronoun <i>I</i></p> <p>Week 2: Subjective, Objective, Possessive Pronouns; Commas in Dates</p>	<p>2.W.TTP.3, 2.W.RBPK.8</p> <p>2.W.TT3.2</p> <p>2.RI.CS.6, 2.FL.F.5a</p> <p>2.W.RBPK.8</p> <p>2.W.TTP.3</p> <p>2.FL.SC.6, 2.FL.SC.7c, 2.FL.SC.6, 2.FL.SC.6g</p> <p>2.FL.SC.6, 2.FL.SC.6c, 2.FL.SC.6</p>
<p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Realistic Fiction: Being a Good Citizen</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>Words: champion determined issues promises responsibility rights volunteered votes</p> <p>Strategy: Suffixes -ful, -less</p>	<p>2.FL.VA.7a.i, 2.FL.VA.7a.iii, 2.FL.VA.7c</p> <p>2.FL.VA.7a.i, 2.FL.VA.7a.iii</p> <p>2.RL.CS.6</p>	<p>Strategy: Make and Confirm Predictions</p> <p>Skill: Point of View</p> <p>Author's Craft: Graphic Features/Callouts</p>	<p>2.RL.KID.1, 2.RL.KID.2, 2.RL.KID.3</p> <p>2.RL.KID.3, 2.RL.CS.6</p> <p>2.RL.IK1.7</p>	<p>Week 3</p> <p>Phonological Awareness: Identify Syllables</p> <p>Phonemic Awareness: Categorization, Blending</p> <p>Phonics/Spelling*: variant vowel /ü/: <i>oo, u, u_e, ew, ue, ui</i>; variant vowel /û/: <i>oo, ou, u</i></p> <p>Structural Analysis: Contractions with not</p> <p>High-Frequency Words: air, along, always, draw, during, ever, meant, nothing, story, strong</p> <p>Handwriting: <i>W, X, Y, Z</i></p> <p>Week 4</p> <p>Phonological Awareness: Identify Syllables</p> <p>Phonemic Awareness: Deletion, Blending, Addition</p> <p>Phonics/Spelling*: variant vowel /ô/: <i>a, aw, au, augh, al, ough</i></p> <p>Structural Analysis: Vowel Team Syllables</p> <p>High-Frequency Words: city, father, mother, o'clock, own, questions, read, searching, sure, though</p> <p>Handwriting: Spacing: Letters and Words</p>	<p>2.FL.PWR.3b, 2.FL.SC.6</p> <p>2.FL.SC.6i</p> <p>2.FL.PWR.3f</p> <p>2.FI.PWR.3, 2.FL.SC.6</p> <p>2.FI.PWR.3b</p> <p>2.FI.PWR.3f</p> <p>RF.2.3b, L.2.2</p> <p>L.2.2c</p> <p>RF.2.3b</p>	<p>Respond to Reading</p> <p>Writing Process: Biography</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: Pronoun-Verb agreement; Capitalization of Proper Nouns</p> <p>Week 4: Possessive Pronouns & Reflexive Pronouns; Letter Punctuation</p>	<p>2.RL.KID.3, 2.W.TTE.2, 2.SL.CC.1</p> <p>2.W.TTE.2, 2.W.PDW.5</p> <p>2.W.PDW.5</p> <p>2.W.PDW.5</p> <p>2.W.PDW.6</p> <p>2.FL.SC.6, 2.FL.SC.6, 2.FL.SC.6g</p> <p>2.FL.SC.6c, 2.FL.SC.6g 2.FL.SC.6h</p>

Grade 2 • Unit 5

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Word Work	Standard	Writing and Grammar	Standard
Genre Study 3: Week 5 Genre: Persuasive Text: Rights and Rules Essential Question: Why are rules important? Text Features: Chart <i>Differentiated Genre</i> <i>Passages available</i>	Words: exclaimed finally form history public rules united writers Strategy: Multiple-Meaning Words	2.FL.VA.7a.i, 2.FL.F.5c, 2.RI.CS.4 2.FL.VA.7a., 2.FL.VA.7a.i, 2.FL.WC.4e 2.RI.CS.5, 2.RI.IK1.7	Strategy: Summarize Skill: Author's Purpose Author's Craft: Print and Graphic Features	2.RI.KID.2, 2.RI.KID.3, 2.FL.F.5a 2.RI.CS.6, 2.RI.IK1.8 2.RI.CS.5, 2.RI.IK1.7, 2.RI.CS.6, 2.RI.IK1.8	Phonemic Awareness: Deletion, Segmentation, Reversal, Blending Phonics/Spelling*: short vowel digraphs /e/ea; /u/ ou; /i/y Structural Analysis: Alphabetical Order High-Frequency Words: anything, children, everybody, instead, paper [piece of paper], person, voice, whole, woman, words Handwriting: Review of Lowercase and Uppercase	2.FL.PWR.3b, 2.FL.WC.4a 2.FL.PWR.3f	Respond to Reading Writing Process: Persuasive Essay Expert Model: PersuasiveText Plan: Voice: PersuasiveLanguage Draft: Ideas: Develop a Topic Grammar and Mechanics Week 5: Contraction; Contractions with Pronouns/Possessive Pronouns	2.RI.CS.6, 2.RI.IK1.8 2.W.TTE.1 2.RI.CS.6, 2.FL.F.5a 2.W.TTE.1, 2.W.PDW.5, 2.W.RBPK.8 2.W.TTE.1 2.SL.CC.1, 2.FL.SC.6i

Genre Focus	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
Week 6 Review, Extend, and Assess	Genre: Online Article "Good Deeds Add Up" 2.RI.RRTC.10	Reader's Theater: "The Search for the Magic Lake" 2.RL.RRTC.10, 2.FL.F.5, 2.FI.F.5b	Passage 1 Genre: Biography "George Washington Carver" Passage 2 Genre: Realistic Fiction "Dad for Mayor!" 2.FL.VA.7a, 2.FL.VA.7a.i, 2.RI.CS.5, 2.RI.CS.6, 2.RI.IK1.8, 2.FL.PWR.3, 2.FL.PWR.3d, 2.FL.VA.7a, 2.FL.VA.7a.ii, 2.FL.VA.7a.iii	Comparing Genres Suffixes Write a Persuasive Letter Respond to the Read Aloud 2.RL.IK1.7, 2.RI.RRTC.10, 2.W.TTP.1, 2.FL.VA.7a, 2.RL.KID.3, 2.W.RBPK.8, 2.W.RBPK.7 Connect to Content Create a Timeline	Writing Process W.6.10 Persuasive Essay Revise: Voice Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate 2.W.PDW.5, 2.SL.CC.1, 2.FL.SC.6, 2.SL.CC.3	Reader's Theater Research and Inquiry Inquiry Space Writing 2.W.PDW.6, 2.SL.PKI.4, 2.SL.PKI.6

Grade 2 • Unit 6

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Word Work	Standard	Writing and Grammar	Standard
<p>Genre Study 1: Week 1 and 2</p> <p>Genre: Expository Text Money Matters</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>Words: invented money prices purchase record system value worth</p> <p>Strategy: Paragraph Clues</p>	<p>2.FL.VA.7a.i, 2.FL.VA.7b, 2.FL.F.5.c, 2.RI.CS.4</p> <p>2.FL.VA.7a.i, 2.FL.VA.7b</p> <p>2.RI.CS.5, 2.RI.IK1.7</p>	<p>Strategy: Summarize</p> <p>Skill: Text Structure: Problem and Solution</p> <p>Author's Craft: Word Choice</p>	<p>2.RI.KID.2, RF.5.4a</p>	<p>Week 1</p> <p>Phonological Awareness: Identify and Generate Rhyme</p> <p>Phonemic Awareness: Addition, Blending, Deletion</p> <p>Phonics/Spelling*: Closed and open syllables</p> <p>Structural Analysis: Compound words</p> <p>High-Frequency Words: door, front, order, probably, remember, someone, tomorrow, what's, worry, yesterday</p> <p>Handwriting: Abbreviations; Envelope</p> <p>Week 2</p> <p>Phonemic Awareness: Addition, Segmentation, Substitution, Blending</p> <p>Phonics/Spelling*: Words with CVCe Syllables</p> <p>Structural Analysis: review prefixes <i>re-</i>, <i>un-</i>, <i>dis-</i> and suffixes <i>-ful</i>, <i>-less</i></p> <p>High-Frequency Words: alone, became, beside, four, hello, large, notice, round, suppose, surprised</p> <p>Handwriting: Letter punctuation marks; Letter format</p>	<p>2.FL.PWR.3, 2.FL.SC.6</p> <p>2.FL.VA.7a.iv</p> <p>2.FL.PWR.3f</p> <p>2.FL.PWR.3a, 2.FI.WC.4a</p> <p>2.FL.PWR.3d, 2.FL.VA.7a.iii,</p> <p>2.FL.PWR.3f</p> <p>2.FL.SC.6</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: Adjectives including articles; Abbreviations</p> <p>Week 2: Articles and this, that, these, and those; Commas in Dates</p>	<p>2.RI.KID.3, 2.RI.CS.5, 2.WTT3.2</p> <p>2.WTT3.2</p> <p>2.W.PDW.6, 2.WTT3.2, 2.W.RBPK.8</p> <p>2.WTT3.2, 2.RI.KID.2</p> <p>2.FL.SC.6e, 2.FL.SC.6</p> <p>2.FL.SC.6e, 2.FL.SC.6, L1.2c</p>
<p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Drama/Myth: Plant Myths and Facts</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>Words: appeared crops develop edge golden rustled shining stages</p> <p>Strategy: Idioms</p>	<p>2.FL.VA.7a.i, 2.FL.VA.7b., 2.FL.F.5c</p> <p>2.FL.VA.7a.i.</p> <p>2.RL.CS.5, 2.RL.IK1.7</p>	<p>Strategy: Reread</p> <p>Skill: Theme</p> <p>Author's Craft: Instructions</p>	<p>2.FL.F.5c</p> <p>2.RL.KID.2, 2.RI.KID.1</p> <p>2.RL.KID.2, 2.RL.CS.5, 2.RL.IK1.7</p>	<p>Week 3</p> <p>Phonological Awareness: Identify Syllables</p> <p>Phonemic Awareness: Segmentation and Blending, Addition and Deletion</p> <p>Phonics/Spelling*: Final stable syllables: words with consonant + <i>le el, al, tion, sion</i></p> <p>Structural Analysis: Contractions, Possessives</p> <p>High-Frequency Words: above, brother, song, follow, listen, month, soft, something, who's, wind</p> <p>Handwriting: Form; Poster</p> <p>Week 4</p> <p>Phonemic Awareness: Segmentation, Substitution, Reversal, Blending</p> <p>Phonics/Spelling*: Vowel team syllables.</p> <p>Structural Analysis: Comparative endings</p> <p>High-Frequency Words: against, anymore, complete, enough, river, rough, sometimes, stranger, terrible, window</p> <p>Handwriting: Poem</p>	<p>2.FL.PWR.3, 2.FL.WC.4a</p> <p>2.FL.SC.6i</p> <p>2.FL.PWR.3f</p> <p>2.FL.PWR.3b, 2.FL.WC.4a</p> <p>2.FL.WC.4</p> <p>2.FL.PWR.3f</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; Apostrophes</p> <p>Week 4: Adverbs (including adverbs that convey time and adverbs that convey place); Names and Title</p>	<p>2.RL.KID.2, 2.RL.IK1.7, 2.WRBPK.8</p> <p>2.WTT3.2</p> <p>2.W.PDW.5, SL.2.1, 2.FL.SC.6f</p> <p>2.W.PDW.5, 2.FL.SC.6e 2.W.PDW.6</p> <p>2.FL.SC.6e, 2.FL.SC.6i 2.FL.PWR.3, 2.FL.SC.6i 2.FL.SC.6e, 2.FL.SC.6a 2.FL.SC.6, 2.FL.SC.6g</p>

Grade 2 • Unit 6

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Word Work	Standard	Writing and Grammar	Standard
<p>Genre Study 3: Week 5</p> <p>Genre: Poetry: The World of Ideas</p> <p>Essential Question: Where can your imagination take you?</p> <p>Text Features: Stanza</p> <p><i>Differentiated Genre</i> <i>Passages available</i></p>	<p>Words: create dazzling imagination seconds</p> <p>Strategy: Metaphors</p>	<p>2.FL.VA.7a.i, 2.FL.VA.7b., 2.FL.F.5c</p> <p>2.FL.VA.7b, 2.FL.VA.7b.i</p> <p>2.RL.KID.4</p>	<p>Skill: Point of View</p> <p>Author's Craft: Rhythm and Rhyme</p>	<p>2.RL.CS.6</p> <p>2.RL.KID.4</p>	<p>Phonemic Awareness: Addition, Substitution, Segmentation</p> <p>Phonics/Spelling*: Words with <i>r</i>-controlled vowel syllables</p> <p>Structural Analysis: three (or more) syllable words</p> <p>High-Frequency Words: afternoon, ahead, anyone, everything, pretended, scientist, somehow, throughout, trouble, wherever</p> <p>Handwriting: Story</p>	<p>2.FL.PWR.3, 2.FL.WC.4a</p> <p>2.FL.SC.6</p> <p>2.FL.PWR.3f</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>Grammar and Mechanics</p> <p>Week 5: Prepositions and Prepositional Phrases; Sentence Punctuation</p>	<p>2.W.RBPK.8</p> <p>2.W.TT3.2</p> <p>2.RL.KID.4, 2.FL.F.5a</p> <p>2.RL.KID.2, 2.W.PDW.5, 2.FL.VA.7b.i, 2.FL.VA.7b.ii, 2.W.PDW.5</p> <p>2.FL.SC.6</p> <p>2.FL.SC.6</p>

Genre Focus	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
<p>Week 6</p> <p>Review, Extend, and Assess</p>	<p>Genre: Online Article "Whispering Whales"</p> <p>2.RI.RRTC.10</p>	<p>Reader's Theater: "Mother Goose to the Rescue"</p> <p>2.RL.RRTC.10, 2.FL.F.5, 2.FL.F.5b</p>	<p>Passage 1 Genre: Expository Text "Building a Career"</p> <p>Passage 2 Genre: Drama "The Thunder Goddess"</p> <p>2.FL.VA.7a, 2.FL.VA.7a.i, 2.FL.F.5, 2.FL.F.5a, 2.FL.F.5c, 2.RL.KID.1, 2.RI.IKI.7, 2.RL.IKI.7, 2.RL.KID.2</p>	<p>Comparing Genres Idioms Write a How-To Guide</p> <p>2.RL.KID.1, 2.RI.CS.5, 2.SI.CC.1, 2.FL.VA.7a, 2.W.TT3.2</p> <p>Connect to Content Write an Online Article</p>	<p>Writing Process Rhyming Poem</p> <p>Revise: Rhythm</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>2.W.PDW.5, 2.RL.KID.4, 2.SL.CC.1, 2.FL.SC.6, 2.SL.CC.3, 2.W.PDW.6</p>	<p>Reader's Theater Research and Inquiry Inquiry Space Writing</p> <p>2.W.PDW.6, 2.SL.PKI.4, 2.SL.PKI.6, 2.SL.CC.1, 2.SL.CC.1</p>