

Grade 2 • Unit 1 • Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Genre Study 1: Weeks 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>Interactive Read Aloud: "Dinner at Alejandro's" Genre: Realistic Fiction</p>	<p>"Maria Celebrates Brazil" Genre: Realistic Fiction Lexile: 460L</p> <p><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>Words: <i>aside, culture, fair, invited, language, plead, scurries, share</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>Phonemic Awareness: Blending, Categorization, Segmentation Phonics/Spelling*: short <i>a</i>; short <i>i</i> Structural Analysis: Plural Nouns with -s, -es High-Frequency Words: <i>ball, blue, both, even, for, help, put, there, why, yellow</i> Handwriting: Manuscript Review</p> <p>Week 2</p> <p>Phonological Awareness: Identify and Generate Rhyme Phonemic Awareness: Isolation, Blending Phonics/Spelling*: short <i>e</i>, short <i>o</i>, short <i>u</i> Structural Analysis: Inflectional Endings -s, -es (Nouns and Verbs) High-Frequency Words: <i>could, find, funny, green, how, little, one, or, see, sounds</i> Handwriting: Letter and Word Spacing</p>	<p>Week 1: Intonation Week 2: Expression</p>	<p>Respond to Reading</p> <p>Writing Process Expert Model: Realistic Fiction Story Plan: Organization: Sequence Draft: Ideas: 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>Product: Poster About Foods from Around the World</p> <p>Study Skill: Internet Search Using Keywords</p> <p>Blast: "Welcome to Our Home"</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>Interactive Read Aloud: "The New Kid" Genre: Fantasy</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: 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>Words: <i>actions, afraid, depend, nervously, peered, perfectly, rescue, secret</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>Phonemic Awareness: Categorization, Substitution, Blending Phonics/Spelling*: two-letter blends: r-blends (<i>br, cr, dr, fr, gr</i>); s-blends (<i>sc, sk, sl, sm, sn, sp, st, sw</i>); t-blends (<i>tr, tw, -nt</i>); l-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> Handwriting: Manuscript to Cursive: Lowercase</p> <p>Week 4</p> <p>Phonemic Awareness: Segmentation, Categorization, Blending Phonics/Spelling*: short <i>a</i>; long <i>a</i>: <i>a_e</i> Structural Analysis: Inflectional Endings -ed, -ing High-Frequency Words: <i>another, done, into, move, now, show, too, water, year, your</i> Handwriting: Manuscript to Cursive: Uppercase</p>	<p>Week 3: Expression Week 4: Intonation</p>	<p>Respond to Reading</p> <p>Writing Process Revise: Strong Openings 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>Product: Poster About Good Citizenship</p> <p>Study Skill: Generate Questions for Formal Inquiry</p> <p>Blast: "We Celebrate Our Friends"</p>
<p>Genre Study 3: Week 5</p> <p>Genre: Expository: Informational Text Families Working Together</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: "Families Today" Genre: Expository Text</p>	<p>"Families Work!" Genre: Expository Text Lexile: 500L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text "Families Working Together" Genre: Expository Text Lexile: 560L</p>	<p>Main Selections Genre: Informational Text A: <i>Families at Work</i> O: <i>Families at Work</i> ELL: <i>Families at Work</i> B: <i>Families at Work</i></p> <p>Paired Selections Genre: Informational Text A: "A Family Sawmill" O: "A Family Sawmill" ELL: "A Family Sawmill" B: "A Family Sawmill"</p>	<p>Words: <i>check, choose, chores, cost, jobs, customers, spend, tools</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>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> Handwriting: Cursive Writing Position; Cursive Alphabet</p>	<p>Week 5: Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process Expert Model: Expository Essay Plan: Develop Questions Draft: Sentence Types and Lengths</p> <p>Grammar and Mechanics Week 5: Expanding and Combining Sentences; Commas in a Series</p>	<p>Product: Create a Job Description Sheet</p> <p>Study Skill: Interview</p> <p>Blast: "A Job for Everyone"</p>
<p>Week 6</p> <p>Review, Extend Learning, and Assess</p>										➔

Grade 2 • Unit 2 • Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	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 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>Interactive Read Aloud: "Wild Animal Families" Genre: Expository Text</p>	<p>"Eagles and Eaglets" Genre: Expository Text Lexile: 520L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Baby Bears</i> Genre: Expository Text Lexile: 590L</p> <p>Paired Selection "From Caterpillar to Butterfly" Genre: Expository Text Lexile: 560L</p>	<p>Main Selections</p> <p>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</p> <p>Genre: Informational Text A: "Tadpoles Into Frogs" O: "Tadpoles Into Frogs" ELL: "Tadpoles Into Frogs" B: "Tadpoles Into Frogs"</p>	<p>Words: <i>adult, alive, covered, fur, giant, groom, mammal, offspring</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>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> Handwriting: Strokes that Curve Up: e, l, i, t</p> <p>Week 2</p> <p>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> 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 text Plan: Research: Generate Questions Draft: Organization: Order Ideas</p> <p>Grammar and Mechanics Week 1: Nouns; Commas in a Series Week 2: Singular and Plural Nouns; Abbreviations</p>	<p>Product: Diagram About an Insect's Life Cycle</p> <p>Study Skill: Identify and Gather Sources</p> <p>Blast: "Amazing Animal Parents"</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>Interactive Read Aloud: "The Fox and the Crane" Genre: Fable</p>	<p>"The Boy Who Cried Wolf" Genre: Fable Lexile: 460L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Wolf! Wolf!</i> Genre: Fable Lexile: 580L</p> <p>Paired Selection "Cinderella and Friends" Genre: Expository Text Lexile: 520L</p>	<p>Main Selections</p> <p>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</p> <p>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>Words: <i>believe, delicious, feast, fond, lessons, remarkable, snatch, stories</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>Phonemic Awareness: Segmentation, Substitution, Blending Phonics/Spelling*: Words with Soft c and g Structural Analysis: Prefixes High-Frequency Words: <i>almost, buy, food, out, pull, saw, sky, straight, under, wash</i> Handwriting: Strokes that Curve Over: m, n</p> <p>Week 4</p> <p>Phonological Awareness: Identify and Generate Rhyme Phonemic Awareness: Segmentation, Blending Phonics/Spelling*: Digraphs and Trigraphs <i>ch, tch, sh, ph, th, ng, wh</i> Structural Analysis: Suffixes High-Frequency Words: <i>baby, early, eight, isn't, learn, seven, start, these, try, walk</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: Kinds of Nouns: Common Nouns, Proper Nouns, Collective Nouns; Capital Letters Week 4: Irregular Plural Nouns; Quotation Marks with Dialogue</p>	<p>Product: Diagram About the Wolf Food Chain</p> <p>Study Skill: Cite Sources</p> <p>Blast: "Creatures as Teachers: Aesop's Fables"</p>
<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>Interactive Read Aloud: "The Furry Alarm Clock," "Little Crocodile" Genre: Poetry</p>	<p>"Cats and Kittens," "Desert Camels," "A Bat is Not a Bird" Genre: Poetry Lexile: Non-Prose</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text "Beetles," "The Little Turtle" Genre: Poetry Lexile: NP</p> <p>Paired Selection "Gray Goose" Genre: Poetry Lexile: NP</p>	<p>Main Selections</p> <p>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</p> <p>Genre: Informational Text A: "Sheep Season" O: "Baby Joey" ELL: "Four Little Ducklings" B: "Nanook"</p>	<p>Words: <i>behave, express, feathers, flapping</i></p> <p>Strategy: Suffixes -ly, -y</p>	<p>Literary Elements: Rhythm</p> <p>Skill: Key Details</p> <p>Author's Craft: Structures and Patterns</p>	<p>Week 5</p> <p>Phonological Awareness: Identify and Generate 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> Handwriting: u, w; b, f</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: Possessive Nouns; Apostrophes</p>	<p>Product: Animal Habitat Cards</p> <p>Study Skill: Generate Questions</p> <p>Blast: "Dogs on the Job"</p>
<p>Week 6</p> <p>Review, Extend Learning, and Assess</p>	➔									

Grade 2 • Unit 3 • Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Genre Study 1: Weeks 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>Interactive Read Aloud: "Color Your Community" Genre: Nonfiction Narrative</p>	<p>"Lighting Lives" Genre: Informational Text Lexile: 650L</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</p> <p>Paired Selection "Landing on Your Feet" Genre: Personal Narrative Lexile: 610</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>Words: <i>across, borrow, countryside, ideas, insists, lonely, solution, villages</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 Phonological Awareness: Identify and Generate Rhyme Phonemic Awareness: Categorization, Blending Phonics/Spelling*: Long <i>a: 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> Handwriting: <i>h, k, g, q</i></p> <p>Week 2 Phonemic Awareness: Isolation, Substitution, Blending, 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> Handwriting: <i>j, p, r, s</i></p>	<p>Week 1: Expression Week 2: Phrasing</p>	<p>Respond to Reading Writing Process: Personal Narrative Expert Model: Personal Narrative Plan: Organization: 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>Product: History Picture Book</p> <p>Study Skill: Primary and Secondary Sources</p> <p>Blast: "Making Our Lives Better...Together"</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>Interactive Read Aloud: "The Hidden Sun" Genre: Fiction</p>	<p>"Starry Night" Genre: Fiction Lexile: 540L</p> <p><i>ELL Scaffolded Shared Read available</i></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>Words: <i>adventure, delighted, dreamed, enjoy, grumbled, moonlight, neighbor, nighttime</i></p> <p>Strategy: Compound Words</p>	<p>Strategy: Reread</p> <p>Skill: Sequence</p> <p>Author's Craft: Heads</p>	<p>Week 3 Phonemic Awareness: Deletion, Substitution, Addition, Blending Phonics/Spelling*: Long <i>o: 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> Handwriting: <i>y, z, v, x</i></p> <p>Week 4 Phonological Awareness: Identify Syllables Phonemic Awareness: Categorization, Blending Phonics/Spelling*: Long <i>e: e, ee, ea, ie, y, ey, e_e</i> Structural Analysis: Plurals with <i>-s, -es</i> (change <i>y</i> to <i>i</i>) High-Frequency Words: <i>after, before, every, few, first, hear, hurt, old, special, would</i> Handwriting: Letter and Word Spacing</p>	<p>Week 3: Intonation Week 4: Expression</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>Product: Moon Phase Report</p> <p>Study Skill: Develop a Research Plan</p> <p>Blast: "When the Night Sky Dances"</p>
<p>Genre Study 3: Week 5</p> <p>Genre: Expository: Informational Text Express Yourself</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: "Why People Drum" Genre: Expository Text</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 TFK: Many Ways to Enjoy Music Genre: Expository Text Lexile: 680L</p> <p>Paired Selection "A Musical Museum" Genre: Expository Text Lexile: 640L</p>	<p>Main Selection 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>Words: <i>cheered, concert, instrument, movements, music, rhythm, sounds, understand</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: Features: Diagrams</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> Handwriting: Review lower case letters</p>	<p>Week 5: Intonation</p>	<p>Respond to Reading Writing Process: Expository Essay Expert Model: Expository Essay Plan: Research: Choose and Evaluate Sources Draft: Paragraphs</p> <p>Grammar and Mechanics Week 5: The Verb <i>have</i>; Sentence Punctuation</p>	<p>Product: Patriotic Song Collage</p> <p>Study Skill: Relevant Information</p> <p>Blast: "Show Yourself Through Your Art"</p>
<p>Week 6</p> <p>Review, Extend Learning, and Assess</p>	➔									

Grade 2 • Unit 4 • Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Genre Study 1: Weeks 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>Interactive Read Aloud: "My New School" Genre: Realistic Fiction</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>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>Words: <i>common, costume, customs, favorite, parade, surrounded, travels, wonder</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>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> Handwriting: Strokes for Cursive Writing; Size and Shape</p> <p>Week 2</p> <p>Phonemic Awareness: Substitution, Blending, Addition Phonics/Spelling*: <i>r-Controlled Vowel /ûr/:</i> <i>er, ir, ur, or</i> Structural Analysis: Inflectional Endings High-Frequency Words: <i>animal, away, building, found, from, Saturday, thought, today, toward, watch</i> Handwriting: <i>A, O; C, E</i></p>	<p>Week 1: Intonation Week 2: Expression</p>	<p>Respond to Reading Writing Process Realistic Fiction Expert Model: Realistic Fiction Plan: Ideas: Develop Details Draft: Compare and Contrast</p> <p>Grammar and Mechanics Week 1: Linking Verbs; Letter Punctuation Week 2: Helping Verbs; Book Titles</p>	<p>Product: Celebrations Chart</p> <p>Study Skill: Primary and Secondary Sources</p> <p>Blast: "What in the World is for Dinner?"</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>Interactive Read Aloud: "Earth Changes" Genre: Expository Text</p>	<p>"Into the Sea" Genre: Expository Text Lexile: 650L</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>Words: <i>active, Earth, explode, island, local, properties, solid, steep</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>Phonological Awareness: Identify and Generate Rhyme Phonemic Awareness: Substitution, Blending Phonics/Spelling*: <i>r-controlled vowels /ôr/:</i> <i>or, ore, oar</i> and <i>/âr/:</i> <i>ar</i> Structural Analysis: Plurals (irregular) High-Frequency Words: <i>ago, carry, certain, everyone, heavy, outside, people, problem, together, warm</i> Handwriting: <i>L, D; B, R</i></p> <p>Week 4</p> <p>Phonological Awareness: Identify Syllables Phonemic Awareness: Blending Phonics/Spelling*: <i>r-controlled vowel /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> Handwriting: <i>T, F; S, G</i></p>	<p>Week 3: Phrasing Week 4: Intonation</p>	<p>Respond to Reading Writing Process Realistic Fiction Revise: Voice Peer Conference; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Irregular Verbs; Capitalization of Proper Nouns Week 4: Contractions with not; Apostrophes</p>	<p>Product: Drawing of Earth Changes</p> <p>Study Skill: Sequence Information</p> <p>Blast: "How Mountains Form"</p>
<p>Genre Study 3: Week 5</p> <p>Genre: Poetry Poems About Nature</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: "Redwood National Forest," "The Amazing Meadow," "The Sahara Desert" Genre: Poetry</p>	<p>"Snow Shape," Nature Walk," "In the Sky" Genre: Poetry Lexile: Non-prose</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text "April Rain Song," "Rain Poem" Genre: Poetry Lexile: Non-prose</p> <p>Paired Selection "Helicopters," "Windy Tree" Genre: Poetry Lexile: Non-prose</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: Poem A: "The Woods" O: "See a Star" ELL: "By the Sea" B: "Moon"</p>	<p>Words: <i>drops, excite, outdoors, pale</i></p> <p>Strategy: Antonyms</p>	<p>Skill: Theme</p> <p>Author's Craft: Figurative Language</p>	<p>Week 5</p> <p>Phonological Awareness: Identify Syllables Phonemic Awareness: Categorization, Blending Phonics/Spelling*: <i>r-controlled vowel /âr/:</i> <i>are, air, ear, ere</i> Structural Analysis: <i>r-controlled vowel syllables</i> High-Frequency Words: <i>among, bought, knew, never, once, soon, sorry, talk, touch, upon</i> Handwriting: <i>I, J;</i> Punctuation Marks (cursive)</p>	<p>Week 5: Phrasing</p>	<p>Respond to Reading Writing Process A Free Verse Poem Expert Model: A Free Verse Poem Plan: Word Choice: Sensory Words Draft: Visual Patterns</p> <p>Grammar and Mechanics Week 5: Using Conjunctions to Form Compound Subjects and Predicates; Sentence Punctuation</p>	<p>Product: Water Cycle Diagram</p> <p>Study Skill: Develop and Follow a Research Plan</p> <p>Blast: "From the Oceans to the Skies"</p>
<p>Week 6</p> <p>Review, Extend Learning, and Assess</p>	➔									

Grade 2 • Unit 5 • Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Genre Study 1: Weeks 1 and 2</p> <p>Genre: Biography Our Heroes</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: "A Hero On and Off Skis"</p> <p>Genre: Biography</p>	<p>"César Chávez"</p> <p>Genre: Biography Lexile: 600L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Brave Bessie</i> Genre: Biography Lexile: 650L</p> <p>Paired Selection "The Princess Frog" Genre: Fairy Tale Lexile: 610L</p>	<p>Main Selections</p> <p>Genre: Biography A: <i>Rudy Garcia-Tolson</i> Lexile: 420L 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>Words: <i>agree, challenging, discover, heroes, interest, perform, study, succeed</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>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> Handwriting: <i>N, M, H, K</i></p> <p>Week 2</p> <p>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> Handwriting: <i>P, Q, V, U</i></p>	<p>Week 1: Phrasing Week 2: Intonation</p>	<p>Respond to Reading</p> <p>Writing Process Biography Expert Model: Biography Plan: Identify Primary and Secondary Sources Draft: Sequence</p> <p>Grammar and Mechanics Week 1: Pronouns (singular, plural); Capitalizing the pronoun / Week 2: Subjective, Objective, Possessive Pronouns; Commas in Dates</p>	<p>Product: Poster About an American Hero</p> <p>Study Skill: Paraphrase and Understand Information</p> <p>Blast: "What Makes a Hero?"</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>Interactive Read Aloud: "A Colorful Problem"</p> <p>Genre: Realistic Fiction</p>	<p>"A Difficult Decision"</p> <p>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>Main Selections</p> <p>Genre: Fantasy 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>Words: <i>champion, determined, issues, promises, responsibility, rights, volunteered, votes</i></p> <p>Strategy: Suffixes <i>-ful, -less</i></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>Phonological Awareness: Identify Syllables Phonemic Awareness: Categorization, Blending Phonics/Spelling*: variant vowel /<i>ü</i>/: <i>oo, u, u_e, ew, ue, ui</i>; variant vowel /<i>ü</i>/: <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> Handwriting: <i>W, X, Y, Z</i></p> <p>Week 4</p> <p>Phonological Awareness: Identify Syllables Phonemic Awareness: Deletion, Blending, Addition Phonics/Spelling*: variant vowel /<i>ô</i>/: <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> Handwriting: Spacing: Letters and Words</p>	<p>Week 3: Phrasing Week 4: Expression</p>	<p>Respond to Reading</p> <p>Writing Process Realistic Fiction Revise: Strong Conclusion Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Pronoun-Verb agreement; Capitalization of Proper Nouns Week 4: Possessive Pronouns & Reflexive Pronouns; Letter Punctuation</p>	<p>Product: Make a Pamphlet About What Good Leaders Do</p> <p>Study Skill: Ask and Answer Questions</p> <p>Blast: "I Can Be a Good Citizen, Too!"</p>
<p>Genre Study 3: Week 5</p> <p>Genre: Persuasive Text Rights and Rules</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: "Towns Need Rules!"</p> <p>Genre: Persuasive Text</p>	<p>"The Problem with Plastic Bags"</p> <p>Genre: Persuasive Article Lexile: 670L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text "A Call to Compost" Genre: Persuasive Text Lexile: 660L</p> <p>Paired Selection "American Symbols" Genre: Expository Text Lexile: 650L</p>	<p>Main Selections</p> <p>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</p> <p>Genre: Expository Text A: "Pool Rules" O: "Pool Rules" ELL: "Pool Rules" B: "Pool Rules"</p>	<p>Words: <i>exclaimed, finally, form, history, public, rules, united, writers</i></p> <p>Strategy: Multiple-Meaning Words</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>Phonemic Awareness: Deletion, Segmentation, Reversal, Blending Phonics/Spelling*: short vowel digraphs /<i>e/ea</i>/: /<i>u/</i> /<i>ou</i>/: /<i>i/y</i>/</p> <p>Structural Analysis: Alphabetical Order High-Frequency Words: <i>anything, children, everybody, instead, paper [piece of paper], person, voice, whole, woman, words</i> Handwriting: Review of Lowercase and Uppercase</p>	<p>Week 5: Intonation</p>	<p>Respond to Reading</p> <p>Writing Process Persuasive Essay Expert Model: Persuasive Text Plan: Voice: Persuasive Language Draft: Ideas: Develop a Topic</p> <p>Grammar and Mechanics Week 5: Contraction; Contractions with Pronouns/ Possessive Pronouns</p>	<p>Product: Make a Recycling Chart</p> <p>Study Skill: Find and Gather Sources</p> <p>Blast: "Rules of Respect at School"</p>
<p>Week 6</p> <p>Review, Extend Learning, and Assess</p>	➔									

Grade 2 • Unit 6 • Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Genre Study 1: Weeks 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>Interactive Read Aloud: "Keep the Change!"</p> <p>Genre: Expository Text</p>	<p>"The Life of a Dollar Bill"</p> <p>Genre: Expository Text Lexile: 660L</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>Words: <i>invented, money, prices, purchase, record, system, value, worth</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 Phonological Awareness: Identify and Generate 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> Handwriting: Abbreviations; Envelope</p> <p>Week 2 Phonemic Awareness: Addition, Segmentation, Substitution, Blending Phonics/Spelling*: Words with 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> Handwriting: Letter punctuation marks; Letter format</p>	<p>Week 1: Intonation Week 2: Phrasing</p>	<p>Respond to Reading Writing Process Research Report Expert Model: Research Report Plan: Generate Questions for Research Draft: Paraphrase</p> <p>Grammar and Mechanics Week 1: Adjectives including articles; Abbreviations Week 2: Articles and this, that, these, and those; Commas in Dates</p>	<p>Product: Create a Flow Chart</p> <p>Study Skill: Visual Materials</p> <p>Blast: "Making Dollars and Cents"</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>Interactive Read Aloud: "The Queen of Flowers"</p> <p>Genre: Myth</p>	<p>"The Starry Asters"</p> <p>Genre: Myth Lexile: Non-prose</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: Non-prose</p> <p>Paired Selection "A Pumpkin Plant" Genre: Expository Text 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>Words: <i>appeared, crops, develop, edge, golden, rustled, shining, stages</i></p> <p>Strategy: Idioms</p>	<p>Strategy: Reread</p> <p>Skill: Theme</p> <p>Author's Craft: Instructions</p>	<p>Week 3 Phonological Awareness: Identify Syllables Phonemic Awareness: Segmentation and Blending, Addition and Deletion Phonics/Spelling*: Final stable syllables: words with consonant + <i>le, el, al, tion, sion</i> Structural Analysis: Contractions, Possessives High-Frequency Words: <i>above, brother, song, follow, listen, month, soft, something, who's, wind</i> Handwriting: Form; Poster</p> <p>Week 4 Phonemic Awareness: Segmentation, Substitution, Reversal, Blending Phonics/Spelling*: Vowel team syllables. Structural Analysis: Comparative endings High-Frequency Words: <i>against, anymore, complete, enough, river, rough, sometimes, stranger, terrible, window</i> Handwriting: Poem</p>	<p>Week 3: Expression Week 4: Intonation</p>	<p>Respond to Reading Writing Process Research Report Revise: Sentence Fluency Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Adjectives that Compare; Apostrophes Week 4: Adverbs (including adverbs that convey time and adverbs that convey place); Names and Title</p>	<p>Product: Create a Diagram of a Plant</p> <p>Study Skill: Diagrams</p> <p>Blast: "Plants and Flowers That Grow into Myths"</p>
<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 Passages available</i></p>	<p>Interactive Read Aloud: "Give Me a Brown Box," "Music Sends Me"</p> <p>Genre: Poetry</p>	<p>"A Box of Crayons," "What Story is This?," "The Ticket"</p> <p>Genre: Poetry Lexile: Non-prose</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 Lexile: Non-prose</p> <p>Paired Selection "Clay Play," "Crayons" Genre: Poetry Lexile: Non-prose</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>Words: <i>create, dazzling, imagination, seconds</i></p> <p>Strategy: Metaphors</p>	<p>Skill: Point of View</p> <p>Author's Craft: Rhythm and Rhyme</p>	<p>Week 5 Phonemic Awareness: Addition, Substitution, Segmentation Phonics/Spelling*: Words with <i>r</i>-controlled vowel syllables. Structural Analysis: three (or more) syllable words High-Frequency Words: <i>afternoon, ahead, anyone, everything, pretended, scientist, somehow, throughout, trouble, wherever</i> Handwriting: Story</p>	<p>Week 5: Expression</p>	<p>Respond to Reading Writing Process Poetry Expert Model: Rhyming Poem Plan: Word Choice Draft: Rhyme and Rhythm</p> <p>Grammar and Mechanics Week 5: Prepositions and Prepositional Phrases; Sentence Punctuation</p>	<p>Product: Create an Oral Report</p> <p>Study Skill: Present Information</p> <p>Blast: "Set Your Imagination Free!"</p>
<p>Week 6</p> <p>Review, Extend Learning, and Assess</p>										

