### Grade 2

#### Unit 1: Friends and Family
**The Big Idea:** How do families and friends learn, grow, and help one another?

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Weekly Concept: Friends Help Friends</th>
<th>Essential Question: How do friends depend on each other?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Text: Little Flap Learns to Fly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main Selection: Cat and Dog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IWT: Connection of Ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inform/Explain: Key Details</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Weekly Concept: Families Around the World</th>
<th>Essential Question: How are families around the world the same and different?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Text: Maria Celebrates Brazil</td>
<td></td>
<td></td>
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<tr>
<td>Main Selection: Music in My Family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IWT: Connection of Ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inform/Explain: Prior Knowledge</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Weekly Concept: Pets Are Our Friends</th>
<th>Essential Question: How can a pet be an important friend?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Text: Finding Cal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main Selection: Too Many Pets?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IWT: Organization, Connection of Ideas</td>
<td></td>
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<tr>
<td>Inform/Explain: Character</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Vocabulary Words

#### High Frequency Words (6)
- action, afraid, depend, nervously, rescue, secret
- too, are, like, wait

#### Interactive Worktext: Shared Read
- learn, flapping, save, branch, land
- mae (Portuguese), pai (Portuguese), another, passes
- diary, shelter, leash, tricks, lies

#### Apprentice Leveled Reader
- cool, follow, glad, wag, hiss
- festival, band, surprise, wait, stage
- cuddly, stay, family, gift

#### Interactive Worktext: Expand Vocabulary Words
- IWT: Connection of Ideas
- Inform/Explain: Key Details

#### Apprentice Leveled Reader: Expand Vocabulary Words
- LR: Connection of Ideas, Vocabulary

#### Access Complex Text (ACT)
- IWT: Connection of Ideas, Vocabulary
- LR: Connection of Ideas, Genre, Organization, Vocabulary

#### Write About Reading
- IWT: Expression
- Inform/Explain: Genre, Realistic Fiction

#### Fluency
- Informational Text
- Realistic Fiction
- Poetry
### Grade 2

**Unit 1: Friends and Family**  
**The Big Idea:** How do families and friends learn, grow, and help one another?

<table>
<thead>
<tr>
<th>Week</th>
<th>Unit/Week</th>
<th>Weekly Vocabulary Words (8)</th>
<th>High Frequency Words (6)</th>
<th>Interactive Worktext: Shared Read</th>
<th>IWT: Expand Vocabulary Words</th>
<th>Apprentice Leveled Reader</th>
<th>Apprentice LR: Expand Vocabulary Words</th>
<th>Access Complex Text (ACT)</th>
<th>Write About Reading</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Week 4</td>
<td>allowed, care, excited, needs, roam, safe, wandered, wild</td>
<td>more, after, day, then, goes, every</td>
<td>Short Text: Taking Care of Pepper</td>
<td>stall, coat, exercise</td>
<td>Main Selection: People Helping Whales</td>
<td>crane, raft, pour, stranded, group</td>
<td>IWT: organization, prior knowledge, vocabulary</td>
<td>Opinion Key Details</td>
<td>Intonation</td>
</tr>
<tr>
<td></td>
<td><strong>Weekly Concept:</strong> Animals Need Care</td>
<td><strong>Essential Question:</strong> How do we care for animals?</td>
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<td><em>Interactive WorkText only</em></td>
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<td><strong>Apprentice Leveled Reader only</strong></td>
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<tr>
<td>5</td>
<td>Week 5</td>
<td>check, choose, chores, cost, customers, jobs, spend, tools</td>
<td>had, at, only, things, buy, each</td>
<td>Short Text: Families Work!</td>
<td>busy, bought, future</td>
<td>Main Selection: Families at Work</td>
<td>deliver, sell, special, stand, owners</td>
<td>IWT: connection of ideas, genre, vocabulary</td>
<td>Inform/Explain Key Details</td>
<td>Phrasing</td>
</tr>
<tr>
<td></td>
<td><strong>Weekly Concept:</strong> Families Working Together</td>
<td><strong>Essential Question:</strong> What happens when families work together?</td>
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<tr>
<td></td>
<td>check, choose, chores, cost, customers, jobs, spend, tools</td>
<td>Note: All vocab words appear in both texts, unless noted</td>
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<tr>
<td></td>
<td>Week 6</td>
<td>allowed, care, excited, needs, roam, safe, wandered, wild</td>
<td>more, after, day, then, goes, every</td>
<td>Short Text: Taking Care of Pepper</td>
<td>stall, coat, exercise</td>
<td>Main Selection: People Helping Whales</td>
<td>crane, raft, pour, stranded, group</td>
<td>IWT: organization, prior knowledge, vocabulary</td>
<td>Opinion Key Details</td>
<td>Intonation</td>
</tr>
<tr>
<td></td>
<td><strong>“Time to Exit” Benchmark Foundational Skills:</strong> Students should have mastered all phonological awareness skills, skills from prior units, and the following:</td>
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<tr>
<td></td>
<td><strong>Phonemic Awareness:</strong> Phoneme Blending; Phoneme CatagORIZATION; Phoneme Segmentation; Identify and Generate Rhymes; Phoneme Isolation; Phoneme Substitution</td>
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<tr>
<td></td>
<td><strong>Phonics/Spelling:</strong> short a, i, e, u; 2-letter blends (r, s, t, l) short a, long a, o, e; short i, long i, e</td>
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<tr>
<td></td>
<td><strong>Structural Analysis:</strong> Plural Nouns: -s, -es; Inflational Endings: -s, -es; Closed Syllables; Inflotional Endings: -ed, -ing; Possessives</td>
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</tbody>
</table>
**Unit 2: Animal Discoveries**  
**The Big Idea:** How do animals play a part in the world around us?

### Week 1
**Weekly Concept:** Animals and Nature  
**Essential Question:** How do animals survive?

<table>
<thead>
<tr>
<th>Vocabulary Words (8)</th>
<th>Interactive Worktext: Shared Read</th>
<th>IWT: Expand Vocabulary Words</th>
<th>Apprentice Leveled Reader</th>
<th>Apprentice LR: Expand Vocabulary Words</th>
<th>Access Complex Text (ACT)</th>
<th>Write About Reading</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>adapt, climate, eager, freedom, fresh, sense, shadows, silence</td>
<td>how the help, live, this, to</td>
<td>vacation, desert, hiked, tortoise, during</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Phrasing</td>
</tr>
</tbody>
</table>

*Interactive WorkText only  
**Apprentice Leveled Reader only

### Week 2
**Weekly Concept:** Animals in Stories  
**Essential Question:** What can animals in stories teach us?

<table>
<thead>
<tr>
<th>Vocabulary Words (6)</th>
<th>Interactive Worktext: Shared Read</th>
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<th>Apprentice Leveled Reader</th>
<th>Apprentice LR: Expand Vocabulary Words</th>
<th>Access Complex Text (ACT)</th>
<th>Write About Reading</th>
<th>Fluency</th>
</tr>
</thead>
</table>
| believe, delicious, feast, fond, lessons, remarkable, snatch, stories Note: All vocab words appear in both texts, unless noted: *Interactive WorkText only  
**Apprentice Leveled Reader only | find, away, found, would, with, better | shepherd, villagers, angry, tricking, important | | | | | Expression |

### Week 3
**Weekly Concept:** Animal Habitats  
**Essential Question:** What are features of different animal habitats?

<table>
<thead>
<tr>
<th>Vocabulary Words (6)</th>
<th>Interactive Worktext: Shared Read</th>
<th>IWT: Expand Vocabulary Words</th>
<th>Apprentice Leveled Reader</th>
<th>Apprentice LR: Expand Vocabulary Words</th>
<th>Access Complex Text (ACT)</th>
<th>Write About Reading</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>buried, escape, habitat, journey, nature, peeks, restless, spies</td>
<td>I, for, eat, soon, out, run</td>
<td>burrow, guard, badder, higher, duty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Phrasing</td>
</tr>
</tbody>
</table>
### Grade 2

#### Unit 2: Animal Discoveries
**The Big Idea:** How do animals play a part in the world around us?

#### Week 4
**Weekly Concept:** Baby Animals  
**Essential Question:** How are offspring like their parents?

<table>
<thead>
<tr>
<th>High Frequency Words (6)</th>
<th>Interactive Worktext: Shared Read</th>
<th>IWT: Expand Vocabulary Words</th>
<th>Apprentice Leveled Reader</th>
<th>Apprentice LR: Expand Vocabulary Words</th>
<th>Access Complex Text (ACT)</th>
<th>Write About Reading</th>
<th>Fluency</th>
</tr>
</thead>
</table>
| adult, alive, covered, fur, giant, groom, mammal, offspring | do, are, grow, three, have, about | hatch, helpless, down (feathers), scar | spots, pouch, foot (measurement), protect | | | | **Interactive Worktext:** Genre, connection of ideas, vocabulary
**Apprentice Leveled Reader:** Genre, organization, vocabulary
**Inform/Explain:** Word Choice
**Phrasing** |

| Short Text: Eagles and Eaglets | Main Selection: Animal Families | | | | | | |
| Genre: Expository Text | Genre: Expository Text | | | | | | |
| Skill: Main Topic and Key Details | Skill: Main Topic and Key Details | | | | | | |
| ACT: Genre | ACT: Genre | | | | | | |
| Lexile: 320 | Lexile: 320 | | | | | | |
| TextEvaluator: 6 | TextEvaluator: 6 | | | | | | |

#### Week 5
**Weekly Concept:** Animals in Poems  
**Essential Question:** What do we love about animals?

<table>
<thead>
<tr>
<th>High Frequency Words (6)</th>
<th>Interactive Worktext: Shared Read</th>
<th>IWT: Expand Vocabulary Words</th>
<th>Apprentice Leveled Reader</th>
<th>Apprentice LR: Expand Vocabulary Words</th>
<th>Access Complex Text (ACT)</th>
<th>Write About Reading</th>
<th>Fluency</th>
</tr>
</thead>
</table>
| behave, flapping, express, feathers; Poetry Words: poem, rhythm, rhyme, word choice | n/a | n/a | n/a | | | | **Interactive Worktext:** Genre, connection of ideas, vocabulary
**Apprentice Leveled Reader:** Genre, organization, vocabulary
**Inform/Explain:** Word Choice
**Phrasing** |

| Short Text: Cats and Kittens | Main Selection: Beetles | | | | | | |
| Genre: Poetry | Genre: Poetry | | | | | | |
| Skill: Key Details | Skill: Key Details | | | | | | |
| ACT: Connection of Ideas | ACT: Connection of Ideas | | | | | | |
| Lexile: NP | Lexile: NP | | | | | | |
| TextEvaluator: NP | TextEvaluator: NP | | | | | | |

**Main Selection:** Animal Families  
**Main Selection:** Beetles

#### Week 6
**Unit 2 "Time to Exit" Benchmark Foundational Skills:** Students should have mastered all phonological awareness skills, skills from prior units, and the following:
- **Phonemic Awareness:** Phoneme blending; Phoneme categorization; Phoneme segmentation; Identify and Generate Rhymes; Phoneme Isolation; Phoneme Substitution
- **Phonics/Spelling:** short o, long o, o_e; short u, long u: u_e; Soft c and g; Consonant Digraphs: ch, -tch, sh, ph, th, ng, wh; 3-letter Blends: scr, spr, str, thr, spl, shr
- **Structural Analysis:** Doubling Final Consonants; Drop Final e -ed, -ing; CVCC Syllables; Prefixes: re-, un-, dis-; Suffixes: -ful, -less; Compound Words
# Grade 2

## Unit 3: Live and Learn

### The Big Idea: What have you learned about the world that surprises you?

#### Week 1
- **Weekly Concept:** The Earth's Forces
- **Essential Question:** How do the Earth's forces affect us?

<table>
<thead>
<tr>
<th>Word</th>
<th>Interactive Worktext: Shared Read</th>
<th>IWT: Expand Vocabulary Words</th>
<th>Apprentice Leveled Reader</th>
<th>Apprentice LR: Expand Vocabulary Words</th>
<th>Access Complex Text (ACT)</th>
<th>Write About Reading</th>
<th>Fluency</th>
</tr>
</thead>
</table>
| amazing, force, measure, objects, proved, speed, true, weight | these, one, know, around, other, pull | Short Text: Magnets Work! 
Genre: Expository Text 
Skill: Author’s Purpose 
ACT: Connection of Ideas 
Lexile: 380 
TextEvaluator: 6 | uses, wooden, repel | Main Selection: Forces at Work 
Genre: Informational Text 
Skill: Author’s Purpose 
ACT: Connection of Ideas 
Lexile: 280 
TextEvaluator: 6 | rub, drag, smooth, less, grab | IWT: Connection of ideas, vocabulary | Inform/Explain Author’s Purpose | Intonation |
| adventure, delighted, dreamed, enjoyed, grumbled, moonlight, neighbor, nighttime | many, up, for, been, were, light | Short Text: Starry Night 
Genre: Fiction 
Skill: Sequence 
ACT: Sentence Structure 
Lexile: 380 
TextEvaluator: 6 | planned, arrived, spotted, telescope, enough | Main Selection: A Special Sunset 
Genre: Fiction 
Skill: Sequence 
ACT: Sentence Structure 
Lexile: 280 
TextEvaluator: 6 | airport, glow, sunset, late | IWT: Sentence structure, vocabulary | Inform/Explain Sequence & Illustrations | Intonation |
| across, borrow, countryside, idea, insists, lonely, solution, villages | she, new, good, about, people, work | Short Text: Lighting Lives 
Genre: Narrative Nonfiction 
Skill: Author’s Purpose 
ACT: Connection of Ideas 
Lexile: 310 
TextEvaluator: 13 | electricity, provided, demands, heat | Main Selection: City Communities 
Genre: Narrative Nonfiction 
Skill: Author’s Purpose 
ACT: Connection of Ideas 
Lexile: 245 
TextEvaluator: 6 | city, free, block, apartment, museum, exhibit | IWT: Connection of ideas, genre, vocabulary | Inform/Explain Author’s Purpose | Expression |
## Unit: Live and Learn
### The Big Idea: What have you learned about the world that surprises you?

#### Week 4
**Weekly Concept:** Weather Alert

**Essential Question:** How does weather affect us?

- **Words:** damage, dangerous, destroy, event, harsh, prevent, warning, weather
- **Short Text:** Tornado
  - **Genre:** Expository Text
  - **Skill:** Main Idea and Key Details
  - **ACT:** Genre
  - **Lexile:** 390
  - **TextEvaluator:** 6

- **Main Selection:** Weather All Around
  - **Genre:** Expository Text
  - **Skill:** Main Idea and Key Details
  - **ACT:** Genre

- **Paired Selection:** Colors in the Sky
  - **Genre:** Expository Text
  - **Lexile:** 270
  - **TextEvaluator:** 6

- **IWT:** Genre, vocabulary
- **Apprentice Leveled Reader:** Genre, Connection of Ideas, Organization, Vocabulary

- **Notes:** All vocab words appear in both texts, unless noted:
  - *Interactive WorkText only
  - **Apprentice Leveled Reader only
  - their, show, four, because, give, says

- **Skills:**
  - Main Idea and Key Details
  - Sentence Structure

- **TextEvaluator:** 14

#### Week 5
**Weekly Concept:** Express Yourself

**Essential Question:** How do you express yourself?

- **Words:** cheered, concert, instrument, movements, music, rhythm, sounds, understand
- **Short Text:** They've Got the Beat!
  - **Genre:** Informational Text
  - **Skill:** Main Idea and Key Details
  - **ACT:** Sentence Structure
  - **Lexile:** 420
  - **TextEvaluator:** 14

- **Main Selection:** The Sounds of Trash
  - **Genre:** Informational Text
  - **Skill:** Main Idea and Key Details
  - **ACT:** Sentence Structure

- **Paired Selection:** Talking Underwater
  - **Genre:** Informational Text
  - **Lexile:** 250
  - **TextEvaluator:** 6

- **IWT:** Sentence structure, genre, vocabulary
- **Apprentice Leveled Reader:** Sentence structure, genre, prior knowledge, vocabulary

- **Skills:**
  - Main Idea and Key Details
  - Inform/Explain

- **TextEvaluator:** 6

#### Week 6
**Unit 3: Time to Exit Benchmark Foundational Skills:** Students should have mastered all phonological awareness skills, skills from prior units, and the following:

- **Phonemic Awareness**
  - Identify and Generate Rhyme
  - Phoneme Categorization
  - Phoneme Blending
  - Phoneme Isolation
  - Phoneme Substitution
  - Phoneme Deletion
  - Identify Syllables
  - Phoneme Addition and Deletion
  - Identify and Generate Alliteration

- **Phonics/Spelling**
  - Long a: a, ai, ay, ea, ei, eigh, ey
  - Long i: i, y, igh, ie
  - Long o: o, oo, ow, oe
  - Long e: e, ee, ea, ie, y, ey, e_e
  - Long u: u_e, ew, ue, u

- **Structural Analysis**
  - Contractions with 's, 're, 'll, 've
  - Open Syllables
  - Contractions with not, '-s, '-es
  - Comparative Endings: -er, -est
## Grade 2

<table>
<thead>
<tr>
<th>Unit/Week</th>
<th>Weekly Vocabulary Words (8)</th>
<th>High Frequency Words (6)</th>
<th>Interactive Worktext: Shared Read</th>
<th>IWT: Expand Vocabulary Words</th>
<th>Apprentice Leveled Reader</th>
<th>Apprentice LR: Expand Vocabulary Words</th>
<th>Access Complex Text (ACT)</th>
<th>Write About Reading</th>
<th>Fluency</th>
</tr>
</thead>
</table>

### Unit 4: Our Life, Our World
**The Big Idea:** How do different environments make the world an interesting place?

#### Week 1
**Weekly Concept:** Different Places
**Essential Question:** What makes different parts of the world different?
- eerie, growth, layers, lively, location, region, seasons, temperate
- part, very, also, another, years, there
**Short Text:** Alaska: A Special Place
**Genre:** Expository Text
**Skill:** Compare and contrast
**ACT:** Organization
**Lexile:** 430
**TextEvaluator:** 17
- features, temperatures, darkness
**Main Selection:** Rocky Mountain National Park
- National: Informational Text
**Skill:** Compare and contrast
**ACT:** Organization
**Lexile:** 430
**TextEvaluator:** 17
- zones, bend, twisted, frozen, dens, meadow, national

#### Week 2
**Weekly Concept:** Earth Changes
**Essential Question:** How does the Earth change?
- active, earth, explode, island, local, properties, solid, steep
- carry, call, even, some, wash, water
**Short Text:** Into the Sea
**Genre:** Expository Text
**Skill:** Cause and Effect
**ACT:** Genre
**Lexile:** 490
**TextEvaluator:** 6
- change, smash
**Main Selection:** Earthquakes
- National: Informational Text
**Skill:** Cause and Effect
**ACT:** Genre
**Lexile:** 490
**TextEvaluator:** 6
- rattle, surface, news, cause, waves, reach

#### Week 3
**Weekly Concept:** Our Culture Makes Us Special
**Essential Question:** How are kids around the world different?
- common, costume, customs, favority, parade, surrounded, travels, wonder
- both, old, down, you, before, full
**Short Text:** Happy New Year!
**Genre:** Realistic Fiction
**Skill:** Compare and Contrast
**ACT:** Connection of Ideas
**Lexile:** 420
**TextEvaluator:** 10
- holiday, sprinkled, interesting, welcome
**Main Selection:** Sharing Cultures
- National: Informational Text
**Skill:** Compare and Contrast
**ACT:** Connection of Ideas
**Lexile:** 420
**TextEvaluator:** 10
- suppose, board, order, brightly, crowd, mermaid, wish

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**Inform/Explain:**
- Genre, Connection of Ideas, Vocabulary
  - Phrase:
  - Pronunciation

---

**Inform/Explain:**
- Genre, Connection of Ideas, Vocabulary
  - Phrase:
  - Pronunciation
### Unit 4: Our Life, Our World

#### The Big Idea: How do different environments make the world an interesting place?

**Week 4**

**Weekly Concept:** Folktales About Nature

**Essential Question:** How can we understand nature?

<table>
<thead>
<tr>
<th>Interactive Worktext: Shared Read</th>
<th>IWT: Expand Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>ashamed, boast, dash, hole, plenty, similarities, victory, wisdom</td>
<td>no, on, me, come, make, start</td>
</tr>
<tr>
<td>Short Text: Why the Sun and Moon Live in the Sky Genre: Drama Skill: Theme ACT: Genre Lexile: NP TextEvaluator: NP</td>
<td>visit, raised, polite</td>
</tr>
</tbody>
</table>

**Short Text:**

- Why the Sun and Moon Live in the Sky
  - **Genre:** Drama
  - **Skill:** Theme
  - **ACT:** Genre
  - **Lexile:** NP
  - **TextEvaluator:** NP

**Main Selection:**

- Why Turtles Live in Water
  - **Genre:** Folktales
  - **Skill:** Theme
  - **ACT:** Genre
  - **Lexile:** NP
  - **TextEvaluator:** NP

**Paired Selection:**

- Why Corn Has Silk
  - **Genre:** Folktales
  - **Lexile:** NP
  - **TextEvaluator:** NP

**Write About Reading Fluency**

**Access Complex Text (ACT)**

- Genre: Folktales
- Connection of Ideas, Organization, Vocabulary

**IWT:**

- Genre, vocabulary
- Connection of Ideas, Vocabulary

**LR:**

- Genre, Connection of Ideas, Vocabulary

**Lexile:** NP

**TextEvaluator:** NP

**Notes:**

- *Interactive WorkText only
- **Apprentice Leveled Reader only

**Week 5**

**Weekly Concept:** Poems About Nature

**Essential Question:** What excites us about nature?

<table>
<thead>
<tr>
<th>Interactive Worktext: Shared Read</th>
<th>IWT: Expand Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>pale, drops, excite, outdoors Poetry Words: alliteration, repetition, free verse, smile Note: All vocab words appear in both texts, unless noted: *Interactive WorkText only **Apprentice Leveled Reader only</td>
<td>n/a</td>
</tr>
<tr>
<td>Short Text: Snow Shape Genre: Poetry Genre: Theme ACT: Connection of Ideas Lexile: NP TextEvaluator: NP</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Short Text:**

- Snow Shape
  - **Genre:** Poetry
  - **ACT:** Connection of Ideas
  - **Lexile:** NP
  - **TextEvaluator:** NP

**Main Selection:**

- A Hike in the Woods
  - **Genre:** Fiction
  - **ACT:** Connection of Ideas
  - **Lexile:** 245
  - **TextEvaluator:** n/a

**Paired Selection:**

- The Woods
  - **Genre:** Poetry
  - **Lexile:** 245
  - **TextEvaluator:** n/a

**Write About Reading Fluency**

**Access Complex Text (ACT)**

- Genre: Folktales
- Connection of Ideas, Organization, Vocabulary

**IWT:**

- Genre, vocabulary
- Connection of Ideas, Vocabulary

**LR:**

- Genre, Connection of Ideas, Vocabulary

**Lexile:** NP

**TextEvaluator:** NP

**Notes:**

- *Interactive WorkText only
- **Apprentice Leveled Reader only

**Week 6**

**Unit 4 “Time to Exit” Benchmark Foundational Skills:** Students should have mastered all phonological awareness skills, skills from prior units, and the following:

- **Phonemic Awareness:** Phoneme Identity; Phoneme Categorization; Phoneme Blending; Phoneme Segmentation; Phoneme Substitution; Generate Rhyme; Initial Sound and Substitution; Phoneme Segmentation; Identity Syllables
- **Phonics/Spelling:** Silent Letters w, th, gr, mb, sc; r-controlled vowels /ûr/ er, ir, ur, or; vowels /ôr/ er, ore, oar; /är/ ar; r-controlled vowels /îr/ eer, ere, ear; r-controlled vowels /âr/ are, air, ear, ere
- **Structural Analysis:** Prefixes/Suffixes; Inflectional Endings; Irregular Plurals; Abbreviations; r-controlled Vowel Syllables
# Unit 5: Let's Make a Difference
## The Big Idea: How can people make a difference?

### Week 1

**Weekly Concept:** Being a Good Citizen  
**Essential Question:** What do good citizens do?

- Champion, determined, issues, promises, responsibility, rights, volunteered, votes  
- Note: All vocab words appear in both texts, unless noted:  
  *Interactive WorkText only  
  **Apprentice Leveled Reader only**  

**Short Text:** A Difficult Decision  
**Genre:** Realistic Fiction  
**Skill:** Point of View  
**ACT:** Connection of Ideas  
**Lexile:** 360  
**TextEvaluator:** 16

- Equipment, offered, hopeful

**Main Selection:** Fixing the Playground  
**Genre:** Realistic Fiction  
**Skill:** Point of View  
**ACT:** Connection of Ideas  
**Lexile:** 250  
**TextEvaluator:** 8

- Blame, ruin, suggested, mayor, supplies, donate

**Interactive Worktext:** Shared Read  
**Apprentice Leveled Reader**

### Week 2

**Weekly Concept:** Cooperation Works!  
**Essential Question:** How do people get along?

- Amused, cooperate, describe, entertained, imagination, interact, patient, peaceful  
- Note: All vocab words appear in both texts, unless noted:  
  *Interactive WorkText only  
  **Apprentice Leveled Reader only**

**Short Text:** Soccer Friends  
**Genre:** Fiction  
**Skill:** Point of View  
**ACT:** Sentence Structure  
**Lexile:** 400  
**TextEvaluator:** 16

- Laughed, use, today, our, fly, get  
- Worried, disappointed, thumped

**Main Selection:** Rainy Day  
**Genre:** Fiction  
**Skill:** Point of View  
**ACT:** Sentence Structure  
**Lexile:** 290  
**TextEvaluator:** 12

- Moan, awful, pouted, inside

**Interactive Worktext:** Shared Read  
**Apprentice Leveled Reader**

### Week 3

**Weekly Concept:** Our Heroes  
**Essential Question:** What do heroes do?

- Agree, challenging, discover, heroes, interest, perform, study, succeed  
- Note: All vocab words appear in both texts, unless noted:  
  *Interactive WorkText only  
  **Apprentice Leveled Reader only**

**Short Text:** Cesar Chavez  
**Genre:** Biography  
**Skill:** Sequence  
**ACT:** Genre  
**Lexile:** 460  
**TextEvaluator:** 6

- Called, was, first, did, hurt, all  
- Punished, complained, improved

**Main Selection:** Rudy Garcia-Tolson  
**Genre:** Biography  
**Skill:** Sequence  
**ACT:** Genre  
**Lexile:** 260  
**TextEvaluator:** 6

- Replied, rush, rarely, practice

**Interactive Worktext:** Shared Read  
**Apprentice Leveled Reader**

---

**Grade 2**

<table>
<thead>
<tr>
<th>Unit/Week</th>
<th>Weekly Vocabulary Words (8)</th>
<th>High Frequency Words (6)</th>
<th>Interactive Worktext: Shared Read</th>
<th>IWT: Expand Vocabulary Words</th>
<th>Apprentice Leveled Reader</th>
<th>Apprentice LR: Expand Vocabulary Words</th>
<th>Access Complex Text (ACT)</th>
<th>Write About Reading</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 5</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>champion, determined, issues, promises, responsibility, rights, volunteered, votes</td>
<td>who, so, we, saw, try, light</td>
<td>Short Text: A Difficult Decision</td>
<td>equipment, offered, hopeful</td>
<td>Main Selection: Fixing the Playground</td>
<td>blame, ruin, suggested, mayor, supplies, donate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>amused, cooperate, describe, entertained, imagination, interact, patient, peaceful</td>
<td>laughed, use, today, our, fly, get</td>
<td>Short Text: Soccer Friends</td>
<td>worried, disappointed, thumped</td>
<td>Main Selection: Rainy Day</td>
<td>moan, awful, pouted, inside</td>
<td></td>
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<td>Week 3</td>
<td>agree, challenging, discover, heroes, interest, perform, study, succeed</td>
<td>called, was, first, did, hurt, all</td>
<td>Short Text: Cesar Chavez</td>
<td>punished, complained, improved</td>
<td>Main Selection: Rudy Garcia-Tolson</td>
<td>replied, rush, rarely, practice</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### Unit 5: Let's Make a Difference

#### The Big Idea: How can people make a difference?

#### Week 4

**Weekly Concept:** Preserving Our Earth

**Essential Question:** How can we protect the Earth?

<table>
<thead>
<tr>
<th>Vocabulary Words (8)</th>
<th>Interactive Worktext: Shared Read</th>
<th>IWT: Expand Vocabulary Words</th>
<th>Apprentice Leveled Reader</th>
<th>Apprentice LR: Expand Vocabulary Words</th>
<th>Access Complex Text (ACT)</th>
<th>Write About Reading</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>curious, distance, earth resources, enormous, gently, proudly, rarely, supply</td>
<td>recycle, attach, creative</td>
<td>Main Selection: Let's Carpool Genre: Fiction Skill: Problem and Solution ACT: Sentence Structure Lexile: 480 TextEvaluator: 14</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>has, far, off, read, into, what</td>
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<td></td>
</tr>
</tbody>
</table>

**Short Text:** The Art Project

**Genre:** Fiction

**Skill:** Problem and Solution

**ACT:** Sentence Structure

**Lexile:** 230

**TextEvaluator:** 11

**Main Selection:** Let's Carpool

**Genre:** Fiction

**Skill:** Problem and Solution

**ACT:** Sentence Structure

**Lexile:** 480

**TextEvaluator:** 14

**IWT:** Expand Vocabulary Words

**Interactive Worktext only**

**Apprentice Leveled Reader only**

**Note:** All vocab words appear in both texts, unless noted:

- *Interactive WorkText only*
- **Apprentice Leveled Reader only**

**Short Text:** Visiting the Past

**Genre:** Expository Text

**Skill:** Cause and Effect

**ACT:** Purpose

**Lexile:** 500

**TextEvaluator:** 16

**Main Selection:** Government Rules

**Genre:** Expository Text

**Skill:** Cause and Effect

**ACT:** Purpose

**Paired Selection:** Pool Rules

**Genre:** Expository Text

**Lexile:** 370

**TextEvaluator:** 6

**IWT:** Sentence Structure, Prior Knowledge, Vocabulary

**Interactive Worktext only**

**Apprentice Leveled Reader only**

**Note:** All vocab words appear in both texts, unless noted:

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**ACT:** Sentence Structure

**Lexile:** 480

**TextEvaluator:** 14

**IWT:** Expand Vocabulary Words

**Interactive Worktext only**

**Apprentice Leveled Reader only**

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**Skill:** Cause and Effect

**ACT:** Purpose

**Lexile:** 500

**TextEvaluator:** 16

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**Genre:** Expository Text

**Skill:** Cause and Effect

**ACT:** Purpose

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**Genre:** Expository Text

**Lexile:** 370

**TextEvaluator:** 6

**IWT:** Sentence Structure, Prior Knowledge, Vocabulary

**Interactive Worktext only**

**Apprentice Leveled Reader only**

**Note:** All vocab words appear in both texts, unless noted:

- *Interactive WorkText only*
- **Apprentice Leveled Reader only**

#### Week 5

**Weekly Concept:** Rights and Rules

**Essential Question:** Why are rules important?

<table>
<thead>
<tr>
<th>Vocabulary Words (8)</th>
<th>Interactive Worktext: Shared Read</th>
<th>IWT: Expand Vocabulary Words</th>
<th>Apprentice Leveled Reader</th>
<th>Apprentice LR: Expand Vocabulary Words</th>
<th>Access Complex Text (ACT)</th>
<th>Write About Reading</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>exclaimed, finally, form, history, public, rules, united, writers</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>ten, his, such, never, that, went</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Short Text:** Visiting the Past

**Genre:** Expository Text

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**TextEvaluator:** 16

**Main Selection:** Government Rules

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**Skill:** Cause and Effect

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**Lexile:** 370

**TextEvaluator:** 6

**IWT:** Sentence Structure, Prior Knowledge, Vocabulary

**Interactive Worktext only**

**Apprentice Leveled Reader only**

**Note:** All vocab words appear in both texts, unless noted:

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**Short Text:** The Art Project

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**ACT:** Sentence Structure

**Lexile:** 230

**TextEvaluator:** 11

**Main Selection:** Let's Carpool

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**TextEvaluator:** 6

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**Interactive Worktext only**

**Apprentice Leveled Reader only**

**Note:** All vocab words appear in both texts, unless noted:

- *Interactive WorkText only*
- **Apprentice Leveled Reader only**

#### Week 6

**Unit 5 “Time to Exit” Benchmark Foundational Skills:**

**Phonemic Awareness:**

- Phonyme Reversal; Initial and Final Sound Substitution; Phoneme Blending; Phoneme Substitution; Phoneme Segmentation; Phoneme Deletion; Identify Syllables; Phoneme Categorization; Phoneme Addition

**Phonics/Spelling:**

- Diphthongs ou, ow; Diphthongs oy, oi; Variant Vowels: /u/, oo, u, u_e, ew, u_e, u_e; /i/, oo, ou, u; Variant Vowels: /u/, a, aw, ou, u_e, u_e; /i/, a, aw, ou, u_e, u_e; Short Vowel Diphraphs: /i/ aw; /u/ ou; /ü/ y

**Structural Analysis:**

- Irregular Plurals; Consonant + le (el, al); Syllables; Contractions with not; Vowel Teams Syllables; Alphabetical Order (two letters)

**Grade 2**
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Weekly Concept: Plant Myths and Facts</th>
<th>Essential Question: What do myths help us understand?</th>
</tr>
</thead>
<tbody>
<tr>
<td>appeared, crops, develop, edge, golden, rustled, shining, stages</td>
<td>any, cold, green, warm, why, yes</td>
<td></td>
</tr>
<tr>
<td>Short Text: Why Fir Tree Keeps His Leaves</td>
<td>Main Selection: The Apples of Idun</td>
<td></td>
</tr>
<tr>
<td>Genre: Myth</td>
<td>Genre: Myth</td>
<td></td>
</tr>
<tr>
<td>Skill: Theme</td>
<td>Skill: Theme</td>
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<tr>
<td>ACT: Grade 440</td>
<td>ACT: Grade</td>
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<td>TextEvaluator: 6</td>
<td>Paired Selection: Tomatoes</td>
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</tr>
<tr>
<td>Note: All vocab words appear in both texts, unless noted: *Interactive WorkText only **Apprentic Leveled Reader only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Energy: silent, haul, flows, underground, electricity, solar, power</td>
<td>generator, battery, produce</td>
<td></td>
</tr>
<tr>
<td>Short Text: Pedal Power</td>
<td>Main Selection: Wind Power</td>
<td></td>
</tr>
<tr>
<td>Genre: Expository Text</td>
<td>Genre: Informational Text</td>
<td></td>
</tr>
<tr>
<td>Skill: Author's Purpose</td>
<td>Skill: Author's Purpose</td>
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</tr>
<tr>
<td>ACT: Organization</td>
<td>ACT: Grade</td>
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<tr>
<td>Lexile: 570</td>
<td>Paired Selection: A Solar House</td>
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<td>TextEvaluator: 19</td>
<td>Genre: Expository Text</td>
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<td>Note: All vocab words appear in both texts, unless noted: *Interactive WorkText only **Apprentic Leveled Reader only</td>
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<tr>
<td>Week 2</td>
<td>Weekly Concept: We Need Energy</td>
<td>Essential Question: How do we use energy?</td>
</tr>
<tr>
<td>energy, silent, haul, flows, underground, electricity, solar, power</td>
<td>or, by, your, here, long, used</td>
<td></td>
</tr>
<tr>
<td>Short Text: Pedal Power</td>
<td>Main Selection: Wind Power</td>
<td></td>
</tr>
<tr>
<td>Genre: Expository Text</td>
<td>Genre: Informational Text</td>
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</tr>
<tr>
<td>Skill: Author's Purpose</td>
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<td></td>
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<tr>
<td>ACT: Organization</td>
<td>ACT: Grade</td>
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</tr>
<tr>
<td>Lexile: 570</td>
<td>Paired Selection: A Solar House</td>
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<tr>
<td>TextEvaluator: 19</td>
<td>Genre: Expository Text</td>
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<tr>
<td>Note: All vocab words appear in both texts, unless noted: *Interactive WorkText only **Apprentic Leveled Reader only</td>
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<tr>
<td>Week 3</td>
<td>Weekly Concept: Team Up to Explore</td>
<td>Essential Question: Why is teamwork important?</td>
</tr>
<tr>
<td>important, machines, prepare, repair, result, scientific, exploration, teamwork</td>
<td>always, going, don't, done, back, jump</td>
<td></td>
</tr>
<tr>
<td>Short Text: Dive Teams</td>
<td>Main Selection: Digging For Sue</td>
<td></td>
</tr>
<tr>
<td>Genre: Expository Text</td>
<td>Genre: Expository Text</td>
<td></td>
</tr>
<tr>
<td>Skill: Main Idea and Key Details</td>
<td>Skill: Main Idea and Key Details</td>
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<tr>
<td>ACT: Sentence Structure</td>
<td>ACT: Sentence Structure</td>
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<td>Lexile: 550</td>
<td>Lexile: 550</td>
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<td>TextEvaluator: 18</td>
<td>TextEvaluator: 6</td>
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<tr>
<td>Note: All vocab words appear in both texts, unless noted: *Interactive WorkText only **Apprentic Leveled Reader only</td>
<td>cliff, fossils, guessed, models, removed, skeleton</td>
<td></td>
</tr>
<tr>
<td>IWT: Genre, Connection of Ideas, Vocabulary</td>
<td>Inform/Explain Author's Purpose</td>
<td></td>
</tr>
<tr>
<td>LR: Genre, Connection of Ideas, Sentence Structure, Vocabulary</td>
<td>Inform/Explain Theme</td>
<td></td>
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<tr>
<td>Fluency</td>
<td>Intonation</td>
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</tr>
<tr>
<td>Grade 2</td>
<td>Pronunciation</td>
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</tbody>
</table>
### Grade 2

#### Unit 6: How on Earth?  
The Big Idea: What keeps our world working?

<table>
<thead>
<tr>
<th>Unit/Week</th>
<th>Weekly Vocabulary Words (8)</th>
<th>High Frequency Words (6)</th>
<th>Interactive Worktext: Shared Read</th>
<th>IWT: Expand Vocabulary Words</th>
<th>Apprentice Leveled Reader</th>
<th>Apprentice LR: Expand Vocabulary Words</th>
<th>Access Complex Text (ACT)</th>
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<th>Fluency</th>
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<tr>
<td><strong>Weekly Concept:</strong></td>
<td>Money Matters</td>
<td><strong>Essential Question:</strong></td>
<td>How do we use money?</td>
<td></td>
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<tr>
<td><strong>Invented, prices, record, system, value, worth, money, purchase</strong></td>
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</tr>
<tr>
<td><strong>Note:</strong> All vocab words appear in both texts, unless noted:</td>
<td><em>Interactive WorkText only</em></td>
<td><strong>allowed, usable, shredded</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Main Selection:</strong></td>
<td>How to Be a Smart Shopper</td>
<td><strong>Genre:</strong></td>
<td>Expository Text</td>
<td><strong>Skill:</strong></td>
<td>Problem and Solution</td>
<td><strong>ACT:</strong></td>
<td>Purpose</td>
<td>Lexile: 350</td>
<td>TextEvaluator: 6</td>
</tr>
<tr>
<td><strong>Product, research, saving, spending, tips</strong></td>
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<tr>
<td><strong>IWT:</strong></td>
<td>Purpose, Genre, Connection of Ideas, Vocabulary</td>
<td><strong>LR:</strong></td>
<td>Purpose, Genre, Connection of Ideas, Vocabulary</td>
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<tr>
<td><strong>Inform/Explain</strong></td>
<td></td>
<td><strong>Problem and Solution</strong></td>
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<td><strong>Intonation</strong></td>
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</tbody>
</table>

| **Week 5** |                             |                          |                                  |                             |                          |                                    |                         |                   |         |
| **Weekly Concept:** | The World of Ideas | **Essential Question:** | Where can your imagination take you? |                               |                          |                                    |                         |                   |         |
| **dazzling, seconds, imagination, create Poetry Words: beats, message, metaphor, repeated lines** |                               |                          |                                  |                             |                          |                                    |                         |                   |         |
| **Note:** All vocab words appear in both texts, unless noted: | *Interactive WorkText only* | **n/a** |                                  |                             |                          |                                    |                         |                   |         |
| **Main Selection:** | Matt's Journey | **Genre:** | Fiction | **Skill:** | Point of View | **ACT:** | Genre | Paired Selection: Autumn Leaves; The Orchestra | **Genre:** | Poetry | **Lexile:** | **TextEvaluator:** |
| **daydream, faded, join, scene, startled, steady, swayed** | | | | | | | | | | | | | |
| **IWT:** | Genre, Connection of Ideas, Vocabulary | **LR:** | Genre, Connection of Ideas, Vocabulary | | | | | | |
| **Inform/Explain** |             | **Point of View** |                          |                         | | | | | | |
| **Expression** | | | | | | | | | |

| **Week 6** |                             |                          |                                  |                             |                          |                                    |                         |                   |         |
| **Unit 6 “Time to Exit” Benchmark Foundational Skills:** Students should have mastered all phonological awareness skills, skills from prior units, and the following: |                               |                          |                                  |                             |                          |                                    |                         |                   |         |
| **Phonemic Awareness:** | Identify and Make Oral Rhymes; Phoneme Addition; Phoneme Blending; Phoneme Deletion; Initial Phoneme Addition; Phoneme Segmentation; Initial Phoneme Substitution; Identify Syllables; Phoneme Segmentation and Blending; Phoneme Addition and Deletion; Phoneme Substitution; Phoneme Reversal | **Phonics/Spelling:** | Closed Syllables and Open Syllables; CVCe Syllables; Consonant + e (e) Syllables; Vowel Team Syllables; r-controlled Vowel Syllables | | | | | | |
| **Structural Analysis:** | Compound Words; Prefixes/Suffixes; Contractions/ Possessives; Comparative Endings: -er, -est (with spelling changes); Three (or more) Syllable Words | | | | | | | | |