## Grade 2 • Unit 1 • Scope and Sequence

**Big Idea:** Friends and Family

**Read Aloud**
- Title: "The New Kid" Genre: Fiction/ Fantasy
  - Strategy: Visualize
  - Skill: Key Details
  - Main Selection Title: "High & A Story of Friendship"
  - Genre: Fiction/ Poetry
  - Lexile: 450L
  - Paired Selection Title: "Coyotes"
  - Genre: Poetry
  - Lexile: NP

## Week 1

**Week 1 Concept:** Friends Help Friends

**Essential Question:** How do friends depend on each other?

**Short Text:** "The New Kid” Genre: Fiction/ Fantasy

**Strategy:** Visualize
**Main Selection Title:** "High & A Story of Friendship"
**Genre:** Fiction/ Poetry
**Lexile:** 450L
**Paired Selection Title:** "Coyotes"
**Genre:** Poetry
**Lexile:** NP

**Reading/Writing Workshop:**
- Genre: Fiction
- Skill: Character Setting, Events
- Setting, Events: Use Illustrations

**Literature Anthology:**
- Title: "Big Bad Lobdog"
- Genre: Informational Text
- Lexile: 450L

**Access Complex Text (ACT):**
- Approach Level:
  - Or: Level
  - LLL: Level
  - Beyond Level

**Vocabulary Words:**
- High-Frequency Words
  - Oral Vocabulary Words

**Phonics:**
- Phonics Awareness: Phoneme Blending
- Phoneme Categorization: Phoneme Substitution
- Phoneme Segmentation
- Phonics Skills: short a, e, i, o, u

**Fluency:**
- Expressive

**Writing Unit 1 Narrative:**
- Friendly Letter: Personal Narrative

**Research:**
- How can a pet be an Essential Question:
  - Pets are Our Friends
  - Families Around the World

**Weekly Concept: Family Bonds in the World**

**Essential Question:** How are families around the world different around the world?

**Short Text:** "Dinner at Alejandro’s” Genre: Fiction

**Strategy:** Visualize
**Skill:** Character Setting, Events
**Setting, Events: Use Illustrations
**Paired Selection:** "Lollipop” Genre: Fiction
**Lexile:** 450L

**Reading/Writing Workshop:**
- Genre: Fiction
- Skill: Character Setting, Events
- Setting, Events: Use Illustrations

**Literature Anthology:**
- Title: "New Year’s Eve"
- Genre: Informational Text
- Lexile: 450L

**Access Complex Text (ACT):**
- Approach Level:
  - Or: Level
  - LLL: Level
  - Beyond Level

**Vocabulary Words:**
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- Phonics Skills: short a, e, i, o, u

**Fluency:**
- Expressive

**Writing Unit 1 Narrative:**
- Friendly Letter: Personal Narrative

**Research:**
- How do friends support and depend on each other?

**Weekly Concept:** Pets Are Our Friends

**Essential Question:** How can a pet be an important friend?

**Short Text:** "Finding Cat" Genre: Fiction

**Strategy:** Ask and Answer Questions
**Skill:** Character Setting, Events: Use Illustrations
**Main Selection Title:** "Not Norman"
**Genre:** Fiction
**Lexile:** 450L
**Paired Selection Genre:** Poetry
**Lexile:** NP

**Reading/Writing Workshop:**
- Genre: Fiction
- Skill: Ask and Answer Questions
- Skill Details, Use Illustrations
- Main Selection Title: "Too Many Pets" Genre: Fiction
- "A New Home For Henry” Genre: Fiction
- "Hello, Koko” Genre: Fiction
- Paired Selection Genre: Poetry
  - Title: "My Dog Loves Me"
  - "My Best Friend Forever”
  - "Happy"
  - "Who Is My Best Friend?”

**Literature Anthology:**
- Purpose: Specific Vocabulary

**Access Complex Text (ACT):**
- Approach Level:
  - Or: Level
  - LLL: Level
  - Beyond Level

**Vocabulary Words:**
- High-Frequency Words
  - Oral Vocabulary Words

**Phonics:**
- Phonics Awareness: Phoneme Blending
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- Phonics Skills: short a, e, i, o, u

**Fluency:**
- Expressive

**Writing Unit 1 Narrative:**
- Friendly Letter: Personal Narrative

**Research:**
- What makes an animal a good pet?
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<thead>
<tr>
<th>Week 4</th>
<th>Weekly Concept: Animals Need Our Care Essential Question: How do we care for animals?</th>
</tr>
</thead>
</table>
| **Title**: “All Kinds of You”  
**Genre**: Informational Text  
**Leveled Reader**: 520L  
**Strategy**: Ask and Answer Questions  
**Text Features**: Photos, Captions | Strategy: Ask and Answer Questions  
**Skill**: Key Details: Use Photos  
**Main Selection Genre**: Informational Text  
**Title**: Lola and You: An Unlikely Friendship  
**Lexile**: 630L  
**Paired Selection Genre**: Informational Text  
**Title**: “Animal Needs”  
**Lexile**: 430L  
**Reading/Writing Workshop Genre**: Purpose  
**Literature Anthology Genre**: Informational Text  
**Title**: People Helping Whales  
**People Helping Whales**  
**People Helping Whales** | **Vocabulary Words**: another, alone, info, move, nice, owl, one, save, water, year, your  
**High-Frequency Words**: daily equipment, profession, satisfaction, through  
**Oral Vocabulary Words**:  
**Phonics**:  
**Fluency Skill**:  
**Writing**: Unit E: Narrative Friendly Letter, Personal Narrative  
**Research**:  
**Big Idea**: Animals Need Our Care  
**Essential Question**: Animals Need Our Care  
**Weekly Concept**: Animals Need Our Care  
**Main Selection**: Animals Need Our Care  
**Paired Selection**: Animals Need Our Care  
**Pop Portfolios**:  
**Vocabulary**: Complex?; Specific  
**Makes This Text Complex**:  
**Literacy Workshop**:  
**Writing Workshop**:  
**Grammar Skill**:  
**Grammar Mechanics**:  
**Phonics Fluency Skill Writing**:  
**Phonics/Spelling**:  
**Phonics**:  
**Phrasing**:  
**Intonation**:  
**Personal Narrative**:  
**Grades**:  
**Skills**:  
**Writing**:  
**Reading/Writing Workshop**:  
**Research Skills**:  
**Unit Level**:  
**Self-Assessment**:  
**Unit Project**: Self-assessment and development of research projects  
**Concepts for Unit**:  
**Vocabulary Words**:  
**Root Words**:  
**Academic Words**:  
**Additional Domain Vocabulary Words**:  
**Additional Academic Words**:  
**Paired Selections Genre**: Informational Text  
**Main Selection Genre**: Informational Text  
**Lexile**: 520L  
**Lexile**: 630L  
**Lexile**: 560L  
**Lexile**: 430L  
**Lexile**: 410L  
**Lexile**: 417L  
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**Lexile**: 92L  
**Lexile**: 79L  
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**Lexile**: 40L  
**Lexile**: 27L  
**Lexile**: 14L  |

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<tr>
<th>Week 5</th>
<th>Weekly Concept: Families Working Together Essential Question: What happens when families work together?</th>
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</thead>
</table>
| **Title**: Families at Work  
**Genre**: Informational Text  
**Leveled Reader**: 550L  
**Strategy**: Ask and Answer Questions  
**Text Features**: Photos, Captions, Chart | Strategy: Ask and Answer Questions  
**Skill**: Key Details: Use Photos  
**Main Selection Genre**: Informational Text  
**Title**: Families Working Together  
**Lexile**: 560L  
**Paired Selection Genre**: Informational Text  
**Title**: “Why We Work”  
**Lexile**: 530L  
**Reading/Writing Workshop Genre**: Purpose  
**Literature Anthology Genre**: Informational Text  
**Title**: People Helping Whales  
**People Helping Whales**  
**People Helping Whales** | **Vocabulary Words**: another, alone, info, move, nice, owl, one, save, water, year, your  
**High-Frequency Words**: daily equipment, profession, satisfaction, through  
**Oral Vocabulary Words**:  
**Phonics**:  
**Fluency Skill**:  
**Writing**: Unit E: Narrative Friendly Letter, Personal Narrative  
**Research**:  
**Big Idea**: Families at Work  
**Essential Question**: Families at Work  
**Weekly Concept**: Families Working Together  
**Main Selection**: Families at Work  
**Paired Selection**: Families at Work  
**Vocabulary Words**:  
**Root Words**:  
**Academic Words**:  
**Additional Domain Vocabulary Words**:  
**Additional Academic Words**:  
**Paired Selections Genre**: Informational Text  
**Main Selection Genre**: Informational Text  
**Lexile**: 560L  
**Lexile**: 430L  
**Lexile**: 362L  
**Lexile**: 332L  
**Lexile**: 317L  
**Lexile**: 290L  
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<th>Week 6</th>
<th>Review and Assessment</th>
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<tbody>
<tr>
<td>Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.</td>
<td></td>
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</tbody>
</table>
## Grade 2 • Unit 2 • Scope and Sequence

### Big Idea: Animal Discoveries
- How do animals play a part in the world around us?

### Read Aloud
- Read Aloud: Link to Book Information

### Reading/Writing Workshop: Comprehension
- Literature: Link to Text Information
- Main Selection, Paired Selection

### Levelled Reader: Anthology, Main Selection, Paired Selection
- Access Comprehension Test (ACT)

### Vocabulary Words
- High-Frequency Words
- Oral Vocabulary Words

### Accessory Ideas
- Phonics
- Fluency Skill
- Writing Unit/Informative/Expository: How To Text; How To Directions
- Research

### Weekly Concept
- **Weekly Concept:** What are features of different animal habitats?
- **Weekly Concept:** How do animals survive?
- **Weekly Concept:** How do animals play around us?

### Title: "Swamp Life"
- Genre: Fiction
- Writing Skill: Making, Confirm, Revise Predictions

### Title: "The Fox and The Crane"
- Genre: Fiction/Fable
- Writing Skill: Making, Confirm, Revise Predictions

### Title: "Explore a Coral Reef"
- Genre: Informational Text
- Writing Skill: Making, Confirm, Revise Predictions

### Title: "B: Life in a Termite Mound"

### Title: "O: Life in a Termite Mound"

### Title: "A: Life in a Termite Mound"

### Academic Words
- High-Frequency Words
- 100 Academic Words

### Vocabulary Strategies
- Prefixes: dis-, un-, re-
- Academic Words: remarkable, snatch
- High-Frequency Words: almost, buy
- Academic Words: remarkable, snatch
- Academic Words: remarkable, snatch

### Structural Analysis
- Phonics/Spelling
- Phonics Fluency Skill Writing
- Writing Trait: Ideas; Specific Vocabulary
- Writing Trait: Reader Response
- Writing Trait: Writing Workshop: Writing Product: Story

### Writing Unit
- Writing Unit: Descriptive Details
- Writing Unit: Informative/Expository
- Writing Unit: Informative/Expository: How To Text; How To Directions

### Research
- How do animals survive in their natural environments?
- How can animal stories teach us lessons?
### Week 4: Animal Discoveries
#### Weekly Concept: Baby Animals

**Essential Question:** What do we love about animals? How are offspring like their parents? How do animals play a part in the world around us?

**Weekly:
- **Concept:** Baby Animals
- **Big Idea:** Animal Families
- **Essential Question:** What makes this text complex?
- **Genre:** Poetry
- **Phonics:** Phoneme Segmentation; Phoneme Blending
- **Vocabulary Words:** Animal Families, mammal, offspring, adult, alive, covered, separate
- **Text Features:** Captions, Diagram, Labels
- **Strategy:** Reread

**Short Text:** "Baby Bears"
- **Lexile:** 550L
- **Genre:** Informational Text
- **Main Selection:** "Baby Bears"
- **Main Topic and Key Details:** baby, eyes, eight, don't, aren't, seven, month, three, fly, walk
- **Vocabulary Words:** guide, leader, separate

**Short Text:** "From Caterpillar to Butterfly"
- **Lexile:** 550L
- **Genre:** Informational Text
- **Main Selection:** "From Caterpillar to Butterfly"
- **Main Topic and Key Details:** "from" "caterpillar" "to" "butterfly"
- **Vocabulary Words:** "tadpoles" "into" "frogs"

**Read/Write Workshop:**
- **Genre:** Expository Text
- **Strategy:** Reread
- **Skill:** Main Topic and Key Details

**Research:**
- **Weekly:** How are baby animals like their parents? How are they different?

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### Week 5: Weekly Concept: Animals in Poems

**Essential Question:** What do we love about animals?

**Weekly:
- **Concept:** Animals in Poems
- **Big Idea:** Animal Families
- **Essential Question:** What makes this text complex?
- **Genre:** Poetry
- **Phonics:** Phoneme Segmentation; Phoneme Blending
- **Vocabulary Words:** Animal Families, mammal, offspring, adult, alive, covered, separate
- **Text Features:** Captions, Diagram, Labels
- **Strategy:** Reread

**Short Text:** "Cats and Kittens"
- **Lexile:** 100
- **Genre:** Poetry
- **Main Selection:** "Cats and Kittens"
- **Main Topic and Key Details:** baby, eyes, eight, don't, aren't, seven, month, three, fly, walk
- **Vocabulary Words:** guide, leader, separate

**Short Text:** "The Furry Carrot"
- **Lexile:** 550L
- **Genre:** Informational Text
- **Main Selection:** "The Furry Carrot"
- **Main Topic and Key Details:** baby, eyes, eight, don't, aren't, seven, month, three, fly, walk
- **Vocabulary Words:** guide, leader, separate

**Read/Write Workshop:**
- **Genre:** Expository Text
- **Strategy:** Reread
- **Skill:** Main Topic and Key Details

**Research:**
- **Weekly:** How are baby animals like their parents? How are they different?

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### Week 6: Review and Assessment

**Not shown: Start Smart Introduction to Key Instructional Routines and Procedures**
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<th>Weekly Concept: The Earth’s Forces Essential Question: How do the Earth’s forces affect us?</th>
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<table>
<thead>
<tr>
<th>Week 2</th>
<th>Weekly Concept: Look At the Sky Essential Question: What can we see in the sky?</th>
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<td>Read Aloud</td>
</tr>
<tr>
<td>Level</td>
<td>SSOL</td>
</tr>
<tr>
<td>Title</td>
<td>The Moon’s Message</td>
</tr>
<tr>
<td>Genre</td>
<td>Informational Text, Expository Text</td>
</tr>
<tr>
<td>Strategy</td>
<td>Read Aloud</td>
</tr>
<tr>
<td>Level</td>
<td>SSOL</td>
</tr>
<tr>
<td>Title</td>
<td>Endings and Beginning</td>
</tr>
<tr>
<td>Genre</td>
<td>Informational Text, Expository Text</td>
</tr>
<tr>
<td>Strategy</td>
<td>Read Aloud</td>
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<tr>
<td>Level</td>
<td>SSOL</td>
</tr>
<tr>
<td>Title</td>
<td>The Sun’s Message</td>
</tr>
<tr>
<td>Genre</td>
<td>Informational Text, Expository Text</td>
</tr>
<tr>
<td>Strategy</td>
<td>Read Aloud</td>
</tr>
<tr>
<td>Level</td>
<td>SSOL</td>
</tr>
<tr>
<td>Title</td>
<td>A Special Sun Icon</td>
</tr>
<tr>
<td>Genre</td>
<td>Informational Text, Expository Text</td>
</tr>
<tr>
<td>Strategy</td>
<td>Read Aloud</td>
</tr>
<tr>
<td>Level</td>
<td>SSOL</td>
</tr>
<tr>
<td>Title</td>
<td>The Sun’s Message to Earth</td>
</tr>
<tr>
<td>Genre</td>
<td>Informational Text, Expository Text</td>
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<tr>
<td>Strategy</td>
<td>Read Aloud</td>
</tr>
<tr>
<td>Level</td>
<td>SSOL</td>
</tr>
<tr>
<td>Title</td>
<td>A Special Sun Message</td>
</tr>
<tr>
<td>Genre</td>
<td>Informational Text, Expository Text</td>
</tr>
<tr>
<td>Strategy</td>
<td>Read Aloud</td>
</tr>
<tr>
<td>Level</td>
<td>SSOL</td>
</tr>
</tbody>
</table>
## Week 4
### Weekly Concept: Weather Alert!
#### Essential Question: How does weather affect us?

<table>
<thead>
<tr>
<th>Title</th>
<th>Genre</th>
<th>Skill</th>
<th>Strategy</th>
<th>Access Complex Text (ACT)</th>
<th>Vocabulary Words</th>
<th>High-Frequency Words</th>
<th>Oral Vocabulary Words</th>
<th>Phonics</th>
<th>Fluency Skill</th>
<th>Writing Trait</th>
<th>Research</th>
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</thead>
<tbody>
<tr>
<td>&quot;Can You Predict the Weather?&quot;</td>
<td>Expository</td>
<td>Main Idea and Key Details</td>
<td>Ask and Answer Questions</td>
<td>Approaching Level</td>
<td>Express, every, first, how, hurt, sick, special, weather</td>
<td>Ability, important, product, unsafe, rise</td>
<td>Phonic Awareness: Identify Syllables; Phonoeme Substitution; Phoneme Blending</td>
<td>Pronunciation</td>
<td>Weekly: How can people stay safe in extreme weather?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Clouds All Around&quot;</td>
<td>Informational</td>
<td>Main Idea and Key Details</td>
<td>Ask and Answer Questions</td>
<td>On Level</td>
<td>Express, every, first, hurt, sick, special, weather</td>
<td>Ability, important, product, unsafe, rise</td>
<td>Phonic Awareness: Identify Syllables; Phonoeme Substitution; Phoneme Blending</td>
<td>Pronunciation</td>
<td>Weekly: How can people stay safe in extreme weather?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Tornado!&quot;</td>
<td>Informational</td>
<td>Main Idea and Key Details</td>
<td>Ask and Answer Questions</td>
<td>Beyond Level</td>
<td>Express, every, first, hurt, sick, special, weather</td>
<td>Ability, important, product, unsafe, rise</td>
<td>Phonic Awareness: Identify Syllables; Phonoeme Substitution; Phoneme Blending</td>
<td>Pronunciation</td>
<td>Weekly: How can people stay safe in extreme weather?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Wild Weather&quot;</td>
<td>Informational</td>
<td>Main Idea and Key Details</td>
<td>Ask and Answer Questions</td>
<td>On Level</td>
<td>Express, every, first, hurt, sick, special, weather</td>
<td>Ability, important, product, unsafe, rise</td>
<td>Phonic Awareness: Identify Syllables; Phonoeme Substitution; Phoneme Blending</td>
<td>Pronunciation</td>
<td>Weekly: How can people stay safe in extreme weather?</td>
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</tr>
<tr>
<td>&quot;Weather?&quot;</td>
<td>Informational</td>
<td>Main Idea and Key Details</td>
<td>Ask and Answer Questions</td>
<td>On Level</td>
<td>Express, every, first, hurt, sick, special, weather</td>
<td>Ability, important, product, unsafe, rise</td>
<td>Phonic Awareness: Identify Syllables; Phonoeme Substitution; Phoneme Blending</td>
<td>Pronunciation</td>
<td>Weekly: How can people stay safe in extreme weather?</td>
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</tbody>
</table>

### Week 5
### Weekly Concept: Express Yourself!
#### Essential Question: How do you express yourself?

<table>
<thead>
<tr>
<th>Title</th>
<th>Genre</th>
<th>Skill</th>
<th>Strategy</th>
<th>Access Complex Text (ACT)</th>
<th>Vocabulary Words</th>
<th>High-Frequency Words</th>
<th>Oral Vocabulary Words</th>
<th>Phonics</th>
<th>Fluency Skill</th>
<th>Writing Trait</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;They've Got the Beat&quot;</td>
<td>Time For Kids</td>
<td>Main Idea and Key Details</td>
<td>Ask and Answer Questions</td>
<td>Approaching Level</td>
<td>Express, every, first, hurt, sick, special, weather</td>
<td>Ability, important, product, unsafe, rise</td>
<td>Phonic Awareness: Identify Syllables; Phonoeme Substitution; Phoneme Blending</td>
<td>Pronunciation</td>
<td>Weekly: How can people stay safe in extreme weather?</td>
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<td></td>
</tr>
<tr>
<td>&quot;A Musical Museum&quot;</td>
<td>Time For Kids</td>
<td>Main Idea and Key Details</td>
<td>Ask and Answer Questions</td>
<td>On Level</td>
<td>Express, every, first, hurt, sick, special, weather</td>
<td>Ability, important, product, unsafe, rise</td>
<td>Phonic Awareness: Identify Syllables; Phonoeme Substitution; Phoneme Blending</td>
<td>Pronunciation</td>
<td>Weekly: How can people stay safe in extreme weather?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Talking Underwater&quot;</td>
<td>Time For Kids</td>
<td>Main Idea and Key Details</td>
<td>Ask and Answer Questions</td>
<td>Beyond Level</td>
<td>Express, every, first, hurt, sick, special, weather</td>
<td>Ability, important, product, unsafe, rise</td>
<td>Phonic Awareness: Identify Syllables; Phonoeme Substitution; Phoneme Blending</td>
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<tr>
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<tr>
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<td>Time For Kids</td>
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</tr>
</tbody>
</table>

### Week 6
### Review and Assessment
# Grade 2 • Unit 4 • Scope and Sequence

## Big Idea: Our Life/Our World
- How do different environments make the world an interesting place?

## Read Aloud
- Title: "Where Do You Live?"
- Genre: Expository
- Strategy: Reread
- Lexile: 600L

## Reading/ Writing/ Workshop
- Title: "Earth Changes"
- Genre: Expository
- Strategy: Reread
- Lexile: 650L

## Literature Anthology
- Title: "My New School"
- Genre: Realistic Fiction
- Strategy: Visualize
- Lexile: 560L

## Leveled Reader
- Title: "Letter to My Cousin"
- Genre: Realistic Fiction
- Strategy: Compare and Contrast
- Lexile: 520L

## Access Complex Text (ACT)
- Title: "Food Around the World"
- Genre: Expository
- Strategy: Compare
- Lexile: 520L

## Vocabulary Words
- Vocabulary Words:
  -雪, cold, don't
  - sleep, morning, early, very

## High-Frequency Words
- High-Frequency Words:
  - Actions, habits, produce, empire, valley

## Oral Vocabulary Words
- Oral Vocabulary Words:
  - Phoneme: Awareness
  - Phoneme: Segmentation
  - Phoneme Blending
  - Phoneme Spelling
  - Skill: Controlled Vowels

## Phonics
- Fluency Skill:
  - Pronunciation

## Writing
- Writing Trait: Ideas
- Grammar Skill: Linking Verbs
- Grammar Mechanics: Conjunctions
- Writing About Reading: Analyze Author's Purpose

---

**Not shown:** Start Smart Introduction to Key Instructional Routines and Procedures.
### Grade 2 • Unit 4 • Scope and Sequence

#### Big Idea:
Our Life/Our World: How do different environments make the world an interesting place?

#### Read Aloud
- **Not shown:** Start Smart Introduction to Key Instructional Routines and Procedures.
- **Nature?**
  - **Essential Question:** What excites us about nature?
  - **Weekly Concept:** Week 4
  - **Weekly:** How do different cultures explain nature?

#### Reading/Writing Workshop: Comprehension
- **Strategy:** Visualize
- **Reading/Writing Workshop:** Genre: Folktales/ Drama
  - **Strategy:** Dramatize
  - **Story:** "How the Finch Got Her Colors"
  - **Text:** "How the Finch Got Her Colors"
  - **Strategy:** Visualize
  - **Tone:** "How the Finch Got Her Colors"
  - **Strategy:** Visualize
  - **Vocabulary Words:** smart, chimp, rhino, slug, spit

#### Literature Anthology: Main Selection, Paired Selection
- **Strategy:** Visualize
- **Vocabulary Words:** smart, chimp, rhino, slug, spit

#### Leveled Reader Main Selection, Paired Selection
- **Strategy:** Visualize
- **Main Selection Genre:** Folktales/Drama
  - **Title:** "How the Finch Got Her Colors"
  - **Lexile:** 600L

#### Access Complex Text (ACT)
- **Strategy:** Visualize
- **Main Selection Genre:** Folktales
  - **Title:** "How the Finch Got Her Colors"
  - **Lexile:** 600L

#### Vocabulary Words
- **Strategy:** Visualize
- **Main Selection Genre:** Folktales
  - **Title:** "How the Finch Got Her Colors"
  - **Lexile:** 600L

#### High-Frequency Words
- **Strategy:** Visualize
- **Main Selection Genre:** Folktales
  - **Title:** "How the Finch Got Her Colors"
  - **Lexile:** 600L

#### Oral Vocabulary Words
- **Strategy:** Visualize
- **Main Selection Genre:** Folktales
  - **Title:** "How the Finch Got Her Colors"
  - **Lexile:** 600L

#### Phonics
- **Phonics Awareness:** Phrases
- **Phonics Mechanics:** Letter Punctuation

#### Fluency Skill
- **Writing Trait Ideas:** Develop Character
- **Writing Trait:** Expression

#### Writing
- **Research Skill:** Research Nature poems poetry about nature?

#### Week 4

**Weekly Concept:** Folktales About Nature

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

**Weekly Concept:** Poems About Nature

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

#### Week 5

**Weekly Concept:** Poems About Nature

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

#### Week 6

**Weekly Concept:** Poems About Nature

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

### Not shown:
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</thead>
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<td><strong>Big Idea:</strong> How can people make a difference?</td>
</tr>
<tr>
<td><strong>Read Aloud:</strong> A Boy Named Mattie</td>
</tr>
<tr>
<td><strong>Genre:</strong> Realistic Fiction</td>
</tr>
<tr>
<td><strong>Strategy:</strong> Summarize</td>
</tr>
<tr>
<td><strong>Week 1</strong></td>
</tr>
<tr>
<td><strong>Weekly Concept:</strong> Being a Good Citizen</td>
</tr>
<tr>
<td><strong>Essential Question:</strong> What do heroes do?</td>
</tr>
<tr>
<td><strong>Weekly Concept:</strong> Cooperation Works!</td>
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<tr>
<td><strong>Essential Question:</strong> How do people get along?</td>
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<tr>
<td><strong>Big idea:</strong> Let's Make a Difference</td>
</tr>
<tr>
<td><strong>Weekly Concept:</strong> How can people make a difference?</td>
</tr>
<tr>
<td><strong>Big Idea:</strong> Comprehension Skills: Infer/Draw Conclusions, Compare and Contrast</td>
</tr>
<tr>
<td><strong>Summary Strategy:</strong> Summarize</td>
</tr>
<tr>
<td><strong>Strategy:</strong> Summarize</td>
</tr>
<tr>
<td><strong>Short Text:</strong> Almost a Difficult Decision</td>
</tr>
<tr>
<td><strong>Lexile:</strong> 520L</td>
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<tr>
<td><strong>Main Selection Genre:</strong> Realistic Fiction</td>
</tr>
<tr>
<td><strong>Title:</strong> Heroes for President</td>
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<tr>
<td><strong>Genre:</strong> Informational Text/Fiction</td>
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<tr>
<td><strong>Skills:</strong> Point of View, Main Selection Skills, Paired Selection Skills</td>
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<tr>
<td><strong>Title:</strong> Helping to Make Friends</td>
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<tr>
<td><strong>Lexile:</strong> 610L</td>
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<tr>
<td><strong>Reading/ Writing Workshop: Comprehension</strong></td>
</tr>
<tr>
<td><strong>Literature Anthology:</strong> Main Selection, Paired Selection</td>
</tr>
<tr>
<td><strong>Leveled Reader Main Selection, Paired Selection:</strong> Approaching Level C, Level D, Beyond Level A</td>
</tr>
<tr>
<td><strong>Access Complex Text (ACT):</strong> Level D, Level E</td>
</tr>
<tr>
<td><strong>Vocabulary Words:</strong> Mission, determined, vision, promises, responsibilities, rights, volunteer, vote</td>
</tr>
<tr>
<td>**High-Frequency Words:**vocabular, exhausted, offered, proud</td>
</tr>
<tr>
<td><strong>Oral Vocabulary Words:</strong> Smiles, concerned, always, myself, help</td>
</tr>
<tr>
<td><strong>Phonics:</strong> Freight</td>
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<tr>
<td><strong>Fluency Skills:</strong> Fluency: Text &amp; Informational/Expository Text Exploratory Writing: Compare/Contrast Writing</td>
</tr>
<tr>
<td><strong>Research:</strong> Weekly: How can kids be good citizens at school and in the community?</td>
</tr>
</tbody>
</table>

| **Week 2** |
| **Weekly Concept:** Cooperation Works! |
| **Essential Question:** How do people get along? |
| **Big Idea:** Summarize Strategy: Read Aloud |
| **Week 2** |
| **Weekly Concept:** Cooperation Works! |
| **Essential Question:** How do people get along? |
| **Big Idea:** Summarize Strategy: Read Aloud |
| **Week 3** |
| **Weekly Concept:** Our Heroes |
| **Essential Question:** What do heroes do? |
| **Big Idea:** Explore the life of an American hero |

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Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.
### Week 4
#### Weekly Concept: Preserving Our Earth
#### Essential Question: How can we protect the Earth?

- **Title:** "Clean Water"
- **Genre:** Fiction
- **Lexile:** 660L
- **Main Selection Genre:** Fiction
- **Lexile:** 600L
- **Description:** "Tips for Saving Power"
- **Skill:** Revise Predictions
- **Strategy:** Blending; Phoneme Awareness; Identify Phonemes in Isolated Words, Sentences; Word Families
- **Text Features:** Specific Vocabulary, Purpose; Writing Skill: Cause and Effect
- **Words:** enormous, gently, pruning, supply
- **Phonics:** Sound-Symbol Correspondence
- **Fluency Skill:** Paired Selections Genre: Informational Text/Expository
- **Topics:** supplies, united, writers
- **Research Skill:** Explore the history and significance of an American symbol.
- **Research:** From options for unit project:
  - Explore the history and significance of an American symbol.
  - Explore the history and significance of an American symbol.

#### Short Text: Visiting the Past
- **Title:** "Earth's Resources"
- **Genre:** Informational Text/Expository
- **Lexile:** 650L
- **Main Selection Genre:** Fiction
- **Lexile:** 610L
- **Description:** "Visiting the Past"
- **Skill:** Revise Predictions
- **Strategy:** Blending; Phoneme Awareness; Identify Phonemes in Isolated Words, Sentences; Word Families
- **Text Features:** Specific Vocabulary, Purpose; Writing Skill: Cause and Effect
- **Words:** enormous, gently, pruning, supply
- **Phonics:** Sound-Symbol Correspondence
- **Fluency Skill:** Paired Selections Genre: Informational Text/Expository
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- **Research Skill:** Explore the history and significance of an American symbol.
- **Research:** From options for unit project:
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  - Explore the history and significance of an American symbol.

#### Short Text: The Art Woodcutter's Gift
- **Title:** "The Art Woodcutter's Gift"
- **Genre:** Fiction
- **Lexile:** 670L
- **Main Selection Genre:** Fiction
- **Lexile:** 660L
- **Description:** "The Art Woodcutter's Gift"
- **Skill:** Revise Predictions
- **Strategy:** Blending; Phoneme Awareness; Identify Phonemes in Isolated Words, Sentences; Word Families
- **Text Features:** Specific Vocabulary, Purpose; Writing Skill: Cause and Effect
- **Words:** enormous, gently, pruning, supply
- **Phonics:** Sound-Symbol Correspondence
- **Fluency Skill:** Paired Selections Genre: Informational Text/Expository
- **Topics:** supplies, united, writers
- **Research Skill:** Explore the history and significance of an American symbol.
- **Research:** From options for unit project:
  - Explore the history and significance of an American symbol.
  - Explore the history and significance of an American symbol.

#### Short Text: Government Rules
- **Title:** "Government Rules"
- **Genre:** Informational Text/Expository
- **Lexile:** 690L
- **Main Selection Genre:** Fiction
- **Lexile:** 680L
- **Description:** "Government Rules"
- **Skill:** Revise Predictions
- **Strategy:** Blending; Phoneme Awareness; Identify Phonemes in Isolated Words, Sentences; Word Families
- **Text Features:** Specific Vocabulary, Purpose; Writing Skill: Cause and Effect
- **Words:** enormous, gently, pruning, supply
- **Phonics:** Sound-Symbol Correspondence
- **Fluency Skill:** Paired Selections Genre: Informational Text/Expository
- **Topics:** supplies, united, writers
- **Research Skill:** Explore the history and significance of an American symbol.
- **Research:** From options for unit project:
  - Explore the history and significance of an American symbol.
  - Explore the history and significance of an American symbol.

#### Short Text: The Clean Air Campaign
- **Title:** "The Clean Air Campaign"
- **Genre:** Informational Text/Expository
- **Lexile:** 680L
- **Main Selection Genre:** Fiction
- **Lexile:** 670L
- **Description:** "The Clean Air Campaign"
- **Skill:** Revise Predictions
- **Strategy:** Blending; Phoneme Awareness; Identify Phonemes in Isolated Words, Sentences; Word Families
- **Text Features:** Specific Vocabulary, Purpose; Writing Skill: Cause and Effect
- **Words:** enormous, gently, pruning, supply
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- **Research:** From options for unit project:
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  - Explore the history and significance of an American symbol.

#### Writing Trait: Word Choice
- **Skill:** Contractions
- **Grammar Mechanics:** Contraction
- **Writing Trait:** Word Choice
- **Word Choice:** Linking Words
- **Writing Project:** Environmental Science
- **Research:** From options for unit project:
  - Explore the history and significance of an American symbol.
  - Explore the history and significance of an American symbol.

#### Review and Assessment
- **Unit Project:** Self-Assessment for Unit Project:
  - Review Parts of the Library
  - Research Projects
  - Explore the history and significance of an American symbol.
  - Explore the history and significance of an American symbol.

---

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.
### Grade 2 • Unit 6 • Scope and Sequence

**Big Idea:** How on Earth? What keeps our world working?

#### Week 1

**Weekly Concept:** Plant Myths and Facts

**Essential Question:** What do myths help us understand?

<table>
<thead>
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<th>Read Aloud</th>
<th>Reading/Writing Workshop</th>
<th>Literature Anthology</th>
<th>Leveled Reader Main Selection, Paired Selection</th>
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<th>Vocabulary Words</th>
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<th>Phonics</th>
<th>Fluency Skill</th>
<th>Writing Skills</th>
<th>Research</th>
</tr>
</thead>
</table>
# Grade 2 • Unit 6 • Scope and Sequence

**Big Idea:** How do we use money?

**Week 4**

**Weekly Concept:** Money Matters

**Essential Question:** How do we use money?

**Weekly Concept:** Week 5

**Weekly Concept:** Week 4

**Big Idea:** How do we use money?

**Weekly Concept:** Where can your imagination take you?

**Weekly Concept:** The World of Ideas

**Essential Question:** Where can your imagination take you?

**Writing Skill:** Organization

**Writing Skill:** Informational/Expository

**Research Skill:** Summarize

**Summary:**

<table>
<thead>
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<tbody>
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<td><strong>Week 4</strong></td>
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<tr>
<td><strong>Weekly Concept:</strong> Money Matters</td>
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<tr>
<td><strong>Essential Question:</strong> How do we use money?</td>
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<td><strong>Weekly Concept:</strong> Week 5</td>
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<td><strong>Essential Question:</strong> Where can your imagination take you?</td>
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<td><strong>Writing Skill:</strong> Organization</td>
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<tr>
<td><strong>Research Skill:</strong> Summarize</td>
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<tr>
<td><strong>Summary:</strong></td>
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