
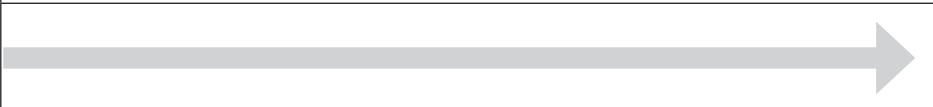


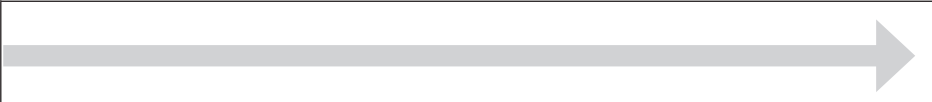
Grade 2 • Unit 1 • Scope and Sequence

Genre Focus	Word Work
<p>Text Set 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>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></p> <p>Week 2</p> <p>Phonological Awareness: Identify and Produce 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></p>
<p>Text Set 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>Week 3</p> <p>Phonemic Awareness: Categorization, Substitution, Blending Phonics/Spelling*: Two-Letter Blends: <i>r</i>-blends (<i>br, cr, dr, fr, gr</i>); <i>s</i>-blends (<i>sc, sk, sl, sm, sn, sp, st, sw</i>); <i>t</i>-blends (<i>tr, tw, -nt</i>); <i>l</i>-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></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></p>
<p>Text Set 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>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></p>
<p>Week 6</p> <p>Extend, Connect, and Assess</p>	


Grade 2 • Unit 2 • Scope and Sequence

Genre Focus	Word Work
<p>Text Set 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>Week 1</p> <p>Phonemic Awareness: Addition, Substitution, Blending Phonics/Spelling*: Short o, Long o: o_e Structural Analysis: Inflectional Endings <i>-ed, -ing</i> (double final consonant; drop final e) High-Frequency Words: <i>because, cold, family, friends, have, know, off, picture, school, took</i></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></p>
<p>Text Set 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>Week 3</p> <p>Phonemic Awareness: Segmentation, Substitution, Blending Phonics/Spelling*: Words with Soft c and g Structural Analysis: Prefixes <i>re-, un-, dis-</i> High-Frequency Words: <i>almost, buy, food, out, pull, saw, sky, straight, under, wash</i></p> <p>Week 4</p> <p>Phonological Awareness: Identify and Produce Rhyme Phonemic Awareness: Segmentation, Blending Phonics/Spelling*: Digraphs and Trigraphs <i>ch, tch, sh, ph, th, ng, wh</i> Structural Analysis: Suffixes <i>-ful, -less</i> High-Frequency Words: <i>baby, early, eight, isn't, learn, seven, start, these, try, walk</i></p>
<p>Text Set 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>Week 5</p> <p>Phonological Awareness: Identify and Produce 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></p>
<p>Week 6</p> <p>Extend, Connect, and Assess</p>	


Grade 2 • Unit 3 • Scope and Sequence

Genre Focus	Word Work
<p>Text Set 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>Week 1</p> <p>Phonological Awareness: Identify and Produce Rhyme Phonemic Awareness: Categorization, Blending Phonics/Spelling*: Long <i>a</i>: <i>a, ai, ay, ea, ei, igh, 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></p> <p>Week 2</p> <p>Phonemic Awareness: Isolation, Substitution, Blending, Categorization Phonics/Spelling*: Long <i>i</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></p>
<p>Text Set 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>Week 3</p> <p>Phonemic Awareness: Deletion, Substitution, Addition, Blending Phonics/Spelling*: Long <i>o</i>: <i>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></p> <p>Week 4</p> <p>Phonological Awareness: Identify Syllables Phonemic Awareness: Categorization, Blending Phonics/Spelling*: Long <i>e</i>: <i>e, ee, ea, ie, y, ey, e_e</i> Structural Analysis: Plurals with -s, -es (change <i>y</i> to <i>i</i>) High-Frequency Words: <i>after, before, every, few, first, hear, hurt, old, special, would</i></p>
<p>Text Set 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>Week 5</p> <p>Phonological Awareness: Recognize and Generate Alliteration Phonemic Awareness: Addition and Deletion, Blending Phonics/Spelling*: Long <i>u</i>: <i>u_e, ue, u, ew</i> Structural Analysis: Comparative Endings -er, -est High-Frequency Words: <i>America, beautiful, began, climbed, come, country, didn't, give, live, turned</i></p>
<p>Week 6</p> <p>Extend, Connect, and Assess</p>	

Grade 2 • Unit 4 • Scope and Sequence

Genre Focus	Word Work
<p>Text Set 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>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></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 <i>-s, -es, -ed, -ing</i> High-Frequency Words: <i>animal, away, building, found, from, Saturday, thought, today, toward, watch</i></p>
<p>Text Set 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>Week 3</p> <p>Phonological Awareness: Identify and Produce 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></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></p>
<p>Text Set 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>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></p>
<p>Week 6</p> <p>Extend, Connect, and Assess</p>	

Grade 2 • Unit 5 • Scope and Sequence

Genre Focus	Word Work
<p>Text Set 1: Weeks 1 and 2</p> <p>Genre: Biography Our Heroes</p> <p>Essential Question: What do heroes do?</p> <p>Text Features: Bold Print and Timeline</p> <p><i>Differentiated Genre Passages Available</i></p>	<p>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, heard, minutes, myself, pretty, pushed</i></p> <p>Week 2</p> <p>Phonemic Awareness: Blending, Substitution, Segmentation, Deletion Phonics/Spelling*: Diphthongs <i>oy, oi</i> Structural Analysis: Final Stable Syllables (<i>-le, -el, -al</i>) High-Frequency Words: <i>brought, busy, else, happy, I'll, laugh, love, maybe, please, several</i></p>
<p>Text Set 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>Week 3</p> <p>Phonological Awareness: Identify Syllables Phonemic Awareness: Categorization, Blending Phonics/Spelling*: Variant Vowel /ü/: <i>oo, u, u_e, ew, ue, ou, ui</i>; Variant Vowel /û/: <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></p> <p>Week 4</p> <p>Phonological Awareness: Identify Syllables Phonemic Awareness: Deletion, Blending, Addition Phonics/Spelling*: Variant Vowel /ô/: <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></p>
<p>Text Set 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>Week 5</p> <p>Phonemic Awareness: Deletion, Segmentation, Reversal, Blending Phonics/Spelling*: Short Vowel Digraphs <i>ie/ea; /u/ou; /i/y</i> Structural Analysis: Alphabetical Order High-Frequency Words: <i>anything, children, everybody, instead, paper, person, voice, whole, woman, words</i></p>
<p>Week 6</p> <p>Extend, Connect, and Assess</p>	

Grade 2 • Unit 6 • Scope and Sequence

Genre Focus	Word Work
<p>Text Set 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>Week 1</p> <p>Phonological Awareness: Identify and Produce 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></p> <p>Week 2</p> <p>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></p>
<p>Text Set 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>Week 3</p> <p>Phonological Awareness: Identify Syllables Phonemic Awareness: Segmentation and Blending, Addition and Deletion Phonics/Spelling*: Final Stable Syllables (<i>-le, -el, -al</i>) Structural Analysis: Contractions, Possessives High-Frequency Words: <i>above, brother, follow, listen, month, soft, something, song, who's, wind</i></p> <p>Week 4</p> <p>Phonemic Awareness: Segmentation, Substitution, Reversal, Blending Phonics/Spelling*: Vowel-Team Syllables Structural Analysis: Comparative Endings <i>-er, -est</i> High-Frequency Words: <i>against, anymore, complete, enough, river, rough, sometimes, stranger, terrible, window</i></p>
<p>Text Set 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>Week 5</p> <p>Phonemic Awareness: Addition, Substitution, Segmentation Phonics/Spelling*: Words with <i>r</i>-Controlled Vowel Syllables Structural Analysis: Words with Three or More Syllables High-Frequency Words: <i>afternoon, ahead, anyone, everything, pretended, scientist, somehow, throughout, trouble, wherever</i></p>
<p>Week 6</p> <p>Extend, Connect, and Assess</p>	