

SAVVAS

SCOPE & SEQUENCE
Detailed

myview

L I T E R A C Y



Create Your Story!

GRADE 2



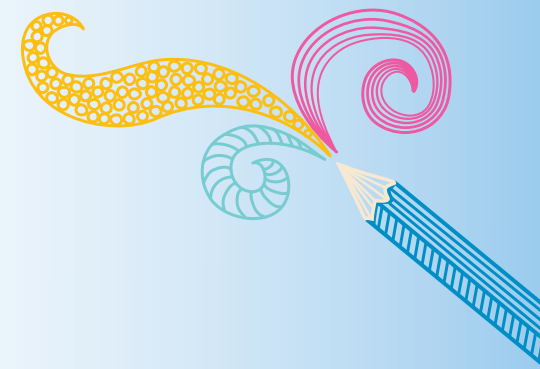


myView

L I T E R A C Y



Grade 2



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Grade 2, Unit 1

Unit Theme: SOCIAL STUDIES:
EXPLORATION (Geography) You Are Here

Essential Question: How do different places affect us?
Genre: Realistic Fiction

READING										
Reading Goal: I know about realistic fiction and understand its elements.										
	Weekly Launch	Weekly Vocabulary	Weekly Reading Learning Goal	Genre Spread	Text	Close Read Skills	Reflect and Share	Foundational Skills: Phonological Awareness	Foundational Skills: Phonics	Foundational Skills: High-Frequency Words
Week 1	Question: What can we understand about a place when we look at it closely? Text: Infographic	backyard daylight searchlights treehouse	I can read realistic fiction and understand setting.	Realistic fiction setting	Shared Read: <i>How Many Stars in the Sky?</i> by Lenny Hort Book Club: <i>Friends Around the World</i> by Ana Galán	Describe and Understand Setting Use Text Evidence	Talk About It Respond to the Weekly Question	Distinguish between long and short vowel sounds.	Words with Short Vowels	<i>each, which, than</i>
Week 2	Question: How can people improve their neighborhoods? Text: Infographic	joy rhythm scurried shadows splattered	I can read realistic fiction and understand its characters.	Realistic fiction characters Fluency (rate)	Shared Read: <i>Maybe Something Beautiful: How Art Transformed a Neighborhood</i> by F. Isabel Campoy and Theresa Howell Book Club: <i>Friends Around the World</i> by Ana Galán	Describe and Understand Characters Ask and Answer Questions	Write to Sources Respond to the Weekly Question	Distinguish between long and short vowel sounds.	Long Vowels: CVCe	<i>called, long, most</i>
Week 3	Question: How does living in a community help people? Text: Diagram	community hospital librarian services supermarkets	I can read about different places in my community.	Informational Text Establish Purpose	Shared Read: <i>Places We Go: A Kids' Guide to Community Buildings</i> by Rachel Kreisman Book Club: <i>Friends Around the World</i> by Ana Galán	Identify Main Idea Use Text Evidence	Talk About It Respond to the Weekly Question	Produce rhyming words.	Consonant Blends	<i>sound, more, things</i>
Week 4	Question: How do different places make us feel? Text: Poem	lonely might scolding spread stamp	I can read poems and understand rhyme, rhythm, and stanzas.	Poetry	Shared Read: Poetry by Gwendolyn Brooks "Pete at the Zoo," "Keziah," "Rudolph Is Tired of the City," "Lyle" Book Club: <i>Friends Around the World</i> by Ana Galán	Explain Patterns and Structures Monitor Comprehension	Write to Sources Respond to the Weekly Question	Produce rhyming words.	Consonant Digraphs <i>ch, sh, wh, th, ph</i> and Trigraph <i>-tch</i>	<i>great, before, means</i>
Week 5	Question: How can a new place help us change and grow? Text: Infographic	excited explore favorite guide tour	I can read realistic fiction and understand its plot.	Realistic fiction/plot Establish Purpose	Shared Read: <i>You Can't Climb a Cactus</i> by Derrick Barnes Book Club: <i>Friends Around the World</i> by Ana Galán	Describe and Understand Plot Elements	Talk About It Respond to the Weekly Question	Add and Remove Sounds	Inflected Endings <i>-s, -es, -ed, -ing</i>	<i>follow, show, form</i>

READING-WRITING BRIDGE								
Reading-Writing Bridge Goal: I can use language to make connections between reading and writing.								
Academic Vocabulary: affect, different, compare, location, region								
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List	Foundational Skills: Challenge Words	Foundational Skills: Spelling High-Frequency Words	Language and Conventions
Week 1	I can use language to make connections between reading and writing.	Strategy: Related Words	Word Choice (to convey voice)	Skill: VC Syllable Pattern	1. six 5. mess 9. sad 2. tag 6. dot 10. hot 3. rib 7. mud 4. map 8. hen	1. bottle 2. action 3. dragon	1. which 2. than	Simple Sentences
Week 2	I can use language to make connections between reading and writing.	Strategy: Synonyms	Text Structure	Skill: Long Vowels (CVCe)	1. time 5. nose 9. hose 2. lake 6. rake 10. became 3. home 7. made 4. game 8. erase	1. homework 2. describe 3. invite	1. called 2. long	Subjects and Predicates
Week 3	I can use language to make connections between reading and writing.	Strategy: Context Clues	Relevant Details	Skill: Consonant Blends	1. nest 5. strong 9. stick 2. past 6. scrap 10. brick 3. spend 7. frog 4. spring 8. blog	1. classmate 2. skeleton 3. blanket	1. sound 2. things	Compound Sentences

READING-WRITING BRIDGE										
Reading-Writing Bridge Goal: I can use language to make connections between reading and writing.										
Academic Vocabulary: affect, different, compare, location, region										
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List			Foundational Skills: Challenge Words	Foundational Skills: Spelling High-Frequency Words	Language and Conventions
Week 4	I can use language to make connections between reading and writing.	Strategy: Word Parts (suffixes)	Word Choice (to convey feeling)	Skill: Consonant Digraphs <i>ch, sh, wh, th, ph</i> and Trigraph <i>-tch</i>	1. bunch 2. patch 3. what 4. phone	5. when 6. chase 7. math 8. brush	9. thank 10. dish	1. whiskers 2. twitch 3. channel	1. great 2. before	Sentences and End Punctuation
Week 5	I can use language to make connections between reading and writing.	Strategy: Related Words	How Graphic Features Support Purpose	Skill: Inflected Endings <i>-s, -es, -ed, -ing</i>	1. notes 2. tunes 3. lunches 4. switches	5. babies 6. dropped 7. dropping 8. smiled	9. taking 10. boxes	1. amazed 2. bouncing 3. arguing	1. follow 2. show	Use Resources to Spell Words

WRITING						
Unit Writing Goal: I can plan, draft, and publish my writing.						
Unit Writing Genre: Non-Genre: Launching the Writer's Notebook						
	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
Week 1	Introduce and Immerse	Meet the Author	Meet the Author	What Good Writers Do	What Good Writers Do	Writing Club
Week 2	Develop Elements	The Writer's Notebook	The Writer's Notebook	Tools Authors Use	Tools Authors Use	Digital Tools Authors Use
Week 3	Develop Structure	The Structure of a Fiction Text	The Structure of a Fiction Text	The Structure of a Nonfiction Text	The Structure of a Nonfiction Text	Digital Tools Authors Use
Week 4	Writer's Craft	Punctuation: end punctuation and apostrophes	Punctuation: end punctuation and apostrophes	Revise Drafts by Adding Details	Revise Draft by Adding Details	Revise Drafts by Deleting Words
Week 5	Publish, Celebrate, Assess	Peer Edit	Incorporate Feedback	How to Write a Final Draft	Publish and Celebrate	Assessment

WEEK 6 INQUIRY and RESEARCH												
Theme Goal: I can talk with others about how different places affect us.												
Writing Mode: Persuasive Text												
	Foundational Skills: Phonics	Foundational Skills: High-Frequency Words	Foundational Skills: Spelling	Foundational Skills: Spelling List	Foundational Skills: Challenge Words	Foundational Skills: Spelling High-Frequency Words	Leveled Research Articles	Day 1 Introduce the Project and Academic Vocabulary	Day 2 Collaborate and Discuss/ Conduct Research	Day 3 Collaborate and Discuss/ Refine Research	Day 4 Extend Research/ Collaborate and Discuss	Day 5 Reflect and Share
Week 6	r-Controlled Vowels <i>ar, or, ore, oar</i>	<i>also, small, large</i>	Skill: r-Controlled Vowels <i>ar, or, ore, oar</i>	1. core 2. cart 3. tore 4. fort 5. chore 6. board 7. mark 8. roar 9. garden 10. forest	1. formal 2. mirror 3. marble	1. also 2. large	Title: Exploring Museums Title: Save Our Movie Theater Title: The Wonders of the Grand Canyon	Look Back at Weekly Questions Use text evidence to answer Essential Question Write a persuasive paragraph telling why your favorite place should win the contest for "best place in town."	Anchor Chart: General Persuasive Conduct an interview	Opinion essay [persuasive] about a student's favorite meal. Identify Primary and Secondary Sources	Include media Revise and edit	Present



READING										
Reading Goal: I know about informational text and understand its features and structures.										
	Weekly Launch	Weekly Vocabulary	Weekly Reading Learning Goal	Genre	Text	Close Read Skills	Reflect and Share	Foundational Skills: Phonological Awareness	Foundational Skills: Phonics	Foundational Skills: High-Frequency Words
Week 1	Question: What patterns can we notice in a garden? Text: Diagram	arrange certain moist soggy place	I can read informational text and understand text structure.	Informational Text	Shared Read: <i>A Green Kid's Guide to Watering Plants</i> by Richard Lay Book Club: <i>Arctic Tundra</i> by Claudia Oviedo	Identify Text Structure Ask and Answer Questions	Talk About It Respond to the Weekly Question	Add and delete phonemes.	Contractions	<i>even, different, between</i>
Week 2	Question: What patterns can we see on a prairie? Text: Infographic	burrows colonies grazers habitat prairie	I can read informational text and use its text features.	Informational Text	Shared Read: <i>A Home on the Prairie</i> by David Lion Book Club: <i>Arctic Tundra</i> by Claudia Oviedo	Use Text Features and Graphics Make and Confirm Predictions	Write to Sources Respond to the Weekly Question	Change phonemes.	Vowel Digraphs ai, ay, ea	<i>kind, change, air</i>
Week 3	Question: How does a tree show patterns as seasons change? Text: Poem	carefully decorates glow quietly rustle	I can learn more about patterns in nature by reading a story about how a tree affects a boy's life.	Realistic Fiction Establish Purpose	Shared Read: <i>The Seasons of Arnold's Apple Tree</i> by Gail Gibbons Book Club: <i>Arctic Tundra</i> by Claudia Oviedo	Understand Setting and Plot Visualize Details	Talk About It Respond to the Weekly Question	Change phonemes.	Vowel Digraph ie	<i>animal, point, study</i>
Week 4	Question: How do patterns of behavior in animals help keep their young safe? Text: Infographic	flock huddled oval penguin waddle	I can learn about patterns in nature by reading a story about penguins.	Fiction	Shared Read: <i>What's in the Egg, Little Pip?</i> by Karma Wilson Book Club: <i>Arctic Tundra</i> by Claudia Oviedo	Describe and Understand Characters Make Inferences	Write to Sources Respond to the Weekly Question	Manipulate phonemes within base words.	Long e: ee, ea, ey, y	<i>letter, answer, page</i>
Week 5	Question: What migration patterns do we see in some animals? Text: Infographic	climate generation insects mammals migration	I can read informational text and use its features to understand more about a topic.	Informational Text Fluency (accuracy)	Shared Read: <i>Amazing Migrations: Butterflies, Bats, and Birds</i> by Cheryl Willis Hudson Book Club: <i>Arctic Tundra</i> by Claudia Oviedo	Explain and Use Text Features Determine Key Ideas	Talk About It Respond to the Weekly Question	Manipulate phonemes within base words.	Long o: o, oa, ow	<i>near, food, try</i>

READING-WRITING BRIDGE										
Reading-Writing Bridge Goal: I can learn and use words to read and write informational text.										
Academic Vocabulary: behavior, evidence, identify, similar, design										
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List	Foundational Skills: Challenge Words	Foundational Skills: Spelling High-Frequency Words	Language and Conventions		
Week 1	I can use language to make connections between reading and writing informational texts.	Strategy: Related Words	Text Structure (steps in a process)	Skill: Contractions	1. I'll 5. wasn't 9. we're 2. you'll 6. don't 10. you're 3. he's 7. isn't 4. she's 8. what's	1. wouldn't 2. shouldn't 3. could've	1. different 2. between	Nouns (singular and plural)		
Week 2	I can use language to make connections between reading and writing informational texts	Strategy: Synonyms	Descriptive Words	Skill: Vowel Digraphs ai, ay, ea	1. pay 5. Saturday 9. break 2. Sunday 6. Thursday 10. great 3. Monday 7. paint 4. Friday 8. brain	1. Tuesday 2. Wednesday 3. crayon	1. change 2. air	Irregular Plural Nouns		

READING-WRITING BRIDGE										
Reading-Writing Bridge Goal: I can learn and use words to read and write informational text.										
Academic Vocabulary: behavior, evidence, identify, similar, design										
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List			Foundational Skills: Challenge Words	Foundational Skills: Spelling High-Frequency Words	Language and Conventions
Week 3	I can use language to make connections between reading and writing informational texts.	Strategy: Context Clues	Sentence Lengths	Skill: Vowel Digraph ie	1. chief 2. field 3. pie 4. thief	5. tie 6. niece 7. brief 8. piece	9. believe 10. goalie	1. relief 2. denied 3. movie	1. animal 2. study	Common and Proper Nouns
Week 4	I can use language to make connections between reading and writing.	Strategy: Word Parts	Using Dialogue to Convey Voice	Skill: Long e: ee, ea, ey, y	1. each 2. team 3. street 4. key	5. read 6. feel 7. deep 8. party	9. easy 10. beach	1. keyboard 2. monkey 3. reason	1. letter 2. answer	Possessive Nouns
Week 5	I can use language to make connections between reading and writing informational texts.	Oral Language Unit Review	How Print and Graphic Features Support Purpose	Skill: Long o: o, oa, ow	1. only 2. open 3. float 4. coach	5. below 6. throat 7. load 8. throw	9. bowl 10. mow	1. approach 2. hollow 3. bellow	1. near 2. food	Collective Nouns

WRITING						
Unit Writing Goal: I can use elements of informational text to write a list article.						
Unit Writing Genre: Informational: List Article						
	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
Week 1	Introduce and Immerse	List Article	List Article	List Article	Generate Ideas	Plan Your List Article
Week 2	Develop Elements	Topic and Main Idea	Develop Details	Develop Details	Features and Graphics	Features and Graphics
Week 3	Develop Structure	Introduction and Conclusion	Organize Details	Organize Details	Text Features	Text Features
Week 4	Writer's Craft	Complete Sentences with Subject-Verb Agreement	Nouns	Nouns	Prepositions and Prepositional Phrases	Prepositions and Prepositional Phrases
Week 5	Publish, Celebrate, Assess	Punctuation: commas with items in a series	Edit for Complete Sentences with Subject-Verb Agreement	Prepare for Celebration	Celebration	Assessment

WEEK 6 INQUIRY and RESEARCH												
Theme Goal: I can talk with others about what patterns we see in nature.												
Writing Mode: Informational Text												
	Foundational Skills: Phonics	Foundational Skills: High-Frequency Words	Foundational Skills: Spelling	Foundational Skills: Spelling List	Foundational Skills: Challenge Words	Foundational Skills: Spelling High-Frequency Words	Leveled Research Articles	Day 1 Introduce the Project and Academic Vocabulary	Day 2 Collaborate and Discuss/ Conduct Research	Day 3 Collaborate and Discuss/ Refine Research	Day 4 Extend Research/ Collaborate and Discuss	Day 5 Reflect and Share
Week 6	Compound Words	<i>country, city, school</i>	Skill: Compound Words	1. weekend 2. backyard 3. snowman 4. driveway 5. mailbox 6. raindrop 7. bathtub 8. inside 9. railroad 10. firefly	1. earthquake 2. thunderstorm 3. grandparent	1. country 2. school	Title: Looking at Tree Bark Title: Tidal Patterns Title: Nature's Skyscrapers	Look Back at Weekly Questions Use text evidence to answer Essential Question Research trees and the patterns in tree bark; write a Fact Sheet about the pattern the tree bark makes.	Main idea and key details and facts Library database and books	Example of a fact sheet Paraphrasing	Create a poster with images Revise mode of writing Edit: subject-verb agreement, spelling and punctuation	Present

READING										
Reading Goal: I know about different types of traditional tales and understand their elements.										
	Weekly Launch	Weekly Vocabulary	Weekly Reading Learning Goal	Genre	Text	Close Read Skills	Reflect and Share	Foundational Skills: Decodable Text	Foundational Skills: Phonics	Foundational Skills: High-Frequency Words
Week 1	Question: What lessons can we learn from traditional tales? Text: Infographic	alarmed contentment disappointments hopes rage	I can read fables and identify their themes.	Traditional Tale: Fables	Shared Read: "The Hen and the Apple Tree" "The Frogs at the Rainbow's End" "The Mouse at the Seashore" from <i>Fables</i> by Arnold Lobel Book Club: <i>Celebrating the New Year Around the World</i> by Traci Sorell	Identify Theme Determine Key Ideas	Talk About It Respond to the Weekly Question	Rabbit's Kite	Long i: i, ie, i_e, igh, y	<i>earth, eyes, thought</i> <with handwriting instruction>
Week 2	Question: What stories do people tell to understand the world around them? Text: Infographic	admiration exhausted medicines messenger moccasins	I can read a traditional tale and understand its plot.	Traditional Tale: Legend Fluency	Shared Read: <i>The Legend of the Lady Slipper</i> by Lise Lunge-Larsen and Margi Preus Book Club: <i>Celebrating the New Year Around the World</i> by Traci Sorell	Discuss Author's Purpose Make Connections	Write to Sources Respond to the Weekly Question	No Help at All!	Comparative Endings (cover meaning as well as decoding)	<i>head, few, along</i>
Week 3	Question: How can a traditional story be told in different ways? Text: Infographic	stranded mechanic blossoms expensive forgave	I can read folktales and compare versions of the same tale.	Traditional Tale: Folktale Establish Purpose	Shared Read: <i>Interstellar Cinderella</i> by Deborah Underwood <i>Cendrillon: An Island Cinderella</i> by Tracey Baptiste Book Club: <i>Celebrating the New Year Around the World</i> by Traci Sorell	Compare and Contrast Stories Visualize Details	Talk About It Respond to the Weekly Question	Perfect!	r-Controlled Vowels er, ir, ur	<i>something, example, paper</i> <with handwriting instruction>
Week 4	Question: What makes a Native American tradition? Text: Infographic	traditions natural cure respect society	I can learn more about traditions by reading about Native American life.	Informational Text	Shared Read: <i>The Abenaki</i> by Joseph Bruchac Book Club: <i>Celebrating the New Year Around the World</i> by Traci Sorell	Discuss Author's Purpose Make Connections	Write to Sources Respond to the Weekly Question	The Story	Diphthongs ou, ow, oi, oy	<i>often, important, took</i>
Week 5	Question: How does food help make a tradition? Text: Infographic	sauce ingredients plain products spicy	I can learn more about traditions by reading a story about traditional foods.	Realistic Fiction	Shared Read: <i>My Food, Your Food</i> by Lisa Bullard Book Club: <i>Celebrating the New Year Around the World</i> by Traci Sorell	Understand Text Features Make Inferences	Talk About It Respond to the Weekly Question	Sue's New School	Vowel Teams oo, ue, ew, ui	<i>hear, idea, enough</i>

READING-WRITING BRIDGE									
Reading-Writing Bridge Goal: I can use language to make connections between reading and writing.									
Academic Vocabulary: communication, culture, purpose, belief, maintain									
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List	Foundational Skills: Challenge Words	Foundational Skills: Spelling High-Frequency Words	Language and Conventions	
Week 1	I can use language to make connections between reading and writing.	Strategy: Related Words	Details That Support the Author's Purpose	Skill: Long i: i, ie, i_e, igh, y	1. try 2. tried 3. spy 4. spied 5. tonight 6. dimes 7. strike 8. spider 9. pirate 10. delight	1. myself 2. frightening 3. admire	1. earth 2. thought	Verbs: Present Tense	
Week 2	I can use language to make connections between reading and writing.	Strategy: Synonyms and Antonyms	Story Structure	Skill: Comparative Endings	1. mean 2. meaner 3. meanest 4. rich 5. richer 6. richest 7. busy 8. busier 9. busiest 10. hottest	1. noisiest 2. quietest 3. friendlier	1. head 2. along	Verbs: Past Tense and Future Tense	



READING-WRITING BRIDGE										
Reading-Writing Bridge Goal: I can use language to make connections between reading and writing.										
Academic Vocabulary: communication, culture, purpose, belief, maintain										
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List			Foundational Skills: Challenge Words	Foundational Skills: Spelling High-Frequency Words	Language and Conventions
Week 3	I can use language to make connections between reading and writing.	Strategy: Context Clues	Word Choice (to advance plot)	Skill: r-Controlled Vowels er, ir, ur	1. fern 2. term 3. chirp 4. first	5. curb 6. burn 7. perky 8. birthday	9. alert 10. perfect	1. circular 2. mermaid 3. purpose	1. something 2. paper	Irregular Verbs
Week 4	I can use language to make connections between reading and writing.	Strategy: Word Parts	Organizing Information	Skill: Diphthongs ou, ow, oi, oy	1. about 2. amount 3. count 4. clown	5. join 6. spoil 7. noise 8. flower	9. loyal 10. found	1. mountain 2. turquoise 3. destroy	1. often 2. took	Subject-Verb Agreement
Week 5	I can use language to make connections between reading and writing.	Strategy: Oral Language	Organizing Information	Skill: Vowel Teams oo, ue, ew, ui	1. fewer 2. true 3. cue 4. goose	5. drew 6. cocoon 7. afternoon 8. argue	9. bruise 10. cruise	1. juiciest 2. shampoo 3. pursuit	1. hear 2. enough	Adverbs

WRITING						
Unit Writing Goal: I can use figurative language and sound devices to write poetry.						
Unit Writing Genre: Poetry						
	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
Week 1	Introduce and Immerse	Poetry	Poetry	Poetry	Generate Ideas	Plan Your Poem
Week 2	Develop Elements	Imagery	Sensory Details	Sensory Details	Word Choice	Word Choice
Week 3	Develop Structure	Simile	Alliteration	Alliteration	Audio Recording	Audio Recording
Week 4	Writer's Craft	Revise Drafts by Rearranging Words	Edit Adjectives (including Articles <i>a, an, the</i>)	Edit Adjectives (including Articles <i>a, an, the</i>)	Past, Present, and Future Verbs	Past, Present, and Future Verbs
Week 5	Publish, Celebrate, Assess	Edit for Nouns	Edit for Prepositions and Prepositional Phrases	Prepare for Celebration	Publish and Celebrate	Assessment

WEEK 6 INQUIRY and RESEARCH												
Theme Goal: I can talk with others about what traditions are.												
Writing Mode: Opinion Text												
	Foundational Skills: Phonics	Foundational Skills: High-Frequency Words	Foundational Skills: Spelling	Foundational Skills: Spelling List	Foundational Skills: Challenge Words	Foundational Skills: Spelling High-Frequency Words	Leveled Research Articles	Day 1 Introduce the Project and Academic Vocabulary	Day 2 Collaborate and Discuss/ Conduct Research	Day 3 Collaborate and Discuss/ Refine Research	Day 4 Extend Research/ Collaborate and Discuss	Day 5 Reflect and Share
Week 6	Complex Consonants <i>c /s/, g /j/, and dge /j/</i>	<i>group, book, almost</i>	Skill: Complex Consonants <i>c /s/, g /j/, and dge /j/</i>	1. badge 2. edge 3. judge 4. pace 5. mice 6. peace 7. huge 8. giraffe 9. gems 10. price	1. celebrate 2. emergency 3. message	1. group 2. almost	Title: A Tradition to Remember Title: Blanket Toss! Title: Birthdays Around the World	Look Back at Weekly Questions Use text evidence to answer Essential Question Write a letter to your principal about a tradition you think your school should celebrate or recognize. Give your opinion on why you think the school should celebrate this tradition.	Opinion: linking words, fact and opinion Search online (identify keywords for research)	Opinion Letter Capitalization of months, days of the week, and the salutation and conclusion of a letter Cite sources	Write a thank you letter to principal thanking him/her for considering your request. Revise and Edit	Present

READING										
Reading Goal: I know about narrative nonfiction and understand its elements.										
	Weekly Launch	Weekly Vocabulary	Weekly Reading Learning Goal	Genre Spread	Text	Close Read Skills	Reflect and Share	Foundational Skills: Decodable Text	Foundational Skills: Phonics	Foundational Skills: High-Frequency Words
Week 1	Question: How can others inspire us to reach a goal? Text: Infographic	accept allowed challenge determined refused	I know about narrative nonfiction and understand its elements.	Biography	Shared Read: <i>Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell</i> by Tanya Lee Stone Book Club: <i>John Chapman: Planter and Pioneer</i> by Ron Fridell	Identify Text Structure Ask and Answer Questions	Talk About It Respond to the Weekly Question	Helen's Story	Closed Syllables VC/V	<i>sometimes, mountains, young</i>
Week 2	Question: How can our creations affect others? Text: Infographic	architect creations arches monuments observes	I can read a biography and use print and graphic features.	Biography Fluency	Shared Read: <i>Building on Nature: The Life of Antoni Gaudí</i> by Rachel Rodríguez Book Club: <i>John Chapman: Planter and Pioneer</i> by Ron Fridell	Use Text Features Make Connections	Write to Sources Respond to the Weekly Question	Spider's Web	Open Syllables V/VC	<i>talk, song, being</i>
Week 3	Question: What can people do to make a difference in their communities? Text: Infographic	drooped faded inhaled mural plots	I can learn more about making a difference by reading a story.	Realistic Fiction Establish Purpose	Shared Read: <i>The Garden of Happiness</i> by Erika Tamar Book Club: <i>John Chapman: Planter and Pioneer</i> by Ron Fridell	Determine Theme Create New Understandings	Talk About It Respond to the Weekly Question	A Place to Play	Suffixes -ly, -ful, -er, -less, -or	<i>above, family, music</i>
Week 4	Question: How can people work together to solve a problem? Text: Infographic	crumble garbage plastic scents useless	I can read a biography and understand its text structure.	Biography Establish Purpose	Shared Read: <i>One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia</i> by Miranda Paul Book Club: <i>John Chapman: Planter and Pioneer</i> by Ron Fridell	Identify Text Structure Make and Confirm Predictions	Write to Sources Respond to the Weekly Question	Cleaning the Beach	Prefixes un-, re-, pre-, dis-	<i>color, questions, area</i>
Week 5	Question: How can you get involved to improve your community? Text: Infographic	participate volunteers shelter organizing skill	I can learn about making a difference by reading a persuasive text.	Persuasive text (include distinguishing fact from opinion)	Shared Read: <i>Kids Can Be Big Helpers</i> by Kenneth Braswell Book Club: <i>John Chapman: Planter and Pioneer</i> by Ron Fridell	Understand Persuasive Text Monitor Comprehension	Talk About It Respond to the Weekly Question	Kent's Idea	Syllable Pattern VCCV	<i>horse, problem, complete</i>

READING-WRITING BRIDGE										
Reading-Writing Bridge Goal: I can use language to make connections between reading and writing narrative nonfiction.										
Academic Vocabulary: discuss, connect, responsible, equal, improve										
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List	Foundational Skills: Challenge Words	Foundational Skills: Spelling High-Frequency Words	Language and Conventions		
Week 1	I can use language to make connections between reading and writing narrative nonfiction.	Strategy: Related Words (suffix -ion, -tion, -sion)	Literal and figurative language, with focus on idioms.	Skill: Closed Syllables VC/V	1. lemon 5. river 9. tropic 2. shiver 6. rapid 10. proper 3. planet 7. comet 4. clever 8. driven	1. regular 2. camera 3. hazard	1. sometimes 2. young	Adjectives and Adverbs		
Week 2	I can use language to make connections between reading and writing narrative nonfiction.	Strategy: Antonyms	Descriptive Details	Skill: Open Syllables V/VC	1. bonus 5. bacon 9. crater 2. lazy 6. human 10. cubic 3. tulip 7. diner 4. meter 8. silent	1. vital 2. climate 3. motive	1. talk 2. being	Comparative and superlative adjectives (suffixes: -er, -est)		
Week 3	I can use language to make connections between reading and writing narrative nonfiction.	Strategy: Context Clues	First and Third Person	Skill: Suffixes -ly, -ful, -er, -less, -or	1. useful 5. visitor 9. cheerful 2. helpful 6. sailor 10. helper 3. fearless 7. weekly 4. teacher 8. quickly	1. competitor 2. extremely 3. thoughtless	1. above 2. family	Commas in Dates and Letters		

READING-WRITING BRIDGE								
Reading-Writing Bridge Goal: I can use language to make connections between reading and writing narrative nonfiction.								
Academic Vocabulary: discuss, connect, responsible, equal, improve								
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List	Foundational Skills: Challenge Words	Foundational Skills: Spelling High-Frequency Words	Language and Conventions
Week 4	I can use language to make connections between reading and writing narrative nonfiction.	Strategy: Word Parts (prefix un-)	Figurative and Literal Language including Idioms	Skill: Prefixes un-, re-, pre-, dis-	1. unfair 2. unlock 3. rerun 4. rebuild 5. refill 6. preschool 7. preview 8. dislike 9. discover 10. disappear	1. prehistoric 2. unfortunate 3. disconnect	1. color 2. questions	Pronouns (subject and object and possessive)
Week 5	I can use language to make connections between reading and writing narrative nonfiction.	Use new words learned during this unit.	Word Choice	Skill: Syllable Pattern VCCV, using dictionary guide words to find a word	1. magnet 2. hornet 3. bandit 4. signal 5. velvet 6. dentist 7. doctor 8. sister 9. harvest 10. contest	1. abstract 2. system 3. dispel	1. problem 2. complete	Pronouns (reflexive)

WRITING						
Unit Writing Goal: I can use elements of narrative nonfiction to write a personal narrative.						
Unit Writing Genre: Personal Narrative						
	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
Week 1	Introduce and Immerse	Personal Narrative	Personal Narrative	Personal Narrative	Generate Ideas	Plan Your Personal Narrative
Week 2	Develop Elements	Compose Setting	The Narrator: You	The Narrator: You	Problem and Resolution	Problem and Resolution
Week 3	Develop Structure	Sequence of Events	Conclusion	Conclusion	Details	Details
Week 4	Writer's Craft	Capitalization and commas in dates	Pronouns	Pronouns	Compound Subjects and Predicates	Compound Subjects and Predicates
Week 5	Publish, Celebrate, Assess	Edit for Adjectives, Articles, and Adverbs	Edit for Spelling	Prepare for Celebration	Celebration	Assessment

WEEK 6 INQUIRY and RESEARCH												
Theme Goal: I can talk with others about why it is important to connect with other people.												
Writing Mode: Informational Text												
	Foundational Skills: Phonics	Foundational Skills: High-Frequency Words	Foundational Skills: Spelling	Foundational Skills: Spelling List	Foundational Skills: Challenge Words	Foundational Skills: Spelling High-Frequency Words	Leveled Research Articles	Day 1 Introduce the Project and Academic Vocabulary	Day 2 Collaborate and Discuss/Conduct Research	Day 3 Collaborate and Discuss/Refine Research	Day 4 Extend Research/ Collaborate and Discuss	Day 5 Reflect and Share
Week 6	Consonant Patterns kn, wr, gn, mb, lf	<i>since, usually, friends</i>	Skill: Consonant Patterns kn, wr, gn, mb, lf	1. wrong 2. climb 3. thumb 4. comb 5. calf 6. knife 7. gnat 8. sign 9. know 10. write	1. wrestle 2. plumbing 3. knowledge	1. usually 2. friends	Title: Time Capsules Title: Let's Connect! Title: Connecting for a Cause	Look Back at Weekly Questions Use text evidence to answer Essential Question Time Capsule: What kinds of things do people include in time capsules? Collect items from your lives that you want to share and create a group time capsule.	Informational Text: central idea and key details, plus facts, examples, definitions Use a Web Site (search online, navigating within a Web site)	Example: A short list of mementos someone saved with a reason why they saved each one Primary and secondary sources	Students write a letter to themselves about time capsule project. Capitalization of months, days of the week; salutation and conclusion of a letter. Revise mode of writing Edit: spelling, punctuation, capitalization of names and places	Present

READING										
Reading Goal: I know about different types of informational text and understand their features and structures.										
	Weekly Launch	Weekly Vocabulary	Weekly Reading Learning Goal	Genre	Text	Close Read Skills	Reflect and Share	Foundational Skills: Decodable Text	Foundational Skills: Phonics	Foundational Skills: High-Frequency Words
Week 1	Question: What are some of Earth's changing features? Text: Infographic	coast plains desert canyons volcano	I can read informational text and learn facts about a topic.	Informational Text	Shared Read: <i>Introducing Landforms</i> by Bobbie Kalman and Kelley MacAulay Book Club: <i>Disaster Alert!</i> by Christine Taylor-Butler	Describe Connections Monitor Comprehension	Talk About It Respond to the Weekly Question	The Best Place	Homographs	<i>heard, door, sure</i>
Week 2	Question: How do natural events change the Earth? Text: Infographic	flows (v.) disasters ruin damage amount	I can read informational texts and learn facts about a topic.	Informational Text Establish Purpose	Shared Read: Paired Selections: from <i>How Water Shapes the Earth</i> by Jared Siemens; and from <i>How Earthquakes Shape the Earth</i> by Aaron Carr and Megan Cuthvert Book Club: <i>Disaster Alert!</i> by Christine Taylor-Butler	Compare and Contrast Texts Create New Understandings	Write to Sources Respond to the Weekly Question	The Changing River	Double Consonants	<i>become, across, during</i>
Week 3	Question: How does weather change Earth? Text: Infographic	den slippery surface underground survive	I can read a readers' theater text and understand elements of drama.	Drama	Shared Read: <i>Where Do They Go in Rain or Snow?</i> by Melissa Stewart Book Club: <i>Disaster Alert!</i> by Christine Taylor-Butler	Identify Elements of Drama Make and Confirm Predictions	Talk About It Respond to the Weekly Question	A Small Tree in a Big Wind	Vowel Patterns aw, au, augh, al	<i>hours, products, happened</i>
Week 4	Question: How does a volcano eruption change Earth? Text: Infographic/Diagram	construction crater lava cinders detour	I can read poetry about the Earth.	Poetry	Shared Read: <i>Volcano Wakes Up!</i> by Lisa Westberg Peters Book Club: <i>Disaster Alert!</i> by Christine Taylor-Butler	Explain Patterns and Structures Make Connections	Write to Sources Respond to the Weekly Question	Lizard's Move	Syllable Pattern VCCCV	<i>measure, remember, early</i>
Week 5	Question: What can rocks reveal about how Earth changes? Text: Infographic	minerals layers magma fossils soil	I can find the central idea in informational text.	Informational Text Fluency	Shared Read: <i>Rocks!</i> By Christopher Cheng Book Club: <i>Disaster Alert!</i> by Christine Taylor-Butler	Identify Main Idea Make Inferences	Talk About It Respond to the Weekly Question	Welcome, Max	Abbreviations	<i>listen, covered, several</i>

READING-WRITING BRIDGE										
Reading-Writing Bridge Goal: I can use language to make connections between reading and writing informational text.										
Academic Vocabulary: destroy, environment, reaction, balance, resources										
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List			Foundational Skills: Challenge Words	Foundational Skills: Spelling High-Frequency Words	Language and Conventions
Week 1	I can use language to make connections between reading and writing informational texts.	Strategy: Related Words	How Graphic Features Support Purpose	Skill: Homographs	1. does 2. down 3. lead 4. second	5. tear 6. wind 7. wound 8. upset	9. match 10. foot	1. attribute 2. compound 3. object	1. heard 2. sure	Prepositions and Prepositional Phrases
Week 2	I can use language to make connections between reading and writing informational texts.	Strategy: Synonyms	Text Structure (cause and effect)	Skill: Double Consonants	1. dinner 2. winner 3. dollar 4. summer	5. bitter 6. attic 7. sudden 8. supper	9. swimmer 10. better	1. muffled 2. syllable 3. puzzled	1. across 2. during	Contractions (include apostrophes in contractions)
Week 3	I can use language to make connections between reading and writing informational texts.	Strategy: Context Clues	Word Choice (to convey voice)	Skill: Vowel Patterns aw, au, augh, al	1. chalk 2. walk 3. saw 4. law	5. jaw 6. straw 7. crawl 8. taught	9. auto 10. daughter	1. precaution 2. awkward 3. haughty	1. hours 2. happened	Commas in Sentences (cover items in a series)



READING-WRITING BRIDGE								
Reading-Writing Bridge Goal: I can use language to make connections between reading and writing informational text.								
Academic Vocabulary: destroy, environment, reaction, balance, resources								
	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List	Foundational Skills: Challenge Words	Foundational Skills: Spelling High-Frequency Words	Language and Conventions
Week 4	I can use language to make connections between reading and writing informational texts.	Strategy: Word Parts (prefix re-)	Elements of Poetry: beat, alliteration, repetition/repeated lines, imagery	Skill: Syllable Pattern VCCCV	1. distract 2. concrete 3. complain 4. hundred 5. monster 6. address 7. ostrich 8. pumpkin 9. explain 10. improve	1. mischief 2. district 3. complex	1. measure 2. remember	Compound Subjects and Predicates (cover coordinating conjunctions)
Week 5	I can use language to make connections between reading and writing informational texts.	Strategy: Oral Language	Descriptive Details	Skill: Abbreviations	1. Mr. 2. Mrs. 3. Ms. 4. Dr. 5. St. 6. Ave. 7. U.S. 8. Mt. 9. in. 10. ft.	1. inc. 2. mph 3. doc. (document)	1. listen 2. covered	Spell Words Correctly

WRITING							
Unit Writing Goal: I can use elements of informational text to write a procedural text.							
Unit Writing Genre: Personal Narrative							
	Writing Genre	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
Week 1	Informational: Procedural/How-To Books	Introduce and Immerse	How-To Book	How-To Book	How-To Book	Generate Ideas	Plan Your How-To Book
Week 2	Informational: Procedural/How-To Books	Develop Elements	How to Write a Command	Writing Precise Instructions	Writing Precise Instructions	Graphics	Graphics
Week 3	Informational: Procedural/How-To Books	Develop Structure	Organize with Structure	Writing in Steps	Writing in Steps	Introduction and Conclusion	Introduction and Conclusion
Week 4	Informational: Procedural/How-To Books	Writer's Craft	Adverbs that Convey Time and Place	Revise Drafts by Adding or Deleting Words	Revise Drafts by Adding or Deleting Words	Revise Drafts by Rearranging Words	Revise Drafts by Rearranging Words
Week 5	Informational: Procedural/How-To Books	Publish, Celebrate, Assess	Edit for Pronouns (including subjective, objective, and possessive cases)	Edit for Capitalization (proper nouns, abbreviations, first words of sentences, and greetings/closings of letters)	Prepare for Celebration	Publish and Celebrate	Assessment

WEEK 6 INQUIRY and RESEARCH												
Theme Goal: I can talk with others about why it is important to connect with other people.												
Writing Mode: Persuasive/Opinion Text												
	Foundational Skills: Phonics	Foundational Skills: High-Frequency Words	Foundational Skills: Spelling	Foundational Skills: Spelling List	Foundational Skills: Challenge Words	Foundational Skills: Spelling High-Frequency Words	Leveled Research Articles	Day 1 Introduce the Project and Academic Vocabulary	Day 2 Collaborate and Discuss/Conduct Research	Day 3 Collaborate and Discuss/Refine Research	Day 4 Extend Research/Collaborate and Discuss	Day 5 Reflect and Share
Week 6	Final Stable Syllables consonant-le, -tion, -sion	<i>toward, against, numeral</i>	Skill: Final Stable Syllables consonant-le, -tion, -sion	1. action 2. fraction 3. motion 4. addition 5. vision 6. tension 7. turtle 8. angle 9. purple 10. sparkle	1. rectangle 2. triangle 3. condition	1. toward 2. against	Title: The History of Advertising Title: Player One Title: Turn It Off!	Look Back at Weekly Questions Use text evidence to answer Essential Question Create an infomercial that persuades the audience about the most exciting way the Earth changes or causes changes, such as volcanoes, the Grand Canyon, etc.	Opinion/persuasive language and concluding statement Media research Paraphrasing	Example: Infomercial script Cite sources	Make a video or a recording of the infomercial Revise and Edit: revise and edit the script	Present

Grade 2, Optional Opinion Writing

WRITING						
Unit Writing Goal: I can write an opinion piece.						
Unit Writing Focus: Book Review						
	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
Week 1	Introduce and Immerse	Book Review	Book Review: Opinions	Book Review: Reasons	Brainstorm Ideas	Plan Your Book Review
Week 2	Develop Elements	Choose a Book	Explore State an Opinion	Apply State an Opinion	Explore Supply Reasons	Apply Supply Reasons
Week 3	Develop Structure	Introduce a Book and Opinion	Explore Organize Reasons	Apply Organize Reasons	Explore Provide a Conclusion	Apply Provide a Conclusion
Week 4	Writer's Craft	Capitalize Book Titles	Explore Simple and Compound Sentences	Apply Simple and Compound Sentences	Explore Conjunctions	Apply Conjunctions
Week 5	Publish, Celebrate, Assess	Edit for Capitalization of Book Titles	Edit for Conjunctions	Prepare for Celebration	Celebration	Assessment



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