

UNIT 1 SKILLS OVERVIEW

UNIT THEME

You Are Here

		WEEK 1		WEEK 2		WEEK 3	
		Realistic Fiction		Realistic Fiction		Informational Text	
		How Many Stars in the Sky?		Maybe Something Beautiful		from Places We Go	
		CCSS		CCSS		CCSS	
READING WORKSHOP	Foundational Skills	Phonological Awareness: Long and Short Vowels		Phonological Awareness: Long and Short Vowels		Phonological Awareness: Rhyming Words	
		Phonics: Long and Short Vowels	RF.2.3.a	Phonics: Long Vowels CVCe	RF.2.3.a	Phonics: Consonant Blends	RF.2.3
		High-Frequency Words: <i>which, each, than</i>	RF.2.3.f	High-Frequency Words: <i>called, long, most</i>	RF.2.3.f	High-Frequency Words: <i>more, things, sound</i>	RF.2.3.f
	Minilessons Bank	Infographic: Seeing Stars	RI.2.7; W.2.8	Infographic: We Make Our Neighborhood Better	RI.2.7	Diagram: Fighting Fires	RI.2.7
		Realistic Fiction: How Many Stars in the Sky?	RL.2.10	Realistic Fiction: Maybe Something Beautiful	RL.2.1	Informational Text: Places We Go	RI.2.2
		Words That Tell About a Place	L.2.4.d	Words That Describe	L.2.5.a; L.2.5.b	Words That Tell About the Community	L.2.4.e
Describe and Understand Setting		RL.2.7	Describe and Understand Characters	RL.2.7	Identify Main Idea	RI.2.2	
Use Text Evidence		RL.2.7	Ask and Answer Questions	RL.2.1	Use Text Evidence	RI.2.6	
Talk About It: Oral Response to Realistic Literature	SL.2.1.a; SL.2.1.b	Write to Sources: Respond to Realistic Literature	W.2.8	Talk About It: Oral Response to Informational Text	SL.2.1.a		
READING-WRITING WORKSHOP BRIDGE	Academic Vocabulary	Related Words	L.2.4.c; L.2.4.e	Synonyms	L.2.5	Context Clues	RF.2.4.c
	Handwriting	Use Proper Sitting Position and Paper Position Use Proper Pencil Grip	L.1.1.a	Write the Letters <i>Ll, li, Tt, Oo, Cc, and Aa</i>	L.1.1.a	Write the Letters <i>Ee, Ff, Dd, Gg, Jj, and Qq</i>	L.1.1.a
	Read Like a Writer/Write for a Reader	Voice	L.2.4.a	Sequence	W.2.3	Relevant Details	RI.2.6
WRITING WORKSHOP	Weekly Focus	Introduce and Immerse		Develop Elements		Develop Structure	
	Minilessons Bank	Meet the Author	SL.2.1	The Writer's Notebook	SL.2.1.b	The Structure of a Fiction Text	RL.2.5
		Meet the Author	SL.2.1.b	The Writer's Notebook	SL.2.1	The Structure of a Fiction Text	RL.2.5
		What Good Writers Do	SL.2.1.c	Tools Authors Use	L.2.2.e; L.2.5.b	The Structure of a Nonfiction Text	W.2.2
		What Good Writers Do	SL.2.6	Tools Authors Use	L.2.2.e; L.2.5.b	The Structure of a Nonfiction Text	W.2.2
		Writing Club	SL.2.1.a	Digital Tools Authors Use	W.2.6	Digital Tools Authors Use	W.2.6
	Spelling	Spell Words with Short Vowels	L.2.2	Spell Words with Long Vowels (CVCe)	L.2.2.d	Spell Words with Consonant Blends	L.2.2.d
Language & Conventions	Simple Sentences	L.2.1.f	Subjects and Predicates	L.2.1	Compound Sentences	L.2.1.f	

Essential Question

How do different places affect us?

WEEK 4

Poetry



Poetry

CCSS

Phonological Awareness: Rhyming Words

Phonics: Consonant Digraphs *ch, sh, wh, th, ph*; Trigraph *tch*

High-Frequency Words: *great, before, means*

Poem: “City Sights”

Poetry: “Pete at the Zoo,” “Keziah,” “Rudolph Is Tired of the City,” “Lyle”

Words That Tell About a Feeling or Action

Explain Patterns and Structures

Monitor Comprehension

Write to Sources: Respond to Poetry

Word Parts

Write the Letters *Uu, Ss, Bb, Pp, Rr, and Nn*

Word Choice

Writer’s Craft

End Punctuation and Apostrophes

End Punctuation and Apostrophes

Revise Drafts by Adding Details

Revise Drafts by Adding Details

Revise Drafts by Deleting Words

Spell Words with *ch, sh, wh, th, ph, tch*

Sentences and End Punctuation

WEEK 5

Realistic Fiction



You Can’t Climb a Cactus



CCSS

Phonological Awareness: Add and Remove Sounds

Inflected Endings *-s, -es, -ed, -ing*

High-Frequency Words: *follow, form, show*

Infographic: Two Different Places

Realistic Fiction: You Can’t Climb a Cactus

Words That Tell About a New Place

Describe and Understand Plot Elements

Make and Confirm Predictions

Talk About It: Respond to Realistic Literature

Oral Language

Write the Letters *Mm, Hh, Vv, Yy, Ww, and Xx*

How Graphic Features Support Purpose

Publish, Celebrate, Assess

Peer Edit

Incorporate Peer Feedback

How to Write a Final Draft

Publish and Celebrate

Assessment

Spell Words with *-s, -es, -ed, -ing*

Use Resources to Spell Words

WEEK 6

Inquiry and Research



The Best Place

CCSS

FOUNDATIONAL SKILLS

Phonics: *r*-Controlled Vowels *ar, or, ore, oar*

High-Frequency Words: *also, large, small*

Spelling: *r*-Controlled Vowels *ar, or, ore, oar*

Compare Across Texts: “You Are Here”

Inquire: The Best Place

Leveled Research Articles

Academic Words

Explore and Plan: Introduce Persuasive Writing

Conduct Research: Interview an Expert

Collaborate and Discuss: Analyze Student Model

Primary and Secondary Sources

Extend Research: Include Media

Revise and Edit

Celebrate and Reflect

UNIT 2 SKILLS OVERVIEW

UNIT THEME

Nature's Wonders

		WEEK 1		WEEK 2		WEEK 3	
		Informational Text		Informational Text		Realistic Fiction	
		A Green Kid's Guide to Watering Plants		A Home on the Prairie		The Seasons of Arnold's Apple Tree	
		CCSS		CCSS		CCSS	
READING WORKSHOP	Foundational Skills	Phonological Awareness: Add and Remove Sounds		Phonological Awareness: Recognize Changes in Words		Phonological Awareness: Recognize Changes in Words	
		Phonics: Contractions	L.2.2.c	Phonics: Long <i>a</i> : <i>ai</i> , <i>ay</i> , <i>ea</i>	RF.2.3.b	Phonics: Vowel Digraph <i>ie</i>	RF.2.3
		High-Frequency Words: <i>different</i> , <i>between</i> , <i>even</i>	RF.2.3.f	High-Frequency Words: <i>kind</i> , <i>change</i> , <i>air</i>	RF.2.3.f	High-Frequency Words: <i>animal</i> , <i>point</i> , <i>study</i>	RF.2.3.f
	Minilesson Bank	Diagram: See How They Grow	RI.2.7	Infographic: Grassy Places	RI.2.7	Poem: Circle of Seasons	RL.2.7
		Informational Text: A Green Kid's Guide to Watering Plants	RF.2.4.c	Informational Text: A Home on the Prairie	RI.2.5	Realistic Fiction: The Seasons of Arnold's Apple Tree	SL.2.1.c
		Words That Can Relate to Gardens	RF.2.4.c	Words That Describe Prairies	RI.2.5; L.2.4.e	Words That Can Relate to Seasonal Changes	L.2.6
		Identify Text Structure	RI.2.3	Use Text Features	RI.2.5	Understand Setting and Plot	RL.2.7
		Ask and Answer Questions	RI.2.1	Make and Confirm Predictions	RI.2.5	Visualize Details	RL.2.10
		Talk About It: Oral Response to Informational Text	SL.2.1.a; SL.2.1.b	Write to Sources: Respond to Informational Text	W.2.2; W.2.8	Talk About It: Oral Response to Literature	SL.2.1.a
	READING-WRITING WORKSHOP BRIDGE	Academic Vocabulary	Related Words	L.2.5	Synonyms	L.2.5	Context Clues
Handwriting		Write the Letters <i>Kk</i> and <i>Zz</i> ; Write Numerals 1–10	L.1.1.a	Practice Cursive Swing-Ups and Loops	L.1.1.a	Practice Cursive Swoops and Waves	L.1.1.a
Read Like a Writer/Write for a Reader		Text Structure	RI.2.3	Descriptive Words	SL.2.1	Sentence Lengths	L.2.5.a
WRITING WORKSHOP	Weekly Focus	Introduce and Immerse		Develop Elements		Develop Structure	
	Minilesson Bank	Informational List Articles	W.2.2	Topic and Main Idea	W.2.2	Introduction and Conclusion	W.2.2
		Informational List Articles	W.2.2	Develop Details	W.2.2	Organize Details	W.2.2
		Informational List Articles	W.2.2	Develop Details	W.2.2	Organize Details	W.2.2
		Generate Ideas for List Articles	W.2.2	Graphic Features	W.2.2	Text Features	W.2.2
		Plan Your List Article	SL.2.1	Graphic Features	W.2.2	Text Features	W.2.2
	READING-WRITING WORKSHOP BRIDGE	Spelling	Spell Contractions	L.2.2.c	Spell Words with Long <i>a</i> : <i>ai</i> , <i>ay</i> , <i>ea</i>	RF.2.3.b	Spell Words with <i>ie</i>
Language & Conventions		Singular and Plural Nouns	L.2.1	Irregular Plural Nouns	L.2.1.b	Common and Proper Nouns	L.2.2.a

Essential Question

What patterns do we see in nature?

WEEK 4

Fiction

What's in the Egg, Little Pip?



CCSS

Phonological Awareness: Change Sounds in Base Words

Phonics: Long e: ee, ea, ey, y

High-Frequency Words: letter, answer, page

CCSS

Infographic: Animals and Their Young

Fiction: What's in the Egg, Little Pip?

Words That Can Describe Animal Behaviors

Describe and Understand Characters

Make Inferences

Write to Sources: Respond to Text

Word Parts

Write the Cursive Letters *i*, *t*, *u*, and *w*

Dialogue

Writer's Craft

Complete Sentences with Subject-Verb Agreement

Nouns

Nouns

Prepositions and Prepositional Phrases

Prepositions and Prepositional Phrases

Spell Words with Long e: ee, ea, ey, y

Possessive Nouns

WEEK 5

Informational Text

Amazing Migrations



CCSS

Phonological Awareness: Change the Sounds in Base Words

Phonics: Long o: o, oa, ow

High-Frequency Words: near, food, try

Infographic: Animals on the Move

Informational Text: Amazing Migrations

Words That Can Relate to Animal Migration

Use Text Features

Determine Key Ideas

Talk About It: Oral Response to Informational Text

Oral Language

Write the Cursive Letters *e*, *l*, *b*, and *h*

Graphic Features

Publish, Celebrate, Assess

Edit for Commas in a Series

Edit for Complete Sentences with Subject-Verb Agreement

Prepare for Celebration

Celebration

Assessment

Spell Words with Long o: o, oa, ow

Collective Nouns

WEEK 6

Inquiry and Research

Tree Bark



CCSS

Foundational Skills

Phonics: Compound Words

High-Frequency Words: country, city, school

Spelling: Spell Compound Words

Compare Across Texts: "Nature's Wonders"

Inquire: Tree Bark

Leveled Research Articles

Academic Words

Explore and Plan: Introduce Informational Writing

Conduct Research: Library Database and Books

Collaborate and Discuss: Sample Fact Sheet

Paraphrasing and Plagiarism

Extend Research: Create a Poster with Images

Revise and Edit

Celebrate and Reflect

UNIT 3 SKILLS OVERVIEW

UNIT THEME

Our Traditions

		WEEK 1		WEEK 2		WEEK 3	
		Traditional Tales: Fables		Traditional Tales: Legend		Traditional Tales: Folktales	
		Fables		The Legend of the Lady Slipper		Interstellar Cinderella and Cendrillon: An Island Cinderella	
		CCSS		CCSS		CCSS	
READING WORKSHOP	Foundational Skills	Phonics: Long <i>i</i> : <i>i</i> , <i>ie</i> , <i>i_e</i> , <i>igh</i> , <i>y</i>	RF.2.3.a	Phonics: Comparative Endings	RF.2.3.d	Phonics: <i>r</i> -Controlled Vowels: <i>er</i> , <i>ir</i> , <i>ur</i>	RF.2.3
		High-Frequency Words: <i>eyes</i> , <i>earth</i> , <i>thought</i>	RF.2.3.f	High-Frequency Words: <i>along</i> , <i>few</i> , <i>head</i>	RF.2.3.f	High-Frequency Words: <i>something</i> , <i>example</i> , <i>paper</i>	SL.2.4
		Decodable Text: <i>Rabbit's Kite</i>	RF.2.3	Decodable Text: <i>No Help at All!</i>	RF.2.3.f	Decodable Text: <i>Perfect!</i>	RF.2.4
	Minilesson Bank	Infographic: Traditional Tales	RL.2.2	Infographic: The World of the Storyteller	SL.2.1	Infographic: Telling a Story	SL.2.4
		Fable: Fables	RL.2.2	Legend: The Legend of the Lady Slipper	RL.2.3; RL.2.7	Folktales: Interstellar Cinderella and Cendrillon: An Island Cinderella	SL.2.4
		Words That Can Tell About Feelings	RL.2.2	Words That Can Tell About Feelings and Objects	L.2.5	Words That Can Describe and Name Objects and an Action	RL.2.9
		Identify Theme	RL.2.2	Discuss Author's Purpose	RL.2.7	Compare and Contrast Stories	RL.2.9
		Determine Key Ideas	RL.2.1	Make Connections	RL.2.10	Visualize Details	RL.2.7
	Talk About It: Respond to Literature	RL.2.1	Write to Sources: Respond to Literature	W.2.1	Talk About It: Respond to Literature	RL.2.2	
	READING-WRITING WORKSHOP BRIDGE	Academic Vocabulary	Related Words	L.1.1.a	Synonyms and Antonyms	L.2.5	Context Clues
Handwriting		Write the Cursive Letters <i>f</i> , <i>k</i> , <i>r</i> , and <i>s</i>	L.1.1.a	Write the Cursive Letters <i>j</i> , <i>p</i> , <i>a</i> , and <i>d</i>	L.1.1.a	Write Words Using Appropriate Strokes; Write the Cursive Letters <i>g</i> and <i>o</i>	L.1.1.a
Read Like a Writer/Write for a Reader		Author's Purpose	RL.2.2	Story Structure	RL.2.5; W.2.3	Word Choice	RL.2.7
WRITING WORKSHOP	Weekly Focus	Introduce and Immerse		Develop Elements		Develop Structure	
	Minilesson Bank	Poetry	L.2.6	Imagery	L.2.6	Simile	L.2.5
		Poetry	RL.2.4	Sensory Details	L.2.6	Alliteration	RL.2.4
		Poetry	RL.2.4	Sensory Details	L.2.6	Alliteration	RL.2.4
		Generate Ideas	L.2.6	Word Choice	L.2.6	Audio Recording	SL.2.5
		Plan Your Poem	L.2.6	Word Choice	L.2.6	Audio Recording	SL.2.5
	Spelling	Spell Words with Long <i>i</i> : <i>i</i> , <i>ie</i> , <i>i_e</i> , <i>igh</i> , <i>y</i>	RF.2.3.e	Spell Words with Comparative Endings	L.2.2	Spell Words with <i>r</i> -Controlled Vowels <i>er</i> , <i>ir</i> , <i>ur</i>	L.2.2
Language & Conventions	Present-Tense Verbs	L.2.3	Past- and Future-Tense Verbs	L.2.3	Irregular Verbs	L.2.1.c	

Essential Question

What makes a tradition?

WEEK 4

Informational Text



The Abenaki

	CCSS
Phonics: Diphthongs <i>ou</i> , <i>ow</i> , <i>oi</i> , <i>oy</i>	RF.2.3.b
High-Frequency Words: <i>often</i> , <i>important</i> , <i>took</i>	RF.2.3.f
Decodable Text: <i>The Story</i>	RF.2.3
Infographic: The Wabanaki	RI.2.1
Informational Text: The Abenaki	RI.2.10
Words That Can Relate to Traditions	L.2.4.e; L.2.6
Discuss Author's Purpose	RI.2.6
Make Connections	RI.2.10
Write to Sources: Respond to Informational Text	W.2.2
Word Parts	L.2.4.c
Write the Cursive Letters <i>c</i> , <i>q</i> , <i>n</i> , and <i>m</i>	L.1.1.a
Text Structure	W.2.2
Writer's Craft	
Revise Drafts by Rearranging Words	L.2.1.f
Edit Adjectives and Articles	L.2.1.e
Edit Adjectives and Articles	L.2.1.e
Edit for Past, Present, and Future Verb Tenses	L.2.1
Edit for Past, Present, and Future Verb Tenses	L.2.1
Spell Words with <i>ou</i> , <i>ow</i> , <i>oi</i> , <i>oy</i>	RF.2.3.b; L.2.2.d
Subject-Verb Agreement	L.2.3

WEEK 5

Realistic Fiction/ Procedural Text



My Food, Your Food

	CCSS
Phonics: Vowel Teams <i>oo</i> , <i>ue</i> , <i>ew</i> , <i>ui</i>	RF.2.3.a
High-Frequency Words: <i>hear</i> , <i>idea</i> , <i>enough</i>	RF.2.3.f
Decodable Text: <i>Sue's New School</i>	RF.2.3
Infographic: Traditional Foods	RI.2.5
Realistic Fiction/Procedural Text: My Food, Your Food	RI.2.10
Words That Can Tell About Food	L.2.6
Understand Text Features	RI.2.5
Make Inferences	RI.2.10
Talk About It: Respond to Text	L.2.3
Oral Language	L.2.6
Write the Cursive Letters <i>y</i> , <i>x</i> , <i>v</i> , and <i>z</i>	L.1.1.a
Organizing Information	RL.2.5
Publish, Celebrate, Assess	
Edit for Nouns	L.2.1
Edit for Prepositions and Prepositional Phrases	L.2.1
Prepare for Celebration	RF.2.4.b
Publish and Celebrate	RF.2.4.b
Assessment	L.2.2
Spell Words with Vowel Teams <i>oo</i> , <i>ue</i> , <i>ew</i> , <i>ui</i>	RF.2.3.b
Adverbs	L.2.1.e

WEEK 6

Inquiry and Research



Celebrate at School!

	CCSS
FOUNDATIONAL SKILLS	
Phonics: /s/ Spelled <i>c</i> ; /j/ Spelled <i>g</i> or <i>dge</i>	L.2.2.d
High-Frequency Words: <i>group</i> , <i>book</i> , <i>almost</i>	RF.2.3
Spelling: Spell Words with /s/ Spelled <i>c</i> and /j/ Spelled <i>g</i> or <i>dge</i>	L.2.1
Compare Across Texts: "Our Traditions"	SL.2.1
Inquire: Celebrate at School!	W.2.1
Leveled Research Articles	RF.2.4.a
Academic Words	L.2.4
Explore and Plan: Explore Opinion Writing	W.2.1
Conduct Research: Search Online	W.2.6
Collaborate and Discuss: Analyze Student Model	W.2.1
Cite Sources	W.2.1
Extend Research: Write a Thank You Note	W.2.5
Revise and Edit	W.2.5
Celebrate and Reflect	SL.2.1.c

UNIT 4 SKILLS OVERVIEW

UNIT THEME

Making a Difference

		WEEK 1		WEEK 2		WEEK 3	
		Biography		Biography		Realistic Fiction	
		Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell		Building on Nature: The Life of Antoni Gaudí		The Garden of Happiness	
		CCSS		CCSS		CCSS	
READING WORKSHOP	Foundational Skills	Phonics: Closed Syllables VC/V	RF.2.3	Phonics: Open Syllables V/CV	RF.2.3	Phonics: Suffixes <i>-ly</i> , <i>-ful</i> , <i>-er</i> , <i>-less</i> , <i>-or</i>	RF.2.3; RF.2.3.d
		High-Frequency Words: <i>sometimes</i> , <i>mountains</i> , <i>young</i>	RF.2.3.f	High-Frequency Words: <i>being</i> , <i>talk</i> , <i>song</i>	RF.2.3; RF.2.3.c	High-Frequency Words: <i>above</i> , <i>family</i> , <i>music</i>	RF.2.3.f
		Decodable Text: <i>Helen's Story</i>	RF.2.3	Decodable Text: <i>Spider's Web</i>	RF.2.4.b	Decodable Text: <i>A Place to Play</i>	RF.2.3.d
	Minilesson Bank	Infographic: People Who Were First	W.2.8	Infographic: Creative Places	SL.2.1	Infographic: Community Care	SL.2.4
		Biography: Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell	RI.2.1; RI.2.3	Biography: Building on Nature: The Life of Antoni Gaudí	RI.2.7	Realistic Fiction: The Garden of Happiness	RL.2.1; RL.2.7
		Words with Shades of Meaning	L.2.5.b	Domain Specific Vocabulary	L.2.5	Word Meanings	L.2.4.e
		Identify Text Structure	RI.2.6	Use Text Features	RI.2.7	Determine Theme	RL.2.2
		Ask and Answer Questions	RI.2.1	Make Connections	W.2.8	Create New Understandings	RL.2.10
		Talk About It: Sharing Opinions	RI.2.1	Write to Sources: Write an Opinion	W.2.1	Talk About It: Make Comments and Build on Ideas	SL.2.6
	READING-WRITING WORKSHOP BRIDGE	Academic Vocabulary	Related Words	L.2.4.c; L.2.5	Antonyms	L.2.5	Context Clues
Handwriting		Writing Words and Letters A and O	L.1.1.a	Letters D, C, E, and N	L.1.1.a	Letters M and H and Proper Nouns	L.1.1.a
Read Like a Writer/Write for a Reader		Literal and Figurative Language	L.2.4	Descriptive Language	L.2.3	Point of View	L.2.1
WRITING WORKSHOP	Weekly Focus	Introduce and Immerse		Develop Elements		Develop Structure	
	Minilesson Bank	Personal Narratives	W.2.3	Setting	W.2.3	Sequence of Events	W.2.3
		Personal Narratives: Character	W.2.3	Explore the Main Character: You	W.2.3	Explore Conclusion	W.2.3
		Personal Narratives: Setting and Plot	W.2.3	Apply the Main Character: You	W.2.3	Apply Conclusion	W.2.3
		Generate Ideas	W.2.3	Explore Problem and Resolution	W.2.3	Explore Details	W.2.3
		Plan A Personal Narrative	SL.2.4; W.2.3	Apply Problem and Resolution	W.2.3	Apply Details	SL.2.5
	Spelling	Spell Words with Closed Syllables VC/V	L.2.2	Spell Words with Open Syllables V/CV	RF.2.3	Spell Words with Suffixes <i>-ly</i> , <i>-ful</i> , <i>-er</i> , <i>-less</i> , <i>-or</i>	L.2.2
Language & Conventions	Adjectives and Adverbs	L.2.1.e; L.2.6	Comparative and Superlative Adjectives	L.2.1.e	Commas in Dates and Letters	L.2.2; L.2.2.b	

Essential Question

Why is it important to connect with other people?

WEEK 4

Biography

One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia



WEEK 5

Persuasive Text

Kids Can Be Big Helpers



WEEK 6

Inquiry and Research

Time Capsule



CCSS

CCSS

CCSS

Foundational Skills

Phonics: Prefixes <i>un-</i> , <i>re-</i> , <i>pre-</i> , <i>dis-</i>	RF.2.3.d; L.2.4.b	Phonics: Syllable Pattern VCCV	RF.2.3
High-Frequency Words: <i>color</i> , <i>questions</i> , <i>area</i>	L.2.4.b	High-Frequency Words: <i>horse</i> , <i>problem</i> , <i>complete</i>	RF.2.3.f
Decodable Text: <i>Cleaning the Beach</i>	RF.2.4; RF.2.4.b	Decodable Text: <i>Kent's Idea</i>	RF.2.3
Infographic: Old Stuff, New Uses	W.2.8	Infographic: Look What We Can Do!	SL.2.1
Biography: One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia	RI.2.3	Persuasive Text: Kids Can Be Big Helpers	RI.2.6
Use Sources to Determine Word Meanings	L.2.6	Use a Dictionary to Determine Word Meanings	L.2.4.e
Identify Text Structure: Chronological	RI.2.3	Understand Persuasive Text	RI.2.8
Make and Confirm Predictions	RI.2.10	Monitor Comprehension	RF.2.4.c
Write to Sources: Retell a Text	L.2.1	Talk About It: Take Turns	SL.2.1.a
Word Parts: Prefix <i>un-</i>	L.2.4.b; L.2.4.c	Oral Language	L.2.6
Letters <i>K</i> , <i>U</i> , <i>Y</i> , and <i>Z</i>	L.1.1.a	Letters <i>V</i> , <i>W</i> , <i>X</i> , and <i>I</i>	L.1.1.a
Idioms	L.2.6	Word Choice	RI.2.8
Writer's Craft		Publish, Celebrate, and Assess	
Capitalization and Commas	L.2.3	Edit for Adjectives and Adverbs	W.2.5
Explore Pronouns	L.2.3	Edit for Spelling	L.2.2
Apply Pronouns	L.2.3	Prepare for Celebration	W.2.5
Explore Compound Subjects and Predicates	L.2.3	Celebration	SL.2.1
Apply Compound Subjects and Predicates	L.2.3	Assessment	W.2.3
Spell Words with Prefixes <i>un-</i> , <i>re-</i> , <i>pre-</i> , <i>dis-</i>	RF.2.3.d	Spell Words with Syllable Pattern VCCV	RF.2.3
Pronouns	L.2.1	Reflexive Pronouns	L.2.1.b

Phonics: Consonant Patterns <i>kn</i> , <i>wr</i> , <i>gn</i> , <i>mb</i> , <i>lf</i>	RF.2.3
High-Frequency Words: <i>since</i> , <i>usually</i> , <i>friends</i>	RF.2.3.f
Spelling: Spell Words with <i>kn</i> , <i>wr</i> , <i>gn</i> , <i>mb</i> , <i>lf</i>	RF.2.3.f
Compare Across Texts: "Making a Difference"	RI.2.9
Inquire: Time Capsule	W.2.7
Leveled Research Articles	RF.2.4.a
Academic Words	L.2.6
Explore and Plan: Introduce Informational Writing	W.2.2
Conduct Research: Use a Web Site	RI.2.5; W.2.6
Collaborate and Discuss: Analyze Student Model	W.2.7
Primary and Secondary Sources	W.2.7
Extend Research: Write a Letter	W.2.5
Revise and Edit; Peer Review	W.2.5
Celebrate and Reflect	SL.2.1.b

UNIT THEME

Our Incredible Earth

WEEK 1

Informational Text

Introducing Landforms



WEEK 2

Informational Text

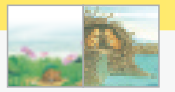
How Water Shapes the Earth/How Earthquakes Shape the Earth



WEEK 3

Drama

Where Do They Go in Rain or Snow?



		WEEK 1		WEEK 2		WEEK 3	
		CCSS		CCSS		CCSS	
READING WORKSHOP	Foundational Skills	Phonics: Homographs	L.2.4	Phonics: Double Consonants	RF.2.3.f	Phonics: Vowel Patterns <i>aw, au, augh, al</i>	RF.2.3.e
		High-Frequency Words: <i>heard, door, sure</i>	RF.2.3.f	High-Frequency Words: <i>become, across, during</i>	RF.2.3.f	High-Frequency Words: <i>hours, products, happened</i>	RF.2.3.f
		Decodable Text: <i>The Best Place</i>	RF.2.4	Decodable Text: <i>The Changing River</i>	RF.2.3.f	Decodable Text: <i>A Small Tree in a Big Wind</i>	RF.2.3.f
	Minilessons Bank	Infographic: Earth's Features	RI.2.7; SL.2.2	Infographic: The Grand Canyon	L.2.6	Infographic: Lightning!	SL.2.5
		Informational Text: Introducing Landforms	RI.2.3; RI.2.7	Informational Text: How Water Shapes the Earth/How Earthquakes Shape the Earth	RI.2.9	Drama: Where Do They Go in Rain or Snow?	RL.2.7
		Words That Tell About Landforms	L.2.5.a	Words That Tell About Natural Disasters	L.2.4.a	Words That Tell About How Animals Take Shelter from Rain	L.2.4.a
Describe Connections		RI.2.3	Compare and Contrast Texts	RI.2.9	Identify Elements of Drama	RL.2.7	
Monitor Comprehension	RF.2.4.c	Create New Understandings	RI.2.3	Confirm or Adjust Predictions	RL.2.10		
Talk About It: Respond to Informational Text	SL.2.1.c	Write to Sources: Respond to Informational Text	W.2.2	Talk About It: Respond to Literature	SL.2.4		
READING-WRITING WORKSHOP BRIDGE	Academic Vocabulary	Related Words	L.2.5	Synonyms	L.2.5.b	Context Clues	L.2.4.a
	Handwriting	Write Proper Nouns and Letters <i>J</i> and <i>Q</i>	L.1.1.a	Letters <i>T, F, G,</i> and <i>S</i>	L.1.1.a	Letters <i>L, P, R,</i> and <i>B</i>	L.1.1.a
	Read Like a Writer/Write for a Reader	How Graphic Features Support Purpose	RI.2.7	Cause and Effect	RI.2.3	Word Choice	RL.2.7
WRITING WORKSHOP	Weekly Focus	Introduce and Immerse		Develop Elements		Develop Structure	
	Minilessons Bank	How-To Books	W.2.2	How to Write a Command	W.2.2	Organize with Structure	W.2.2
		How-To Books: Instructions	W.2.2	Explore Writing Precise Instructions	W.2.2	Explore Writing in Steps	W.2.2
		How-To Books: Graphics	W.2.2	Apply Writing Precise Instructions	W.2.2	Apply Writing in Steps	W.2.2
		Generate Ideas	W.2.2	Explore Graphics	RI.2.7	Explore Introduction and Conclusion	W.2.2
		Plan Your How-To Book	SL.2.1	Apply Graphics	RI.2.7	Apply Introduction and Conclusion	W.2.2
	Spelling	Spell Words That Are Homographs	L.2.4	Spell Words with Double Consonants	L.2.2.d	Spell Words with Vowel Patterns <i>aw, au, augh, al</i>	RF.2.3.e
Language & Conventions	Prepositions and Prepositional Phrases	L.2.1.f	Contractions	L.2.2.c	Commas in Sentences	L.2.2	

Essential Question

How does Earth change?

WEEK 4

Poetry

Volcano Wakes Up!



WEEK 5

Informational Text

Rocks!



WEEK 6

Inquiry and Research

This Is So Exciting!



	CCSS		CCSS
Phonics: Prefixes <i>un-</i> , <i>re-</i> , <i>pre-</i> , <i>dis-</i>	RF.2.3	Phonics: Syllable Pattern VCCV	RF.2.3
High-Frequency Words: <i>color</i> , <i>questions</i> , <i>area</i>	RF.2.3.f	High-Frequency Words: <i>horse</i> , <i>problem</i> , <i>complete</i>	RF.2.3.f
Decodable Text: <i>Cleaning the Beach</i>	RF.2.4.a	Decodable Text: <i>Kent's Idea</i>	L.2.3
Infographic/Diagram: Earth Erupts	RI.2.1	Infographic: Famous Rocks	RI.2.1
Poetry: Volcano Wakes Up!	RL.2.4; L.2.5.a	Informational Text: Rocks!	RI.2.2
Words That Tell About Volcanoes	L.2.4	Words That Tell About the Earth's Surface	L.2.4.a
Explain Patterns and Structures	RL.2.4	Identify Main Idea	RI.2.2
Make Connections	L.2.5.a	Make Inferences	RI.2.2
Write to Sources: Respond to Literature	RL.2.4	Talk About It	RI.2.2
Word Parts	RF.2.3.d	Oral Language	L.2.5
Write Proper Nouns and Practice Cursive Writing	L.1.1.a	Practice Cursive Writing	L.1.1.a
Patterns and Structures of Poetry	RL.2.4	Descriptive Details	RI.2.6
Writer's Craft		Publish, Celebrate, and Assess	
Edit for Adverbs	L.2.1.e	Edit for Pronouns	L.2.1.c
Explore Adding or Deleting Words	L.2.1.f	Edit for Capitalization	L.2.2
Apply Adding or Deleting Words	W.2.5	Prepare for Celebration	W.2.2
Explore Rearranging Words	L.2.1.f	Publish and Celebrate	W.2.6
Apply Rearranging Words	L.2.1.f	Assessment	W.2.2
Spell Words with Syllable Pattern VCCCV	RF.2.3.e	Spell Abbreviations	L.2.2.a
Compound Subjects and Predicates	L.2.1.f	Spell Words Correctly	L.2.2

	CCSS
Foundational Skills	
Phonics: Final Stable Syllables <i>-le</i> , <i>-tion</i> , <i>-sion</i>	RF.2.3
High-Frequency Words: <i>toward</i> , <i>against</i> , <i>numeral</i>	RF.2.3.f
Spelling: Spell Words with Final Stable Syllables <i>-le</i> , <i>-tion</i> , <i>-sion</i>	L.2.2
Compare Across Texts: "Our Incredible Earth"	RI.2.9
Inquire: TV Infomercial	W.2.1; L.2.3
Leveled Research Articles	RF.2.4.a
Academic Vocabulary	L.2.3
Explore and Plan: Introduce Argumentative Writing	RI.2.2; W.2.1
Conduct Research: Use Media to Research	W.2.7
Collaborate and Discuss: Analyze Student Model	W.2.1; W.2.8
Cite Your Sources	W.2.7
Extend Research: Make a Video or Record Infomercial	W.2.5; W.2.6
Revise and Edit	W.2.5
Celebrate and Reflect	SL.2.1.a; SL.2.1.c