

Second Grade Wonders 2020-2021

Must Do's Each Week: Build Background, Phonics, High Frequency Words, Vocabulary, Reader/Writers Workshop Story, Anthology Story 1, Leveled Reader, Comprehension Strategy & Skill, Grammar, Write to Sources

Unit 1: Big Idea: How Do Families Learn, Grow and Help One Another							PLC with grade level teacher
Week Phonics Scaffolding	Lesson	Target Skills Strategies	Standards	Essential Standards	Grammar	Vocabulary Writing	Assessment
<u>Week 1</u> Phonics: ~Short a, i Scaffold:	Friends Help Friends	Visualize Key Details	RF 2.4: Read fluently to support comprehension RL 2.10 Read and Comprehend	RL 2.1: Ask and answer questions to understand key details of text. RL 2.7: Use illustrations to understand characters, setting, or plot.	Statements and Questions Plural Nouns with -s and -es Caps, Punctuation with S & Q	Inflectional Endings s, es, ed, ing <u>Writing Trait:</u> Ideas	

<p>Week 2 Phonics: Short e, o, u</p> <p>Scaffold:</p>	<p>Families Around the World</p>	<p>Visualize</p> <p>Character, Setting, Events</p>	<p>RF 2.4: Read fluently to support comprehension RL 2.10 Read and Comprehend</p>	<p>RL 2.1: Ask and answer questions to understand key details of text. RL 2.7: Use illustrations to understand characters, setting, or plot.</p>	<p>Command and Exclamation</p> <p>S</p> <p>-s and -es</p> <p>Caps, Punctuation for C & E</p>	<p>Root words</p> <p>Writing Trait: Organization</p>	
<p>Week 3 Phonics: Two-letter blends</p> <p>Scaffold: Phonics that may have not been taught in 1st</p>	<p><u>Pets Are Our Friends</u></p>	<p>Ask and Answer Questions</p> <p>Character, Setting and Events</p>	<p>RF 2.4: Read fluently to support comprehension RL 2.10 Read and Comprehend</p>	<p>RL 2.1: Ask and answer questions to understand key details of text. RL 2.7: Use illustrations to understand characters, setting, or plot. RF 2.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Subjects</p> <p>Closed Syllables</p> <p>Letter punctuation, greeting, closing</p>	<p>Context Clues</p> <p>Writing Trait: Word Choice</p>	

<p>Week 4 Phonics: Short a Long a</p> <p>Scaffold:</p>	<p>Animals Need Our Care</p>	<p>Ask and Answer Questions</p> <p>Key Details: Use Photos</p>	<p>RF 2.4: Read fluently to support comprehension RL 2.10 Read and Comprehend</p>	<p>RI 2.5: Use text features to locate key information in a text efficiently RI 2.1: Ask and answer questions to understand key details of text.</p>	<p>Predicates</p> <p>-ed, -ing, sounds of -ed</p> <p>Commas with sequence words</p>	<p>Root Words</p> <p>Writing Trait: Organization</p>	
<p>Week 5 Phonics: Short i Long i: i_e</p> <p>Scaffold:</p>	<p>Families Working Togethe r</p>	<p>Ask and Answer Questions</p> <p>Key Details</p>	<p>RF 2.4: Read fluently to support comprehension RL 2.10 Read and Comprehend</p>	<p>RL 2.1: Ask and answer questions to understand key details of text. RI 2.2: Identify the main topic of a text</p>	<p>Expanding and Combining Sentences</p> <p>Possessives</p> <p>Quotation Marks</p>	<p>Inflectional Endings s, es, ed, ing L 2.6</p> <p>Writing Trait: Sentence Fluency</p>	
<p>Week 6</p>	<p>Genre Writing Week</p>						
<p>Unit 1: Essential Learnings ELA Standards</p> <p>Visualize/Character, Setting and Events RL 2.7 Use Illustrations to understand characters, settings, or plot Key Details/Ask & Answer Questions RL 2.1 Ask and answer questions to understand key detail of text Key Details: Use photos RL: Use text features to locate key information in a text efficiently</p>							<p>Assessments</p>
<p>Unit Two:Big Idea: How Do Animals Play a Part in the World Around Us?</p>							

Week Phonics Scaffolding	Lesson	Target Skills Strategies	Standards	Essential Standards	Grammar	Vocabulary	
<u>Week One</u> Phonics: Short o Long o Scaffold:	Animals and Nature	Make predictions Character, setting and plot	RF 2.4: Read fluently to support comprehension RL 2.10 Read and Comprehend RF 2.4: Read fluently to support comprehension RL 2.10 Read and Comprehend	RF 2.3: Know and apply grade-level phonics and words analysis skills in decoding words. RL 2.1: Ask and answer questions to understand key details of text.	Nouns -ed, -ing Commas in a series	Prefixes: re, un, dis <u>Writing Trait:</u> ideas	
<u>Week Two</u> Phonics: Short u Long u Scaffold:	Animals in Stories	Make predictions Plot: problems and solutions	RF 2.4: Read fluently to support comprehension RL 2.10 Read and Comprehend	RF 2.3: Know and apply grade-level phonics and words analysis skills in decoding words. RL 2.1: Ask and answer questions to understand key details of text.	Singular and Plural CVCe syllables Commas in a series	Suffixes -ly, ful <u>Writing Trait:</u> Ideas	

<p><u>Week Three</u> Phonics: Soft c Soft g</p> <p>Scaffold:</p>	<p>Animal Habitats</p>	<p>Make predictions</p> <p>Main topics and key details</p>	<p>RF 2.4: Read fluently to support comprehension RL 2.10 Read and Comprehend RL 2.1: Ask and answer questions to understand key details of text.</p>	<p>RI 2.2: Identify the main topic of a text RI 2.5: Use text features to locate key information in a text efficiently RL 2.6: Identify the main purpose of the text & what is author's purpose RI 2.9: Compare & contrast the most important points given by two texts on the same topic.</p>	<p>Common and Proper Nouns</p> <p>Prefixes -re, un, dis</p> <p>Capital letters-Proper Nouns</p>	<p>Suffixes -ly, ful</p> <p><u>Writing Trait:</u> organization</p>	
<p><u>Week Four</u> Phonics: Ch, tch, sh, ph, th, ng, wh</p> <p>Scaffold:</p>	<p>Baby Animals</p>	<p>Reread</p> <p>Main topics and key details</p>	<p>RF 2.4: Read fluently to support comprehension RL 2.10 Read and Comprehend</p>	<p>RI 2.2: Identify the main topic of a text RL 2.1: Ask and answer questions to understand key details of text. RL 2.7: Use illustrations to understand characters, setting, or plot.</p>	<p>Plural Nouns: -s, -es Irregular Plural</p> <p>Suffixes: -ful, -less</p> <p>abbreviations</p>	<p>Multiple meaning words</p> <p><u>Writing Trait:</u> Word choice</p>	

<p>Week Five Phonics: Scr, spr, str, thr, Scaffold:</p>	<p>Animals in Poems</p>	<p>Reread Key details</p>	<p>RF 2.4: Read fluently to support comprehension</p>	<p>RL 2.1: Ask and answer questions to understand key details of text.</p>	<p>Possessive Nouns Compound Words Apostrophes with possessive nouns</p>	<p>Multiple meaning words Writing Trait: Word choice</p>				
<p>Week Six</p>	<p>Genre Writing Week</p>									
<table border="0" style="width: 100%; background-color: #ffff00;"> <tr> <td style="width: 33%;">Unit 2: Essential Learnings</td> <td style="width: 33%;">ELA Standards</td> <td style="width: 33%;">Assessments</td> </tr> </table> <p>Make predictions Character, Setting, Plot Plot: Problems and Solutions Main Topic Reread/Key Details</p> <p>RL 2.7: Use illustrations to understand characters, setting, or plot.</p> <p>RI 2.2: Identify the main topic of a text</p> <p>RL 2.1: Ask and answer questions to understand key details of text.</p>							Unit 2: Essential Learnings	ELA Standards	Assessments	
Unit 2: Essential Learnings	ELA Standards	Assessments								
<p>Unit 3: Big Idea: What Have You Learned About the World That Surprises You?</p>										
<p>Week Phonics Scaffolding</p>	<p>Lesson</p>	<p>Target Skills Strategies</p>	<p>Standards</p>	<p>Essential Standards</p>	<p>Grammar</p>	<p>Vocabulary</p>				

<p><u>Week One</u> Phonics: Long a</p> <p>Scaffold:</p>	<p>The Earth Forces</p>	<p>Reread Author's Purpose</p>	<p>RF 2.4: Read fluently to support comprehension RL 2.10 Read and Comprehend</p>	<p>RI 2.5: Use text features to locate key information in a text efficiently</p> <p>RI 2.1: Ask and answer questions to understand key details of text</p>	<p>Action Verbs</p> <p>Abbreviations</p> <p>Contractions: 's, 're, 'll, 've</p>	<p>Similes</p> <p><u>Writing Trait:</u> Organization</p>	
<p><u>Week Two</u> Phonics: Long i</p> <p>Scaffold:</p>	<p>Look at the Sky</p>	<p>Reread Plot: Sequence</p>	<p>RF 2.4: Read fluently to support comprehension RL 2.10 Read and Comprehend</p>		<p>Present-Tense Verbs</p> <p>Comma in a Series</p> <p>Open Syllables</p>	<p>Compound Words</p> <p><u>Writing Trait:</u> Word Choice</p>	
<p><u>Week Three</u> Phonics: Long o o, oa, ow, oe</p> <p>Scaffold:</p>	<p>Ways People Help</p>	<p>Ask and answer questions Author's Purpose</p>	<p>RF 2.4: Read fluently to support comprehension RL 2.10 Read and Comprehend</p>	<p>RL 2.1: Ask and answer questions to understand key details of text</p> <p>RL 2.2: Identify the main topic of a text and moral or lesson</p>	<p>Past and Future-tense Verbs</p> <p>Contractions with not</p> <p>Letter Punctuation: Greeting, closing</p>	<p>Synonyms</p> <p><u>Writing Trait:</u> Voice</p>	

<p><u>Week Four</u> Phonics: Long e</p> <p>E, ee, ea, ie, y, ey</p> <p>Scaffold:</p>	<p>Weather Alert</p>	<p>Ask and answer questions</p> <p>Main idea and key details</p>	<p>RF 2.4: Read fluently to support comprehension RL 2.10 Read and Comprehend</p>	<p>RI 2.1: Ask and answer questions to understand key details of text RI 2.5: Use text features to locate key information in a text efficiently</p>	<p>Verbs-Have, has, had</p> <p>Plurals: -s, -es, ies</p> <p>Book Titles</p>	<p>Antonyms</p> <p><u>Writing Trait:</u> Organization</p>	
<p><u>Week Five</u> Phonics: Long u u_e, ew, ue, u</p> <p>Scaffold:</p>	<p>Express Yourself</p>	<p>Ask and answer questions</p> <p>Main idea and key details</p>	<p>RF 2.4: Read fluently to support comprehension RL 2.10 Read and Comprehend</p>	<p>RI 2.1: Ask and answer questions to understand key details of text RI 2.5: Use text features to locate key information in a text efficiently</p>	<p>Combining and rearranging sentences</p> <p>Comparative endings -er,-est</p> <p>Sentence Punctuation including commas</p>	<p>Prefixes -re, dis</p> <p><u>Writing Trait:</u> Sentence Fluency</p>	
<p><u>Week Six</u></p>	<p>Genre Writing Week</p>						

Unit 3: Essential Learnings							ELA Standards	Assessments
Plot: Sequence Author's Purpose Reread Ask and answer questions Main idea and key details								
Unit 4: Big Idea: How Do Different Environments Make the World an Interesting Place?								
Week Phonics Scaffolding	Lesson	Target Skills Strategies	Standards	Essential Standards	Grammar	Vocabulary		
Week One Phonics: Wr, kn, gn, mb, sc Silent letters Scaffold:	Different t Places	Reread Compare and Contrast	RF 2.4: Read fluently to support comprehension RL 2.10 Read and Comprehend	R.F. 2.1: Who what, where, when, why and how to demonstrate understanding of key details in text. RI 2.9: Compare and contrast the most important points presented by two texts on the same topic.	Linking Verbs: is, are, am, was, were Re-, un-, dis-, -ful, -less Capitalization of proper nouns-special places	Compound Words Writing Trait: Ideas		

<p><u>Week Two</u> Phonics: Er, ir, ur, or r-controlled vowels</p> <p>Scaffold:</p>	<p>Earth Changes</p>	<p>Reread Cause and Effect</p>	<p>RF 2.4: Read fluently to support comprehension RL 2.10 Read and Comprehend</p>	<p>RI 2.1: Who what, where, when, why and how to demonstrate understanding of key details in text.</p>	<p>Helping Verbs: have, has, had, am, are, is, was, were</p> <p>Inflectional endings: s, es, ed, ing</p> <p>Quotation Marks-speech</p>	<p>Context Clues</p> <p><u>Writing Trait:</u> Word Choice</p>	
<p><u>Week Three</u> Phonics: or, ore, oar, ar</p> <p>Scaffold:</p>	<p>Our Culture Makes Us Special</p>	<p>Visualize Plot, compare and contrast</p>	<p>RF 2.4: Read fluently to support comprehension RL 2.10 Read and Comprehend</p>	<p>RL 2.7:Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL 2.3. Describe how characters in a story respond to major events and challenges.</p>	<p>Irregular verbs: go, do say, tell, see</p> <p>Irregular plurals</p> <p>Book titles- capitalize and underline</p>	<p>Similes</p> <p><u>Writing Trait:</u> Voice</p>	

<p><u>Week Four</u> Phonics: Eer, ere, ear</p> <p>Scaffold:</p>	<p>Folktales about Nature</p>	<p>Visualize Theme</p>	<p>RF 2.4: Read fluently to support comprehension RL 2.10 Read and Comprehend</p>	<p>RL 2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL 2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>Irregular verbs: come, run, hide, give, sing, sit</p> <p>Abbreviations: Dr., Mr., Mrs., St., Ave.</p> <p>Letter Punctuation: Greeting and closing</p>	<p>Root words</p> <p><u>Writing Trait:</u> ideas</p>	
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- information in a text efficiently.
- **RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- **RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.
- **RL 2.10** By end of year, read and comprehend literature with 2-3 text complexity band proficiently with scaffolding as needed at higher end

Reading Foundational

- **RF.2..2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
- **RF.2.3.d** Decode words with common prefixes and suffixes.
- **RF.2.3.e** Identify words with inconsistent but common spelling-sound correspondences.
- **RF.2.3.f** Recognize and read grade-appropriate irregularly spelled words.
- **RF.2.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.2.4.a** Read on-level text with purpose and understanding.
- **RF.2.4.b** Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Reading Informative

- **RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **RI.2.2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- **RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- **RI.2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- **RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- **RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
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- **RI.2.8** Describe how reasons support specific points the author makes in a text.
- **RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.
- **Ri 2.10** By end of year, read and comprehend Informational text with 2-3 text complexity band proficiently with scaffolding as needed at higher end

Language

- **L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.2.1.d** Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- **L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.2.2.a** Capitalize holidays, product names, and geographic names.
- **L.2.2.d** Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).
- **L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.2.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- **L.2.4.a** Use sentence-level context as a clue to the meaning of a word or phrase.
- **L.2.4.b** Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- **L.2.4.d** Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- **L.2.5** Demonstrate understanding of word relationships and nuances in word meanings.
- **L.2.5.a** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- **L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).