

August						
M	T	W	T	F		
		14	15	16		
19	20	21	22	23		
26	27	28	29	30		
September						
M	T	W	T	F		
2	3	4	5	6		
9	10	11	12	13		
16	17	18	19	20		
23	24	25	26	27		
30	1	2	3	4		

Unit 1
Characters & Life Science

Approximately 31 Days

***Fall Break is Sep 30-Oct 4

Essential Standards :

RF.2.3	RL.2.1	RI.2.1	C.2.2	L2.1
	RL.2.2	RI.2.2		L2.2
	RL.2.3			L2.4

Supporting Standards:

RF.2.4	RL.2.7	RI.2.7	C.2.1	L.2.5
	RL.2.10	RI.2.9	C.2.4	
		RI.2.10	C.2.5	

October						
M	T	W	T	F		
7	8	9	10	11		
14	15	16	17	18		
21	22	23	24	25		
28	29	30	31	1		
November						
M	T	W	T	F		
4	5	6	7	8		
11	12	13	14	15		
18	19	20	21	22		
25	26	27	28	29		

Unit 2
**Exploring Government, Citizenship,
and Diverse Populations**

Approximately 36 Days

***Thanksgiving Break is November 27-29

Essential Standards :

RF.2.3	RL.2.1	RI.2.1	C.2.3	L.2.1
	RL.2.2	RI.2.2		L.2.2
	RL.2.6	RI.2.3		L.2.4
	RL.2.9			

Supporting Standards:

RF.2.4	RL.2.3	RI.2.4	C.2.2	L.2.3
	RL.2.7	RI.2.5		
	RL.2.10	RI.2.10		

Strategies and Skills to Build Knowledge

Grade 2 Unit 1

		Week 1	Week 2	Week 3	Assessed Skills	
Foundational Skills: • Phonological Awareness (PA) • Phonics & Word Study • Fluency	RF.1.2c*	PA: Oral Blending and Segmenting CVC Words	•	•		
	RF.K.2d*	PA: Substitute Medial Vowel Sounds	•			
	RF.1.3e	PA: Blend and Segment Multisyllabic Words by a Syllable		•		
	RF.1.2b*	PA: Oral Blending and Segmenting Words with Initial Blends			•	
	RF.1.2c*	PA: Delete Sounds in a Blend			•	
	RF.2.3a RF.1.2b*	Phonics: Review (Short Vowels, One-Syllable Words, Initial and Final Blends, Consonant Digraphs)	•			✓
	RF.2.3a	Phonics: Closed and Open Syllable Patterns		•		✓
	RF.2.3b	Phonics: Long a Vowel Team Syllable Patterns (a, ai, ea, ay)			•	✓
	RF.2.4	Fluency: Expression—Characterization/Feelings	•			
	RF.2.4	Fluency: Confirm or Correct Word Recognition and Understanding		•		
Metacognitive & Fix-Up	RL/RI.2.10	Ask Questions	•	•		
	RL/RI.2.10	Create Mental Images	•		•	
	RL/RI.2.10	Fix-Up: Reread to Clarify or Confirm Understanding	•			
	RL/RI.2.10	Fix-Up: Read On to Clarify or Confirm Understanding			•	
Comprehension to Build Knowledge	RI.2.2	Identify Main Topic and Key Details	•	•		✓
	RI.2.7	Explain How Images Contribute to and Clarify a Text	•	•		✓
	RL.2.2	Recount Stories and Determine Their Central Message, Lesson, or Moral (Recount Stories)	•		•	✓
	RL.2.5	Describe the Overall Structure of a Story	•		•	✓
	RI.2.9	Compare and Contrast the Most Important Points in Two Texts on the Same Topic		•		
	RL.2.5	Introduce Poetry			•	
Vocabulary	RI.2.4	Use Context as a Clue to Determine Word Meaning	•	•	•	✓
Writing	C.2.2	Write to a Text-Based Prompt: Informative/Explanatory Essay	•	•	•	✓
Grammar & Language	L.2.1	Produce Complete Simple Sentences	•			✓
	L.2.1	Produce Complete Simple Sentences (Subjects and Predicates)		•		✓
	L.2.2	Use an Apostrophe to Form Contractions and Possessives	•			
	L.2.2	Capitalize Geographic Names		•		
	L.2.1	Form and Use Irregular Past Tense Verbs			•	
Speaking & Listening to Demonstrate Knowledge	ILP 4	Engage Effectively in Whole-Class and Peer Discussions	•	•	•	
	ILP 4	State, Clarify, and Support Ideas in a Constructive Conversation	•		•	

ILP- Interdisciplinary Literacy Practices

*Not in alignment with grade-level standards.

• = Strategy or skill introduced for the first time.

• = Previously taught strategy or skill.

✓ = Strategy and skill assessed on the Unit Assessment.

Strategies and Skills to Build Knowledge

Grade 2 Unit 2

			Week 1	Week 2	Week 3	Assessed Skills
Foundational Skills: <ul style="list-style-type: none"> • Phonological Awareness (PA) • Phonics & Word Study • Fluency 	RF.1.2c*	PA: Oral Blending and Segmenting Words with Final Blends	•		•	
	RF.1.2c*	PA: Delete Final Sound in a Blend	•			
	RF.1.2c*	PA: Oral Blending and Segmenting Words with Initial Blends		•		
	RF.1.2c*	PA: Delete Initial Sound in a Blend		•		
	RF.K.2*	PA: Substitute Sounds (parts of blends in the final position)			•	
	RF.2.3b	Phonics: Long a Vowel Team Syllable Patterns: ai, a, ea, ay			•	
	RF.2.3b	Phonics: Long o Vowel Team Syllable Patterns: oa, o, oe, ow, o_e	•	•	•	✓
	RF.2.3b	Phonics: Long e Vowel Team Syllable Patterns: ee, ea, e, e_e, y, ey, ie		•	•	✓
	RF.2.3b	Phonics: Long i Vowel Team Syllable Patterns: ie, i, y, igh			•	✓
	RF.2.4	Fluency: Speed/Pacing—Fast	•			
	RF.2.4	Fluency: Pausing—Short Pauses		•		
Metacognitive & Fix-Up	R.2.10	Draw Inferences	•	•		
	RL.2.10	Make Connections	•		•	
	RL.2.10	Fix-Up: Stop and Think About the Author's Purpose	•			
	RL.2.10	Fix-Up: Read Out Loud to Support Comprehension			•	
Comprehension to Build Knowledge	RL.2.2	Recount Stories and Determine Their Central Message, Lesson, or Moral (Recount Stories)	•	•		✓
	RL.2.2	Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message)	•	•	•	✓
	RL.2.3	Describe How Characters Respond to Major Events and Challenges	•	•	•	✓
	RL.2.4 RL.2.7	Use Illustrations and Words to Demonstrate an Understanding of Characters, Setting, and Plot	•	•		✓
Poetry	RL.3.4*	Read a Poem: Understand Figurative Language			•	
Vocabulary	L.2.5	Distinguish Shades of Meaning Among Related Verbs	•	•	•	✓
Writing	C.2.1	Write to a Text-Based Prompt: Opinion Essay	•	•	•	✓
Grammar & Language	L.2.1	Form and Use Irregular Plural Nouns	•			✓
	L.2.1	Use Collective Nouns		•		✓
	L.2.1	Adjectives and Adverbs	•			
	L.2.1	Irregular Plural Nouns		•		
	L.2.1	Use Reflexive Pronouns			•	
Speaking & Listening to Demonstrate Knowledge	ILP 4	Engage Effectively in Whole-Class and Peer Discussions	•	•	•	
	ILP 4	State, Clarify, and Support Ideas in a Constructive Conversation	•	•	•	

ILP- Interdisciplinary Literacy Practices

*Not in alignment with grade-level standards.

• = Strategy or skill introduced for the first time.

• = Previously taught strategy or skill.

✓ = Strategy and skill assessed on the Unit Assessment.

Week 1 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Ask Questions <i>RL RI.2.10</i>	
	Create Mental Images <i>RL RI.2.10</i>	
	Fix-Up: Reread to Clarify or Confirm Understanding <i>RL RI.2.10</i>	
Comprehension to Build Knowledge	Identify Main Topic and Key Details <i>RI.2.2</i>	✓
	Explain How Images Contribute to and Clarify a Text <i>RI.2.7</i>	✓
	Recount Stories and Determine Their Central Message, Lesson, or Moral (Recount Stories) <i>RL.2.2</i>	✓
	Describe the Overall Structure of a Story <i>RL.2.5</i>	✓
Vocabulary	Use Context as a Clue to Determine Word Meaning <i>RI.2.4</i>	✓
Writing	Write to a Text-Based Prompt: Informative/Explanatory Essay <i>C.2.2</i>	✓
Grammar & Language	Produce Complete Simple Sentences (Sentence Types: Statements, Questions, Exclamations) <i>L.2.1</i>	✓
	Use an Apostrophe to Form Contractions and Possessives <i>L.2.2</i>	
Foundational Skills: Phonological Awareness (PA), Phonics & Word Study, and Fluency	PA: Oral Blending and Segmenting CVC Words <i>RF.1.2.c</i>	
	PA: Substitute Medial Vowel Sounds <i>RF.K.2d</i>	
	Phonics: Review (Short Vowels, One-Syllable Words, Initial and Final Blends, Consonant Digraphs) <i>RF.1.2b RF.2.3a</i>	✓
	Fluency: Expression-Characterization/Feelings <i>RF.2.4</i>	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions <i>ILP4</i>	
	State, Clarify, and Support Ideas in a Constructive Conversation <i>ILP4</i>	

Strategies and skills in red are introduced for the first time.

✓ = Strategies and skills are assessed on the Unit Assessment. Skills with no check mark are *not* assessed in this unit.

Spelling Words

Words with Short Vowels, Blends, Consonant Digraphs	graph
	stand
	chest
	fetch
	flip
	this
	clock
	shop
	just
	budge

Vocabulary

General Academic (Tier 2)	"Emperor Penguin Habitat" thick (4) harshest (4) fragile (5) balanced (5) huddle (5) covered (4) waterproof (4) survive (4)	"Postcards from Alex" searches (6) tired (6) dry (8) tasty (6) paddle (8)	To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week.
	Domain-Specific (Tier 3)	"Emperor Penguin Habitat" emperor (4) blubber (4) habitats (4) hatch (5) chicks (5)	

Making Meaning with Words

Word	My Definition	My Sentence

"Making Meaning with Words" and other Vocabulary Resources can be found online in the Benchmark Advance Library.

Week 1 Comprehensive Literacy Planner

Essential Question: How do living things get what they need to survive?

 Phonics and Word Study
 Comprehension
 Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Grammar & Language, and Phonics & Word Study Lessons (30–40 MIN.)	1. Introduce the Knowledge Focus: Plants and Animals in Their Habitats Introduce the Blueprint	5. Phonics & Word Study: Short Vowels, Blends, Consonant Digraphs RF.2.3	9. Phonics & Word Study: Short Vowels, Blends, Consonant Digraphs RF.2.3	13. Phonics & Word Study: Short Vowels, Blends, Consonant Digraphs RF.2.3	17. Phonics & Word Study: Review and Assess
	2. Phonics & Word Study: Short Vowels, Blends, Consonant Digraphs RF.2.3	6. “Emperor Penguin Habitat” Identify Main Topic and Key Details RI.2.2	10. “Emperor Penguin Habitat” Explain How Images Contribute to and Clarify a Text RI.2.7 Begin the Blueprint	14. “Postcards from Alex” First Reading: Create Mental Images to Learn About Plant and Animal Habitats RL.2.10	18. “Postcards from Alex” Describe the Overall Structure of a Story RL.2.5
	3. “Emperor Penguin Habitat” First Reading: Ask Questions to Learn About Animal Habitats RI.2.10	7. “Emperor Penguin Habitat” Build Vocabulary: Use Sentence-Level Clues to Determine the Meaning of Words RI.2.4	11. “Emperor Penguin Habitat” Grammar in Context: Contractions and Possessives L.2.2	15. “Postcards from Alex” Recount Stories Add to the Blueprint	20. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task
Small-Group Reading	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher’s guides. Build fluency using the reader’s theater scripts and Reader’s Theater Handbook lessons. Revisit complex texts in Texts for Close Reading. <p>See additional small-group suggestions on the Unit Foldout.</p>				
Independent Reading & Conferring	<p>During independent time:</p> <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge-building tasks. <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
	Set Personal Learning Goals Read Independently	Read Independently	Begin the Blueprint Read Independently	Add to the Blueprint Read the Vocabulary Practice Text	Create a Postcard: Step 1, p. 10 Read Independently
Writing and Language Lessons (15 MIN.)	4. Write an Informative/ Explanatory Essay: Read a Mentor Text C.2.2	8. Write an Informative/ Explanatory Essay: Analyze Facts and Details from a Print Source C.2.2	12. Write an Informative/ Explanatory Essay: Listen and View to Find Facts and Details C.2.2	16. Write an Informative/ Explanatory Essay: Analyze the Author’s Organization C.2.2	19. Grammar: Produce Complete Simple Sentences– Sentence Types L.2.1
Independent Writing & Conferring	Provide time for independent writing and conferring during the small-group reading block.				
Assessment ✓	Monitor students’ progress using the informal assessment opportunities in each lesson. Administer the Week 1 Assessment at the end of the week.				

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Ask Questions <i>RL.1.2.10</i>	
Comprehension to Build Knowledge	Identify Main Topic and Key Details <i>R.1.2.2</i>	✓
	Explain How Images Contribute to and Clarify a Text <i>R.1.2.7</i>	✓
	Compare and Contrast the Most Important Points in Two Texts on the Same Topic <i>R.1.2.9</i>	
Vocabulary	Use Context as a Clue to Determine Word Meaning <i>R.1.2.4</i>	✓
Writing	Write to a Text-Based Prompt: Informative/Explanatory Essay <i>C.2.2</i>	✓
	Produce Complete Simple Sentences (Subjects and Predicates) <i>L.2.1</i>	✓
Grammar & Language	Capitalize Geographic Names <i>L.2.2</i>	
	PA: Oral Blending and Segmenting CVC Words <i>*RF.1.2.C - 1st grade</i>	
Foundational Skills: Phonological Awareness (PA), Phonics & Word Study, and Fluency	PA: Blend and Segment Multisyllabic Words by a Syllable <i>RF.1.3e</i>	
	Phonics: Closed and Open Syllable Patterns <i>RF.2.3a</i>	✓
	Fluency: Confirm or Correct Word Recognition and Understanding <i>RF.2.4</i>	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions <i>ILP4</i>	

Strategies and skills in red are introduced for the first time.

✓ = Strategies and skills are assessed on the Unit Assessment. Skills with no check mark are *not* assessed in this unit.

Spelling Words

Words with Closed and Open Syllables	go
	we
	den
	no
	she
	napkin
	dentist
	problem
	open
	silent

Vocabulary

General Academic (Tier 2)	<p>"Habitats Around the World"</p> <p>kinds (12) explore (12) allow (14) flat (13) unique (15) beneath (16) shallow (16)</p>	<p>To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week.</p> <div data-bbox="906 1327 1252 1774" data-label="Table"> <table border="1"> <caption>Making Meaning with Words</caption> <thead> <tr> <th>Word</th> <th>My Definition</th> <th>My Sentence</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> </div>	Word	My Definition	My Sentence																														
Word	My Definition		My Sentence																																
Domain-Specific (Tier 3)	<p>"Habitats Around the World"</p> <p>nature (12) grassland (13) world (13) savannas (14) forest (15) tropical (15) coral reef (16) season (14) averages (15)</p>																																		

"Making Meaning with Words" and other Vocabulary Resources can be found online in the Benchmark Advance Library.

Week 2 Comprehensive Literacy Planner

Essential Question: How do living things get what they need to survive?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Grammar & Language, and Phonics & Word Study Lessons (30–40 MIN.)	1. Phonics & Word Study: Closed and Open Syllables RF.2.3a	4. Phonics & Word Study: Closed and Open Syllables RF.2.3a	8. Phonics & Word Study: Closed and Open Syllables RF.2.3a	12. Phonics & Word Study: Closed and Open Syllables RF.2.3a	15. Phonics & Word Study: Review and Assess
	2. “Habitats Around the World” First Reading: Ask Questions to Learn About Plant and Animal Habitats RI.2.10	5. “Habitats Around the World” Identify Main Topic and Key Details RI.2.2	9. “Habitats Around the World” Close Reading: Recount Key Details and Explain How They Support Main Topic RI.2.2	13. “Habitats Around the World” Close Reading: Explain How Images Contribute to and Clarify a Text Add to the Blueprint	16. Close Reading: Compare and Contrast Key Points in Two Texts on the Same Topic RI.2.9
		6. “Habitats Around the World” Build Vocabulary: Use Sentence-Level Context Clues to Determine Word Meaning RI.2.4	10. “Habitats Around the World” Language in Context: Capitalize Geographic Names L.2.2		18. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task
Small-Group Reading	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher’s guides. Build <u>fluency</u> using the reader’s theater scripts and Reader’s Theater Handbook lessons. Revisit complex texts in Texts for Close Reading. <p>See additional small-group suggestions on the Unit Foldout.</p>				
Independent Reading & Conferring	<p>During independent time:</p> <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge-building tasks. <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
	Read Independently	Read the Vocabulary Practice Text Read Independently	Read Independently	Add to the Blueprint Read Independently	Create a Postcard: Step 2, p. 18 Read Independently
Writing and Language Lessons (15 MIN.)	3. Write an Informative/ Explanatory Essay: Read and Analyze the Text-Based Prompt C.2.2	7. Write an Informative/ Explanatory Essay: Find Facts and Details in a Print Source C.2.2	11. Write an Informative/ Explanatory Essay: Listen and View to Find Facts and Details C.2.2	14. Write an Informative/ Explanatory Essay: Organize Your Ideas C.2.2	17. Grammar: Produce Complete Simple Sentences: Subjects & Predicates L.2.1
Independent Writing & Conferring	Provide time for independent writing and conferring during the small-group reading block.				
Assessment ✓	Monitor students’ progress using the informal assessment opportunities in each lesson. Administer the Week 2 Assessment at the end of the week.				

Week 3 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Create Mental Images <i>RL/RI.2.10</i>	
	Fix-Up: Read On to Clarify or Confirm Understanding <i>RL/RI.2.10</i>	
Comprehension to Build Knowledge	Recount Stories and Determine Their Central Message, Lesson, or Moral (Recount Stories) <i>RL.2.2</i>	✓
	Describe the Overall Structure of a Story <i>RL.2.5</i>	✓
	Introduce Poetry <i>RL.2.5</i>	
Vocabulary	Use Context as a Clue to Determine Word Meaning <i>R.2.4</i>	✓
Writing	Write to a Text-Based Prompt: Informative/Explanatory Text <i>C.2.2</i>	✓
Grammar & Language	Form and Use Irregular Past-Tense Verbs <i>L.2.1</i>	
Foundational Skills: Phonological Awareness (PA), Phonics & Word Study, and Fluency	PA: Oral Blending and Segmenting Words with Initial Blends <i>*RF.1.2.b</i>	
	PA: Delete Sounds in a Blend <i>*RF.1.2.c</i>	
	Phonics: Long a Vowel Team Syllable Patterns (a, ai, ea, ay, a_e) <i>RF.2.3.b</i>	✓
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions <i>ILP.4</i>	
	State, Clarify, and Support Ideas in Constructive Conversations <i>ILP.4</i>	

Strategies and skills in red are introduced for the first time.

✓ = Strategies and skills are assessed on the Unit Assessment. Skills with no check mark are *not* assessed in this unit.

**not a grade level standard*

Spelling Words

<p>Words with Long a (a, ai, ea, ay, a_e)</p>	<p>April play blame stay cake mail chain paint break great</p>
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Vocabulary

<p>General Academic (Tier 2)</p>	<p>"Filiberto in the Valley" handle (20) swayed (21) took advantage of (21) feasting (23) escaped (20) domestic (20) opportunity (21) traveled (21) presence (22) cage (20)</p>	<p>"The Bat" pulse (28) attic (28) aging (28) amiss (29)</p>	<p>To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center; margin: 0;">Making Meaning with Words</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #4a86e8; color: white;">Word</th> <th style="background-color: #27ae60; color: white;">My Definition</th> <th style="background-color: #e91e63; color: white;">My Sentence</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> </div>	Word	My Definition	My Sentence																														
Word	My Definition	My Sentence																																		
<p>Domain-Specific (Tier 3)</p>	<p>"Filiberto in the Valley" palms (22) clinic (20) saddle (21) valley (21) cave (23) stream (23)</p>																																			

"Making Meaning with Words" and other Vocabulary Resources can be found online in the Benchmark Advance Library.

Week 3 Comprehensive Literacy Planner

Essential Question: How do living things get what they need to survive?

 Phonics and Word Study
 Comprehension
 Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
	1. Phonics and Word Study: Long a (a, ai, ea, ay, a_e) RF.2.3b	4. Phonics and Word Study: Long a (a, ai, ea, ay, a_e) RF.2.3b	8. Phonics and Word Study: Long a (a, ai, ea, ay, a_e) RF.2.3b	11. Phonics and Word Study: Long a (a, ai, ea, ay, a_e) RF.2.3b	15. Phonics and Word Study: Review and Assess
Metacognitive, Comprehension, Vocabulary, Grammar & Language, and Phonics & Word Study Lessons (30–40 MIN.)	2. “Filiberto in the Valley” First Reading: Create Mental Images About Plant and Animal Habitats RL.2.10	5. “Filiberto in the Valley” Close Reading: Use Context Clues to Determine the Meaning of Words and Phrases RI.2.10 6. “Filiberto in the Valley” Grammar in Context: Irregular Past Tense Verbs L.2.1	9. “Filiberto in the Valley” Close Reading: Recount Stories Add to the Blueprint	12. “Filiberto in the Valley” Close Reading: Determine the Overall Structure of a Story RL.2.5 13. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	16. “The Bat” Introduce the Genre: Poetry RL.2.5 18. Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives
Small-Group Reading	Meet with small groups of students to: <ul style="list-style-type: none"> • Scaffold reading behaviors and strategies using small-group texts and teacher’s guides. • Build <u>fluency</u> using the reader’s theater scripts and Reader’s Theater Handbook lessons. • Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit Foldout.				
Independent Reading & Conferring	During independent time: <ul style="list-style-type: none"> • Ensure that all students read independently to build volume and stamina. • Confer with a few students on their text selections, application of strategies, and knowledge-building tasks. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
	Read Independently	Read the Vocabulary Practice Text Read Independently	Add to the Blueprint Read Independently	Create a Postcard: Step 3, p. 26 Read Independently	Write to Demonstrate Knowledge
Writing and Language Lessons (15 MIN.)	3. Write an Informative/ Explanatory Essay: Introduce Your Topic C.2.2	7. Write an Informative/ Explanatory Essay: Develop Your Points and Include a Conclusion C.2.2	10. Write an Informative/ Explanatory Essay: Edit to Correct Fragments and Produce Complete Simple Sentences C.2.2	14. Write an Informative/ Explanatory Essay: Edit to Check Capitalization, Punctuation, and Spelling C.2.2	17. Write an Informative/ Explanatory Essay: Evaluate and Reflect on Writing C.2.2
Independent Writing & Conferring	Provide time for independent writing and conferring during the small-group reading block.				
Assessment ✓	Monitor students’ progress using the informal assessment opportunities in each lesson. Administer the Unit Assessment at the end of the week.				

Week 1 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Draw Inferences	RL.2.10	
	Make Connections	RL.2.10	
	Fix-Up: Stop and Think About the Author's Purpose	RL.2.10	
Comprehension to Build Knowledge	Recount Stories and Determine Their Central Message, Lesson, or Moral (Recount Stories)	RL.2.2	✓
	Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message)	RL.2.2	✓
	Describe How Characters Respond to Major Events and Challenges	RL.2.3	✓
	Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, and Plot	RL.2.4 RL.2.7	✓
Vocabulary	Distinguish Shades of Meaning Among Related Verbs	RL.2.4 RL.2.7 L.2.5	✓
Writing	Write to a Text-Based Prompt: Opinion Essay	C.2.1	✓
Grammar & Language	Form and Use Irregular Plural Nouns (Including Singular, Plural, Irregular Plural)	L.2.1	✓
	Adjectives and Adverbs	L.2.1	
Foundational Skills: Phonological Awareness (PA), Phonics & Word Study, and Fluency	PA: Oral Blending and Segmenting Words with Final Blends	RF.1.2c*	
	PA: Delete Final Sound in a Blend	RF.1.2c*	
	Phonics: Long o Vowel Team Syllable Patterns: oa, o, oe, ow, o_e	RF.2.3b	✓
	Fluency: Speed/Pacing—Fast	RF.2.4	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions	ILP 4	
	State, Clarify, and Support Ideas in a Constructive Conversation	ILP 4	

Strategies and skills in red are introduced for the first time.

✓ = Strategies and skills are assessed on the Unit Assessment. Skills with no check mark are not assessed in this unit.

*Not a grade-level standard.

Spelling Words

Words with Long o (oa, o, oe, ow, o_e)	float
	toe
	roast
	broke
	globe
	going
	both
	grow
	bowl
	throw

Vocabulary

General Academic (Tier 2)	<p>"The Foolish Milkmaid"</p> <p>jealous (4) sell (4) fresh (4) balanced (4) dreaming (4) finest (4) wonder (4) simply (4) foolish (5)</p>	<p>"The Daydreaming Sprinter"</p> <p>wedged (6) wandering (7) puzzled (8) dash (6) announced (7) sprang (7) race (6)</p>	<p>To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week.</p> <p>Making Meaning with Words</p> <table border="1"> <thead> <tr> <th>Word</th> <th>My Definition</th> <th>My Sentence</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	Word	My Definition	My Sentence																														
	Word	My Definition		My Sentence																																
Domain-Specific (Tier 3)	<p>"The Foolish Milkmaid"</p> <p>milkmaid (4) market (4) milk pail (4) hatch (4) dozens (4)</p>	<p>"The Daydreaming Sprinter"</p> <p>championship (6) false start (8) starting blocks (6) yards (6) trophy (6) official (7) disqualification (8)</p>																																		

"Making Meaning with Words" and other Vocabulary Resources can be found online in the Benchmark Advance Library.

Week 1 Comprehensive Literacy Planner

Essential Question: What can we learn when we face problems?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Grammar & Language, and Phonics & Word Study Lessons (30–40 MIN.)	1. Introduce the Knowledge Focus: Characters Facing Challenges Introduce the Blueprint RF.2.3b	5. Phonics & Word Study: Long o (oa, o, oe, ow, o_e) RF.2.3b	9. Phonics & Word Study: Long o (oa, o, oe, ow, o_e) RF.2.3b	13. Phonics & Word Study: Long o (oa, o, oe, ow, o_e) RF.2.3b	17. Phonics & Word Study: Review and Assess RF.2.3b
	2. Phonics & Word Study: Long o (oa, o, oe, ow, o_e) RF.2.3b	6. “The Foolish Milkmaid” Recount Stories RL.2.2	10. “The Foolish Milkmaid” Determine the Central Message Begin the Blueprint RL.2.2	14. “The Daydreaming Sprinter” First Reading: Make Connections to Learn About How Characters Face Challenges RL.2.3	18. “The Daydreaming Sprinter” Use Illustrations and Words to Understand Characters, Setting, and Plot RL.2.7
	3. “The Foolish Milkmaid” First Reading: Draw Inferences About How Characters Face Challenges RL.2.1/10	7. “The Foolish Milkmaid” Build Vocabulary: Distinguish Shades of Meaning Among Related Verbs RL.2.4/2.7	11. “The Foolish Milkmaid” Grammar in Context: Adjectives and Adverbs L.2.1	15. “The Daydreaming Sprinter” Describe How Characters Respond to Major Events and Challenges Add to the Blueprint RL.2.3	20. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task
Small-Group Reading	Meet with small groups of students to: <ul style="list-style-type: none"> Scaffold reading <u>behaviors</u> and <u>strategies</u> using small-group texts and teacher’s guides. RL.2.10 Build <u>fluency</u> using the reader’s theater scripts and Reader’s Theater Handbook lessons. RL.2.4 Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit Foldout.				
Independent Reading & Conferring	During independent time: <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge-building tasks. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
	Set Personal Learning Goals Read Independently	Read Independently	Begin the Blueprint Read Independently	Add to the Blueprint Read the Vocabulary Practice Text	Create a Guide to Solving Problems: Step 1, p. 10 Read Independently
Writing and Language Lessons (15 MIN.)	4. Write an Opinion Essay: Read a Mentor Text C.2.1	8. Write an Opinion Essay: Find Text Evidence to Analyze Character C.2.1	12. Write an Opinion Essay: Use Text Evidence to Form an Opinion C.2.1	16. Write an Opinion Essay: Analyze the Author’s Concluding Statement C.2.1	19. Grammar: Singular, Plural, and Irregular Plural Nouns L.2.1
Independent Writing & Conferring	Provide time for independent writing and conferring during the small-group reading block.				
Assessment ✓	Monitor students’ progress using the informal assessment opportunities in each lesson. Administer the Week 1 Assessment at the end of the week.				

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Draw Inferences <i>RL.2.10 / 2.1</i>	
Comprehension to Build Knowledge	Recount Stories and Determine Their Central Message, Lesson, or Moral (Recount Stories) <i>RL.2.2</i>	✓
	Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message) <i>RL.2.2</i>	✓
	Describe How Characters Respond to Major Events and Challenges <i>RL.2.3</i>	✓
	Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, and Plot <i>RL.2.7</i>	✓
Vocabulary	Distinguish Shades of Meaning Among Related Verbs <i>RL.2.4 / L.2.5</i>	✓
Writing	Write to a Text-Based Prompt: Opinion Essay <i>C.2.1</i>	✓
Grammar & Language	Use Collective Nouns <i>L.2.1</i>	✓
	Irregular Plural Nouns <i>L.2.1</i>	
Foundational Skills: Phonological Awareness (PA), Phonics & Word Study, and Fluency	PA: Oral Blending and Segmenting Words with Initial Blends <i>RF.1.2c*</i>	
	PA: Delete Initial Sound in a Blend <i>RF.1.2c*</i>	
	Phonics: Long o Vowel Team Syllable Patterns: oa, o, oe, ow, o_e <i>RF.2.3b</i>	✓
	Phonics: Long e Vowel Team Syllable Patterns: ee, ea, e, e_e, y, ey, ie <i>RF.2.3b</i>	✓
Speaking & Listening to Demonstrate Knowledge	Fluency: Pausing-Short Pauses <i>RF.2.4</i>	
	Engage Effectively in Whole-Class and Peer Discussions <i>1LP 4</i>	
	State, Clarify, and Support Ideas in a Constructive Conversation <i>1LP 4</i>	

Strategies and skills in red are introduced for the first time.

✓ = Strategies and skills are assessed on the Unit Assessment. Skills with no check mark are *not* assessed in this unit.

* Not a grade-level skill.

Spelling Words

Words with Long e (ee, ea, e, e_e, y, ey, ie)	these need queen clean leaf happy funny key piece thief
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Vocabulary

General Academic (Tier 2)	"Yeh-Shen" noticed (14) hardworking (12) crept (16) announced (15) unusual (12) supper (12) exclaimed (12) grant (12) good-hearted (14)	To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week.
Domain-Specific (Tier 3)	"Yeh-Shen" festival (13) king (14) palace (15)	

Making Meaning with Words

Word	My Definition	My Sentence

"Making Meaning with Words" and other Vocabulary Resources can be found online in the Benchmark Advance Library.

Week 2 Comprehensive Literacy Planner

Essential Question: What can we learn when we face problems?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Grammar & Language, and Phonics & Word Study Lessons (15–30 MIN.)	1. Phonics & Word Study: Long e (ee, ea, e, y, ey, ie, e_e) RF. 2.3b	4. Phonics & Word Study: Long e (ee, ea, e, y, ey, ie, e_e) RF. 2.3b	8. Phonics & Word Study: Long e (ee, ea, e, y, ey, ie, e_e) RF. 2.3b	12. Phonics & Word Study: Long e (ee, ea, e, y, ey, ie, e_e) RF. 2.3b	15. Phonics & Word Study: Review and Assess RF. 2.3b
	2. “Yeh-Shen” First Reading: Draw Inferences About How Characters Face Challenges RL. 2.10 2.1 2.3	5. “Yeh-Shen” Recount Stories RL. 2.2	9. “Yeh-Shen” Close Reading: Describe How Characters Respond to Major Events and Challenges RL. 2.3	13. “Yeh-Shen” Close Reading: Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot Add to the Blueprint RL. 2.7	16. “Yeh-Shen” Close Reading: Determine the Central Message RL. 2.2
Small-Group Reading	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> Scaffold reading <u>behaviors</u> and <u>strategies</u> using small-group texts and teacher’s guides. RL. 2.10 Build <u>fluency</u> using the reader’s theater scripts and Reader’s Theater Handbook lessons. RF. 2.4 Revisit complex texts in Texts for Close Reading. <p>See additional small-group suggestions on the Unit Foldout.</p>				
Independent Reading & Conferring	<p>During independent time:</p> <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge-building tasks. <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
	Read Independently	Read the Vocabulary Practice Text Read Independently	Read Independently	Add to the Blueprint Read Independently	Create a Guide to Solving Problems: Step 2, p. 18 Read Independently
Writing and Language Lessons (15 MIN.)	3. Write an Opinion Essay: Read and Analyze the Text-Based Prompt C. 2.1	7. Write an Opinion Essay: Gather Text Evidence C. 2.1	11. Write an Opinion Essay: Develop Opinion and Reasons C. 2.1	14. Write an Opinion Essay: Organize Your Opinion Essay C. 2.1	17. Grammar: Collective Nouns L. 2.1
Independent Writing & Conferring	Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs.				
Assessment ✓	Monitor students’ progress using the informal assessment opportunities in each lesson. Administer the Week 2 Assessment at the end of the week.				

Week 3 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Make Connections	RL.2.10	
	Fix-Up: Read Out Loud to Support Comprehension	RL.2.10	
Comprehension to Build Knowledge	Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message)		RL.2.2 ✓
	Describe How Characters Respond to Major Events and Challenges	RL.2.3	✓
Poetry	Read a Poem: Understand Figurative Language	RL.3.4	
Vocabulary	Distinguish Shades of Meaning Among Related Verbs	L.2.5	✓
Writing	Write to a Text-Based Prompt: Opinion Essay	C.2.1	✓
Grammar & Language	Use Reflexive Pronouns	L.2.1	
Foundational Skills: Phonological Awareness (PA), Phonics & Word Study, and Fluency	PA: Oral Blending and Segmenting Words with Final Blends	RF.1.2c*	
	PA: Substitute Sounds (parts of blends in the final position)	RF.K.2*	
	Phonics: Long a Vowel Team Syllable Patterns: ai, a, ea, ay	RF.2.3b	
	Phonics: Long o Vowel Team Syllable Patterns: oa, o, oe, ow, o_e	RF.2.3b	✓
	Phonics: Long e Vowel Team Syllable Patterns: ee, ea, e, e_e, y, ey, ie	RF.2.3b	✓
	Phonics: Long i Vowel Team Syllable Patterns: ie, i, y, igh	RF.2.3b	✓
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions	ILP 4	
	State, Clarify, and Support Ideas in a Constructive Conversation	ILP 4	

Strategies and skills in red are introduced for the first time.

✓ = Strategies and skills are assessed on the Unit Assessment. Skills with no check mark are *not* assessed in this unit.

Spelling Words

Words with Long i (ie, i, y, igh)	pie
	tie
	child
	kind
	sky
	dry
	high
	lime
	light
	bright

Vocabulary

General Academic (Tier 2)	<p>“Great Girls’ Contest”</p> <p>spoiled (20) practiced (20) clumsy (21) graceful (22) elder (20) selfish (20) generous (20) interrupted (21) accurate (22)</p>	<p>“Since Hanna Moved Away”</p> <p>grouchy (28) flat (28) handsome (29)</p>	<p>To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week.</p> <div data-bbox="1047 1291 1388 1732" data-label="Form"> <p>Making Meaning with Words</p> <table border="1"> <thead> <tr> <th>Word</th> <th>My Definition</th> <th>My Sentence</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> </div>	Word	My Definition	My Sentence																														
	Word	My Definition		My Sentence																																
Domain-Specific (Tier 3)	<p>“Great Girls’ Contest”</p> <p>tournament (20) teams (20) uniforms (20) players (20) contest (21) teammate (21) coach (22)</p>																																			

“Making Meaning with Words” and other Vocabulary Resources can be found online in the Benchmark Advance Library.

Week 3 Comprehensive Literacy Planner

Essential Question: What can we learn when we face problems?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Grammar & Language, and Phonics & Word Study Lessons (15–30 MIN.)	1. Phonics & Word Study: Long i (ie, i, y, igh, i_e) RF.2.3b	4. Phonics & Word Study: Long i (ie, i, y, igh, i_e) RF.2.3b	8. Phonics & Word Study: Long i (ie, i, y, igh, i_e) RF.2.3b	11. Phonics & Word Study: Long i (ie, i, y, igh, i_e) RF.2.3b	15. Phonics & Word Study: Review and Assess
	2. “Great Girls’ Contest” First Reading: Make Connections About How Characters Face Challenges RL.2.10 2.3	5. “Great Girls’ Contest” Close Reading: Distinguish Shades of Meaning Among Related Verbs L.2.5	9. “Great Girls’ Contest” Close Reading: Determine the Central Message Add to the Blueprint RL.2.2	12. “Great Girls’ Contest” Close Reading: Compare and Contrast How Characters Respond to Major Events and Challenges RL.2.3	16. “Since Hanna Moved Away” Read a Poem: Understand Figurative Language
		6. “Great Girls’ Contest” Grammar in Context: Use Reflexive Pronouns L.2.1		13. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	18. Unit Wrap-Up: Share Real-World Perspectives
Small-Group Reading	Meet with small groups of students to: <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher’s guides. RL.2.10 Build fluency using the reader’s theater scripts and Reader’s Theater Handbook lessons. RF.2.4 Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit Foldout.				
Independent Reading & Conferring	During independent time: <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge-building tasks. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
	Read Independently	Read the Vocabulary Practice Text Read Independently	Add to the Blueprint Read Independently	Create a Guide to Solving Problems: Step 3, p. 26 Read Independently	Write to Demonstrate Knowledge
Writing and Language Lessons (15 MIN.)	3. Write an Opinion Essay: Draft an Effective Opening for Your Essay C.2.1	7. Write an Opinion Essay: Draft Body Paragraphs That Support Your Opinion C.2.1	10. Write an Opinion Essay: Revise to Include More Descriptive Words C.2.1	14. Write an Opinion Essay: Edit for Correct Use of Nouns L.2.1	17. Write an Opinion Essay: Evaluate and Reflect on Writing C.2.1
Independent Writing & Conferring	Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs.				
Assessment ✓	Monitor students’ progress using the informal assessment opportunities in each lesson. Administer the Unit Assessment at the end of the week.				