

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	L.2.1
	RL.2.2	RI.2.2		L.2.2
	RL.2.3			L.2.4

**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 3

		Week 1	Week 2	Week 3	Assessed Skills
<b>Foundational Skills:</b> • Phonological Awareness (PA) • Phonics & Word Study • Fluency	<i>RF.K.2.d*</i> PA: Substitute Medial Vowel Sounds	•	•		
	<i>RF.1.2c*</i> PA: Add Initial and Final Sounds	•			
	<i>RF.K.2e*</i> PA: Substitute Initial and Final Sounds		•		
	<i>RF.1.3e*</i> PA: Blend and Segment Multisyllabic Words by Syllable			•	
	<i>RF.1.2c*</i> PA: Delete Initial and Final Sounds			•	
	RF.2.3b Phonics: Long i Vowel Team Syllable Patterns: ie, i, y, igh	•			
	RF.2.3b Phonics: Long u Vowel Team Syllable Patterns: u, ew, ue, u_e	•	•		✓
	RF.2.3b Phonics: r-Controlled /är/ Syllable Patterns		•	•	✓
	RF.2.3b Phonics: r-Controlled /ûr/ Syllable Patterns			•	✓
	RF.2.4 Fluency: Inflection/Intonation—Pitch	•			
RF.2.4 Fluency: Phrasing—Units of Meaning in Complex Sentences		•			
<b>Metacognitive &amp; Fix-Up</b>	RL/RI.2.10 Distinguish Between Important and Unimportant Information	•	•		
	RL/RI.2.10 Summarize and Synthesize	•		•	
	RL/RI.2.10 Fix-Up: Read More Slowly and Think About the Words	•			
	RL/RI.2.10 Fix-Up: Reread to Clarify or Confirm Understanding			•	
<b>Comprehension to Build Knowledge</b>	RI.2.2 Identify Main Topic and Key Details	•	•		✓
	RI.2.3 Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps	•	•		✓
	RL.2.7 Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot <del>RL.2.3</del>	•		•	✓
	RL.2.6 Acknowledge Differences in the Points of View of Characters	•		•	✓
	RL/RI.2.9 Compare and Contrast Key Points in Two Texts on the Same Topic to Make Connections Across Texts		•		
<b>Poetry</b>	RL.2.4/5 Read a Poem: Understand Rhyme and Structure			•	
<b>Vocabulary</b>	L.2.4 Use Context as a Clue to Determine the Meaning of Words and Phrases	•	•	•	✓
<b>Writing</b>	C.2.2 Process Writing: Informative/Explanatory Essay	•	•	•	✓
<b>Grammar &amp; Language</b>	L.2.1d Form and Use the Past Tense of Irregular Verbs	•	•		✓
	L.2.1a Use Collective Nouns	•	•		
	L.2.1c Use Reflexive Pronouns			•	
<b>Speaking &amp; Listening to Demonstrate Knowledge</b>	ILP 4 Engage Effectively in Whole-Class and Partner Discussions	•	•	•	
	ILP 4 State, Clarify, and Support Ideas in a Constructive Conversation	•	•	•	

ILP- Interdisciplinary Literacy Practices

\*Not a grade level skill.

• = 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 4

		Week 1	Week 2	Week 3	Assessed Skills	
<b>Foundational Skills:</b> • Phonological Awareness (PA) • Phonics & Word Study • Fluency	<i>RF.1.2c*</i>	PA: Delete Initial Sound in a Blend	•			
	<i>RF.1.2c*</i>	PA: Add Initial and Final Sound	•			
	<i>RF.K.2d*</i>	PA: Substitute Medial Vowel Sounds		•	•	
	<i>RF.K.2e*</i>	PA: Substitute Initial and Final Sounds		•	•	
	RF.2.3e	Phonics: r-Controlled /ûr/ Syllable Patterns	•			
	RF.2.3e	Phonics: r-Controlled /ôr/ Syllable Patterns: or, oar, ore	•	•	✓	
	RF.2.3e	Phonics: r-Controlled Syllable Patterns: ear, eer, ere		•	•	✓
	RF.2.3e	Phonics: r-Controlled Syllable Patterns: air, are, ear, ere			•	✓
	RF.2.4	Fluency: Expression—Anticipation/Mood	•			
	RF.2.4	Fluency: Speed/Pacing—Slow		•		
<b>Metacognitive &amp; Fix-Up</b>	RL.2.10	Ask Questions About Characters and Events	•	•		
	RL.2.10	Create Mental Images of Characters and Events	•		•	
	RL.2.10	Fix-Up: Read On to Clarify or Confirm Understanding	•			
	RL.2.10	Fix-Up: Stop and Think About the Author's Purpose			•	
<b>Comprehension to Build Knowledge</b>	RL.2.5	Describe the Overall Structure of a Story	•	•		✓
	RL.2.6	Acknowledge Differences in the Points of View of Characters	•	•	•	✓
	RL.2.3	Describe How Characters Respond to Major Events and Challenges	•	•		✓
	RL.2.2	Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message)	•	•		✓
	RL.2.9	Compare Two Versions of the Same Story			•	
<b>Poetry</b>	RL.2.10	Read a Poem: Understand Imagery			•	
<b>Vocabulary</b>	RL.2.4	Describe How Words and Phrases Supply Meaning in a Story	•	•	•	✓
<b>Writing</b>	C.2.3	Write to a Text-Based Prompt: Fictional Diary Entry	•	•	•	✓
<b>Grammar &amp; Language</b>	L.2.1c	Use Reflexive Pronouns	•		•	✓
	L.2.1e	Use Adjectives and Adverbs	•	•		✓
	L.2.1d	Use Irregular Past-Tense Verbs			•	
<b>Speaking &amp; Listening to Demonstrate Knowledge</b>	ILP 4	Engage Effectively in Whole-Class and Peer Discussions	•	•	•	
	ILP 4	State, Clarify, and Support Ideas and Introduce, Clarify, and Support a Second Idea in a Constructive Conversation	•	•	•	

ILP- Interdisciplinary Literacy Practices

\*Not a grade level skill.

• = 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	Distinguish Between Important and Unimportant Information	RI.2.10 / RL.2.10	
	Summarize and Synthesize	RI.2.10 / RL.2.10	
	Fix-Up: Read More Slowly and Think About the Words	RI.2.10 / RL.2.10	
Comprehension to Build Knowledge	Identify Main Topic and Key Details	RI.2.2	✓
	Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps	RI.2.3	✓
	Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot	RL.2.7	✓
	Acknowledge Differences in the Points of View of Characters	RL.2.6	✓
Vocabulary	Use Context as a Clue to Determine the Meaning of Words and Phrases	L.2.4	✓
Writing	Process Writing: Informative/Explanatory Essay	C.2.2	✓
Grammar & Language	Form and Use the Past Tense of Irregular Verbs (action verbs: past, present, irregular)	L.2.1a	✓
	Use Collective Nouns	L.2.1a	
Foundational Skills: Phonological Awareness (PA), Phonics & Word Study, and Fluency	PA: Substitute Medial Vowel Sounds	RF.K.2d	
	PA: Add Initial and Final Sounds	RF.1.2c	
	Phonics: Long i Vowel Team Syllable Patterns: ie, i, y, igh	RF.2.3b	
	Phonics: Long u Vowel Team Syllable Patterns (u, ew, ue, u_e)	RF.2.3b	✓
Speaking & Listening to Demonstrate Knowledge	Fluency: Inflection/Intonation—Pitch	RF.2.4	
	Engage Effectively in Whole-Class and Partner Discussions	ILP 4	
	State, Clarify, and Support Ideas in a Constructive Conversation	ILP4	

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 u (u, ew, ue, u_e)	cube
	cue
	cute
	few
	huge
	January
	menu
	music
	rescue
	use

### Vocabulary

General Academic (Tier 2)	<p><b>“Smoke Jumpers”</b></p> <p>spotted (5) trained (4) firefighting (4) gear (5) equipment (5) steered (5) padded (5) fireproof (5) strength (5) team (5) parachute (4)</p>	<p><b>“Can You Sew a Flag, Betsy Ross?”</b></p> <p>sketch (7) snip (8) displayed (8) sewing (6) symbol (7) fabric (8) amazed (8) represented (8) proudly (8) proclaimed (8)</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="1003 1402 1351 1843" 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><b>“Smoke Jumpers”</b></p> <p>rough terrain (4) mountains (4) forest fires (4)</p>	<p><b>“Can You Sew a Flag, Betsy Ross?”</b></p> <p>country (7) citizens (7) colonies (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:** Why do we need a government?

Phonics and Word Study  
Comprehension  
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud (10 MIN.)</b>	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
<b>Metacognitive, Comprehension, Vocabulary, Grammar/ Language, and Phonics &amp; Word Study Lessons (30–40 MIN.)</b>	<b>1. Introduce the Knowledge Focus: Government at Work</b> <b>Introduce the Blueprint</b>	<b>5. Phonics and Word Study: Long u: u, ew, ue, u_e</b> RF.2.3b	<b>9. Phonics and Word Study: Long u: u, ew, ue, u_e</b> RF.2.3b	<b>13. Phonics and Word Study: Long u: u, ew, ue, u_e</b> RF.2.3b	<b>17. Phonics and Word Study: Review and Assess</b>
	<b>2. Phonics and Word Study: Long u: u, ew, ue, u_e</b> RF.2.3b	<b>6. "Smoke Jumpers" Identify Main Topic and Key Details</b> RI.2.2	<b>10. "Smoke Jumpers" Describe a Connection Between a Series of Events</b> <b>Begin the Blueprint</b> RI.2.3	<b>14. "Can You Sew a Flag, Betsy Ross?" First Reading: Summarize and Synthesize to Build Knowledge About Government</b> RL.2.10	<b>18. "Can You Sew a Flag, Betsy Ross?" Acknowledge Differences in the Points of View of Characters</b> RL.2.6
	<b>3. "Smoke Jumpers" First Reading: Distinguish Between Important and Unimportant Information to Build Knowledge About Government</b> RI.2.10	<b>7. "Smoke Jumpers" Build Vocabulary: Use Sentence-Level Context to Determine the Meaning of Words and Phrases</b> L.2.4	<b>11. "Smoke Jumpers" Grammar in Context: Collective Nouns</b> L.2.1a	<b>15. "Can You Sew a Flag, Betsy Ross?" Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot</b> RL.2.7 <b>Add to the Blueprint</b>	<b>20. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task</b>
<b>Small-Group Reading</b>	Meet with small groups of students to: <ul style="list-style-type: none"> <li>Scaffold reading behaviors and strategies using small-group texts and teacher's guides. RI/RL 2.10</li> <li>Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. RF.2.4</li> <li>Revisit complex texts in Texts for Close Reading.</li> </ul> See additional small-group suggestions on the Unit Foldout.				
<b>Independent Reading &amp; Conferring</b>	During independent time: <ul style="list-style-type: none"> <li>Ensure that all students read independently to build volume and stamina.</li> <li>Confer with a few students on their text selections, application of strategies, and knowledge-building tasks.</li> </ul> See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
	<b>Set Personal Learning Goals</b>	<b>Read Independently</b>	<b>Begin the Blueprint</b>	<b>Add to the Blueprint</b>	<b>Design a Government Flag: Step 1, p. 10</b>
	Read Independently		Read Independently	Read the Vocabulary Practice Text	Read Independently
<b>Writing and Language Lessons (15 MIN.)</b>	<b>4. Write an Informative/ Explanatory Essay: Read and Analyze a Mentor Text</b> C.2.2	<b>8. Write an Informative/ Explanatory Essay: Recall Information from Experiences</b> C.2.2	<b>12. Write an Informative/ Explanatory Essay: Gather Information from Sources</b> C.2.2	<b>16. Write an Informative/ Explanatory Essay: Organize Your Essay</b> C.2.2	<b>19. Grammar: Action Verbs: Present, Past, Irregular</b> L.2.1a
<b>Independent Writing &amp; Conferring</b>	Provide time for independent writing and conferring during the small-group reading block.				
<b>Assessment</b> ✓	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	Distinguish Between Important and Unimportant Information	RI.2.10	
Comprehension to Build Knowledge	Identify Main Topic and Key Details	RI.2.2	✓
	Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps	RI.2.3	✓
	Compare and Contrast Key Points in Two Texts on the Same Topic to Make Connections Across Texts	RI.2.9	
Vocabulary	Use Context as a Clue to Determine the Meaning of Words and Phrases	L.2.4	✓
Writing	Process Writing: Informative/Explanatory Essay	C.2.2	✓
Grammar & Language	Form and Use the Past Tense of Irregular Verbs (linking verbs)	L.2.1d	✓
	Collective Nouns	L.2.1a	
Foundational Skills: Phonological Awareness (PA), Phonics & Word Study, and Fluency	PA: Substitute Medial Vowel Sounds	RF.K.2d	
	PA: Substitute Initial and Final Sounds	RF.K.2e	
	Phonics: Long u Vowel Team Syllable Patterns (u, ew, ue, u_e)	RF.2.3b	
	Phonics: r-Controlled /är/ Syllable Patterns	RF.2.3b	✓
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner 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

<b>Words with r-Controlled Vowel ar</b>	car
	farm
	garden
	hard
	large
	march
	shark
	smart
	star
	yard

## Vocabulary

<b>General Academic (Tier 2)</b>	<p><b>"Our Government's Laws"</b></p> <p>decisions (12) order (13) allowed (14) example (14) programs (12) cities (12) towns (12) local (12) fine (14) state (12) ticket (14)</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 1367 1252 1814" 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																																
<b>Domain-Specific (Tier 3)</b>	<p><b>"Our Government's Laws"</b></p> <p>government (12) laws (12) federal (12) national (12) court (15) judge (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:** Why do we need a government?

Phonics and Word Study  
Comprehension  
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud</b> (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
<b>Metacognitive, Comprehension, Vocabulary, Grammar/ Language, and Phonics &amp; Word Study Lessons</b> (30–40 MIN.)	<b>1. Phonics and Word Study: r-Controlled Vowel ar</b> RF.2.3b	<b>4. Phonics and Word Study: r-Controlled Vowel ar</b> RF.2.3b	<b>8. Phonics and Word Study: r-Controlled Vowel ar</b> RF.2.3b	<b>12. Phonics and Word Study: r-Controlled Vowel ar</b> RF.2.3b	<b>15. Phonics and Word Study: Review and Assess</b>
	<b>2. "Our Government's Laws" First Reading: Distinguish Between Important and Unimportant Information to Build Knowledge About Government</b> RI.2.10	<b>5. "Our Government's Laws" Identify the Main Topic and Key Details</b> RI.2.2	<b>9. "Our Government's Laws" Close Reading: Identify Main Topic and Key Details</b> RI.2.2	<b>13. "Our Government's Laws" Close Reading: Describe the Connection Between a Series of Events</b> Add to the Blueprint RI.2.3	<b>16. "Our Government's Laws" Close Reading: Compare and Contrast Key Points in Two Texts on the Same Topic</b> RI.2.9
		<b>6. "Our Government's Laws" Build Vocabulary: Use Sentence-Level Context to Determine the Meanings of Words and Phrases</b> L.2.4	<b>10. "Our Government's Laws" Grammar in Context: Collective Nouns</b> L.2.1a		<b>18. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task</b>
<b>Small-Group Reading</b>	Meet with small groups of students to: <ul style="list-style-type: none"> <li>Scaffold reading <u>behaviors</u> and <u>strategies</u> using small-group texts and teacher's guides. RI.2.10</li> <li>Build <u>fluency</u> using the reader's theater scripts and Reader's Theater Handbook lessons. RF.2.4</li> <li>Revisit complex texts in Texts for Close Reading.</li> </ul> See additional small-group suggestions on the Unit Foldout.				
<b>Independent Reading &amp; Conferring</b>	<b>During independent time:</b> <ul style="list-style-type: none"> <li>Ensure that all students read independently to build volume and stamina.</li> <li>Confer with a few students on their text selections, application of strategies, and knowledge-building tasks.</li> </ul> See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
	<b>Read Independently</b>	<b>Read the Vocabulary Practice Text</b> Read Independently	<b>Read Independently</b>	<b>Add to the Blueprint</b> Read Independently	<b>Design a Government Flag: Step 2, p. 18</b> Read Independently
<b>Writing and Language Lessons</b> (15 MIN.)	<b>3. Write an Informative/ Explanatory Essay: Introduce Your Topic</b> C.2.2	<b>7. Write an Informative/ Explanatory Essay: Develop Your Topic with Specific Details</b> C.2.2	<b>11. Write an Informative/ Explanatory Essay: Use Linking Words and Phrases to Connect Ideas</b> C.2.2	<b>14. Write an Informative/ Explanatory Essay: Draft a Concluding Statement or Section</b> C.2.2	<b>17. Grammar: Linking Verbs</b> L.2.1
<b>Independent Writing &amp; Conferring</b>	Provide time for independent writing and conferring during the small-group reading block.				
<b>Assessment</b> ✓	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	Summarize and Synthesize RL.2.10	
	Fix-Up: Reread to Clarify or Confirm Understanding RL.2.10	
Comprehension to Build Knowledge	Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot RL.2.3	✓
	Acknowledge Differences in the Points of View of Characters RL.2.6	✓
Poetry	Read a Poem: Understand Rhyme and Structure RL.2.4/2.5	
Vocabulary	Use Context as a Clue to Determine the Meaning of Words and Phrases L.2.4	✓
Writing	Process Writing: Informative/Explanatory Essay C.2.2	✓
Grammar & Language	Use Reflexive Pronouns L.2.1c	
Foundational Skills: Phonological Awareness (PA), Phonics & Word Study, and Fluency	PA: Blend and Segment Multisyllabic Words by Syllable RF.1.3e	
	PA: Delete Initial and Final Sounds RF.1.2c	
	Phonics: r-Controlled /ār/ Syllable Patterns RF.2.3b	✓
	Phonics & Word Study: r-Controlled /ūr/ Syllable Patterns RF.2.4	✓
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Partner Discussions 1LP 4	
	State, Clarify, and Support Ideas in a Constructive Conversation 1LP 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 r-Controlled Vowels (er, ir, ur)	bird
	burn
	girl
	her
	hurt
	never
	nurse
	shirt
	third
	winter

### Vocabulary

General Academic (Tier 2)	<p>“Getting a Message to General Washington”</p> <p>rule (21)</p> <p>eager (22)</p> <p>demanded (23)</p> <p>urgent (24)</p> <p>defeat (21)</p> <p>puzzled (23)</p> <p>enemy (21)</p> <p>attack (21)</p> <p>message (22)</p> <p>code (22)</p>	<p>“Words Like Freedom”</p> <p>freedom (28)</p> <p>heartstrings (28)</p> <p>liberty (28)</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>
Domain-Specific (Tier 3)	<p>“Getting a Message to General Washington”</p> <p>patriot (24)</p> <p>war (21)</p> <p>territories (21)</p> <p>colonists (21)</p> <p>soldiers (22)</p>		

#### 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 3 Comprehensive Literacy Planner

**Essential Question:** Why do we need a government?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud</b> (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
<b>Metacognitive, Comprehension, Vocabulary, Grammar/ Language, and Phonics &amp; Word Study Lessons</b> (30–40 MIN.)	<b>1. Phonics and Word Study: r-Controlled Vowels er, ir, ur</b> RF.2.3b	<b>4. Phonics and Word Study: r-Controlled Vowels er, ir, ur</b> RF.2.3b	<b>8. Phonics and Word Study: r-Controlled Vowels er, ir, ur</b> RF.2.3b	<b>11. Phonics and Word Study: r-Controlled Vowels er, ir, ur</b> RF.2.3b	<b>15. Phonics and Word Study: Review and Assess</b>
	<b>2. "Getting a Message to General Washington"</b> First Reading: Summarize and Synthesize to Build Knowledge About Government RL.2.10	<b>5. "Getting a Message to General Washington"</b> Close Reading: Use Illustrations and Words to Demonstrate an Understanding of Characters, Setting, or Plot RL.2.7 RL.2.3	<b>9. "Getting a Message to General Washington"</b> Close Reading: Use Sentence-Level Context Clues to Determine Word Meaning Add to the Blueprint L.2.4	<b>12. "Getting a Message to General Washington"</b> Close Reading: Acknowledge Differences in the Points of View of Characters RL.2.6	<b>16. "Words Like Freedom"</b> Read a Poem: Understand Rhyme and Structure RL.2.4 RL.2.5
<b>Small-Group Reading</b>	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> <li>Scaffold reading <u>behaviors</u> and <u>strategies</u> using small-group texts and teacher's guides. RL.2.10</li> <li>Build <u>fluency</u> using the reader's theater scripts and Reader's Theater Handbook lessons. RF.2.4</li> <li>Revisit complex texts in Texts for Close Reading.</li> </ul> <p>See additional small-group suggestions on the Unit Foldout.</p>				
<b>Independent Reading &amp; Conferring</b>	<p>During independent time:</p> <ul style="list-style-type: none"> <li>Ensure that all students read independently to build volume and stamina.</li> <li>Confer with a few students on their text selections, application of strategies, and knowledge-building tasks.</li> </ul> <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
<b>Writing and Language Lessons</b> (15 MIN.)	<b>3. Write an Informative/ Explanatory Essay: Revise to Improve Sentence Fluency</b> C.2.2	<b>7. Write an Informative/ Explanatory Essay: Revise to Include Domain-Specific Vocabulary</b> C.2.2	<b>10. Write an Informative/ Explanatory Essay: Edit for Correct Use of Verbs</b> C.2.2 L.2.1	<b>14. Write an Informative/ Explanatory Essay: Edit to Check Capitalization, Punctuation, and Spelling</b> L.2.2 C.2.2	<b>17. Publish the Writing: Create a Title and Use Technology to Include Images</b> C.2.2 C.2.4
	<b>Independent Writing &amp; Conferring</b>	Provide time for independent writing and conferring during the small-group reading block.			
<b>Assessment</b> ✓	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	Ask and Answer Questions About Characters and Events <b>RL.2.10 / RL.2.1</b>	
	Create Mental Images of Characters and Events <b>RL.2.10</b>	
	Fix-Up: Read On to Clarify Understanding <b>RL.2.10</b>	
Comprehension to Build Knowledge	Describe the Overall Structure of a Story <b>RL.2.5</b>	✓
	Acknowledge Differences in the Points of View of Characters <b>RL.2.6</b>	✓
	Describe How Characters Respond to Major Events and Challenges <b>RL.2.3</b>	✓
	Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message) <b>RL.2.2</b>	✓
Vocabulary	Describe How Words and Phrases Supply Meaning in a Story <b>RL.2.4</b>	✓
Writing	Write to a Text-Based Prompt: Fictional Diary Entry <b>C.2.3</b>	✓
Grammar & Language	Use Reflexive Pronouns <b>L.2.1c</b>	✓
	Use Adjectives and Adverbs <b>L.2.1e</b>	✓
Foundational Skills: Phonological Awareness (PA), Phonics & Word Study, and Fluency	PA: Delete Initial Sounds in a Blend <b>RF.1.2c</b>	
	PA: Add Initial and Final Sounds <b>RF.1.2c</b>	
	Phonics: r-Controlled /ûr/ Syllable Patterns <b>RF.2.3e</b>	✓
	Phonics: r-Controlled /ôr/ Syllable Patterns (or, oar, ore) <b>RF.2.3e</b>	✓
Speaking & Listening to Demonstrate Knowledge	Fluency: Expression–Anticipation/Mood <b>RF.2.4</b>	
	Engage Effectively in Whole-Class and Peer Discussions <b>ILP 4</b>	
	State, Clarify, and Support Ideas and Introduce, Clarify, and Support a Second Idea in a Constructive Conversation <b>ILP 4</b>	

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

<b>Words with r-Controlled Vowels (or, oar, ore)</b>	fork
	born
	roar
	oars
	before
	horn
	sports
	wore
	more
	store

### Vocabulary

<b>General Academic (Tier 2)</b>	<p><b>“The Blind Men and the Elephant”</b></p> <p>versions (4) cultures (4) blind (4) palace (4) ruler (4) announced (4) spear (5) gigantic (5) arguing (5) interrupted (5)</p>	<p><b>“How the Beetle Got Its Gorgeous Coat”</b></p> <p>admired (6) receive (7) gorgeous (8) plain (6) boasted (6) envy (6) jealous (7) politely (7) overheard (7) unique (7) swiftly (8) surprise (8)</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="1039 1396 1388 1837" data-label="Form"> <p><b>Making Meaning with Words</b></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																																
<b>Domain-Specific (Tier 3)</b>	<p><b>“The Blind Men and the Elephant”</b></p> <p>trunk (4) tusk (5)</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:** How can a story change, depending on who tells it?

Phonics and Word Study  
Comprehension  
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud</b> (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
<b>Metacognitive, Comprehension, Vocabulary, Grammar/ Language, and Phonics &amp; Word Study Lessons</b> (30–40 MIN.)	<b>1. Introduce the Knowledge Focus: Many Characters, Many Points of View</b> <b>Introduce the Blueprint</b>	<b>5. Phonics and Word Study: r-Controlled Vowels or, oar, ore</b> RF.2.3e	<b>9. Phonics and Word Study: r-Controlled Vowels or, oar, ore</b> RF.2.3e	<b>13. Phonics and Word Study: r-Controlled Vowels or, oar, ore</b> RF.2.3e	<b>17. Phonics and Word Study: Review and Assess</b>
	<b>2. Phonics and Word Study: r-Controlled Vowels or, oar, ore</b> RF.2.3e	<b>6. “The Blind Men and the Elephant” Describe the Overall Structure of a Story</b> RL.2.5	<b>10. “The Blind Men and the Elephant” Acknowledge Differences in Points of View</b> RL.2.6 <b>Begin the Blueprint</b>	<b>14. “How the Beetle Got Its Gorgeous Coat” First Reading: Create Mental Images About Characters and Their Point of View</b> RL.2.10	<b>18. “How the Beetle Got Its Gorgeous Coat” Determine the Central Message</b> RL.2.2
	<b>3. “The Blind Men and the Elephant” First Reading: Ask Questions About Characters and Events in a Folktale</b> RL.2.10/2.1	<b>7. “The Blind Men and the Elephant” Build Vocabulary: Describe How Words and Phrases Supply Rhythm and Meaning in a Story</b> RL.2.4	<b>11. “The Blind Men and the Elephant” Grammar in Context: Adjectives and Adverbs</b> L.2.1e	<b>15. “How the Beetle Got Its Gorgeous Coat” Describe How Characters Respond to Major Events and Challenges</b> RL.2.3 <b>Add to the Blueprint</b>	<b>20. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task</b>
<b>Small-Group Reading</b>	Meet with small groups of students to: <ul style="list-style-type: none"> <li>Scaffold reading behaviors and strategies using small-group texts and teacher’s guides. RL.2.10</li> <li>Build fluency using the reader’s theater scripts and Reader’s Theater Handbook lessons. RF.2.4</li> <li>Revisit complex texts in Texts for Close Reading.</li> </ul> See additional small-group suggestions on the Unit Foldout.				
<b>Independent Reading &amp; Conferring</b>	During independent time: <ul style="list-style-type: none"> <li>Ensure that all students read independently to build volume and stamina.</li> <li>Confer with a few students on their text selections, application of strategies, and knowledge-building tasks.</li> </ul> See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
	<b>Set Personal Learning Goals</b> Read Independently	<b>Read Independently</b>	<b>Begin the Blueprint</b> Read Independently	<b>Add to the Blueprint</b> Read the Vocabulary Practice Text	<b>Make a Sign: Step 1, p. 10</b> Read Independently
<b>Writing and Language Lessons</b> (15 MIN.)	<b>4. Write a Fictional Diary Entry: Read a Prompt and Mentor Text</b> C.2.3	<b>8. Write a Fictional Diary Entry: Reread to Identify Sequence of Events</b> C.2.3	<b>12. Write a Fictional Diary Entry: Reread to Find Supporting Details</b> C.2.3	<b>16. Write a Fictional Diary Entry: Use Details to Develop the Character</b> C.2.3	<b>19. Grammar: Pronouns and Reflexive Pronouns</b> L.2.1c
<b>Independent Writing &amp; Conferring</b>	Provide time for independent writing and conferring during the small-group reading block.				
<b>Assessment</b> ✓	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 About Characters and Events <i>RL.2.10/2.1</i>	
Comprehension to Build Knowledge	Describe the Overall Structure of a Story <i>RL.2.5</i>	✓
	Acknowledge Differences in the Points of View of Characters <i>RL.2.6</i>	✓
	Describe How Characters Respond to Major Events and Challenges <i>RL.2.3</i>	✓
	Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message) <i>RL.2.2</i>	✓
Vocabulary	Describe How Words and Phrases Supply Meaning in a Story <i>RL.2.4</i>	✓
Writing	Write to a Text-Based Prompt: Fictional Diary Entry <i>C.2.3</i>	✓
Grammar & Language	Use Adjectives and Adverbs <i>L.2.1e</i>	✓
Foundational Skills: Phonological Awareness (PA), Phonics & Word Study, and Fluency	PA: Substitute Medial Vowel Sounds <i>RF.K.2d</i>	
	PA: Substitute Initial and Final Sounds <i>RF.K.2e</i>	
	Phonics: r-Controlled /ôr/ Syllable Patterns: or, oar, ore <i>RF.2.3e</i>	✓
	Phonics: r-Controlled Syllable Patterns: ear, eer, ere <i>RF.2.3e</i>	✓
Speaking & Listening to Demonstrate Knowledge	Fluency: Speed/Pacing–Slow <i>RF.2.4</i>	
	Engage Effectively in Whole-Class and Peer Discussions <i>ILP 4</i>	
	State, Clarify, and Support Ideas and Introduce, Clarify, and Support a Second Idea in a Constructive Conversation <i>ILP 4</i>	

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

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

### Spelling Words

<b>Words with r-Controlled Vowels (ear, eer, ere)</b>	cheer
	clear
	deer
	ears
	fear
	hear
	here
	near
	steer
	year

### Vocabulary

<b>General Academic (Tier 2)</b>	<b>"Stone Soup"</b> originated (12) reached (14) spare (16) delicious (16) classic (12) villager (13) poor (13) treat (13) magician (13) whispered (14) velvet (14) gathered (15) approached (15) smacked (15) begged (16)	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.
	<b>Domain-Specific (Tier 3)</b>	

**Making Meaning with Words**

Word	My Definition	My Sentence

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# Week 2 Comprehensive Literacy Planner

**Essential Question:** How can a story change depending on who tells it?

<span style="background-color: #fce4d6; border: 1px solid #ccc; padding: 2px;"> </span> Phonics and Word Study
<span style="background-color: #fff9c4; border: 1px solid #ccc; padding: 2px;"> </span> Comprehension
<span style="background-color: #e1f5fe; border: 1px solid #ccc; padding: 2px;"> </span> Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud</b> (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
	1. Phonics and Word Study: r-Controlled Vowels ear, eer, ere <i>RF.2.3e</i>	4. Phonics and Word Study: r-Controlled Vowels ear, eer, ere <i>RF.2.3e</i>	8. Phonics and Word Study: r-Controlled Vowels ear, eer, ere <i>RF.2.3e</i>	12. Phonics and Word Study: r-Controlled Vowels ear, eer, ere <i>RF.2.3e</i>	15. Phonics and Word Study: Review and Assess <i>RF.2.3e</i>
<b>Metacognitive, Comprehension, Vocabulary, Grammar/ Language, and Phonics &amp; Word Study Lessons</b> (30–40 MIN.)	2. "Stone Soup" First Reading: Ask Questions About Characters and Events in a Folktale <i>RL.2.10</i> <i>RL.2.1</i>	5. "Stone Soup" Describe the Overall Structure of a Story <i>RL.2.5</i>	9. "Stone Soup" Close Reading: Acknowledge Differences in the Points of View of Characters <i>RL.2.6</i>	13. "Stone Soup" Close Reading: Describe How Characters Respond to Major Events and Challenges <b>Add to the Blueprint</b>	16. "Stone Soup" Close Reading: Determine the Central Message <i>RL.2.2</i>
		6. "Stone Soup" Build Vocabulary: Describe How Words and Phrases Supply Meaning in a Story <i>RL.2.4</i>	10. "Stone Soup" Grammar in Context: Adjectives and Adverbs <i>L.2.1e</i>	<i>RL.2.3</i>	18. Build Knowledge: <b>Discuss the Blueprint</b> and Build Toward the Culminating Task
<b>Small-Group Reading</b>	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> <li>Scaffold reading behaviors and strategies using small-group texts and teacher's guides. <i>RL.2.10</i></li> <li>Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. <i>RF.2.4</i></li> <li>Revisit complex texts in Texts for Close Reading.</li> </ul> <p>See additional small-group suggestions on the Unit Foldout.</p>				
<b>Independent Reading &amp; Conferring</b>	<p>During independent time:</p> <ul style="list-style-type: none"> <li>Ensure that all students read independently to build volume and stamina.</li> <li>Confer with a few students on their text selections, application of strategies, and knowledge-building tasks.</li> </ul> <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	<b>Add to the Blueprint</b> Read Independently	Make a Sign: Step 2, p. 18 Read Independently
<b>Writing and Language Lessons</b> (15 MIN.)	3. Write a Fictional Diary Entry: Read the Anchor Chart, Prompt, and Checklist <i>C.2.3</i>	7. Write a Fictional Diary Entry: Reread to Identify Sequence of Events <i>C.2.3</i>	11. Write a Fictional Diary Entry: Reread to Find Details About Actions, Thoughts, and Feelings <i>C.2.3</i>	14. Write a Fictional Diary Entry: Plan Your Writing <i>C.2.3</i>	17. Grammar: Use Adjectives and Adverbs <i>L.2.1e</i>
<b>Independent Writing &amp; Conferring</b>	Provide time for independent writing and conferring during the small-group reading block.				
<b>Assessment</b> ✓	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 of Characters and Events RL.2.10	
	Fix-Up: Stop and Think About the Author's Purpose RL.2.10	
Comprehension to Build Knowledge	Acknowledge Differences in the Points of View of Characters RL.2.6	✓
	Compare Two Versions of the Same Story RL.2.9	
Poetry	Read a Poem: Understand Imagery RL.2.10	
Vocabulary	Describe How Words and Phrases Supply Meaning in a Story RL.2.4	✓
Writing	Write to a Text-Based Prompt: Fictional Diary Entry C.2.3	✓
Grammar & Language	Use Reflexive Pronouns L.2.1c	✓
	Use Irregular Past-Tense Verbs L.2.1d	
Foundational Skills: Phonological Awareness (PA), Phonics & Word Study, and Fluency	PA: Substitute Medial Vowel Sounds RF.K.2d	
	PA: Substitute Initial and Final Sounds RF.K.2e	
	Phonics: r-Controlled Syllable Patterns: ear, eer, ere RF.2.3e	✓
	Phonics: r-Controlled Syllable Patterns: air, are, ear, ere RF.2.3e	✓
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions ILP 4	
	State, Clarify, and Support Ideas and Introduce, Clarify, and Support a Second Idea in a Constructive Conversation ILP4	

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

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## Spelling Words

Words with r-Controlled Vowels (air, are, ear, ere)	hair
	care
	pear
	share
	stairs
	bear
	square
	wear
	chair
	where

## Vocabulary

General Academic (Tier 2)	<p><b>"The Stone Garden"</b></p> <p>proud (20) tidy (20) grand (21) deal (23) eyesore (20) world-class (22) neighborhood (20) crowd (21) junkyard (21) visitor (21) gardens (21) volunteered (22) turban (22) indeed (22) lanterns (24) cookouts (24)</p>	<p><b>"Read to Me"</b></p> <p>riddles (28) rhymes (28) magical (28) tales (28) castles (28) kings (28) fabulous (28) knights (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="1052 1354 1393 1795" data-label="Form"> <p><b>Making Meaning with Words</b></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><b>"The Stone Garden"</b></p> <p>seedlings (22) slate (23) electrician (24)</p>																																			

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# Week 3 Comprehensive Literacy Planner

**Essential Question:** How can a story change depending on who tells it?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud</b> (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
<b>Metacognitive, Comprehension, Vocabulary, Grammar/ Language, and Phonics &amp; Word Study Lessons</b> (30–40 MIN.)	<b>1. Phonics and Word Study: r-Controlled Vowels air, are, ear, ere</b> RF.2.3e	<b>4. Phonics and Word Study: r-Controlled Vowels air, are, ear, ere</b> RF.2.3e	<b>8. Phonics and Word Study: r-Controlled Vowels air, are, ear, ere</b> RF.2.3e	<b>11. Phonics and Word Study: r-Controlled Vowels air, are, ear, ere</b> RF.2.3e	<b>15. Phonics and Word Study: Review and Assess</b>
	<b>2. “The Stone Garden” First Reading: Create Mental Images of Characters and Events to Learn About Characters’ Point of View</b> RL.2.10	<b>5. “The Stone Garden” Close Reading: Acknowledge Differences in Points of View</b> RL.2.6 <b>6. “The Stone Garden” Grammar in Context: Irregular Past Tense Verbs</b> L.2.1d	<b>9. “The Stone Garden” Close Reading: Describe How Words and Phrases Supply Meaning in a Story</b> Add to the Blueprint RL.2.4	<b>12. “Stone Soup” “The Stone Garden” Close Reading: Compare and Contrast Two Versions of the Same Story</b> RL.2.9 <b>13. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task</b>	<b>16. “Read to Me” Read a Poem: Understand Imagery</b> RL.2.10 <b>18. Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives</b>
<b>Small-Group Reading</b>	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> <li>Scaffold <u>reading behaviors</u> and <u>strategies</u> using small-group texts and teacher’s guides. RL.2.10</li> <li>Build <u>fluency</u> using the reader’s theater scripts and Reader’s Theater Handbook lessons. RF.2.4</li> <li>Revisit complex texts in Texts for Close Reading.</li> </ul> <p>See additional small-group suggestions on the Unit Foldout.</p>				
<b>Independent Reading &amp; Conferring</b>	<p>During independent time:</p> <ul style="list-style-type: none"> <li>Ensure that all students read independently to build volume and stamina.</li> <li>Confer with a few students on their text selections, application of strategies, and knowledge-building tasks.</li> </ul> <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
	<b>Read Independently</b>	<b>Read the Vocabulary Practice Text</b> Read Independently	<b>Add to the Blueprint</b> Read Independently	<b>Make a Sign: Step 3, p. 26</b> Read Independently	<b>Write to Demonstrate Knowledge</b>
<b>Writing and Language Lessons</b> (15 MIN.)	<b>3. Write a Fictional Diary Entry: Describe Actions, Thoughts, and Feelings</b> C.2.3	<b>7. Write a Fictional Diary Entry: Provide a Sense of Closure</b> C.2.3	<b>10. Write a Fictional Diary Entry: Improve Sentence Fluency by Rearranging Sentences</b> C.2.3 L.2.1	<b>14. Write a Fictional Diary Entry: Edit for Correct Pronoun, Reflexive Pronoun, Adverb, and Adjective Usage</b> L.2.1	<b>17. Write a Fictional Diary Entry: Evaluate and Reflect on Writing</b> C.2.3
<b>Independent Writing &amp; Conferring</b>	Provide time for independent writing and conferring during the small-group reading block. C.2.3				
<b>Assessment</b> ✓	Monitor students’ progress using the informal assessment opportunities in each lesson. Administer the Unit Assessment at the end of the week.				