

# 2nd Grade - Unit 3

**Essential Standards :**

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

**Supporting Standards:**

RF.2.4	RL.2.1	RI.2.4	C.2.3
	RL.2.4	RI.2.7	C2.6
	RL.2.10	RI.2.10	

**Unit 3**  
**Technology and Themes Across Cultures**

Approximately 38 Days

\*\*\*Winter Break is Dec. 23 - Jan 3

December						
M	T	W	T	F	S	S
2	3	4	5	6		
9	10	11	12	13		
16	17	18	19	20		
January						
M	T	W	T	F	S	S
6	7	8	9	10		
13	14	15	16	17		
20	21	22	23	24		
27	28	29	30	31		
February						
M	T	W	T	F	S	S
3	4	5	6	7		

**Essential Standards :**

RF.2.3	RL.2.3	RI.2.2	C.2.2	L.2.1
	RL.2.5	RI.2.3		L.2.2
		RI.2.8		L.2.4

**Supporting Standards:**

RF.2.4	RL.2.4	RI.2.4	C.2.3	L.2.5
	RL.2.10	RI.2.6	C.2.4	
		RI.2.10	C.2.5	

**Unit 4**  
**Exploring the Interconnected World**

Approximately 38 Days

\*\*\*Spring Break is April 7-11

February						
M	T	W	T	F	S	S
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27	28		
March						
M	T	W	T	F	S	S
3	4	5	6	7		
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27	28		
April						
M	T	W	T	F	S	S
31	1	2	3	4		

# Strategies and Skills to Build Knowledge

## Grade 2 Unit 5

		Week 1	Week 2	Week 3	Assessed Skills
<b>Foundational Skills:</b> • Phonological Awareness (PA) • Phonics & Word Study • Fluency	RF.1.3e*	PA: Blend and Segment Multisyllabic Words by Syllable	•		
	RF.1.2c*	PA: Delete Initial Sound in a Blend			•
	RF.1.2c*	PA: Delete Final Sound in a Blend		•	
	RF.1.2c*	PA: Add Initial and Final Sounds	•		
	RF.1.2c*	PA: Delete Initial and Final Sounds		•	•
	RF.2.3e	Phonics: r-Controlled Syllable Patterns: air, are, ear, ere	•		
	RF.2.3e	Phonics: VCe Syllable Patterns; Consonant -le Syllable Patterns	•	•	
	RF.2.3b	Phonics: Vowel Teams /oi/ Syllable Patterns: oi, oy		•	•
	RF.2.3b	Phonics: Vowel Teams /ou/ Syllable Patterns: ou, ow			•
	RF.2.4	Fluency: Pausing–Full Stops	•		
RF.2.4	Fluency: Expression–Anticipation/Mood		•		
<b>Metacognitive &amp; Fix-Up</b>	RI.2.10	Draw Inferences	•	•	
	RI.2.10	Distinguish Between Important and Unimportant Information	•		•
	RI.2.10	Fix-Up: Read Out Loud to Support Comprehension	•		
	RI.2.10	Fix-Up: Read More Slowly and Think About the Words			•
<b>Comprehension to Build Knowledge</b>	RI.2.2	Identify Main Topic and Key Details	•	•	
	Not KAS	Identify Main Purpose of a Text (Author’s Purpose)	•	•	•
	RI.2.7	Explain How Images Contribute to and Clarify a Text	•	•	
	RI.2.3	Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps	•	•	
	RI.2.9	Compare and Contrast the Key/Most Important Points in Two Texts on the Same Topic			•
<b>Poetry</b>	RL.2.4	Read a Poem: Understand Rhyme and Regular Beats			•
<b>Vocabulary</b>	L.2.4d	Determine the Meaning of Compound Words	•	•	
	RI.2.4	Determine the Meaning of Words and Phrases in a Text			•
<b>Writing</b>	C.2.1	Process Writing: Opinion Essay	•	•	•
<b>Grammar &amp; Language</b>	L.2.2c	Use an Apostrophe to Form Possessives	•		•
	L.2.2a	Capitalize Holidays, Product Names, and Geographical Names		•	•
	L.2.1d	Use Irregular Past-Tense Verbs	•		
	L.2.1f	Produce Complete Simple Sentences		•	•
<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	Draw Inferences <i>RI.2.10</i>	
	Distinguish Between Important and Unimportant Information <i>RI.2.10</i>	
	Fix-Up: Read Out Loud to Support Comprehension <i>RI.2.10</i>	
Comprehension to Build Knowledge	Identify Key Details to Determine a Main Idea <i>RI.2.2</i>	✓
	Identify Main Purpose of a Text (Author's Purpose) <i>Not KAS</i>	✓
	Explain How Images Contribute to and Clarify a Text <i>RI.2.7</i>	✓
	Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps <i>RI.2.3</i>	✓
Vocabulary	Determine the Meaning of Compound Words <i>L.2.4</i>	✓
Writing	Process Writing: Opinion Essay <i>C.2.1</i>	
Grammar & Language	Use Apostrophes to Form Possessives <i>L.2.2</i>	✓
	Use Irregular Past-Tense Verbs <i>L.2.1</i>	
Foundational Skills: Phonological Awareness (PA), Phonics & Word Study, and Fluency	PA: Blend and Segment Multisyllabic Words by Syllable <i>*RF.1.3</i>	
	PA: Add Initial and Final Sounds <i>*RF.1.2</i>	
	Phonics: r-Controlled Syllable Patterns: air, are, ear, ere <i>RF.2.3</i>	
	Phonics: VCe Syllable Patterns and Consonant -le Syllable Patterns <i>RF.2.3</i>	✓
	Fluency: Pausing—Full Stops <i>RF.2.4</i>	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions <i>LLP 4</i>	
	State, Clarify, and Support Ideas and Introduce, Clarify, Support a Second Idea in a Constructive Conversation <i>LLP 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 grade level*

### Spelling Words

<b>Words with VCe and Consonant -le Syllables</b>	apple
	baseball
	candle
	hope
	inside
	little
	mistake
	purple
	shape
	table

### Vocabulary

<b>General Academic (Tier 2)</b>	<b>"A Woman with Vision"</b> obscure (4) constantly (5) blindfold (4) disaster (4) <b>vision (4)</b> invented (5) <b>device (5)</b> manual (5) control (5) motorized (5) invention (5)	<b>"A Lucky Accident"</b> prickly (6) <b>observation (8)</b> breakthrough (6) accident (6) loops (7) fabric (7) hooks (7) fastened (7) popular (7) <b>disabilities (7)</b> sticky (7)	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>	<b>"A Woman with Vision"</b> windshield (4) streetcar (5) wipers (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:** Where do ideas for inventions come from?

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: Solving Problems Through Technology</b>  <b>Introduce the Blueprint</b>	<b>5. Phonics and Word Study: VCe and Consonant -le Syllables</b>  RF.2.3	<b>9. Phonics and Word Study: VCe and Consonant -le Syllables</b>  RF.2.3	<b>13. Phonics and Word Study: VCe and Consonant -le Syllables</b>  RF.2.3	<b>17. Phonics and Word Study: Review and Assess</b>  
	<b>2. Phonics and Word Study: VCe and Consonant -le Syllables</b>  RF.2.3	<b>6. "A Woman with Vision" Identify Main Topic and Key Details</b>  RI.2.2	<b>10. "A Woman with Vision" Identify the Main Purpose of a Text (Author's Purpose)</b>  <b>Begin the Blueprint</b>  Not KAS	<b>14. "A Lucky Accident" First Reading: Distinguish Between Important and Unimportant Information to Build Knowledge About Technology</b>  RI.2.10	<b>18. "A Lucky Accident" Describe a Connection Between a Series of Events</b>  RI.2.3
	<b>3. "A Woman with Vision" First Reading: Draw Inferences to Build Knowledge About Technology</b>  RI.2.10	<b>7. "A Woman with Vision" Build Vocabulary: Determine the Meaning of Compound Words</b>  L.2.4	<b>11. "A Woman with Vision" Grammar in Context: Irregular Past-Tense Verbs</b>  L.2.1	<b>15. "A Lucky Accident" Explain How Images Contribute to and Clarify a Text</b>  <b>Add to the Blueprint</b>  RI.2.7	<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.</li> <li>Build <u>fluency</u> using the reader's theater scripts and Reader's Theater Handbook lessons.</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>Design a Helpful Robot: Step 1, p. 10</b> Read Independently
<b>Writing and Language Lessons</b> (15 MIN.)	<b>4. Write an Opinion Essay: Read a Mentor Opinion Text</b>  C.2.1	<b>8. Write an Opinion Essay: Brainstorm Your Topic and Opinion</b>  C.2.1	<b>12. Write an Opinion Essay: Develop Your Reasons</b>  C.2.1	<b>16. Write an Opinion Essay: Plan and Organize Your Opinion Essay</b>  C.2.1	<b>19. Grammar: Use an Apostrophe to Form Possessives</b>  L.2.2
<b>Independent Writing &amp; Conferring</b>	Provide time for independent writing and conferring during writer's workshop or in 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	Draw Inferences R.1.2.10	
Comprehension to Build Knowledge	Identify Main Topic and Key Details R.1.2.2	✓
	Identify Main Purpose of a Text (Author's Purpose) Not KAS	✓
	Explain How Images Contribute to and Clarify a Text R.1.2.7	✓
	Describe the Connection Between a Series of Events, Ideas, Concepts, or Steps R.1.2.3	✓
Vocabulary	Determine the Meaning of Compound Words L.2.4	✓
Writing	Process Writing: Opinion Essay C.2.1	✓
Grammar & Language	Produce Complete Simple Sentences L.2.1	
	Capitalize Holidays, Product Names, and Geographical Names L.2.2	✓
Foundational Skills: Phonological Awareness (PA), Phonics & Word Study, and Fluency	PA: Delete Final Sound in a Blend *RF.1.2	
	PA: Delete Initial and Final Sounds *RF.1.2	
	Phonics: VCe Syllable Patterns and Consonant -le Syllable Patterns RF.2.3	✓
	Phonics: Vowel Team /oi/ Syllable Patterns: oi, oy RF.2.3	✓
Speaking & Listening to Demonstrate Knowledge	Fluency: Expression–Anticipation/Mood RF.2.4	
	Engage Effectively in Whole-Class and Partner Discussions ILP 4	
	State, Clarify, and Support Ideas and Introduce, Clarify, and Support a Second Idea 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 Vowel Teams /oi/ (oi, oy)	boil
	boy
	coin
	enjoy
	join
	joyful
	noise
	point
	toy
	voice

## Vocabulary

General Academic (Tier 2)	<p><b>“Two Famous Inventors”</b></p> <p>solve (12)</p> <p>improvements (13)</p> <p>decided (13)</p> <p>opportunities (14)</p> <p>lifetime (13)</p> <p>inventor (12)</p> <p>famous (12)</p> <p>enslaved (14)</p> <p>college (14)</p> <p>benefited (15)</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="933 1323 1274 1764"> <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>“Two Famous Inventors”</b></p> <p>stock ticker machine (13)</p> <p>phonograph (13)</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:** Where do ideas for inventions come from?

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: Vowel Teams /oi/: oi, oy</b> RF.2.3	<b>4. Phonics and Word Study: Vowel Teams /oi/: oi, oy</b> RF.2.3	<b>8. Phonics and Word Study: Vowel Teams /oi/: oi, oy</b> RF.2.3	<b>12. Phonics and Word Study: Vowel Teams /oi/: oi, oy</b> RF.2.3	<b>15. Phonics and Word Study: Review and Assess</b>
	<b>2. “Two Famous Inventors” First Reading: Draw Inferences About Technology</b> RI.2.10	<b>5. “Two Famous Inventors” Identify Main Topic and Key Details</b> RI.2.2	<b>9. “Two Famous Inventors” Close Reading: Identify the Main Purpose of a Text</b> Not KAS	<b>13. “Two Famous Inventors” Close Reading: Explain How Images Contribute to and Clarify a Text</b> Add to the Blueprint RI.2.7	<b>16. “Two Famous Inventors” Close Reading: Describe the Connection Between a Series of Events</b> RI.2.3
		<b>6. “Two Famous Inventors” Build Vocabulary: Determine the Meaning of Compound Words</b> L.2.4	<b>10. “Two Famous Inventors” Language in Context: Complete Simple Sentences</b> L.2.1		<b>18. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task</b>
<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.</li> <li>Build fluency using the reader’s theater scripts and Reader’s Theater Handbook lessons.</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 Read Independently</b>	<b>Read Independently</b>	<b>Add to the Blueprint Read Independently</b>	<b>Design a Helpful Robot: Step 2, p. 18 Read Independently</b>
<b>Writing and Language Lessons</b> (15 MIN.)	<b>3. Write an Opinion Essay: Introduce the Topic</b> C.2.1	<b>7. Write an Opinion Essay: State Your Opinion</b> C.2.1	<b>11. Write an Opinion Essay: Supply Reasons That Support the Opinion</b> C.2.1	<b>14. Write an Opinion Essay: Provide a Concluding Statement</b> C.2.1	<b>17. Write an Opinion Essay: Common and Proper Nouns: Product Names, Geographical Names, Holidays</b>
<b>Independent Writing &amp; Conferring</b>	Provide time for independent writing and conferring during writer’s workshop or in the small-group reading block.				L.2.2
<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	Distinguish Between Important and Unimportant Information	R.1.2.10	
	Fix-Up: Read More Slowly and Think About the Words	R.1.2.10	
Comprehension to Build Knowledge	Identify Main Purpose of a Text (Author's Purpose)	Not KAS	✓
	Compare and Contrast the Key/Most Important Points in Two Texts on the Same Topic	R.1.2.9	✓
Poetry	Read a Poem: Understand Rhyme and Regular Beats	RL.2.4	
Vocabulary	Determine the Meaning of Words and Phrases in a Text	R.1.2.4	✓
Writing	Process Writing: Opinion Essay	C.2.1	✓
Grammar & Language	Use an Apostrophe to Form Possessives	L.2.2	✓
	Capitalize Holidays, Product Names, and Geographical Names	L.2.2	✓
	Produce Complete Simple Sentences	L.2.1	
Foundational Skills: Phonological Awareness (PA), Phonics & Word Study, and Fluency	PA: Delete Initial Sound in a Blend	*RF.1.2	
	PA: Delete Initial and Final Sounds	*RF.1.2	
	Phonics: Vowel Teams /oi/ Syllable Patterns: oi, oy	RF.2.3	✓
	Phonics: Vowel Teams /ou/ Syllable Patterns: ou, ow	RF.2.3	✓
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	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 Vowel Teams /ou/ ou, ow	brown
	count
	cow
	house
	mouth
	now
	out
	owl
	round
	town

## Vocabulary

General Academic (Tier 2)	<b>"Robots Go to School"</b> deserve (20) attention (23) limits (24) benefits (24) limitations (23) maneuver (20) experience (20) questions (20) signal (21) nicknames (21) assignments (23)	<b>"Eletelephony"</b>  quite (28) entangled (28) buzzed (28) fear (28)	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>  <b>"Robots Go to School"</b> hospital (20) computer (20) robot (20) Internet (21)		

### Making Meaning with Words

Word	Key Definition	Key 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:** Where do ideas for inventions come from?

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: Vowel Teams /ou/: ou, ow</b> RF.2.3	<b>4. Phonics and Word Study: Vowel Teams /ou/: ou, ow</b> RF.2.3	<b>8. Phonics and Word Study: Vowel Teams /ou/: ou, ow</b> RF.2.3	<b>11. Phonics and Word Study: Vowel Teams /ou/: ou, ow</b> RF.2.3	<b>15. Phonics and Word Study: Review and Assess</b>
	<b>2. “Robots Go to School”</b> First Reading: Distinguish Between Important and Unimportant Information to Learn About Technology RI.2.10	<b>5. “Robots Go to School”</b> Close Reading: Identify Main Purpose of a Text  <b>6. “Robots Go to School”</b> Language in Context: Complete Simple Sentences L.2.1	<b>9. “Robots Go to School”</b> Close Reading: Determine the Meaning of Words in a Text Add to the Blueprint RI.2.4	<b>12. “Robots Go to School”</b> RI.2.9 Close Reading: Compare and Contrast Key Points in Two Texts on the Same Topic  <b>13. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task</b>	<b>16. “Eletelephony”</b> Read a Poem: Understand Rhyme and Regular Beats RL.2.4  <b>18. Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives</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.</li> <li>Build fluency using the reader’s theater scripts and Reader’s Theater Handbook lessons.</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>Read Independently</b>	<b>Read the Vocabulary Practice Text</b> Read Independently	<b>Add to the Blueprint</b> Read Independently	<b>Design a Helpful Robot: Step 3, p. 26</b> Read Independently	<b>Write to Demonstrate Knowledge</b>
<b>Writing and Language Lessons</b> (15 MIN.)	<b>3. Write an Opinion Essay: Improve Sentence Fluency by Expanding Sentences</b> C.2.1	<b>7. Write an Opinion Essay: Revise to Use Linking Words and Phrases</b> C.2.1	<b>10. Write an Opinion Essay: Edit for Correct Use of an Apostrophe in Possessives; Edit for Capitalization of Proper Nouns</b> C.2.1	<b>14. Write an Opinion Essay: Check and Edit for Correct Spelling</b> C.2.1	<b>17. Write an Opinion Essay: Use Technology to Publish Writing</b> C.2.1
<b>Independent Writing &amp; Conferring</b>	Provide time for independent writing and conferring during writer’s workshop or in the small-group reading block. L.2.2				
<b>Assessment</b> ✓	Monitor students’ progress using the informal assessment opportunities in each lesson. Administer the Unit Assessment at the end of the week.				



# Strategies and Skills to Build Knowledge

## Grade 2 Unit 6

		Week 1	Week 2	Week 3	Assessed Skills	
<b>Foundational Skills:</b> • Phonological Awareness (PA) • Phonics & Word Study • Fluency	<b>RF.1.2c*</b>	PA: Delete Final Sound in a Blend	•			
	<b>RF.1.2c*</b>	PA: Delete Initial and Final Sounds	•	•		
	<b>RF.1.2c*</b>	PA: Delete Initial Sound in a Blend		•		
	<b>RF.K.2*</b>	PA: Substitute Sounds (Parts of Blends in the Final Position)			•	
	<b>RF.K.2e*</b>	PA: Substitute Initial, Medial, and Final Sounds			•	
	RF.2.3b	Phonics: Vowel Teams /ou/ Syllable Patterns: ou, ow	•			
	RF.2.3b	Phonics: Vowel Teams /oo/ Syllable Patterns (oo, ui, ew, ue, u, ou, oe, u_e)	•	•	✓	
	RF.2.3b	Phonics: Vowel Teams /oo/ Syllable Patterns (oo, u)		•	•	✓
	RF.2.3b	Phonics: Vowel Teams /ô/ Syllable Patterns ([w]a, al, aw, au)			•	✓
	RF.2.4	Fluency: Inflection/Intonation—Pitch	•			
	RF.2.4	Fluency: Expression—Dramatic Expression		•		
<b>Metacognitive &amp; Fix-Up</b>	RL.2.10	Summarize and Synthesize	•		•	
	RL.2.10	Make Connections	•	•		
	RL.2.10	Fix-Up: Reread to Clarify or Confirm Understanding	•			
	RL.2.10	Fix-Up: Read On to Clarify or Confirm Understanding			•	
<b>Comprehension to Build Knowledge</b>	RL.2.1	Ask and Answer Questions to Demonstrate Understanding of Key Details	•	•		✓
	RL.2.2	Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message)	•	•	•	✓
	RL.2.6	Acknowledge Differences in the Points of View of Characters	•	•		✓
	RL.2.7	Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot	•	•	•	✓
<b>Poetry</b>	RL.2.4	Read a Poem: Understand Alliteration and Humor			•	
<b>Vocabulary</b>	L.2.5	Identify Real-Life Connections Between Words and Their Uses	•	•	•	✓
<b>Writing</b>	C.2.3	Process Writing: Narrative Fiction	•	•	•	✓
<b>Grammar &amp; Language</b>	L.2.1f	Produce, Expand, and Rearrange Complete Compound Sentences	•		•	✓
	L.2.4f	Choose Between Adjectives and Adverbs		•	•	✓
<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	Summarize and Synthesize <i>RL.2.10</i>	
	Make Connections <i>RL.2.10</i>	
	Fix-Up: Reread to Clarify or Confirm Understanding <i>RL.2.10</i>	
Comprehension to Build Knowledge	Ask and Answer Questions to Demonstrate Understanding of Key Details <i>RL.2.1</i>	✓
	Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message) <i>RL.2.2</i>	✓
	Acknowledge Differences in the Points of View of Characters <i>RL.2.4</i>	✓
	Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot <i>RL.2.7</i>	✓
Vocabulary	Identify Real-Life Connections Between Words and Their Uses <i>L.2.5</i>	✓
Writing	Process Writing: Narrative Fiction <i>C.2.3</i>	✓
Grammar & Language	Produce, Expand, and Rearrange Complete Compound Sentences <i>L.2.1</i>	✓
Foundational Skills: Phonological Awareness (PA), Phonics & Word Study, and Fluency	PA: Delete Final Sound in a Blend <i>*RF.1.2</i>	
	PA: Delete Initial and Final Sounds <i>*RF.1.2</i>	
	Phonics: Vowel Teams /ou/ Syllable Patterns: ou, ow <i>RF.2.3</i>	
	Phonics: Vowel Teams /oo/ Syllable Patterns (oo, ui, ew, ue, u, ou, oe, u_e) <i>RF.2.3</i>	✓
	Fluency: Inflection/Intonation–Pitch <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 and Introduce, Clarify, and Support a Second Idea 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.

\*not grade level

### Spelling Words

Words with Vowel Teams /oo/ (oo, ui, ew, ue, u, ou, oe, u_e)	too
	fruit
	truth
	grew
	July
	new
	blue
	soon
	true
	shoe

### Vocabulary

General Academic (Tier 2)	<p><b>“Village of the Moon Rain”</b></p> <p>rushed (4) ugly (4) empty (4) strange (4) <b>ancestors (4)</b> magically (4) jewels (4) <b>disappear (4)</b> curious (5) golden (5) blooming (5)</p>	<p><b>“The Huemul Egg”</b></p> <p>strolled (6) paused (6) <b>stumbled (8)</b> smashed (8) precious (7) rare (7) greedy (8) purchases (8) wealthy (6) <b>rudely (6)</b> bullying (6) howled (8) demanded (7) fortune (7)</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="1055 1375 1404 1816" 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> </tbody> </table> </div>	Word	My Definition	My Sentence																											
	Word	My Definition		My Sentence																													
Domain-Specific (Tier 3)	<p><b>“Village of the Moon Rain”</b></p> <p>raindrops (4) moon (4) storm (4) sunlight (5) seeds (5) seedlings (5)</p>	<p><b>“The Huemul Egg”</b></p> <p>trickster (6) character (6) folklore (6)</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 different cultures teach us?

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: Tales to Live By</b> <b>Introduce the Blueprint</b>	<b>5. Phonics and Word Study: Vowel Teams</b> /oo/: oo, ui, ew, ue, u, ou, oe, u_e RF.2.3	<b>9. Phonics and Word Study: Vowel Teams</b> /oo/: oo, ui, ew, ue, u, ou, oe, u_e RF.2.3	<b>13. Phonics and Word Study: Vowel Teams</b> /oo/: oo, ui, ew, ue, u, ou, oe, u_e RF.2.3	<b>17. Phonics and Word Study: Review and Assess</b>
	<b>2. Phonics and Word Study: Vowel Teams</b> /oo/: oo, ui, ew, ue, u, ou, oe, u_e RF.2.3	<b>6. “Village of the Moon Rain”</b> Ask and Answer Questions to Demonstrate Understanding of Key Details RL.2.1	<b>10. “Village of the Moon Rain”</b> Use Information from Text and Illustrations to Demonstrate Understanding of Characters, Setting, or Plot RL.2.7 <b>Begin the Blueprint</b>	<b>14. “The Huemul Egg”</b> First Reading: Make Connections to Build Knowledge About Folktales RL.2.10	<b>18. “The Huemul Egg”</b> Acknowledge Differences in the Points of View of Characters RL.2.6
	<b>3. “Village of the Moon Rain” First Reading: Summarize and Synthesize to Build Knowledge About Folktales</b> RL.2.10	<b>7. “Village of the Moon Rain”</b> Build Vocabulary: Identify Real-Life Connections Between Words and Their Uses L.2.5	<b>11. “Village of the Moon Rain”</b> Language in Context: Complete Compound Sentences L.2.1	<b>15. “The Huemul Egg”</b> Determine the Central Message <b>Add to the Blueprint</b> RL.2.2	<b>20. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task</b>
<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.</li> <li>Build fluency using the reader’s theater scripts and Reader’s Theater Handbook lessons.</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>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>Build Toward the Culminating Task: Step 1, p. 10</b> Read Independently	
<b>Writing and Language Lessons</b> (15 MIN.)	<b>4. Write Narrative Fiction: Analyze a Mentor Narrative Text</b> C.2.3	<b>8. Write Narrative Fiction: Brainstorm</b> C.2.3	<b>12. Write Narrative Fiction: Evaluate Your Ideas</b> C.2.3	<b>16. Write Narrative Fiction: Plan and Organize Your Narrative Fiction</b> C.2.3	<b>19. Grammar: Complete Compound Sentences</b> L.2.1
<b>Independent Writing &amp; Conferring</b>	Provide time for independent writing and conferring during writer’s workshop or in 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	Make Connections <i>RL.2.10</i>	
Comprehension to Build Knowledge	Ask and Answer Questions to Demonstrate Understanding of Key Details <i>RL.2.1</i>	✓
	Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message) <i>RL.2.2</i>	✓
	Acknowledge Differences in the Points of View of Characters <i>RL.2.6</i>	✓
	Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot <i>RL.2.7</i>	✓
Vocabulary	Identify Real-Life Connections Between Words and Their Uses <i>L.2.5</i>	✓
Writing	Process Writing: Narrative Fiction <i>C.2.3</i>	✓
Grammar & Language	Choose Between Adjectives and Adverbs <i>L.2.4</i>	✓
Foundational Skills: Phonological Awareness (PA), Phonics & Word Study, and Fluency	PA: Delete Initial Sound in a Blend * <i>RF.1.2</i>	
	PA: Delete Initial and Final Sounds * <i>RF.1.2</i>	
	Phonics: Vowel Teams / <i>oo</i> / Syllable Patterns (oo, ui, ew, ue, u, ou, oe, u_e) <i>RF.2.3</i>	✓
	Phonics: Vowel Teams / <i>oo</i> / Syllable Patterns (oo, u) <i>RF.2.3</i>	✓
Speaking & Listening to Demonstrate Knowledge	Fluency: Expression—Dramatic Expression <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.

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

\*not grade level

## Spelling Words

<b>Words with Vowel Teams /<i>oo</i>/ (oo, u)</b>	book
	cook
	foot
	stood
	push
	look
	shook
	good
	wood
	put

## Vocabulary

<b>General Academic (Tier 2)</b>	<p><b>"A Foxy Garden"</b></p> <ul style="list-style-type: none"> <li>ripe (12)</li> <li>suggested (13)</li> <li>munched (14)</li> <li>invite (16)</li> <li>wise (12)</li> <li>selfish (12)</li> <li>delicious (12)</li> <li>crispy (14)</li> <li>refreshing (14)</li> <li>bitter (15)</li> <li>healthful (15)</li> <li>tricked (15)</li> <li>stormed (16)</li> <li>raw (13)</li> <li>agreed (14)</li> </ul>	<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><b>Domain-Specific (Tier 3)</b></p> <ul style="list-style-type: none"> <li>vegetables (12)</li> <li>garden (12)</li> <li>dirt (13)</li> <li>roots (13)</li> <li>crop (14)</li> <li>stem (14)</li> <li>leaves (15)</li> </ul>	

**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 different cultures teach us?

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: Vowel Teams /ōō/: oo, u</b> RF.2.3  <b>2. “A Foxy Garden” First Reading: Make Connections to Build Knowledge About Folktales</b> RL.2.10	<b>4. Phonics and Word Study: Vowel Teams /ōō/: oo, u</b> RF.2.3  <b>5. “A Foxy Garden” Ask and Answer Questions to Demonstrate Understanding of Key Details</b> RL.2.1  <b>6. “A Foxy Garden” Build Vocabulary: Identify Real-Life Connections Between Words and Their Uses</b> L.2.5	<b>8. Phonics and Word Study: Vowel Teams /ōō/: oo, u</b> RF.2.3  <b>9. “A Foxy Garden” Close Reading: Use Illustrations and Words to Demonstrate Understanding of Characters</b> RL.2.7  <b>10. “A Foxy Garden” Grammar in Context: Adjectives and Adverbs</b> L.2.4	<b>12. Phonics and Word Study: Vowel Teams /ōō/: oo, u</b> RF.2.3  <b>13. “A Foxy Garden” Close Reading: Acknowledge Differences in the Points of View of Characters</b> <b>Add to the Blueprint</b> RL.2.6	<b>15. Phonics and Word Study: Review and Assess</b>  <b>16. “A Foxy Garden” Close Reading: Determine the Central Message</b> RL.2.2  <b>18. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task</b>
<b>Small-Group Reading</b>	<b>Meet with small groups of students to:</b> <ul style="list-style-type: none"> <li>Scaffold reading behaviors and strategies using small-group texts and teacher’s guides.</li> <li>Build fluency using the reader’s theater scripts and Reader’s Theater Handbook lessons.</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> <b>Read Independently</b>	<b>Read Independently</b>	<b>Add to the Blueprint</b> <b>Read Independently</b>	<b>Build Toward the Culminating Task: Step 2, p. 18</b> <b>Read Independently</b>
<b>Writing and Language Lessons</b> (15 MIN.)	<b>3. Write Narrative Fiction: Develop Strong Characters</b> C.2.3	<b>7. Write Narrative Fiction: Begin Drafting</b> C.2.3	<b>11. Write Narrative Fiction: Continue Drafting</b> C.2.3	<b>14. Write Narrative Fiction: Provide Closure</b> C.2.3	<b>17. Grammar: Choose Between Adjectives and Adverbs</b> L.2.4
<b>Independent Writing &amp; Conferring</b>	Provide time for independent writing and conferring during writer’s workshop or in 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 <i>RL.2.10</i>	
	Fix-Up: Read On to Clarify or Confirm Understanding <i>RL.2.10</i>	
Comprehension to Build Knowledge	Recount Stories and Determine Their Central Message, Lesson, or Moral (Determine Central Message) <i>RL.2.2</i>	✓
	Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot <i>RL.2.7</i>	✓
Poetry	Read a Poem: Understand Alliteration and Humor <i>RL.2.4</i>	
Vocabulary	Identify Real-Life Connections Between Words and Their Uses <i>L.2.5</i>	✓
Writing	Process Writing: Narrative Fiction <i>C.2.3</i>	✓
Grammar & Language	Produce, Expand, and Rearrange Complete Compound Sentences <i>L.2.1</i>	✓
	Choose Between Adjectives and Adverbs <i>L.2.4</i>	✓
Foundational Skills: Phonological Awareness (PA), Phonics & Word Study, and Fluency	PA: Substitute Sounds (Parts of Blends in the Final Position) * <i>RF.K.2</i>	
	PA: Substitute Initial, Medial, and Final Sounds * <i>RF.K.2</i>	
	Phonics: Vowel Teams /ōō/ Syllable Patterns (oo, u) <i>RF.2.3</i>	✓
	Phonics: Vowel Teams /ō/ Syllable Patterns ([w]a, al, aw, au) <i>RF.2.3</i>	✓
Speaking & Listening to Demonstrate Knowledge	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.

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

\* not grade level

## Spelling Words

Words with Vowel Teams /ō/ ([w]a, al, aw, au)	ball
	draw
	walk
	straw
	salt
	tall
	small
	fault
	talk
	launch

## Vocabulary

General Academic (Tier 2)	<p><b>"Why the Sky Is Far Away"</b></p> <p>heaps (21) precious (22) lively (22) concealed (23) scrumptious (20) wasteful (23) weaving (21) leftover (21) piled (21) warning (22) festival (22) burying (23) floated (23) artwork (24) angry (22)</p>	<p><b>"Be Glad Your Nose Is on Your Face"</b></p> <p>pasted (28) imagine (28) sandwiched (28) forced (28) dread (28) attached (28) despair (28) absolute (29) catastrophe (29) obliged (29) rattle (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="1055 1344 1396 1785" 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> </tbody> </table> </div>	Word	My Definition	My Sentence																											
	Word	My Definition		My Sentence																													
Domain-Specific (Tier 3)	<p><b>"Why the Sky Is Far Away"</b></p> <p>Earth (20) sky (20)</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 different cultures teach us?

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: Vowel Teams /ô/: aw, au, al, (w)a</b> RF.2.3	<b>4. Phonics and Word Study: Vowel Teams /ô/: aw, au, al, (w)a</b> RF.2.3	<b>8. Phonics and Word Study: Vowel Teams /ô/: aw, au, al, (w)a</b> RF.2.3	<b>11. Phonics and Word Study: Vowel Teams /ô/: aw, au, al, (w)a</b> RF.2.3	<b>15. Phonics and Word Study: Review and Assess</b>
	<b>2. “Why the Sky Is Far Away”</b> First Reading: Summarize and Synthesize to Build Knowledge About Folktales RL.2.10	<b>5. “Why the Sky Is Far Away”</b> Close Reading: Identify Real-Life Connections Between Words and Their Uses L.2.5	<b>9. “Why the Sky Is Far Away”</b> Close Reading: Use Illustrations and Words to Demonstrate Understanding of Characters Add to the Blueprint RL.2.7	<b>12. “Why the Sky Is Far Away”</b> Close Reading: Determine the Central Message RL.2.2	<b>16. “Be Glad Your Nose Is on Your Face”</b> Read a Poem: Understand Alliteration and Humor RL.2.4
		<b>6. “Why the Sky Is Far Away”</b> Grammar in Context: Complete Compound and Complex Sentences L.2.1		<b>13. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task</b>	<b>18. Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives</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.</li> <li>Build fluency using the reader’s theater scripts and Reader’s Theater Handbook lessons.</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.				
	Read Independently	Read the Vocabulary Practice Text Read Independently	Add to the Blueprint Read Independently	Build Toward the Culminating Task: Step 3, p. 26 Read Independently	Write to Demonstrate Knowledge
<b>Writing and Language Lessons</b> (15 MIN.)	<b>3. Write Narrative Fiction: Revise to Use Temporal Words</b> C.2.3	<b>7. Write Narrative Fiction: Revise to Add Sensory Details</b> C.2.3	<b>10. Write Narrative Fiction: Edit for Complete Compound Sentences and Correct Use of Adjectives and Adverbs</b> C.2.3	<b>14. Write Narrative Fiction: Edit to Check and Correct Spelling</b> C.2.3	<b>17. Write Narrative Fiction: Add a Title and Publish Writing</b> C.2.3
<b>Independent Writing &amp; Conferring</b>	Provide time for independent writing and conferring during writer’s workshop or in 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.				