

# 2nd Grade - Unit 4

December						
M	T	W	T	F		
	3	4	5	6		
9	10	11	12	13		
16	17	18	19	20		
January						
M	T	W	T	F		
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		
3	4	5	6	7		

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

Approximately 38 Days

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

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

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

Approximately 38 Days

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

**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	

# Strategies and Skills to Build Knowledge

## Grade 2 Unit 7

		Week 1	Week 2	Week 3	Assessed Skills
<b>Foundational Skills:</b> • Phonological Awareness (PA) • Phonics & Word Study • Fluency	<b>RF.1.3e*</b>	PA: Blend and Segment Multisyllabic Words by Syllable	•		
	<b>RF.1.2c*</b>	PA: Add Initial and Final Sounds	•		
	<b>RF.K.2e*</b>	PA: Substitute Sounds (parts of blends in the final position)		•	
	<b>RF.K.2e*</b>	PA: Substitute Initial, Medial, and Final Sounds		•	
	<b>RF.1.2c*</b>	PA: Delete Final Sounds in a Blend			•
	<b>RF.1.2c*</b>	PA: Delete Initial and Final Sounds			•
	<b>RF.2.3b</b>	Phonics: Vowel Teams /ô/ Syllable Patterns ([w]a, al, aw, au)	•	•	
	<b>RF.2.3</b>	Phonics: Compound Words	•	•	✓
	<b>RF.2.3e</b>	Phonics: Silent Letters (wr, kn, gn)	•		✓
	<b>RF.1.3*</b>	Phonics: Inflectional Endings with Spelling Changes		•	✓
	<b>L.2.4</b>	Phonics: Related Root Words			•
	<b>RF.2.4</b>	Fluency: Confirm or Correct Word Recognition and Understanding	•		
	<b>RF.2.4</b>	Fluency: Speed/Pacing—Varied		•	
	<b>Metacognitive &amp; Fix-Up</b>	<b>RI.2.10</b>	Apply Metacognitive and Fix-Up Strategies	•	•
<b>RI.2.10</b>		Fix-Up: Stop and Think About the Author's Purpose	•		
<b>RI.2.10</b>		Fix-Up: Read Out Loud to Support Comprehension			•
<b>Comprehension to Build Knowledge</b>	<b>RI.2.2</b>	Identify Main Topic and Key Details	•	•	✓
	<b>RI.2.5</b>	Use Text Features to Locate Key Facts or Information	•	•	✓
	<b>RI.2.3</b>	Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps	•		•
	<b>RI.2.7</b>	Explain How Images Contribute to and Clarify a Text	•	•	•
<b>Poetry</b>	<b>RL.3.4*</b>	Read a Poem: Understand Figurative Language and Imagery			•
<b>Vocabulary</b>	<b>L.2.5b</b>	Distinguish Shades of Meaning Among Related Adjectives	•	•	•
<b>Writing</b>	<b>C.2.3</b>	Process Writing: Narrative Nonfiction Letters	•	•	•
<b>Grammar &amp; Language</b>	<b>L.2.2b</b>	Use Commas in Greetings and Closings of Letters	•		✓
	<b>L.2.2c</b>	Use an Apostrophe to Form Contractions		•	•
	<b>L.2.1f</b>	Produce Complete Simple Sentences		•	
	<b>L.2.3a</b>	Compare Formal and Informal Uses of English			•
<b>Speaking &amp; Listening to Demonstrate Knowledge</b>	<b>ILP 4</b>	Engage Effectively in Whole-Class and Peer Discussions	•	•	•
	<b>ILP4</b>	State, Clarify, Support, Evaluate, and Compare 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 8

		Week 1	Week 2	Week 3	Assessed Skills	
Foundational Skills: • Phonological Awareness (PA) • Phonics & Word Study • Fluency	<b>RF.K.2d*</b>	PA: Substitute Medial Vowel Sounds	•			
	<b>RF.K.2e*</b>	PA: Substitute Initial and Final Sounds	•			
	<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		•		
	<b>RF.1.3e*</b>	PA: Blend and Segment Multisyllabic Words by Syllable			•	
	<b>RF.1.2c*</b>	PA: Add Initial and Final Sounds			•	
	L.2.4	Phonics: Related Root Words	•			
	L.2.1	Phonics: Irregular Plural Nouns (feet, children, teeth, mice, fish)	•	•	•	✓
	RF.2.3	Phonics: -er, -or Endings		•	•	✓
	RF.2.3	Phonics: Comparatives -er, -est			•	✓
	RF.2.4	Fluency: Inflection/Intonation—Volume	•			
	RF.2.4	Fluency: Confirm or Correct Word Recognition and Understanding		•		
	Metacognitive & Fix-Up	RI.2.10	Apply Metacognitive and Fix-Up Strategies	•	•	•
RI.2.10		Fix-Up: Read More Slowly and Think About the Words	•			
RI.2.10		Fix-Up: Reread to Clarify or Confirm Understanding			•	
Comprehension to Build Knowledge	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	•	•		✓
	<b>RI.2.6</b>	Identify Main Purpose of a Text	•	•	•	✓
	RI.2.8	Analyze How the Author's Reasons Support Specific Points in a Text	•		•	✓
	RI.2.9	Compare and Contrast the Most Important Points in Two Texts on the Same Topic		•		
Poetry	RL.2.4	Read a Poem: Onomatopoeia and Repetition			•	
Vocabulary	RI.2.4	Use Context Clues to Determine Word Meaning	•		•	✓
	L.2.4e	Use Dictionaries and Glossaries to Determine Word Meaning		•		
Writing	<b>C.2.5/2.2</b>	Process Writing: Research Report	•	•	•	✓
Grammar & Language	L.2.1a	Use Collective Nouns	•			✓
	L.2.3a	Compare Formal and Informal Uses of English; Understand Formal Uses of English		•		✓
	L.2.2a	Capitalize Geographic Names		•		
	L.2.2b	Use Commas in Greetings and Closings			•	
Speaking & Listening to Demonstrate Knowledge	ILP 4	Engage Effectively in Whole-Class and Peer Discussions	•	•	•	
	ILP 4	State, Clarify, Support, Evaluate, and Compare 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.

# Week 1 Learning Goals

## Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Apply Metacognitive and Fix-Up Strategies <b>RI.2.10</b>	
	Fix-Up: Stop and Think About the Author's Purpose <b>RI.2.10</b>	
Comprehension to Build Knowledge	Identify Main Topic and Key Details <b>RI.2.2</b>	✓
	Use Text Features to Locate Key Facts or Information (subheadings, captions) <b>RI.2.5</b>	✓
	Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps <b>RI.2.3</b>	✓
	Explain How Images Contribute to and Clarify a Text <b>RI.2.7</b>	✓
Vocabulary	Distinguish Shades of Meaning Among Related Adjectives <b>L.2.5b</b>	✓
Writing	Process Writing: Narrative Nonfiction Letters <b>C.2.3</b>	✓
Grammar & Language	Use Commas in Greetings and Closings of Letters <b>L.2.2b</b>	✓
Foundational Skills: Phonological Awareness (PA), Phonics & Word Study, and Fluency	PA: Blend and Segment Multisyllabic Words by Syllable <b>RF.1.3e</b>	
	PA: Add Initial and Final Sound <b>RF.1.2c</b>	
	Phonics: Vowel Teams /ô/ Syllable Patterns ([w]a, al, aw, au) <b>RF.2.3b</b>	
	Phonics: Compound Words <b>RF.2.3</b>	✓
	Phonics: Silent Letters (wr, kn, gn) <b>RF.2.3e</b>	✓
	Fluency: Confirm or Correct Word Recognition and Understanding <b>RF.2.4</b>	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions <b>ILP 4</b>	
	State, Clarify, Support, Evaluate, and Compare Ideas 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>Compound Words and Words with Silent Letters</b>	bathroom
	birthday
	cowboy
	doorknob
	moonlight
	railroad
	seashell
	snowball
	starfish
	toothbrush

### Vocabulary

<b>General Academic (Tier 2)</b>	<b>"The Oregon Trail"</b> exhausted (4) setback (4) sincerely (4) result (4) magnificent (5) herd (5) grazing (5) plain (5) provisions (5) supplies (5) springs (5) steaming (5) traded (5)	<b>"Ranch Flyer"</b> spin (7) minute (7) countryside (6) ranchers (6) enormous (6) admired (6) creek (6) roar (7) dizzy (7) amazing (7) meadow (8) delivering (8) shepherds (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.
	<b>Domain-Specific (Tier 3)</b>	<b>"The Oregon Trail"</b> Oregon Trail (4) Shoshone camp (5) Soda Springs (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 does understanding the past shape the future?

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: Investigating the Past</b> <b>Introduce the Blueprint</b>	<b>5. Phonics &amp; Word Study: Compound Words and Silent Letters</b> RF.2.3	<b>9. Phonics &amp; Word Study: Compound Words and Silent Letters</b> RF.2.3	<b>13. Phonics &amp; Word Study: Compound Words and Silent Letters</b> RF.2.3	<b>17. Phonics &amp; Word Study: Review and Assess</b>
	<b>2. Phonics &amp; Word Study: Compound Words and Silent Letters</b> RF.2.3	<b>6. “The Oregon Trail” Identify Main Topic and Key Details</b> RI.2.2	<b>10. “The Oregon Trail” Use Text Features to Locate Key Facts or Information</b> <b>Begin the Blueprint</b> RI.2.5	<b>14. “Ranch Flyer” First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Investigating the Past</b> RI.2.10	<b>18. “Ranch Flyer” Describe a Connection Between a Series of Events</b> RI.2.3
	<b>3. “The Oregon Trail” First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Investigating the Past</b> RI.2.10	<b>7. “The Oregon Trail” Build Vocabulary: Distinguish Shades of Meaning Among Related Adjectives</b> L.2.5b	<b>11. “The Oregon Trail” Language in Context: Commas in Greetings and Closings</b> L.2.2b	<b>15. “Ranch Flyer” Explain How Images Contribute to and Clarify a Text</b> <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 <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; Confering</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 Time Capsule: Step 1, p. 10</b> Read Independently
<b>Writing and Language Lessons</b> (15 MIN.)	<b>4. Write Narrative Nonfiction Letters: Read and Analyze a Mentor Text</b> C.2.3	<b>8. Write Narrative Nonfiction Letters: Brainstorm</b> C.2.3	<b>12. Write Narrative Nonfiction Letters: Brainstorm</b> C.2.3	<b>16. Write Narrative Nonfiction Letters: Evaluate and Narrow the Focus</b> C.2.3	<b>19. Grammar: Use Commas in Greetings and Closings of Letters</b> L.2.2b
<b>Independent Writing &amp; Confering</b>	Provide time for independent writing and confering 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	Apply Metacognitive and Fix-Up Strategies <b>RI.2.10</b>	
Comprehension to Build Knowledge	Identify Main Topic and Key Details <b>RI.2.2</b>	✓
	Use Text Features to Locate Key Facts or Information (subheadings, captions) <b>RI.2.5</b>	✓
	Explain How Images Contribute to and Clarify a Text <b>RI.2.7</b>	✓
Vocabulary	Distinguish Shades of Meaning Among Related Adjectives <b>L.2.5b</b>	✓
Writing	Process Writing: Narrative Nonfiction Letters <b>C.2.3</b>	✓
Grammar & Language	Use an Apostrophe to Form Contractions <b>L.2.2c</b>	✓
	Produce Complete Simple Sentences <b>L.2.1f</b>	
Foundational Skills: Phonological Awareness (PA), Phonics & Word Study, and Fluency	PA: Substitute Sounds (parts of blends in the final position) <b>RF.K.2e</b>	
	PA: Substitute Initial, Medial, and Final Sounds <b>RF.K.2e</b>	
	Phonics: Vowel Teams /ô/ Syllable Patterns ([w]a, al, aw, au) <b>RF.2.3b</b>	
	Phonics: Compound Words <b>RF.2.3</b>	✓
	Phonics: Inflectional Endings with Spelling Changes (drop final -e, double final consonant) <b>RF.1.3</b>	✓
Speaking & Listening to Demonstrate Knowledge	Fluency: Speed/Pacing–Varied <b>RF.2.4</b>	
	Engage Effectively in Whole-Class and Peer Discussions <b>ILP4</b>	
	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation <b>ILP4</b>	

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

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## Spelling Words

<b>Words with Inflectional Endings with Spelling Changes</b>	hopped
	liked
	making
	raked
	running
	sitting
	smiled
	swimming
	taking
	using

## Vocabulary

<b>General Academic (Tier 2)</b>	<b>“Primary Sources”</b>	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.
	witnessed (12)	
	<b>exist (13)</b>	
	captured (14)	
	explore (16)	
	<b>past (12)</b>	
	primary (12)	
	report (12)	
	interview (12)	
	artifacts (12)	
history (13)		
record (14)		
documents (15)		
eyewitnesses (15)		
research (16)		
<b>event (12)</b>		
<b>letters (15)</b>		

**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:** How does understanding the past shape the future?

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 &amp; Word Study: Inflectional Endings with Spelling Changes</b> <i>RF.1.3</i>	<b>4. Phonics &amp; Word Study: Inflectional Endings with Spelling Changes</b> <i>RF.1.3</i>	<b>8. Phonics &amp; Word Study: Inflectional Endings with Spelling Changes</b> <i>RF.1.3</i>	<b>12. Phonics &amp; Word Study: Inflectional Endings with Spelling Changes</b> <i>RF.1.3</i>	<b>15. Phonics &amp; Word Study: Review and Assess</b>
	<b>2. "Primary Sources" First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Investigating the Past</b> <i>RI.2.10</i>	<b>5. "Primary Sources" Identify Main Topic and Key Details</b> <i>RI.2.2</i>	<b>9. "Primary Sources" Close Reading: Identify Main Topic and Key Details</b> <i>RI.2.2</i>	<b>13. "Primary Sources" Close Reading: Use Text Features to Locate Key Facts or Information</b> <i>RI.2.5</i> <b>Add to the Blueprint</b>	<b>16. "Primary Sources" Close Reading: Explain How Images Contribute to and Clarify a Text</b> <i>RI.2.7</i>
		<b>6. "Primary Sources" Build Vocabulary: Distinguish Shades of Meaning Among Related Adjectives</b> <i>L.2.5b</i>	<b>10. "Primary Sources" Language in Context: Complete Simple Sentences</b> <i>L.2.1f</i>		<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 <u>behaviors</u> and <u>strategies</u> using small-group texts and teacher's guides. <i>RI.2.10</i></li> <li>Build <u>fluency</u> 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>				
	<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>Design a Time Capsule: Step 2, p. 18</b> <b>Read Independently</b>
<b>Writing and Language Lessons</b> (15 MIN.)	<b>3. Write Narrative Nonfiction Letters: Plan and Organize Your Narrative Nonfiction Letters</b> <i>C.2.3</i>	<b>7. Write Narrative Nonfiction Letters: Begin Drafting</b> <i>C.2.3</i>	<b>11. Write Narrative Nonfiction Letters: Continue Drafting</b> <i>C.2.3</i>	<b>14. Write Narrative Nonfiction Letters: Provide Closure</b> <i>C.2.3</i>	<b>17. Grammar: Use an Apostrophe to Form Contractions</b> <i>L.2.2c</i>
<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> ✓	<p>Monitor students' progress using the informal assessment opportunities in each lesson.</p> <p>Administer the Week 2 Assessment at the end of the week.</p>				

# Week 3 Learning Goals

## Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Apply Metacognitive and Fix-Up Strategies RI.2.10	
	Fix-Up: Read Out Loud to Support Comprehension RI.2.10	
Comprehension to Build Knowledge	Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps RI.2.3	✓
	Explain How Images Contribute to and Clarify a Text RI.2.7	✓
Poetry	Read a Poem: Understand Figurative Language (Simile) and Imagery RL.3.4	
Vocabulary	Distinguish Shades of Meaning Among Related Adjectives L.2.5b	✓
Writing	Process Writing: Narrative Nonfiction Letters C.2.3	✓
Grammar & Language	Use an Apostrophe to Form Contractions L.2.2c	✓
	Compare Formal and Informal Uses of English L.2.3a	✓
Foundational Skills: Phonological Awareness (PA), Phonics & Word Study, and Fluency	PA: Delete Final Sound in a Blend RF.1.2c	
	PA: Delete Initial and Final Sounds RF.1.2c	
	Phonics: Related Root Words L.2.4	✓
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions ILP 4	
	State, Clarify, Support, Evaluate, and Compare 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 Related Root Words</b>	add
	addition
	forgot
	forgetful
	forgotten
	move
	movers
	moving
	work
	worked

## Vocabulary

<b>General Academic (Tier 2)</b>	<b>"A Dinosaur Named SUE"</b>	<b>"Crazy Boys "</b>	<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 1369 1393 1801" 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>	<b>"A Dinosaur Named SUE"</b>																																			

"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 does understanding the past shape the future?

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 &amp; Word Study: Related Root Words</b> L.2.4	<b>4. Phonics &amp; Word Study: Related Root Words</b> L.2.4	<b>8. Phonics &amp; Word Study: Related Root Words</b> L.2.4	<b>11. Phonics &amp; Word Study: Related Root Words</b> L.2.4	<b>15. Phonics &amp; Word Study: Review and Assess</b>
	<b>2. "A Dinosaur Named SUE"</b> First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Investigating the Past RI.2.10	<b>5. "A Dinosaur Named SUE"</b> Close Reading: Explain How Images Contribute to Clarify a Text RI.2.7	<b>9. "A Dinosaur Named SUE"</b> Close Reading: Distinguish Shades of Meaning Among Related Adjectives L.2.5b Add to the Blueprint	<b>12. "A Dinosaur Named SUE"</b> Close Reading: Describe a Connection Between a Series of Events RI.2.3	<b>16. "Crazy Boys"</b> Read a Poem: Understand Figurative Language (Simile) and Imagery RL.3.4
		<b>6. "A Dinosaur Named SUE"</b> Language in Context: Identify Informal Uses of English and Compare It to Formal Uses L.2.3a		<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. RI.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; Confering</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	Design a Time Capsule: Step 3, p. 26 Read Independently	Write to Demonstrate Knowledge
<b>Writing and Language Lessons</b> (15 MIN.)	<b>3. Write Narrative Nonfiction Letters: Revise for Voice</b> C.2.3	<b>7. Write Narrative Nonfiction Letters: Revise to Add Sensory Details</b> C.2.3	<b>10. Write Narrative Nonfiction Letters: Edit for Punctuation and Sentence Fluency</b> C.2.3 L.2.1	<b>14. Write Narrative Nonfiction Letters: Check and Correct Spelling</b> L.2.4 C.2.3	<b>17. Write Narrative Nonfiction Letters: Publish and Share Writing</b> C.2.3
<b>Independent Writing &amp; Confering</b>	Provide time for independent writing and confering 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.				

# Week 1 Learning Goals

## Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Apply Metacognitive and Fix-Up Strategies <b>RI.2.10</b>	
	Fix-Up: Read More Slowly and Think About the Words <b>RI.2.10</b>	
Comprehension to Build Knowledge	Explain How Images Contribute to and Clarify a Text <b>RI.2.7</b>	✓
	Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps <b>RI.2.3</b>	✓
	Identify Main Purpose of a Text <b>RI.2.6</b>	✓
	Analyze How the Author's Reasons Support Specific Points in a Text <b>RI.2.8</b>	✓
Vocabulary	Use Context Clues to Determine Word Meaning (multiple-meaning words) <b>RI.2.4</b>	✓
Writing	Process Writing: Research Report <b>C.2.2/C.2.5</b>	✓
Grammar & Language	Use Collective Nouns <b>L.2.1a</b>	✓
Foundational Skills: Phonological Awareness (PA), Phonics & Word Study, and Fluency	PA: Substitute Medial Vowel Sounds <b>RF.K.2d</b>	
	PA: Substitute Initial and Final Sounds <b>RF.K.2e</b>	
	Phonics: Related Root Words <b>L.2.4</b>	
	Phonics: Irregular Plural Nouns (feet, children, teeth, mice, fish) <b>L.2.1</b>	✓
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions <b>LP4</b>	
	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation <b>LP4</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 Irregular Plural Nouns</b>	children
	feet
	fish
	lives
	men
	people
	sheep
	shelves
	teeth
	women

## Vocabulary

<b>General Academic (Tier 2)</b>	<b>"Tornado!"</b> swirl (5) bunch (5) forms (4) safe (5) force (4) unpredictable (4) <b>rises (4)</b> funnel (5) <b>warning (5)</b> sirens (5) series (5) announcements (5)	<b>"Water's Awesome Wonder"</b> <b>flowed (7)</b> opinion (6) desert (7) carved (7) mudslides (7) reasons (8) unusually (8) sculpture (8) <b>mighty (8)</b> shaped (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.
	<b>Domain-Specific (Tier 3)</b>	<b>"Tornado!"</b> thundercloud (4) air masses (4) tornado (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 we react to changes in nature?

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, Phonics &amp; Word Study, and Grammar/ Language Lessons</b> (30–40 MIN.)	<b>1. Introduce the Knowledge Focus: Wind and Water Change Earth</b> Introduce the Blueprint	<b>5. Phonics &amp; Word Study: Irregular Plural Nouns</b> L.2.1	<b>9. Phonics &amp; Word Study: Irregular Plural Nouns</b> L.2.1	<b>13. Phonics &amp; Word Study: Irregular Plural Nouns</b> L.2.1	<b>17. Phonics &amp; Word Study: Review and Assess</b>
	<b>2. Phonics &amp; Word Study: Irregular Plural Nouns</b> L.2.1	<b>6. "Tornado!" Explain How Images Contribute to and Clarify a Text</b> RI.2.7	<b>10. "Tornado!" Describe the Connection Between Scientific Concepts</b> Begin the Blueprint RI.2.3	<b>14. "Water's Awesome Wonder" First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Changes in Nature</b> RI.2.10	<b>18. "Water's Awesome Wonder" Describe How the Author's Reasons Support Specific Points in a Text</b> RI.2.8
	<b>3. "Tornado!" First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Changes in Nature</b> RI.2.10	<b>7. "Tornado!" Build Vocabulary: Use Context Clues to Determine Multiple-Meaning Words</b> RI.2.4	<b>11. "Tornado!" Grammar in Context: Collective Nouns</b> L.2.1a	<b>15. "Water's Awesome Wonder" Identify the Main Purpose of a Text</b> Add to the Blueprint RI.2.6	<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 <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>	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>Create a Chart: Step 1, p. 10</b> Read Independently
<b>Writing and Language Lessons</b> (15 MIN.)	<b>4. Write a Research Report: Read and Analyze a Mentor Text</b> C.2.2/2.5	<b>8. Write a Research Report: Gather Information from Sources</b> C.2.2 C.2.5	<b>12. Write a Research Report: Take Notes from an Illustration or Photograph</b> C.2.2/2.5	<b>16. Write a Research Report: Plan and Organize Your Research Report</b> C.2.2/2.5	<b>19. Grammar: Use Collective Nouns</b> L.2.1a
<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.				

# Week 2 Learning Goals

## Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Apply Metacognitive and Fix-Up Strategies RI.2.10	
Comprehension to Build Knowledge	Explain How Images Contribute to and Clarify a Text RI.2.7	✓
	Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps RI.2.3	✓
	Identify Main Purpose of a Text RI.2.6	✓
	Compare and Contrast the Most Important Points in Two Texts on the Same Topic RI.2.9	✓
Vocabulary	Use Dictionaries and Glossaries to Determine Word Meaning L.2.4e	
Writing	Process Writing: Research Report C.2.2/2.5	✓
Grammar & Language	Compare Formal and Informal Uses of English; Understand Formal Uses of English L.2.3a	✓
	Capitalize Geographic Names L.2.2a	
Foundational Skills: Phonological Awareness (PA), Phonics & Word Study, and Fluency	PA: Substitute Sounds (parts of blends in the final position) RF.K.2	
	PA: Substitute Initial, Medial, and Final Sounds RF.K.2e	
	Phonics: Irregular Plural Nouns (feet, children, teeth, mice, fish) L.2.1	✓
	Phonics: -er, -or Endings RF.2.3	✓
Speaking & Listening to Demonstrate Knowledge	Fluency: Confirm or Correct Word Recognition and Understanding RF.2.4	
	Engage Effectively in Whole-Class and Peer Discussions ILP 4	
	State, Clarify, Support, Evaluate, and Compare Ideas in Constructive Conversations 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 Suffixes -er, -or	actor
	baker
	dancer
	doctor
	farmer
	inventor
	sailor
	teacher
	visitor
	writer

### Vocabulary

General Academic (Tier 2)	<p>“Earth’s Changes”</p> <p>rushing (13)</p> <p>gentle (14)</p> <p>bits (14)</p> <p>results (14)</p> <p>overflow (13)</p> <p>flood (13)</p> <p>surface (12)</p> <p>resources (12)</p> <p>surrounding (12)</p> <p>crashing (13)</p> <p>edges (13)</p> <p>breeze (14)</p> <p>naturally (16)</p> <p>lessen (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 1333 1247 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>“Earth’s Changes”</p> <p>riverbank (13)</p> <p>shoreline (13)</p> <p>canyon (13)</p> <p>wind erosion (14)</p> <p>scientists (16)</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 we react to changes in nature?

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 &amp; Word Study: Suffixes -er, -or</b> RF.2.3	<b>4. Phonics &amp; Word Study: Suffixes -er, -or</b> RF.2.3	<b>8. Phonics &amp; Word Study: Suffixes -er, -or</b> RF.2.3	<b>12. Phonics &amp; Word Study: Suffixes -er, -or</b> RF.2.3	<b>15. Phonics &amp; Word Study: Review and Assess</b>
	<b>2. "Earth's Changes" First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Changes in Nature</b> RI.2.10	<b>5. "Earth's Changes" Explain How Images Contribute to and Clarify a Text</b> RI.2.7	<b>9. "Earth's Changes" Close Reading: Describe the Connection Between Scientific Concepts</b> RI.2.3	<b>13. "Earth's Changes" Close Reading: Identify the Main Purpose of a Text</b> Add to the Blueprint RI.2.6	<b>16. "Earth's Changes" &amp; "Water's Awesome Wonder" Close Reading: Compare and Contrast the Most Important Points in Two Texts</b> RI.2.9
		<b>6. "Earth's Changes" Build Vocabulary: Use Dictionaries and Glossaries to Determine Word Meaning</b> L.2.4e	<b>10. "Earth's Changes" Language in Context: Capitalize Geographic Names</b> L.2.2a		<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 behaviors and strategies using small-group texts and teacher's guides. RI.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; Confering</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	Read Independently	Add to the Blueprint Read Independently	Create a Chart: Step 2, p. 18 Read Independently
<b>Writing and Language Lessons</b> (15 MIN.)	<b>3. Write a Research Report: Introduce Your Topic</b> C.2.2/2.5	<b>7. Write a Research Report: Develop Your Topic with Specific Facts and Details</b> C.2.2/2.5	<b>11. Write a Research Report: Use Linking Words and Phrases</b> C.2.2/2.5	<b>14. Write a Research Report: Draft a Conclusion</b> C.2.2/2.5	<b>17. Grammar: Compare Formal and Informal Uses of Language; Understand Formal Uses of English</b> L.2.3a
<b>Independent Writing &amp; Confering</b>	Provide time for independent writing and confering 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.				

# Week 3 Learning Goals

## Skills and Strategies to Build Knowledge

<b>Metacognitive &amp; Fix-Up</b>	Apply Metacognitive and Fix-Up Strategies RI.2.10	
	Fix-Up: Reread to Clarify or Confirm Understanding RI.2.10	
<b>Comprehension to Build Knowledge</b>	Identify Main Purpose of a Text RI.2.6	✓
	Analyze How the Author's Reasons Support Specific Points in a Text RI.2.8	✓
<b>Poetry</b>	Read a Poem: Onomatopoeia and Repetition RL.2.4	
<b>Vocabulary</b>	Use Context Clues to Determine Word Meaning (multiple-meaning words) RI.2.4	✓
<b>Writing</b>	Process Writing: Research Report C.2.2/2.5	✓
<b>Grammar &amp; Language</b>	Use Commas in Greetings and Closings L.2.2b	
<b>Foundational Skills: Phonological Awareness (PA), Phonics &amp; Word Study, and Fluency</b>	PA: Blend and Segment Multisyllabic Words by Syllable RF.1.3e	
	PA: Add Initial and Final Sounds RF.1.2c	
	Phonics: Irregular Plural Nouns (feet, children, teeth, mice, fish) L.2.1	✓
	Phonics & Word Study: -er, -or Endings RF.2.3	✓
	Phonics & Word Study: Comparatives -er, -est RF.2.3	✓
<b>Speaking &amp; Listening to Demonstrate Knowledge</b>	Engage Effectively in Whole-Class and Peer Discussions ILP 4	
	State, Clarify, Support, Evaluate, and Compare Ideas in Constructive Conversations ILP 4	

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

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

## Spelling Words

<b>Words with Suffixes -er, -est</b>	colder
	coldest
	faster
	fastest
	newer
	newest
	slower
	slowest
	taller
	tallest

## Vocabulary

<b>General Academic (Tier 2)</b>	<p><b>"Naples Daily Tidings"</b></p> <p>bob (20) drain (22) plenty (22) absorb (22) banks (21) mold (22) swamps (21) dredge (20) rubbish (20) developers (22) population (21) debate (22) wetlands (21) damage (20) heavy (21) waist deep (20)</p>	<p><b>"Weather"</b></p> <p>spotting (28) windowpane (28) splatter (28) barrel (28) glide (29) rumble (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> <div data-bbox="1071 1323 1412 1764" 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>"Naples Daily Tidings"</b></p> <p>Imperial River (21) Everglades (21) Bonita Springs (20) Hurricane Irma (20) Gulf of Mexico (21) meteorologist (21)</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 we react to changes in nature?

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, Phonics &amp; Word Study, and Grammar/ Language Lessons</b> (30-40 MIN.)	<b>1. Phonics &amp; Word Study: Suffixes -er, -est</b> RF.2.3	<b>4. Phonics &amp; Word Study: Suffixes -er, -est</b> RF.2.3	<b>8. Phonics &amp; Word Study: Suffixes -er, -est</b> RF.2.3	<b>11. Phonics &amp; Word Study: Suffixes -er, -est</b> RF.2.3	<b>15. Phonics &amp; Word Study: Review and Assess</b>
	<b>2. "Naples Daily Tidings"</b> First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Changes in Nature RI.2.10	<b>5. "Naples Daily Tidings"</b> Close Reading: Identify the Main Purpose of a Text RI.2.6	<b>9. "Naples Daily Tidings"</b> Close Reading: Use Context Clues to Determine the Meaning of Multiple-Meaning Words RI.2.4	<b>12. "Naples Daily Tidings"</b> Close Reading: Describe How the Author's Reasons Support Specific Points in a Text RI.2.8	<b>16. "Weather"</b> Read a Poem: Onomatopoeia and Repetition RL.2.4
		<b>6. "Naples Daily Tidings"</b> L.2.2b Language in Context: Use Commas in Greetings and Closings	<b>Add to the Blueprint</b>	<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>	<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. 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> <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>Create a Chart: 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 Research Report: Revise to Improve Sentence Fluency</b> C.2.2/2.5	<b>7. Write a Research Report: Revise to Include Domain-Specific Vocabulary</b> C.2.2/C.2.5	<b>10. Write a Research Report: Edit for Formal Use of English</b> C.2.2/2.5 L.2.3	<b>14. Write a Research Report: Check and Correct Spelling</b> C.2.2/C.2.5 L.2.2	<b>17. Write a Research Report: Publish and Share Writing</b> C.2.2/C.2.5
<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.				