

2nd Grade - Unit 5

April

M	T	W	T	F
14	15	16	17	18
21	22	23	24	25

May

M	T	W	T	F
28	29	30	1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

Unit 5
Economics & Physical Sciences
 Approximately 31 Days

Essential Standards :

RF.2.3	RL.2.2	RI.2.3	C.2.3	L.2.1
	RL.2.3	RI.2.6		L.2.2
	RL.2.9	RI.2.8		L.2.4
		RI.2.9		

Supporting Standards:

RF.2.4	RL.2.4	RI.2.4	HW.2.1	C.2.2	L.2.3
	RL.2.5	RI.2.5			
	RL.2.10	RI.2.10			

Strategies and Skills to Build Knowledge

Grade 2 Unit 9

		Week 1	Week 2	Week 3	Assessed Skills	
Foundational Skills: • Phonological Awareness (PA) • Phonics & Word Study • Fluency	RF.K.2d*	PA: Substitute Medial Vowel Sounds	•		•	
	RF.K.2e*	PA: Substitute Initial and Final Sounds		•		
	RF.1.3e*	PA: Blend and Segment Multisyllabic Words by Syllable		•		
	RF.1.2c*	PA: Add Initial and Final Sounds	•	•	•	
	RF.2.4d	Word Study: Endings -y, -ly (suffixes)	•			✓
	RF.2.3	Phonics: Schwa		•		✓
	RF.2.3e	Phonics: Silent Letters /n/ gn, kn; /r/ wr; /m/ mb			•	✓
	RF.2.4	Fluency: Inflection/Intonation—Stress	•			
Metacognitive & Fix-Up	RF.2.4	Fluency: Phrasing—Units of Meaning in Complex Sentences		•		
	RL/RI.2.10	Apply Strategies	•	•	•	
	RL/RI.2.10	Fix-Up: Read On to Clarify or Confirm Understanding	•			
Comprehension to Build Knowledge	RL/RI.2.10	Fix-Up: Stop and Think About the Author's Purpose			•	
	RI.2.3	Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps	•	•		✓
	RI.2.7	Explain How Images Contribute to and Clarify a Text	•	•		✓
	RL.2.7	Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot	•		•	✓
	RL.2.3	Describe How Characters Respond to Major Events and Challenges	•		•	✓
Poetry	RI.2.9	Compare and Contrast the Most Important Points in Two Texts on the Same Topic		•		✓
	RL.2.4	Read a Poem: Analyze Humor and Rhythm			•	
Vocabulary	L.2.4d	Determine the Meaning of Compound Words	•			✓
	L.2.4b	Determine the Meaning of Words with Prefixes		•		✓
	L.2.4a	Determine the Meaning of Words and Phrases in a Text			•	✓
Writing	C.2.4	Multimedia Presentation <i>C.2.2</i>	•	•	•	✓
Grammar & Language	L.2.1e	Use Adjectives and Adverbs	•			
	L.2.1d	Use Irregular Past-Tense Verbs		•		
	L.2.3a	Compare Formal and Informal Language			•	
Speaking & Listening to Demonstrate Knowledge	ILP 4	Engage Effectively in Whole-Class, Small-Group, and Partner 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

Strategies and Skills to Build Knowledge

Grade 2 Unit 10

		Week 1	Week 2	Week 3	Assessed Skills	
Foundational Skills: • Phonological Awareness (PA) • Phonics & Word Study • Fluency	RF.K.2d*	PA: Substitute Medial Vowel Sounds	•			
	RF.K.2e*	PA: Substitute Initial and Final Sounds	•			
	RF.1.3e*	PA: Blend and Segmenting Multisyllabic Words by Syllable		•	•	
	RF.1.2c*	PA: Add Initial and Final Sounds		•	•	
	RF.2.3	Word Study: Possessives: Singular, Plural	•			✓
	RF.2.3d	Word Study: Prefixes un-, re-, dis-		•		✓
	RF.2.3d	Word Study: Suffixes -ful, -less			•	✓
	RF.2.4	Fluency: Confirm or Correct Word Recognition and Understanding	•			
Metacognitive & Fix-Up	RF.2.4	Fluency: Inflection/Intonation—Volume		•		
	RI.2.10	Apply Strategies	•	•	•	
	RI.2.10	Fix-Up: Read Out Loud to Support Comprehension	•			
Comprehension to Build Knowledge	RI.2.10	Fix-Up: Read More Slowly and Think About the Words			•	
	RI.2.3	Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps	•	•		✓
	RI.2.7	Explain How Images Contribute to and Clarify a Text	•	•		✓
	RI.2.1	Ask and Answer Questions to Demonstrate Understanding of Key Details	•	•	•	✓
Vocabulary	RI.2.7	Use Text Features to Locate Key Facts or Information	•	•	•	✓
	L.2.4c	Use a Known Root Word as a Clue to the Meaning of an Unknown Word	•	•		✓
	L.2.4	Identify Real-Life Connections Between Words and Their Uses			•	✓
Writing	C.2.3	Process Writing: Acrostic Poem	•	•		✓
	C.2.3f	Reflect on Writing			•	
Grammar & Language	L.2.1f	Produce Complete Simple Sentences	•			
	L.2.1f	Produce Complete Compound Sentences		•		
	L.2.1b	Irregular Plural Nouns			•	
Speaking & Listening to Demonstrate Knowledge	ILP 4	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions	•	•	•	
	ILP 4	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation	•	•	•	

ILP- Interdisciplinary Literacy Practices

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Week 1 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Apply Strategies <i>RL RI.2.10</i>	
	Fix-Up: Read On to Clarify or Confirm Understanding <i>RL RI.2.10</i>	
Comprehension to Build Knowledge	Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps <i>RI.2.3</i>	✓
	Explain How Images Contribute to and Clarify a Text <i>RI.2.7</i>	✓
	Describe How Characters Respond to Major Events and Challenges <i>RL.2.3</i>	✓
	Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot <i>RL.2.7</i>	✓
Vocabulary	Determine the Meaning of Compound Words <i>L.2.4</i>	✓
Writing	Multimedia Presentation <i>C.2.4 C.2.2</i>	✓
Grammar & Language	Use Adjectives and Adverbs <i>L.2.1</i>	
Foundational Skills: Phonological Awareness (PA), Phonics & Word Study, and Fluency	PA: Substitute Medial Vowel Sounds <i>*RF.K.2</i>	
	PA: Add Initial and Final Sounds <i>*RF.1.2</i>	
	Word Study: Endings -y, -ly (suffixes) <i>RF.2.4</i>	✓
	Fluency: Inflection/Intonation–Stress <i>RF.2.4</i>	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class, Small-Group, and Partner Discussions	
	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation	

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 Suffixes -y, -ly	shiny
	slowly
	lucky
	neatly
	sunny
	likely
	messy
	quickly
	rainy
	friendly

Vocabulary

General Academic (Tier 2)	“From Tree to Baseball Bat” trimmed (4) shipped (5) ballpark (4) sawmill (4) baseball (4) national (4) major leagues (4) seasoned (5) aged (5) sanded (5) weigh (5) measured (5) cylinders (4)	“Goat and Bear in Business” purchased (6) pleased (8) ballpark (4) business (6) earn (6) market (6) planned (6) sale (7) goods (6) customers (6) delighted (7) celebrate (7) counted (8) puzzled (8)
	Domain-Specific (Tier 3) ash trees (4) billets (4) varnish (5)	

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.

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 the goods we make, buy, and sell connect us?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Grammar/ Language, and Phonics & Word Study Lessons (30–40 MIN.)	1. Introduce the Knowledge Focus: Buyers and Sellers Introduce the Blueprint	5. Phonics & Word Study: Suffixes -y, -ly RF.2.4	9. Phonics & Word Study: Suffixes -y, -ly RF.2.4	13. Phonics & Word Study: Suffixes -y, -ly RF.2.4	17. Phonics & Word Study: Review and Assess
	2. Phonics & Word Study: Suffixes -y, -ly RF.2.4	6. "From Tree to Baseball Bat" Describe a Connection Between a Series of Steps R1.2.3	10. "From Tree to Baseball Bat" Explain How Images Contribute to and Clarify a Text Begin the Blueprint R1.2.7	14. "Goat and Bear in Business" First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Buyers and Sellers RL.2.10	18. "Goat and Bear in Business" Describe How Characters Respond to Major Events and Challenges RL.2.3
	3. "From Tree to Baseball Bat" First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Buyers and Sellers RE.2.10	7. "From Tree to Baseball Bat" Build Vocabulary: Determine the Meaning of Compound Words L.2.4	11. "From Tree to Baseball Bat" Grammar in Context: Adjectives and Adverbs L.2.1	15. "Goat and Bear in Business" Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot RL.2.7 Add to the Blueprint	20. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task
Small-Group Reading	Meet with small groups of students to: <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher's guides. Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit Foldout.				
Independent Reading & Conferring	During independent time: <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge-building tasks. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
	Set Personal Learning Goals Read Independently	Read Independently	Begin the Blueprint Read Independently	Add to the Blueprint Read the Vocabulary Practice Text	Make a Product Advertisement: Step 1, p. 10 Read Independently
Writing and Language Lessons (15 MIN.)	4. Multimedia Presentation: View a Mentor Presentation C.2.2 C.2.4	8. Multimedia Presentation: Brainstorm the Topic C.2.2 C.2.4	12. Multimedia Presentation: Recall Facts and Details C.2.2 C.2.4	16. Multimedia Presentation: Organize Your Ideas C.2.2 C.2.4	19. Multimedia Presentation: Make a Storyboard C.2.2 C.2.4
Independent Writing & Conferring	Provide time for independent writing and conferring during the small-group reading block.				
Assessment ✓	Monitor students' progress using the informal assessment opportunities in each lesson. Administer the Week 1 Assessment at the end of the week.				

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Apply Strategies <i>RL/RI.2.10</i>	
Comprehension to Build Knowledge	Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps <i>RI.2.3</i>	✓
	Explain How Images Contribute to and Clarify a Text <i>RI.2.7</i>	✓
	Compare and Contrast the Most Important Points in Two Texts on the Same Topic <i>RI.2.9</i>	✓
Vocabulary	Determine the Meaning of Words with Prefixes <i>L.2.4</i>	✓
Writing	Multimedia Presentation <i>C.2.4</i>	✓
Grammar & Language	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: Substitute Initial and Final Sounds <i>*RF.K.2</i>	
	PA: Add Initial and Final Sounds <i>*RF.1.2</i>	
	Phonics: Schwa <i>RF.2.3</i>	✓
Speaking & Listening to Demonstrate Knowledge	Fluency: Phrasing—Units of Meaning in Complex Sentences <i>RF.2.4</i>	
	Engage Effectively in Whole-Class, Small-Group, and Partner Discussions <i>ILP 4</i>	
	State, Clarify, Support, Evaluate, and Compare Ideas 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 Schwa	above
	ago
	about
	ahead
	away
	alone
	alike
	awake
	along
	again

Vocabulary

General Academic (Tier 2)	<p>"From Pine Tree to Pizza Box"</p> <p>provide (12) soggy (14) protect (15) careful (16) products (12) steps (13) layers (14) shaped (14) printed (14) pressed (14) packaged (15) disappear (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 1360 1247 1801" 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>"From Pine Tree to Pizza Box"</p> <p>bark (13) logs (13) pine trees (12) planks (13) wood chips (13) pulp (14) natural resources (12)</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 the goods we make, buy, and sell connect us?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Grammar/ Language, and Phonics & Word Study Lessons (30–40 MIN.)	1. Phonics & Word Study: Schwa RF.2.3	4. Phonics & Word Study: Schwa RF.2.3	8. Phonics & Word Study: Schwa RF.2.3	12. Phonics & Word Study: Schwa RF.2.3	15. Phonics & Word Study: Review and Assess
	2. "From Pine Tree to Pizza Box" First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Buyers and Sellers RI.2.10	5. "From Pine Tree to Pizza Box" Describe a Connection Between a Series of Steps RI.2.3	9. "From Pine Tree to Pizza Box" Close Reading: Explain How Images Contribute to and Clarify a Text RI.2.7	13. "From Pine Tree to Pizza Box" Close Reading: Describe a Connection Between a Series of Steps RI.2.3 Add to the Blueprint	16. "From Pine Tree to Pizza Box" Close Reading: Compare and Contrast the Most Important Points in Two Texts on the Same Topic RI.2.9
Small-Group Reading	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher's guides. Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. Revisit complex texts in Texts for Close Reading. <p>See additional small-group suggestions on the Unit Foldout.</p>				
Independent Reading & Conferring	<p>During independent time:</p> <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge-building tasks. <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
Writing and Language Lessons (15 MIN.)	3. Multimedia Presentation: Draft an Introduction C.2.4/2.2	7. Multimedia Presentation: Recount a Sequence of Events C.2.4 C.2.2	11. Multimedia Presentation: Draft the Conclusion C.2.4 C.2.2	14. Multimedia Presentation: Add Drawings to Clarify Your Ideas C.2.4 C.2.2	17. Multimedia Presentation: Add Visual Elements to Clarify Your Ideas C.2.4 C.2.2
Independent Writing & Conferring	Provide time for independent writing and conferring during the small-group reading block.				
Assessment ✓	Monitor students' progress using the informal assessment opportunities in each lesson. Administer the Week 2 Assessment at the end of the week.				

Week 3 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Apply Strategies <i>RL/RI.2.10</i>	
	Fix-Up: Stop and Think About the Author's Purpose <i>RL/RI.2.10</i>	
Comprehension to Build Knowledge	Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot <i>RL.2.7</i>	✓
	Describe How Characters Respond to Major Events and Challenges <i>RL.2.3</i>	✓
Poetry	Read a Poem: Analyze Humor and Rhythm <i>RL.2.4</i>	
Vocabulary	Determine the Meaning of Words and Phrases in a Text <i>L.2.4</i>	✓
Writing	Multimedia Presentation <i>C.2.4</i>	✓
Grammar & Language	Compare Formal and Informal Language <i>L.2.3</i>	
Foundational Skills: Phonological Awareness (PA), Phonics & Word Study, and Fluency	PA: Substitute Medial Vowel Sounds <i>*RF.K.2</i>	
	PA: Add Initial and Final Sounds <i>*RF.1.2</i>	
	Phonics: Silent Letters /n/ gn, kn; /r/ wr; /m/ mb <i>RF.2.3</i>	✓
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class, Small-Group, and Partner Discussions <i>ILP 4</i>	
	State, Clarify, Support, Evaluate, and Compare Ideas 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 Silent Letters	sign know write thumb comb gnat knock knife wrong climb
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Vocabulary

General Academic (Tier 2)	"Cherokee Art Fair" annual (20) sorted (20) designs (20) pattern (23) remained (20) artwork (20) traditional (20) generation (20) supply (21) threading (21) goofed (22) remembered (23) represent (23) greeted (24)	"Turtle Soup" rich (28) tureen (28) stoop (28) dainties (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.
Domain-Specific (Tier 3)	"Cherokee Art Fair" Cherokee (20)		"Making Meaning with Words" and other Vocabulary Resources can be found online in the Benchmark Advance Library.

Making Meaning with Words

Word	My Definition	My Sentence

Week 3 Comprehensive Literacy Planner

Essential Question: How do the goods we make, buy, and sell connect us?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Grammar/ Language, and Phonics & Word Study Lessons (30–40 MIN.)	1. Phonics & Word Study: Silent Letters RF.2.3	4. Phonics & Word Study: Silent Letters RF.2.3	8. Phonics & Word Study: Silent Letters RF.2.3	11. Phonics & Word Study: Silent Letters RF.2.3	15. Phonics & Word Study: Review and Assess
	2. "Cherokee Art Fair" First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Buyers and Sellers RL.2.10	5. "Cherokee Art Fair" Close Reading: Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot RL.2.7	9. "Cherokee Art Fair" Close Reading: Determine the Meanings of Words and Phrases in a Text Add to the Blueprint L.2.4	12. "Cherokee Art Fair" Close Reading: Describe How Characters Respond to Events and Challenges RL.2.3	16. "Turtle Soup" Read a Poem: Analyze Humor and Rhythm RL.2.4
		6. "Cherokee Art Fair" Language in Context: Compare Formal and Informal Uses of English L.2.3		13. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	18. Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives
Small-Group Reading	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher's guides. Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. Revisit complex texts in Texts for Close Reading. <p>See additional small-group suggestions on the Unit Foldout.</p>				
Independent Reading & Conferring	<p>During independent time:</p> <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge-building tasks. <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
	Read Independently	Read the Vocabulary Practice Text Read Independently	Add to the Blueprint Read Independently	Make a Product Advertisement: Step 3, p. 26 Read Independently	Write to Demonstrate Knowledge
Writing and Language Lessons (15 MIN.)	3. Multimedia Presentation: Use Temporal Words to Signal Event Order C.2.4	7. Multimedia Presentation: Revise and Create a Visual Display C.2.4	10. Multimedia Presentation: Rehearse the Presentation C.2.4	14. Multimedia Presentation: Present and Evaluate C.2.4	17. Multimedia Presentation: Present and Evaluate C.2.4
Independent Writing & Conferring	C.2.2	C.2.2	C.2.2	C.2.2	C.2.2
	Provide time for independent writing and conferring during the small-group reading block.				
Assessment ✓	<p>Monitor students' progress using the informal assessment opportunities in each lesson.</p> <p>Administer the Unit Assessment at the end of the week.</p>				

Week 1 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Apply Strategies <i>R.1.2.10</i>	
	Fix-Up: Read Out Loud to Support Comprehension <i>R.1.2.10</i>	
Comprehension to Build Knowledge	Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps <i>R.1.2.3</i>	✓
	Explain How Images Contribute to and Clarify a Text <i>R.1.2.7</i>	✓
	Ask and Answer Questions to Demonstrate Understanding of Key Details <i>R.1.2.1</i>	✓
	Use Text Features to Locate Key Facts or Information <i>R.1.2.7</i>	✓
Vocabulary	Use a Known Root Word as a Clue to the Meaning of an Unknown Word <i>L.2.4</i>	✓
Writing	Process Writing: Acrostic Poem <i>C.2.3</i>	✓
Grammar & Language	Produce Complete Simple Sentences <i>L.2.1</i>	
Foundational Skills: Phonological Awareness (PA), Phonics & Word Study, and Fluency	PA: Substitute Medial Vowel Sounds * <i>RF.K.2</i>	
	PA: Substitute Initial and Final Sounds * <i>RF.K.2</i>	
	Word Study: Possessives: Singular, Plural <i>RF.2.3</i>	✓
	Fluency: Confirm or Correct Word Recognition and Understanding <i>RF.2.4</i>	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions <i>ILP4</i>	
	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation <i>ILP4</i>	

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*not grade level

Spelling Words

Words with Possessives	cat's
	Mom's
	house's
	sun's
	tree's
	boys'
	doctors'
	dogs'
	classes'
	children's

Vocabulary

General Academic (Tier 2)	<p>"The Art of Origami"</p> <p>spread (4) origami (4) folding (4) create (4) corner (4) point (4) unfold (5) crease (5) bottom (5)</p>	<p>"Sand Sculpture"</p> <p>sculptors (6) competitions (6) compete (6) construction (6) creations (6) crumble (7) carve (8) stunning (8) slippery (7) stack (8) smooth (8) scrapers (8) sculptures (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="1047 1354 1388 1795" style="border: 1px solid black; padding: 5px;"> <p>Making Meaning with Words</p> <table border="1"> <thead> <tr> <th style="background-color: #0056b3; color: white;">Word</th> <th style="background-color: #28a745; color: white;">My Definition</th> <th style="background-color: #dc3545; color: white;">My Sentence</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> </div>	Word	My Definition	My Sentence																														
Word	My Definition	My Sentence																																		
Domain-Specific (Tier 3)	<p>"The Art of Origami"</p> <p>triangle (4) angle (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 matter change?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
	1. Introduce the Knowledge Focus: States of Matter	5. Phonics & Word Study: Possessives	9. Phonics & Word Study: Possessives	13. Phonics & Word Study: Possessives	17. Phonics & Word Study: Review and Assess
	Introduce the Blueprint	RF.2.3	RF.2.3	RF.2.3	RF.2.3
Metacognitive, Comprehension, Vocabulary, Grammar/ Language, and Phonics & Word Study Lessons (30–40 MIN.)	2. Phonics & Word Study: Possessives RF.2.3	6. “The Art of Origami” Describe a Connection Between Procedural Steps RI.2.3	10. “The Art of Origami” Explain How Images Contribute to and Clarify a Text Begin the Blueprint RI.2.7	14. “Sand Sculpture” First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About States of Matter RI.2.10	18. “Sand Sculpture” Use Text Features to Locate Key Facts or Information RI.2.7
	3. “The Art of Origami” First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About States of Matter RI.2.10	7. “The Art of Origami” Build Vocabulary: Use a Known Root Word to Determine Word Meaning L.2.4	11. “The Art of Origami” Language in Context: Complete Simple Sentences L.2.1	15. “Sand Sculpture” Ask and Answer Questions About Key Details Add to the Blueprint RI.2.1	20. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task
Small-Group Reading	Meet with small groups of students to: <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher’s guides. Build fluency using the reader’s theater scripts and Reader’s Theater Handbook lessons. Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit Foldout.				
Independent Reading & Conferring	During independent time: <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge-building tasks. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
	Set Personal Learning Goals Read Independently	Read Independently	Begin the Blueprint Read Independently	Add to the Blueprint Read the Vocabulary Practice Text	Create a Matter Still Life: Step 1, p. 10 Read Independently
Writing and Language Lessons (15 MIN.)	4. Write an Acrostic Poem: Introduce the Genre C.2.3	8. Write an Acrostic Poem: Analyze the Acrostic Form C.2.3	12. Write an Acrostic Poem: Brainstorm Special Words to Start an Acrostic Poem C.2.3	16. Write an Acrostic Poem: Evaluate Ideas and Narrow the Focus C.2.3	19. Write an Acrostic Poem: Develop Your Ideas Through Freewriting C.2.3
Independent Writing & Conferring	Provide time for independent writing and conferring during the small-group reading block.				
Assessment ✓	Monitor students’ progress using the informal assessment opportunities in each lesson. Administer the Week 1 Assessment at the end of the week.				

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Apply Strategies <i>R1.2.10</i>	
Comprehension to Build Knowledge	Describe a Connection Between a Series of Events, Ideas, Concepts, or Steps <i>R1.2.3</i>	✓
	Explain How Images Contribute to and Clarify a Text <i>R1.2.7</i>	✓
	Ask and Answer Questions to Demonstrate Understanding of Key Details <i>R1.2.1</i>	✓
	Use Text Features to Locate Key Facts or Information <i>R1.2.7</i>	✓
Vocabulary	Use a Known Root Word as a Clue to the Meaning of an Unknown Word <i>L.2.4</i>	✓
Writing	Process Writing: Acrostic Poem <i>C.2.3</i>	✓
Grammar & Language	Produce Complete Compound Sentences <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>	
	Word Study: Prefixes un-, re-, dis- <i>RF.2.3</i>	✓
	Fluency: Inflection/Intonation—Volume <i>RF.2.4</i>	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions <i>ILP4</i>	
	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation <i>ILPH</i>	

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

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

Spelling Words

Words with Prefixes un-, re-, dis-	unsafe
	unlock
	unhappy
	unpack
	reheat
	reuse
	reread
	dislike
	disagree
	distrust

Vocabulary

General Academic (Tier 2)	<p>“Matter Changes in Many Ways”</p> <p>divided (12) pumped (13) undergoes (14) exposed (15) properties (12) container (12) expand (13) mixture (13) states (12) exist (14) definite (14) space (14) boils (15) transformed (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="917 1297 1247 1738" 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>“Matter Changes in Many Ways”</p> <p>matter (12) solid (12) liquid (12) gas (12) temperature (14) pressure (14)</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 can matter change?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Grammar/ Language, and Phonics & Word Study Lessons (30–40 MIN.)	1. Phonics & Word Study: Prefixes un-, re-, dis- RF.2.3	4. Phonics & Word Study: Prefixes un-, re-, dis- RF.2.3	8. Phonics & Word Study: Prefixes un-, re-, dis- RF.2.3	12. Phonics & Word Study: Prefixes un-, re-, dis- RF.2.3	15. Phonics & Word Study: Review and Assess
	2. "Matter Changes in Many Ways" First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About States of Matter RI.2.10	5. "Matter Changes in Many Ways" Use Text Features to Locate Key Facts or Information RI.2.7	9. "Matter Changes in Many Ways" Close Reading: Explain How Images Contribute to and Clarify a Text RI.2.7	13. "Matter Changes in Many Ways" Close Reading: Ask and Answer Questions About Key Details Add to the Blueprint RI.2.1	16. "Matter Changes in Many Ways" Close Reading: Describe the Connection Between Scientific Concepts RI.2.3
		6. "Matter Changes in Many Ways" Build Vocabulary: Use a Known Root Word to Determine Word Meaning L.2.4	10. "Matter Changes in Many Ways" Grammar in Context: Complete Compound Sentences L.2.1		18. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task
Small-Group Reading	Meet with small groups of students to: <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher's guides. Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit Foldout.				
Independent Reading & Conferring	During independent time: <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge-building tasks. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
	Read Independently	Read the Vocabulary Practice Text Read Independently	Read Independently	Add to the Blueprint Read Independently	Create a Matter Still Life: Step 2, p. 18 Read Independently
Writing and Language Lessons (15 MIN.)	3. Write an Acrostic Poem: Draft an Acrostic Poem C.2.3	7. Write an Acrostic Poem: Use Poetic Devices C.2.3	11. Write an Acrostic Poem: Respond to and Revise an Acrostic Poem C.2.3	14. Write an Acrostic Poem: Use a Checklist to Edit Your Acrostic C.2.3	17. Write an Acrostic Poem: Publish an Acrostic Poem C.2.3
Independent Writing & Conferring	Provide time for independent writing and conferring during the small-group reading block.				
Assessment ✓	Monitor students' progress using the informal assessment opportunities in each lesson. Administer the Week 2 Assessment at the end of the week.				

Week 3 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Apply Strategies <i>R.2.10</i>	
	Fix-Up: Read More Slowly and Think About the Words <i>R.2.10</i>	
Comprehension to Build Knowledge	Ask and Answer Questions to Demonstrate Understanding of Key Details <i>R.2.1</i>	✓
	Use Text Features to Locate Key Facts or Information <i>R.2.7</i>	✓
Vocabulary	Identify Real-Life Connections Between Words and Their Uses <i>L.2.4</i>	✓
Writing	Reflect on Writing <i>C.2.3</i>	
Grammar & Language	Irregular Plural Nouns <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>	
	Word Study: Suffixes -ful, -less <i>RF.2.3</i>	✓
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions <i>ILP4</i>	
	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation <i>ILP4</i>	

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

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

Spelling Words

Words with Suffixes -ful, -less	careful useful helpful colorful spoonful painless fearless spotless speechless priceless
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Vocabulary

General Academic (Tier 2)	"Crazy Horse Memorial" elder (21) honor (21) battle (21) permission (24) monuments (20) stoneworkers (20) planet (20) famous (21) project (22) models (22) measured (22) surveyor (22) presidents (24)	"It's All Water" mention (28) avoid (28) among (28) bog (28) variety (29) chill (29) except (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.
Domain-Specific (Tier 3)	"Crazy Horse Memorial" Mount Rushmore (20) Thunderhead Mountain (21) Crazy Horse Memorial (21) Native Americans (21) Oglala chief (21) U.S. Army (21) Statue of Liberty (24) natural forces (20)	"It's All Water" weather (29) snow (28) rain (28) sleet (28) fog (28)	

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: How can matter change?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Grammar/ Language, and Phonics & Word Study Lessons (30–40 MIN.)	1. Phonics & Word Study: Suffixes -ful, -less RF.2.3	4. Phonics & Word Study: Suffixes -ful, -less RF.2.3	8. Phonics & Word Study: Suffixes -ful, -less RF.2.3	11. Phonics & Word Study: Suffixes -ful, -less RF.2.3	15. Phonics & Word Study: Review and Assess
	2. “Crazy Horse Memorial” First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About States of Matter RI.2.10	5. “Crazy Horse Memorial” Close Reading: Use Text Features to Locate Key Facts and Information RI.2.7 6. “Crazy Horse Memorial” Grammar in Context: Irregular Plural Nouns L.2.1	9. “Crazy Horse Memorial” Close Reading: Identify Real-Life Connections Between Words and Their Uses L.2.4 Add to the Blueprint	12. “Crazy Horse Memorial” Close Reading: Ask and Answer Questions to Understand Key Details RI.2.1 13. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	16. “It’s All Weather” Alliteration and Regular Beats RL.2.4 18. Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives
Small-Group Reading	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher’s guides. Build fluency using the reader’s theater scripts and Reader’s Theater Handbook lessons. Revisit complex texts in Texts for Close Reading. <p>See additional small-group suggestions on the Unit Foldout.</p>				
Independent Reading & Conferring	<p>During independent time:</p> <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge-building tasks. <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
	Read Independently	Read the Vocabulary Practice Text Read Independently	Add to the Blueprint Read Independently	Create a Matter Still Life: Step 3, p. 26 Read Independently	Write to Demonstrate Knowledge
Writing and Language Lessons (15 MIN.)	3. Reflect on Narrative Writing C.2.3	7. Reflect on Informative/ Explanatory Writing C.2.3	10. Reflect on Opinion Writing C.2.3	14. Share Writing C.2.3	17. Share Writing C.2.3
Independent Writing & Conferring	Provide time for independent writing and conferring during the small-group reading block.				
Assessment ✓	Monitor students’ progress using the informal assessment opportunities in each lesson. Administer the Unit Assessment at the end of the week.				