



Being a Reader™

EXPANDED SECOND EDITION

Scope and Sequence

Grade 2

Unit	Texts	Comprehension	Vocabulary	Word Study	Social Skills	Assessments
Unit 1 FICTION AND NONFICTION	<ul style="list-style-type: none"> • <i>McDuff Moves In</i> • <i>Sometimes I Feel Like a Fox</i> • <i>Sheila Rae, the Brave</i> • <i>Excerpt from Sheila Rae, the Brave</i> • <i>Girl Wonder</i> 	<p>Reading Skills and Strategies</p> <ul style="list-style-type: none"> • making text-to-self connections • retelling • making predictions • discuss characters' feelings (informally explore making inferences) • discuss the organization of a story • echo read and read with expression to build fluency <p>Independent Practice (IDR)</p> <ul style="list-style-type: none"> • learn the purposes of and procedures for independent reading • learn procedures for using reading bins • build stamina for independent reading 	<p>Words</p> <p><i>hurl, pester, guarantee, glare</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • discuss synonyms • introduce Spanish cognates 	<ul style="list-style-type: none"> • Review Short Vowels • Review Long Vowels • Review Spellings of the Long <i>a</i> Sound • Review Spellings of the Long <i>o</i> Sound 	<ul style="list-style-type: none"> • build the classroom community • follow classroom procedures • learn classroom procedures • listen respectfully • share thinking • work responsibly • handle materials responsibly • learn turn to your partner • listen carefully and respectfully • take turns talking and listening • learn think pair share • participate in partner work and class discussions • work responsibly in pairs 	<ul style="list-style-type: none"> • Class Assessment Records 1–3 (weekly throughout the unit) • Comprehension Checks 1–3 (Weeks 1–3) • Vocabulary Check for Unit 1, Week 3 • D-ELD Unit 1 Observation Record (daily throughout the unit) • D-ELD Unit 1 End-of-Unit Assessment (Week 3) • Unit 1 Reading Comprehension Assessment (Week 3)
Unit 2 FICTION	<ul style="list-style-type: none"> • <i>Jamaica Tag-Along</i> • <i>The Invisible Boy</i> • <i>The Three Little Pigs</i> • <i>The Three Little Wolves and the Big Bad Pig</i> 	<p>Reading Skills and Strategies</p> <ul style="list-style-type: none"> • making text-to-self connections • making text-to-text connections • retelling • discuss characters' feelings (informally explore making inferences) • discuss the story's message • explore story structure • self-monitor to check for accuracy and understanding <p>Independent Practice (IDR)</p> <ul style="list-style-type: none"> • learn a procedure for and practice choosing books • read independently • self-monitor to check for accuracy and understanding • learn how to use a reading log • make connections to understand and enjoy texts read independently • refer to IDR books to support their thinking 	<p>Words</p> <p><i>eavesdrop, accompany, recreation, content, notice, exclude, introduce, present, gobble, impolite, dash, approach, kindhearted, fragrant, usual, unusual</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • introduce Spanish cognates • discuss shades of meaning among adjectives • discuss words with multiple meanings • discuss multiple meanings of present • discuss the prefix <i>im-</i> (not) • review shades of meaning • discuss compound words • discuss antonyms 	<ul style="list-style-type: none"> • Review Spellings of the Long <i>i</i> and Long <i>u</i> Sounds • Review Spellings of the Long <i>i</i> Sound • Review Spellings of the Long <i>e</i> Sound • Review <i>r</i>-Controlled Vowels: <i>er, ir, ur</i> • Review <i>r</i>-Controlled Vowels Spelled <i>ar</i> and <i>or</i> • Review the Spellings <i>oo, ou, ow, ew</i> • Introduce Open Sorts • Introduce Guided Spelling 	<ul style="list-style-type: none"> • explain thinking • handle materials responsibly • listen respectfully • work responsibly • work responsibly with partner • share and explain thinking • reflect on behavior • share thinking • work responsibly in pairs • reflect on how to act in the classroom 	<ul style="list-style-type: none"> • Class Assessment Records 4–7 (weekly throughout the unit) • IDR Conference Record 1 (Week 4) • Social Skills Assessment Record (Week 4) • Comprehension Checks 4–7 (Weeks 1–4) • Vocabulary Checks for Unit 2, Weeks 1–4 • D-ELD Unit 2 Observation Record (daily throughout the unit) • D-ELD Unit 2 End-of-Unit Assessment (Week 4) • Unit 2 Reading Comprehension Assessment (Week 4)
Unit 3 NONFICTION, POETRY, AND FICTION	<ul style="list-style-type: none"> • <i>The Things That I Love About Trees</i> • “Bees, Bothered by Bold Bears, Behave Badly” • “Raccoon” • <i>Amy’s Light</i> 	<p>Reading Skills and Strategies</p> <ul style="list-style-type: none"> • visualizing • making text-to-self connections • retelling • discuss alliteration, sensory details, and beat • self-monitor to check for accuracy and understanding <p>Independent Practice (IDR)</p> <ul style="list-style-type: none"> • make connections to understand and enjoy texts read independently • visualize to understand and enjoy texts read independently • share connections and mental images to deepen understanding • fill out reading logs 	<p>Words</p> <p><i>crumpled, swell, evergreen, collection, behave, misbehave, racket, discover, innocence, giddy, flicker, suddenly</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • review compound words • introduce the suffix <i>-ion</i> • review the suffix <i>-ion</i> • discuss the prefix <i>mis-</i> • explore shades of meaning • review words with multiple meanings • review shades of meaning • discuss the suffix <i>-ly</i> 	<ul style="list-style-type: none"> • Review the Spellings <i>oi, oy, au, aw</i> • Guided Spelling • Review <i>-ing</i> • Review <i>-ed</i> 	<ul style="list-style-type: none"> • act considerately toward others • listen respectfully • take turns talking and listening • work responsibly • work responsibly with partners • handle materials responsibly • share thinking • take responsibility for learning • share partners' thinking 	<ul style="list-style-type: none"> • Class Assessment Records 8–10 (weekly throughout the unit) • IDR Conference Record 2 (Weeks 1–3, ongoing) • Comprehension Checks 8–10 (Weeks 1–3) • Vocabulary Checks for Unit 3, Weeks 1–3 • D-ELD Unit 3 Observation Record (daily throughout the unit) • D-ELD Unit 3 End-of-Unit Assessment (Week 3) • Unit 3 Reading Comprehension Assessment (Week 3)

Unit	Texts	Comprehension	Vocabulary	Word Study	Social Skills	Assessments
		<ul style="list-style-type: none"> share reading log entries 				
Unit 4 <i>FICTION</i>	<ul style="list-style-type: none"> <i>Everything Naomi Loved</i> <i>Benji, the Bad Day, and Me</i> <i>Chester’s Way</i> 	<p>Reading Skills and Strategies</p> <ul style="list-style-type: none"> making inferences making text-to-self connections explore story elements (setting, problem and solution, narrative text structure) explore how characters’ feelings change discuss the story’s message echo read with attention to punctuation to build fluency self-monitor to check for accuracy and understanding <p>Independent Practice (IDR)</p> <ul style="list-style-type: none"> read independently and think about main characters make inferences to develop an understanding of character refer to IDR books to support their thinking fill out reading logs 	<p>Words</p> <p><i>prepare, grip, huddle, gaze, necessary, optional, gush, compassionate, precaution, rarely, duplicate, disguise</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> use context to determine word meanings review shades of meaning review antonyms determine categories and sort words into categories discuss the prefix <i>pre-</i> review using context to determine word meanings review synonyms 	<ul style="list-style-type: none"> Vowel Review Inflectional Endings and Vowel Review Introduce Alphabetizing Guided Spelling Alphabetize Words 	<ul style="list-style-type: none"> explain thinking handle materials responsibly listen respectfully participate in partner work and class discussions share partners’ thinking work responsibly in pairs share thinking use discussion prompts take responsibility for learning and behavior 	<ul style="list-style-type: none"> Class Assessment Records 11–13 (weekly throughout the unit) IDR Conference Record 3 (Weeks 1–3, ongoing) Word Study Assessment (Week 1) Comprehension Checks 11–13 (Weeks 1–3) Vocabulary Checks for Unit 4, Weeks 1–3 D-ELD Unit 4 Observation Record (daily throughout the unit) D-ELD Unit 4 End-of-Unit Assessment (Week 3) Unit 4 Unit 4 Reading Comprehension Assessment (Week 3)
Unit 5 <i>FICTION AND NONFICTION</i>	<ul style="list-style-type: none"> <i>Across the Bay</i> <i>Ruby’s Wish</i> <i>The Tale of Peter Rabbit</i> <i>Beatrix Potter</i> 	<p>Reading Skills and Strategies</p> <ul style="list-style-type: none"> wondering making inferences making predictions discuss the story’s message explore fiction and nonfiction to develop an understanding of genre identify what they learned about a topic self-monitor to check for accuracy and understanding <p>Independent Practice (IDR)</p> <ul style="list-style-type: none"> use wondering to understand and enjoy texts read independently refer to IDR books to support their thinking fill out reading logs share reading log entries 	<p>Words</p> <p><i>fetch, murmur, sturdiest, lounge, shriek, praise, impressed, accept, occasionally, encourage, disapprove, approve</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> discuss the suffix <i>-est</i> review synonyms review the suffix <i>-ly</i> discuss the prefix <i>dis-</i> review antonyms 	<ul style="list-style-type: none"> Guided Spelling Introduce Consonant-l-e Syllables Review Consonant-l-e Syllables Introduce the Suffixes <i>-er</i> and <i>-est</i> Introduce the Suffix <i>-ly</i> Review Suffixes <i>-er, -ly, -est</i> 	<ul style="list-style-type: none"> share ideas with one another take responsibility for learning and behavior work responsibly in pairs build on one another’s ideas handle materials responsibly listen respectfully listen respectfully while others share share partners’ thinking 	<ul style="list-style-type: none"> Class Assessment Records 14–16 (weekly throughout the unit) IDR Conference Record 4 (Weeks 1–3, ongoing) Comprehension Checks 14–16 (Weeks 1–3) Vocabulary Checks for Unit 5, Weeks 1–3 D-ELD Unit 5 Observation Record (daily throughout the unit) D-ELD Unit 5 End-of-Unit Assessment (Week 3) Unit 5 Reading Comprehension Assessment (Week 3)
Unit 6 <i>NONFICTION</i>	<ul style="list-style-type: none"> <i>The Doctor with an Eye for Eyes</i> <i>Farmer Will Allen and the Growing Table</i> <i>Spring After Spring</i> 	<p>Reading Skills and Strategies</p> <ul style="list-style-type: none"> making text-to-text connections making text-to-self connections making text-to-world connections listen to and discuss biographies write about and share connections to deepen understanding of a topic self-monitor to check for accuracy and understanding <p>Independent Practice (IDR)</p> <ul style="list-style-type: none"> make text-to-self and text-to-text connections to understand and enjoy texts refer to IDR books to support their thinking 	<p>Words</p> <p><i>clever, accomplish, plight, specialist, plentiful, droop, beneficial, globally, “chime in”, chatter, environment, precious</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> discuss the suffix <i>-ist</i> review the suffix <i>-ly</i> determine categories and sort words review words with multiple meanings 	<ul style="list-style-type: none"> Guided Spelling Introduce the Suffixes <i>-er, -or, and -ist</i> Review the Suffixes <i>-er, -est, -or, and -ist</i> Introduce the Suffixes <i>-less</i> and <i>-ful</i> Review the Suffixes <i>-less</i> and <i>-ful</i> Introduce Morphemic Transformations Review Consonant-l-e and Suffixes 	<ul style="list-style-type: none"> handle materials responsibly share ideas with one another share thinking work responsibly work responsibly in pairs contribute different ideas listen respectfully reflect on the classroom community 	<ul style="list-style-type: none"> Class Assessment Records 17–19 (weekly throughout the unit) IDR Conference Record 5 (Weeks 1–3, ongoing) Social Skills Assessment Record (Week 3) Word Study Assessment (Week 3) Comprehension Checks 17–19 (Weeks 1–3) Vocabulary Checks for Unit 6, Weeks 1–3 D-ELD Unit 6 Observation Record (daily throughout the unit)

Unit	Texts	Comprehension	Vocabulary	Word Study	Social Skills	Assessments
		<ul style="list-style-type: none"> fill out reading logs share reading log entries 				<ul style="list-style-type: none"> D-ELD Unit 6 End-of-Unit Assessment (Week 3) Unit 6 Reading Comprehension Assessment (Week 3)
Unit 7 NONFICTION	<ul style="list-style-type: none"> <i>City Hawk: The Story of Pale Male</i> <i>Life in a Coral Reef</i> “Jungle Life” <i>How High in the Rainforest?</i> Teacher-Selected Website 	<p>Reading Skills and Strategies</p> <ul style="list-style-type: none"> wondering visualizing listen to and discuss narrative and expository nonfiction identify and discuss what they learned about a topic explore a website to answer questions <p>Independent Practice (IDR)</p> <ul style="list-style-type: none"> discuss what they learned to strengthen understanding of texts refer to IDR texts to support their thinking read independently fill out reading logs 	<p>Words</p> <p><i>glimpse, swoop, tirelessly, observation, stream, overflow, inflation, camouflage, variety, shelter, “catch your eye”, humid</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> review the suffix <i>-ly</i> review shades of meaning discuss the suffix <i>-ation</i> review words with multiple meanings review compound words review the suffix <i>-ion</i> 	<ul style="list-style-type: none"> Guided Spelling Syllabication Morphemic Transformations Introduce the Prefix <i>un-</i> Review Prefixes and Suffixes Introduce the Prefix <i>re-</i> 	<ul style="list-style-type: none"> handle materials responsibly listen carefully and respectfully share partners' thinking work responsibly listen respectfully share thinking work responsibly in pairs 	<ul style="list-style-type: none"> Class Assessment Records 20–22 (weekly throughout the unit) IDR Conference Record 6 (Weeks 1–3, ongoing) Comprehension Checks 20–22 (Weeks 1–3) Vocabulary Checks for Unit 7, Weeks 1–3 D-ELD Unit 7 Observation Record (daily throughout the unit) D-ELD Unit 7 End-of-Unit Assessment (Week 3) Unit 7 Reading Comprehension Assessment (Week 3)
Unit 8 NONFICTION	<ul style="list-style-type: none"> <i>Discover Mars</i> “What Is Mars?” “Make a Balloon Rocket!” “What Is a Rocket?” “Blast Off!” Teacher-Selected Website 	<p>Reading Skills and Strategies</p> <ul style="list-style-type: none"> using text features wondering comparing and contrasting making text-to-text connections use text features including table of contents, glossary, bold type, index, photographs and captions, graphs, tables, diagrams, and labels use a materials list and numbered steps to follow a technical procedure discuss the connections between steps (cause and effect) explore a website self-monitor to check for accuracy and understanding <p>Independent Practice (IDR)</p> <ul style="list-style-type: none"> read independently and use text features to build knowledge and engagement share about text features used refer to IDR texts to support their thinking fill out reading logs 	<p>Words</p> <p><i>ancient, partially, average, “blow your mind”, liquid, solid, possible, impossible, evidence, lopsided</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> review shades of meaning review words with multiple meanings review antonyms review the prefix <i>im-</i> determine categories and sort words into categories 	<ul style="list-style-type: none"> Guided Spelling Introduce Open and Closed Syllables Review Open and Closed Syllables Introduce Dividing Between Syllables Read Polysyllabic Words Divide Before or After a Single Consonant Review Dividing Syllables 	<ul style="list-style-type: none"> handle materials responsibly listen respectfully share thinking take responsibility for learning and behavior work responsibly 	<ul style="list-style-type: none"> Class Assessment Records 23–25 (weekly throughout the unit) IDR Conference Record 7 (Weeks 1–3, ongoing) Comprehension Checks 23–24 (Weeks 1–2) Vocabulary Checks for Unit 8, Weeks 1–3 D-ELD Unit 8 Observation Record — weekly throughout unit D-ELD Unit 8 End-of-Unit Assessment (Week 3) Unit 8 Reading Comprehension Assessment (Week 3)
Unit 9 NONFICTION AND FICTION	<ul style="list-style-type: none"> “The Perils of Plastic” “Coral Reefs at Risk” “Meet Anna Du” “Zoos Are Good for Animals” “Zoos Are Not Good for Animals” “Zoos Are Good for Animals” and “Zoos Are Not Good for Animals” 	<p>Reading Skills and Strategies</p> <ul style="list-style-type: none"> determining important ideas and events making inferences identifying important events identifying important ideas making text-to-self connections wondering listen to and discuss opinion articles 	<p>Words</p> <p><i>marine, brilliant, navigate, finalist, treat, provide, conservation, appreciate, immigrate, befriend, persevere, cold, “steer clear”, flop, delightful, bulge, brimming, fling, whimper, grumble</i></p>	<ul style="list-style-type: none"> Introduce the Schwa Sound Introduce the Suffixes <i>-tion, -sion, and -ion</i> Review the Schwa Sound Guided Spelling Syllabication Read Polysyllabic Words Read Words with Multiple Affixes 	<ul style="list-style-type: none"> give reasons to support their thinking listen respectfully share partner time in collaborative activities share thinking work responsibly handle materials responsibly share partners' thinking 	<ul style="list-style-type: none"> Class Assessment Records 26–30 (weekly throughout the unit) IDR Conference Record 8 (Weeks 1–3, ongoing) Comprehension Checks 25–27 (Weeks 1–3) Vocabulary Checks for Unit 9, Weeks 1–5

Unit	Texts	Comprehension	Vocabulary	Word Study	Social Skills	Assessments
	<ul style="list-style-type: none"> • <i>My Two Blankets</i> • <i>Everything Naomi Loved</i> • <i>Big Al</i> • <i>The Manic Panic</i> 	<ul style="list-style-type: none"> • describe how reasons support points to understand the author's opinion • compare two articles on a single topic • identify the problem and solution in a story • discuss the story's message • review comprehension strategies <p>Independent Practice (IDR)</p> <ul style="list-style-type: none"> • determine important ideas and events to informally summarize texts • determine important events to identify the message in texts • share important ideas and events to strengthen understanding • revisit reading lives • give reasons to support thinking 	<p>Word-learning skills</p> <ul style="list-style-type: none"> • review words with multiple meanings • review using context to determine word meanings • review the suffix <i>-ist</i> • review the suffix <i>-ation</i> 	<ul style="list-style-type: none"> • Review Syllabication 		<ul style="list-style-type: none"> • D-ELD Unit 9 Observation Record (daily throughout the unit) • D-ELD Unit 9 End-of-Unit Assessment (Week 4) • Word Study Assessment (Week 4) • IDR Conference Record 9 (Weeks 4–5, ongoing) • Social Skills Assessment Record (Week 5) • Unit 9 Reading Comprehension Assessment (Week 5)



Being a Reader™

EXPANDED SECOND EDITION

DESIGNATED ENGLISH LANGUAGE DEVELOPMENT

Scope and Sequence

Grade 2

Unit	Interactive Reading	Vocabulary Building	Oral Retelling / Recounting	Language Analysis	Collaborative Writing	Creative Expression
Unit 1 FICTION AND NONFICTION 3 weeks	<ul style="list-style-type: none"> • <i>McDuff Moves In</i> • <i>Sheila Rae, the Brave</i> • <i>Girl Wonder</i> 	Words <i>neighborhood, superstition, wonder</i> Word-learning skills <ul style="list-style-type: none"> • use action words and verbs • identify verb types (doing, saying, thinking/feeling, being/having) • use nouns and noun phrases 	<ul style="list-style-type: none"> • orally retell texts in order, using vocabulary and language from the texts 	<ul style="list-style-type: none"> • identify the subject of a sentence • use pronouns • modify and expand simple sentences with descriptive details 	<ul style="list-style-type: none"> • jointly construct a class version of <i>Sheila Rae, the Brave</i> that tells events in the story in order, using doing and saying verbs and vocabulary from the story • write and illustrate their own version of <i>Sheila Rae, the Brave</i> • present their story to the group 	<ul style="list-style-type: none"> • Dramatize <i>McDuff Moves In</i>
Unit 2 FICTION 4 weeks	<ul style="list-style-type: none"> • <i>Jamaica Tag-Along</i> • <i>The Invisible Boy</i> • <i>The Three Little Pigs</i> • <i>Three Little Wolves and the Big Bad Pig</i> 	Words <i>sneak, whine, arrive, beware</i> Word-learning skills <ul style="list-style-type: none"> • use action words and verbs • identify verb types (doing, saying, thinking/feeling, being/having) 	<ul style="list-style-type: none"> • orally retell texts in order, using vocabulary and language from the texts 	<ul style="list-style-type: none"> • identify the subject of a sentence • use pronouns • use connecting words (first, then, next, after that, soon, finally) 	<ul style="list-style-type: none"> • jointly construct a class version of <i>The Three Little Pigs</i> that tells the events of the story in order • write their own versions of <i>The Three Little Pigs</i> • present their story to the group 	<ul style="list-style-type: none"> • Dramatize <i>Jamaica Tag-Along</i> • Sing and Write About Friendship • Act Out Verb Phrases • Dramatize the Ending for <i>The Three Little Wolves and the Big Bad Pig</i>
Unit 3 NONFICTION, POETRY, AND FICTION 3 weeks	<ul style="list-style-type: none"> • <i>The Things That I Love About Trees</i> • “Raccoon” • <i>Amy’s Light</i> 	Words <i>shade, abundant, delight</i> Word-learning skills <ul style="list-style-type: none"> • use action words and verbs • use nouns and noun phrases • use adjectives and describing words 	<ul style="list-style-type: none"> • orally retell texts in order, using vocabulary and language from the texts 	<ul style="list-style-type: none"> • modify and expand simple sentences with descriptive details • use connecting words (first, then, next, after that, soon, finally) 	<ul style="list-style-type: none"> • jointly construct an informative text about trees in each season, based on <i>The Things That I Love About Trees</i> • write and illustrate their own informative texts about trees, telling facts and using domain-specific language from <i>The Things That I Love About Trees</i> • present their text to the group 	<ul style="list-style-type: none"> • Create a Comic Strip with Captions • Dramatize “Raccoon” • Dramatize Part of <i>Amy’s Light</i>
Unit 4 FICTION 3 weeks	<ul style="list-style-type: none"> • <i>Everything Naomi Loved</i> • <i>Benji, the Bad Day, and Me</i> • <i>Chester’s Way</i> 	Words <i>roam, shiver, fierce</i> Word-learning skills <ul style="list-style-type: none"> • use antonyms • use action words and verbs • use adjectives and describing words • discuss shades of meaning 	<ul style="list-style-type: none"> • orally retell texts in order, using vocabulary and language from the texts 	<ul style="list-style-type: none"> • identify the subject of a sentence • use pronouns • modify and expand simple sentences with descriptive details • use connecting words (first, then, next, after that, soon, finally) 	<ul style="list-style-type: none"> • jointly construct a class version of <i>Benji, the Bad Day, and Me</i>, telling the events in order and using connecting words and phrases from the story • write and illustrate their own versions of <i>Benji, the Bad Day, and Me</i>, telling the events in order and using connecting words and phrases from the story • present their story to the group 	—
Unit 5 FICTION AND NONFICTION 3 weeks	<ul style="list-style-type: none"> • <i>Across the Bay</i> • <i>Ruby’s Wish</i> • <i>Beatrix Potter</i> 	Words <i>voyage, summon, tend</i> Word-learning skills <ul style="list-style-type: none"> • use action words and verbs • use nouns and noun phrases 	<ul style="list-style-type: none"> • orally retell texts in order, using vocabulary and language from the texts 	<ul style="list-style-type: none"> • modify and expand simple sentences with descriptive details • use connecting words (first, then, next, after that, soon, finally) 	<ul style="list-style-type: none"> • jointly construct a class version of <i>Ruby’s Wish</i> that tells the events of the story in order, using connecting words and phrases from the story • write and illustrate their own versions of <i>Ruby’s Wish</i>, telling events in order and using connecting words and phrases from the story • present their story to the group 	<ul style="list-style-type: none"> • Vocabulary Skits
Unit 6 NONFICTION 3 weeks	<ul style="list-style-type: none"> • <i>The Doctor with an Eye for Eyes</i> • <i>Farmer Will Allen and the Growing Table</i> • <i>Spring After Spring</i> 	Words <i>inspire, scarce, abandoned, compile</i> Word-learning skills <ul style="list-style-type: none"> • use antonyms • use action words and verbs 	<ul style="list-style-type: none"> • orally retell texts in order, using vocabulary and language from the texts 	<ul style="list-style-type: none"> • use pronouns • use connecting words (first, then, next, after that, soon, finally) 	<ul style="list-style-type: none"> • jointly construct a paragraph about Rachel Carson’s life, based on <i>Spring After Spring</i>, practicing oral language, vocabulary, and sentence structure as they write together • write and illustrate their own paragraphs about the life of Rachel Carson, using 	<ul style="list-style-type: none"> • Role Play an Interview

Unit	Interactive Reading	Vocabulary Building	Oral Retelling / Recounting	Language Analysis	Collaborative Writing	Creative Expression
		<ul style="list-style-type: none"> identify verb types (doing, saying, thinking/feeling, being/having) use adjectives and describing words 			important information and language from <i>Spring After Spring</i> <ul style="list-style-type: none"> present their writing to the group 	
Unit 7 NONFICTION 3 weeks	<ul style="list-style-type: none"> <i>City Hawk</i> <i>Life in a Coral Reef</i> <i>How High in the Rainforest?</i> 	Words <i>bustling, swarm, retain</i> Word-learning skills <ul style="list-style-type: none"> use action words and verbs 	<ul style="list-style-type: none"> orally retell texts in order, using vocabulary and language from the texts 	<ul style="list-style-type: none"> use prepositional phrases of place use pronouns 	<ul style="list-style-type: none"> jointly construct a description of a rainforest habitat, practicing oral language, vocabulary, and sentence structure as they write together write and illustrate their own informative paragraphs about a rainforest habitat, using important information and language from <i>How High in the Rainforest?</i> present their writing to the group 	—
Unit 8 NONFICTION 3 weeks	<ul style="list-style-type: none"> <i>Discover Mars</i> <i>“Blast Off”</i> <i>“What Is a Rocket?”</i> 	Words <i>surface, fleet, orbit, launch</i> Word-learning skills <ul style="list-style-type: none"> use action words and verbs use nouns and noun phrases use proper nouns 	<ul style="list-style-type: none"> orally retell texts in order, using vocabulary and language from the texts 	<ul style="list-style-type: none"> modify and expand simple sentences with descriptive details 	<ul style="list-style-type: none"> jointly construct an informative paragraph about rockets, practicing oral language, vocabulary, and sentence structure as they write together write and illustrate their own paragraphs about rockets and space exploration, using important information and language from <i>“Blast Off!”</i> and other unit texts present their writing to the group 	<ul style="list-style-type: none"> Astronaut Role Play
Unit 9 NONFICTION AND FICTION 5 weeks	<ul style="list-style-type: none"> <i>“Coral Reefs at Risk”</i> <i>“Zoos Are Good for Animals”</i> <i>My Two Blankets</i> <i>Big Al</i> <i>The Manic Panic</i> 	Words <i>threat, restless, weave, charge, plead</i> Word-learning skills <ul style="list-style-type: none"> use action words and verbs use nouns and noun phrases 	<ul style="list-style-type: none"> orally retell texts in order, using vocabulary and language from the texts 	<ul style="list-style-type: none"> identify the subject of a sentence use pronouns use connecting words (first, then, next, after that, soon, finally) 	<ul style="list-style-type: none"> jointly construct a class version of <i>Big Al</i> that tells the events of the story in order, using verb phrases and vocabulary from the story write their own versions of <i>Big Al</i> that tell the events of the story in order, using verb phrases and vocabulary from the story present their story to the group 	<ul style="list-style-type: none"> Create Posters About Protecting Coral Reefs Animal Role Play Role Play an Interview with Cartwheel <i>Big Al</i> Moves Drawing, Writing, and Sharing



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SMALL-GROUP COMPREHENSION

Scope and Sequence

Grade 2

Small-Group Comprehension, Grade 2

Text	Instructional Focus	Lesson			
<p><i>Bink & Gollie</i> Graphic novel ■ Lexile®: 450L</p>	<p>Fluency:</p> <ul style="list-style-type: none"> Paying Attention to Characters' Feelings <p>Comprehension:</p> <ul style="list-style-type: none"> Understanding Character <p>Syntax:</p> <ul style="list-style-type: none"> Combining Sentences 	<p>Day 1: Reading Aloud and Discussing a Fiction Book</p>	<p>Day 2: Reading and Discussing a Fiction Book</p>	<p>Day 3: Reading Fluently</p> <p>Assessment: Group Assessment</p>	<p>Day 4: Reading and Discussing a Fiction Book</p>
		<p>Day 5: Reading Fluently</p>	<p>Day 6: Reading Fluently</p> <p>Assessment: Group Assessment</p>	<p>Day 7: Combining Sentences</p> <p>Assessment: Exit Ticket</p>	
<p><i>The Great Gracie Chase</i> Fiction ■ Lexile®: AD480L</p>	<p>Fluency:</p> <ul style="list-style-type: none"> Paying Attention to Punctuation Reading for Listeners <p>Syntax:</p> <ul style="list-style-type: none"> Expanding Sentences 	<p>Day 1: Reading a Fiction Book</p>	<p>Day 2: Reading Fluently</p>	<p>Day 3: Reading Fluently</p> <p>Assessment: Group Assessment</p>	<p>Day 4: Introducing the Dramatic Reading</p>
		<p>Day 5: Rehearsing the Dramatic Reading</p>	<p>Day 6: Performing the Dramatic Reading</p> <p>Assessment: Group Assessment</p>	<p>Day 7: Expanding Sentences</p> <p>Assessment: Exit Ticket</p>	
<p><i>To Be an Artist</i> Nonfiction ■ Lexile®: N/A</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> Making Text-to-Self Connections <p>Syntax:</p> <ul style="list-style-type: none"> Unpacking Sentences 	<p>Day 1: Making Text-to-Self Connections</p>	<p>Day 2: Making Text-to-Self Connections</p> <p>Assessment: Group Assessment</p>	<p>Day 3: Making Text-to-Self Connections</p>	<p>Day 4: Unpacking Sentences</p> <p>Assessment: Exit Ticket</p>
<p><i>Lightning</i> Expository nonfiction ■ Lexile®: 480L</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> Using Text Features <p>Word Analysis:</p> <ul style="list-style-type: none"> Analyzing Polysyllabic Words <p>Syntax:</p> <ul style="list-style-type: none"> Reducing Sentences 	<p>Day 1: Reading a Nonfiction Book and Using Text Features</p>	<p>Day 2: Analyzing Polysyllabic Words</p> <p>Assessment: Group Assessment</p>	<p>Day 3: Analyzing Polysyllabic Words and Compound Words</p>	<p>Day 4: Reducing Sentences</p> <p>Assessment: Exit Ticket</p>
<p><i>Penguins</i> Expository nonfiction ■ Lexile®: 490L</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> Using Text Features <p>Syntax:</p> <ul style="list-style-type: none"> Unscrambling Sentences 	<p>Day 1: Reading a Nonfiction Book and Using Text Features</p>	<p>Day 2: Reading a Nonfiction Book and Using Text Features</p>	<p>Day 3: Using Text Features</p> <p>Assessment: Group Assessment</p>	<p>Day 4: Unscrambling Sentences</p> <p>Assessment: Exit Ticket</p>

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<p>Golden Gate Bridge Expository nonfiction ■ Lexile®: N/A</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> Using Text Features Wondering <p>Syntax:</p> <ul style="list-style-type: none"> Understanding Cohesion 	<p>Day 1: Using Text Features and Wondering</p>	<p>Day 2: Using Text Features and Wondering</p> <p>Assessment: Group Assessment</p>	<p>Day 3: Wondering</p> <p>Assessment: Group Assessment</p>	<p>Day 4: Understanding Cohesion</p> <p>Assessment: Exit Ticket</p>
<p>Marisol McDonald and the Monster Fiction ■ Lexile®: AD570L</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> Understanding Character Understanding Problem and Solution <p>Syntax:</p> <ul style="list-style-type: none"> Expanding Sentences 	<p>Day 1: Exploring Character in a Fiction Book</p>	<p>Day 2: Exploring Character in a Fiction Book</p>	<p>Day 3: Exploring Character in a Fiction Book</p> <p>Assessment: Group Assessment</p>	<p>Day 4: Expanding Sentences</p> <p>Assessment: Exit Ticket</p>
<p>What’s It Like to Be an Ant? Expository nonfiction ■ Lexile®: 580L</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> Determining Topic Using Text Features <p>Syntax:</p> <ul style="list-style-type: none"> Completing Sentences 	<p>Day 1: Determining Topic and Using Text Features</p>	<p>Day 2: Determining Topic</p>	<p>Day 3: Determining Topic</p> <p>Assessment: Group Assessment</p>	<p>Day 4: Completing Sentences</p> <p>Assessment: Exit Ticket</p>
<p>Bee Expository nonfiction ■ Lexile®: 630L</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> Using Text Features <p>Generating Independent Thinking:</p> <ul style="list-style-type: none"> Sharing and Supporting Opinions <p>Syntax:</p> <ul style="list-style-type: none"> Rearranging Sentences 	<p>Day 1: Reading a Nonfiction Book and Using Text Features</p>	<p>Day 2: Reading and Discussing a Nonfiction Book</p>	<p>Day 3: Sharing and Supporting Opinions</p> <p>Assessment: Group Assessment</p>	<p>Day 4: Reading and Discussing a Nonfiction Book</p>
		<p>Day 5: Sharing and Supporting Opinions</p> <p>Assessment: Group Assessment</p>	<p>Day 6: Sharing and Supporting Opinions</p>	<p>Day 7: Rearranging Sentences</p> <p>Assessment: Exit Ticket</p>	
<p>“Old Tortoise” and “Every Time I Climb a Tree” Poetry ■ Lexile®: N/A</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> Determining Theme Making Text-to-Text Connections <p>Syntax:</p> <ul style="list-style-type: none"> Expanding Sentences 	<p>Day 1: Reading a Poem and Discussing Theme “Old Tortoise”</p>	<p>Day 2: Reading a Poem and Discussing Theme “Every Time I Climb a Tree”</p>	<p>Day 3: Discussing Themes and Making Text-to-Text Connections</p> <p>Assessment: Group Assessment</p>	<p>Day 4: Expanding Sentences</p> <p>Assessment: Exit Ticket</p>

Small-Group Comprehension, Grade 2

Text	Instructional Focus	Lesson			
“Story” Poetry ■ Lexile®: N/A	Fluency: <ul style="list-style-type: none"> Reading for Listeners Comprehension: <ul style="list-style-type: none"> Determining Theme Syntax: <ul style="list-style-type: none"> Using First- and Third-Person 	Day 1: Reading a Poem and Discussing Theme	Day 2: Visualizing and Exploring Details in a Poem	Day 3: Rehearsing and Performing a Dramatic Reading of a Poem Assessment: Group Assessment	Day 4: Using First- and Third-Person Assessment: Exit Ticket
<i>I Love Guinea Pigs</i> Narrative nonfiction ■ Lexile®: AD880L	Self-Monitoring and Self-Correcting Syntax: <ul style="list-style-type: none"> Using Contractions 	Day 1: Reading a Nonfiction Book	Day 2: Self-Monitoring and Self-Correcting	Day 3: Self-Monitoring and Self-Correcting Assessment: Group Assessment	Day 4: Using Contractions Assessment: Exit Ticket
<i>Helen Keller</i> Biography ■ Lexile®: 520L	Generating Independent Thinking: <ul style="list-style-type: none"> Responding to Literature Syntax: <ul style="list-style-type: none"> Unscrambling Sentences 	Day 1: Responding to Literature	Day 2: Responding to Literature	Day 3: Responding to Literature Assessment: Group Assessment	Day 4: Participating in Book Discussions
		Day 5: Participating in Book Discussions	Day 6: Participating in Book Discussions Assessment: Group Assessment	Day 7: Unscrambling Sentences Assessment: Exit Ticket	
<i>Houndsley and Catina Plink and Plunk</i> Fiction: chapter book ■ Lexile®: 550L	Generating Independent Thinking: <ul style="list-style-type: none"> Responding to Literature Syntax: <ul style="list-style-type: none"> Expanding Sentences 	Day 1: Responding to Literature	Day 2: Responding to Literature	Day 3: Responding to Literature Assessment: Group Assessment	Day 4: Expanding Sentences Assessment: Exit Ticket
<i>The Beckoning Cat</i> Folktale ■ Lexile®: AD590L	Generating Independent Thinking: <ul style="list-style-type: none"> Sharing and Supporting Opinions Syntax: <ul style="list-style-type: none"> Sorting Words by Function 	Day 1: Sharing and Supporting Opinions	Day 2: Sharing and Supporting Opinions	Day 3: Sharing and Supporting Opinions Assessment: Group Assessment	Day 4: Sorting Words by Function Assessment: Exit Ticket

Small-Group Comprehension, Grade 2

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<p><i>The Babe & I</i> Historical fiction ■ Lexile®: 590L</p>	<p>Generating Independent Thinking:</p> <ul style="list-style-type: none"> Responding to Literature Participating in Book Discussions <p>Syntax:</p> <ul style="list-style-type: none"> Expanding Sentences 	<p>Day 1: Responding to Literature</p>	<p>Day 2: Participating in Book Discussions</p>	<p>Day 3: Participating in Book Discussions</p> <p>Assessment: Group Assessment</p>	<p>Day 4: Expanding Sentences</p> <p>Assessment: Exit Ticket</p>
<p><i>Pop's Bridge</i> Historical fiction ■ Lexile®: AD630L and <i>When We Were Alone</i> Realistic fiction ■ Lexile®: 600L</p>	<p>Generating Independent Thinking:</p> <ul style="list-style-type: none"> Sharing and Supporting Opinions Responding to Literature Participating in Book Discussions <p>Syntax:</p> <ul style="list-style-type: none"> Understanding Dialogue Understanding Cohesion 	<p>Day 1: Sharing and Supporting Opinions <i>Pop's Bridge</i></p>	<p>Day 2: Sharing and Supporting Opinions <i>Pop's Bridge</i></p>	<p>Day 3: Sharing and Supporting Opinions <i>Pop's Bridge</i></p> <p>Assessment: Group Assessment</p>	<p>Day 4: Understanding Dialogue <i>Pop's Bridge</i></p> <p>Assessment: Exit Ticket</p>
		<p>Day 5: Responding to Literature <i>When We Were Alone</i></p>	<p>Day 6: Participating in Book Discussions <i>When We Were Alone</i></p>	<p>Day 7: Participating in Book Discussions <i>When We Were Alone</i></p> <p>Assessment: Group Assessment</p>	<p>Day 8: Understanding Cohesion <i>When We Were Alone</i></p> <p>Assessment: Exit Ticket</p>
<p><i>Flight of the Phoenix</i> Adventure story ■ Lexile®: 640L</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> Making Inferences <p>Generating Independent Thinking:</p> <ul style="list-style-type: none"> Sharing and Supporting Opinions Participating in Book Discussions <p>Syntax:</p> <ul style="list-style-type: none"> Unpacking Sentences 	<p>Day 1: Sharing and Supporting Opinions</p>	<p>Day 2: Sharing and Supporting Opinions and Making Inferences</p>	<p>Day 3: Participating in Book Discussions and Sharing and Supporting Opinions</p> <p>Assessment: Group Assessment</p>	<p>Day 4: Sharing and Supporting Opinions and Making Inferences</p>
		<p>Day 5: Sharing and Supporting Opinions and Making Inferences</p>	<p>Day 6: Participating in Book Discussions and Sharing and Supporting Opinions</p> <p>Assessment: Group Assessment</p>	<p>Day 7: Unpacking Sentences</p> <p>Assessment: Exit Ticket</p>	