



# Collaborative Literacy™

BEING A WRITER, THIRD EDITION  
BEING A READER, EXPANDED SECOND EDITION

---

## Scope and Sequence

Grade 2



# Being a Reader™

EXPANDED SECOND EDITION

---

## Scope and Sequence

Grade 2

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

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

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

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



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

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



# Being a Reader™

EXPANDED SECOND EDITION

---

SMALL-GROUP COMPREHENSION

## Scope and Sequence

Grade 2

## Small-Group Comprehension, Grade 2

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

## Small-Group Comprehension, Grade 2

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

## Small-Group Comprehension, Grade 2

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

## Small-Group Comprehension, Grade 2

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



# Being a Writer™

THIRD EDITION

---

## Scope and Sequence

Grade 2

Unit	Texts	Writing Topics	Writing Process & Craft	Grammar & Conventions	Social Skills
<b>Unit 1</b> THE CLASSROOM COMMUNITY 4 weeks	<ul style="list-style-type: none"> <li>• <i>Bigmama’s</i></li> <li>• “About Donald Crews”</li> <li>• <i>Shortcut</i></li> <li>• <i>Evelyn Del Rey Is Moving Away</i></li> </ul>	<ul style="list-style-type: none"> <li>• Draw about their own lives and write stories about their pictures</li> <li>• Draw pictures about people they like to visit and write stories about their pictures</li> <li>• Sketch places they like to go and write stories about their sketches</li> <li>• Sketch fun things they do with people in their lives and write stories about their sketches</li> <li>• Write stories about: an event from their lives; friends</li> <li>• Write freely</li> </ul>	<p><b>Writing Process</b></p> <ul style="list-style-type: none"> <li>• Contribute to shared stories</li> <li>• Become familiar with writing notebooks</li> <li>• Learn about a professional author’s writing practice</li> <li>• Write lists of: interesting events that have happened to them; friends</li> <li>• Choose ideas for stories</li> <li>• Share their writing with partners and the class</li> </ul> <p><b>Genre and Author’s Craft</b></p> <ul style="list-style-type: none"> <li>• Listen to and discuss stories</li> <li>• Discuss illustrations and descriptive words</li> <li>• Identify and discuss sensory details</li> <li>• Reread their stories and add sensory details</li> </ul>	<ul style="list-style-type: none"> <li>• Use: verbs; strategic spelling</li> <li>• Capitalize: first letters of sentences; proper nouns</li> <li>• Punctuate sentences</li> <li>• Discuss model sentences</li> <li>• Write complete sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Build the classroom community</li> <li>• Learn and practice classroom procedures</li> <li>• Handle materials responsibly</li> <li>• Work responsibly</li> <li>• Listen respectfully</li> <li>• Speak loudly and clearly</li> <li>• Learn and use “Turn to Your Partner” and “Think, Pair, Share”</li> <li>• Take turns talking and listening</li> <li>• Give full attention to people who are speaking</li> <li>• Express interest in and appreciation for one another’s writing</li> <li>• Participate in partner work and class discussions</li> </ul>
<b>Unit 2</b> TELLING MORE 4 weeks	<ul style="list-style-type: none"> <li>• <i>Mela and the Elephant</i></li> <li>• <i>Zombies Don’t Eat Veggies!</i></li> <li>• <i>Roof Octopus</i></li> <li>• <i>Sheila Rae, the Brave</i></li> <li>• <i>The Invisible Boy</i></li> </ul>	<ul style="list-style-type: none"> <li>• Sketch and write stories about exploring a place</li> <li>• Write about: likes and dislikes; real or make-believe pets; made-up characters; something challenging that happens to a character</li> <li>• Write freely</li> </ul>	<p><b>Writing Process</b></p> <ul style="list-style-type: none"> <li>• Write lists about likes and dislikes</li> <li>• Visualize and tell stories orally</li> <li>• Share their writing: in pairs; from the Author’s Chair</li> <li>• Generate writing ideas</li> <li>• Reread their writing and add details</li> <li>• Learn a procedure for conferring in pairs</li> <li>• Confer in pairs</li> </ul> <p><b>Genre and Author’s Craft</b></p> <ul style="list-style-type: none"> <li>• Listen to and discuss stories</li> <li>• Discuss how a professional author tells more</li> <li>• Discuss and use temporal words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Use and capitalize proper nouns in sentences</li> <li>• Use: apostrophes; commas; contractions; adjectives</li> <li>• Explore prepositions</li> <li>• Discuss model sentences</li> <li>• Expand complete sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Work responsibly in pairs</li> <li>• Listen carefully</li> <li>• Share partners’ thinking</li> <li>• Express interest in and appreciation for one another’s writing</li> <li>• Speak loudly and clearly</li> <li>• Give full attention to people who are speaking</li> </ul>
<b>Unit 3</b> THE WRITING PROCESS 2 weeks	<ul style="list-style-type: none"> <li>• “Tuesday Debut — Presenting Megan Lacera!”</li> </ul>	<ul style="list-style-type: none"> <li>• Select and publish a draft from Unit 1 or Unit 2</li> </ul>	<p><b>Writing Process</b></p> <ul style="list-style-type: none"> <li>• Review their drafts and select one to develop for publication</li> <li>• Reread their selected drafts critically</li> <li>• Confer in pairs and revise their drafts based on partner feedback</li> <li>• Revise and complete drafts</li> <li>• Become familiar with the proofreading checklist</li> <li>• Proofread their drafts for: spelling; punctuation; capitalization; complete sentences</li> <li>• Finish their final versions and make them into books</li> <li>• Present their published books from the Author’s Chair</li> <li>• Review and reflect on the writing process</li> </ul> <p><b>Genre and Author’s Craft</b></p> <ul style="list-style-type: none"> <li>• Listen to and discuss an interview</li> <li>• Discuss alternatives for overused words</li> <li>• Replace overused words in their drafts</li> <li>• Explore: strong opening sentences; features of published books</li> <li>• Analyze and revise their opening sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss model sentences</li> <li>• Use adverbs</li> <li>• Learn how to use a word bank</li> </ul>	<ul style="list-style-type: none"> <li>• Share partners’ thinking</li> <li>• Give full attention to people who are speaking</li> <li>• Work responsibly in pairs</li> <li>• Solve problems respectfully</li> <li>• Express interest in and appreciation for one another’s writing</li> <li>• Handle materials responsibly and share them fairly</li> <li>• Speak loudly and clearly</li> </ul>
<b>Unit 4</b> FICTION 4 weeks	<ul style="list-style-type: none"> <li>• <i>Little Doctor and the Fearless Beast</i></li> <li>• <i>Run, Little Chaski! An Inka Trail Adventure</i></li> <li>• <i>The Night Library</i></li> <li>• <i>Ducky</i></li> </ul>	<ul style="list-style-type: none"> <li>• Write fiction stories about: realistic or imaginary characters; a character that has an important job; dreams; toys</li> <li>• Write fiction stories: with interesting events; based on their own lives</li> </ul>	<p><b>Writing Process</b></p> <ul style="list-style-type: none"> <li>• Think and talk about: characters and events to write about; dreams to write about; toys to write about</li> <li>• Review their fiction drafts and select one to develop for publication</li> <li>• Reread their selected drafts critically</li> <li>• Reread their stories and add details</li> </ul>	<ul style="list-style-type: none"> <li>• Use regular and irregular past tense verbs</li> <li>• Make strategic spelling choices</li> <li>• Discuss: model sentences; collective nouns</li> <li>• Write compound sentences using a comma and the conjunction <i>and</i></li> </ul>	<ul style="list-style-type: none"> <li>• Share partners’ thinking</li> <li>• Work responsibly in pairs</li> <li>• Express interest in and appreciation for one another’s writing</li> <li>• Listen carefully</li> <li>• Solve problems respectfully</li> </ul>

Unit	Texts	Writing Topics	Writing Process & Craft	Grammar & Conventions	Social Skills
			<ul style="list-style-type: none"> <li>• Confer in pairs and revise their drafts based on partner feedback</li> <li>• Revise and complete their drafts</li> <li>• Proofread their drafts for: spelling; punctuation; capitalization; complete sentences</li> <li>• Finish their final versions and make them into books</li> <li>• Present their published books from the Author’s Chair</li> </ul> <p><b>Genre and Author’s Craft</b></p> <ul style="list-style-type: none"> <li>• Listen to and discuss: fiction stories; an author’s note</li> <li>• Use temporal words or phrases</li> <li>• Identify and discuss details that describe characters’ thoughts, feelings, and actions</li> <li>• Analyze and revise: drafts to add details about character’s thoughts, feelings, or actions; closing sentences</li> <li>• Review features of published books</li> <li>• Reflect on writing fiction</li> </ul>		<ul style="list-style-type: none"> <li>• Handle materials responsibly and share them fairly</li> <li>• Speak loudly and clearly</li> </ul>
<p><b>Unit 5</b> NONFICTION 5 weeks</p>	<ul style="list-style-type: none"> <li>• <i>Paper</i></li> <li>• “Which Is Stronger?”</li> <li>• “Suck It Up!”</li> <li>• <i>Take a Closer Look at Plastic</i></li> <li>• <i>Let’s Investigate Plastic Pollution: On Land and in the Oceans</i></li> <li>• <i>Reducing Waste</i></li> <li>• “The Problem with Plastics”</li> </ul>	<ul style="list-style-type: none"> <li>• Write descriptions of paper</li> <li>• Write about: how paper is used in the classroom and at home; an experiment (in pairs)</li> <li>• Write descriptions of plastic objects</li> <li>• Write nonfiction pieces about: plastic and how it is used; the problems with plastic; solving the problems with plastic</li> </ul>	<p><b>Writing Process</b></p> <ul style="list-style-type: none"> <li>• Contribute to a list of facts and questions about paper</li> <li>• Contribute to shared writing about an experiment</li> <li>• Write and share questions and contribute to a list of facts about: plastic and how it is used; the problems with plastic; solving the problems with plastic</li> <li>• Review their nonfiction drafts and select one to develop</li> <li>• Confer in pairs and revise their drafts based on partner feedback</li> <li>• Reread and complete their drafts</li> <li>• Analyze and revise their drafts for: interest; clarity; completeness</li> <li>• Proofread their drafts for: spelling; punctuation; capitalization; complete sentences</li> <li>• Make their final versions into books</li> <li>• Present their published books from the Author’s Chair</li> </ul> <p><b>Genre and Author’s Craft</b></p> <ul style="list-style-type: none"> <li>• Listen to and discuss nonfiction texts</li> <li>• Listen to and observe experiments</li> <li>• Watch and discuss a video and listen to part of a nonfiction text</li> <li>• Discuss definitions in nonfiction</li> <li>• Review features of nonfiction books</li> <li>• Create additional text features</li> <li>• Revise their drafts to include definitions</li> <li>• Reflect on writing nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>• Use adverbs in sentences</li> <li>• Use and capitalize proper nouns in sentences</li> <li>• Learn about the differences between formal and informal English</li> <li>• Discuss model sentences</li> <li>• Write compound sentences using a comma and the conjunction <i>so</i></li> <li>• Choose between adjectives and adverbs</li> <li>• Expand sentences to tell where, when, and why</li> </ul>	<ul style="list-style-type: none"> <li>• Handle materials responsibly and share them fairly</li> <li>• Reach agreement before making decisions</li> <li>• Share ideas with one another</li> <li>• Share partners’ thinking</li> <li>• Work responsibly in pairs</li> <li>• Use discussion prompts</li> <li>• Include everyone in and contribute to group work</li> <li>• Give full attention to people who are speaking</li> <li>• Express interest in and appreciation for one another’s writing</li> <li>• Solve problems respectfully</li> <li>• Speak loudly and clearly</li> </ul>
<p><b>Unit 6</b> LETTER WRITING 3 weeks</p>	<ul style="list-style-type: none"> <li>• <i>The Lonely Mailman</i></li> <li>• <i>Can I Be Your Dog?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Write friendly letters to: the teacher; partners; classmates; anyone they choose</li> <li>• Address envelopes for letters</li> <li>• Write freely</li> </ul>	<p><b>Writing Process</b></p> <ul style="list-style-type: none"> <li>• Generate ideas for partner letters</li> <li>• Contribute to a shared letter to another class</li> <li>• Review their letter drafts and select one to develop</li> <li>• Reread their selected drafts critically</li> <li>• Confer in pairs and revise their drafts based on partner feedback</li> <li>• Revise and complete their letter drafts</li> <li>• Proofread their drafts for: spelling; punctuation; capitalization; complete sentences</li> <li>• Present their letters from the Author’s Chair</li> <li>• List people to write to in the future</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss: punctuation; model sentences; collective nouns</li> <li>• Use reflexive pronouns in sentences</li> <li>• Capitalize holidays</li> </ul>	<ul style="list-style-type: none"> <li>• Reach agreement before making decisions</li> <li>• Follow classroom procedures</li> <li>• Express interest in and appreciation for one another’s writing</li> <li>• Solve problems respectfully</li> <li>• Reflect on how to act in a caring way</li> <li>• Share partners’ thinking</li> <li>• Give full attention to people who are speaking</li> <li>• Work responsibly in pairs</li> <li>• Speak loudly and clearly</li> </ul>

Unit	Texts	Writing Topics	Writing Process & Craft	Grammar & Conventions	Social Skills
			<p><b>Genre and Author's Craft</b></p> <ul style="list-style-type: none"> <li>• Listen to and discuss: a story about letter writing; friendly letters; a story in the form of letters</li> <li>• Discuss: the audience and purpose of letters; the classroom post office</li> <li>• Explore the parts of a friendly letter</li> <li>• Reflect on writing letters</li> </ul>		
<p><b>Unit 7</b> OPINION WRITING 4 weeks</p>	<ul style="list-style-type: none"> <li>• <i>Can I Be Your Dog?</i></li> <li>• <i>I Wanna Iguana</i></li> <li>• "An Argument for Pets: Having Pets Is Good for Animals and People"</li> <li>• "An Argument Against Pets: Animals Should Be Free"</li> <li>• "An Argument for Pets: Pets Are Fun to Play With and Teach"</li> <li>• "An Argument Against Pets: Animals Are Not Here to Entertain Us"</li> </ul>	<ul style="list-style-type: none"> <li>• Write: persuasive letters; opinion pieces</li> <li>• Write freely</li> </ul>	<p><b>Writing Process</b></p> <ul style="list-style-type: none"> <li>• Discuss topics for persuasive letters</li> <li>• Contribute to a shared: persuasive letter; opinion piece</li> <li>• Discuss opinion piece topics</li> <li>• Review their opinion drafts and select one to develop</li> <li>• Review and reread their selected drafts critically</li> <li>• Confer in pairs and revise their drafts based on partner feedback</li> <li>• Revise and complete their drafts</li> <li>• Proofread their drafts for: spelling; punctuation; capitalization; complete sentences</li> <li>• Present their published opinion pieces from the Author's Chair</li> </ul> <p><b>Genre and Author's Craft</b></p> <ul style="list-style-type: none"> <li>• Listen to and discuss: fiction stories; opinion articles</li> <li>• Identify the opinion and reasons in the story</li> <li>• Review features of opinion writing</li> <li>• Discuss and explore linking words</li> <li>• Discuss: strong opening sentences; author's purpose; how authors use reasons to support opinions; titles of opinion articles; closing sentences</li> <li>• Revise their drafts to: include strong opening sentences; make them more convincing; include linking words</li> <li>• Reflect on opinion writing</li> </ul>	<ul style="list-style-type: none"> <li>• Use regular and irregular plural nouns</li> <li>• Review differences between formal and informal English</li> <li>• Discuss model sentences</li> <li>• Write compound sentences using a comma and the conjunctions <i>and</i>, <i>so</i>, or <i>but</i></li> </ul>	<ul style="list-style-type: none"> <li>• Share ideas with one another</li> <li>• Listen carefully</li> <li>• Share partners' thinking</li> <li>• Work responsibly in pairs</li> <li>• Discuss opinions respectfully</li> <li>• Express interest in and appreciation for one another's writing</li> <li>• Give full attention to people who are speaking</li> <li>• Solve problems respectfully</li> <li>• Speak loudly and clearly</li> </ul>
<p><b>Unit 8</b> POETRY 4 weeks</p>	<ul style="list-style-type: none"> <li>• "The Shockadile Crocodile!"</li> <li>• "Boa Constrictor"</li> <li>• "A Flamingo Is"</li> <li>• "Armadill-o"</li> <li>• "Knoxville, Tennessee"</li> <li>• "Pineapple"</li> <li>• "Peaches" / "Duraznos"</li> <li>• "What Would the World Be Without Red-Eyed Tree Frogs?"</li> <li>• "Cool Like That"</li> <li>• "Outside Sounds"</li> <li>• "Toad by the Road"</li> <li>• "The Sun"</li> <li>• "Ways of Looking at the Moon"</li> <li>• "Buses"</li> <li>• "Feelings"</li> <li>• "Wonder"</li> </ul>	<ul style="list-style-type: none"> <li>• Write poems about: summer; food; classroom objects; things that make sounds; things that move; the moon; any topic; feelings; things wondered about</li> <li>• Write about: their growth as writers; favorite authors; the classroom community</li> <li>• Write letters to next year's class</li> <li>• Write freely</li> </ul>	<p><b>Writing Process</b></p> <ul style="list-style-type: none"> <li>• Generate writing ideas</li> <li>• Contribute ideas to a list of: words about summer; sensory details about food; sensory details about the classroom clock; sounds; similes about feelings; things wondered about</li> <li>• Contribute to a shared poem about: an animal; the classroom clock; sounds; how something moves; the moon</li> <li>• Share their writing in pairs</li> <li>• Confer in pairs and revise their poems based on partner feedback</li> <li>• Review and revise their poems</li> <li>• Proofread poems for spelling</li> <li>• Write final versions of poems</li> <li>• Present their published poems from Author's Chair</li> <li>• Review and discuss the writing process</li> <li>• Plan summer writing</li> </ul> <p><b>Genre and Author's Craft</b></p> <ul style="list-style-type: none"> <li>• Listen to and discuss poems</li> <li>• Identify and discuss made-up words and repetition in poems</li> </ul>	<ul style="list-style-type: none"> <li>• Use verbs in poems</li> <li>• Explore adjectives</li> <li>• Add adjectives and adverbs to poems</li> </ul>	<ul style="list-style-type: none"> <li>• Work responsibly in pairs</li> <li>• Share partners' thinking</li> <li>• Express interest in and appreciation for one another's writing</li> <li>• Take responsibility for learning and behavior</li> <li>• Speak loudly and clearly</li> <li>• Listen carefully</li> <li>• Share ideas with one another</li> <li>• Reflect on the classroom community</li> <li>• Reflect on behavior</li> </ul>

Unit	Texts	Writing Topics	Writing Process & Craft	Grammar & Conventions	Social Skills
			<ul style="list-style-type: none"> <li>• Identify and discuss: sensory details; pattern; onomatopoeia</li> <li>• Discuss and use figurative language in poems</li> <li>• Discuss rhyme and what poems look like on the page</li> <li>• Review genres and texts explored this year</li> <li>• Learn about writing habits of professional authors</li> <li>• Reflect on writing poetry</li> <li>• Review writing from the year and reflect on growth</li> </ul>		