

## Scope and Sequence: Second Grade

<p><b>Unit Dates: Plants are Everywhere</b> 8/25-10/09, 33 Days</p> <p><b>Suggested Unit Assessment Window</b> 9/29-10/07</p> <p><b>Unit Focus</b> Students will learn about plants, their life cycles, and ways in which humans need plants. In reading, students will learn how text features help them deepen their understanding of a topic in an informational text. Students will also learn and practice comprehension strategies, with a particular focus on asking questions and main topic. In evidence based response writing, students will respond to a variety of texts through BCR's and performance based assessments.</p>	<p><b>Anchor Text</b> <i>How Do Plants Grow?</i>, Louise A. and Richard Spilsbury (~551-650L, ARC)</p>	<p><b>Text Set (420L–820L)</b> <u>Literary Texts</u> <i>Miss Rumphius</i>, Barbara Cooney (680L, ARC)</p> <p><u>Informational Texts</u> <i>From Seed to Plant</i>, Gail Gibbons (660L, ARC) <i>Vegetables We Eat</i>, Gail Gibbons (660L, ARC)</p> <p><u>Nontraditional Texts</u> <a href="#">"Life of a Plant,"</a> Risa Jordan (910L)</p>	<p>Assessed<sup>123</sup> <a href="#">Common Core State Standards</a></p> <p><b>Reading</b> RL.2.1, RL.2.2, RL.2.7 RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.7</p> <p><b>Foundational Skills</b> RF.2.4 (a), (b)</p> <p><b>Writing</b> W.2.2, W.2.7</p>
	<p><b>Text Complexity Rationale</b> This is an ideal text to introduce basic informational text features. This text contains many discipline specific vocabulary words that give students a strong base for the rest of the unit. Students need some everyday practical knowledge about plants and their life cycle in order to access this text.</p>	<p><b>Unit Vocabulary</b> cycle, diagram, energy, nutrients, process, relationship</p>	<p><b>Speaking and Listening</b> SL.2.1, SL.2.2, SL.2.6</p> <p><b>Language</b> L.2.1 (b), (d), L.2.4</p>
	<p><b>Line of Inquiry</b> What is the relationship between the life cycle of a plant and other living things?</p>	<p><b>Summative Assessment Description:</b> Students will describe the life cycle of a plant using evidence from both the text and text features.</p>	

<sup>1</sup> The Reading: Literature and Reading: Informational Texts standards listed here will be assessed in this unit cycle; however, other standards that naturally lend themselves to the selected texts will also be included in the learning plan(s).

<sup>2</sup> Bolded standards indicate that this is the first time the standard(s) has been introduced.

<sup>3</sup> RL.1, RL.10, RI.1, and RI.10 apply to every Unit.

<p><b>Unit 2: Now and Then</b> 10/14-12/12, 38.5 Days</p> <p><b>Suggested Unit Assessment Window</b> 11/19-12/02</p> <p><b>Unit Focus</b> Students trace the development of everyday technology from the past to the present. In reading, students will continue to practice comprehension strategies, with a particular focus on summarizing the main idea and key details of informational texts. Students will also learn how to use a variety of strategies to read and determine the meaning of unknown words.</p>	<p><b>Anchor Text</b> <i>How Life Changed</i>, Barbara Anton (451 – 550L, ARC)</p>	<p><b>Text Set</b> <u>Literary Texts</u> <i>Ma Dear’s Aprons</i>, Patricia C. McKissack (800L, Schoolwide Writing Fundamentals Text)</p> <p><u>Informational Texts</u> <i>It’s About Time!</i>, Mara Rockliff (~451 – 550L, Reading A-Z) <i>How Life Changed</i>, Barbara Anton (~451 – 550L, ARC)</p> <p><u>Nontraditional Texts</u> <i>The Marvelous Homework and Housework Machine</i>, Kenn Nesbitt (<a href="#">Poem</a>) <i>What’s Cooking?</i>, (Reading A-Z, Close Reading Pack) <i>Automobiles: Now and Then</i> (Reading A-Z, Close Reading Pack)</p>	<p><b>Assessed<sup>456</sup> Common Core State Standards</b></p> <p><b>Reading</b> RL.2.1, RL.2.2, RL.2.4, RL.2.5, RL.2.7 RI.2.1, RI.2.2, <b>RI.2.3</b>, RI.2.4, RI.2.7</p> <p><b>Foundational Skills</b> <b>RF.2.3 (a), (e), (f), RF.2.4 (c)</b></p> <p><b>Writing</b> W2.2, <b>W2.5</b></p>
	<p><b>Text Complexity Rationale</b> <i>How Life Changed</i> was written to compare past technology with newer forms of technology. Additionally, an implied purpose of this text is that technology is constantly changing and this technology is improved to make lives easier. There is an explicit connection between ideas. This text follows genre conventions and also has many text features that enhance understanding. This text uses contemporary and conversational language that is not discipline specific or overly academic.</p>	<p><b>Unit Vocabulary</b> electricity, energy, improve, past, technology</p>	<p><b>Speaking and Listening</b> SL.2.1, <b>SL.2.2, SL.2.3, SL.2.6</b></p> <p><b>Language</b> L.2.1, <b>L.2.6</b></p>
	<p><b>Line of Inquiry</b> How have changes in technology affected the way we live?</p>	<p><b>Summative Assessment:</b> After reading about technology used in past eras, students will describe an object or item studied and explain its usefulness in past and present times.</p>	

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<p><b>Unit 3: Hurricanes, Tornadoes, and Blizzards – Oh My!</b> 12/15-2/12, 32.5 Days</p> <p><b>Suggested Unit Assessment Window</b> 2/02-2/10</p> <p><b>Unit Focus</b> Students will learn the science behind extreme weather and how extreme weather affects individuals and communities. In reading, students will focus on visualizing key details from the text, analyzing text structure, and studying how characters respond to events and challenges. They will also infer to determine the meaning of unknown words. In evidence based response writing, students will write an informational piece. Students should use mentor texts from reading instruction to help them structure their pieces appropriately.</p>	<p><b>Anchor Text</b> <i>On the Same Day in March: A Tour of the World’s Weather</i>, Marilyn Singer (540L, ARC)</p>	<p><b>Text Set</b> <u>Literary Texts</u> “The Wind,” James Reeves, (710L, <a href="#">Achieve the Core</a>) <i>Gilberto and the Wind</i>, Marie Hall (630L, ARC) <i>Cloudy With a Chance of Meatballs</i>, Judi Barrett (730L, ARC) <i>Wild Horse Winter</i>, Tetsuya Honda (Unknown Lexile, ARC)</p>	<p><b>Assessed<sup>789</sup> Common Core State Standards</b></p>	
	<p><b>Text Complexity Rationale</b> This text explains that there are different types of weather in different places throughout the world on the same day in March and is structured in a complex way. It is a strong introduction to different types of weather and serves as a strong text to repeatedly cite during the unit.</p>	<p><u>Informational Texts</u> “Safe From the Storm,” Scholastic News (680L, <a href="#">EBSCO</a>) “The Big Snow,” Scholastic SuperScience (740L, <a href="#">EBSCO</a>) “Where Would You Rather Live?”, Scholastic Scope (840L, <a href="#">EBSCO</a>)</p>	<p><b>Reading</b> RL.2.1, RL.2.2, <b>RL.2.3</b>, RL.2.5, RL.2.7 RI.2.1, RI.2.2, RI.2.4</p>	<p><b>Foundational Skills</b> <b>RF.2.3 (b), (c)</b>, RF.2.4</p>
	<p><b>Line of Inquiry</b> How does weather affect our lives?</p>	<p><b>Unit Vocabulary</b> climate, destroy, forecast, form, locate, respond</p>	<p><b>Writing</b> <b>W.2.1, W.2.2, W.2.3, W.2.8</b></p>	<p><b>Speaking and Listening</b> SL.2.1, SL.2.2, SL.2.6</p>
	<p><b>Summative Assessment</b> Students will write and illustrate two or more additional pages for <i>On the Same Day in March</i>. On each page, students will describe a type of weather and its impact on people, using details from another text(s). Students will use elements of the author and illustrator’s craft to convey the information.</p>			<p><b>Language</b> <b>L.2.1 (a), (e), L.2.2 (e), L.2.3, L.2.4, L.2.5</b></p>

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<p><b>Unit 4: Got the Message?</b> 2/17-4/10, 36.5 Days</p> <p><b>Suggested Unit Assessment Window (Optional)</b> 3/30-4/28</p> <p><b>Unit Focus</b> Students will compare and contrast fables, folktales, and fairytales from around the world. In reading, students will infer to determine a fable or folktale’s central message or a fairytales lesson and make text-to-text connections. Students will study multiple versions of the same fable, folktale or fairytale to draw out key similarities and differences, as well as analyze characters’ points of view in paired traditional and/or fractured fairytales (e.g., The True Story of the Three Little Pigs). In evidence based response writing, students will write an opinion piece. Students should use digital tools to publish their pieces.</p>	<p><b>Anchor Text</b> <i>James Marshall’s Cinderella</i>, Retold by Barbara Karlin (480L, ARC)</p> <p><i>Cendrillon</i>, Robert D. San Souci (540L, ARC)</p>	<p><b>Text Set</b> <u>Literary Texts</u> <i>Aesop’s Fables</i>, Michael Hague (670L, ARC) <i>Bigfoot Cinderrrrrella</i>, Tony Johnston (570L, ARC) <i>Little Grunt and the Big Egg</i>, Tomie DePaola (Houghton Mifflin, Grade 2, 400L) <i>The Mysterious Giant of Barletta</i>, Tomie DePaola (Houghton Mifflin, Grade 3, 520L) <i>The Fisherman and His Wife</i>, Translated by Lucy Crane (770L)</p> <p><u>Informational Texts</u> <i>900 Cinderella’s</i>, Kathiann M. Kowalski (1010 L, <a href="#">Cricket Magazine</a>)</p>	<p>Assessed<sup>101112</sup> <a href="#">Common Core State Standards</a></p> <p><b>Reading</b> RL.2.1, RL.2.2, <b>RL.2.6</b>, <b>RL.2.9</b> RI.2.1, RI.2.2, RI.2.4, <b>RI.2.6</b>, <b>RI.2.8</b>, <b>RI.2.9</b></p>
	<p><b>Text Complexity Rationale</b> These texts have multiple layers of meaning as they provide a variety of lessons. The structure of these texts is straight forward, following conventions of the genre with no shifts in point of view. Although, the texts do contain occasional use of flashbacks. The language in <i>Cendrillon</i> is slightly more complex, containing unfamiliar phrases as well as the use of French. Texts require little background knowledge, though cultural knowledge will greatly enhance understanding.</p>	<p><b>Foundational Skills</b> RF.2.4</p>	<p><b>Writing</b> W.2.2, W.2.5, <b>W.2.6</b>, W.2.8</p>
	<p><b>Line of Inquiry</b> How do characters in folktales, fairy tales, and fables teach a lesson?</p>	<p><b>Unit Vocabulary</b> folktale, fable, moral, character traits</p>	<p><b>Speaking and Listening</b> SL.2.1, SL.2.2, <b>SL.2.4</b>, <b>SL.2.5</b>, SL.2.6</p> <p><b>Language</b> <b>L.2.1 (c),(f)</b>, <b>L.2.2 (e)</b>, <b>L.2.3</b>, L.2.4, L.2.5</p>
<p><b>Summative Assessment</b> Students will compare and contrast two versions of a fairy tale or fable and explain how the cultural setting of each version affects the story.</p>			

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<p><b>Unit 5: Who are our Neighbors?</b> 4/20-6/17, 40.5 Days</p> <p><b>Suggested Unit Assessment Window</b> 5/04-6/12</p> <p><b>Unit Focus</b> Students will learn about different continents, regions, and countries with a specific emphasis on our neighbors Mexico and Canada and explain differences between cultures. In reading, students will continue to compare and contrast by making text-to-text connections. Students will also focus on summarizing individual paragraphs and multi-paragraph texts. In evidence based response writing, students will write an informational piece. Significant time should be devoted to learning how to peer-edit and peer-revise.</p>	<p><b>Anchor Text</b> “Settling In: Five Young Immigrants Speak Out,” Kayak: Canada's History Magazine for Kids (570L, <a href="#">EBSCO</a>)</p>	<p><b>Text Set</b> <u>Literary Texts</u> <i>Hurry and the Monarch</i>, Antonie O’Flatharta (710L, ARC) <i>Ashes for Gold</i>, Kathrine Maitland (Lexile N/A, ARC)</p>	<p><b>Assessed</b><sup>131415</sup> <a href="#">Common Core State Standards</a></p>	
	<p><b>Text Complexity Rationale</b> This text explores the idea of immigration and how life is different when one moves to another country. The text is in an interview format and gives the interviewees an opportunity to describe their life in their homeland and compare it to life in Canada. Some knowledge building may need to be built in order to understand some concepts that are introduced (civil war, refugees, health care systems, etc.).</p>	<p><u>Informational Texts</u> <i>Canada: The People</i>, Bobbie Kalman (950L, ARC) <i>We’re from Mexico</i>, Vic Parker (560L, ARC) <i>A Visit to Mexico</i>, Nick Laphorn (540L, ARC)</p> <p><u>Nontraditional Texts</u> <a href="#">“Together We Are Canada.”</a> Leanne Guenther (Lexile N/A)</p>	<p><b>Reading</b> RL.2.1, RL.2.2, RL.2.4, RL.2.5, RL.2.6 RI.2.1, RI.2.2, RI.2.4, RI.2.6, RI.2.8</p>	<p><b>Foundational Skills</b> RF.1.3 (b), RF.1.4</p>
	<p><b>Line of Inquiry</b> How does where we live affect how we live?</p>	<p><b>Unit Vocabulary</b> culture, lifestyle, populate (population), region, tradition</p>	<p><b>Writing</b> W.2.1, W.2.2, <b>W.2.7</b></p>	<p><b>Speaking and Listening</b> SL.2.1, SL.2.2, SL.2.4, SL.2.5, SL.2.6</p> <p><b>Language</b> L.2.4, <b>L.2.6</b></p>
<p><b>Summative Assessment</b> Students will write a “Question &amp; Answer” article describing interviews with two imaginary children – one who immigrated from Canada to Mexico, and one who immigrated from Mexico to Canada. They will name and describe the specific regions of each country they moved to and from, and ask and answer questions about their experiences.</p>				

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