

### Philosophy:

We believe in a balanced literacy program with a developmentally appropriate scope and sequence that values student choice and enables them to think critically about texts and the world around them. This approach integrates technology and is built on a strong foundation in the areas of phonemic awareness, phonics, vocabulary, comprehension and fluency.

### Core Resource:

**Units of Study Reading, Phonics, and Writing**  
**Fountas and Pinnel Guided Reading**

### Course Essential Standards

1. I can use appropriate capitalization and punctuation in my writing. **L.2.2**
2. I can use phonics skills to decode words. **RF.2.3**
3. I can demonstrate understanding of sounds within words and apply spelling patterns. **RL.2.4**
4. I can read accurately and fluently at grade level. **RF.2.4**
5. I can identify the main idea. **RI.2.2**
6. I can identify and use nonfiction text features. **RI.2.5**
7. I can use reading comprehension strategies. **RL.2.10**
8. I can identify story elements. **RL.2.7**
9. I can participate in discussions and share ideas. **SL.2.1**
10. I can write an opinion piece that introduces a topic, opinions, and has a conclusion. **W.2.1**
11. I can write an informative piece that introduces a topic, facts, and has a conclusion. **W.2.2**
12. I can write a narrative piece that includes an introduction, sequence of events, and a conclusion. **W.2.3**

**Scope and Sequence - Reading**

Unit: Second-Grade Reading Growth Spurt		
Lessons	Instructional Topics	Standards
<b>Bend 1:</b> Taking Charge of Reading	<ol style="list-style-type: none"> <li>1. Readers Choose <i>How</i> to Read</li> <li>2. Second-Grade Readers Take a Sneak Peak to Decide How a Book <i>Wants</i> to Be Read</li> <li>3. Readers Get Stronger by Reading a Lot!</li> <li>4. Readers Read in Longer Phases, Scooping Up Snap Words</li> <li>5. Keeping Tabs on Comprehension</li> <li>6. Second-Graders Can Mark Their Thinking with a Post-it</li> </ol>	<ol style="list-style-type: none"> <li>1. RL.2.1, RL.2.4, RL.2.6, RL.2.10, RF.2.4, RL.2.5, RF.2.3, RF.2.4,</li> </ol>
<b>Bend 2:</b> Working Hard to Solve Tricky Words	<ol style="list-style-type: none"> <li>1. Second-Grade Readers Roll Up Their Sleeves to Figure Out Tricky Words, Drawing on <i>Everything</i> They Know</li> <li>2. Readers Use More Than One Strategy at a Time: Figuring Out What Makes Sense and Checking the First Letters</li> <li>3. Some Beginnings and Endings Can Be Read in a Snap!</li> <li>4. Don't Forget the Middle! Readers Are Flexible When They Encounter Vowel Teams in Tricky Words</li> <li>5. Readers Have Strategies for Figuring Out Brand-New Words, Too</li> <li>6. Readers Check Themselves and Their Reading</li> </ol>	<ol style="list-style-type: none"> <li>1. RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.7, RF.2.3, RF.2.4, RL.2.10</li> </ol>
<b>Bend 3:</b> Paying Close Attention to Authors	<ol style="list-style-type: none"> <li>1. Authors Have Intentions</li> <li>2. Readers Don't Just <i>Notice</i> Craft Moves - They <i>Try</i> Them!</li> <li>3. Readers Think about How the Whole Book Clicks Together, Noticing Masterful Writing</li> <li>4. Readers Think, "What Does the Author Want to Teach Me?"</li> <li>5. Celebrate How Much Readers Have Grown!</li> </ol>	<ol style="list-style-type: none"> <li>1. RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.10, RF.2.4</li> </ol>
Unit: Bigger Books Mean Amping Up Reading Power		
Lessons	Instructional Topics	Standards
<b>Bend 1:</b> Reading With Fluency	<ol style="list-style-type: none"> <li>1. Rehearsing Reading Voices</li> <li>2. Scooping Up Words into Phrases</li> <li>3. Noticing Dialogue Tags</li> <li>4. Using Meaning to Read Fluently</li> <li>5. Reading at a Just-Right Pace</li> </ol>	<ol style="list-style-type: none"> <li>1. RL.2.1, RL.2.2, RL.2.3, RL.2.6, RL.2.7, RL.2.10, RF.2.3, RF.2.4</li> </ol>

<b>Bend 2:</b> Understanding Literacy Language	<ol style="list-style-type: none"> <li>1. Recognizing Literary Language</li> <li>2. Understanding Comparisons</li> <li>3. Noticing When Authors Play with Words</li> <li>4. Reading as a Writer- Focusing on Special Language</li> </ol>	<ol style="list-style-type: none"> <li>1. RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.6, RL.2.7, RL.2.10, RF.2.4</li> </ol>
<b>Bend 3:</b> Meeting the Challenges of Longer Books	<ol style="list-style-type: none"> <li>1. Setting Up Routines for Same-Book Partners</li> <li>2. Holding On to Stories Even When Books Are Long</li> <li>3. Staying on Track When Books Get Tricky</li> <li>4. Using Writing to Solve Reading Problems</li> </ol>	<ol style="list-style-type: none"> <li>1. RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.10</li> </ol>
<b>Bend 4:</b> Tackling Goals in the Company of Others	<ol style="list-style-type: none"> <li>1. Self-Assessing and Setting Goals</li> <li>2. Organizing Goal Clubs</li> <li>3. Giving Feedback to Group Members</li> <li>4. Celebration</li> </ol>	<ol style="list-style-type: none"> <li>1. RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.10, RF.2.4, RF.2.4</li> </ol>
<b>Unit: Series Book Clubs</b>		
<b>Lessons</b>	<b>Instructional Topics</b>	<b>Standards</b>
<b>Bend 1:</b> Becoming Experts on Characters	<ol style="list-style-type: none"> <li>1. Series Book Readers Collect Information about the Main Characters</li> <li>2. Series Book Readers Pay Attention to How Characters Respond to Problems</li> <li>3. Series Book Readers Notice Similarities in Their Characters across a Series</li> <li>4. Series Book Readers Grow to Understand the Characters</li> <li>5. Series Book Readers Use What They Know about the Characters to Predict</li> <li>6. Series Book Readers Learn about Characters from Their Relationships with Other Characters</li> </ol>	<ol style="list-style-type: none"> <li>1. RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.6, RL.2.7, RL.2.10, RF.2.4</li> </ol>
<b>Bend 2:</b> Becoming Experts on Author's Craft	<ol style="list-style-type: none"> <li>1. Authors Paint Pictures with Words</li> <li>2. Authors Use Precise Words</li> <li>3. Authors Use Literary Language to Make the Ordinary Extraordinary</li> <li>4. Authors Think about How Whole Stories - and Series - Will Go</li> <li>5. Authors Have Ways to Bring Stories to Life</li> <li>6. Authors Plan Their Story Endings</li> </ol>	<ol style="list-style-type: none"> <li>1. RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.10</li> </ol>
<b>Bend 3:</b> Sharing Opinions with the World	<ol style="list-style-type: none"> <li>1. When Readers Love a Series, They Can't Keep It to Themselves</li> </ol>	<ol style="list-style-type: none"> <li>1. RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.10</li> </ol>

	<ol style="list-style-type: none"><li>2. Planning the Very Best Way to Share a Book</li><li>3. Readers Share Books They Love with Friends: A Book Swap</li><li>4. Sharing Opinions by Debating</li><li>5. Celebration: Supporting Reasons with Examples to Strengthen Debate Work</li></ol>	
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## Scope and Sequence - Writing

Unit: Lessons From the Masters: Improving Narrative Writing		
Lessons	Instructional Topics	Standards
<b>Bend 1:</b> Studying the Masters for Inspiration and Ideas	<ol style="list-style-type: none"> <li>1. Discovering Small Moments That Matter: Generating Ideas for Writing</li> <li>2. Capturing Story Ideas: Tiny Topics Notepads</li> <li>3. Stretching Out Small Moments</li> <li>4. Writing with Detail: Magnifying a Small Moment</li> <li>5. Revising with the Masters: Crafting Powerful Endings</li> <li>6. Rereading Like Detectives: Making Sure Writing Makes Sense and Sounds Right</li> <li>7. Working Hard: Setting Goals and Making Plans for Writing Time</li> </ol>	1. W.2.3, W.2.8, W.2.10, W.2.5
<b>Bend 2:</b> Noticing Author's Craft: Studying Imagery, Tension, and Literary Language in <i>Owl Moon</i>	<ol style="list-style-type: none"> <li>1. Revising with Intent</li> <li>2. Close Reading: Learning Writing Moves from a Text</li> <li>3. Learning to Write in Powerful Ways: Trying Out Craft Moves Learned from Mentor Authors</li> <li>4. Learning to Write in Powerful Ways: Trying Out a Second Craft Move</li> <li>5. Emulating Authors in Ways that Matter: Revising in Meaningful Ways</li> <li>6. Mining Mentor Texts for Word Choice: Studying and Revising for Precise and Specific Language</li> <li>7. Rereading and Quick Editing: Preparing for a Mini-Celebration</li> </ol>	1. W.2.3, W.2.5, W.2.7, W.2.8
<b>Bend 3:</b> Study Your Own Authors	<ol style="list-style-type: none"> <li>1. Learning Craft Moves from Any Mentor Text</li> <li>2. Being Bold: Trying New Craft Moves</li> <li>3. Writers Can Help Each Other: Partners Offer Feedback</li> <li>4. Editing and Preparing for Publication</li> <li>5. A Celebration</li> </ol>	1. W.2.3, W.2.7, W.2.8, W.2.5
Unit: Lab Reports and Science Books		
Lessons	Instructional Topics	Standards
<b>Bend 1:</b> Writing as Scientists Do	<ol style="list-style-type: none"> <li>1. Learning to Write about Science</li> <li>2. Studying a Mentor Text: Procedural Writing</li> <li>3. New Wonderings, New</li> </ol>	1. W.2.2, W.2.5, W.2.7, W.2.8, W.2.6

	<p>Experiments</p> <ol style="list-style-type: none"> <li>4. Authors Share Scientific Ideas/Conclusions</li> <li>5. Scientists Learn from Other Sources as Well as from Experiments</li> <li>6. Student Self-Assessment and Plans</li> </ol>	
<b>Bend 2:</b> Writing to Teach Others about Our Discoveries	<ol style="list-style-type: none"> <li>1. Remember All You Know about Science and Scientific Writing for New Experiments</li> <li>2. Studying a Mentor Text: The “Results” Page</li> <li>3. Comparing Results and Reading More Expert Materials to Consider New Questions</li> <li>4. Designing and Writing a New Experiment</li> <li>5. Editing: Domain-Specific Language</li> </ol>	1. W.2.2, W.2.7, W.2.5, W.2.8
<b>Bend 3:</b> Writing about Forces and Motion in Information Books	<ol style="list-style-type: none"> <li>1. Drawing on All We Know to Rehearse and Plan Information Books</li> <li>2. Tapping Information Know-How for Drafting</li> <li>3. Studying Mentor Texts: Integrating Scientific Information</li> <li>4. Using Comparisons to Teach Readers</li> <li>5. Showing Hidden Worlds with Science Writing</li> <li>6. Introductions and Conclusions: Addressing an Audience</li> <li>7. Editing: Aligning Expectations to the Common Core</li> <li>8. Celebration: Writing and Science Exhibition</li> </ol>	1. W.2.2, W.2.5, W.2.6, W.2.8
<b>Unit: Writing About Reading</b>		
<b>Lessons</b>	<b>Instructional Topics</b>	<b>Standards</b>
<b>Bend 1:</b> Letter Writing: A Glorious Tradition	<ol style="list-style-type: none"> <li>1. Writing Letters to Share Ideas about Characters</li> <li>2. Getting Energy for Writing by Talking</li> <li>3. Writers Generate More Letters: Developing New Opinions by Looking for Pictures</li> <li>4. Writers make Their Letters about Books Even Better by Retelling Important Parts</li> <li>5. Keeping Audience in Mind</li> <li>6. Using a Checklist to Set Goals for Ourselves as Writers</li> </ol>	1. W.2.1, W.2.5

<b>Bend 2:</b> Raising the Level of Our Letter Writing	<ol style="list-style-type: none"> <li>1. Writing about More than One Part of a Book</li> <li>2. Reading Closely to Generate More Writing</li> <li>3. Gathering More Evidence to Support Each of Our Opinions</li> <li>4. Why Is the Author Using a Capital Here?</li> <li>5. Publishing Our Opinions for All to Read</li> </ol>	<ol style="list-style-type: none"> <li>1. W.2.1, W.2.5, W.2.6</li> </ol>
<b>Bend 3:</b> Writing Nominations and Awarding Favorite Books	<ol style="list-style-type: none"> <li>1. And the Nominees Are...</li> <li>2. Prove It! Adding Quotes to Support Opinions</li> <li>3. Good.Better.Best.</li> <li>4. Giving Readers Signposts and Rest Stops</li> <li>5. Writing Introductions and Conclusions to Captivate</li> <li>6. Using a Checklist to Set Writerly Goals</li> <li>7. Keeping the Elaboration Going</li> <li>8. Awarding Our Favorites: A Book Fair Celebration</li> </ol>	<ol style="list-style-type: none"> <li>1. W.2.1, W.2.5, W.2.7, W.2.8, W.2.6</li> </ol>
<b>Unit:Poetry: Big Thoughts in Small Packages</b>		
<b>Lessons</b>	<b>Instructional Topics</b>	<b>Standards</b>
<b>Bend 1:</b> Seeing with Poets' Eyes	<ol style="list-style-type: none"> <li>1. Seeing with Poets' Eyes</li> <li>2. Listening for Line Breaks</li> <li>3. Putting Powerful Thoughts in Tiny Packages</li> <li>4. Poets Find Poems in the Strong Feelings and Concrete Details of Life</li> <li>5. Editing Poetry</li> </ol>	<ol style="list-style-type: none"> <li>1. W.2.5, W.2.8, W.2.3</li> </ol>
<b>Bend 2:</b> Delving Deeper: Experimenting with Language and Sound to Create Meaning	<ol style="list-style-type: none"> <li>1. Searching for Honest, Precise Words: Language Matters</li> <li>2. Patterning Through Repetition</li> <li>3. Poems Are Moody</li> <li>4. Using Comparisons to Clarify Feelings and Ideas</li> <li>5. Stretching Out a Comparison</li> </ol>	<ol style="list-style-type: none"> <li>1. W.2.3, W.2.5</li> </ol>
<b>Bend 3:</b> Trying Structions on for Size	<ol style="list-style-type: none"> <li>1. Studying Structure</li> <li>2. Close Reading of a Mentor Text</li> <li>3. Matching Structures to Feeling</li> <li>4. Playing with Point of View</li> <li>5. Revising Poems: Replacing Feeling Words with Word Pictures</li> <li>6. Editing Poems: Reading Aloud to Find Trouble Spots</li> <li>7. Presenting Poems to the World: An Author's Celebration</li> </ol>	<ol style="list-style-type: none"> <li>1. W.2.5, W.2.6, W.2.3</li> </ol>

## Scope and Sequence - Phonics

Unit: Growing into Second-Grade Phonics		
Lessons	Instructional Topics	Standards
<b>Bend 1:</b> Professors of Phonics	<ol style="list-style-type: none"> <li>1. Second-Graders Become Professors of Phonics</li> <li>2. Revisiting Silent <i>E</i></li> <li>3. Learning Long Vowels and Vowel Teams from Reading Literature</li> <li>4. Introducing the “My Snap Words Book”</li> <li>5. <i>R</i>-Controlled Vowels</li> <li>6. Practicing All of the Spelling Patterns for the  er  Sound</li> <li>7. A Celebration and a Recap of All We’ve Learned</li> </ol>	
<b>Bend 2:</b> Becoming Second-Graders Means Doing Second-Grade Work	<ol style="list-style-type: none"> <li>1. Second-Graders Are More Careful Spellers, Especially with Troublemaker Words</li> <li>2. Second-Graders Don’t Wait to Punctuate</li> <li>3. How Do Second-Graders Use Capitals?</li> <li>4. Exploring Homophones: Second-Graders Get In on the Joke</li> <li>5. Second-Graders Tackle Important Homophones that Are Troublemakers</li> <li>6. Sharing Help for Troublemaker Words</li> </ol>	
<b>Bend 3:</b> Reading and Writing Words by Analogy Using Patterns and Rhymes	<ol style="list-style-type: none"> <li>1. Spelling by Pattern</li> <li>2. Learning Everything You Need to Know about Phonics from Rhyming Books</li> <li>3. Looking and Listening for Rhymes - Noticing When Spelling Doesn’t Match</li> <li>4. Using Rhyming Patterns to Read Smoothly</li> <li>5. Writing Silly Rhyme Books</li> <li>6. A Celebration of Rhymes: Second-Grade “Poets for Hire” Create Poems for Kindergartners</li> </ol>	
Unit: Big Words Take Big Resolve: Tackling Multisyllabic Words		
Lessons	Instructional Topics	Standards
<b>Bend 1:</b> Moving Methodically across Multisyllabic Words from Tip to Tail	<ol style="list-style-type: none"> <li>1. Tackling Challenges</li> <li>2. Solving Challenging Words Methodically, Part by Part</li> </ol>	



	<ol style="list-style-type: none"> <li>3. Breaking Words into Parts between Two Consonants in the Middle</li> <li>4. When Double Consonants Signal a Short-Vowel Sound</li> <li>5. Breaking Up Challenging Words with Consonant <i>le</i></li> <li>6. Tackling Challenging Words Carefully, Slowly, Methodically</li> </ol>	
<b>Bend 2:</b> Camouflaged Consonants across Words	<ol style="list-style-type: none"> <li>1. Hiding in Plain Sight: The Silent Consonant</li> <li>2. The Hard and Soft Sounds of <i>C</i> and <i>G</i></li> <li>3. Soft <i>C</i> and <i>G</i> with Silent <i>E</i> at the End of Words</li> <li>4. Writing Words Ending in <i>ge</i></li> <li>5. The Master of Disguise: The Sounds and Silence of <i>gh</i></li> <li>6. Celebration: Going on a Consonant Safari</li> </ol>	
<b>Bend 3:</b> Tails: Spelling Words with Endings	<ol style="list-style-type: none"> <li>1. Adding <i>-ing</i> and <i>-ed</i> to Words Ending with Silent <i>E</i></li> <li>2. Doubling Consonants before Adding Endings</li> <li>3. Making Words Plural with <i>-s</i> or <i>-es</i></li> <li>4. Changing <i>Y</i> to <i>I</i> before Adding <i>-es</i> or <i>-ed</i></li> <li>5. The Commotion Around <i>-tion</i></li> <li>6. Celebration: Using Our Phonics Knowledge to Make a Difference</li> </ol>	
<b>Unit: Word Builders: Construction, Demolition, and Vowel Power</b>		
<b>Lessons</b>	<b>Instructional Topics</b>	<b>Standards</b>
<b>Bend 1:</b> Becoming Word Builders: Writing Big Words	<ol style="list-style-type: none"> <li>1. Word Builders Wanted: Building Words with the Biggest Parts You Know</li> <li>2. Building Bigger, Longer, More Complex Words, Syllable by Syllable</li> <li>3. Checking for Vowels in Every Syllable</li> <li>4. Using Analogy to Spell Big Words Accurately</li> <li>5. Using Spelling Strategies to Check and Fix Up Really Important Words</li> <li>6. Learning to Spell the Words You Love</li> </ol>	
<b>Bend 2:</b> Becoming Vowel Experts: Using Long-Vowel Patterns to Build Big Words	<ol style="list-style-type: none"> <li>1. What Looks Right? Developing a Visual Checking Sense</li> </ol>	

	<ol style="list-style-type: none"> <li>2. Discovering and Sorting Ways to Spell Words with a Long <i>A</i></li> <li>3. Listen for Where You Hear the Vowels: Deciding Which Long <i>A</i> Spelling to Use</li> <li>4. From Little Words to Big Words: Building Words with the Long <i>E</i> Sound</li> <li>5. Using Long <i>I</i> Spelling Patterns to Spell More and More Words: Interactive Editing</li> <li>6. Adding Inflected Endings to Words with Long Vowels: Reviewing Words with Long <i>A</i>, <i>E</i>, and <i>I</i></li> <li>7. Studying and Sorting Long <i>O</i> Spellings to Help You Write Big Words</li> <li>8. Listening for Long <i>U</i> Spelling Patterns in Words You Know to Spell New Words</li> </ol>	
<b>Bend 3: Becoming Experts in Word Demolition: Using Vowels to Help Decode Big Words</b>	<ol style="list-style-type: none"> <li>1. Word Demolition: Watching Out for Vowel Patterns</li> <li>2. Keeping Vowel Teams Together When Decoding Words</li> <li>3. Reading Like a Pirate: Staying on the Lookout for <i>R</i>-Controlled Vowels</li> <li>4. Getting to Know the Word Part <i>-ture</i> to Help Read and Write Complex Words</li> <li>5. Trying Schwa, “The Frustrated Sound” to Solve Tricky Words</li> <li>6. Let’s Celebrate! Making Commercials for the BLC Construction and Demolition Company!</li> </ol>	
<b>Unit: Word Collectors</b>		
<b>Lessons</b>	<b>Instructional Topics</b>	<b>Standards</b>
<b>Bend 1: Fostering Word Consciousness</b>	<ol style="list-style-type: none"> <li>1. Becoming Word Collectors</li> <li>2. Collecting Words from Books, Using Context Clues to Discern Meaning</li> <li>3. Learning Words Requires Doing Things with Those Words: Drawing, Enacting, Using</li> <li>4. Sorting and Organizing Word Collections</li> <li>5. Creating Word Thermometers</li> <li>6. Sharing Our Word Collections with the World: Word Explosions!</li> </ol>	

<p><b>Bend 2:</b> Growing Our Word Collections with Compound Words</p>	<ol style="list-style-type: none"> <li>1. Learning Compound Words - ad the Words that Constitute Them</li> <li>2. Using Compound Words to Make New Words</li> <li>3. Learning a New Set of Compound Words - With More Independence</li> <li>4. Making More and <i>More</i> Words</li> <li>5. Common Compound Words</li> <li>6. Compound Creations</li> </ol>	
<p><b>Bend 3:</b> Growing Our Word Collections with Affixes</p>	<ol style="list-style-type: none"> <li>1. Prefixes Change Meanings of Words</li> <li>2. Learning New Prefixes: <i>pre-</i>, <i>re-</i>, and <i>in-</i></li> <li>3. Checking the Meaning of Words Using the Words around Them</li> <li>4. Noticing When Letter Combinations Act as a Prefix <i>and</i> When They Don't</li> <li>5. Investigating How Suffixes Affect the Meaning of Words</li> <li>6. Learning New Suffixes: <i>-ful</i> and <i>-less</i></li> <li>7. Using Our Word Collections as We Write</li> </ol>	