

Being a Reader Second Edition Scope and Sequence Grade 2

	Unit 1: The Classroom Community Fiction and Nonfiction			Unit 2: Focus on Making Connections Fiction				Unit 3: Focus on Visualizing Nonfiction, Poetry, Fiction		
	Week 1	Week 2	Week 3	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3
Texts	<ul style="list-style-type: none"> McDuff Moves In Sometimes I Feel Like a Fox There's an Ant in Anthony 	<ul style="list-style-type: none"> Sheila Rae, the Brave 	<ul style="list-style-type: none"> Girl Wonder: A Baseball Story in Nine Innings 	<ul style="list-style-type: none"> Jamaica Tag-Along 	<ul style="list-style-type: none"> The Invisible Boy 	<ul style="list-style-type: none"> The Three Little Pigs 	<ul style="list-style-type: none"> The Three Little Wolves and the Big Bad Pig 	<ul style="list-style-type: none"> The Things That I Love About Trees 	<ul style="list-style-type: none"> "Bees, Bothered by Bold Bears, Behave Badly" "Raccoon" 	<ul style="list-style-type: none"> Amy's Light
Purpose	<p>The focus of this unit is to build the classroom community and create a caring environment conducive to learning. In Reading, the students share their reading lives and develop an enjoyment of reading. They discuss texts and informally explore making text-to-self connections. In Word Study, the students review long and short vowel sounds and the spellings of the sounds for long a and long o. They are also introduced to word sorts. In Vocabulary, which begins in Week 3, the students learn four words from the week's text and discuss synonyms. In Independent work, they learn procedures for independent work rotations and build stamina for working independently. Socially, the students learn how to work and participate responsibly as they carry out the procedures of the classroom community. The skills and procedures the students learn during this unit will help them become independent learners who can persevere, solve problems, and think independently.</p>			<p>In Reading, the students are formally introduced to the strategy of making connections (text-to-self and text-to-text) by exploring character, a story's message, and the structure of folktales. The students begin Individualized Daily Reading (IDR), where they read independently, self-monitor for comprehension, share their reading, and confer with the teacher about their reading lives. In Vocabulary, the students review previously learned words and learn four new words from each week's text. They are introduced to shades of meaning, words with multiple meanings, compound words, the prefix im-, and antonyms. In Word Study, the students review spellings of long, complex, and r-controlled vowels. They also learn the procedure for guided spelling. In Independent Work, they learn procedures for independent work rotations and build stamina for working independently. Socially, the students continue to learn how to work and participate responsibly in the classroom community and learn skills that will help them communicate with others.</p>				<p>In Reading, the students visualize to enjoy and understand texts. As they visualize, they informally use schema, make inferences, and discuss sensory details. They also explore alliteration and beat in poems. During IDR, the students make connections and visualize. They also begin to confer with the teacher about their books. In Vocabulary, the students review previously learned words and learn new words from each week's texts. They are introduced to the suffixes -ion and -ly, and the prefix mis-. The students review compound words, antonyms, words with multiple meanings, and shades of meaning. In Word Study, the students review and sort words with the vowel sounds /oi/ and /aw/. They discuss base words and read and spell words with the inflectional endings -ing and -ed. Socially, the students build communication skills by taking turns talking and listening and sharing their partners' thinking with the class. Being responsible for sharing one another's thinking encourages the students to actively listen and ask for clarification, when needed. They continue to act considerately and reflect on their own behavior.</p>		
Whole-Class Instruction: Reading, Vocabulary, Word Study, and Independent Work										
Reading	<p>Students will:</p> <ul style="list-style-type: none"> Listen to and discuss stories Discuss a character's feelings Make text-to-self connections 	<p>Students will:</p> <ul style="list-style-type: none"> Listen to and discuss a story Discuss characters' feelings Make text-to-self connections Echo read part of the story and read with expression 	<p>Students will:</p> <ul style="list-style-type: none"> Listen to and discuss a story Make text-to-self connections Make and discuss predictions Identify the main events and retell the story Discuss the organization of the story 	<p>Students will:</p> <ul style="list-style-type: none"> Listen to and discuss a story Discuss characters' feelings Make text-to-self connections Learn procedures for Individualized Daily Reading (IDR) Practice choosing "just-right" books Read independently 	<p>Students will:</p> <ul style="list-style-type: none"> Listen to, retell, and discuss a story Discuss characters' feelings Refer to the story to support thinking Explore illustration Make text-to-self connections Write about and draw connections Read independently and use a reading log 	<p>Students will:</p> <ul style="list-style-type: none"> Listen to, retell, and discuss a folktale Make and confirm predictions Discuss the folktale's message Make text-to-self connections Make and discuss predictions Learn a procedure for and practice self-monitoring Read independently and self-monitor 	<p>Students will:</p> <ul style="list-style-type: none"> Listen to and discuss a folktale Make and confirm predictions Discuss the folktale's message Make text-to-text connections Refer to the story to support thinking Read independently and make text-to-text connections 	<p>Students will:</p> <ul style="list-style-type: none"> Listen to, visualize, and discuss a nonfiction book Draw, share, and discuss mental images Learn the procedure for conferring about books Read independently and self-monitor and make connections 	<p>Students will:</p> <ul style="list-style-type: none"> Listen to, visualize, and discuss a poem Discuss alliteration Identify sensory details Discuss, draw, and share mental images Discuss beat in the poem Read independently and make text-to-self connections and visualize 	<p>Students will:</p> <ul style="list-style-type: none"> Listen to, visualize, retell, and discuss a story Draw, write about, share, and discuss mental images Read independently and visualize Fill out reading logs and share entries
Vocabulary	Begins in Week 3	Begins in Week 3	<p>Students will:</p> <ul style="list-style-type: none"> Learn and use the words hurl, pester, guarantee, and glare Discuss synonyms 	<p>Students will:</p> <ul style="list-style-type: none"> Learn and use the words eavesdrop, accompany, recreation, and content Discuss shades of meaning 	<p>Students will:</p> <ul style="list-style-type: none"> Learn and use the words notice, exclude, introduce, and present Discuss words with multiple meanings 	<p>Students will:</p> <ul style="list-style-type: none"> Draw and write vocabulary words Learn and use the words gobble, impolite, dash, and approach Discuss the prefix im- Review shades of meaning 	<p>Students will:</p> <ul style="list-style-type: none"> Learn and use the words kindhearted, fragrant, usual, and unusual Discuss compound words Discuss antonyms 	<p>Students will:</p> <ul style="list-style-type: none"> Learn and use the words crumpled, swell, evergreen, and collection Review compound words Discuss the suffix -ion 	<p>Students will:</p> <ul style="list-style-type: none"> Draw and write about vocabulary words Learn and use the words behave, misbehave, racket, and discover Discuss the prefix mis- 	<p>Students will:</p> <ul style="list-style-type: none"> Learn and use the words innocence, giddy, flicker, and suddenly Discuss the suffix -ly Review words with multiple meanings and shades of meaning
Word Study	<p>Students will:</p> <ul style="list-style-type: none"> Learn the purpose of Word Study Listen to and discuss a story Learn and use the procedure for sorting words Review short and long vowel sounds Read and sort words with short and long vowel sounds 	<p>Students will:</p> <ul style="list-style-type: none"> Review spellings on the long a sound Read and sort words with long a spellings Learn the procedure for recording a sort 	<p>Students will:</p> <ul style="list-style-type: none"> Review spellings of the long o sound Read and sort words with long o spellings Discuss homophones Discuss the spelling ow Learn the procedure for sorting in pairs 	<p>Students will:</p> <ul style="list-style-type: none"> Review the spellings of the long i and u sounds Read words with long i and u sounds Read and sort words with long i spellings Discuss the spelling u_e as in flute Name word categories and learn about outliers 	<p>Students will:</p> <ul style="list-style-type: none"> Review spellings of the long e sound Read and sort words with long e spellings Learn a strategy for spelling homophones Learn to sort words by syllables Learn a strategy for reading words that end with y 	<p>Students will:</p> <ul style="list-style-type: none"> Read and sort words with r-controlled vowels spelled er, ir, ur, ar, and or Do "Build that Word" 	<p>Students will:</p> <ul style="list-style-type: none"> Review the spellings oo, ow, and ew Read and sort words with the sounds /oo/ and /ou/ Discuss a strategy for spelling homophones Learn about open sorting Learn the procedure for guided spelling Practice spelling words with r-controlled vowels Discuss writing and spelling 	<p>Students will:</p> <ul style="list-style-type: none"> Review spellings oi, oy and au, and aw Read words and sort words with the sounds /oi/ and /aw/ Review open sorting and determine categories and sort words into categories Spell words with the sounds /oo/ and /ou/ 	<p>Students will:</p> <ul style="list-style-type: none"> Review the inflectional ending -ing Discuss base words Learn a strategy for reading words with the ending -ing Read and sort words with the ending -ing 	<p>Students will:</p> <ul style="list-style-type: none"> Review the inflectional ending -ed Learn a strategy for reading words with the ending -ed Read and sort words with the ending -ed Spell words with the inflectional ending -ing

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Unit 1: The Classroom Community Fiction and Nonfiction			Unit 2: Focus on Making Connections Fiction				Unit 3: Focus on Visualizing Nonfiction, Poetry, Fiction			
Week 1	Week 2	Week 3	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	
Independent Work: Foundation Setting Lessons						Independent Work Rotations				
Independent Practice	Students will: <ul style="list-style-type: none"> Learn the purposes of independent work Learn procedures and build stamina for independent reading and writing Discuss and choose writing ideas Develop independent work habits 	Students will: <ul style="list-style-type: none"> Discuss and choose writing ideas Choose books for toolboxes Learn procedures for independent word work Build stamina for working independently Develop independent work habits 	Students will: <ul style="list-style-type: none"> Learn procedures for reading and exchanging books Write and share information Build stamina for independent work Develop independent work habits 	Students will: <ul style="list-style-type: none"> Learn procedures for working in and rotating between work areas Build stamina for working independently Develop independent work habits 	Students will: <ul style="list-style-type: none"> Engage in independent work rotations (reading, writing, and word work) 	Students will: <ul style="list-style-type: none"> Engage in independent work rotations (reading, writing, and word work) 	Students will: <ul style="list-style-type: none"> Engage in independent work rotations (reading, writing, and word work) 	Students will: <ul style="list-style-type: none"> Engage in independent work rotations (reading, writing, and word work) 	Students will: <ul style="list-style-type: none"> Engage in independent work rotations (reading, writing, and word work) 	
Social Skills Development	Students will: <ul style="list-style-type: none"> Learn and practice classroom procedures Work responsibly Listen respectfully Share thinking 	Students will: <ul style="list-style-type: none"> Learn "Turn to Your Partner" Listen carefully and respectfully Share thinking Take turns talking and listening Follow classroom procedures Handle materials responsibly 	Students will: <ul style="list-style-type: none"> Learn "Think, Pair, Share" Listen respectfully Share thinking Participate in partner work and class discussions Handle materials responsibly and share them fairly Work responsibly in pairs 	Students will: <ul style="list-style-type: none"> Explain and share thinking Act considerately Handle and share materials responsibly Listen respectfully Work responsibly 	Students will: <ul style="list-style-type: none"> Listen respectfully Share and explain thinking Reflect on behavior Handle and share materials responsibly Work responsibly in pairs 	Students will: <ul style="list-style-type: none"> Share and explain thinking Listen respectfully Handle materials responsibly Work responsibly 	Students will: <ul style="list-style-type: none"> Act in a caring way Listen respectfully Share thinking Reflect on behavior Handle and share materials responsibly Work responsibly 	Students will: <ul style="list-style-type: none"> Act considerately toward others Take turns talking and listening Listen respectfully Handle and share materials responsibly Listen respectfully Work responsibly Share thinking 	Students will: <ul style="list-style-type: none"> Listen respectfully Take turns talking and listening Share and explain thinking Handle and share materials responsibly Act considerately toward others Work responsibly Take responsibility for learning and behavior 	Students will: <ul style="list-style-type: none"> Act considerately toward others Share partners' thinking Take turns talking and listening Handle materials responsibly Listen respectfully
Small-Group Reading Instruction										
Comprehension, Phonics, Fluency, and Decoding		Begin assessing students for small-group reading placement	Continue assessing your students for small-group reading placement	Skills taught are based on the Small-Group Reading Set in which students are placed. See the "SGR Sets 1-12" tab.						

Being a Reader Second Edition Scope and Sequence Grade 2

Unit 4: Focus on Making Inferences			Unit 5: Focus on Wondering			Unit 6: Focus on Making Connections			
Fiction			Fiction and Nonfiction			Nonfiction			
Week 1	Week 2	Week 3	Week 1	Week 2	Week 3	Week 1	Week 2	Week 3	
Texts	<ul style="list-style-type: none"> Erandi's Braids 	<ul style="list-style-type: none"> Benji, the Bad Day, and Me AlphaOops! The Day Z Went First 	<ul style="list-style-type: none"> Chester's Way 	<ul style="list-style-type: none"> Across the Bay 	<ul style="list-style-type: none"> Ruby's Wish 	<ul style="list-style-type: none"> The Tale of Peter Rabbit Beatrix Potter 	<ul style="list-style-type: none"> The Doctor with an Eye for Eyes 	<ul style="list-style-type: none"> Farmer Will Allen and the Growing Table 	<ul style="list-style-type: none"> Spring After Spring
Purpose	<p>In Reading, the students make inferences by exploring characters in stories. They discuss a story's message and explore a story's setting and concluding action. During IDR, the students continue to self-monitor and use previously learned strategies to deepen their understanding and enjoyment of stories. They write about their IDR texts and make inferences about the characters in the texts they read independently. They also continue to confer with the teacher about the books they are reading. In Vocabulary, the students review previously learned words and learn four new words from each week's texts. They are introduced to using context to determine word meanings and the prefix pre-. They also review shades of meaning, antonyms, and synonyms. In Word Study, the students review previous instruction. They learn about alphabetizing and are introduced to a procedure for independent spelling practice. Socially, the students continue to work and participate responsibly in the classroom community. They also continue to develop their communication skills by learning discussion prompts to help them build on one another's thinking during discussions.</p>			<p>In Reading, the students use wondering to understand fiction and nonfiction stories. They continue to make inferences, discuss characters, explore messages in stories, and refer back to the texts to support their thinking. They also identify what they learn from nonfiction texts. During IDR, the students wonder about the books they read, and write about what they wonder. In Vocabulary, the students review previously learned words and learn four new words from each week's texts. They are introduced to the suffix -est and prefix dis- and to using a print dictionary. They also review the suffix -ly and synonyms and antonyms. In Word Study, the students learn about consonant-l-e syllables and the suffix -er. They also review the suffixes -est and -ly and base words. Socially, the students continue to work responsibly. They discuss and practice skills that help them articulate their ideas and explain their thinking. These skills help the students gain independence in their thinking and to be accepting of other people's ideas.</p>			<p>In Reading, the students make text-to-self, text-to-text, and text-to-world connections with nonfiction books as they engage in an across-grades study of communities. In grade 2, the students listen to and discuss biographies about individuals who impacted their communities and inspired change on a national scale. During IDR, the students read nonfiction books, share what they are reading, and practice making connections when reading on their own. In Vocabulary, the students review previously learned words and learn four new words from each week's texts. They are introduced to the suffix -ly, as well as words with multiple meanings. In Word Study, the students learn about the suffixes -or, -ist, -less, and -ful. They also discuss multiple meanings of the suffix -er and antonyms. Socially, the students develop the skill of contributing ideas that are different from other people's ideas. They continue to share ideas with one another during class discussions and work responsibly.</p>		
Whole-Class Instruction: Reading, Vocabulary, Word Study, and Independent Work									
Reading	<p>Students will:</p> <ul style="list-style-type: none"> Listen to and discuss a story Explore setting and the story's ending Make inferences and refer to the story to support thinking Read with attention to punctuation Think about and discuss main characters Read independently and self-monitor and make text-to-self connections 	<p>Students will:</p> <ul style="list-style-type: none"> Listen to and discuss a story Explore how characters' feelings change Make, discuss, and write about inferences Refer to the story to support thinking Read independently and discuss main characters and make inferences 	<p>Students will:</p> <ul style="list-style-type: none"> Listen to and discuss a story Make and confirm predictions Explore problem and solutions Make, discuss, and write about inferences Refer to the story to support thinking Discuss the story's message Read independently and think about problem and solution and make inferences Fill out reading log and share entries 	<p>Students will:</p> <ul style="list-style-type: none"> Listen to and discuss a story Wonder and make predictions about the story Discuss a main character Read independently and self-monitor, wonder, and make inferences Write about what is wondered Refer to texts to support thinking 	<p>Students will:</p> <ul style="list-style-type: none"> Listen to, discuss, and wonder about a story Write about what is wondered Discuss the story's message Make inferences Read independently and wonder Refer to texts to support thinking 	<p>Students will:</p> <ul style="list-style-type: none"> Listen to, discuss, and explore a story and nonfiction books Make inferences Wonder about the author and the story Identify what is learned about a topic Write about what is wondered Read independently and wonder Share reading log entries 	<p>Students will:</p> <ul style="list-style-type: none"> Listen to and discuss parts of a biography Make, write about, and share text-to-self connections Refer to IDR texts to support thinking 	<p>Students will:</p> <ul style="list-style-type: none"> Listen to and discuss a biography and make text-to-text connections Read independently and make text-to-self and text-to-text connections Write about and share connections Refer to IDR texts to support thinking 	<p>Students will:</p> <ul style="list-style-type: none"> Listen to and discuss a biography Make text-to-text and text-to-world connections Write about and share connections Read independently and make connections Refer to IDR texts to support thinking Fill out reading logs and share entries
Vocabulary	<p>Students will:</p> <ul style="list-style-type: none"> Learn and use the words prepare, grip, huddle, and gaze Use context to determine word meanings Review shades of meaning 	<p>Students will:</p> <ul style="list-style-type: none"> Draw and write about vocabulary words Learn and use the words necessary, optional, gush, and compassionate Review antonyms 	<p>Students will:</p> <ul style="list-style-type: none"> Determine categories and sort words into categories Learn and use the words precaution, rarely, duplicate, and disguise Discuss the prefix pre- Review synonyms and antonyms Review using context to determine word meanings 	<p>Students will:</p> <ul style="list-style-type: none"> Draw and write about vocabulary words Learn and use the words fetch, murmur, sturdiest, and lounge Discuss the suffix -est Use a print dictionary 	<p>Students will:</p> <ul style="list-style-type: none"> Learn and use the words shriek, praise, impressed, and accept Review synonyms 	<p>Students will:</p> <ul style="list-style-type: none"> Learn and use the words occasionally, encourage, disapprove, and approve Discuss the prefix dis- Review antonyms and the suffix -ly 	<p>Students will:</p> <ul style="list-style-type: none"> Learn and use the words clever, accomplish, plight, and specialist Discuss the suffix -ist 	<p>Students will:</p> <ul style="list-style-type: none"> Draw and write about vocabulary words Learn and use the words plentiful, droop, beneficial, and globally Review the suffix -ly 	<p>Students will:</p> <ul style="list-style-type: none"> Determine categories and sort words into categories Learn and use the words "chime in," chatter, environment, and precious Discuss idioms Review words with multiple meanings
Word Study	<p>Students will:</p> <ul style="list-style-type: none"> Review simple, complex, and r-controlled vowels, and inflectional endings Determine categories and sort words into categories 	<p>Students will:</p> <ul style="list-style-type: none"> Listen to and discuss a story Learn to alphabetize Review and spell words with the inflectional endings -ing and -ed 	<p>Students will:</p> <ul style="list-style-type: none"> Read words and put them in alphabetical order Learn the procedure for independent spelling practice 	<p>Students will:</p> <ul style="list-style-type: none"> Spell words from a previous sort Read and sort words with consonant-l-e syllables 	<p>Students will:</p> <ul style="list-style-type: none"> Review and spell words with consonant-l-e syllables Read, discuss, and sort words with the suffixes -er and -est Do "Build That Word" 	<p>Students will:</p> <ul style="list-style-type: none"> Review and spell words with the suffixes -er and -est Read and sort words with the suffixes -er, -est, and -ly 	<p>Students will:</p> <ul style="list-style-type: none"> Review and spell words with the suffix -ly Read words with suffixes -er, -or, and -ist Discuss multiple meanings of the suffix -er Read and sort words with the suffixes -er, -or, -ist, and -est 	<p>Students will:</p> <ul style="list-style-type: none"> Review and spell words with suffixes -er, -or, and -ist Read and sort words with the suffixes -less and -ful Discuss antonyms 	<p>Students will:</p> <ul style="list-style-type: none"> Review and spell words with consonant-l-e and the suffixes -er and -est Read and sort words with consonant-l-e and the suffixes -er, -est, -or, and -ly Read words with the suffix -ful and -less Learn about morphemic transformations

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Fiction			Fiction and Nonfiction			Nonfiction			
Week 1	Week 2	Week 3	Week 1	Week 2	Week 3	Week 1	Week 2	Week 3	
Independent Work Rotations									
Independent Practice	<p>Students will:</p> <ul style="list-style-type: none"> Engage in independent work rotations (reading, writing, and word work) 	<p>Students will:</p> <ul style="list-style-type: none"> Engage in independent work rotations (reading, writing, and word work) 	<p>Students will:</p> <ul style="list-style-type: none"> Engage in independent work rotations (reading, writing, and word work) 	<p>Students will:</p> <ul style="list-style-type: none"> Engage in independent work rotations (reading, writing, and word work) 	<p>Students will:</p> <ul style="list-style-type: none"> Engage in independent work rotations (reading, writing, and word work) 	<p>Students will:</p> <ul style="list-style-type: none"> Engage in independent work rotations (reading, writing, and word work) 	<p>Students will:</p> <ul style="list-style-type: none"> Engage in independent work rotations (reading, writing, and word work) 	<p>Students will:</p> <ul style="list-style-type: none"> Engage in independent work rotations (reading, writing, and word work) 	<p>Students will:</p> <ul style="list-style-type: none"> Engage in independent work rotations (reading, writing, and word work)
Social Skill Development	<p>Students will:</p> <ul style="list-style-type: none"> Share partners' thinking Handle and share materials responsibly Work responsibly in pairs Explain thinking Participate in partner work and class discussions 	<p>Students will:</p> <ul style="list-style-type: none"> Use discussion prompts Take turns talking and listening Share and explain thinking Listen respectfully Handle and share materials responsibly Work responsibly in pairs 	<p>Students will:</p> <ul style="list-style-type: none"> Use discussion prompts Take turns talking and listening respectfully Handle materials responsibly Share partners' thinking Work responsibly in pairs Take responsibility for learning and behavior 	<p>Students will:</p> <ul style="list-style-type: none"> Share ideas with one another Work responsibly in pairs Handle and share materials responsibly Take responsibility for learning and behavior 	<p>Students will:</p> <ul style="list-style-type: none"> Build on one another's thinking Share ideas with one another Handle and share materials responsibly Work responsibly in pairs Listen respectfully 	<p>Students will:</p> <ul style="list-style-type: none"> Work responsibly in pairs Share ideas with one another Share partners' thinking Listen respectfully Handle and share materials responsibly 	<p>Students will:</p> <ul style="list-style-type: none"> Share thinking and ideas with one another Listen respectfully Contribute different ideas Handle materials responsibly 	<p>Students will:</p> <ul style="list-style-type: none"> Contribute different ideas Share thinking and ideas with one another Handle materials responsibly Listen respectfully Work responsibly 	<p>Students will:</p> <ul style="list-style-type: none"> Contribute different ideas Share ideas with one another Handle and share materials responsibly Listen respectfully Work responsibly Reflect on classroom community
Small-Group Reading Instruction									
Comprehension, Phonics, Fluency, and Decoding	Skills taught are based on the Small-Group Reading Set in which students are placed. See the "SGR Sets 1-12" tab.								

Being a Reader Second Edition Scope and Sequence Grade 2

	Unit 7: Focus on Wondering Nonfiction			Unit 8: Focus on Using Text Features Nonfiction			Unit 9: Determining Important Ideas Nonfiction and Fiction				
	Week 1	Week 2	Week 3	Week 1	Week 2	Week 3	Week 1	Week 2	Week 3	Week 4	Week 5
Texts	• City Hawk: The Story of Pale Male	Life in a Coral Reef	• “Jungle Life” • How High in the Rainforest?	• Discover Mars • “What is Mars?”	• “Make a Balloon Rocket” • “What is a Rocket?” • “Blast Off!”	• Discover Mars	• “The Perils of Plastic” • “Coral Reefs at Risk” • “Meet Anna Du”	• “Zoos Are Good for Animals” • “Zoos Are Not Good for Animals”	• My Two Blankets • Erandi’s Braids	• Big Al	• The Manic Panic • Max’s Words
Purpose	In Reading, the students use wondering as they engage in an across-grades exploration of animal life. In grade 2, they learn about animal habitats and the animals that live in them. The students think about what they learn and wonder as they listen to and discuss nonfiction texts. They also visualize and informally explore text features to help them make sense of their own reading. During IDR, the students preview texts before reading and wonder about topics of nonfiction texts. In Vocabulary, the students review previously learned words and learn four new words from each week’s texts. They are introduced to the suffix -ation . They also review shades of meaning, the suffix -ly , compound words, words with multiple meanings, the suffix -ion , and idioms. In Word Study, the students review morphemic transformations and read and spell words with multiple suffixes. They learn about the prefixes un- and re- and discuss synonyms. They read, sort, and spell words with prefixes and suffixes. Socially, the students continue to work responsibly and share their partners’ thinking during class discussions.			In Reading, the students listen to and discuss expository nonfiction texts about Mars and rockets. They discuss what they learn from and wonder about the texts and use text features to locate information and build knowledge. The students are also introduced to digital text features and how to use them to navigate a website. During IDR, the students read expository texts and explore text features. In Vocabulary, the students review previously learned words and learn new words from two of the unit’s texts and two self-selected words from IDR texts. They review using print dictionaries and are introduced to online dictionaries. They also review shades of meaning, idioms, antonyms, and the prefix im- . In Word Study, the students spell words with the prefix re- , compound words, and other two-syllable words. They learn about open and closed syllables and dividing words into syllables, and read and sort polysyllabic words. Socially, the students think about what they can do to take responsibility for their learning and behavior during partner and class discussions. They continue to work responsibly and handle materials responsibly and share them fairly.			In Reading, the students identify important ideas and events in expository nonfiction and fiction texts. In the final week of the program, the students reflect on the strategies they have learned and how they have changed as readers. During IDR, the students think and write about important ideas or events in their independent reading, and share their reading lives. In Vocabulary, the students review previously learned words and learn four new words from each week’s texts. They review words with multiple meanings, the suffix -ist , the suffix -ation , idioms, and using context to determine word meanings. In Word Study, the students spell high-frequency words and contractions and learn about the schwa sound. They learn procedures for analyzing unknown words and use affixes and syllabication to read and understand polysyllabic words. Socially, the students apply the skills they have learned to help them take responsibility when working independently, in pairs, and as a class. They also reflect on their experiences with being part of a classroom community and continue to listen respectfully to others.				
Whole-Class Instruction: Reading, Vocabulary, Word Study, and Independent Work											
Reading	Students will: <ul style="list-style-type: none"> Listen to, discuss, and wonder about a nonfiction book Identify what is learned about a topic Read independently Write, discuss, and share “I wonder” statements Preview nonfiction texts Refer to IDR texts to support thinking 	Students will: <ul style="list-style-type: none"> Listen to, visualize, and discuss a nonfiction book Identify and discuss what is learned Write about and share what is learned and wondered Read independently and ask and answer questions about texts Preview nonfiction texts Refer to IDR texts to support thinking 	Students will: <ul style="list-style-type: none"> Listen to, discuss, and wonder about a nonfiction article and book Discuss, write about, and share information learned Read independently and ask and answer questions about texts Explore a website Refer to IDR texts to support thinking Fill out reading logs and share entries 	Students will: <ul style="list-style-type: none"> Listen to, discuss, and wonder about nonfiction texts Use text features Discuss information learned Discuss “I wonder” statements Compare and contrast two nonfiction texts Read independently and self-monitor and use text features Refer to IDR texts to support thinking 	Students will: <ul style="list-style-type: none"> Listen to and discuss a functional text and nonfiction articles Use text features and write about what is learned from text features Discuss the connections between a series of steps in a technical procedure Discuss information learned Compare and contrast two nonfiction texts Read independently and ask and use text features Refer to IDR text to support thinking 	Students will: <ul style="list-style-type: none"> Explore a website Use and discuss text features Read independently and use text features Write about and share research Fill out reading logs and share entries 	Students will: <ul style="list-style-type: none"> Listen to and discuss nonfiction articles Make and confirm predictions Identify important ideas and identify how reasons can support ideas Read independently and self-monitor, preview, wonder, and learn Refer to IDR texts to support thinking 	Students will: <ul style="list-style-type: none"> Listen to and discuss opinion articles Identify and write about important ideas Describe how reasons support specific points Compare two articles on a single topic Write about, share, and discuss opinions Read independently and determine important ideas Refer to IDR texts to support thinking 	Students will: <ul style="list-style-type: none"> Listen to and discuss a story and revisit a familiar story Make text-to-self connections and make inferences Identify important ideas and discuss the story’s message Read independently and determine important ideas Refer to IDR texts to support thinking 	Students will: <ul style="list-style-type: none"> Listen to and discuss a story Identify the problem and solution Discuss the story’s message and make inferences Write and share about and reflect on important ideas Read independently and determine important ideas Refer to IDR texts to support thinking 	Students will: <ul style="list-style-type: none"> Listen to and discuss a story and review comprehension strategies Make inferences and discuss the story’s message Discuss favorite kinds of texts Write about and share plans for summer reading Read independently and use comprehension strategies and revisit reading lives Discuss, write about, and reflect on contributions to the classroom community
Vocabulary	Students will: <ul style="list-style-type: none"> Draw and write about vocabulary words Learn and use the words glimpse, swoop, tirelessly, and observation Review shades of meaning and the suffix -ly Discuss the suffix -ation 	Students will: <ul style="list-style-type: none"> Learn and use the words stream, overflow, inflation, and camouflage Review words with multiple meanings Review compound words Review the suffix -ion 	Students will: <ul style="list-style-type: none"> Learn and use the words variety, shelter, “catch your eye,” and humid Review idioms 	Students will: <ul style="list-style-type: none"> Learn and use the words ancient, partially, average, and “blow your mind” Draw and write about vocabulary words Review using a print dictionary Review shades of meaning Review idioms 	Students will: <ul style="list-style-type: none"> Draw and write about vocabulary words Learn and use the words liquid, solid, possible, and impossible Review antonyms Review the prefix im- 	Students will: <ul style="list-style-type: none"> Determine categories and sort words into categories Learn and use the words evidence and lopsided Use an online dictionary 	Students will: <ul style="list-style-type: none"> Draw and write about vocabulary words Learn and use the words marine, brilliant, navigate, and finalist Review words with multiple meanings Review the suffix -ist 	Students will: <ul style="list-style-type: none"> Learn and use the words treat, provide, conservation, and appreciate Review using context to determine word meanings Review words with multiple meanings Review the suffix -ation 	Students will: <ul style="list-style-type: none"> Learn and use the words immigrate, befriend, persevere, and cold Review words with multiple meanings 	Students will: <ul style="list-style-type: none"> Learn and use the words “steer clear,” flop, delightful, and bulge Review idioms Review using content to determine word meanings 	Students will: <ul style="list-style-type: none"> Learn and use the words brimming, fling, whimper, and grumble
Word Study	Students will: <ul style="list-style-type: none"> Review and spell words with the suffixes -less and -ful Read words with multiple suffixes by syllable Learn a strategy for finding the meanings of unfamiliar words Review morphemic transformations Read words with one suffix and multiple suffixes 	Students will: <ul style="list-style-type: none"> Review suffixes and spell words with previously learned patterns Read words with the prefix un- Read and sort words with prefixes and suffixes Discuss synonyms 	Students will: <ul style="list-style-type: none"> Review and spell words with the prefix un- Read words with the prefix re- Read and sort words with prefixes and suffixes 	Students will: <ul style="list-style-type: none"> Review and spell words with the prefix re- Learn about and read open and closed syllables 	Students will: <ul style="list-style-type: none"> Review and spell compound words Divide words into syllables Read and sort two-syllable words Apply knowledge of syllables to reading longer words 	Students will: <ul style="list-style-type: none"> Review, spell, read, and sort two-syllable words Review open syllables Divide words before or after a single consonant 	Students will: <ul style="list-style-type: none"> Learn about the schwa Review and read the words with the suffixes -tion, -sion, and -ion 	Students will: <ul style="list-style-type: none"> Spell high-frequency words with irregularly spellings Read polysyllabic words 	Students will: <ul style="list-style-type: none"> Spell high-frequency words with irregular spellings Read and sort polysyllabic words 	Students will: <ul style="list-style-type: none"> Spell contractions Review prefixes and suffixes Read and sort words with multiple affixes 	Students will: <ul style="list-style-type: none"> Listen to and discuss a story and review words from the story Review and categorize Word Study words Apply learning to read polysyllabic words

Being a Reader Second Edition Scope and Sequence Grade 2

	Unit 7: Focus on Wondering Nonfiction			Unit 8: Focus on Using Text Features Nonfiction			Unit 9: Determining Important Ideas Nonfiction and Fiction				
	Week 1	Week 2	Week 3	Week 1	Week 2	Week 3	Week 1	Week 2	Week 3	Week 4	Week 5
Independent Work Rotations											
Independent Practice	Students will: • Engage in independent work rotations (reading, writing, and word work)	Students will: • Engage in independent work rotations (reading, writing, and word work)	Students will: • Engage in independent work rotations (reading, writing, and word work)	Students will: • Engage in independent work rotations (reading, writing, and word work)	Students will: • Engage in independent work rotations (reading, writing, and word work)	Students will: • Engage in independent work rotations (reading, writing, and word work)	Students will: • Engage in independent work rotations (reading, writing, and word work)	Students will: • Engage in independent work rotations (reading, writing, and word work)	Students will: • Engage in independent work rotations (reading, writing, and word work)	Students will: • Engage in independent work rotations (reading, writing, and word work)	Students will: • Engage in independent work rotations (reading, writing, and word work)
Social Skill Development	Students will: • Share partners' thinking • Listen carefully and respectfully • Handle materials responsibly • Work responsibly	Students will: • Share partners' thinking • Handle and share materials responsibly • Listen respectfully • Work responsibly	Students will: • Share partners' thinking • Work responsibly • Listen respectfully • Handle and share materials responsibly	Students will: • Share thinking • Listen respectfully • Handle materials responsibly • Work responsibly • Take responsibility for learning and behavior	Students will: • Share thinking • Listen respectfully • Handle materials responsibly • Work responsibly • Take responsibility for learning and behavior	Students will: • Share thinking • Listen respectfully • Handle and share materials responsibly • Work responsibly • Take responsibility for learning and behavior	Students will: • Share partner time in a fair way • Give reasons to support thinking • Listen respectfully • Share thinking • Work responsibly	Students will: • Share partner time in a fair way • Give reasons to support thinking • Work responsibly in pairs • Handle materials responsibly • Listen respectfully • Share thinking	Students will: • Share partner time in a fair way • Give reasons to support thinking • Work responsibly in pairs • Handle and share materials responsibly • Listen respectfully • Share thinking	Students will: • Share partner time in a fair way • Give reasons to support thinking • Handle and share materials responsibly • Listen respectfully • Share partners' thinking • Work responsibly	Students will: • Listen respectfully • Share thinking • Share partner time in a fair way • Give reasons to support thinking • Work responsibly • Reflect on behavior
Small-Group Reading Instruction											
Comprehension, Phonics, Fluency, and Decoding	Skills taught are based on the Small-Group Reading Set in which students are placed. See the "SGR Sets 1-12" tab.										

Being a Reader Second Edition, Small-Group Reading Sets 1–12 Scope and Sequence

Grade-Level Expectation: Kindergarten																		
Set 1									Set 2									
Purpose	The Set 1 lessons are designed for students in the first stages of understanding the alphabetic principle—that letters stand for sounds. Phonological awareness is developed through daily activities. Spelling-sounds and high-frequency words are introduced gradually. The students learn 4 short vowel spelling-sounds, 11 consonant spelling-sounds, and 16 high-frequency words. The books taught in the first two weeks use only high-frequency words, which allows the students to start reading real books immediately.								Set 2 readers understand the alphabetic principle and have mastered 4 short vowel spelling-sounds and 11 consonant spelling-sounds. Their high-frequency word vocabulary is expanding. In these lessons, phonological awareness is extended to blending onsets and rimes. Spelling-sound relationships include consonant digraphs. By the end of this set, the students will have learned all the consonant and vowel spelling-sounds. The books in this set include nonfiction titles about single topics, such as sled dogs and animal homes. The fiction stories continue to focus on single events. Readers at this level are likely to be reading slowly, word-by-word, which limits their comprehension. Questions that accompany each book focus the students' attention on making meaning from what they have read.									
Length	Week 1 (3 days)	Week 2 (3 days)	Week 3 (3 days)	Week 4 (3 days)	Week 5 (3 days)	Week 6 (3 days)	Week 7 (3 days)	Week 8 (3 days)	Week 1 (3 days)	Week 2 (3 days)	Week 3 (3 days)	Week 4 (3 days)	Week 5 (3 days)	Week 6 (3 days)	Week 7 (3 days)	Week 8 (3 days)		
Text	<i>We Can Read</i> Fiction	<i>We Can't See</i> Fiction	<i>Nan and Sam</i> Fiction	<i>It Can Sit!</i> Expository nonfiction <i>Nat the Rat</i> (Reteaching) Fiction	<i>Go Down, Fat Fish</i> Fiction	<i>Where Is My Hat?</i> Fiction <i>Can You See My Fish</i> (Reteaching) Fiction	<i>My Cat Dot</i> Fiction	<i>The Kick</i> Fiction <i>Kat and Rick Get a Rock</i> (Reteaching) Fiction	<i>Rub-a-Dub-Dub</i> Fiction	<i>Pat and Pam</i> Fiction <i>The Pet</i> (Reteaching) Fiction	<i>Gus</i> Fiction	<i>We Have Homes Wag</i> (Reteaching) Expository nonfiction	<i>Sled Dogs</i> Narrative nonfiction	<i>What Vets Do</i> Nonfiction <i>We Have Fish</i> (Reteaching) Fiction	<i>Fish for Max</i> Fiction	<i>On the Job</i> Nonfiction <i>A Bad Fox</i> (Reteaching) Fiction		
Phonological Awareness (Days 1–2)	Blending/segmenting: cvc words with <i>s, n, a</i>	Blending/segmenting: cvc words with <i>m, t, s, n, a</i>	Blending/segmenting: cvc words with <i>s, n, a, m, t, r, i</i>	Blending/segmenting: cvc words with <i>s, n, a, m, t, r, i, f</i>	Blending/segmenting: cvc words with <i>s, n, a, m, t, r, i, f, h, u</i>			Blending/segmenting: cvc words with <i>s, n, a, m, t, r, i, f, h, u, b</i>	Blending/segmenting: cvc words with <i>s, n, a, m, t, r, i, f, h, u, b, p</i>	Blending/segmenting: cvc words with <i>s, n, a, m, t, r, i, f, h, u, b, p, l, g</i>	Blending/segmenting: cvc words with <i>s, n, a, m, t, r, i, f, h, u, b, p, l, g, e, w</i>	Blending/identifying last sound			Blending/identifying middle sound			
Phonological Awareness (Day 3)	Identifying first sound					Identifying middle sound					Blending onsets and rimes: /at/	Blending onsets and rimes: /an/	Blending onsets and rimes: /it/	Blending onsets and rimes: /ot/ /og/	Blending onsets and rimes: /in/	Blending onsets and rimes: /et/	Blending onsets and rimes: /en/	Identifying middle sound
Spelling-Sounds	Consonant sounds: <i>s /s/, n /n/</i>	Consonant sounds: <i>m /m/, t /t/</i>	Short vowel sound: <i>a_ /ä/</i>	Consonant sound: <i>r /r/</i> Short vowel sound: <i>_ /i/</i>	Consonant sound: <i>f /f/</i>	Consonant sound: <i>h /h/</i> Short vowel sound: <i>u_ /ü/</i>	Consonant sound: <i>d /d/</i> Short vowel sound: <i>o_ /ö/</i>	Consonant sound: <i>c, ck, k /k/</i>	Consonant sound: <i>b /b/</i>	Consonant sound: <i>p /p/</i>	Consonant sounds: <i>l /l/, g /g/</i>	Short vowel sound: <i>e /ë/</i> Consonant sound:	Diagraph: <i>th /th/ /TH/</i> , Consonant sound: <i>y /y/</i>	Consonant sound: <i>v /v/</i> Diagraph: <i>sh /sh/</i>	Consonant sound: <i>x /ks/</i> Digraph: <i>ch, _tch /ch/</i>	Consonant sounds: <i>z /z/, j, dge /j/</i>		
High-Frequency Words	he, she	can't, isn't	to, get	no, yes	down, go	where, my	by, here	saw, they	was, little	put, what	do, like	have, home	said, of	her, his	some, come, out	say, says, so		
Guided Spelling	s, n	m, t	tan, and man, Sam, see Sam ran.	ram, rat, to in, it, get Nan sat.	fit, tan, yes in, fat, no The man fit.	hat, tan, down hut, fun, go Sam can hum.	fan, did, where mom, hot, my Dot had fun.	cat, had, by cap, dock, here Cam is sick.	bat, hit, saw big, cub, they Bud was sad.	fit, sack, was pick, map, little The pup hid.	lock, pup, what hug, lap, put Is Gus big?	hen, mud, do den, web, like I got wet.	path, big, have leg, yap, home See this yak.	fun, vet, said mash, van, of I like the vet.	six, box, her fox, chin, his He saw a fox.	zip, fun, come Liz, jog, out My job is fun.		
Comprehension	Reading meaningful text to develop a sense of themselves as	Beginning to understand the single event in the story and characters							Beginning to understand the single event in the story and characters			Beginning to make meaning from the single topic nonfiction text			Beginning to understand the single event in the story and characters	Beginning to making meaning from the single topic nonfiction text		
Foundational Skills Assessment	Entry point			Mastery Test 1		Group Assessment 1		Mastery Test 2	Entry point	Group Assessment 2		Mastery Test 3		Group Assessment 3		Mastery Test 4		

Being a Reader Second Edition, Small-Group Reading Sets 1–12 Scope and Sequence

	Meets or Exceeds Grade-Level Expectation for End-of-year Kindergarten Students								Grade-level Expectation: Grade 1							
	Set 3								Set 4							
Purpose	Set 3 readers have mastered short vowels and single consonants. They are comfortable reading consonant-vowel-consonant (CVC) words, although they may read slowly, word by word. Their increasing facility with one-syllable and high-frequency words allows them to attend more to the content of what they are reading. Set 3 lessons introduce consonant blends and inflectional endings. By the end of the set, the students may begin to read more smoothly by grouping words together. Nonfiction books in this set include information about single topics, such as skunks and making jam. The plots of fiction stories are more complex than those in previous sets. Comprehension questions begin to informally address topics taught in depth in later sets, such as using illustrations to confirm what one reads, identifying characters' feelings and how they change, and making inferences.								Set 4 readers have mastered consonant-vowel-consonant (CVC) words and are ready for final e spellings and vowel digraphs. At this point in their development, the students must go beyond simply sounding out words from left to right. They must now look at all parts of a word to read it, and it may take some time to develop this habit. Because of the more challenging decoding, they may continue to read slowly. However, some students may be developing fluency in reading by phrases, rather than word by word. Set 4 lessons introduce final e spellings with and without inflectional endings, the vowel digraphs ee and ea, and the r-controlled vowels. The more complex plots of fiction stories require the students to make inferences. Comprehension questions continue to informally address topics taught in depth in later sets, such as using illustrations to confirm what one reads, and identifying characters' feelings and how they change.							
Length	Week 1 (3 days)	Week 2 (3 days)	Week 3 (3 days)	Week 4 (3 days)	Week 5 (3 days)	Week 6 (3 days)	Week 7 (3 days)	Week 8 (3 days)	Week 1 (3 days)	Week 2 (3 days)	Week 3 (3 days)	Week 4 (3 days)	Week 5 (3 days)	Week 6 (3 days)	Week 7 (3 days)	Week 8 (3 days)
Text	<i>Buzz, Hum, Tap, Whap, Whiz, Ding-a-ling</i> Nonfiction	<i>The Good Little Ducks, Part 1</i> <i>The Good Little Ducks, Part 2</i> Fiction	<i>The Jug of Water</i> Fiction	<i>Where Is Mom?</i> Fiction <i>The Skunk</i> (Reteaching) Narrative nonfiction	<i>Drip Drop</i> Fiction	<i>Make Plum Jam</i> Narrative nonfiction <i>The Band</i> (Reteaching) Fiction	<i>The Spelling Test</i> Fiction	<i>Winter Fun</i> Nonfiction <i>The Clowns</i> (Reteaching) Fiction	<i>A Hike by the Lake</i> Fiction	<i>Life in a Plains Tribe, Part 1</i> <i>Life in a Plains Tribe, Part 2</i> Expository nonfiction	<i>Snakes!</i> Expository nonfiction	<i>A Cold Ride</i> Fiction <i>Get Out and Get Fit</i> (Reteaching) Expository nonfiction	<i>Out My Window</i> Fiction	<i>What Little Deer Eat</i> Fiction <i>A Good Team</i> (Reteaching) Fiction	<i>Bird School</i> Fiction	<i>Fox Spills the Stars</i> Folktales <i>Sharks!</i> (Reteaching) Expository nonfiction
Phonological Awareness (Days 1–2)	Blending/identifying middle sound		Blending /segmenting ccvc or cvcc words with <i>sn, st</i>	Blending/segmenting words with <i>sn, st</i>	Blending/segmenting words with <i>fl, fr, s</i>	Blending/segmenting words with <i>pl, sm, s</i>	Blending/segmenting words with <i>sp, pl</i>	Blending /segmenting words with long vowels	Blending /segmenting words with long vowels		Blending/identifying middle sound		Producing rhymes: /ung/, /ate/	Producing rhymes: /ake/	Orally identifying syllables	
Phonological Awareness (Day 3)	Blending onsets and rimes: /ed/	Blending onsets and rimes: /ill/	Blending onsets and rimes: /un/	Blending onsets and rimes: /uck/	Blending onsets and rimes: /est/	Producing rhymes: /at/	Producing rhymes: /an/	Producing rhymes: /it/	Producing rhymes: /in/	Producing rhymes: /ot/ /og/	Producing rhymes: /all/	Producing rhymes: / ank/	Phonological awareness is dropped on Day 3 to allow more time to discuss the week's book.			
Spelling Sounds	Digraphs: <i>wh /wh/, ng /ng/, -ing /ing/</i>	Inflectional ending: <i>_ed /t/, /d/, /ed/</i> Digraph: <i>qu /khw/</i>	Blends: <i>sn /sn/, st /st/</i>	Blends: <i>fl /fl/, fr /fr/</i> Inflectional ending: <i>_s /s/, /z/</i>	Blends: <i>gr /gr/, dr /dr/</i>	Blends: <i>pl /pl/, sm /sm/</i>	Blends: <i>sp /sp/, cl /kl/</i>	Blends: <i>sk /sk/, sl /sl/</i>	Long vowel sounds: <i>a_e /ā/, i_e /ī/, e_e /ē/</i>	Long vowel sounds: <i>o_e /ō/, u_e /ū/</i>	Inflectional ending: <i>s</i> with final <i>e</i>	Inflectional ending: <i>ing</i> with final <i>e</i>	Inflectional ending: <i>ed</i> with final <i>e</i>	ee, ea /ē/	r-controlled vowel sounds: <i>er, ir, ur /ūr/</i>	r-controlled vowel sounds: <i>ar /ār/, or /ōr/</i>
High-Frequency Words	make, there, be	look, good	want, water, from	for, again	many, people	your, very	could, would, should, were	both, does	every, other, mother, brother	woman, women, boy	toward, over	their, old, cold, told	one, two	don't, won't, too	who, school	thought, father
Guided Spelling	which, when, say whiz, thing, so She can sing.	back, wing, make thing, quit, there	snap, king, look fast, stuck, good Stan had a snack.	lost, flock, water flap, frog, want Did the frog flip?	grip, drop, for drip, buds, again Water can drip.	plum, plot, many smock, mush, people Are plums good?	bus, test, your bag, shut, very We can spell.	skid, fast, could sled, slick, were We could slip.	cave, gate, both pile, slide, does We like snakes.	hole, cone, every same, plume, mother That rope is mine.	slide, stones, woman shapes, bite, women Some snakes bite.	ride, shaking, toward hats, shining, over They like biking.	waded, swim, their smiled, hiked, cold Can she slide.	see, feels, two eats, peas, one Mother eats beets.	girl, perch, too turn, teach, told The girl went first.	dark, plan, who hiding, formed, school Many stars shine.
Comprehension	Beginning to making meaning from text	Making meaning from a two-episode text	Using illustrations to confirm what you read	Identifying characters' feelings	Making inferences Making text-to-self connections	Sequencing/retelling	Identifying characters' feelings	Making inferences Making text-to-self connections	Compound words Abbreviations	Compound words Using illustrations to support	Identifying what you learned from nonfiction	Making text-to-self connections	Identifying homophones Sequencing/retelling	Identifying homophones Making text-to-self connections	Sequencing /retelling	Understanding folktales
Foundational Skills Assessment	Entry point	Group Assessment 4		Mastery Test 5		Group Assessment 5		Mastery Test 6	Entry point	Group Assessment 6		Mastery Test 7		Group Assessment 7		Mastery Test 8

Grade-level Expectation: Grade 1

Set 5

Purpose	Set 5 readers are ready to tackle two-syllable words. To do this, they continue to develop the habit of looking at all parts of a word before reading it. With teacher guidance, they begin to break longer words into syllables and then read words by putting syllables together. At the same time, these readers rapidly acquire spelling-sound knowledge of complex vowels in single-syllable words. Accuracy and automaticity are well-established, allowing the students to read increasingly sophisticated text. Set 5 lessons introduce two-syllable decoding, complex vowels, final y, and silent letters k and w. Nonfiction books in this set include unfamiliar topics with more complex content, such as why we have night and day on Earth and how glaciers shape land. Comprehension questions continue to informally address topics taught in depth in later sets, such as making connections between texts and identifying what is learned from a book. Students who have mastered long-vowel and r-controlled spellings are likely to be able to read easy-to-read trade books (books at Fountas and Pinnell level J or DRA® level 18). Abundant reading with high levels of accuracy develops fluency, comprehension, and vocabulary. The students will benefit from reading a large variety of books at their appropriate reading levels. Small-group reading books and lessons in the coming weeks continue to provide targeted practice in spelling-sound correspondences and high-frequency words. Books from your classroom library will complement these materials by giving the students opportunities to apply what they know to a wider variety of words and topics.																							
	Length	Week 1 (3 days)	Week 2 (3 days)	Week 3 (3 days)	Week 4 (3 days)	Week 5 (3 days)	Week 6 (3 days)	Week 7 (3 days)	Week 8 (3 days)	Week 9 (3 days)	Week 10 (3 days)	Week 11 (3 days)	Week 12 (3 days)	Week 13 (3 days)	Week 14 (3 days)									
Text	<i>Fun Forts</i> Nonfiction	• <i>Ann's Book Club</i> Fiction • <i>Ants, Moths, and Wasps</i> (Reteaching) Narrative Nonfiction	<i>Have You Ever?</i> Fiction	• <i>Spring on the Farm</i> Nonfiction • <i>Animal Homes</i> (Reteaching) Expository nonfiction	<i>A Play Day with My Brother Ray</i> Fiction	• <i>Cook Food on a Campfire</i> Nonfiction • <i>Sailboats</i> (Reteaching) Expository nonfiction	<i>Ball Games</i> Expository nonfiction	• <i>Dance!</i> Expository nonfiction • <i>New School</i> (Reteaching) Fiction	• <i>Sunny Days, Starry Nights</i> Expository nonfiction	• <i>Scout's Puppies</i> Fiction • <i>The Night Skies</i> (Reteaching) Expository nonfiction	<i>The Desert</i> Expository nonfiction	• <i>The Silver Coins</i> Folktales • <i>The Four Seasons</i> (Reteaching) Expository nonfiction	<i>Grizzly Bears</i> Expository nonfiction	• <i>Glaciers</i> Expository nonfiction • <i>Glaciers and the Earth</i> (Reteaching) Expository nonfiction										
Phonological Awareness (Days 1–2)	Dropping first sound			Dropping initial consonant blend			Dropping last sound																	
Phonological Awareness (Day 3)	Omitting phonological awareness on Day 3 allows for more time to discuss the week's book.																							
Spelling-Sounds	2-syllable words with teacher guidance		Break a vccv word		Complex vowel sound: ai, ay /ā/		Complex vowel sounds: oa /ō/, ow /ō/, /ou/, oo /oo/, ew /oo/		Vowel combination sound: all /awl/		Silent letters: wr /r/, kn /n/		Vowel combination sound: igh /i/ y as a vowel: _y /i/ /ē/		Inflectional endings: es, ed with final y		Complex vowel sound: ou /ou/ /oi/		Complex vowel sound: oi, oy /oi/		Vowel combination sounds: au, aw /aw/		Soft c sound: ci, ce, cy /s/	
High-Frequency Words	after, work	head, read (2)	never, ever, only	give, live (2)	walk, talk, because, children		even, picture	move, great	though, once	enough, watch, been	few, kind, find, mind	word, four, answer	learn, young, large	earth, most, change										
Guided Spelling	fort, blocks, thought flop, safe, father Forts are fun.	pick, upset, after forget, sport, work Do you go to school?	next, until, head barnyard, stir, read Is he inside?	steps, bedtime, never campfire, hatched, only We plant seeds.	chain, snail, give gray, day, live It may rain.	toast, low, walk wood, drew, because Can the boat float?	small, team, children tall, palm, talk Do we play ball?	wrist, lift, even knot, soft, picture He bent his knees.	night, high, move knee, dry, great	cries, bright, because puppy, dried, once Puppies can bark.	flies, cloud, been ground, night, watch We found a toad.	proud, coins, few shout, boy, find Children like toys.	haunt, soil, word dawn, crush, answer Cubs eat raw meat.	melted, place, learn force, icy, large We skate on ice.										
Comprehension	Using illustrations to support understanding in nonfiction	• Using quotation marks to identify what a character says • Identifying problem and solution	• Using quotation marks to identify what a character says • Using question	Making text-to-text connections	• Identifying characters' feelings • Making text-to-self connections	• Sequencing • Using commas to read fluently	• Making predictions • Making text-to-self connections	Making inferences	Identifying what you learned from nonfiction	• Identifying what you learned from nonfiction • Making predictions	• Identifying what you learned from nonfiction • Making	Making inferences	• Identifying what you learned from nonfiction • Making text-to-self connections	• Identifying what you learned from nonfiction • Using text features										
Foundational Skills Assessment	Entry point	Group Assessment 8		Mastery Test 9		Group Assessment 9		Mastery Test 10		Group Assessment 10		Mastery Test 11		Mastery Test 12										

Being a Reader Second Edition, Small-Group Reading Sets 1–12 Scope and Sequence

	Grade-level Expectation: Grade 1							Grade-level Expectation: Grade 2						
	Set 6							Set 7						
Purpose	Set 6 readers are beginning to read sentences more smoothly. They build fluency by reading books with familiar phonics and high-frequency words. Set 6 books are specifically written to support decoding, and they have illustrations and photographs to aid comprehension. Some students will have encountered them in Set 5 of Small-Group Reading. Set 6 provides transitional instruction in fluency and comprehension for students who have completed Set 5 but are not yet ready for Set 7. Phrase-cued texts are provided for the books in this set to support students as they practice phrasing, grouping words together to read fluently. Optional assessments are available to help evaluate the students' fluency progress.							Set 7 readers decode more confidently. They comprehend more complex sentences and apply their polysyllabic decoding skills to picture books, beginning chapter books, and single-topic nonfiction books. They build fluency and comprehension by reading and rereading texts. Discussions help the students build a shared understanding of what they read. With guidance, the students organize information from books to help them retell stories and share ideas with others. Readers' theater and other activities, such as reading in pairs and echo reading, provide opportunities for fluency practice.						
Length	3 days	3 days	3 days	3 days	3 days	3 days	3 days	3 days	6 days	3 days	3 days	3 days	3 days	
Text	<i>Sunny Days, Starry Nights</i> Expository nonfiction • F&P: K; Lexile®: 440; DRA®: 20	<i>New School Fiction</i> • F&P: I; Lexile®: 430; DRA®: 16	<i>Sailboats</i> Expository nonfiction • F&P: J; Lexile®: 430; DRA®: 18	<i>The Silver Coins</i> Folktale • F&P: I; Lexile®: 510; DRA®: 16	<i>Ball Games</i> Expository nonfiction • F&P: J; Lexile®: 510; DRA®: 18	<i>Scout's Puppies</i> Narrative nonfiction • F&P: I; Lexile®: 500; DRA®: 16	<i>Ann's Book Club</i> Fiction • F&P: I; Lexile®: 400; DRA®: 16	<i>Chameleon!</i> Expository nonfiction • F&P: J; Lexile®: 390L; DRA®: 18	"A Small Stall" from <i>Cowgirl Kate and Cocoa</i> Fiction: chapter book • F&P: K; Lexile®: 470L; DRA®: 20	<i>Jellyfish</i> Expository nonfiction • F&P: J; Lexile®: 420L; DRA®: 18	<i>Elephant</i> Expository nonfiction • F&P: J; Lexile®: N/A; DRA®: 18	<i>Puffin Peter</i> Fiction • F&P: J; Lexile®: N/A; DRA®: 18	<i>Aggie Gets Lost</i> Fiction: chapter book • F&P: J; Lexile®: 320L; DRA®: 18	
Fluency	• Phrasing (grouping words together)	• Paying attention to characters' feelings • Paying attention to punctuation		• Dropping initial consonant blend			• Paying attention to characters' feelings • Paying attention to punctuation	• Paying attention to punctuation	• Paying attention to characters' feelings • Reading for listeners (Reader's Theater)					
Self-Monitoring and Self-Correcting														
Word Analysis	• Reading polysyllabic words				• Reading polysyllabic words • Analyzing compound words					• Analyzing polysyllabic words				
Generating Independent Thinking														
High-Frequency Words and Guided Spelling							friend, again, find, food, looks, creeps, greets, hurt, jumps	said, walk, many, want, won't, bedroom, cowgirl, small, stall, my, cried, sniffed, grinned, drive, hiding	some, live, smooth, tube, brings, stinging, roundest, around, smoothest	four, between, most, can't, didn't, herd, heard, between, drinks, tusks, most	were, where, their, drifted, diving, storm, large, rocky, noisy	people, enough, climb, now, howl, teeth, treats, badge, fetch		
Comprehension			• Using text features	• Sequencing and retelling	• Making text-to-self connections	• Determining important ideas • Retelling	• Understanding character			• Using text features	• Using text features	• Sequencing and retelling	• Sequencing and retelling	
Formative Assessment	• Group Assessments 11–17							• Group Assessments 18–30						

Being a Reader Second Edition, Small-Group Reading Sets 1–12 Scope and Sequence

Grade-level Expectation: Grade 2							Grade-level Expectation: Grade 2									
Set 7 (con't)							Set 8									
Purpose	Set 7 readers decode more confidently. They comprehend more complex sentences and apply their polysyllabic decoding skills to picture books, beginning chapter books, and single-topic nonfiction books. They build fluency and comprehension by reading and rereading texts. Discussions help the students build a shared understanding of what they read. With guidance, the students organize information from books to help them retell stories and share ideas with others. Readers' theater and other activities, such as reading in pairs and echo reading, provide opportunities for fluency practice.						Set 8 readers have the basic skills necessary to look for information, answer questions, and share their own thinking about what they read. The books in Set 8 include more challenging concepts and polysyllabic words. Group discussions layer each student's own thinking upon a shared understanding of the reading. The students share their opinions and ask questions about what they read. Practice reading aloud helps the students read more expressively.									
Length	3 days	3 days	3 days	3 days	3 days	3 days	6 days	3 days	3 days	3 days	3 days	3 days	3 days	3 days	6 days	3 days
Text	<i>Iris and Walter and Cousin Howie</i> Fiction: chapter book • F&P: J; Lexile®: 340L; DRA®: 18	<i>What's It Like to Be an Ant?</i> Expository nonfiction • F&P: J; Lexile®: 580L; DRA®: 18	<i>Leon and Bob</i> Fiction • F&P: K; Lexile®: 400L; DRA®: 20	"The Greatest Invention" "The Vacuum Cleaner's Revenge" "Staying Overnight" Poetry • F&P; Lexile; DRA: N/A	<i>Jellies</i> Expository nonfiction • F&P: J; Lexile: N/A; DRA: 18	<i>Houndsley and Catina Plink and Plunk</i> Fiction: chapter book • F&P: K; Lexile: 550L; DRA: 20	<i>The Great Gracie Chase</i> Fiction • F&P: K; Lexile®: AD480L; DRA®: 20	<i>Lightning</i> Expository nonfiction • F&P: K; Lexile®: N/A; DRA®: 20	<i>The Polar Bear Son</i> Folktale • F&P: K; Lexile®: AD660L; DRA®: 20	<i>Ruby Bridges Goes to School</i> Memoir • F&P: K; Lexile®: 470L; DRA®: 20	"Under the Ground" "Accidentally" "I Wouldn't" Poetry • F&P; Lexile®; DRA®: N/A	<i>Koalas</i> Expository nonfiction • F&P: K; Lexile®: N/A; DRA®: 20	<i>Jamaica's Find</i> Fiction • F&P: K; Lexile®: 460L; DRA®: 20	Mice Expository nonfiction • F&P: K; Lexile®: 510; DRA®: 20	• "Wonderful Wheels" Expository nonfiction Lexile®: 630 • "Without Wheels" Lexile®: 990 Expository nonfiction	<i>Temple Cat</i> Fiction • F&P: K; Lexile®: 780L; DRA®: 20
Fluency							• Paying attention to punctuation • Reading for listeners (Reader's									
Self-Monitoring and Self-Correcting												• Self-monitoring and self-correcting				
Word Analysis							• Analyzing polysyllabic words and compound words									
Generating Independent Thinking						• Responding to literature					• Sharing and supporting opinions		• Responding to literature			
High-Frequency Words and Guided Spelling	why, who, sunshine, weekend, night, might, who, playing, running, about	you, young, other, new, grew, weak, head, first, fight,	when, there, here, always, place, hear, read, noises, toys	word, wasn't, poem, train, may, room, zoom, tall, small	choice, caught, water, know, wrap, jellyfish, inside, someday, something	love, talk, work, few, flew, paddle, settle, right, try	school, because, every, through, again, half, thought, paperboy, schoolyard, catch, barked, keep, kept, paint, helped, outside	other, some, one, light, glowing, lightning, across, partway, another, someone	mother, were, good, seal, feast, fishing, sliding, passed, begged	should, often, thought, wrong, wrote, writer, closer, places, brave,	I'm, we'll, I'll, ground, mouth, down, brown, small, wall, we'll	some, once, move, round, pouch, alone, grown, leaf, leaves,	watch, father, almost, play, gray, worn, turn, know, biggest,	eight, over, mice, wall, small, place, day, house, mouse,	world, pulled, great, pushed, other, very, wheel, tree, things, long, lighter, faster, snow, road, snowboard, skateboard, wrapped, padded	ever, never, little, cook, cool, ever, bowl, own, played, danced,
Comprehension	• Making text-to-self connections	• Determining topic • Using text features	• Wondering • Making and supporting predictions	• Exploring elements of poetry • Determining theme	• Wondering • Making text-to-text connections			• Using text features	• Sequencing and retelling	• Wondering		• Using text features		• Determining topic • Using text features	• Sequencing and retelling • Making text-to-text connections	• Wondering • Making and supporting predictions
Formative Assessment							• Group Assessments 31–42									

Being a Reader Second Edition, Small-Group Reading Sets 1–12 Scope and Sequence

Grade-level Expectation: Grade 2									Grade-level Expectation: Grade 2						
Set 9									Set 10						
Purpose	Set 9 readers summarize information and ask questions within and across texts to make connections, understand characters, and learn more about topics. Many Set 9 books require background knowledge and include more complex plots as well as unfamiliar words and concepts. The students are expected to read larger sections of text, and they complete some of their reading outside of small-group reading time. They write in reading journals to remember what they read and prepare for group discussions.									Set 10 readers respond to texts and share ideas through discussions and in their writing, allowing for a wider variety of opinions and interpretations. Many Set 10 books require background knowledge and a greater facility with non-traditional text structures. The teacher facilitates conversations to help the students deepen their thinking and monitor their own understanding of texts they read during small group reading time and independently. As the students respond to each other's thinking, they learn more about topics, character, and theme.					
Length	3 days	3 days	3 days	3 days	3 days	3 days	3 days	6 days	3 days	3 days	3 days	3 days	3 days	6 days	
Text	<i>Not Norman</i> Fiction • F&P: L; Lexile®: 460L; DRA®: 24	<i>Penguins</i> Expository nonfiction • F&P: L; Lexile®: N/A; DRA®: 24	<i>Marisol McDonald and the Monster</i> Fiction • F&P: N/A; Lexile®: 570L; DRA®: N/A	<i>Golden Gate Bridge</i> Expository nonfiction • F&P: L; Lexile®: N/A; DRA®: 24	<i>Earth</i> Expository nonfiction • F&P: L; Lexile®: N/A; DRA®: 24	<i>Our Home Planet Earth</i> Expository nonfiction • F&P: N/A; Lexile®: 660L; DRA®: N/A	<i>Upstairs Mouse, Downstairs Mole</i> Fiction: chapter book • F&P: L; Lexile®: 510L; DRA®: 24	<i>Only One Year</i> Fiction: chapter book • F&P: L; Lexile®: 620L; DRA®: 24	<i>Bink & Gollie</i> Graphic novel • F&P: M; Lexile®: 510; DRA®: 28	<i>To Be an Artist</i> Nonfiction • F&P: M; Lexile®: N/A; DRA®: 28	“Old Tortoise” “Every Time I Climb a Tree” Poetry • F&P; Lexile®; DRA®: N/A	<i>I Love Guinea Pigs</i> Narrative nonfiction • F&P: M; Lexile®: 990; DRA®: 28	<i>The Beckoning Cat</i> Folktale • F&P: M; Lexile®: 590; DRA®: 28	<i>Helen Keller</i> Biography • F&P: M; Lexile®: 520; DRA®: 28	
Fluency	<ul style="list-style-type: none"> • Paying attention to characters' feelings • Paying attention to punctuation 								<ul style="list-style-type: none"> • Paying attention to characters' feelings 						
Self-Monitoring and Self-Correcting										<ul style="list-style-type: none"> • Self-monitoring and self-correcting 					
Word Analysis															
Generating Independent Thinking							<ul style="list-style-type: none"> • Responding to literature 								
High-Frequency Words and Guided Spelling															
Comprehension		<ul style="list-style-type: none"> • Using text features 	<ul style="list-style-type: none"> • Understanding character • Understanding problem and solution 	<ul style="list-style-type: none"> • Wondering • Using text features 	<ul style="list-style-type: none"> • Determining topic • Using text features 	<ul style="list-style-type: none"> • Making text-to-text connections 		<ul style="list-style-type: none"> • Wondering 	<ul style="list-style-type: none"> • Understanding character 	<ul style="list-style-type: none"> • Making text-to-self connections 	<ul style="list-style-type: none"> • Determining theme • Making text-to-text connections 		<ul style="list-style-type: none"> • Determining topic • Using text features 	<ul style="list-style-type: none"> • Making text-to-text connections 	
Formative Assessment	<ul style="list-style-type: none"> • Group Assessments 43–53 									<ul style="list-style-type: none"> • Group Assessments 54–61 					

Being a Reader Second Edition, Small-Group Reading Sets 1–12 Scope and Sequence

Grade-level Expectation: Grade 3							Grade-level Expectation: Grade 3				
Set 11							Set 12				
Purpose	Set 11 readers consider characters' perspectives and think deeply about texts. They explore topics and themes that are often outside their own experiences. Set 11 texts include historical fiction, narrative nonfiction, fiction chapter books, and poetry. The students share connections and inferences about a variety of texts that have well-developed plots and characters. The longer texts in this set sometimes require the students to read independently, outside of small-group reading time. The students are expected to write more extensively in their reading journals and to revisit and expand upon their thinking.						Set 12 readers make essential inferences to understand more subtly constructed texts, which they read during small-group reading time and independently. In the fiction texts in this set, the students encounter complex characters and plot and explore story elements. Nonfiction texts provide readers with in-depth information and may include new vocabulary and text features that require interpretation. In discussions and in their reading journals, the students connect, compare, and contrast texts and use evidence to support their thinking. They are expected to sustain conversations by expressing their opinions and building on one another's thinking.				
Length	3 days	6 days	3 days	3 days	6 days	3 days	6 days	6 days	3 days	3 days	9 days
Text	<i>The Tree Lady</i> Biography • F&P: N; Lexile®: 760; DRA®: 30	<i>My Name Is Maria Isabel</i> Fiction: Chapter Book • F&P: N; Lexile®: 860; DRA®: 30	<i>Ice Bear</i> Narrative nonfiction • F&P: N; Lexile®: 800L; DRA®: 30	"Story" Poetry • F&P; Lexile®; DRA®: N/A	<i>The Key Collection</i> Fiction: Chapter Book • F&P: N; Lexile®: 650; DRA®: 30	<i>The Babe & I</i> Historical Fiction • F&P: N; Lexile®: 590; DRA®: 30	<i>Shark Lady</i> Biography • F&P: O; Lexile®: 750L; DRA®: 34	<i>Bee</i> Expository nonfiction • F&P: O; Lexile®: 630L; DRA®: 34	<i>Pop's Bridge</i> Historical fiction • F&P: O; Lexile®: AD630L; DRA®: 34	<i>Fly Away Home</i> Fiction • F&P: O; Lexile®: 580L; DRA®: 34	<i>Family Reminders</i> Historical Fiction • F&P: O; Lexile®: 780L; DRA®: 34
Fluency				• Reading for listeners							
Self-monitoring and Self-correcting					• Self-monitoring and self-correcting						• Self-monitoring and self-correcting
Word Analysis											
Generating Independent Thinking						• Responding to literature	• Responding to literature	• Sharing and supporting opinions	• Sharing and supporting opinions	• Responding to literature	
High-frequency Words and Guided Spelling											
Comprehension	• Understanding character and setting • Understanding problem and	• Making text-to-self connections	• Determining topic	• Determining theme				• Using text features			• Making text-to-text connections
Formative Assessment	• Group Assessments 62–69						• Group Assessments 70–78				

Being a Writer Scope and Sequence Grade 2

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	The Writing Community	Telling More	Fiction	Nonfiction	Letter Writing	Poems and Words	Opinion Writing	Revisiting the Writing Community
Texts	<ul style="list-style-type: none"> • Bigmama’s • “About Donald Crews” • Shortcut • Night in the Country • Miss Tizzy • Dogs Don’t Wear Sneakers • Click, Clack, Moo: Cows That Type • My Little Sister Ate One Hare • Harry and the Terrible Whatzit • The Little Old Lady Who Was Not Afraid of Anything 	<ul style="list-style-type: none"> • I Will Never NOT EVER Eat a Tomato • “Let’s Get a Pup!” Said Kate • Sheila Rae, the Brave • Alexander and the Terrible, Horrible, No Good, Very Bad Day 	<ul style="list-style-type: none"> • Dogzilla • Brave Charlotte • HONK! The Story of a Prima Swanerina • Beardream • Ducky 	<ul style="list-style-type: none"> • Kate & Pippin: An Unlikely Love Story • “Q&A with Isobel Springett: The Photographer of Kate & Pippin” • How to Be a Friend: A Guide to Making Friends and Keeping Them • Paper • “Which Is Stronger?” experiment • “Suck It Up!” experiment • Polar Lands • Polar Regions • Polar Animals 	<ul style="list-style-type: none"> • First Year Letters • Dear Baby: Letters from Your Big Brother • Love, Lizzie: Letters to a Military Mom 	<ul style="list-style-type: none"> • “Tree House” and “Boa Constrictor” • “The Coyote” and “The Tiger” • “Knoxville, Tennessee” • “Lettuce” and “Peaches” • “My Baby Brother” • “Wind Song” • “Weather” • “Fish” • “Clouds” • “Rain Poem” • “Buses” 	<ul style="list-style-type: none"> • I Wanna Iguana • I Wanna New Room • “An Argument for Pets: Good for the Animals” • “An Argument Against Pets: Pets Cost Too Much” • “An Argument for Pets: We Can Learn From Pets” • “An Argument Against Pets: Animals Should Be Free” • “Closing Sentences from Four Opinion Pieces” 	<ul style="list-style-type: none"> • “Writing Habits of Professional Authors”
Length	7 weeks	4 weeks	4 weeks	5 weeks	3 weeks	3 weeks	3 weeks	1 week
Purpose	In Unit 1, the students begin to see themselves as contributing members of a caring writing community. They hear and discuss good writing and learn about the writing practices of professional authors. They generate writing ideas by drawing, listing ideas, and writing sentences. The students write about their lives, and they write silly and scary stories. They approximate the spelling of unfamiliar words, use ending sentence punctuation, and capitalize proper nouns and the first letters of sentences.	In Unit 2, the students write longer pieces as they explore telling more. They think before writing about things they might tell, and they also reread their stories to determine what else they might say. They add details and tell more about characters. The students learn to confer with partners by giving and receiving feedback about their stories.	In Unit 3, the students explore fiction writing and draft, revise, and publish their own stories. They learn that interesting things happen to characters in fiction and that they can use dialogue and descriptive language to help tell more in their stories. As they take one story through the writing process, they learn to proofread their writing and to use a word bank to check their spelling. Students also express interest in and appreciation for one another’s writing as the students share their writing from the Author’s Chair.	In Unit 4, the students explore and write nonfiction. They learn that nonfiction authors write about subjects that interest them, and that they ask and answer questions and make careful observations. The students write questions, facts, functional nonfiction, and expository nonfiction. They read and write about polar regions, and they each select a piece of writing and take it through the writing process.	In Unit 5, the students read, discuss, and write friendly letters, including letters to one another, the teacher, first-graders, family members, and friends. As they write, they consider their audience and the purpose of their letters, as well as their choice of words.	In Unit 6, the students hear and discuss poems, and they write poems on assigned topics and on topics they choose. They explore descriptive language in poems, informally explore figurative language, and generate lists of descriptive words to use in their own poems. They share their poems in pairs and with the class, and they each proofread and revise a poem for publication in a class book.	In Unit 7, the students read and discuss examples of opinion writing. They write several opinion pieces, including a persuasive letter that states and supports an opinion. They brainstorm topics about which they have strong opinions and select topics to write about. They explore identifying an audience and purpose for their writing, clearly stating an opinion, supporting that opinion with reasons, using linking words to connect reasons to opinions, and writing effective opening and closing sentences that state their opinions. They confer in pairs and revise their writing based on feedback.	In Unit 8, the students reflect on what they enjoyed about writing this year and on their growth as writers and members of the community. They think about writing they might do over the summer and learn more about the writing habits of professional authors. They reflect on how they built a caring community of writers and write letters to next year’s class about how to work well together. They consider their relationships to others, build on one another’s thinking, and express interest in and appreciation for one another’s writing.
Writing Craft and Genre	<p>Students will:</p> <ul style="list-style-type: none"> • Hear and discuss good writing • Contribute to shared stories • Draw and sketch to inspire writing • Write lists to get writing ideas • Learn about a professional author • Discuss how illustrations and descriptive words add to a story • Reread writing and add sight and sound words 	<p>Students will:</p> <ul style="list-style-type: none"> • Hear and discuss good writing • Visualize and tell stories orally before they write • Explore how a professional author tells more • Write lists to help them tell more • Reread their writing to tell more and add details 	<p>Students will:</p> <ul style="list-style-type: none"> • Hear and discuss good writing • Contribute to a shared story • Hear how an author got an idea for a fiction story • Add descriptive words to their writing • Think and talk about story ideas before they write • Explore dialogue in fiction writing • Visualize colors in fiction passages • Explore features of published books 	<p>Students will:</p> <ul style="list-style-type: none"> • Hear, read, and discuss nonfiction • Generate questions about nonfiction topics • Draw illustrations that correspond or add to their writing • Contribute to shared writing • List information they hear in nonfiction texts • Get ideas by listening to one another 	<p>Students will:</p> <ul style="list-style-type: none"> • Hear, read, and discuss friendly letters • Explore the parts of a friendly letter • Explore audience and purpose 	<p>Students will:</p> <ul style="list-style-type: none"> • Hear, read, and discuss poems • Explore descriptive and interesting words in poems • Visualize poems • Discuss movement words in a poem • Generate and list words about food, summer, movement, and sounds • Get ideas by listening to one another 	<p>Students will:</p> <ul style="list-style-type: none"> • Hear and discuss opinion writing • Think about what makes writing persuasive • Compare and contrast two opinion pieces • Explore ways to start persuasive letters • Contribute to a shared persuasive letter • Listen for statements of opinion • Listen for reasons that support opinions • Discuss features of opinion writing 	<p>Students will:</p> <ul style="list-style-type: none"> • Reflect on growth as writers and as community members • Share favorite pieces of writing • Learn about the writing habits of professional authors • Plan summer writing
Skills and Conventions	<p>Students will:</p> <ul style="list-style-type: none"> • Capitalize the first letters of sentences and use ending sentence punctuation • Explore descriptive language • Identify sight and sound words • Approximate the spelling of unfamiliar words • Capitalize proper nouns • Use a word wall • Write complete sentences (SPTG Lesson 1) • Write declarative and interrogative sentences (SPTG Lesson 2) • Write exclamatory and imperative sentences (SPTG Lesson 3) 	<p>Students will:</p> <ul style="list-style-type: none"> • Check sentence punctuation • Explore temporal words • Explore and use commas in a series • Explore descriptive language • Identify incomplete sentences (SPTG Lesson 4) • Write compound sentences (SPTG Lesson 5) • Identify singular nouns (SPTG Lesson 7) • Identify regular and irregular plural nouns (SPTG Lesson 8) 	<p>Students will:</p> <ul style="list-style-type: none"> • Use question marks and exclamation points • Approximate the spelling of polysyllabic words • Practice listening for ending punctuation • Become familiar with their word banks and learn how to add words to them • Proofread their stories for spelling • Explore collective nouns (SPTG Lesson 9) • Identify common and proper nouns (SPTG Lesson 10) • Explore verbs (SPTG Lesson 12) • Explore present-tense and regular past-tense verbs (SPTG Lesson 13) 	<p>Students will:</p> <ul style="list-style-type: none"> • Explore temporal words • Confer to make sure their writing makes sense • Discuss a table of contents and glossary • Select pieces to complete and publish • Add to their selected drafts • Reread their writing and add descriptive language • Proofread their nonfiction pieces for spelling • Proofread their nonfiction pieces for punctuation and capitalization • Explore irregular past-tense verbs SPTG (Lesson 14) • Explore future-tense verbs (SPTG Lesson 15) • Explore subject-verb agreement (SPTG Lesson 16) • Explore subject and object pronouns (SPTG Lesson 18) • Explore possessive pronouns (SPTG Lesson 19) 	<p>Students will:</p> <ul style="list-style-type: none"> • Explore how to punctuate a friendly letter • Read their writing aloud and listen for punctuation • Proofread for punctuation and capitalization • Practice proofreading letters • Complete and proofread their draft letters • Write final versions of their letters • Explore reflexive pronouns (SPTG Lesson 20) • Identify adjectives (SPTG Lesson 21) • Identify adverbs (SPTG Lesson 22) 	<p>Students will:</p> <ul style="list-style-type: none"> • Explore figurative language • Select poems to publish in a class book • Revise their poems • Proofread their poems for spelling • Write final versions of their poems • Explore formal and informal English (SPTG Lesson 23) • Use commas in a series (SPTG Lesson 25) • Use commas in greetings and closings of letters (SPTG Lesson 26) 	<p>Students will:</p> <ul style="list-style-type: none"> • Explore linking words in an opinion piece • Use linking words to connect reasons to opinions • Proofread their opinion pieces for spelling • Proofread their opinion pieces for punctuation and capitalization • Confer in pairs to make sure their writing makes sense • Use apostrophes in contractions (SPTG Lesson 27) • Use apostrophes in possessives (SPTG Lesson 28) • Explore quotation marks (SPTG Lesson 29) 	<p>Students will:</p> <ul style="list-style-type: none"> • Capitalize and punctuate sentences correctly • Capitalize proper nouns and the pronoun I • Approximate spelling and use the word wall • Reread to make sure their writing makes sense

Being a Writer Scope and Sequence Grade 2

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	The Writing Community	Telling More	Fiction	Nonfiction	Letter Writing	Poems and Words	Opinion Writing	Revisiting the Writing Community
Length	7 weeks	4 weeks	4 weeks	5 weeks	3 weeks	3 weeks	3 weeks	1 week
Independent Practice	<p>Students will:</p> <ul style="list-style-type: none"> Build stamina for writing independently (e.g., 10–15 minutes, building to 20–25 minutes) Write about places they like to go Write about fun things they do with their families Write stories about friends Write stories using silly and scary sentences Write “My Little Sister/Brother” stories Ask one another questions about their writing Review their writing Share their writing from the Author’s Chair 	<p>Students will:</p> <ul style="list-style-type: none"> Write independently for 20–25 minutes Write stories using ideas from their lists Write about a time they had fun outdoors Write stories about a fantasy trip Write about pets Make up characters and write stories that happens to a character Write about something interesting that happens to a character Reread their writing and tell more about a character or what happens to the character 	<p>Students will:</p> <ul style="list-style-type: none"> Write independently for 20–25 minutes Write stories about animal characters Write about something interesting that happens to a character and about characters who are unique Write endings to a story Write about something that happens in a dream Write fiction stories of their own choosing Review their recent fiction drafts, select one to complete and publish, add to their selected drafts Confer in pairs about what more they want to know and confer to make sure everything makes sense in their stories Share their writing from the Author’s Chair 	<p>Students will:</p> <ul style="list-style-type: none"> Write independently for 20–25 minutes Write about nonfiction topics as a class Write interview questions Interview and write about their partners Write about how to be a friend Write observations about paper in pairs Write facts and questions about paper as a class Write about how paper is used in the classroom and at home Write pieces about polar lands/animals/people, including an opening and closing sentence Share their writing from the Author’s Chair 	<p>Students will:</p> <ul style="list-style-type: none"> Write independently for 20–25 minutes Write friendly letters to the teacher in pairs Write friendly letters and replies to their partners Write a shared letter to first-graders Write letters to anyone else they choose Write friendly letters to classmates Write friendly letters to family members Write friendly letters to people they do not see every day Address envelopes for their letters Share their letters from the Author’s Chair 	<p>Students will:</p> <ul style="list-style-type: none"> Write independently for 20–25 minutes Write shared poems Write animal poems Write poems about summer, food, classroom objects Write poems using sound words Write shared and individual poems using movement words Write shared and individual poems about rain Write poems about topics they choose Share their poems from the Author’s Chair 	<p>Students will:</p> <ul style="list-style-type: none"> Write independently for 20–25 minutes Write about things that interest them Use persuasive language that supports opinions with reasons Write persuasively Write opening sentences for opinion pieces Write reasons that support opinions Write closing sentences for opinion pieces Write final versions of their opinion pieces Discuss what would make one another’s writing more persuasive Share their writing from the Author’s Chair 	<p>Students will:</p> <ul style="list-style-type: none"> Write independently for 20–25 minutes Write about the writing lessons Make lists of writing ideas for summer writing books Write letters to next year’s class about working well together
Social Skills Development	<p>Students will:</p> <ul style="list-style-type: none"> Learn the procedures for gathering and Writing Time Handle materials responsibly Get to know one another Speak so others can hear Listen to one another Learn and practice “Turn to Your Partner” Move around the school responsibly Give their full attention to the speaker Express interest in and appreciation for one another’s writing Share their partners’ thinking with the class Ask one another questions about their writing 	<p>Students will:</p> <ul style="list-style-type: none"> Work with new partners Learn procedures for pair conferences Give feedback in a helpful way 	<p>Students will:</p> <ul style="list-style-type: none"> Work with new partners Confer in pairs about what more they want to know Confer to make sure everything makes sense in their stories 	<p>Students will:</p> <ul style="list-style-type: none"> Work with new partners Ask for and give help respectfully Reach agreement before making decisions Get ideas by listening to one another Learn discussion prompts to build on one another’s thinking Contribute to and include one another in group work Thank one another for their help 	<p>Students will:</p> <ul style="list-style-type: none"> Work with new partners Work responsibly in pairs Make fair decisions Share what they learn about their partners Share something their partners wrote with the class Discuss and solve problems that arise in their work together Imagine and discuss how others might feel 	<p>Students will:</p> <ul style="list-style-type: none"> Work with new partners Share something their partners wrote with the class Get ideas by listening to one another Express interest in and appreciation for one another’s writing Ask one another questions about their writing Speak clearly and listen to one another Express interest in and appreciation for one another’s writing 	<p>Students will:</p> <ul style="list-style-type: none"> Work with new partners Respectfully consider the opinions of others 	<p>Students will:</p> <ul style="list-style-type: none"> Reflect on how they worked together to build the writing community Thank one another for their work together this year