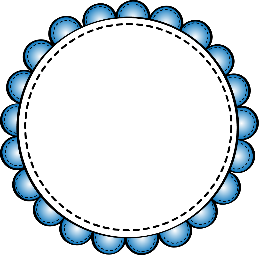
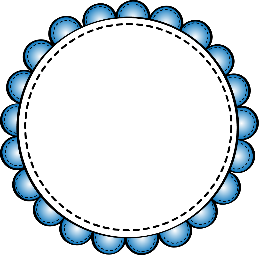
|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Unit 1 | | | http://forms.hmhco.com/assets/global/icons/reading/icon-journeys.jpgUnit 2  Second Grade Scope and Sequence (Journeys) | | |
| Reading: Foundational Skills |  | | |  | | |
| Phonics | Short vowels a, I; CVC syllable pattern  Short vowels o, u, e; CVC syllable pattern  Long vowels a, I; sounds for c | | Long o, u, e; sounds for g  Consonant blends with r, l, s | Common final blends nd, ng, nk, nt, ft, xt, mp  Double consonants and ck; double consonants (CVC)  Consonant | digraphs with th, sh, wh, ch, tch; base words with endings –s, -ed, -ing  CV syllable pattern  Contractions | |
| Fluency | Accuracy: word recognition  Accuracy: words in connected text  Accuracy: self-correction  Intonation  Phrasing: Punctuation | | | Expression  Accuracy: connected text  Rate  Phrasing: punctuation | | |
| Speaking and Listening;  Research/Media Literacy |  | | |  | | |
|  | Holding a conversation  Ask and answer questions  Share an experience  Brainstorming  Finding information | | | Communication  Have a conversation  Understand sources  Research questions  Compare and contrast | | |
| Comprehension |  | | |  | | |
| Skills | SKIILS:  Sequence of events  Compare and contrast  Author’s purpose  Cause and effect  Story structure | STRATEGIES:  Infer/predict  Question  Analyze/evaluate  Summarize  Visualize | | SKILLS:  Text and graphic features  Conclusions  Main idea and details  Understanding characters  Facts and opinions | | STRATEGIES:  Question  Analyze/evaluate  Summarize  Monitor/clarify |
| Spelling, Grammar, Writing |  | | |  | | |
| Grammar | Subjects and predicates  Simple sentences  Types of sentences  What is a noun?  Singular and plural nouns | | | Plural nouns  Proper nouns  What is a verb?  Verbs in the present  Verbs in the present, past, future | | |
| Writing | Narrative  Sentences that tell a true story  Friendly letter  Sentences that describe  True Story | FOCUS TRAITS:  Word choice  Organization  Sentence Fluency  \*Conventions | | Informative  Informational paragraph  instructions | | FOCUS TRAITS:  Organization  Ideas  Sentence Fluency  \*Conventions |
| Performance Task | Narrative-Write a Friendly Letter (to someone in community.)  Narrative-“Matter” Superhero fiction story. | | | Informative-Information paragraph about daily life of famous early American.  Informative-From Farm to Table Essay. | | |
| Unit Concept | Change | | | Interactions | | |
| Essential Question: | How and why do things change over time? | | | How do groups of people in an organized group interact with one another and their space? | | |
| ELA Focus | Characterization  Character Change | | |  | | |
|  | SCIENCE:  Properties of Matter  States of Matter  Changes in Matter  Mixtures  Weather Terms  Weather Tools  Water Cycle  Changes in Weather  Four Season  Causes of Day and Night  Shadows  Phases of the Moon  Needs of Living Things  Parts of a Plant  Plant Life Cycle  Dispersing Seeds  Different Types of Plants  Plant Fossils | SOCIAL STUDIES:  Past, Present, Future  Different Communities (school, classroom), etc.)  Urban, Suburban, Rural  Citizens in a Community  Local Community  Community History  Community Change | | SCIENCE:  Earth Landforms (Mountain, Valley, Plains)  Earth’s Layers (crust, core, mantel)  Earth’s Sources of Water  How People Use Water  Changes on the Earth’s Surface (weathering, erosion and earthquake, volcano, flood)  Rocks and Minerals (simple)  Water on Earth  Different Types of Soil  Using Earth’s Resources  Land and Water Resources | | SOCIAL STUDIES:  Early Americans  Components of Native American Culture  Native American Community (tribe)  Native Americans & Early Settlers  First Thanksgiving  Early America  Barter and Trade  Producers Consumers (review goods/services)  Work and Income  Economic Choices  From Factory to You  Community Development based on Resources  State Settlement and Resources  Farms Long Ago/Today |
| Math | Addition/Subtraction Strategies  Fact Families  Two-Step Word Problems  Skip Counting  Number Patterns  Add & Subtract Two-Digit Numbers  \*Highlight specifics in social studies/science found in your standards. | | | Money  Pennies, Nickels, Dimes, Quarters  Counting and Using Money | | |



Second Grade Scope and Sequence (Journeys)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Unit 3 | | | Unit 4 | | |
| Reading: Foundational Skills |  | | |  | | |
| Phonics | Base words with endings –e, -es  Words with ai, ay  Words with ee, ea | | Long o (o, oa, ow)  Compound words; the schwa sound | Base words and endings –ed, -ing  Long I (I, igh, y); cumulative review  The long e sound for y; changing y to i | Words with ar  Words with or, ore | |
| Fluency | Expression  Rate: adjust rate to purpose  Accuracy: self-correct  Fluency: natural pauses | | | Rate  Stress  Expression  Phrasing; punctuation  Intonation | | |
| Speaking and Listening;  Research/Media Literacy |  | | |  | | |
|  | A class discussion  Retell or summarize  Choosing media sources  Summarizing  Science Experiment | | | Audio recording  Compare and contrast media messages  Share an experience  Following direction | | |
| Comprehension |  | | |  | | |
| Skills | SKIILS:  Conclusions  Text and graphic features  Main idea and details  Author’s purpose  Cause and effect | STRATEGIES:  Infer/predict  Question  Analyze/evaluate  Summarize  Monitor/clarify | | SKILLS:  Story structure  Sequence of events  Understanding characters  Text and graphic features  Compare and contrast | | STRATEGIES:  Infer/predict  Visualize  Analyze/evaluate  Question  Monitor/clarify |
| Spelling, Grammar, Writing |  | | |  | | |
| Grammar | Compound sentences  Expanding/rearranging compound sentences  Quotation marks  Using proper nouns  Abbreviations | | | Pronouns  Subject-verb agreement  The verb “be”  Commas in dates and places  Commas in a series | | |
| Writing | Persuasive (Opinion)  persuasive letters  opinion paragraph  persuasive essay | FOCUS TRAITS:  Ideas  Voice  Sentence Fluency  \*Conventions | | Narrative  Story paragraph  Description paragraph  Fictional story | | FOCUS TRAITS:  Word choice  Organization  Voice  \*Conventions |
| Performance Task | PERFORMANCE TASK: Narrative-“The Bad Science Experiment” fictional story  PERFORMANCE TASK: Narrative-Personal Narrative (important moments) | | | PERFORMANCE TASK: Persuasive-“Vote for Me!” paragraph for 2nd grader of the year.  PERFOMRANCE TASK: Persuasive-“The best fable is \_\_\_\_because…” | | |
| Unit Concept | INVESTIGATION | | | RESPONSIBILITY | | |
| Essential Question: | What are the best questions to ask in order to get the most accurate information? | | | What is responsible for how something/someone acts?  How does responsibility affect our decisions? | | |
| ELA Focus | Historical stories  Story sequence | | | Central Message  Fables  Characterization  Text Evidence | | |
|  | SCIENCE:  Scientific Method:  Make a Model  Observation  Data Collection/Research  Put Things in Order/Infer  Investigate/Predict  Forming a Hypothesis  Data Analysis  Draw Conclusions/Communicate  Famous Scientists | SOCIAL STUDIES:  Stories of Our Past:  Past, Present, Future  Sequence of Events  Colonies and Settlers  American Independence  American Heritage  Famous American | | SCIENCE:  Forces of Motion  Push & Pull  Gravity, Friction  Simple Machines (levers, ramps, pulley)  Magnetism | | SOCIAL STUDIES:  Rights of Citizens  Responsibilities of Citizens  Characteristics of Good Citizens  Voting  Rules/Law and Consequences  Government and People  Leaders in a Community (election process)  Local Government Services & Leaders  Types of Government  State & Federal Government  Constitutions |
| Math | Measurement  Measuring length  Relate addition & subtraction to length  Graphing (Line, Pictograph, Bar)  Identifying (reading) Graphs  Creating Graphs | Tally Chart  Line Plot  Clocks (analog, digital)  Time to Hour, Half Hour, Five Minutes  Elapsed Time | | Place Value  Ones and Tens  Place Value to Hundreds and Thousands  Expanded/Standard Form  Skip Counting  Comparing Numbers to 1000 | | |



Second Grade Scope and Sequence (Journeys)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Unit 5 | | | | Unit 6 | | |
| Reading: Foundational Skills |  | | | |  | | |
| Phonics | Words with er; words with ir, ur  Homophones; base words and endings –er, -est  Suffixes –y, -ly, -ful | | | Prefxes re-, un-, over-, pre-, -mis  Words with au, aw, al, o, a | Words with oo, ew, ou  Words with oo  Vowel dipthongs ow, ou | Reading longer words with long vowels a and I; vowel dipthongs oi, oy  Reading longer words with long vowels o and e; final stable syllable -ie | |
| Fluency | Phrasing; natural pauses  Accuracy; self-correct  Rate: adjust rate to purpose  Expression  Phrasing; punctuation | | | | Accuracy: connected text  Intonation  Phrasing; natural pauses  Expression  Rate; adjust rate to purpose | | |
| Speaking and Listening;  Research/Media Literacy |  | | | |  | | |
|  | Answer a question  Explain a procedure  Using digital visual aids  Compare/contrast  Following directions in a procedure | | | | Cooperative storytelling  Research question  Retelling a story  Share an experience  Presentation | | |
| Comprehension |  | | | |  | | |
| Skills | SKIILS:  Main idea and details  Understanding characters  Conclusions  Cause and effect  Text and graphic features | | STRATEGIES:  Infer/predict  Question  Summarize  Visualize  Monitor/clarify | | SKILLS:  Story structure  Fact and opinion  Sequence of events  Understanding characters  Compare and contrast | | STRATEGIES:  Infer/predict  Question  Analyze/evaluate  Summarize  Visualize |
| Spelling, Grammar, Writing |  | | | |  | | |
| Grammar | What is an adjective?  Using adjectives  Irregular verbs  Irregular action verbs  More irregular: action verbs | | | | Contractions  What is an adverb?  Possessive Nouns  Choose between adjectives and adverbs | | |
| Writing | Informative  Problem-solution paragraph  Compare/Contrast paragraph  Informational paragraph  Research report | | FOCUS TRAITS:  Word choice  Organization  Voice  \*Conventions | | Persuasive  Response poem  Paragraph  Response paragraph  Response essay | | FOCUS TRAITS:  Word choice  Organization  Voice  \*Conventions |
| Performance Task | PERFORMANCE TASK: Informative-Animal Life Cycle Project.  PERFORMANCE TASK: Information-Protecting the Earth research project. | | | | PERFORMANCE TASK: Narrative-The Journey of My Flat Stanley narrative story.  PERFORMANCE TASK: Persuasive-The Best Celebration/Food- Research Project (highlights from another culture) | | |
| Unit Concept | SYSTEMS | | | | INFLUENCE | | |
| Essential Question: | What impact does one small thing have on a big system? | | | | Why is it important to look at things from different perspectives? | | |
| ELA Focus |  | | | | Point of View  Versions of a Folktale: Cinderella  Fractured Fairy Tales | | |
|  | SCIENCE:  Needs of Living Things  Animal Life Cycle  Adaption  Camouflage, Migration, Hibernation  Inherited Traits  Helpful Trait  Animal Habitats | Food Chains  Food Webs  Habitat Change  Endangered Species  Habitats of the Past (fossils)  Human vs. Physical Characteristics of Earth  Plants/Animals and the Environment  Pollution | SOCIAL STUDIES:  Environmental Activism  Recycle, Reduce, Reuse | | SCIENCE:  Landform review | | SOCIAL STUDIES:  Maps and Locations  Relative/Absolute Location  Use a Map Grid  Landforms (review)  Cardinal Directions (north, south, east, west)  Equator, Poles, Hemispheres  7 Continents and Oceans  Creating a Map  World Cultures (different communities)  Introduction to Immigration  Diversity in the Community  Celebration in a Culture |
| Math | Adding Three Digit Numbers  Regrouping  Mentally Add/Subtract 10 or 100  Subtracting Three Digit Numbers  \*optional- Health-Systems in the Human Body | | | | Two Dimensional Shapes  Three Dimensional Shapes  Faces, Edges, Vertices  Fractions  Halves, Thirds, Fourths,  Area | | |