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|  | Unit 1 | http://forms.hmhco.com/assets/global/icons/reading/icon-journeys.jpgUnit 2Second Grade Scope and Sequence (Journeys) |
| Reading: Foundational Skills |  |  |
| Phonics | Short vowels a, I; CVC syllable patternShort vowels o, u, e; CVC syllable patternLong vowels a, I; sounds for c | Long o, u, e; sounds for gConsonant blends with r, l, s | Common final blends nd, ng, nk, nt, ft, xt, mpDouble consonants and ck; double consonants (CVC)Consonant  | digraphs with th, sh, wh, ch, tch; base words with endings –s, -ed, -ingCV syllable patternContractions |
| Fluency | Accuracy: word recognitionAccuracy: words in connected textAccuracy: self-correctionIntonationPhrasing: Punctuation | ExpressionAccuracy: connected textRatePhrasing: punctuation |
| Speaking and Listening;Research/Media Literacy |  |  |
|  | Holding a conversationAsk and answer questionsShare an experienceBrainstormingFinding information | CommunicationHave a conversationUnderstand sourcesResearch questionsCompare and contrast |
| Comprehension |  |  |
| Skills | SKIILS: Sequence of eventsCompare and contrastAuthor’s purposeCause and effectStory structure | STRATEGIES: Infer/predictQuestionAnalyze/evaluateSummarizeVisualize | SKILLS: Text and graphic featuresConclusionsMain idea and detailsUnderstanding charactersFacts and opinions | STRATEGIES: QuestionAnalyze/evaluateSummarizeMonitor/clarify |
| Spelling, Grammar, Writing |  |  |
| Grammar | Subjects and predicatesSimple sentencesTypes of sentencesWhat is a noun?Singular and plural nouns | Plural nounsProper nounsWhat is a verb?Verbs in the presentVerbs in the present, past, future |
| Writing  | NarrativeSentences that tell a true storyFriendly letterSentences that describeTrue Story | FOCUS TRAITS: Word choiceOrganization Sentence Fluency\*Conventions | InformativeInformational paragraphinstructions | FOCUS TRAITS:OrganizationIdeasSentence 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 | CharacterizationCharacter Change |  |
|  | SCIENCE: Properties of MatterStates of MatterChanges in MatterMixturesWeather TermsWeather ToolsWater CycleChanges in WeatherFour SeasonCauses of Day and NightShadowsPhases of the MoonNeeds of Living ThingsParts of a PlantPlant Life CycleDispersing SeedsDifferent Types of PlantsPlant Fossils | SOCIAL STUDIES:Past, Present, FutureDifferent Communities (school, classroom), etc.)Urban, Suburban, RuralCitizens in a CommunityLocal CommunityCommunity HistoryCommunity Change | SCIENCE: Earth Landforms (Mountain, Valley, Plains)Earth’s Layers (crust, core, mantel)Earth’s Sources of WaterHow People Use WaterChanges on the Earth’s Surface (weathering, erosion and earthquake, volcano, flood)Rocks and Minerals (simple)Water on EarthDifferent Types of Soil Using Earth’s ResourcesLand and Water Resources | SOCIAL STUDIES:Early AmericansComponents of Native American CultureNative American Community (tribe)Native Americans & Early SettlersFirst ThanksgivingEarly AmericaBarter and TradeProducers Consumers (review goods/services)Work and IncomeEconomic ChoicesFrom Factory to YouCommunity Development based on ResourcesState Settlement and ResourcesFarms Long Ago/Today |
| Math | Addition/Subtraction StrategiesFact FamiliesTwo-Step Word ProblemsSkip CountingNumber PatternsAdd & Subtract Two-Digit Numbers\*Highlight specifics in social studies/science found in your standards. | MoneyPennies, Nickels, Dimes, QuartersCounting and Using Money |



Second Grade Scope and Sequence (Journeys)

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|  | Unit 3 | Unit 4 |
| Reading: Foundational Skills |  |  |
| Phonics | Base words with endings –e, -esWords with ai, ayWords with ee, ea | Long o (o, oa, ow)Compound words; the schwa sound | Base words and endings –ed, -ingLong I (I, igh, y); cumulative reviewThe long e sound for y; changing y to i | Words with arWords with or, ore |
| Fluency | ExpressionRate: adjust rate to purposeAccuracy: self-correctFluency: natural pauses | RateStressExpressionPhrasing; punctuationIntonation |
| Speaking and Listening;Research/Media Literacy |  |  |
|  | A class discussionRetell or summarizeChoosing media sourcesSummarizingScience Experiment | Audio recordingCompare and contrast media messagesShare an experienceFollowing direction |
| Comprehension |  |  |
| Skills | SKIILS: ConclusionsText and graphic featuresMain idea and detailsAuthor’s purposeCause and effect | STRATEGIES: Infer/predictQuestionAnalyze/evaluateSummarizeMonitor/clarify | SKILLS: Story structureSequence of eventsUnderstanding charactersText and graphic featuresCompare and contrast | STRATEGIES: Infer/predictVisualizeAnalyze/evaluateQuestionMonitor/clarify |
| Spelling, Grammar, Writing |  |  |
| Grammar | Compound sentencesExpanding/rearranging compound sentencesQuotation marksUsing proper nounsAbbreviations | PronounsSubject-verb agreementThe verb “be”Commas in dates and placesCommas in a series |
| Writing  | Persuasive (Opinion)persuasive lettersopinion paragraphpersuasive essay | FOCUS TRAITS: IdeasVoiceSentence Fluency\*Conventions | NarrativeStory paragraphDescription paragraphFictional story | FOCUS TRAITS:Word choiceOrganizationVoice\*Conventions |
| Performance Task | PERFORMANCE TASK: Narrative-“The Bad Science Experiment” fictional storyPERFORMANCE 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 storiesStory sequence | Central MessageFablesCharacterizationText Evidence |
|  | SCIENCE: Scientific Method:Make a ModelObservationData Collection/ResearchPut Things in Order/InferInvestigate/PredictForming a HypothesisData AnalysisDraw Conclusions/CommunicateFamous Scientists | SOCIAL STUDIES:Stories of Our Past:Past, Present, FutureSequence of EventsColonies and SettlersAmerican IndependenceAmerican HeritageFamous American | SCIENCE: Forces of MotionPush & PullGravity, FrictionSimple Machines (levers, ramps, pulley)Magnetism | SOCIAL STUDIES:Rights of CitizensResponsibilities of CitizensCharacteristics of Good CitizensVotingRules/Law and ConsequencesGovernment and PeopleLeaders in a Community (election process)Local Government Services & LeadersTypes of GovernmentState & Federal GovernmentConstitutions |
| Math | MeasurementMeasuring lengthRelate addition & subtraction to lengthGraphing (Line, Pictograph, Bar)Identifying (reading) GraphsCreating Graphs | Tally ChartLine PlotClocks (analog, digital)Time to Hour, Half Hour, Five MinutesElapsed Time | Place ValueOnes and TensPlace Value to Hundreds and ThousandsExpanded/Standard FormSkip CountingComparing Numbers to 1000 |



Second Grade Scope and Sequence (Journeys)

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|  | Unit 5 | Unit 6 |
| Reading: Foundational Skills |  |  |
| Phonics | Words with er; words with ir, urHomophones; base words and endings –er, -estSuffixes –y, -ly, -ful | Prefxes re-, un-, over-, pre-, -misWords with au, aw, al, o, a | Words with oo, ew, ouWords with ooVowel dipthongs ow, ou | Reading longer words with long vowels a and I; vowel dipthongs oi, oyReading longer words with long vowels o and e; final stable syllable -ie |
| Fluency | Phrasing; natural pausesAccuracy; self-correctRate: adjust rate to purposeExpressionPhrasing; punctuation | Accuracy: connected textIntonationPhrasing; natural pausesExpressionRate; adjust rate to purpose |
| Speaking and Listening;Research/Media Literacy |  |  |
|  | Answer a questionExplain a procedureUsing digital visual aidsCompare/contrastFollowing directions in a procedure | Cooperative storytellingResearch questionRetelling a storyShare an experiencePresentation |
| Comprehension |  |  |
| Skills | SKIILS: Main idea and detailsUnderstanding charactersConclusionsCause and effectText and graphic features | STRATEGIES: Infer/predictQuestionSummarizeVisualizeMonitor/clarify | SKILLS: Story structureFact and opinionSequence of eventsUnderstanding charactersCompare and contrast | STRATEGIES: Infer/predictQuestionAnalyze/evaluateSummarizeVisualize |
| Spelling, Grammar, Writing |  |  |
| Grammar | What is an adjective?Using adjectivesIrregular verbsIrregular action verbsMore irregular: action verbs | ContractionsWhat is an adverb?Possessive NounsChoose between adjectives and adverbs |
| Writing  | InformativeProblem-solution paragraphCompare/Contrast paragraphInformational paragraphResearch report | FOCUS TRAITS: Word choiceOrganizationVoice\*Conventions | PersuasiveResponse poemParagraphResponse paragraphResponse essay | FOCUS TRAITS:Word choiceOrganizationVoice\*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 ViewVersions of a Folktale: CinderellaFractured Fairy Tales |
|  | SCIENCE: Needs of Living ThingsAnimal Life CycleAdaptionCamouflage, Migration, HibernationInherited TraitsHelpful TraitAnimal Habitats | Food ChainsFood WebsHabitat ChangeEndangered SpeciesHabitats of the Past (fossils)Human vs. Physical Characteristics of EarthPlants/Animals and the EnvironmentPollution | SOCIAL STUDIES:Environmental ActivismRecycle, Reduce, Reuse | SCIENCE: Landform review | SOCIAL STUDIES:Maps and LocationsRelative/Absolute LocationUse a Map GridLandforms (review)Cardinal Directions (north, south, east, west)Equator, Poles, Hemispheres7 Continents and OceansCreating a MapWorld Cultures (different communities)Introduction to ImmigrationDiversity in the CommunityCelebration in a Culture |
| Math | Adding Three Digit NumbersRegroupingMentally Add/Subtract 10 or 100Subtracting Three Digit Numbers\*optional- Health-Systems in the Human Body | Two Dimensional ShapesThree Dimensional ShapesFaces, Edges, VerticesFractionsHalves, Thirds, Fourths,Area |