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| Second Grade Scope and Sequence (Treasures) | Unit 1 | Unit 2 |
| Reading: Foundational Skills |  |  |
| Phonemic Awareness | Listen for short /a/ and /i/Listen for short /e/, /o/, /u/Long aLong iLong, o, u | Listen for long aListen for long eListen for long iListen for long oListen for long u |
| Phonics | Short /a/, /i/; consonant blendsShort e, o, u; consonant digraphsShort a and long a (a\_e); consoant blends (2-letter)Short I and long I (i\_e); soft c and gShort o, u and long o (o\_e), u (u\_e); consonant digraphs | Long a; consonant blendsLong e; prefixesLong I; compound wordsLong o; inflectional endingsLong u; inflectional endings |
| Fluency | Build fluency: Word AutomaticityEcho-Read | Build Fluency: Word AutomaticityEcho-read |
| Comprehension |  |  |
| Skills | SKIILS: Character and SettingPlotIdentify main idea and detailsMake and confirm predictions | STRATEGIES: Analyze story structureSummarize | SKILLS: Character, setting, plotCause and effectMain Ideas and detailsMake inferencesCompare and contrast | STRATEGIES: Monitor comprehension/RereadGenerate questions |
| Spelling, Grammar, Writing |  |  |
| Grammar | Statements and questionsCommands and exclamationsSubjectsPredicatesCombining sentences | NounsPlural nounsProper nounsPossessive nounsPlurals and possessives  |
| Writing  | Personal narrativeDescriptionExpositor ReportLetterJournal enter | FOCUS TRAITS:VoiceWord choiceOrganization\*Conventions | StoryProcedural: DirectionsResearch reportFriendly letterBiography | 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 (Treasures)

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|  | Unit 3 | Unit 4 |
| Reading: Foundational Skills |  |  |
| Phonemic Awareness | Listen for r-controlled vowels | Listen for diphthong ou, owListen for diphthong oi, oyListen for vowel digraphs oo, ui, ew, ue, u, ou, oeListen for vowel digraph oo, ouListen for vowel digraph au, au, a |
| Phonics | r-controlled vowels; inflectional endingsr-controlled vowels; silent lettersr-controlled vowels; inflectional endingsr-controlled vowels; suffixesr-controlled vowels; prefixes | Diphthong ou, owDiphthong oi, oyVowel digraph oo, ui, ew, ue, u, ou, oeVowel digraph oo, ouVowel digraph au, aw, a |
| Fluency | Build fluency: Word AutomaticityEcho-Read | Build fluency: Word AutomaticityEcho-Read |
| Comprehension |  |  |
| Skills | SKIILS: SummarizeAuthor’s purposeCause and effectDraw conclusions | STRATEGIES: VisualizeGenerate questions | SKILLS: Cause and effectUse illustrationsSequence of eventsDistinguish between fantasy and reality | STRATEGIES: Monitor comprehension/rereadAnalyze text structuresAnalyze story structures |
| Spelling, Grammar, Writing |  |  |
| Grammar | Action verbsPresent-tense verbsPast-tense verbsThe Verb *Have*Sentence Combining | Linking verbsHelping verbsIrregular verbsContractions |
| Writing  | AdvertisementPersonal narrativeNonfiction articleFriendly letterDescriptive poem | FOCUS TRAITS: IdeasVoiceSentence Fluency\*Conventions | Personal narrativeExpository: Persuasive essayExpository: nonfiction articleExpository: Friendly letterExpository: Descriptive Flyer | 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: 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 |
| 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 |

Second Grade Scope and Sequence (Treasures)



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|  | Unit 5 | Unit 6 |
| Reading: Foundational Skills |  |  |
| Phonemic Awareness | Listen for closed syllablesListen for open syllablesListen for consonants + le syllables | Listen for consonants + le syllablesListen for vowel team syllablesListen for Final e syllablesr-controlled syllables |
| Phonics | Closed syllablesOpen syllablesConsonant +le syllables | Consonant +le syllablesVowel team syllablesFinal e syllablesr-controlled syllables |
| Fluency | IntonationPronunciationPhrasingExpression | Build Fluency:Word AutomaticityEcho-read |
| Comprehension |  |  |
|  | SKILLS:Draw conclusionsSequence of eventsSummarizeMake inferences | STRATEGIES:SummarizeMonitor comprehension; adjust reading rate | SKILLS: Author’s purposeCompare and contrastProblem and solutionCause and effect | STRATEGIES: Generate questionsVisualize |
| Spelling, Grammar, Writing |  |  |
| Grammar | PronounsI and me, we and usPossessive pronounsContractionsPronoun-verb agreement | AdjectivesUse articles a, an and theSynonyms and antonymsAdjectives that compareAdverbs |
| Writing  | Procedural: How-To PosterNarrativeExpositoryFriendly Letter | FOCUS TRAITS: Word choiceOrganizationVoice\*Conventions  |  | FOCUS TRAITS: |
| 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 |