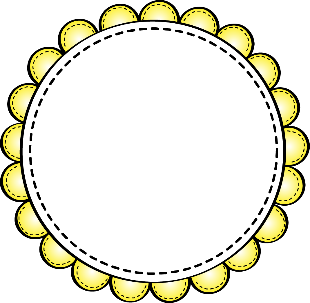
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| --- | --- | --- | --- | --- |
| Second Grade Scope and Sequence (Treasures) | Unit 1 | | Unit 2 | |
| Reading: Foundational Skills |  | |  | |
| Phonemic Awareness | Listen for short /a/ and /i/  Listen for short /e/, /o/, /u/  Long a  Long i  Long, o, u | | Listen for long a  Listen for long e  Listen for long i  Listen for long o  Listen for long u | |
| Phonics | Short /a/, /i/; consonant blends  Short e, o, u; consonant digraphs  Short a and long a (a\_e); consoant blends (2-letter)  Short I and long I (i\_e); soft c and g  Short o, u and long o (o\_e), u (u\_e); consonant digraphs | | Long a; consonant blends  Long e; prefixes  Long I; compound words  Long o; inflectional endings  Long u; inflectional endings | |
| Fluency | Build fluency: Word Automaticity  Echo-Read | | Build Fluency:  Word Automaticity  Echo-read | |
| Comprehension |  | |  | |
| Skills | SKIILS:  Character and Setting  Plot  Identify main idea and details  Make and confirm predictions | STRATEGIES:  Analyze story structure  Summarize | SKILLS:  Character, setting, plot  Cause and effect  Main Ideas and details  Make inferences  Compare and contrast | STRATEGIES:  Monitor comprehension/Reread  Generate questions |
| Spelling, Grammar, Writing |  | |  | |
| Grammar | Statements and questions  Commands and exclamations  Subjects  Predicates  Combining sentences | | Nouns  Plural nouns  Proper nouns  Possessive nouns  Plurals and possessives | |
| Writing | Personal narrative  Description  Expositor Report  Letter  Journal enter | FOCUS TRAITS:  Voice  Word choice  Organization  \*Conventions | Story  Procedural: Directions  Research report  Friendly letter  Biography | 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 (Treasures)

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| --- | --- | --- | --- | --- |
|  | Unit 3 | | Unit 4 | |
| Reading: Foundational Skills |  | |  | |
| Phonemic Awareness | Listen for r-controlled vowels | | Listen for diphthong ou, ow  Listen for diphthong oi, oy  Listen for vowel digraphs oo, ui, ew, ue, u, ou, oe  Listen for vowel digraph oo, ou  Listen for vowel digraph au, au, a | |
| Phonics | r-controlled vowels; inflectional endings  r-controlled vowels; silent letters  r-controlled vowels; inflectional endings  r-controlled vowels; suffixes  r-controlled vowels; prefixes | | Diphthong ou, ow  Diphthong oi, oy  Vowel digraph oo, ui, ew, ue, u, ou, oe  Vowel digraph oo, ou  Vowel digraph au, aw, a | |
| Fluency | Build fluency: Word Automaticity  Echo-Read | | Build fluency: Word Automaticity  Echo-Read | |
| Comprehension |  | |  | |
| Skills | SKIILS:  Summarize  Author’s purpose  Cause and effect  Draw conclusions | STRATEGIES:  Visualize  Generate questions | SKILLS:  Cause and effect  Use illustrations  Sequence of events  Distinguish between fantasy and reality | STRATEGIES:  Monitor comprehension/reread  Analyze text structures  Analyze story structures |
| Spelling, Grammar, Writing |  | |  | |
| Grammar | Action verbs  Present-tense verbs  Past-tense verbs  The Verb *Have*  Sentence Combining | | Linking verbs  Helping verbs  Irregular verbs  Contractions | |
| Writing | Advertisement  Personal narrative  Nonfiction article  Friendly letter  Descriptive poem | FOCUS TRAITS:  Ideas  Voice  Sentence Fluency  \*Conventions | Personal narrative  Expository: Persuasive essay  Expository: nonfiction article  Expository: Friendly letter  Expository: Descriptive Flyer | 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:  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 |
| 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 | |

Second Grade Scope and Sequence (Treasures)



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| --- | --- | --- | --- | --- | --- |
|  | Unit 5 | | | Unit 6 | |
| Reading: Foundational Skills |  | | |  | |
| Phonemic Awareness | Listen for closed syllables  Listen for open syllables  Listen for consonants + le syllables | | | Listen for consonants + le syllables  Listen for vowel team syllables  Listen for Final e syllables  r-controlled syllables | |
| Phonics | Closed syllables  Open syllables  Consonant +le syllables | | | Consonant +le syllables  Vowel team syllables  Final e syllables  r-controlled syllables | |
| Fluency | Intonation  Pronunciation  Phrasing  Expression | | | Build Fluency:  Word Automaticity  Echo-read | |
| Comprehension |  | | |  | |
|  | SKILLS:  Draw conclusions  Sequence of events  Summarize  Make inferences | | STRATEGIES:  Summarize  Monitor comprehension; adjust reading rate | SKILLS:  Author’s purpose  Compare and contrast  Problem and solution  Cause and effect | STRATEGIES:  Generate questions  Visualize |
| Spelling, Grammar, Writing |  | | |  | |
| Grammar | Pronouns  I and me, we and us  Possessive pronouns  Contractions  Pronoun-verb agreement | | | Adjectives  Use articles a, an and the  Synonyms and antonyms  Adjectives that compare  Adverbs | |
| Writing | Procedural: How-To Poster  Narrative  Expository  Friendly Letter | | FOCUS TRAITS:  Word choice  Organization  Voice  \*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 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 | |