



## 2022/2023 Scope and Sequence

Grade: 2nd

Month: Sep/Nov

Content Area: ELA

Primary Publisher: Savvas

<b><i>What our students will know and be able to do</i></b>	<b><i>Learning Activities</i></b>	<b><i>Materials</i></b>	<b><i>Assessment tools</i></b>	<b><i>Notes</i></b>
Sep <ul style="list-style-type: none"> <li>● Describe setting using text evidence.</li> <li>● Ask and answer questions about characters in literary text.</li> <li>● Retelling and Spelling Sight words</li> <li>● Long and short vowel sounds</li> <li>● Long vowel CVC</li> <li>● Rhyming words</li> <li>● Blending consonant letters</li> <li>● Consonant Digraphs ch, sh, wh, th, ph and Trigraph tch.</li> <li>● Know how to read/comprehend our Leveled Reader books unit 1 in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>● Whole group shared reading.</li> <li>● Small group reading.</li> <li>● MyView work book pages 14-19</li> <li>● Read passages or story for the whole group and ask comprehension questions during and after.</li> <li>● Whole group identifies rhyming words from read aloud</li> </ul>	<ul style="list-style-type: none"> <li>● MyView work books</li> <li>● Unit one reading books for small groups.</li> <li>● Teachers Pay Teachers long and short vowel sound packet.</li> <li>● Teachers Pay Teachers consonant blending work packet.</li> <li>● Colored Pencils for worksheets to show the difference between vowels and consonants.</li> </ul>	<ul style="list-style-type: none"> <li>● EasyCBM progress reports.</li> <li>● Writing work samples</li> <li>● Exit Ticket from teachers pay teachers on rhyming words.</li> <li>● Whole group discussion (I check for students understanding informally)</li> </ul>	

<p>Oct</p> <ul style="list-style-type: none"> <li>• Reading and spelling using Inflected endings: -s, -es, -ed, -ing</li> <li>• Recall main ideas/details in a story/passage.</li> <li>• Describe and understand plot elements.</li> <li>• Daily Rotations practicing heart words.</li> <li>• Introduce spelling vocabulary words from workbook</li> </ul>	<p>Oct</p> <ul style="list-style-type: none"> <li>• Using “Heart Word Magic” worksheet that splits up heart words and focuses on the tricky parts of the words. (Usually 5 words at a time)</li> <li>• Word work worksheets during rotation time via teachers pay teachers.</li> <li>• Partner and/or table group discussion to focus on comprehending what they read.</li> </ul>	<p>Oct</p> <ul style="list-style-type: none"> <li>• Spelling word journal (blank composition book).</li> <li>• Heart word magic worksheet</li> <li>• MyView pg. 54</li> <li>• MyView pg. 57</li> <li>• MyView pg. 58-59</li> </ul>	<p>Oct</p> <ul style="list-style-type: none"> <li>• Easy CBM testing on reading comprehension, vocabulary, and fluency</li> <li>• Progress monitor every 2 weeks for t3 and t2. Progress monitor every 3-4 weeks for all students.</li> </ul>	
<p>Nov</p> <ul style="list-style-type: none"> <li>• Being able to spell 10 spelling words (new words every 2 weeks)</li> <li>• Introduce Poetry unit, be able to identify and explain what makes a poem different from passage reading.</li> <li>• Reading persuasive passages/essays.</li> </ul>	<p>Nov</p> <ul style="list-style-type: none"> <li>• Read MyView poems as a whole group while discussing poem structure, rhyming, etc</li> <li>• Large poetry booklet, where 3 students read the same poem aloud. Switch to a new 3 students for the</li> </ul>	<p>Nov</p> <ul style="list-style-type: none"> <li>• MyView Poems</li> <li>• Large Poetry booklet for circle time with students.</li> <li>• Diamond poetry format worksheets.</li> <li>• Writing Journals for spelling words and sentence work.</li> </ul>	<p>Nov</p> <ul style="list-style-type: none"> <li>• Easy CBM testing. Comprehension, passage fluency, vocabulary</li> <li>• Exit ticket is having all 10 spelling words written and a sentence for each one in their writing journals.</li> </ul>	

<p>Being able to identify what makes it persuasive/argumentative.</p> <p><b>Dec</b></p> <ul style="list-style-type: none"> <li>• Reading Realistic fiction stories and being able to identify the difference between realistic fiction and fiction.</li> <li>• Phonological Awareness: Add &amp; Remove Sounds.</li> <li>• Read High-Frequency words.</li> <li>• Decode and write contractions.</li> <li>• Listening Comprehension</li> </ul>	<p>next poem. We read 3-4 each session.</p> <ul style="list-style-type: none"> <li>• Writing their own poems using diamond poetry format.</li> </ul> <p><b>Dec</b></p> <ul style="list-style-type: none"> <li>• Reading in whole group using the realistic fictional stories in our classroom library.</li> <li>• “Heart or Sight word” practice worksheet. (TPT)</li> <li>• Listening to stories on the chromebook app “EPIC” and answering comprehension questions.</li> </ul>	<p><b>Dec</b></p> <ul style="list-style-type: none"> <li>• “James and the Giant Peach”</li> <li>• “Beverly Cleary” books.</li> <li>• MyView pg. 18,25,47</li> <li>• MyView pg. 91,96,103</li> <li>• MyView pg. 131</li> <li>• MyView pg. 165,174-6,207</li> <li>• “Heart Word Magic” worksheet. Breaking down the heart words, heart above the tricky parts.</li> </ul>	<p><b>Dec</b></p> <ul style="list-style-type: none"> <li>• EasyCBM progress monitoring. Informal assessment.</li> <li>• Exit ticket. Heart word test worksheet with no assistance.</li> <li>• Student read aloud. Informal verbal assessment.</li> </ul>	
<p><b>Jan</b></p> <ul style="list-style-type: none"> <li>• Identify Text Structure.</li> <li>• Spelling closed syllables VC/V.</li> <li>• Language &amp; Conventions: Adjectives &amp; Verbs.</li> <li>• Spelling Open</li> </ul>	<p><b>Jan</b></p> <ul style="list-style-type: none"> <li>• Focus on key vocab words in MyView margin.</li> <li>• Read stories they know. Break down the sequence of events on poster paper.</li> </ul>	<p><b>Jan</b></p> <ul style="list-style-type: none"> <li>• MyView pg. 238-45</li> <li>• My View pg. 275</li> <li>• MyView pg. 280-87</li> <li>• MyView pg. 317</li> <li>• MyView pg.</li> </ul>	<p><b>Jan</b></p> <ul style="list-style-type: none"> <li>• EasyCBM Progress monitoring (Reading comp, Timed Passage Reading)</li> <li>• Weekly Spelling word test.</li> </ul>	

<ul style="list-style-type: none"> <li>Syllables V/CV</li> <li>Determining the theme of a story.</li> <li>Language &amp; Conventions: Comparative and Superlative Adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the structure of a story and read/show examples of stories that have their structure mixed and in the wrong order. "Does this story still make sense? How did it change? Can we rearrange it together?"</li> </ul>	<p>322-29</p> <ul style="list-style-type: none"> <li>Open/Closed Syllable sorting worksheet.</li> </ul>	<p>Relates to the January learning objectives. (Adjectives, Verbs, closed/open syllables).</p>	
<p><b><u>Feb Unit 3 Our Traditions</u></b></p> <ul style="list-style-type: none"> <li>Students will learn about: <ul style="list-style-type: none"> <li>Folktales</li> <li>Er ur ir</li> <li>Long i, ie i_e igh y</li> <li>Diphthongs ou ow oi oy</li> <li>Vowel teams oo, ue, ew ui</li> <li>Identify Theme</li> <li>Authors purpose</li> <li>Compare and Contrast</li> <li>Make inferences</li> <li>Visualize details</li> <li>Synonyms</li> <li>Antonyms</li> <li>Context clues</li> <li>Making inferences</li> <li>Making Connections</li> </ul> </li> </ul>	<p><b><u>Feb/March</u></b></p> <p><b><u>Week 1</u></b>  Long l, ie, i_e, igh, y  High frequency words  Eyes earth thought  Decodable text Rabbit's Kite  Cursive letters f, k, r, s  Poetry</p> <p><b><u>Week 2</u></b>  Fables  Comparative endings  High frequency words along, few, head  Author's purpose  Make Connections  Synonyms antonyms  Cursive letters j,p,a,d  Imagery  Story Structure</p> <p><b><u>Week 3</u></b>  The legend of the lady slipper</p>	<p><b><u>Feb</u></b></p> <p><b><u>Decodables:</u></b>  Rabbit's kite  No Help at All  Perfect  The story  Sue's New School  Student book pg-14-48  48-90  Pg 91-137  Pg 138-166  Pg 172-200</p>	<p><b><u>Feb</u></b></p> <ul style="list-style-type: none"> <li>EasyCBM Progress monitoring (Reading comp, Timed Passage Reading)</li> <li>Weekly Spelling word test.</li> </ul>	

	<p>Interstellar cinderella and Cendrillion Phonics R controlled vowels er ir ur High frequency words something example paper Decodable text Perfect Telling a story Folktales Words that can describe and Name objects and actions</p> <p>Compare and contrast stories Visualize Details Context Clues Write Cursive letters g, o Similie /alliteration</p> <p>Week 4</p> <p>The Abenaki Diphthongs ou ow oi oy High frequency words often important look Decodable The story Authors purpose Word parts Cursive letters c, q,n and m</p> <p>Week 5 My Food your food Vowel teams oo, ue, ew, ui High frequency words hear idea enough</p>			
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<p>March April Unit 2.4 Students will be able to: Phonics skills Closed syllables vc/v Open syllables V/cv Suffixes ly ful er less or Prefixes un re pre dis Syllable pattern vccv Consonant patterns kn wr gn mb lf</p>	<p>Decodable Text Sue's New School Authors purpose Making connections Week 6 Celebrate at School</p> <p>March/ April Stories Who says women can't be doctors</p> <p>Building on Nature</p> <p>The Garden of Happiness</p> <p>One Plastic Bag</p> <p>Kids can Be Big Helpers</p> <p>Phonics skills Closed syllables vc/v Open syllables V/cv Suffixes ly ful er less or Prefixes un re pre dis Syllable pattern vccv Consonante patterns kn wr gn mb lf</p> <p>High frequency words Sometimes mountains young Being talk song Above family music horse problem complete since usually friends</p> <p>Decodable texts Helen's Story</p>	<p>March/April Cursive practice pages Student work book pages 231-430</p> <p>Practice pages to go along with each skill concept</p>	<p>March/April</p> <ul style="list-style-type: none"> <li>• EasyCBM Progress monitoring (Reading comp, Timed Passage Reading)</li> <li>• Weekly Spelling word test.</li> </ul>	
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<p>May/ June Unit 2.5 Our Incredible Earth Students will be able to: Understand and use Homographs, double consonants, vowel patterns aw, au augh al Syllable patterns Vcccv Abbreviations and final syllables le tion sion</p> <p>Describe connections Monitor comprehension Compare and contrast Identify elements make inferences Synonyms context clues</p>	<p>Spider's Web A place to Play Cleaning the Beach Kent's Idea Text structure ask and answer questions Making connection Determine Theme Word meanings Persuasive text Dictionary usage</p> <p>Cursive A, o d, c, e, n, m, h K u, y z vw x l</p> <p>May/ June Unit 2.5 Homographs, double consonants, vowel patterns aw, au augh al Syllable patterns Vcccv Abbreviations and final syllables le tion sion</p> <p>High frequency words: Heard, door sure become across during hours products happened measure remember early listen covered serval toward against numeral</p> <p>Decodable text: The Best Place The Changing River A small Tree in a Big Wind Lizard's Move</p>	<p>May/June Unit 2.5 Student workbook pgs 460-650</p> <p>Decodable text: The Best Place The Changing River A small Tree in a Big Wind Lizard's Move Welcome, Max</p>	<p>May/ June unit 2.5</p> <p>Tpt activities to go along with each skill concept to further develop and deepen understanding</p> <p>Spring easy Cbm IXL SRI</p>	
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