



PACING GUIDE – SECOND GRADE

pace (verb): to move or make progress at a sensible or moderate rate

guide (noun): a book, pamphlet, etc., giving information, instructions, or advice

The intention of this guide is to help teachers map out their school year, leaving time and space for student learning and engagement.



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3rd Grade: Gilly Bartlett (Van Gorder), Laurie Campbell (Zoom), Ilissa Fenlason (Lemmon Valley), Lisa Larson (Donner Springs), Ryan Linton (Smithridge)

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*Please note that this guide is in **draft form**. There will be revisions and edits made as the first year of implementation progresses.*

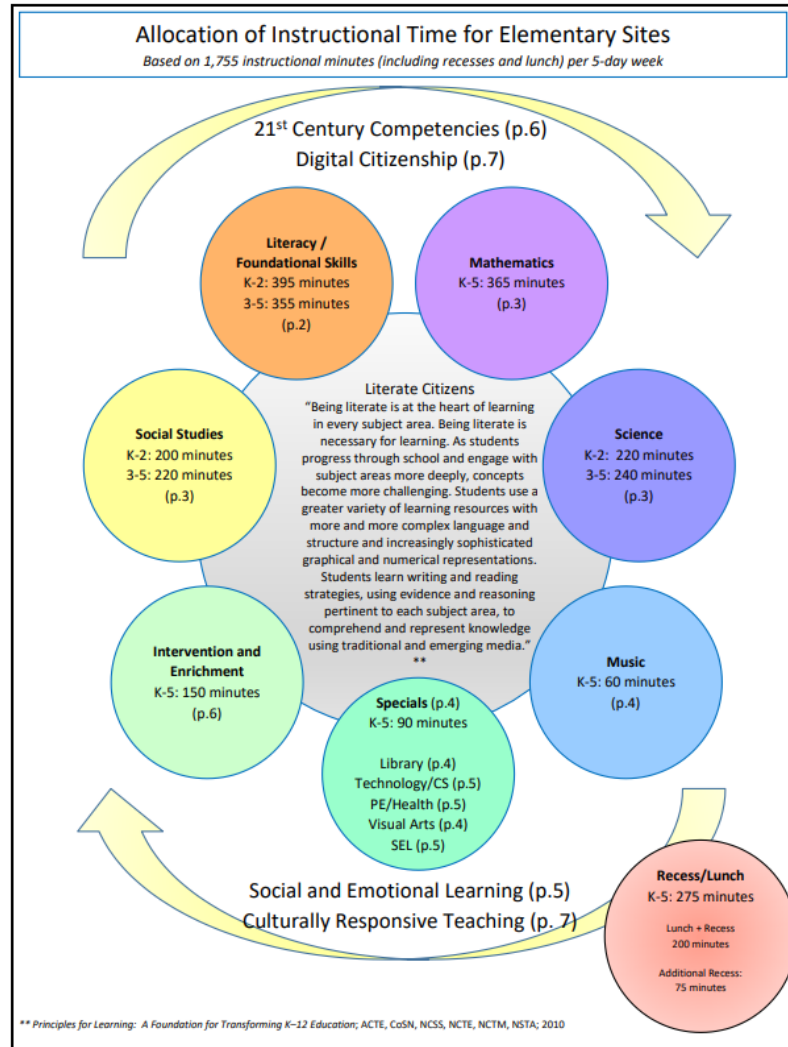
This guide contains a suggested pacing along with selected titles and standards for all areas of Benchmark's comprehensive ELA curriculum. In the following pages there are suggestions and information to help implement Benchmark Advance in the classroom. Also included are the District's recommended times for instruction and the ELA 3-Year Plan.

Suggestions and Information for Implementation:

- **Although we've scheduled 15 days for each unit, grades K-2 will have 10 additional unaccounted for days, and grades 3-5 will have 15 additional unaccounted for days to use as needed during the flow of instruction.**
- For information, and implementation of Small Group and Independent Instruction, please see the "Differentiated Instruction Planner" on the back of the fold out at the beginning of each unit in the Teacher's Resource System (TRS).
- Knowledge Strands cannot be taken out of order. The materials spiral and refer back to earlier lessons. The phonics and phonemic awareness lessons are also in an order to facilitate the teaching of foundational skills in an explicit and systematic manner.
- In our district, we have implemented the traditional Guided Reading model with our students using their instructional levels. These levels are often not grade level; some are designated far outside of grade level. It is important that all of our students have the opportunity to be in small group, differentiated Tier 1 instruction using **grade level** text. We recognize that this is a shift from past practice using the traditional Guided Reading model as Tier 1 Instruction. This shift in thought was emphasized with administrators and LSs reading "The Opportunity Myth" https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf last year. The new instructional materials match this shift. Benchmark Advance engages students in small group differentiated Tier 1 instruction. This small group instruction reinforces learning from grade-level complex text with the whole class. Each grade level receives leveled texts that stretch from just below grade level to grade level for the first unit, and then increase in level as the year progresses. In Tier 1, scaffolds should be provided during small group for those students who need them, but all students will have the opportunity to experience a reader at or close to grade level. Guided Reading strategies are certainly appropriate within that small group Tier 1 reading time. The key is to use these good strategies with grade-level text to remain in Tier 1 instruction. Students reading outside of grade level should also receive intervention at a different time. Identified students needing intervention outside of Tier 1 instruction should have a reading plan to support areas of need. Many interventions could be appropriate for a student, including, but not limited to, a traditional Guided Reading model, LLI, or Phonics First.
- Benchmark's materials use the idea of "transfer" that leads to "mastery". According to Kubina and Morrison (2000), "Mastery is effective transfer of learning in authentic and worthy performance. Students have mastered a subject when they are fluent, even creative, in using their knowledge, skills, and understanding in key performance challenges and contexts at the heart of that subject, as measured against valid and high standards." Wiggins and McTighe go on to say, "Thus, effective transfer of learning, done with creativity, polish, and grace, is the essence of mastery. Mastery is not just technical knowledge. (Even in music, the term *virtuoso* is typically pejorative, implying mere speed with no soul.) You haven't mastered a subject if you only possess skills and facts in isolation and can only produce them on demand in response to prompts.

Mastery must be tested using authentic tasks and scenarios at the heart of "doing" the subject. And instruction for mastery must be designed backward from these corner stone tasks." (Wiggins & McTighe, 2005) Benchmark Advance allows students time and opportunities to experience transfer that leads to mastery.

- Phonics/Phonemic Awareness instruction must be done daily. It is embedded in Word Study and Vocabulary in grades 3-5.
- The first 4 weeks in grades K-2 and the first 3 weeks in grades 3-5 are not optional. They set up foundations, routines, and review (grades 1-5) for the year. Anchor charts and other resources that will be used throughout the year are also created during this time.
- Writing is based on the readings. Reading should always come before writing.
- All 10 units are equally important. Teachers in successive grades are counting on each grade level to complete all 10 units. However, all grade level standards have been touched upon by the end of Unit 7. This is good information for the grades that have testing with Smarter Balanced. This pacing guide has grade levels getting through Unit 7 before SBAC testing begins.
- There are letters in English and Spanish at the beginning of each unit. It is encouraged to share these with your families.
- ELD resources and supports are included with each lesson.
- Assessments are up to teacher/site discretion during this first year of implementation. There will be suggestions regarding assessments starting in year 2 of implementation. There are assessment resources to help make informed instructional decisions throughout the year in the "Informal Assessments" book.
- The "Additional Resources" section of the Teacher's Resource System (TRS) is rich with resources. Go there for connections across disciplines and unit projects, preteach/reteach routines, collaborative conversation suggestions, managing independent reading, and more.
- Benchmark Advance is not a "scripted" set of materials. It allows for instructional decision-making and responsive teaching in every lesson. Read through the lessons before beginning a unit to decide time allotments for components.
- This is not a "Monday-Friday" set of materials. If a day of lessons is not finished it is okay. Start where you stopped the next day.
- "Mind the Mini-Lesson!" Do not over-teach during the mini-lessons. Remember, we are teaching for transfer, and the materials spiral.
- Recommended Trade Book Libraries have been provided to each school. There are 6 titles per unit (60 books total) for every grade level. You can use these trade books or the selections in the Read-Aloud Handbook for your daily Interactive Read-Aloud.



Complete document can be found at:

https://www.washoeschools.net/cms/lib/NV01912265/Centricity/Domain/253/CandI%20News/Allocation%20of%20Instructional%20Time%20for%20Elementary%20Sites%20June_2018.pdf

Updated 8/16/2019

K-5 ELA 3-Year Plan - DRAFT

	Professional Development	Curriculum/Instructional Materials	Leadership Capacity
<p>Year 1: June-Aug. 2019-June 2020</p> <p>WCSD will implement the rollout of new ELA instructional materials in grades K-5. All areas of Comprehensive Literacy Instruction will be addressed by the new materials, various learning opportunities, and by the facilitators and coaches working with teachers and students.</p> <p>Elements essential to a comprehensive approach to literacy include:</p> <ul style="list-style-type: none"> • Fostering the interdependent relationship of writing, reading, speaking, listening, and digital literacy practices • Creating equitable learning environments with a variety of complex texts, media, and technologies available for all students • Supporting developmentally and contextually appropriate instruction that meaningfully engages students • Empowering teacher teams through ongoing, job-embedded professional learning • Implementing state literacy plans through local initiatives that reflect local conditions <p>Adapted from NCTE</p>	<ul style="list-style-type: none"> • Principal training, May 7th and 21st at Team Teal Tuesday • TOSA training, June 5th • Summer “Getting Started with the ELA Adoption” trainings, June 10th-13th, July 29th-Aug. 1st, Aug. 6th • Whole staff trainings at Incline and Dodson on Aug. 21st • AP and Dean overview at Aug. LTL (per approval) • On-going Learning Labs at sites • Newly hired teacher trainings in September, October, and as needed • PLC and Wednesday early release support from C&I • Inservice classes offered for .5 and 1 credit throughout the school year • Support of site-based book clubs and PLC work by C&I ELA staff 	<ul style="list-style-type: none"> • Release of pacing guides at summer trainings; also available on TEAMS • Curriculum Team meetings (worth 1 credit) over the course of the school year. Teams will create curriculum documents to be released for the 2020/21 school year • Exploration of instructional practice and utilization of ELA materials will be offered through inservice classes • Short survey about the newly adopted instructional materials will be included in “Tips and Tidbits” emails. C&I will gather feedback and share with the Curriculum Teams to help direct the work 	<ul style="list-style-type: none"> • Curriculum and Instruction ELA department – 4 facilitators/coaches to provide ongoing trainings and support • TOSAs support new instructional materials while at sites – ICs, ISs, LSs, etc. • Ongoing training with Benchmark throughout the year • Teal Tuesdays will focus on the new curriculum and coaching

<p>Year 2: July/Aug. 2020-June 2021</p> <p>A focus on Comprehensive Literacy Instruction will continue in year 2. Additionally, a focus on Tier 1, whole group instruction will be emphasized with the adopted instructional materials and through the continued strengthening of teacher practice.</p>	<ul style="list-style-type: none"> • Ongoing Learning Labs at sites • New teacher trainings on instructional materials during the summer and early fall • PLC and Wednesday early release support from C&I • Inservice classes offered for .5 and 1 credit throughout the school year • Support of site-based book clubs and PLC work by C&I ELA staff 	<ul style="list-style-type: none"> • Revise Pacing Guides • Release curriculum documents on TEAMS • Continue gathering feedback through surveys in “Tips and Tidbits” • Integrate alignment of instructional materials with SBAC and Benchmark Advance assessments 	<ul style="list-style-type: none"> • Curriculum and Instruction ELA department – 4 facilitators/coaches to provide ongoing trainings and support • TOSAs support while at sites – ICs, ISs, LSs, etc. • Teal Tuesdays capacity building with the Learning Strategists
<p>Year 3: July/Aug. 2021-June 2022</p> <p>A focus on Comprehensive Literacy Instruction will continue in year 3. Additionally, a focus on Tier 1, small group instruction will be emphasized with the adopted instructional materials and through the continued strengthening of teacher practice.</p>	<ul style="list-style-type: none"> • Ongoing Learning Labs at sites • New teacher trainings on instructional materials during the summer and early fall • PLC and Wednesday early release support from C&I • Inservice classes offered for .5 and 1 credit throughout the school year • Support of site-based book clubs and PLC work by C&I ELA staff 	<ul style="list-style-type: none"> • Revise Pacing Guides • Revise curriculum documents • Continue gathering feedback through surveys in “Tips and Tidbits” • Possibly revise alignment of instructional materials with SBAC and Benchmark Advance assessments 	<ul style="list-style-type: none"> • Curriculum and Instruction ELA department – 4 facilitators/coaches to provide ongoing trainings and support • TOSAs support while at sites – ICs, ISs, LSs, etc. • Teal Tuesdays capacity building with the Learning Strategists

Grade 2 Benchmark Advance

Getting Started: Foundations and Routines

Unit	Day	Establishing Routines	Read Aloud and Shared Reading	Phonics	Shared Writing & Print Concepts	Independent Reading (this time is built establishing routines and working toward RI.1.10 & RL.1.10)
Getting Started 8/12/19-9/9/19	1	<ul style="list-style-type: none"> Smooth Transitions Getting ready for Whole-Group Instruction: Building Good Listening Habits (SL.2.1, SL.2.6) 	<ul style="list-style-type: none"> Read Aloud: Build Good Listening Habits Read the Big Book: <i>Postcard Clues</i> (SL.2.1a, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6) (RL.1.1 - Review) Identify Short Vowel Sounds (RF.1.3d - Review) 	Short Vowels a, e, i, o, u (RF.1.3d - Review)	<ul style="list-style-type: none"> Informative Writing: Create a Chart (L.2.2a, L.2.2b, L.2.2d) 	<ul style="list-style-type: none"> Model Taking Care of Books
	2	<ul style="list-style-type: none"> Smooth Transitions Getting ready for Whole-Group Instruction: Reader's Workshop (SL.2.1, SL.2.6) 	<ul style="list-style-type: none"> Read Aloud: Respectful Conversation Habits Read the Big Book: <i>Postcard Clues</i> (SL.2.1a, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6) Identify Short Vowel Sounds (RF.1.3d - Review) 	Inflectional Endings with no Spelling Changes (RF.1.3f - Review)	<ul style="list-style-type: none"> Informative Writing Concepts About Print, Letter Awareness, and Phonological Awareness (L.2.2a, L.2.2b, L.2.2d) 	<ul style="list-style-type: none"> Model Reading to Self and Using Classroom Library
	3	<ul style="list-style-type: none"> Smooth Transitions Getting ready for Whole-Group Instruction: Students' Roles during Reader's Workshop (SL.2.1, SL.2.6) 	<ul style="list-style-type: none"> Read Aloud: Respectful Conversation Habits Read the Big Book: <i>Postcard Clues</i> (SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6) 	Consonant Blends: l-, r-, s- Blends (RF.1.2b, 1.3b - Review)	<ul style="list-style-type: none"> Informative Writing Concepts About Print, Letter Awareness, and Phonological Awareness (L.2.2a, L.2.2b, L.2.2d) 	<ul style="list-style-type: none"> Model Reading to Self and Using Classroom Library
	4	<ul style="list-style-type: none"> Smooth Transitions Getting ready for Whole-Group Instruction: Students' Roles during Reader's Workshop (SL.2.1, SL.2.6) 	<ul style="list-style-type: none"> Read Aloud: Respectful Conversation Habits Read the Big Book: <i>Postcard Clues</i> (SL.2.1a&b, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6) (RL.1.1 - Review) 	Digraphs: sh, ch, tch, dge, th, ph, wh (RF.1.3a - Review)	<ul style="list-style-type: none"> Informative Writing Concepts About Print, Letter Awareness, and Phonological Awareness (L.2.2a, L.2.2b, L.2.2d) 	<ul style="list-style-type: none"> Model Reading to Self and Using Classroom Library
	5	<ul style="list-style-type: none"> Smooth Transitions Getting ready for Whole-Group Instruction: Student and Teacher Roles Reader's Workshop (SL.2.1, SL.2.6) 	<ul style="list-style-type: none"> Read Aloud: Respectful Conversation Habits Read the Big Book: <i>Foreign Lands</i> (SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6) 	Final: e, a_e, e_e, i_e, o_e, u_e (RF.1.3c - Review)	<ul style="list-style-type: none"> Informative Writing Letter Awareness and Phonological Awareness (RF.1.3c-Review) 	<ul style="list-style-type: none"> Model Reading to Self and Using Classroom Library
	6	<ul style="list-style-type: none"> Smooth Transitions Getting ready for Whole-Group Instruction: Student and Teacher Roles Reader's Workshop (SL.2.1, SL.2.6) 	<ul style="list-style-type: none"> Read Aloud: Respectful Conversation Habits Read the Big Book: <i>Foreign Lands</i> (SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6) 	Soft c and Soft g : ce, ci, cy, ge, gi, gy (RF.2.3e)	<ul style="list-style-type: none"> Informative Writing Letter Awareness and Phonological Awareness (RF.1.3) 	<ul style="list-style-type: none"> Model Reading to Self and Using Classroom Library

Unit	Day	Establishing Routines	Read Aloud and Shared Reading	Phonics	Shared Writing & Print Concepts	Independent Reading (this time is built establishing routines and working toward RI.1.10 & RL.1.10)
	7	<ul style="list-style-type: none"> Smooth Transitions Getting ready for Whole-Group Instruction: Differences Between Fiction and Nonfiction Texts (SL.2.1, SL.2.6) 	<ul style="list-style-type: none"> Read Aloud: Respectful Conversation Habits Read the Big Book: <i>Foreign Lands</i> (SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6) 	Plurals: s, es (RF.2.3d)	<ul style="list-style-type: none"> Informative Writing Letter Awareness and Phonological Awareness (RF.1.3) 	<ul style="list-style-type: none"> Model Reading to Self and Using Classroom Library
	8	<ul style="list-style-type: none"> Smooth Transitions Getting ready for Whole-Group Instruction: Review Student and Teacher Roles Reader's Workshop (SL.2.1, SL.2.6) 	<ul style="list-style-type: none"> Read Aloud: Respectful Conversation Habits Read the Big Book: <i>Foreign Lands</i> (SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6) <ul style="list-style-type: none"> Identify r-Blend Words 	Contractions with is and not (RF.2.3e)	<ul style="list-style-type: none"> Informative Writing Letter Awareness and Phonological Awareness (RF.1.3) 	<ul style="list-style-type: none"> Model Reading to Self and Using Classroom Library
	9	<ul style="list-style-type: none"> Smooth Transitions Getting ready for Whole-Group Instruction: Differences Between Fiction and Nonfiction Texts (SL.2.1, SL.2.6) 	<ul style="list-style-type: none"> Read Aloud: Respectful Conversation Habits Read the Big Book: <i>Foreign Lands</i> (SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6) <ul style="list-style-type: none"> Identify s-Blend Words 	Long a: ai, ay (RF.2.3a & b)	<ul style="list-style-type: none"> Informative Writing Letter Awareness and Phonological Awareness (RF.1.3) 	<ul style="list-style-type: none"> Model Reading to Self and Using Classroom Library
	10	<ul style="list-style-type: none"> Smooth Transitions Getting ready for Whole-Group Instruction: Differences Between Fiction and Nonfiction Texts (SL.2.1, SL.2.6) 	<ul style="list-style-type: none"> Read Aloud: Respectful Conversation Habits Read the Big Book: <i>Foreign Lands</i> (SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6) <ul style="list-style-type: none"> Identify Words with Consonant Digraphs 	Long o: oa, ow (RF.2.3a & b)	<ul style="list-style-type: none"> Informative Writing Letter Awareness and Phonological Awareness (RF.1.3a) 	<ul style="list-style-type: none"> Model Reading to Self and Using Classroom Library
	11	<ul style="list-style-type: none"> Smooth Transitions Getting ready for Whole-Group Instruction: Responding to a Text (SL.2.1, SL.2.6) 	<ul style="list-style-type: none"> Read Aloud: Respectful Conversation Habits Read the Big Book: <i>Hurricanes</i> (SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6) <ul style="list-style-type: none"> Identify Words with Consonant Digraphs 	Long e: ee, ea (RF.2.3a & b)	<ul style="list-style-type: none"> Narrative Writing (W.2.8, SL.2.4) Letter Awareness and Phonological Awareness (RF.1.3a) 	<ul style="list-style-type: none"> Small-Group Reading
	12	<ul style="list-style-type: none"> Smooth Transitions Getting ready for Whole-Group Instruction: Pictures (SL.2.1, SL.2.6) 	<ul style="list-style-type: none"> Read Aloud: Respectful Conversation Using Discussion Prompts Read the Big Book: <i>Hurricanes</i> (SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6) <ul style="list-style-type: none"> Identify Long Vowel Sounds 	Long: i: y, igh (RF.2.3a & b)	<ul style="list-style-type: none"> Narrative Writing (W.2.8, SL.2.4) Letter Awareness and Phonological Awareness (RF.1.3b- Review) 	<ul style="list-style-type: none"> Small-Group Reading

Unit	Day	Establishing Routines	Read Aloud and Shared Reading	Phonics	Shared Writing & Print Concepts	Independent Reading (this time is built establishing routines and working toward RI.1.10 & RL.1.10)
	13	<ul style="list-style-type: none"> Smooth Transitions Getting ready for Whole-Group Instruction: Make Predictions (SL.2.1, SL.2.6) 	<ul style="list-style-type: none"> Read Aloud: Respectful Conversation Using Discussion Prompts Read the Big Book: <i>Hurricanes</i> (SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6) 	Inflectional Endings with Spelling Changes (RF.2.3c & e)	<ul style="list-style-type: none"> Narrative Writing (W.2.8, SL.2.4) Letter Awareness and Phonological Awareness (RF.1.3b- Review) 	<ul style="list-style-type: none"> Small-Group Reading
	14	<ul style="list-style-type: none"> Smooth Transitions Getting ready for Whole-Group Instruction: Use Phonics to Decode Unknown Words (SL.2.1, SL.2.6) 	<ul style="list-style-type: none"> Read Aloud: Respectful Conversation in a Discussion Group Read the Big Book: <i>Hurricanes</i> (SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6) <ul style="list-style-type: none"> Identify Vowel-Consonant-e Words 	Prefixes: un, re (RF.2.3 c - f)	<ul style="list-style-type: none"> Narrative Writing (W.2.8, SL.2.4) Letter Awareness and Phonological Awareness (RF.1.3b- Review) 	<ul style="list-style-type: none"> Small-Group Reading
	15	<ul style="list-style-type: none"> Smooth Transitions Getting ready for Whole-Group Instruction: Reread (SL.2.1, SL.2.6) 	<ul style="list-style-type: none"> Read Aloud: Respectful Conversation in a Discussion Group Read the Big Book: <i>Hurricanes</i> (SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6) 	r-Controlled Vowels /är/ and /ör/ : ar, or, ore, oar (RF.2.3e)	<ul style="list-style-type: none"> Narrative Writing (W.2.8, SL.2.4) 	<ul style="list-style-type: none"> Small-Group Reading
	16	<ul style="list-style-type: none"> Smooth Transitions Getting ready for Whole-Group Instruction: Visualize (SL.2.1, SL.2.6) 	<ul style="list-style-type: none"> Read Aloud: Respectful Conversation in a Discussion Group Read the Big Book: <i>Who Has Seen the Wind?</i> (SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6) 	r-Controlled Vowels /ür/ : er, ir, ur (RF.2.3e)	<ul style="list-style-type: none"> Informative Writing (W.2.7) 	<ul style="list-style-type: none"> Small-Group Reading
	17	<ul style="list-style-type: none"> Smooth Transitions Getting ready for Whole-Group Instruction: Use Chunks in Words (SL.2.1, SL.2.6) 	<ul style="list-style-type: none"> Read Aloud: Respectful Conversation in a Discussion Group Read the Big Book: <i>Who Has Seen the Wind?</i> (SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6) <ul style="list-style-type: none"> Identify Words with Long Vowel Pairs 	Vowel Teams /ou/ and /oi/ : ou, ow; oi, oy (RF.2.3b)	<ul style="list-style-type: none"> Informative Writing (W.2.7, L.2.2) 	<ul style="list-style-type: none"> Small-Group Reading

Unit	Day	Establishing Routines	Read Aloud and Shared Reading	Phonics	Shared Writing & Print Concepts	Independent Reading (this time is built establishing routines and working toward RI.1.10 & RL.1.10)
	19	<ul style="list-style-type: none"> Smooth Transitions Getting ready for Whole-Group Instruction: Make Inferences (SL.2.1, SL.2.6) 	<ul style="list-style-type: none"> Read Aloud: Respectful Conversation in a Discussion Group Read the Big Book: <i>Who Has Seen the Wind?</i> (SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6) 	Vowel Teams: /ô/: au, aw, al, a (RF.2.3b)	<ul style="list-style-type: none"> Informative Writing (W.2.7, L.2.2) 	<ul style="list-style-type: none"> Small-Group Reading
	20	<ul style="list-style-type: none"> Smooth Transitions Getting ready for Whole-Group Instruction: Character, Setting, Problem, and Resolution (SL.2.1, SL.2.6) 	<ul style="list-style-type: none"> Read Aloud: Respectful Conversation in a Discussion Group Read the Big Book: <i>Who Has Seen the Wind?</i> (SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6) 	Suffixes: -ly, -ful, -less (RF2.3d)	<ul style="list-style-type: none"> Informative Writing (W.2.7) 	<ul style="list-style-type: none"> Small-Group Reading

Grade 2 Benchmark Advanced

Unit 1 Knowledge Strand: Government and Citizenship/ Topic: Government at Work

Essential Question: Why do we need a government?

Interactive Read Aloud: Over the course of the unit, you may choose a recommended trade book or from these selections provided in the Read-Aloud Handbook.

*Small Group Instruction: All students will have access to grade-level text during small group Tier 1 instruction (these text titles are provided by Benchmark for each unit in the Components at a Glance section)

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (standards focus)	Foundational			Writing	Speaking and Listening	Language	Language	
						Phonics/Word Study	High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition	
1 9/10-9/30	1	Shared Read 1	A City Park	Informational Text: Social Studies	Identify the Main Topic of a Text RI.2.1, RI.2.2	Short Vowels: RF.2.3a, RF.2.3f	A, can, and, come, are, for, big, go, has, I RF.2.4b	Read on-level text with purpose and understanding RF.2.4b	Writing To Sources: Personal Letter Read a Mentor Personal Letter W.2.5 Review the Text to Brainstorm Ideas W.2.8 Plan W.2.5 Draft W.2.3	Speaking and Listening Standards are addressed throughout the unit. Comprehension and collaboration Standards (SL.2.1, SL.2.2, SL.2.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement strategies. Presentation of knowledge and Ideas standards (SL.2.4, SL.2.5, S.2.6) are addressed in the Connect Across Discipline Projects	Understand Collective Nouns: L.2.1a, L.2.1c	Determine the Meaning of Words and Phrases L.2.4a	
		Shared Read 2	Betsy's Battle Flag	Literary text: End-Rhyme Poem	Identify Author's Purpose: RI.2.6, RI.2.8	Initial blends: RF.2.3a, RF.2.3f							
		Short Read 1	Smoke Jumpers	Informational Text Social Studies	Recount Story Events RI.2.1, RI.2.2	Final Blends: RI.2.1, RF.2.3a, RF.2.3f, RF.2.4b,							
		Short Read 2	Can you Sew a Flag, Betsy Ross?	Historical Fiction	Describe the Overall Structure of a Story RI.2.5 Acknowledge Differences in the Points of View of Characters RI.2.6 Compare and Contrast Key Points in Two Texts on the Same Topic RI.2.1, RI.2.9	Consonant Diagraphs: ch, sh, tch, dge, th, wh, ph: RF.2.3a, RF.2.3f							

Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (standards focus)	Phonics/Word Study	High-Frequency Words	Fluency	Writing	Conventions of English	Vocabulary Acquisition
2	Shared Read 3	What Does a Police Officer Do?	Procedural Text	Identify the Main Topic of a Text RI.2.1, RI.2.2 Identify Author's Purpose RI.2.1, RI.2.6, RI.2.8 Describe the Connection Between a Series of Events RI.2.1, RI.2.3	Closed and Open Syllables RF.2.3a, RF.2.3c, RF.2.3e, RF.2.3f, RF.2.4b	have, is, jump, my, one, put, the, want, what, you, RF.2.4b	Read on-level Text with purpose and understanding RF.2.4b	Performance Task Practice Read and Analyze the Text RL.2.1 Answer the Two-Part Selected Response Questions RL.2.1, W.2.8 Answer Constructed-Response Questions RL.2.1, W.2.8 Read and Answer Multi-Response Questions RL.2.1	Produce Complete Simple Sentences L.2.1a, L.2.1c, L.2.1f	Determine the meaning of Words and Phrases L.2.4a
	Shared Read 4	Max and the Mayor	Realistic Fiction							
	Extended Read 1	Our Government's Laws	Informational Text Social Studies	Compare and Contrast Key Points in Two Texts on the Same Topic RI.2.1, RI.2.9						

Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (standards focus)	Phonics/Word Study	High-Frequency Words	Fluency	Writing	Conventions of English	Vocabulary Acquisition
3	Shared Read 5	Ring the Bell	Animal Fantasy	Recount Story Events RL.2.1, RL.2.2	Long a: ai, a, ea, ay RF.2.3a, RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f	He, like, little, no, of, saw, this, to, we, with	Expression: Dramatic Expression Expression: Characterization/Feelings	Performance Task Practice Gather Details for Cross-Text Questions RL.2.1, W.2.8 Answer Cross-Text Questions RL.2.1 Read and Analyze a Mentor Narrative Response RL.2.1	Use Reflexive Pronouns L.2.1c	Distinguish Shades of Meaning L.2.5b
	Shared Read 6	December 1776	End Rhyme Poem							
	Extended Read 2	Getting a Message to General Washington	Historical Fiction	Acknowledge Differences in the Points of View of Characters RL.2.1, RL.2.6 Compare and Contrast Key Points in Two Texts on the Same Topic RI.2.1, RI.2.9						

Grade 2 Benchmark Advance

Unit 2 Knowledge Strand: Character/ Topic: Characters Facing Challenges

Essential Question: What can we learn when we face problems?

Interactive Read Aloud: Over the course of the unit, you may choose a recommended trade book or from these selections provided in the Read-Aloud Handbook.

*Small Group Instruction: All students will have access to grade-level text during small group Tier 1 instruction (these text titles are provided by Benchmark for each unit in the Components at a Glance section)

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (standards focus)	Foundational			Writing	Speaking and Listening	Language	Language
						Phonics/Word Study	High-Frequency Words	Fluency			Conventions of Language	Vocabulary Instruction
2 10/14-11/14/19	1	Shared Read 1	"Milo and The Dragon"	Fantasy	Recount Story Events (RL.2.1, RL.2.2) Determine the Central Message (RL.2.2) Describe How Characters Respond to Major Events and Challenges (RL.2.3) Compare and Contrast Two Versions of the Same Story (RL.2.9)	Long o: oa, o, oe, ow (RF.2.3, R.F.2.3a, RF.2.3b, RF.2.3c)	about, because, here, look, me, play, said, see, she, try (RF.2.3f)	Read on-level text with purpose and understanding. (RF.2.4a)	Writing to Sources: Narrative Text Read a Mentor Informative Report (W.2.5) Read and Analyze the Source Text Organization (W.2.5) Read to Find Facts and Details (W.2.7, W.2.8) Listen and View to Find Facts and Details (W.2.7, W.2.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.2.1, SL.2.2, SL.2.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.2.4, SL.2.5, SL.2.6) are addressed in the Connect Across Discipline Projects	Form and Use the Past Tense of Irregular Verbs (L.2.1d, L.2.2d, L.2.2e)	Distinguish Shades of Meaning Among Related Adjectives (L.2.5b)
		Shared Read 2	"Tales Around the World"	Informational Social Studies								
		Short Read 1	"Rough-Face Girl"	Fairy Tale								
		Short Read 2	"Yeh-Shen"	Fairy Tale								

	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (standards focus)	Phonics/Word Study	High-Frequency Words	Fluency	Writing		Conventions of Language	Vocabulary Instruction
	3	Shared Read 5	"My Dragon Wasn't Feeling Good"	End-Rhyme Poem	Recount Story Events (RL.2.2)	Long i: ie, i, y, igh (RF.2.3a, RF.2.3b, RF.2.3c, RF.2.3f)	good, many, near, off, people, right, that, two, under, very (RF.2.3f)	Expression: Anticipation/ Mood Prosody: Inflection/ Intonation-Volume (RF.2.4b)	Writing to Sources: Narrative Text Revise to Include Specific Past Tense Action Words (W.2.5) Revise to Use Adverbs to Describe Actions (W.2.5) Edit for the Correct Form and Use of Past Tense Irregular Verbs (W.2.5) Edit for the Correct Use of Reflexive Pronouns (W.2.5) Create a Title and Cover Page (W.2.6)		Use of Past Tense Irregular Verbs(L.2.1e, L.2.2e, L.2.6) Use of Reflexive Pronouns (L.2.1c)	Distinguish Shades of Meaning Among Related Verbs (L.2.5b)
		Shared Read 6	"Two Men and a Bear"	Fable	Determine the Central Message (RL.2.2)							
		Extended Read 2	"The Troll Returns: A Sequel to 'The Three Billy Goats Gruff'"	Fractured Fairytale	Compare and Contrast Two Versions of the Same Story (RL.2.9)							

Grade 2 Benchmark Advance

Unit 3 Knowledge Strand: Life Science/ Topic: Plants and Animals in Their Habitat

Essential Question: How do living things get what they need to survive?

Interactive Read Aloud: Over the course of the unit, you may choose a recommended trade book or from these selections provided in the Read-Aloud Handbook.

*Small Group Instruction: All students will have access to grade-level text during small group Tier 1 instruction (these text titles are provided by Benchmark for each unit in the Components at a Glance section)

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (standards focus)	Foundational			Writing	Speaking and Listening	Language	Language
						Phonics/Word Study	High-Frequency Words	Fluency			Conventions of Language	Vocabulary Instruction
3 11/5-11/26/19	1	Shared Read 1	"News About Scorpions"	Informational Science	Identify the Main Topic of a Text RI.2.1, RI.2.2	Long u: ew, ue, u, u_e	again, below, carry, does, eight, find, house, laugh, mother, school RF.2.3f	Read on-level text with purpose and understanding. RF.2.4a	Writing to Sources: Informative Text Read a Mentor Informative Report W.2.5 Read and Analyze the Source Text Organization W.2.5 Read to Find Facts and Details W.2.7, W.2.8 Listen and View to Find Facts and Details W.2.7, W.2.8	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.2.1, SL.2.2, SL.2.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.2.4, SL.2.5, SL.2.6) are addressed in the Connect Across Discipline Projects	Produce Complete Compound Sentences L.2.1f	Build Vocabulary: Distinguish Shades of Meaning Among Related Adjectives RL.2.4, L.2.5b
		Shared Read 2	"All the Penguins"	Literary Text: End-Rhyme Poem	Explain How Images Contribute to and Clarify a Text RI.2.1, RI.2.5, RI.2.7	RF.2.3a RF.2.3b RF.2.3c RF.2.3e RF.2.3f RF.2.3d						
		Short Read 1	"The Coldest Place on Earth"	Informational Science								
		Short Read 2	"Postcards from Alex"	Animal Fantasy	Use Text Evidence to Draw Inferences RI.2.1, RI.2.5 Compare and Contrast Key Points in Two Texts on the Same Topic RI.2.1, RI.2.9							

	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (standards focus)	Phonics/Word Study	High-Frequency Words	Fluency	Writing		Conventions of Language	Vocabulary Instruction
	2	Shared Read 3	"A City Park Habitat"	Informational Science	Identify the Main Topic of a Text, Part 1, RI.2.1, RI.2.2,	r-controlled vowel ar RF.2.3b, RF.2.3c, FR.2.3e, RF.2.3f	move, never, once, round, small, their, too, walk, where, your RF.2.3f	Read on-level text with purpose and understanding. RF.2.4a	Writing to Sources: Informative Text Read and Analyze the Prompt W.2.5 Find Facts, Definitions, and Details in a Source Text W.2.7, W.2.8 Active Viewing and Notetaking from a Media Source W.2.7, W.2.8 Organize your Ideas W.2.5		Capitalize Holidays and Geographic Names L.2.2a	Determine the Meaning of Words and Phrases L.2.4a, L.2.4e
		Shared Read 4	"A New Home for Margie"	Animal Fantasy	Identify the Main Topic of a Text, Part 2, RI.2.1, RI.2.2,							
		Extended Read 1	"Habitats Around the World"	Informational Science	Identify the Main Topic of a Text, Part 2, RI.2.1, RI.2.2,							

	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (standards focus)	Phonics/Word Study	High-Frequency Words	Fluency	Writing		Conventions of Language	Vocabulary Instruction
	3	Shared Read 5	Burt the Sea Turtle	Animal Fantasy	Recount Story Events RL.2.1, RL.2.5	R controlled vowels er, ir, ur RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f	all, away, better, by, change, done, even, found, learn, only RF.2.3f	Prosody: Speed/Pacing-Varied Inflection and Intonation-Stress RF.2.4b	Writing to Sources: Informative Text Read and analyze a prompt W.2.5 Find Facts, Definitions, and Details in a Source Text W.2.7, W.2.8 Active Viewing and Notetaking from a Media Source W.2.7, W.2.8 Organize Your Ideas W.2.5		Create Compound Sentences L.2.1f Check and Correct Capitalization L.2.2a	Distinguish Shades of Meaning Among Related Adjectives L.2.5b
		Shared Read 6	The Monarchs' Journey	Informational: Science								
		Extended Read 2	Lost in the Desert	Realistic Fiction	Describe the Overall Structure of a Story RL.2.1, RL.2.5, RL.2.7 Compare and Contrast Key Points in Two Texts on the Same Topic RI.2.1, RI.2.9							

Grade 2 Benchmark Advance

Unit 4 Knowledge Strand: Many Characters/ Topic: Many Points of View

Essential Question: How can a story change depending on who tells it?

Interactive Read Aloud: Over the course of the unit, you may choose a recommended trade book or from these selections provided in the Read-Aloud Handbook.

*Small Group Instruction: All students will have access to grade-level text during small group Tier 1 instruction (these text titles are provided by Benchmark for each unit in the Components at a Glance section)

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (standards focus)	Foundational			Writing	Speaking and Listening	Language	Language
						Phonics/Word Study	High-Frequency Words	Fluency			Conventions of Language	Vocabulary Instruction
4 12/2-12/19/19	1	Shared Read 1	The Boy Who Cried Wolf	Literary Text: Fable	Recount Story Events RL.2.1 RL.2.5	r-Controlled Vowels or, oar, ore Rf.2.3b RF.2.3c RF.2.3d RF.2.3e RF.2.3f L.2.2 L.2.2d	long now our some them through upon was when work RF.2.3f	Read on-level text with purpose and understanding RF.3.4a	Writing to Sources: Opinion Essay Read a Mentor Opinion Essay W.2.5 Analyze an Author's Reasons W.2.5 Note Supporting Facts and Details W.2.7 W.2.8 Analyze the Author's Concluding Statement W.2.5	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.2.1, SL.2.2, SL.2.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.2.4, SL.2.5, SL.2.6) are addressed in the Connect Across Discipline Projects	Use Adjectives Correctly L.2.1e L.2.6	Describe How Words and Phrases Supply Rhythm and Meaning in a Story R L.2.4
		Shared Read 2	Ferdinand Frog and the Flea	End-Rhyme Poem	SL.2.2 SL.2.3							
		Short Read 1	The Blind Men and the Elephant	Folktale	Describe the Overall Structure of a Story RL.2.5							
		Short Read 2	How the Beetle Got its Gorgeous Coat	Pourquoi Tale	Acknowledge Differences in the Points of View RI.2.6 Describe How Characters Respond to Major Events and Challenges RL.2.3 Compare and Contrast Two Folktales RL.2.1 RL.2.2							

				RL.2.3 RL.2.5 RL.2.9								
Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (standards focus)	Phonics/Word Study	High-Frequency Words	Fluency	Writing		Conventions of Language	Vocabulary Instruction	
2	Shared Read 3	A Good Switch	Fable	Recount Story Events RL.2.1, RL.2.5	r-Controlled Vowels ear, eer, ere RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f,	Always, any, blue, buy, city, draw, four, great, how, live RF.2.3f	Read on-level text with purpose and understanding RF.3.4a	Writing to Sources: Opinion Essay Plan the Writing W.2.5 Reread the Text to Develop Your Reasons W.2.8 Use Facts and Details to Support Your Opinion W.2.5 Plan and Organize Your Opinion Writing W.2.5		Form and Use Contractions L.2.2c, L.2.3a	Identify Real-Life Connections Between Words and Their Uses L.2.5a	
	Shared Read 4	Ira and Jeb RF.2.4a RF.2.4b RF.2.4c RF.2.3f RL.2.1 L.2.1e L.2.6	Fable	Describe the Overall Structure of a Story RL.2.1, RL.2.5								
	Extended Read 1	Stone Soup	Folktale	Describe How Characters Respond to Major Events and Challenges RL.2.1, RL.2.3 Compare and Contrast the Central Message in Two Stories RL.2.1, RL.2.2								

Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (standards focus)	Phonics/Word Study	High-Frequency Words	Fluency	Writing	Conventions of Language	Vocabulary Instruction
3	Shared Read 5	Why Owls Are Wise	Pourquoi	Recount Story Events RL.2.1, RL.2.5	r-Controlled Vowels air, are, ear, ere RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f,	another, boy, could, every, far, from, hurt, over, out, these RF.2.3f	Inflection and Intonation: Pitch	Writing to Sources: Opinion Essay	Descriptive Words L.2.1e, L.2.6 Correct Use of Contractions L.2.2c, L.2.3a	Describe How Words and Phrases Supply Rhythm and Meaning in a Story L..2.4a, L.2.4e
	Shared Read 6	Wind and Sun	Fable							
	Extended Read 2	The Stone Garden	Fractured Folktale	Acknowledge Differences in the Points of View of Characters RL.2.1, RL.2.3, RL.2.6 Compare and Contrast Two Versions of the Same Story RL.2.1, RL.2.9						

Grade 2 Benchmark Advance

Unit 5 Knowledge Strand: Technology and Society/ Topic: Solving Problems Through Technology

Essential Question: Where do ideas for inventions come from?

Interactive Read Aloud: Over the course of the unit, you may choose a recommended trade book or from these selections provided in the Read-Aloud Handbook.

*Small Group Instruction: All students will have access to grade-level text during small group Tier 1 instruction (these text titles are provided by Benchmark for each unit in the Components at a Glance section)

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (standards focus)	Foundational			Writing	Speaking and Listening	Language	Language
						Phonics/Word Study	High-Frequency Words	Fluency			Conventions of Language	Vocabulary Instruction
5 1/6-1/27/19	1	Shared Read 1	"Anna Connelly: Inventor"	Biography	Identify the Main Topic of a Text RI.2.1, RI.2.2	Vowel-Consonant-e and Consonant-le Syllables RF.2.3c, RF.2.3e, RF.2.3f	About, because, here, look, me, play, said, see, she, try RF.2.3f	Read on-level text with purpose and understanding. RF.2.4a	Process Writing: Opinion Essay Read a Mentor Opinion Text W.2.5 Brainstorm Your Topic and Opinion W.2.1, W.2.5 Develop Your Reasons W.2.1, W.2.5 Plan and Organize Your Opinion Essay W.2.1, W.2.5	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.2.1, SL.2.2, SL.2.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.2.4, SL.2.5, SL.2.6) are addressed in the Connect Across Discipline Projects	Expand Simple and Compound Sentences L.2.1f	Determine the Meaning of Compound Words L.2.4d
		Shared Read 2	"Crazy Boys"	End-Rhyme Poem								
		Short Read 1	"A Women with Vision"	Biography	Identify Author's Purpose RI.2.6, RI.2.8							
		Short Read 2	"A Lucky Accident"	Biography	Explain How Images Contribute to a Text RI.2.7 Use Text Evidence to Draw Inferences RI.2.1 Compare and Contrast Key Points in Two Biographies About Inventors RI.2.9							

Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (standards focus)	Phonics/Word Study	High-Frequency Words	Fluency	Writing			Conventions of Language	Vocabulary Instruction
2	Shared Read 3	"A Colorful Invention"	Informational Social Studies	Identify the Main Topic of a Text RI.2.1, RI.2.2	Vowel Teams /oi/: oi, oy	above, began, different, enough, few, grow, they, were, which, why	Read on-level text with purpose and understanding. RF.2.4a	Process Writing: Opinion Essay Introduce the Topic W.2.1 State Your Opinion W.2.1 Supply Reasons That Support the Opinion W.2.1 Provide a Concluding Statement W.2.1, W.2.5			Consult Reference Materials to Spell Words Correctly L.2.2e	Determine the Meaning of Multiple-Meaning Words L.2.4a
	Shared Read 4	"Eletelephony"	Nonsense Poem	Explain How Images Contribute to a Text RI.2.7	RF.2.3b, RF.2.3c, RF.2.3e, RF.2.3f	RF.2.3f						
	Extended Read 1	"Famous Inventors"	Informational Social Studies	Use Text Evidence to Draw Inferences RI.2.1, RI.2.6 Compare and Contrast Key Points in Two Texts RI.2.1, RI.2.9								

Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (standards focus)	Phonics/Word Study	High-Frequency Words	Fluency	Writing	Conventions of Language	Vocabulary Instruction
3	Shared Read 5	"A Robot That Cleans"	Informational Social Studies	Identify the Main Topic of a Text RI.2.1, RI.2.2	Vowel Teams /ou/: ou, ow RF.2.3b, RF.2.3c, RF.2.3e, RF.2.3f	follow, girl, head, idea, kind, leave, might, next, often, paper RF.2.3f	Phrasing: Subject/Predicate Speed/Pacing: Short Pause RF.2.4b	Process Writing: Opinion Essay Improve Sentence Fluency by Expanding Sentences W.2.1 Revise to Use Linking Words and Phrases W.2.1, W.2.5 Check and Correct Spelling W.2.5 Edit for Correct Use of Collective Nouns W.2.1, W.2.5 Choose a Font Style and Size W.2.1, W.2.6	Check and Correct Spelling L.2.2e Edit for Correct Use of Collective Nouns L.2.1a, L.2.1b	Determine the Meaning of Compound Words L.2.4d
	Shared Read 6	"A Smart Pillow"	Realistic Fiction	Identify Author's Purpose RI.2.5, RI.2.6						
	Extended Read 2	"Robots Go to School"	Informational Social Studies	Compare and Contrast Key Points in Two Texts on the Same Topic RI.2.1, RI.2.9						

Grade 2 Benchmark Advance

Unit 6 Knowledge Strand: Theme/ Topic: Tales to Live By

Essential Question: What can different cultures teach us?

Interactive Read Aloud: Over the course of the unit, you may choose a recommended trade book or from these selections provided in the Read-Aloud Handbook.

*Small Group Instruction: All students will have access to grade-level text during small group Tier 1 instruction (these text titles are provided by Benchmark for each unit in the Components at a Glance section)

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (standards focus)	Foundational			Writing	Speaking and Listening	Language	Language
						Phonics/Word Study	High-Frequency Words	Fluency			Conventions of Language	Vocabulary Instruction
6 1/28-2/18/19	1	Shared Read 1	"The Best Idea"	Fable	Recount Story Events RL.2.1, RI.2.2	Vowel Teams /oo/: oo, ui, ew, ue, u, ou, oe RF.2.3b, RF.2.3e, RF.2.3f	point, river, second, song, think, three, until, watch, white, young RF.2.3f	Read on-level text with purpose and understanding. RF.2.4a	Writing to Sources: Fictional Diary Entry Read a Mentor Text W.2.5 Reread to Identify Sequence of Events W.2.8 Reread to Find Supporting Details W.2.5 Use Details to Develop Character W.2.3	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.2.1, SL.2.2, SL.2.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.2.4, SL.2.5, SL.2.6) are addressed in the Connect Across	Rearrange Simple and Compound Sentences L.2.1f	N/A
		Shared Read 2	"The Size of Kindness"	Pourquoi Tale	Describe the Overall Structure of a Story RI.2.3, RL.2.5							
		Short Read 1	"Why the Sky is Far Away:	Pourquoi Tale	Determine the Central Message RL.2.2							
		Short Read 2	"King Midas"	Myth	Acknowledge Differences in the Points of View of Characters RI.2.6 Use Text to Draw Inferences RL.2.1 Compare and Contrast the Central Message in							

					Two Stories RL.2.1, RL.2.2						Discipline Projects		
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Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (standards focus)	Phonics/Word Study	High-Frequency Words	Fluency	Writing	Conventions of Language	Vocabulary Instruction
2	Shared Read 3	"Fox Gets Tricked"	Trickster Tale	Recount Story Events RL.2.2	Vowel Teams /oo/: oo, ou	add, between, close, example, food, group, hear, home, left, mountain	Read on-level text with purpose and understanding. RF.2.4a	Writing to Sources: Fictional Diary Entry Read the Anchor Chart, Prompt, and Checklist W.2.5 Reread to Identify Sequence of Events W.2.8 Reread to Find Details About Actions, Thoughts, and Feelings W.2.8 Plan Your Writing W.2.3, W.2.5	Choose Between Adjectives and Adverbs L.2.1e	Identify Real-Life Connections Between Words and Their Uses RL.2.4
	Shared Read 4	"The Lion and the Man"	Fable	Draw Inferences About Characters RL.2.1, RL.2.3	RF.2.3b, RF.2.3c, RF.2.3e, RF.2.3f	RF.2.3f				
	Extended Read 1	"A Foxy Garden"	Trickster Tale	Acknowledge Differences in the Points of View of Characters RL.2.6 Compare and Contrast the Central Message in Two Texts RL.2.2						

	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (standards focus)	Phonics/Word Study	High-Frequency Words	Fluency	Writing		Conventions of Language	Vocabulary Instruction
3	Shared Read 5	"A Gift for Mom"	Realistic Fiction	Recount Story Events RL.2.1, RL.2.5	Vowel Teams /o/: al, aw, au, (w)	music, night, old, picture, sentence, spell, thought, together, while, world RF.2.3f	Expression: Anticipation/Mood Phrasing: High-Frequency Words RF.2.4b	Writing to Sources: Fictional Diary Entry Describe Actions, Thoughts and Feelings W.2.3 Provide a Sense of Closure W.2.3, W.2.5 Improve Sentence Fluency by Rearranging Sentences W.2.3, W.2.5 Edit for Correct Adjective and Adverb Use W.2.3, W.2.5	Improve Sentence Fluency by Rearranging Sentences L.2.1f Edit for Correct Adjective and Adverb Use L.2.1e	Use a Dictionary to Clarify the Meaning of Unfamiliar Words RI.2.4		
	Shared Read 6	"Try, Try Again"	End-Rhyme Poem	Compare and Contrast the Central Message RL.2.1, RL.2.2	RF.2.3b, RF.2.3e, RF.2.3f							
	Extended Read 2	"On One Wheel"	Realistic Fiction	Compare and Contrast Central Messages in Two Stories RL.2.1, RL.2.2								

Grade 2 Benchmark Advance

Unit 7 Knowledge Strand: History and Culture/ Topic: Investigating the Past

Essential Question: How does understanding the past shape the future?

Interactive Read Aloud: Over the course of the unit, you may choose a recommended trade book or from these selections provided in the Read-Aloud Handbook.

*Small Group Instruction: All students will have access to grade-level text during small group Tier 1 instruction (these text titles are provided by Benchmark for each unit in the Components at a Glance section)

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (standards focus)	Foundational			Writing	Speaking and Listening	Language	Language
						Phonics/Word Study	High-Frequency Words	Fluency			Conventions of Language	Vocabulary Instruction
7 2/19- 3/10/19	1	Shared Read 1	"A Look Back at Bell"	Informational Social Studies	Identify the Main Topic of a Text RI.2.1, RI.2.2	Compound Words RF.2.3b, RF.2.3e, RF.2.3f	air, along, begin, children, important, letter, open, own, sound, talk RF.2.3f	Read on-level text with purpose and understanding. RF.2.4a	Process Writing: Informative Report Read and Analyze a Mentor Text W.2.5 Analyze Organization and Features W.2.5 Analyze Information from Sources W.2.5 Plan and Organize W.2.5	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.2.1, SL.2.2, SL.2.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.2.4, SL.2.5, SL.2.6) are addressed in the Connect Across Discipline Projects	Form and Use Past Tense Irregular Verbs L.2.1d	Distinguish Shades of Meaning Among Related Verbs L.2.5b
		Shared Read 2	"Buffalo Dusk"	Narrative Poem	Explain How Images Contribute to and Clarify a Text RI.2.3							
		Short Read 1	"The Oregon Trial"	Diary	Describe the Connections Between a Series of Events or Ideas RI.2.3							
		Short Read 2	"Helen Keller: Words Through Touch"	Journal	Compare and Contrast the Most Important Points in Texts on the Same Topic RI.2.9							

	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (standards focus)	Phonics/Word Study	High-Frequency Words	Fluency	Writing		Conventions of Language	Vocabulary Instruction
	2	Shared Read 3	"A Gift to America"	Informational Social Studies	Identify the main topic of a Text RI.2.1, RI.2.2	Inflectional Endings with Spelling Changes	almost, animal, around, body, color, eye, form, high, light, story	Read on-level text with purpose and understanding. RF.2.4a	<p>Process Writing: Informative Report</p> <p>Read and Analyze an Informative Prompt W.2.5</p> <p>Gather Facts and Details from Sources W.2.7, W.2.8</p> <p>Use Notes to Organize Your Informative Report W.2.5</p> <p>Draft and Engaging Introduction W.2.2</p>		Understand Formal Uses of English L.2.3a	Compare Formal and Informal Uses of Language L.2.3a
		Shared Read 4	"In the British Museum"	End-Rhyme Poem	Explain How Images Contribute to and Clarify a Text RI.2.7	RF.2.3b, RF.2.3c, RF.2.3e, RF.2.3f						
		Extended Read 1	"Primary Sources"	Informational Social Studies	Describe Connections Between a Series of Events or Ideas RI.2.1, RI.2.3							
					Use Key Details in Two Texts to Demonstrate Understanding RI.2.1							

Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (standards focus)	Phonics/Word Study	High-Frequency Words	Fluency	Writing	Conventions of Language	Vocabulary Instruction
3	Shared Read 5	"Newton and Gravity"	Biography	Identify the Main Topic of a Text RI.2.1, RI.2.2	Related Root Words RF.2.3b, RF.2.3e, RF.2.3f	across, become, complete, during, happened, hundred, problem, toward, study, wind RF.2.3f	Speed/Pacing: Slow Phrasing: Compound Sentences RF.2.4b	Process Writing: Informative Report Revise to Vary Sentence Beginnings W.2.5 Revise to Maintain a Formal Voice W.2.5 Edit for Correct use of Irregular Past Tense Verbs W.2.5 Edit for Formal Use of English W.2.5 Evaluate and Reflect on Writing W.2.2	Edit for Correct use of Irregular Past Tense Verbs L.2.1d Edit for Formal Use of English L.2.3a	Distinguish Shades of Meaning Among Related Adjectives L.2.5b
	Shared Read 6	"An Exciting Day in San Francisco"	Diary	Describe the Connections Between a Series of Events or Ideas RI.2.1, RI.2.3						
	Extended Read 2	"A Dinosaur Named SUE: A Journal About My Summer Dig"	Journal	Compare and Contrast the Most Important Points in Two Texts on the Same Topic RI.2.1, RI.2.9						

Grade 2 Benchmark Advance

Unit 8 Knowledge Strand: Earth Science/ Topic: Wind and Water Change Earth

Essential Question: How do we react to changes in nature?

Interactive Read Aloud: Over the course of the unit, you may choose a recommended trade book or from these selections provided in the Read-Aloud Handbook.

*Small Group Instruction: All students will have access to grade-level text during small group Tier 1 instruction (these text titles are provided by Benchmark for each unit in the Components at a Glance section)

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (standards focus)	Foundational			Writing	Speaking and Listening	Language	Language
						Phonics/Word Study	High-Frequency Words	Fluency			Conventions of Language	Vocabulary Instruction
8 3/30-4/17/19	1	Shared Read 1	"Volcano"	Informational Science	Identify the Main Topic of a Text RI.2.1, RI.2.2	Irregular Plural Nouns RF.2.3e, RF.2.3f	against, certain, door, early, field, heard, knew, listen, morning, several RF.2.3f	Read on-level text with purpose and understanding. RF.2.4a	Process Writing: Informative Essay Read and Analyze a Mentor Text W.2.5 Recall Information from Experiences W.2.2, W.2.7, W.2.8 Gather Information from Sources W.2.2, W.2.5, W.2.7, W.2.8 Organize Your Informative Essay W.2.2, W.2.5	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.2.1, SL.2.2, SL.2.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.2.4, SL.2.5, SL.2.6) are addressed in the Connect Across Discipline Projects	Form and Use Past Tense Irregular Plurals L.2.1b, L.2.1c	Distinguish Shades of Meaning Among Related Verbs L.2.5b Compare Formal and Informal Uses of Language L.2.3a
		Shared Read 2	"I Am Wind"	End-Rhyme Poem	Describe the Connections Between a Series of Events or Ideas RI.2.3							
		Short Read 1	"Tornado!"	Informational Science	Analyze How Reasons Support Specific Points in a Text RI.2.8							
		Short Read 2	"Water's Awesome Wonder"	Opinion Piece	Compare and Contrast the Most Important Points in Two Texts on the Same Topic RI.2.9							

Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (standards focus)	Phonics/Word Study	High-Frequency Words	Fluency	Writing	Conventions of Language	Vocabulary Instruction
2	Shared Read 3	"How a Mountain Changes"	Informational Science	Identify the Main Topic of a Text RI.2.1, RI.2.2	-er or or Endings RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f	area, ever, hours, measure, notice, order, piece, short, today, true RF.2.3f	Read on-level text with purpose and understanding. RF.2.4a	<p>Process Writing: Informative Essay</p> <p>Introduce Your Topic W.2.2, W.2.5</p> <p>Develop Your Topic with Specific Details W.2.2, W.2.5</p> <p>Use Linking Words and Phrases to Connect Ideas W.2.2, W.2.5</p> <p>Draft a Concluding Statement W.2.2, W.2.5</p>	Form and Use Possessives L.2.1a, L.2.2c	Compare Formal and Informal Uses of Language L.2.3a
	Shared Read 4	"Hans Saves a Village"	Folktale	Describe the Connections Between a Series of Events or Ideas RI.2.1, RI.2.3						
	Extended Read 1	"Earth's Changes"	Informational Science	<p>Identify the Main Purpose of a Text RI.2.6</p> <p>Compare and Contrast the Most Important Points in Two Texts on the Same Topic RI.2.9</p>						

Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (standards focus)	Phonics/Word Study	High-Frequency Words	Fluency	Writing	Conventions of Language	Vocabulary Instruction
3	Shared Read 5	"Beautiful Sand Dunes"	Opinion Piece	Identify the Main Topic of a Text RI.2.1, RI.2.2	Comparatives -er, -est RF.2.3d, RF.2.3f	covered, cried, figure, horse, money, products, questions, since, usually, voice RF.2.3f	Inflection/ Intonation: Pitch Phrasing-Compound Sentences RF.2.4b	Process Writing: Informative Essay Revise to Improve Sentence Fluency W.2.5 Revise to Include Domain-Specific Vocabulary W.2.5 Edit to Check Form and Use of Irregular Plurals W.2.5 Edit for Correct Form and Use of Possessives W.2.5 Create a Title and Use Technology to Include Images W.2.6	Edit to Check Form and Use of Irregular Plurals L.2.1b, L.2.1c, L.2.2e Edit for Correct Form and Use of Possessives L.2.2c	Distinguish Shades of Meaning Among Related Verbs L.2.5b
	Shared Read 6	"Fishing in the Desert"	Realistic Fiction							
	Extended Read 2	"Surf Haven Debates Its Future," "Rebuild Right Away!"	News Article; Opinion Letter	Analyze How Reasons Support Specific Points in a Text RI.2.1, RI.2.8, RI.2.9						

Grade 2 Benchmark Advance

Unit 9 Knowledge Strand: Economics/ Topic: Buyers and Sellers

Essential Question: How do the goods we make, buy, and sell connect us?

Interactive Read Aloud: Over the course of the unit, you may choose a recommended trade book or from these selections provided in the Read-Aloud Handbook.

*Small Group Instruction: All students will have access to grade-level text during small group Tier 1 instruction (these text titles are provided by Benchmark for each unit in the Components at a Glance section)

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards focus)	Foundational			Writing	Speaking and Listening	Language	Language
						Phonics /Word Study	High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition
9 4/20-5/8/19	1	Shared Read 1	From Tree to Baseball Bat	Procedural Text	Identify the Main Topic of a Text (RI.2.1, RI.2.2) Identify the Main Purpose of a Text (RF.2.1, RI.2.6)	Words with -y or -ly Endings (RF.2.3d, RF.2.3f)	able, behind, carefully, common, easy, fact, remember, sure, vowel, whole	Read on-level text with: Purpose and understanding (RF.2.4a) Orally with accuracy, appropriate rate, and expression on successive readings (RF.2.4b)	Process Writing: Multimedia Presentation View a Mentor Presentation (W.2.5) Brainstorm the Topic (W.2.5) Recall Facts and Details (W.2.8) Organize Your Ideas (W.2.5) Make a Storyboard (W.2.4)	Speaking and Listening Standards are addressed throughout the unit Participate in Collaborative conversations (SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c) Recount or Describe key details (SL.2.2) Ask and Answer Questions to Gather Information or to Clarify (SL.2.3) Add Drawings or other visual displays to stories (L.2.5) Produce Complete Sentences (L.2.6)	Use an Apostrophe to form contractions (L.2.2c)	Predict the Meaning of Compound Words (L.2.4d)
		Shared Read 2	Because	End Rhyme Poem	Recount Story Events (RL.2.1, RL.2.2)							
		Short Read 1	Fresh From the Market	Informational Social Studies	Describe the Overall Structure of a Story (RL.2.5) Use Information in the Text to Draw Inferences (RL.2.1)							
		Short Read 2	Goat and Bear in Business	Animal Fantasy	Compare and Contrast the Most Important Points In Two Texts on the Same Topic (RI.2.9)							

	Week	Student Reads	Selection Title	Genre	Reading Mini- Lesson (Standards focus)	Phonics/ Word Study	High- Frequency Words	Fluency	Writing		Conventions of English	Vocabulary Acquisition
	2	Shared Read 3	Juice in Your Glass	Procedural Text	Identify the Main Topic of a Text (RI.2.2) Describe the Connections Between a Series of Events or Ideas (RI.2.3)	Schwa (RF.2.3c, RF.2.3e, RF.2.3f)	ago, government, half, machine, pair, quickly, scientist, thousand, understood, wait	Read on-level text with purpose and understanding (RF.2.4a)	Process Writing: Multimedia Presentation Draft and Introduction (W.2.3) Recount a Sequence of Events (W.2.3) Draft the conclusion (W.2.3)		Generalize Learned Spelling Patterns When Writing Words (L.2.2d)	Identify Real-Life Connections Between Words and Their Use (L.2.5a)
		Shared Read 4	The Best Show Day	Realistic Fiction	Identify the Main Purpose of a Text (RI.2.6) Compare and Contrast the Most Important Points In Two Texts on the Same Topic (RI.2.9)							
		Extended Read 1	From Pine Tree to Pizza Box	Procedural Text	Recount Story Events (RI.2.1, RL.2.5) Use Information in the Text to Draw Inferences (RL.2.1) Compare and Contrast the Most Important Points In Two Texts on the Same Topic (RI.2.9)							

Grade 2 Benchmark Advance

Unit 10 Knowledge Strand: Physical Science/ Topic: States of Matter

Essential Question: How can something old become something new?

Interactive Read Aloud: Over the course of the unit, you may choose a recommended trade book or from these selections provided in the Read-Aloud Handbook.

*Small Group Instruction: All students will have access to grade-level text during small group Tier 1 instruction (these text titles are provided by Benchmark for each unit in the Components at a Glance section)

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards focus)	Foundational			Writing	Speaking and Listening	Language	Language										
						Phonics/ Word Study	High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition										
10	1	Shared Read 1	Soap Shapes	Procedural Text	Identify the Main Topic of a Text (RI.2.1, RI.2.2)	Decode Regularly Spelled one-Syllable Words (RF.2.3b)	brought, contain, front, gave, inches, material, noun, ocean, strong, verb	Read on-level text: With purpose and understanding (RF.2.4a)	Process Writing: Acrostic Poem	Speaking and Listening Standards are addressed throughout the unit	Use Reflexive Pronouns (L.2.1c)	Use Known Root Words as a Clue to Word Meaning (L.2.4c)										
		Shared Read 2	It's All Water	End-Rhyme Poem	Identify the Main Purpose of a Text (RF.2.1, RI.2.6)								Recognize and Read Grade Appropriate Irregularly spelled words (RF.2.3f)	Orally with accuracy, appropriate rate, and expression on successive readings (RF.2.4b)	Brainstorm Special Words to Start and Acrostic Poem (W.2.5)	Participate in Collaborative conversations (SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c)	Use an Apostrophe to Form Contractions and Frequently occurring Possessives (L.2.2c)					
		Short Read 1	The Art of Origami	Procedural Text	Explain How Images Contribute to and Clarify a Text (RI.2.7)													Identify the Steps in a Technical Procedure (RI.2.3)	Develop Your Ideas Through Freewriting (W.2.5)	Evaluate Ideas and Narrow the Focus (W.2.5)	Recount or Describe key details (SL.2.2)	Generalize Learned Spelling Patterns When Writing Words (L.2.2d)
		Short Read 2	Sand Sculpture	Informational Text: Science	Describe the Features of Two Procedural texts (RI.2.3)																	

	Week	Student Reads	Selection Title	Genre	Reading Mini- Lesson (Standards focus)	Phonics/Word Study	High- Frequency Words	Fluency	Writing		Conventions of English	Vocabulary Acquisition
2	Shared Read 3	A Solar-Powered Solution	Informational Text: Science	Identify the Main Topic of a Text (RI.2.2) Explain How Images Contribute to and Clarify a Text (RI.2.7)	Prefixes un- re- dis- (RF.2.3d, RF.2.3f)	built, correct, inside, island, language, oh, person, street, system, warm	Read on-level text with purpose and understanding (RF.2.4a) Orally with accuracy, appropriate rate, and expression on successive readings (RF.2.4b) Use context to confirm or self-correct word recognition and understanding rereading as necessary (RF.2.4c)	Process Writing: Acrostic Poem Respond to and Revise and Acrostic Poem (W.2.5) Use a Checklist to Edit (W.2.5)		Generalize Learned Spelling Patterns When Writing Words (L.2.2d)	Determine the meaning of a new word formed when a known prefix is added to the known word (L.2.4b)	
	Shared Read 4	That's Cool	Procedural Text	Use Information From the Text to Draw Inferences (RI.2.1)								
	Extended Read 1	Changing Matters	Informational Text: Science	Use Information From Two Text to Answer a Question (RI.2.1, RI.2.9)								

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