

YCUSD 2016-17 - Grade 2 Reading Wonders – Units 1 & 2

Week	Dates	Unit/Wk	# days	Reading: Word Work	Reading	Language Arts	Integrate Ideas
	8/11-8/12		2	Teach Routines/Administer Diagnostic Assessments			
1	8/15-8/19	SS/1	5	Start Smart Daily Lessons/Teach Routines/Administer Diagnostic Assessments			
2	8/22-8/26	SS/2	5				
3	8/29-9/2	Unit 1/ Week 1	5	<p>Phonemic Awareness: Phoneme Blending Phoneme Categorization Phoneme Segmentation</p> <p>Phonics/Spelling: Short <i>a, i</i></p> <p>Structural Analysis: Plural Nouns –s, -es</p> <p>HFW: blue, even, yellow, help, put, for, ball, there, both, why</p> <p>Decodable Readers: “Pat and Tim” (Realistic Fiction) “Pals Help Pals” (Nonfiction)</p>	<p>Listening Comp: “The New Kid”</p> <p>Vocabulary: <u>Words:</u> actions, afraid, depend, nervously, peered, perfectly, rescue, secret <u>Strategy:</u> Inflectional Endings</p> <p>Reading/Writing Workshop: “Little Flap Learns to Fly” (Fantasy)</p> <p>Fluency Strategy: Expression</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “Help! A Story of Friendship” (Fantasy) Paired Read: “Crayons” (Poetry)</p> <p>Skill: Key Details</p> <p>Strategy: Visualize</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: Sentences</p> <p>Genre Writing: Narrative Text: Friendly Letter -Expert Model -Prewrite</p>	<p>Research/Inquiry: Make a List</p> <p>Text Connections: “How do Friends Depend on Each Other?”</p> <p>Text to Fine Arts</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>
4	Sept 5 th : Labor Day 9/6-9/9	Unit 1/ Week 2	4	<p>Phonemic Awareness: Identify and Generate Rhyme Phoneme Isolation Phoneme Blending/ Segmentation</p> <p>Phonics/Spelling: Short e, o, u</p> <p>Structural Analysis: Inflectional Endings: –s, -es</p> <p>HFW: could, find, funny, green, how, little, one, or, see, sounds</p> <p>Decodable Readers: “Len and Gus” (Fable) “Buses, Vans, Jets” (Nonfiction)</p>	<p>Listening Comp: “Dinner at Alejandro’s”</p> <p>Vocabulary: <u>Words:</u> aside, culture, fair, invited, language, plead, scurries, share <u>Strategy:</u> Root Words</p> <p>Reading/Writing Workshop: “Maria Celebrates Brazil” (Realistic Fiction)</p> <p>Fluency Strategy: Expression</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “Big Red Lollipop” (Fiction) Paired Read: “A Look at Families” (Expository Text)</p> <p>Skill: Character, Setting, Events</p> <p>Strategy: Visualize</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: Commands and Exclamations</p> <p>Genre Writing: Narrative Text: Friendly Letter -Draft -Revise</p>	<p>Research/Inquiry: Make a Poster</p> <p>Text Connections: “How are families around the world the same and different?”</p> <p>Text to Music</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>

YCUSD 2016-17 - Grade 2 Reading Wonders – Units 1 & 2

Week	Dates	Unit/Wk	# days	Reading: Word Work	Reading	Language Arts	Integrate Ideas
5	9/12-9/16	Unit 1/ Week 3	5	<p>Phonemic Awareness: Phoneme Categorization; Phoneme Substitution Phoneme Blending</p> <p>Phonics/Spelling: 2-letter blends (r, s, t, l)</p> <p>Structural Analysis: Closed Syllables</p> <p>HFW: boy, by, girl, he, here, she, small, want, were, what</p> <p>Decodable Readers: “Spot and Fran” (Realistic fiction) “Why Not Grin?” (Nonfiction)</p>	<p>Listening Comp: “My Partner and Friend”</p> <p>Vocabulary: <u>Words:</u> decided, proper, different, relationship, friendship, stares, glance, trade <u>Strategy:</u> Context Clues: Sentence Clues</p> <p>Reading/Writing Workshop: “Finding Cal” (Fiction)</p> <p>Fluency Strategy: Intonation</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “Not Norman” (Fiction) Paired Read: “My Puppy” (Poetry)</p> <p>Skill: Character, Setting, Events</p> <p>Strategy: Ask and answer questions</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: Subjects</p> <p>Genre Writing: Narrative Text: Friendly Letter -Proofread/Edit and Publish -Evaluate</p>	<p>Research/Inquiry: Make a Poster</p> <p>Text Connections: “How can a pet be an important friend?”</p> <p>Text to Fine Arts</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>
6	9/19-9/23	Unit 1/ Week 4	5	<p>Phonemic Awareness: Phoneme Segmentation Phoneme Categorization Phoneme Blending</p> <p>Phonics/Spelling: Short a, long a: a_e</p> <p>Structural Analysis: Inflectional Endings: –ed, -ing</p> <p>HFW: another, done, into, move, now, show, too, water, year, your</p> <p>Decodable Readers: “You Can Bake a Cake!” (How-to) “Gabe Picks a Pet” (Fiction)</p>	<p>Listening Comp: “All Kinds of Vets”</p> <p>Vocabulary: <u>Words:</u> Allowed, care, excited, needs, roam, safe, wandered, wild <u>Strategy:</u> Root Words</p> <p>Reading/Writing Workshop: “Taking Care of Pepper” (Narrative Nonfiction)</p> <p>Fluency Strategy: Intonation</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “Lola and Tiva: An Unlikely Friendship (Narrative Nonfiction) Paired Read: “Animal Needs” (Interview)</p> <p>Skill: Key Details</p> <p>Strategy: Ask and Answer Questions</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: Predicates</p> <p>Genre Writing: Narrative Text: Personal Narrative -Expert Model -Prewrite</p>	<p>Research/Inquiry: Make a Collage</p> <p>Text Connections: “How do we care for animals?”</p> <p>Text to Poetry</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>

YCUSD 2016-17 - Grade 2 Reading Wonders – Units 1 & 2

Week	Dates	Unit/Wk	# days	Reading: Word Work	Reading	Language Arts	Integrate Ideas
7	9/26-9/30	Unit 1/ Week 5	5	<p>Phonemic Awareness: Phoneme Isolation Phoneme Categorization Phoneme Blending</p> <p>Phonics/Spelling: Short i, long i: i_e</p> <p>Structural Analysis: Possessives</p> <p>HFW: all, any, goes, new, number, other, right, says, understands, work</p> <p>Decodable Readers: “Mike’s Big Bike” (Realistic Fiction) “A Site on Vine Lane” (Nonfiction)</p>	<p>Listening Comp: “Families Today”</p> <p>Vocabulary: <u>Words:</u> check, choose, chores, cost, customers, jobs, spend, tools</p> <p><u>Strategy:</u> Inflectional Endings</p> <p>Reading/Writing Workshop: “Families Work!” (Expository Text)</p> <p>Fluency Strategy: Phrasing</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “Families Working” (Expository Text = Exp Text)</p> <p>Paired Read: “Why We Work” (Exp Text)</p> <p>Skill: Key details</p> <p>Strategy: Ask and Answer Questions</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: Expanding and Combining Sentences</p> <p>Genre Writing: Narrative Text: Personal Narrative -Draft -Revise</p>	<p>Research/Inquiry: Make a Job Description Sheet</p> <p>Text Connections: “What happens when families work together?”</p> <p>Text to Photography</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>
8	10/3-10/7	Unit 1/ Week 6	5	<p>Unit Review</p> <p>Phonics: Short <i>a</i>, short <i>i</i> Short <i>e</i>, Short <i>o</i>, short <i>u</i> Two-Letter Blends (r, s, t, l) Short <i>a</i>, Long <i>a</i>: a_e Short <i>i</i>, Long <i>i</i>: i_e</p> <p>HFW: ball, blue, both, even, for, help, put, there, why, yellow could, find, funny, green, how, little, one, or, see, sounds boy, by, girl, he, here, she, small, want, were, what another, done, into, move, now, show, too, water, year, your all, any, goes, new, number, other, right, says, understands, work</p> <p>Fluency: Expression, Intonation, Phrasing</p>	<p>Reader’s Theater: “Room for More”</p> <p>Time For Kids (Reading Digitally): “Super Skiers”</p>	<p>Share Your Writing: Students select a narrative writing piece from the unit</p> <p>Genre Writing: Narrative Text -Proofread/edit and publish, evaluate</p> <p>Unit Grammar: Unit Review</p>	<p>Text Connections: Connect to the Big Idea: <i>How do families learn, grow, and help another?</i></p> <p>Research/Inquiry: Choose a Project! – The Big Idea: <i>How do families learn, grow, and help another?</i> Select from weeks 1-5</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>
				Unit Assessment – to be determined (throughout Unit 1/Week 6)			
9	10/10-10/14	Unit 1/ Week 7	5	Extension Week (Unit 1 only)			

YCUSD 2016-17 - Grade 2 Reading Wonders – Units 1 & 2

Week	Dates	Unit/Wk	# days	Reading: Word Work	Reading	Language Arts	Integrate Ideas
10	10/17-10/21	Unit 2/ Week 1	5	<p>Phonological Awareness: Phoneme Addition; Phoneme Substitution; Phoneme Blending</p> <p>Phonics/Spelling: Short o, long o, o_e</p> <p>Structural Analysis: Doubling final consonants; drop final e: ed, ing</p> <p>HFW: because, cold, family, friends, have, no, off, picture, school, took</p> <p>Decodable Readers: “At Home in Nome” “At Home in a Pond”</p>	<p>Listening Comp: “Swamp Life”</p> <p>Vocabulary: <u>Words:</u> adapt, climate, eager, freedom, fresh, sense, silence, shadows <u>Strategy:</u> Prefixes</p> <p>Reading/Writing Workshop: “A Visit to the Desert” (Fiction/Realistic Fiction)</p> <p>Fluency Strategy: Phrasing</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “Sled Dogs Run” (Fiction/Realistic Fiction) Paired Selection: “Cold Dog, Hot Fox” (Informational Text/Expository)</p> <p>Skill: Character, Setting, Plot</p> <p>Strategy: Make, Confirm, Revise Predictions</p>	<p>Write to Sources: (Daily, brief writes): Day 1: Build writing fluency Day 2: Write to the reading/writing text Day 3: Write to the literature anthology text (Close Reading Companion) Day 4: Write to two sources Day 5: Write to two sources</p> <p>Grammar: nouns</p> <p>Genre Writing: Informative -expert model -prewrite</p>	<p>Research and Inquiry: Create a fact sheet</p> <p>Text Connections: How do animals survive in their natural environment? Text to Poetry</p> <p>Speaking and Listening: <i>Throughout week- all components</i></p>
11	10/24-10/28	Unit 2/ Week 2	5	<p>Phonological Awareness: Phoneme Deletion; Phoneme Segmentation; Phoneme Blending</p> <p>Phonics/Spelling: Short u, long u, u_e</p> <p>Structural Analysis: CVC Syllables</p> <p>HFW: change, cheer, fall, five, look, open, should, their, won, yes</p> <p>Decodable Readers: “Duke and Bud’s Run” “Cute Cubs and Pups”</p>	<p>Listening Comprehension: “The Fox and The Crane”</p> <p>Vocabulary: <u>Words:</u> believe, delicious, feast, fond, lessons, remarkable, snatch, stories <u>Strategy:</u> Suffixes</p> <p>Reading Writing Workshop: “The Boy Who cried Wolf” (Fiction/Fable)</p> <p>Fluency Strategy: Expression</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “Wolf! Wolf!” (Fiction/Fable) Paired Read: “Cinderella and Friends” (Informational Text/Expository)</p> <p>Skill: Character, Setting, Plot; Problem and Solution</p> <p>Strategy: Make, Confirm, Revise Predictions</p>	<p>Write to Sources (daily, brief writes): Day 1: Build writing fluency Day 2: Write to the reading/writing workshop text Day 3: Write to the literature anthology text (Close Reading Companion) Day 4: Write to two sources (Close Reading Companion) Day 5: Write to two sources (Close Reading Companion)</p> <p>Grammar: Singular and plural nouns</p> <p>Genre Writing: Informative -draft -revise</p>	<p>Research/Inquiry: Make a chart</p> <p>Text Connections: How can animal fables teach us lessons? Text to Fine Arts</p> <p>Speaking and Listening: <i>Throughout week- all components</i></p>

YCUSD 2016-17 - Grade 2 Reading Wonders – Units 1 & 2

Week	Dates	Unit/Wk	# days	Reading: Word Work	Reading	Language Arts	Integrate Ideas
12	10/31-11/4	Unit 2/ Week 3	5	<p>Phonological Awareness: Phoneme Segmentation; Phoneme Substitution; Phoneme Blending</p> <p>Phonics/Spelling: Soft c and g</p> <p>Structural Analysis: Prefixes: re-, un-, dis-</p> <p>HFW: almost, buy, food, out, pull, saw, sky, straight, under, wash</p> <p>Decodable Readers: “Animal Places and Spaces” “Mice on Ice”</p>	<p>Listening Comprehension: “Explore a Coral Reef”</p> <p>Vocabulary: <u>Words:</u> buried, escape, habitat, journey, nature, peaks, restless, spies <u>Strategy:</u> Suffixes</p> <p>Reading/Writing Workshop: “A Prairie Guard Dog” (Info Text/Nonfiction Narrative)</p> <p>Fluency Strategy: Phrasing</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “Turtle, Turtle, Watch Out!” (Informational Text) Paired Read: “At Home in the River” (Info Text/Expository)</p> <p>Skill: Main Topic and Key Details Strategy: Make, Confirm, Revise Predictions</p>	<p>Write to Sources (daily, brief writes): Day 1: build writing fluency Day 2: write to the reading/writing text Day 3: write to the Literature Anthology text (Close Reading Companion) Day 4: write to two sources (Close Reading Companion) Day 5: write to two sources (Close Reading Companion)</p> <p>Grammar: Kinds of nouns</p> <p>Genre Writing: Informative -Proofread/edit and publish -Evaluate</p>	<p>Research/Inquiry: Make animal and habitat cards</p> <p>Text Connections: What are the features of animal habitats? Text to Photograph</p> <p>Speaking and Listening: <i>Throughout week- all components</i></p>
13	11/7-11/10 Nov 11 th : Veterans Day	Unit 2/ Week 4	4	<p>Phonological Awareness: Identify And Generate Rhymes; Phoneme Segmentation; Phoneme Blending</p> <p>Phonics/Spelling: Consonant Digraphs: ch, tch, sh, ph, th, ng, wh</p> <p>Structural Analysis: -ful, -les</p> <p>HFW: these, start, walk, seven, eight, learn, try, isn’t, baby, early</p> <p>Decodable readers: “Baby Watch” “Phil the Chick”</p>	<p>Listening Comprehension: “Wild Animal Families”</p> <p>Vocabulary: <u>Words:</u> adult, alive, covered, fur, giant, groom, mammal, offspring <u>Strategy:</u> Multiple Meaning Words</p> <p>Reading Writing Workshop: “Eagles and Eaglets” (Informational Text/Expository)</p> <p>Fluency Strategy: Pronunciation</p> <p>Literature Anthology/Close Reading Companion: Main selection: “Baby Bears” (Nonfiction) Paired read: “From Caterpillar to Butterfly” (Informational Text)</p> <p>Skill: Main Topic and Key Details Strategy: Reread</p>	<p>Write to Sources: Day 1: Build writing fluency Day 2: Write to the Reading/Writing Workshop text Day 3: Write to the Literature Anthology text (Close Reading Companion) Day 4: Write to two sources (Close Reading Companion) Day 5: Write to two sources (Close reading Companion)</p> <p>Grammar: More plural nouns</p> <p>Genre Writing: Informative -Expert Model -Prewrite -Draft</p>	<p>Research/Inquiry: Make a Venn Diagram</p> <p>Text Connections: How are baby animals like their parents? How are they different? Text to Fine Arts</p> <p>Speaking and Listening: <i>Throughout week- all components</i></p>

YCUSD 2016-17 - Grade 2 Reading Wonders – Units 1 & 2

Week	Dates	Unit/Wk	# days	Reading: Word Work	Reading	Language Arts	Integrate Ideas
14	11/14-11/18	Unit 2/ Week 5	5	<p>Phonological Awareness: Identify and Generate Rhymes; Phoneme Substitution; Phoneme Blending</p> <p>Phonics/Spelling: 3-letter blends: scr, spr, str, thr, spl, shr</p> <p>Structural Analysis: Compound Words</p> <p>HFW: bird, far, field, flower, grow, leaves, light, orange, ready, until</p> <p>Decodable Readers: “Mrs. Sprig’s Spring Flowers” “A Thrilling Bird That Hums”</p>	<p>Listening Comprehension: “The Furry Alarm Clock”</p> <p>Vocabulary: <u>Words:</u> behave, express, feathers, flapping <u>Strategy:</u> Multiple-Meaning Words</p> <p>Reading/Writing Workshop: “Cats and Kittens” “Desert Camels” “A Bat is not a Bird” (Poetry)</p> <p>Fluency Strategy: Phrasing</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “Beetles” “The Little Turtle” (Poetry) Paired Read: “Gray Goose” (Poetry)</p> <p>Skill: Key Details</p> <p>Strategy: Reread</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Build Writing Fluency <u>Day 2:</u> Write to the Reading/Writing Workshop Text <u>Day 3:</u> Write to the Literature Anthology Text <u>Day 4:</u> Write to Two Sources (Close Reading Companion) <u>Day 5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: Possessive Nouns</p> <p>Genre Writing: Informative -Revise -Proofread/Edit and Publish -Evaluate</p>	<p>Research/Inquiry: Make a Poetry Anthology</p> <p>Text Connections: How do the poets use rhyme, rhythm, and/or word choice to create imagery? Text to Poetry</p> <p>Speaking and Listening: Throughout week---all components</p>
	11/21-11/25			Thanksgiving Break			
15	11/28-12/2	Unit 2/ Week 6	5	<p>Phonics: Short o, long o, o_e; Short u, long u, u_e; Soft c and g; Consonant Digraphs: ch, tch, sh, ph, th, ng, wh 3-letter blends: scr, spr, str, thr, spl, shr</p> <p>HFW: because, cold, family, friends, have, no, off, picture, school, took change, cheer, fall, five, look, open, should, their, won, yes almost, buy, food, out, pull, saw, sky, straight, under, wash these, start, walk, seven, eight, learn, try, isn’t, baby, early bird, far, field, flower, grow, leaves, light, orange, ready, until</p> <p>Fluency: Phrasing, Expression, Pronunciation</p>	<p>Reader’s Theater: “The Secret Song”</p> <p>Time For Kids (Reading Digitally) “Under the Sea”</p>	<p>Share Your Writing: Students select a narrative writing piece from the unit</p> <p>Genre Writing: Informative</p> <p>Unit Grammar: Unit Review</p>	<p>Text Connections: Connect to the Big Idea: <i>How do animals play a part in the world around us?</i></p> <p>Research/Inquiry: Choose a Project!-The Big Idea: <i>How do animals play a part in the world around us?</i></p> <p>Speaking and Listening: Throughout week—all components</p>
				Unit Assessment – to be determined (throughout Unit 2/Week 6)			