

Benchmark Advance

Grade 2 Skills and Strategies

Unit 1: Government at Work										
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	Foundational	
								Literary and Informational Standards Focus	Phonics	
1	1	Shared Read 1	A City Park	Informational Text: Social Studies	600			<ul style="list-style-type: none"> Identify Key Details and Determine Main Idea (RI.2.1, RI.2.2, RI.2.10) Identify Author's Purpose (RI.2.6, RI.2.8) Identify and Summarize Key Story Events (RL.2.1, RL.2.5, RL.2.10) Analyze Sequence (RL.2.5) Identify Points of View (RL.2.6) Compare and Contrast an Informational Text and a Literary Text (RI.2.9) 	<ul style="list-style-type: none"> Short Vowels (RF.2.3a, RF.2.3f) Initial Blends (RF.2.3a, F.2.3f) Final Blends (RF.2.3a, F.2.3f) Consonant Digraphs ch, sh, tch, dge (RF.2.3a, RF.2.3f) Consonant Digraphs th, wh, ph (RF.2.3a, RF.2.3f) 	
		Shared Read 2	Betsy's Battle Flag	Literary Text: End-Rhyme Poem	NP					
		Short Read 1	Smoke Jumpers	Informational Text: Social Studies	780					
		Short Read 2	Can You Sew a Flag, Betsy Ross?	Historical Fiction	620					
		Word Study Read 1*	Our Flag	Informational Text: Social Studies	470					
	2	Shared Read 3	What Does a Police Officer Do?	Informational Text: Procedural Text	560			2.1.3 2.3.1 2.5	<ul style="list-style-type: none"> Identify Key Details and Determine Main Ideas (RI.2.1, RI.2.2, RI.2.10) Identify Author's Purpose (RI.2.1, RI.2.6, RI.2.8) Analyze Sequence (RI.2.1, RI.2.3) Use Images from Two Texts to Clarify Information (RI.2.1, RI.2.9) 	<ul style="list-style-type: none"> Closed and Open Syllables (RF.2.3a, RF.2.3c, RF.2.3e, RF.2.3f)
		Shared Read 4	Max and the Mayor	Literary Text: Realistic	430					
		Extended Read 1	Our Government's Laws	Informational Text: Social Studies	480					
		Word Study Read 2*	Class President: An Interview	Interview	350					
	3	Shared Read 5	Ring the Bell!	Literary Text: Animal Fantasy	440			<ul style="list-style-type: none"> Identify Key Events (RL.2.1, RL.2.5, RL.2.10) Identify Differences in Points of View (RL.2.1, RL.2.6) Compare and Contrast Key Concept in Two Texts (RI.2.1, RI.2.9) 	<ul style="list-style-type: none"> Long a: ai, a, ea, ay (RF.2.3a, RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f) 	
		Shared Read 6	December 1776	Literary Text: End-Rhyme Poem	NP					
		Extended Read 2	Getting a Message to General Washington	Historical Fiction	390					
Word Study Read 3*		Here Comes the Mail	Informational Text: Social Studies	500						

*For additional Word Study/Decodable practice, see online.

Foundational		Writing	Speaking and Listening	Language		
High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
<ul style="list-style-type: none"> New: a, can, and, come, are, for, big, go, has, I (RF.2.3f) 	<ul style="list-style-type: none"> Rate: Pacing (RF.2.4b) 	<ul style="list-style-type: none"> Read and Analyze the Prompt (W.2.3, W.2.4) Reread to Find Text Evidence (W.2.3, W.2.4, W.2.10) Plan Your Journal Entry (W.2.3, W.2.4, W.2.8, W.2.10) Draft Your Journal Entry (W.2.3, W.2.4, W.2.8, W.2.10) Revise and Edit Your Journal Entry (W.2.3, W.2.4, W.2.5, W.2.8, W.2.10) 	Speaking and Listening Standards are addressed throughout the unit.	<ul style="list-style-type: none"> Use Commas in Greetings and Closings (L.2.2b) 	<ul style="list-style-type: none"> Use Context Clues (L.2.4a, L.2.4e) 	Grammar and Syntax <ul style="list-style-type: none"> Pronouns (1) Nouns (2) Collective nouns (8) Adjectives (4, 5) Prepositional phrases (9) Past tense verbs (13) Irregular past tense verbs (15)
<ul style="list-style-type: none"> New: have, is, jump, my, one, put, the, want, what, you Review: a, can, and, come, are, for, big, go, has, I (RF.2.3f) 	<ul style="list-style-type: none"> Accuracy: Self-Correct (RF.2.4c) 	<ul style="list-style-type: none"> Read and Analyze the Prompt (W.2.2, W.2.4, W.2.10) Reread to Find Text Evidence (W.2.2, W.2.4, W.2.8, W.2.10) Organize Ideas (W.2.2, W.2.4, W.2.8, W.2.10) Draft an Essay (W.2.2, W.2.4, W.2.10) Revise and Edit Your Essay (W.2.2, W.2.4, W.2.5, W.2.10) 	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.	<ul style="list-style-type: none"> Use Collective Nouns (L.2.1a) 	<ul style="list-style-type: none"> Use Context Clues (L.2.4a, L.2.4e) 	Text Structure <ul style="list-style-type: none"> Sequence (3) Cause and effect (11) Vocabulary <ul style="list-style-type: none"> Academic vocabulary (3, 11) Linking words (14) Interact in Meaningful Ways <ul style="list-style-type: none"> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons)
<ul style="list-style-type: none"> New: he, like, little, no, of, saw, this, to, we, with Review: have, is, jump, my, one, put, the, want, what, you (RF.2.3f) 	<ul style="list-style-type: none"> Prosody: Expression Expression: Dramatic Expression Expression: Characterization/Feelings (RF.2.4b) 	<ul style="list-style-type: none"> Read and Analyze the Prompt (W.2.1, W.2.4, W.2.10) Reread to Find Text Evidence (W.2.1, W.2.4, W.2.8, W.2.10) Plan Your Essay (W.2.1, W.2.4, W.2.8, W.2.10) Draft Your Opinion Essay (W.2.1, W.2.4, W.2.8, W.2.10) Revise and Edit (W.2.1, W.2.4, W.2.5, W.2.10) 	Presentation of Knowledge and Ideas standards (SL.2.4, SL.2.5, SL.2.6) are addressed in the Connect Across Discipline Projects.	<ul style="list-style-type: none"> Use Past Tense Irregular Verbs (L.2.1d) 	<ul style="list-style-type: none"> Distinguish Shades of Meaning (L.2.5b) 	

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Grade 2 Skills and Strategies

Unit 2: Characters Facing Challenges									
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	
								Literary and Informational Standards Focus	Phonics
2	1	Shared Read 1	Milo and the Dragon	Literary Text: Fantasy	520			<ul style="list-style-type: none"> Identify and Summarize Key Story Events (RL.2.1, RL.2.5, RL.2.10) Determine the Central Message (RL.2.2) Analyze Characters (RL.2.3) Compare and Contrast Two Variant Tales (RL.2.9) 	<ul style="list-style-type: none"> Long o: oa, o, oe, ow (RF.2.3a, RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)
		Shared Read 2	Tales Around the World	Informational Text: Social Studies	620				
		Short Read 1	Rough-Face Girl	Literary Text: Fairy Tale	510				
		Short Read 2	Yeh-Shen	Literary Text: Fairy Tale	560				
		Word Study Read 1*	Willow and Toad	Literary Text: Fairy Tale	450				
	2	Shared Read 3	Crow Learns a Lesson	Literary Text: Fable	610			<ul style="list-style-type: none"> Identify Story Events (RL.2.1, RL.2.5, RL.2.10) Identify Key Events (RL.2.1, RL.2.5, RL.2.10) Analyze Characters (RL.2.1, RL.2.3) Use Images to Clarify a Text (RL.2.1, RL.2.7) Making Connections Across Texts (RL.2.1, RL.2.7) 	<ul style="list-style-type: none"> Long e: ee, ea, e, e_e, y, ey, ie (RF.2.3a, RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)
		Shared Read 4	Since Hanna Moved Away	Literary Text: End-Rhyme Poem	NP				
		Extended Read 1	The Three Billy Goats Gruff	Literary Text: Folktale	460				
		Word Study Read 2*	Jack and the Bean Tree	Literary Text: Folktale	340				
	3	Shared Read 5	My Dragon Wasn't Feeling Good	Literary Text: End-Rhyme Poem	NP			<ul style="list-style-type: none"> Identify Key Events (RL.2.1, RL.2.5, RL.2.10) Identify Story Events (RL.2.1, RL.2.5, RL.2.10) Determine the Central Message (RL.2.1, RL.2.2) Compare and Contrast Two Variant Folktales (RL.2.1, RL.2.9) 	<ul style="list-style-type: none"> Long i: ie, i, y, igh (RF.2.3a, RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)
		Shared Read 6	Two Men and a Bear	Literary Text: Fable	510				
		Extended Read 2	The Troll Returns: A Sequel to "The Three Billy Goats Gruff"	Literary Text: Folktale	450				
Word Study Read 3*		Why Sun and Moon Live in the Sky	Literary Text: Pourquoi Tale	540					

*For additional Word Study/Decodable practice, see online.

Foundational		Writing	Speaking and Listening	Language		
High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
<ul style="list-style-type: none"> New: here, look, me, play, said, see, she, try, about, because Review: he, like, little, no, of, saw, this, to, we, with (RF.2.3f) 	<ul style="list-style-type: none"> Rate: Pausing (RF.2.4b) 	<ul style="list-style-type: none"> Read and Analyze the Prompt (W.2.3, W.2.4, W.2.10) Reread to Find Text Evidence (W.2.3, W.2.4, W.2.8, W.2.10) Plan Your Story (W.2.3, W.2.4, W.2.8, W.2.10) Draft Your Story (W.2.3, W.2.4, W.2.8, W.2.10) Revise and Edit Your Story (W.2.3, W.2.4, W.2.5, W.2.8, W.2.10) 	Speaking and Listening Standards are addressed throughout the unit.	<ul style="list-style-type: none"> Adjectives and Adverbs (L.2.1e) Contractions (L.2.2c) Use Dictionaries (L.2.2e) 	<ul style="list-style-type: none"> Distinguish Shades of Meaning (L.2.5b) 	<ul style="list-style-type: none"> <u>Grammar and Syntax</u> Pronouns (1) Adjectives (2) Adverbs (10, 13, 14) Verb phrases (4) Conjunctions (5) Progressive tense verbs (7) Regular and irregular past tense verbs (9)
<ul style="list-style-type: none"> New: after, before, call, do, earth, father, give, her, know, large Review: here, look, me, play, said, see, she, try, about, because (RF.2.3f) 	<ul style="list-style-type: none"> Accuracy: Use Context (RF.2.4c) 	<ul style="list-style-type: none"> Read and Analyze the Prompt (W.2.2, W.2.4, W.2.10) Reread to Find Text Evidence (W.2.2, W.2.4, W.2.10) Plan Your Essay (W.2.2, W.2.4, W.2.8, W.2.10) Draft Your Essay (W.2.2, W.2.4, W.2.10) Revise and Edit (W.2.2, W.2.4, W.2.5, W.2.10) 	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.	<ul style="list-style-type: none"> Use Contractions (L.2.1f) 	<ul style="list-style-type: none"> Distinguish Shades of Meaning (L.2.5b) 	<ul style="list-style-type: none"> <u>Text Structure</u> Sequence (3) <u>Vocabulary</u> Signal words (3) Shades of meaning (8) Word choice (11, 15) Build vocabulary (12)
<ul style="list-style-type: none"> New: many, near, off, people, right, school, that, two, under, very Review: after, before, call, do, earth, father, give, her, know, large (RF.2.3f) 	<ul style="list-style-type: none"> Prosody: Pitch Expression: Anticipation/Mood Prosody: Inflection/Intonation–Volume (RF.2.4b) 	<ul style="list-style-type: none"> Read and Analyze the Prompt (W.2.1, W.2.4, W.2.10) Reread to Find Text Evidence (W.2.1, W.2.4, W.2.10) Plan Your Essay (W.2.1, W.2.4, W.2.8, W.2.10) Draft Your Essay (W.2.1, W.2.4, W.2.8, W.2.10) Revise and Edit Your Essay (W.2.1, W.2.4, W.2.5, W.2.10) 	Presentation of Knowledge and Ideas standards (SL.2.4, SL.2.5, SL.2.6) are addressed in the Connect Across Discipline Projects.	<ul style="list-style-type: none"> Irregular Past Tense Verbs (L.2.1d) 	<ul style="list-style-type: none"> Distinguish Shades of Meaning (L.2.5b) 	<ul style="list-style-type: none"> <u>Interact in Meaningful Ways</u> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons)

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Unit 3: Plants and Animals in Their Habitats									
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	
								Literary and Informational Standards Focus	Foundational
3	1	Shared Read 1	News About Scorpions	Informational Text: Science	680	2-LS2-1 2-LS4-1	2.2	<ul style="list-style-type: none"> Identify Key Details and Determine Main Idea (RI.2.1, RI.2.2, RI.2.10) Use Text and Graphic Features to Locate Information (RI.2.5, RI.2.7) Use Text Evidence to Draw Inferences (RI.2.1) Identify Key Events (RL.2.1, RL.2.5, RL.2.10) Analyze Story Structure (RL.2.1, RL.2.5) Compare and Contrast an Informational Text and a Literary Text (RI.2.9) 	<ul style="list-style-type: none"> Long u: ew, ue, u, u_e (RF.2.3a, RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)
		Shared Read 2	All the Penguins	Literary Text: End-Rhyme Poem	NP				
		Short Read 1	The Coldest Place on Earth	Informational Text: Science	630				
		Short Read 2	Postcards from Alex	Literary Text: Animal Fantasy	470				
		Word Study Read 1*	The Deserts of Utah	Informational Text: Science	470				
	2	Shared Read 3	A City Park Habitat	Informational Text: Science	590			<ul style="list-style-type: none"> Identify Key Details and Determine Main Ideas (RI.2.1, RI.2.2, RI.2.10) Use Text Features to Locate Information (RI.2.1, RI.2.5, RI.2.7) Use Text Evidence to Draw Inferences (RI.2.1) Make Connections Across Texts (RI.2.1, RI.2.9) 	<ul style="list-style-type: none"> r-Controlled Vowel ar (RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)
		Shared Read 4	A New Home for Margie	Literary Text: Animal Fantasy	400				
		Extended Read 1	Habitats Around the World	Informational Text: Science	560				
		Word Study Read 2*	An Ocean Visit	Literary Text: Realistic	450				
	3	Shared Read 5	Burt the Sea Turtle	Literary Text: Animal Fantasy	510			<ul style="list-style-type: none"> Identify Story Events (RL.2.1, RL.2.5, RL.2.10) Identify Key Story Events (RL.2.1, RL.2.5, RL.2.10) Analyze Story Structure (RL.2.1, RL.2.5, RL.2.7) Compare and Contrast Key Concepts in Two Texts (RI.2.1, RI.2.9) 	<ul style="list-style-type: none"> r-Controlled Vowels er, ir, ur (RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)
		Shared Read 6	The Monarchs' Journey	Informational Text: Science	500				
		Extended Read 2	Lost in the Desert	Literary Text: Animal Fantasy	450				
Word Study Read 3*		Kurt's Big Trip	Literary Text: Realistic	290					

*For additional Word Study/Decodable practice, see online.

Foundational		Writing	Speaking and Listening	Language		
High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
<ul style="list-style-type: none"> New: again, below, carry, does, eight, find, good, house, laugh, mother Review: many, near, off, people, right, school, that, two, under, very (RF.2.3f) 	<ul style="list-style-type: none"> Rate: Pausing (RF.2.4b) 	<ul style="list-style-type: none"> Read and Analyze the Prompt (W.2.3, W.2.4, W.2.10) Reread to Find Text Evidence (W.2.3, W.2.4, W.2.8, W.2.10) Plan Your Journal Entry (W.2.3, W.2.4, W.2.8, W.2.10) Draft Your Fictional Journal Entry (W.2.3, W.2.4, W.2.8, W.2.10) Revise and Edit Your Journal Entry (W.2.3, W.2.4, W.2.5, W.2.8, W.2.10) 	<p>Speaking and Listening Standards are addressed throughout the unit.</p> <p>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.</p> <p>Presentation of Knowledge and Ideas standards (SL.2.4, SL.2.5, SL.2.6) are addressed in the Connect Across Discipline Projects.</p>	<ul style="list-style-type: none"> Use Commas in Greetings and Closings (L.2.2b) 	<ul style="list-style-type: none"> Distinguish Shades of Meaning (L.2.5b) 	<p><u>Grammar and Syntax</u></p> <ul style="list-style-type: none"> Subject-verb agreement (1) Verbs (13) Prepositional phrases (2, 15) Adjectives (3, 9) Singular-plural nouns (4) Proper nouns (5, 8)
<ul style="list-style-type: none"> New: move, never, once, round, small, their, too, walk, where, year Review: again, below, carry, does, eight, find, good, house, laugh, mother (RF.2.3f) 	<ul style="list-style-type: none"> Accuracy: Rereading (RF.2.4b) 	<ul style="list-style-type: none"> Read and Analyze the Prompt (W.2.2, W.2.4, W.2.10) Reread to Find Text Evidence (W.2.2, W.2.4, W.2.8, W.2.10) Plan Your Essay (W.2.2, W.2.4, W.2.8, W.2.10) Draft Your Essay (W.2.2, W.2.4, W.2.10) Revise and Edit Your Essay (W.2.2, W.2.4, W.2.5, W.2.10) 		<ul style="list-style-type: none"> Capitalize Geographic Names (L.2.2a) 	<ul style="list-style-type: none"> Use Context Clues (L.2.4a, L.2.4e) 	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Multiple-meaning words (14) <p><u>Interact in Meaningful Ways</u></p> <ul style="list-style-type: none"> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons)
<ul style="list-style-type: none"> New: all, away, better, by, change, done, even, found, learn, only Review: move, never, once, round, small, their, too, walk, where, year (RF.2.3f) 	<ul style="list-style-type: none"> Prosody: Intonation Prosody: Speed/Pacing–Varied Inflection and Intonation–Stress (RF.2.4b) 	<ul style="list-style-type: none"> Read and Analyze the Prompt (W.2.1, W.2.4, W.2.10) Reread to Find Text Evidence (W.2.1, W.2.4, W.2.8, W.2.10) Plan Your Essay (W.2.1, W.2.4, W.2.8, W.2.10) Draft Your Opinion Essay (W.2.1, W.2.4, W.2.8, W.2.10) Revise and Edit Your Opinion Essay (W.2.1, W.2.4, W.2.5, W.2.10) 		<ul style="list-style-type: none"> Compound Sentences (L.2.1f) 	<ul style="list-style-type: none"> Distinguish Shades of Meaning (L.2.5b) 	

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Grade 2 Skills and Strategies

Unit 4: Many Characters, Many Points of View									
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	
								Literary and Informational Standards Focus	Foundational
4	1	Shared Read 1	The Boy Who Cried Wolf	Literary Text: Fable	440			<ul style="list-style-type: none"> Identify Key Events (RL.2.1, RL.2.5, RL.2.10) Analyze Story Structure (RL.2.5) Identify Points of View (RL.2.6) Analyze Characters (RL.2.3) Compare and Contrast Two Folktales (RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.9) 	<ul style="list-style-type: none"> r-Controlled Vowels or, oar, ore (RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)
		Shared Read 2	Ferdinand Frog and the Flea	Literary Text: End-Rhyme Poem	NP				
		Short Read 1	The Blind Men and the Elephant	Literary Text: Folktale	660				
		Short Read 2	How the Beetle Got Its Gorgeous Coat	Literary Text: Pourquoi Tale	580				
		Word Study Read 1*	How Deer Got Its Horn	Literary Text: Pourquoi Tale	570				
	2	Shared Read 3	A Good Switch!	Literary Text: Fable	420			<ul style="list-style-type: none"> Identify Key Story Events (RL.2.1, RL.2.5, RL.2.10) Analyze Story Structure (RL.2.1, RL.2.5, RL.2.7) Analyze Characters (RL.2.1, RL.2.3) Make Connections Across Texts (RL.2.1, RL.2.2, RL.2.9) 	<ul style="list-style-type: none"> r-Controlled Vowels ear, eer, ere (RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)
		Shared Read 4	Ira and Jeb	Literary Text: Fable	680				
		Extended Read 1	Stone Soup	Literary Text: Folktale	440				
		Word Study Read 2*	City Mouse and Country Mouse	Literary Text: Fable	340				
	3	Shared Read 5	Why Owls Are Wise	Literary Text: Pourquoi Tale	710			<ul style="list-style-type: none"> Identify Key Story Events (RL.2.1, RL.2.5, RL.2.10) Identify Points of View (RL.2.1, RL.2.3) Compare and Contrast Key Concept in Two Texts (RL.2.1, RL.2.9) 	<ul style="list-style-type: none"> r-Controlled Vowels air, are, ear, ere (RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)
		Shared Read 6	Wind and Sun	Literary Text: Fable	550				
		Extended Read 2	The Stone Garden	Literary Text: Fractured Folktale	520				
Word Study Read 3*		Goldilocks and the Three Bears	Literary Text: Fairy Tale	220					

*For additional Word Study/Decodable practice, see online.

Foundational		Writing	Speaking and Listening	Language		
High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
<ul style="list-style-type: none"> New: long, now, our, some, them, through, upon, was, when, work Review: all, away, better, by, change, done, even, found, learn, only (RF.2.3f) 	<ul style="list-style-type: none"> Rate: Pacing (RF.2.4b) 	<ul style="list-style-type: none"> Introduce the Week 1 Research Prompt (W.2.7, W.2.8) Pre-Search: Use Print Sources to Answer Guiding Question (W.2.2, W.2.4, W.2.7, W.2.8, W.2.10) Conduct Research (W.2.2, W.2.4, W.2.7, W.2.8, W.2.10) Plan Your Writing (W.2.2, W.2.4, W.2.7, W.2.8, W.2.10) Revise and Edit Your Writing (W.2.2, W.2.4, W.2.5, W.2.10) 	Speaking and Listening Standards are addressed throughout the unit.	<ul style="list-style-type: none"> Use Dictionaries (L.2.2e) 	<ul style="list-style-type: none"> Use Context Clues (L.2.4a) 	<ul style="list-style-type: none"> Conventions of English Contractions (9) Grammar and Syntax Pronouns (1) Prepositional phrases (2) Adjectives (3, 4, 13) Adverbs (4, 14) Conjunctions (8)
<ul style="list-style-type: none"> New: always, any, blue, buy, city, draw, four, great, how, live Review: long, now, our, some, them, through, upon, was, when, work (RF.2.3f) 	<ul style="list-style-type: none"> Accuracy: Self-Correct (RF.2.4c) 	<ul style="list-style-type: none"> Introduce the Week 2 Research Prompt (W.2.7, W.2.8) Pre-Search: Use Online Sources to Answer Guiding Question (W.2.3, W.2.4, W.2.7, W.2.8, W.2.10) Conduct Research (W.2.7, W.2.8, W.2.10) Plan Your Writing (W.2.3, W.2.4, W.2.7, W.2.8, W.2.10) Revise and Edit Your Writing (W.2.3, W.2.4, W.2.5, W.2.10) 	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.	<ul style="list-style-type: none"> Produce Complete Simple and Compound Sentences (L.2.1f) Capitalize Titles (L.2.2g) 	<ul style="list-style-type: none"> Identify Real-Life Connections Between Words and Their Uses (L.2.5a) 	<ul style="list-style-type: none"> Text Structure Problem and solution (11) Vocabulary Time words (5) Word choice (6, 7) Academic language (11) Compound words (15)
<ul style="list-style-type: none"> New: another, boy, could, every, far, from, hurt, over, out, these Review: always, any, blue, buy, city, draw, four, great, how, live (RF.2.3f) 	<ul style="list-style-type: none"> Prosody/Phrasing Inflection and Intonation: Pitch Expression: Dramatic Expression (RF.2.4b) 	<ul style="list-style-type: none"> Introduce the Week 3 Research Prompt (W.2.7, W.2.8) Pre-Search: Use Digital Sources to Answer Guiding Question (W.2.4, W.2.7, W.2.8, W.2.10) Conduct Research (W.2.1, W.2.4, W.2.7, W.2.8, W.2.10) Plan Your Writing (W.2.1, W.2.4, W.2.7, W.2.8, W.2.10) Revise and Edit Your Writing (W.2.1, W.2.4, W.2.5, W.2.10) 	Presentation of Knowledge and Ideas standards (SL.2.4, SL.2.5, SL.2.6) are addressed in the Connect Across Discipline Projects.	<ul style="list-style-type: none"> Use Comparative Adjectives and Adverbs (L.2.1e) 	<ul style="list-style-type: none"> Use Context Clues (L.2.4a, L.2.4e) 	<ul style="list-style-type: none"> Interact in Meaningful Ways Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons)

Benchmark Advance

Grade 2 Skills and Strategies

Unit 5: Solving Problems Through Technology									
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	
								Literary and Informational Standards Focus	Foundational
5	1	Shared Read 1	Anna Connelly: Inventor	Informational Text: Biography	700	K-2-ETS1-1	2.5	<ul style="list-style-type: none"> Identify Key Details and Determine Main Idea (RI.2.1, RI.2.2, RI.2.10) Identify Author's Purpose (RI.2.6, RI.2.8) Use Text Features to Locate Information (RI.2.1, RI.2.5) Use Text Evidence to Draw Inferences (RI.2.1) Compare and Contrast Key Points in Two Biographies about Inventors (RI.2.1, RI.2.3, RI.2.9) 	<ul style="list-style-type: none"> Vowel-C-e and Consonant-le Syllables (RF.2.3c, RF.2.3e, RF.2.3f)
		Shared Read 2	Crazy Boys	Literary Text: End-Rhyme Poem	NP				
		Short Read 1	A Woman With Vision	Informational Text: Biography	770				
		Short Read 2	A Lucky Accident	Informational Text: Biography	820				
		Word Study Read 1*	Kid Inventors	Informational Text: Social Studies	620				
	2	Shared Read 3	A Colorful Invention	Informational Text: Social Studies	650			<ul style="list-style-type: none"> Identify Key Details and Determine Main Ideas (RI.2.1, RI.2.2, RI.2.10) Explain How Images Contribute to a Text (RI.2.1, RI.2.7) Use Text Evidence to Draw Conclusions (RI.2.1, RI.2.6) Compare and Contrast Key Points in Two Texts (RI.2.1, RI.2.9) 	<ul style="list-style-type: none"> Vowel Teams /oi/: oi, oy (RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)
		Shared Read 4	Eletelephony	Literary Text: Nonsense Poem	NP				
		Extended Read 1	Famous Inventors	Informational Text: Social Studies	650				
		Word Study Read 2*	The Curious Boy	Informational Text: Biography	580				
	3	Shared Read 5	A Robot That Cleans	Informational Text: Science	680			<ul style="list-style-type: none"> Identify Key Details and Determine Main Ideas (RI.2.1, RI.2.2, RI.2.10) Analyze Author's Purpose (RI.2.1, RI.2.5, RI.2.6) Draw Inferences from Two Informational Texts (RI.2.1, RI.2.9) 	<ul style="list-style-type: none"> Vowel Teams /ou/: ou, ow (RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)
		Shared Read 6	A Smart Pillow	Literary Text: Realistic Fiction	790				
		Extended Read 2	Robots Go to School	Informational Text: Social Studies	560				
Word Study Read 3*		Robots	Informational Text: Social Studies	430					

*For additional Word Study/Decodable practice, see online.

Foundational		Writing	Speaking and Listening	Language		
High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
<ul style="list-style-type: none"> New: answer, brown, country, start, then, there, wash, went, who, your Review: another, boy, could, every, far, from, hurt, over, out, these (RF.2.3f) 	<ul style="list-style-type: none"> Rate: Pausing (RF.2.4b) 	<ul style="list-style-type: none"> Read and Analyze the Prompt (W.2.3, W.2.4, W.2.10) Reread to Find Text Evidence (W.2.3, W.2.4, W.2.10) Plan Your Narrative (W.2.3, W.2.4, W.2.10) Draft Your Narrative (W.2.3, W.2.4, W.2.10) Revise and Edit (W.2.3, W.2.4, W.2.5, W.2.10) 	<p>Speaking and Listening Standards are addressed throughout the unit.</p> <p>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.</p> <p>Presentation of Knowledge and Ideas standards (SL.2.4, SL.2.5, SL.2.6) are addressed in the Connect Across Discipline Projects.</p>	<ul style="list-style-type: none"> Compound Words (L.2.4d) Prefixes (L.2.4b) Use Adjectives (L.2.1e) Combine Sentences (L.2.1f) 	<ul style="list-style-type: none"> Predict the Meaning of Compound Words (L.2.4d) 	<ul style="list-style-type: none"> Conventions of English Serial commas (4) Grammar and Syntax Possessive adjectives and pronouns (1) Adjectives (2, 10, 14) Past tense verbs (5) Irregular past tense verbs (9)
<ul style="list-style-type: none"> New: above, began, different, enough, few, grow, they, were, which, why Review: answer, brown, country, start, then, there, wash, went, who, your (RF.2.3f) 	<ul style="list-style-type: none"> Accuracy: Use Context (RF.2.4c) 	<ul style="list-style-type: none"> Read and Analyze the Prompt (W.2.2, W.2.4, W.2.10) Reread to Find Text Evidence (W.2.2, W.2.4, W.2.8, W.2.10) Organize Ideas (W.2.2, W.2.4, W.2.8, W.2.10) Draft Your Essay (W.2.2, W.2.4, W.2.10) Revise and Edit Your Essay (W.2.2, W.2.4, W.2.5, W.2.8, W.2.10) 		<ul style="list-style-type: none"> Root Words (L.2.4c) Use Contractions (L.2.2c) Use Commas (L.2.2b) 	<ul style="list-style-type: none"> Determine Multiple-Meaning Words (L.2.4a) 	<ul style="list-style-type: none"> Vocabulary Word choice (6) Multiple-meaning words (8) Domain-specific vocabulary (13)
<ul style="list-style-type: none"> New: follow, girl, head, idea, kind, leave, might, next, often, paper Review: above, began, different, enough, few, grow, they, were, which, why (RF.2.3f) 	<ul style="list-style-type: none"> Prosody: Expression Phrasing: Subject/Predicate Speed/Pacing: Short Pause (RF.2.4b) 	<ul style="list-style-type: none"> Read and Analyze the Prompt (W.2.1, W.2.4, W.2.10) Reread to Find Text Evidence (W.2.1, W.2.4, W.2.8, W.2.10) Plan Your Essay (W.2.1, W.2.4, W.2.8, W.2.10) Draft Your Essay (W.2.1, W.2.4, W.2.8, W.2.10) Revise and Edit Your Essay (W.2.1, W.2.4, W.2.5, W.2.10) 		<ul style="list-style-type: none"> Irregular Plural Nouns (L.2.1b) 	<ul style="list-style-type: none"> Predict the Meaning of Compound Words (L.2.4d) 	<ul style="list-style-type: none"> Interact in Meaningful Ways Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons)

Benchmark Advance

Grade 2 Skills and Strategies

Unit 6: Tales to Live By									
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	
								Literary and Informational Standards Focus	Foundational
6	1	Shared Read 1	The Best Idea	Literary Text: Fable	500	2-LS4-1		<ul style="list-style-type: none"> Identify Key Events (RL.2.1, RL.2.5, RL.2.10) Describe the Overall Structure of a Story (RL.2.3, RL.2.5) Determine the Central Message (RL.2.2) Identify Point of View (RL.2.6) Use Text Evidence to Draw Inferences (RL.2.1) Compare and Contrast the Central Message in a Folktale and Myth (RL.2.1, RL.2.2) 	<ul style="list-style-type: none"> Vowel Teams /oo/: oo, ui, ew, ue, u, ou, oe (RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)
		Shared Read 2	The Size of Kindness	Literary Text: Pourquoi Tale	790				
		Short Read 1	Why the Sky is Far Away	Literary Text: Pourquoi Tale	650				
		Short Read 2	King Midas	Literary Text: Myth	640				
		Word Study Read 1*	Mercury and the Ax	Literary Text: Myth	380				
	2	Shared Read 3	Fox Gets Tricked	Literary Text: Trickster Tale	500			<ul style="list-style-type: none"> Identify Key Story Events (RL.2.1, RL.2.5, RL.2.10) Draw Inferences about Characters (RL.2.1, RL.2.3) Acknowledge Differences in the Points of View of Characters (RL.2.1, RL.2.6) Make Connections Across Texts (RL.2.1, RL.2.2) 	<ul style="list-style-type: none"> Vowel Teams /oo/: oo, ou (RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)
		Shared Read 4	The Lion and the Man	Literary Text: Fable	620				
		Extended Read 1	A Foxy Garden	Literary Text: Trickster Tale	530				
		Word Study Read 2*	The Many Tales of Red Riding Hood	Informational Text: Social Studies	560				
	3	Shared Read 5	A Gift for Mom	Literary Text: Realistic Fiction	420			<ul style="list-style-type: none"> Identify Key Events (RL.2.1, RL.2.5, RL.2.10) Determine the Central Message in Two Stories (RL.2.1, RL.2.2) Compare and Contrast Points of View in Two Stories (RL.2.1, RL.2.6) 	<ul style="list-style-type: none"> Vowel Teams /ô/: al, aw, au, (w)a (RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)
		Shared Read 6	Try, Try Again	Literary Text: End-Rhyme Poem	NP				
		Extended Read 2	On One Wheel	Literary Text: Realistic Fiction	460				
Word Study Read 3*		No Small Trick	Literary Text: Realistic Fiction	310					

*For additional Word Study/Decodable practice, see online.

Foundational		Writing	Speaking and Listening	Language		
High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
<ul style="list-style-type: none"> New: point, river, second, song, think, three, until, watch, white, young Review: follow, girl, head, idea, kind, leave, might, next, often, paper (RF.2.3f) 	<ul style="list-style-type: none"> Rate: Pacing (RF.2.4b) 	<ul style="list-style-type: none"> Read and Analyze the Prompt (W.2.2, W.2.4, W.2.10) Reread to Find Text Evidence (W.2.2, W.2.4, W.2.10) Plan Your Essay (W.2.2, W.2.4, W.2.8, W.2.10) Draft an Essay (W.2.2, W.2.4, W.2.8, W.2.10) Revise and Edit Your Essay (W.2.1, W.2.4, W.2.5, W.2.10) 	<p>Speaking and Listening Standards are addressed throughout the unit.</p> <p>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.</p> <p>Presentation of Knowledge and Ideas standards (SL.2.4, SL.2.5, SL.2.6) are addressed in the Connect Across Discipline Projects.</p>	<ul style="list-style-type: none"> Past-Tense Irregular Verbs (L.2.1d) Review Compound Words (L.2.4d) Show Possessives Correctly (L.2.2c) 	<ul style="list-style-type: none"> Identify Real-Life Connections Between Words and Their Uses (L.2.5a) 	<p><u>Grammar and Syntax</u></p> <ul style="list-style-type: none"> Adjectives (1, 8) Irregular past tense verbs (2) Conjunctions (4) Pronouns (9) Prepositional phrases (14) <p><u>Text Structure</u></p> <ul style="list-style-type: none"> Sequence (3) Cause and effect (7) <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Academic vocabulary (3, 7) Suffixes (5) Idioms (10) Compound words (13) Word choice (15) <p><u>Interact in Meaningful Ways</u></p> <ul style="list-style-type: none"> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons)
<ul style="list-style-type: none"> New: add, between, close, example, food, group, hear, home, left, mountain Review: point, river, second, song, think, three, until, watch, white, young (RF.2.3f) 	<ul style="list-style-type: none"> Accuracy: Rereading (RF.2.4b) 	<ul style="list-style-type: none"> Read and Analyze the Prompt (W.2.3, W.2.4, W.2.10) Reread to Find Text Evidence (W.2.3, W.2.4, W.2.10) Plan Your Story (W.2.3, W.2.4, W.2.10) Draft Your Story (W.2.3, W.2.4, W.2.10) Revise and Edit Your Story (W.2.3, W.2.4, W.2.5, W.2.10) 		<ul style="list-style-type: none"> Complete Sentences (L.2.1f) Use Adverbs Correctly (L.2.1e) 		
<ul style="list-style-type: none"> New: music, night, old, picture, sentence, spell, thought, together, while, world Review: add, between, close, example, food, group, hear, home, left, mountain (RF.2.3f) 	<ul style="list-style-type: none"> Prosody: Inflection (RF.2.4b) Expression: Anticipation/Mood (RF.2.4b) Phrasing: High-Frequency Words (RF.2.4c) 	<ul style="list-style-type: none"> Read and Analyze the Prompt (W.2.1, W.2.4, W.2.10) Reread to Find Text Evidence (W.2.1, W.2.4, W.2.8, W.2.10) Plan Your Essay (W.2.1, W.2.4, W.2.8, W.2.10) Draft Your Essay (W.2.1, W.2.4, W.2.8, W.2.10) Revise and Edit Your Essay (W.2.1, W.2.4, W.2.5, W.2.10) 		<ul style="list-style-type: none"> Use Words with Prefixes (L.2.4b) 	<ul style="list-style-type: none"> Clarify the Meaning of Unfamiliar Words (L.2.4, L.2.4e) 	

Benchmark Advance

Grade 2 Skills and Strategies

Unit 7: Investigating the Past										
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading		
								Literary and Informational Standards Focus	Foundational	
7	1	Shared Read 1	A Look Back at Bell	Informational Text: Social Studies	770	2-ESS1-1 2-LS4-1		<ul style="list-style-type: none"> Identify Key Events (RI.2.1, RI.2.5, RI.2.10) Use Images to Clarify a Text (RI.2.7) Identify Cause and Effect Relationships in a Text (RI.2.5) Identify Key Details and Determine Main Idea (RI.2.2) Compare and Contrast Two First Person Accounts (RI.2.9) 	<ul style="list-style-type: none"> Compound Words (RF.2.3b, RF.2.3c, RF.2.3e, RF.2.3f) 	
		Shared Read 2	Buffalo Dusk	Literary Text: Narrative Poem	NP					
		Short Read 1	The Oregon Trail	Informational Text: Diary	570					
		Short Read 2	Helen Keller: Words through Touch	Informational Text: Journal	780					
		Word Study Read 1*	Dear Diary	Informational Text: Diary	520					
	2	Shared Read 3	A Gift to America	Informational Text: Social Studies	690			2.1	<ul style="list-style-type: none"> Identify Key Details and Determine Main Ideas (RI.2.1, RI.2.2, RI.2.10) Use Images to Clarify a Text (RI.2.1, RI.2.7) Describe the Connection Between Concepts in a Text (RI.2.1, RI.2.3) Making Connections Across Texts (RI.2.1, RI.2.9) 	<ul style="list-style-type: none"> Inflectional Endings with Spelling Changes (RF.2.3b, RF.2.3c, RF.2.3e, RF.2.3f)
		Shared Read 4	In the British Museum	Literary Text: End-Rhyme Poem	NP			2.2		
		Extended Read 1	Primary Sources	Informational Text: Social Studies	640			2.3		
		Word Study Read 2*	Grandpa's Treasure Chest	Literary Text: Realistic Fiction	470			2.5		
	3	Shared Read 5	Newton and Gravity	Informational Text: Biography	840			<ul style="list-style-type: none"> Identify Key Details and Determine Main Ideas (RI.2.1, RI.2.2, RI.2.10) Identify Cause and Effect Relationships (RI.2.1, RI.2.3) Compare and Contrast Key Concepts in Two Texts (RI.2.1, RI.2.9) 	<ul style="list-style-type: none"> Related Root Words (RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f) 	
		Shared Read 6	An Exciting Day in San Francisco	Narrative Nonfiction: Diary	640					
		Extended Read 2	A Dinosaur Named SUE	Narrative Nonfiction: Journal	600					
Word Study Read 3*		A New Discovery	Informational Text: Social Studies	560						

*For additional Word Study/Decodable practice, see online.

Foundational		Writing	Speaking and Listening	Language		
High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
<ul style="list-style-type: none"> New: air, along, begin, children, important, letter, open, own, sound, talk Review: music, night, old, picture, sentence, spell, thought, together, while, world (RF.2.3f) 	<ul style="list-style-type: none"> Rate: Pausing (RF.2.4b) 	<ul style="list-style-type: none"> Read and Analyze the Prompt (W.2.2, W.2.4, W.2.10) Reread to Find Text Evidence (W.2.2, W.2.4, W.2.10) Plan Your Essay (W.2.2, W.2.4, W.2.8, W.2.10) Draft Your Essay (W.2.2, W.2.4, W.2.8, W.2.10) Revise and Edit Your Essay (W.2.1, W.2.4, W.2.5, W.2.10) 	<p>Speaking and Listening Standards are addressed throughout the unit.</p> <p>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.</p> <p>Presentation of Knowledge and Ideas standards (SL.2.4, SL.2.5, SL.2.6) are addressed in the Connect Across Discipline Projects.</p>	<ul style="list-style-type: none"> Past-Tense Irregular Verbs (L.2.1d) Complete Simple and Compound Sentences (L.2.1f) 	<ul style="list-style-type: none"> Compare Formal and Informal Language (L.2.3a) Use Shades of Meaning (L.2.5b) 	<p><u>Grammar and Syntax</u></p> <ul style="list-style-type: none"> Proper nouns (1, 14) Prepositional phrases (3) Verbs (5) Irregular past tense verbs (11) Adjectives (13)
<ul style="list-style-type: none"> New: almost, animal, around, body, color, eye, form, high, light, story Review: air, along, begin, children, important, letter, open, own, sound, talk (RF.2.3f) 	<ul style="list-style-type: none"> Accuracy: Self-Monitoring (RF.2.4b) 	<ul style="list-style-type: none"> Read and Analyze the Prompt (W.2.3, W.2.4, W.2.10) Reread to Find Text Evidence (W.2.3, W.2.4, W.2.10) Organize Ideas (W.2.3, W.2.4, W.2.10) Draft a Diary Entry (W.2.3, W.2.4, W.2.10) Revise and Edit (W.2.3, W.2.4, W.2.5, W.2.10) 		<ul style="list-style-type: none"> Produce Complete Simple and Compound Sentences (L.2.1f) 	<ul style="list-style-type: none"> Compare Formal and Informal Language (L.2.3a) 	<p><u>Text Structure</u></p> <ul style="list-style-type: none"> Cause and effect (2) <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Academic language (2) Domain-specific vocabulary (9) Compound words (4, 10) Multiple-meaning words (8) <p><u>Interact in Meaningful Ways</u></p> <ul style="list-style-type: none"> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons)
<ul style="list-style-type: none"> New: across, become, complete, during, happened, hundred, problem, toward, study, wind Review: almost, animal, around, body, color, eye, form, high, light, story (RF.2.3f) 	<ul style="list-style-type: none"> Prosody: Pitch (RF.2.4b) Speed/Pacing: Slow (RF.2.4b) Phrasing: Compound Sentences (RF.2.4c) 	<ul style="list-style-type: none"> Read and Analyze the Prompt (W.2.1, W.2.4, W.2.8, W.2.10) Reread to Find Text Evidence (W.2.1, W.2.4, W.2.8, W.2.10) Organize Ideas (W.2.1, W.2.4, W.2.8, W.2.10) Draft an Opinion Essay (W.2.1, W.2.4, W.2.8, W.2.10) Revise and Edit (W.2.1, W.2.4, W.2.5, W.2.10) 		<ul style="list-style-type: none"> Use Proper Nouns (L.2.2a) Use Contractions (L.2.2c) 	<ul style="list-style-type: none"> Distinguish Shades of Meaning (L.2.5b) 	

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Grade 2 Skills and Strategies

Unit 8: Wind and Water Change Earth									
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	Foundational
								Literary and Informational Standards Focus	Phonics
8	1	Shared Read 1	Volcano!	Informational Text: Science	860	2-ESS1-1 2-ESS2-1 2-ESS2-3 2-LS4-1 K-2-ETS1-1	2.2	<ul style="list-style-type: none"> Identify Key Details and Determine Main Idea (RI.2.1, RI.2.2, RI.2.10) Analyze Cause and Effect (RI.2.3) Analyze How Reasons Support Points in a Text (RI.2.8) Compare and Contrast Two Informational Texts (RI.2.6, RI.2.9) 	<ul style="list-style-type: none"> Irregular Plural Nouns (RF.2.3e, RF.2.3f)
		Shared Read 2	I Am Wind	Literary Text: End-Rhyme Poem	NP				
		Short Read 1	Tornado!	Informational Text: Science	780				
		Short Read 2	Water's Awesome Wonder	Opinion Text	860				
		Word Study Read 1*	The Big Blizzard	Literary Text: Realistic Fiction	550				
	2	Shared Read 3	How a Mountain Changes	Informational Text: Science	820			<ul style="list-style-type: none"> Identify Key Details and Determine Main Ideas (RI.2.1, RI.2.2, RI.2.10) Analyze Cause and Effect Text Structure (RI.2.1, RI.2.3) Identify Author's Purpose (RI.2.6) Make Connections Across Texts (RI.2.9) 	<ul style="list-style-type: none"> Words with -er or -or Endings (RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)
		Shared Read 4	Hans Saves the Village	Literary Text: Folktale	800				
		Extended Read 1	Earth's Changes	Informational Text: Science	600				
		Word Study Read 2*	My Beach	Literary Text: Realistic Fiction	410				
	3	Shared Read 5	Beautiful Sand Dunes	Informational Text: Science	850			<ul style="list-style-type: none"> Identify Key Details and Determine Main Ideas (RI.2.1, RI.2.2, RI.2.8, RI.2.10) Identify Opinions and Reasons (RI.2.1, RI.2.2, RI.2.8, RI.2.10) Analyze Reasons and Evidence (RI.2.1, RI.2.8, RI.2.9) 	<ul style="list-style-type: none"> Comparatives -er, -est (RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)
		Shared Read 6	Fishing in the Desert	Literary Text: Social Studies	650				
		Extended Read 2	Surf Haven Debates Its Future	Informational Text: News Article	610				
Word Study Read 3*		Zoo: Yes or No?	Opinion Text	470					

*For additional Word Study/Decodable practice, see online.

Foundational		Writing	Speaking and Listening	Language		
High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
<ul style="list-style-type: none"> New: against, certain, door, early, field, heard, knew, listen, morning, several Review: across, become, complete, during, happened, hundred, problem, toward, study, wind (RF.2.3f) 	<ul style="list-style-type: none"> Rate: Pacing (RF.2.4b) 	<ul style="list-style-type: none"> Introduce the Unit 8 Research Project (W.2.7, W.2.8) Pre-Search: Use Print Sources to Identify Research Topics (W.2.7, W.2.8) Pre-Search: Use Online Sources to Choose Research Topics (W.2.7, W.2.8) Write Guiding Research Questions (W.2.7, W.2.8) Identify Possible Sources (W.2.7, W.2.8) 	Speaking and Listening Standards are addressed throughout the unit.	<ul style="list-style-type: none"> Compound Words (L.2.4d) Compare Formal and Informal Language (L.2.3a) Use Adjectives (L.2.1e) 	<ul style="list-style-type: none"> Distinguish Shades of Meaning (L.2.5b) 	<ul style="list-style-type: none"> Conventions of English Contractions (4) Grammar and Syntax Subject-verb agreement (1) Prepositions (5, 14) Adjectives (8) Pronouns (9) Adverbs (10) Nouns (13)
<ul style="list-style-type: none"> New: area, ever, hours, measure, notice, order, piece, short, today, true Review: against, certain, door, early, field, heard, knew, listen, morning, several (RF.2.3f) 	<ul style="list-style-type: none"> Accuracy: Self-Monitoring (RF.2.4b) 	<ul style="list-style-type: none"> Reread to Find Text Evidence (W.2.4, W.2.7, W.2.8, W.2.10) Take Notes (W.2.4, W.2.7, W.2.8, W.2.10) Paraphrase Information (W.2.4, W.2.7, W.2.8, W.2.10) Evaluate Your Notes (W.2.7, W.2.8, W.2.10) Plan Your Writing (W.2.7, W.2.8, W.2.10) 	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.	<ul style="list-style-type: none"> Compare Formal and Informal Language (L.2.3a) 	<ul style="list-style-type: none"> Text Structure Cause and effect (6) 	<ul style="list-style-type: none"> Vocabulary Academic language (6)
<ul style="list-style-type: none"> New: covered, cried, figure, horse, money, products, questions, since, usually, voice Review: area, ever, hours, measure, notice, order, piece, short, today, true (RF.2.3f) 	<ul style="list-style-type: none"> Prosody/ Phrasing (RF.2.4b) Inflection/ Intonation: Pitch (RF.2.4b) Phrasing: Compound Sentences (RF.2.4c) 	<ul style="list-style-type: none"> Draft an Informative/Explanatory Report: Introduction (W.2.2, W.2.4, W.2.10) Draft an Informative/Explanatory Report (W.2.2, W.2.4, W.2.10) Revise an Informative/Explanatory Report (W.2.2, W.2.4, W.2.5, W.2.10) Edit an Informative/Explanatory Report (W.2.2, W.2.4, W.2.5, W.2.6, W.2.10) 	Presentation of Knowledge and Ideas standards (SL.2.4, SL.2.5, SL.2.6) are addressed in the Connect Across Discipline Projects.	<ul style="list-style-type: none"> Capitalize Proper Nouns (L.2.2a) Capitalize Geographic Names (L.2.2a) Produce Simple and Compound Sentences (L.2.1f) 	<ul style="list-style-type: none"> Distinguish Shades of Meaning (L.2.5b) 	<ul style="list-style-type: none"> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons)

Benchmark Advance

Grade 2 Skills and Strategies

Unit 9: Buyers and Sellers									
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	
								Literary and Informational Standards Focus	Foundational
9	1	Shared Read 1	From Tree to Baseball Bat	Informational Text: Procedural	780	2-PS1-2 2-LS4-1 K-2-ETS1-1	2.4	<ul style="list-style-type: none"> Identify Key Details and Determine Main Idea (RI.2.1, RI.2.2, RI.2.10) Identify Author's Purpose (RI.2.1, RI.2.6) Identify Story Events (RL.2.1, RL.2.5, RL.2.10) Identify and Analyze Sequential Text Structure (RL.2.5) Draw Inferences (RL.2.1) Compare and Contrast an Informational and Literary Text (RI.2.9, RI.2.9) 	<ul style="list-style-type: none"> Words with -y or -ly Endings (RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)
		Shared Read 2	Because	Literary Text: End-Rhyme Poem	NP				
		Short Read 1	Fresh from the Market	Informational Text: Social Studies	800				
		Short Read 2	Goat and Bear in Business	Literary Text: Animal Fantasy	660				
		Word Study Read 1*	A Baker's Dozen	Literary Text: Folktale	510				
	2	Shared Read 3	Juice in Your Glass!	Informational Text: Procedural	760			<ul style="list-style-type: none"> Identify Key Details and Determine Main Ideas (RI.2.1, RI.2.2, RI.2.10) Analyze the Sequence of Events (RI.2.1, RI.2.3) Identify Author's Purpose (RI.2.1, RI.2.6) Compare and Contrast Key Points in Two Texts (RI.2.1, RI.2.9) 	<ul style="list-style-type: none"> Schwa (RF.2.3c, RF.2.3e, RF.2.3f)
		Shared Read 4	The Best Snow Day	Literary Text: Realistic Fiction	610				
		Extended Read 1	From Pine Tree to Pizza Box	Informational Text: Procedural	630				
		Word Study Read 2*	Let's Make Peanut Butter	Informational Text: Procedural	620				
	3	Shared Read 5	Market Day	Literary Text: Realistic Fiction	670			<ul style="list-style-type: none"> Identify Story Events (RL.2.1, RL.2.5, RL.2.10) Use Text Evidence to Draw Inferences (RI.2.1) Compare and Contrast Key Concepts in Two Texts (RI.2.1, RI.2.9) 	<ul style="list-style-type: none"> Silent Letters (RF.2.3c, RF.2.3e, RF.2.3f)
		Shared Read 6	Bartering	Informational Text: Social Studies	590				
		Extended Read 2	The Paper Dinosaurs	Literary Text: Fantasy	650				
Word Study Read 3*		Our Class Knows!	Literary Text: Realistic Fiction	340					

*For additional Word Study/Decodable practice, see online.

Foundational		Writing	Speaking and Listening	Language		
High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
<ul style="list-style-type: none"> New: able, behind, carefully, common, easy, fact, remember, sure, vowel, whole Review: covered, cried, figure, horse, money, products, questions, since, usually, voice (RF.2.3f) 	<ul style="list-style-type: none"> Rate: Pacing (RF.2.4b) 	<ul style="list-style-type: none"> Introduce the Unit 9 Research Project (W.2.7, W.2.8) Pre-Search: Use Print Sources to Identify Research Topics (W.2.7, W.2.8) Pre-Search: Use Online Sources to Choose Research Topics (W.2.7, W.2.8) Write Guiding Research Questions (W.2.4, W.2.7, W.2.8, W.2.10) Identify Possible Sources (W.2.7, W.2.8) 	Speaking and Listening Standards are addressed throughout the unit.	<ul style="list-style-type: none"> Contractions (L.2.2c) 	<ul style="list-style-type: none"> Predict the Meaning of Compound Words (L.2.4d) 	<ul style="list-style-type: none"> Conventions of English End punctuation (14) Grammar and Syntax Singular and plural nouns (1, 8) Adjectives (2, 4) Irregular past tense verbs (3, 10)
<ul style="list-style-type: none"> New: ago, government, half, machine, pair, quickly, scientist, thousand, understood, wait Review: able, behind, carefully, common, easy, fact, remember, sure, vowel, whole (RF.2.3f) 	<ul style="list-style-type: none"> Accuracy: Use Context (RF.2.4c) 	<ul style="list-style-type: none"> Reread to Find Text Evidence (W.2.4, W.2.7, W.2.8, W.2.10) Take Notes (W.2.4, W.2.7, W.2.8, W.2.10) Paraphrase Information (W.2.4, W.2.7, W.2.8, W.2.10) Evaluate Your Notes (W.2.7, W.2.8, W.2.10) Plan Your Writing (W.2.7, W.2.8, W.2.10) 	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.	<ul style="list-style-type: none"> Identify Real-Life Connections (L.2.5a) 	<ul style="list-style-type: none"> Identify Real-Life Connections (L.2.5a) 	<ul style="list-style-type: none"> Text Structure Procedural (9, 13) Sequence (11) Vocabulary Linking words (5) Signal words (9, 13) Academic language (11) Build vocabulary (12)
<ul style="list-style-type: none"> New: among, building, circle, decided, finally, heavy, include, nothing, special, wheel Review: ago, government, half, machine, pair, quickly, scientist, thousand, understood, wait (RF.2.3f) 	<ul style="list-style-type: none"> Prosody/Expression Pausing-Full Stop Rate: Speed/Pacing-Slow (RF.2.4b) 	<ul style="list-style-type: none"> Draft a Narrative (W.2.3, W.2.4, W.2.10) Revise a Narrative (W.2.3, W.2.4, W.2.5, W.2.10) Edit a Narrative (W.2.3, W.2.4, W.2.5, W.2.6, W.2.10) 	Presentation of Knowledge and Ideas standards (SL.2.4, SL.2.5, SL.2.6) are addressed in the Connect Across Discipline Projects.	<ul style="list-style-type: none"> Use Contractions (L.2.2c) Use Possessives (L.2.2c) 	<ul style="list-style-type: none"> Predict the Meaning of Compound Words (L.2.4d) 	<ul style="list-style-type: none"> Interact in Meaningful Ways Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons)

Benchmark Advance

Grade 2 Skills and Strategies

Unit 10: States of Matter									
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	Foundational
								Literary and Informational Standards Focus	Phonics
10	1	Shared Read 1	Soap Shapes	Informational Text: Procedural	720	2-PS1-1 2-PS1-3 2-PS1-4 2-ESS1-1 2-ESS2-3 K-2-ETS1-2	2.4	<ul style="list-style-type: none"> Identify Key Details and Determine Main Idea (RI.2.1, RI.2.2, RI.2.10) Identify Author's Purpose (RI.2.6) Use Images to Clarify a Text (RI.2.7) Identify Key Details and Determine Main Idea (RI.2.1, RI.2.2, RI.2.10) Identify and Describe Technical Procedures (RI.2.3) Compare and Contrast Text Features of Procedural Texts (RI.2.9) 	<ul style="list-style-type: none"> Possessives (RF.2.3c, RF.2.3e, RF.2.3f)
		Shared Read 2	It's All Water	Literary Text: End-Rhyme Poem	NP				
		Short Read 1	The Art of Origami	Informational Text: Procedural	680				
		Short Read 2	Sand Sculpture	Informational Text: Science	850				
		Word Study Read 1*	World's Best Glass Art	Informational Text: Science	560				
	2	Shared Read 3	A Solar-Powered Solution	Informational Text: Science	880			<ul style="list-style-type: none"> Identify Key Details and Determine Main Ideas (RI.2.1, RI.2.2, RI.2.10) Use Images to Clarify a Text (RI.2.1, RI.2.5, RI.2.7) Draw Inferences to Form a Hypothesis (RI.2.1, RI.2.6) Synthesize Information from Two Texts to Discuss a Topic (RI.2.1, RI.2.9) 	<ul style="list-style-type: none"> Prefixes un-, re-, dis- (RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)
		Shared Read 4	That's Cool!	Informational Text: Procedural	770				
		Extended Read 1	Changing Matter	Informational Text: Science	640				
		Word Study Read 2*	Sand Becomes Glass!	Narrative Nonfiction: Letter	540				
	3	Shared Read 5	Old Faithful	Informational Text: Science	820			<ul style="list-style-type: none"> Identify Key Details and Determine Main Ideas (RI.2.1, RI.2.2, RI.2.10) Identify Technical Procedures (RI.2.1, RI.2.3) Compare and Contrast Key Concepts in Two Texts (RI.2.1, RI.2.9) 	<ul style="list-style-type: none"> Suffixes -ful, -less (RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)
		Shared Read 6	Driftwood Art	Informational Text: Science	770				
		Extended Read 2	How Mount Rushmore Was Made	Informational Text: Biography	660				
Word Study Read 3*		Beautiful Ice Cities	Informational Text: Science	560					

*For additional Word Study/Decodable practice, see online.

Foundational		Writing	Speaking and Listening	Language		
High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
<ul style="list-style-type: none"> New: brought, contain, front, gave, inches, material, noun, ocean, strong, verb Review: among, building, circle, decided, finally, heavy, include, nothing, special, wheel (RF.2.3f) 	<ul style="list-style-type: none"> Rate: Pausing (RF.2.4b) 	<ul style="list-style-type: none"> Introduce the Unit 10 Research Project (W.2.7, W.2.8) Pre-Search: Use Print Sources to Identify Research Topics (W.2.7, W.2.8) Pre-Search: Use Online Sources to Choose Research Topics (W.2.7, W.2.8) Write Guiding Questions (W.2.1, W.2.4, W.2.7, W.2.8, W.2.10) Identify Sources (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.	<ul style="list-style-type: none"> Reflexive Pronouns (L.2.1c) 	<ul style="list-style-type: none"> Use Root Words (L.2.4c) 	<ul style="list-style-type: none"> Conventions of English Serial commas (5) Grammar and Syntax Verbs (4) Past and present continuous tense verbs (9) Past tense verbs (13) Adjectives (14) Text Structure Sequence (12) Vocabulary Linking words (2, 8) Multiple-meaning words (10) Academic language (12) Interact in Meaningful Ways Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons)
<ul style="list-style-type: none"> New: built, correct, inside, island, language, oh, person, street, system, warm Review: brought, contain, front, gave, inches, material, noun, ocean, strong, verb (RF.2.3f) 	<ul style="list-style-type: none"> Accuracy: Self-Correct (RF.2.4c) 	<ul style="list-style-type: none"> Reread to Find Text Evidence (W.2.4, W.2.7, W.2.8, W.2.10) Take Notes (W.2.1, W.2.4, W.2.7, W.2.8, W.2.10) Paraphrase Information (W.2.4, W.2.7, W.2.8, W.2.10) Evaluate Notes (W.2.4, W.2.7, W.2.8, W.2.10) Plan Writing (W.2.4, W.2.7, W.2.8, W.2.10) 		<ul style="list-style-type: none"> Adjectives (L.2.1e) 	<ul style="list-style-type: none"> Use Root Words (L.2.4c) 	
<ul style="list-style-type: none"> New: dark, clear, explain, force, minutes, object, plane, power, produce, surface Review: built, correct, inside, island, language, oh, person, street, system, warm (RF.2.3f) 	<ul style="list-style-type: none"> Prosody/Intonation Inflection/Intonation–Pitch Speed/Pacing–Varied (RF.2.4b) 	<ul style="list-style-type: none"> Draft an Opinion Essay: Introduction (W.2.1, W.2.4, W.2.7, W.2.10) Draft an Opinion Essay: Body (W.2.1, W.2.4, W.2.7, W.2.10) Draft an Opinion Essay: Conclusion (W.2.1, W.2.4, W.2.6, W.2.7, W.2.10) Revise an Opinion Essay (W.2.1, W.2.4, W.2.5, W.2.7, W.2.10) Edit an Opinion Essay (W.2.1, W.2.4, W.2.5, W.2.6, W.2.7, W.2.10) 		<ul style="list-style-type: none"> Use Proper Nouns (L.2.2a) Use Dictionaries (L.2.2e) Use Commas (L.2.2b) 	<ul style="list-style-type: none"> Identify Real-Life Connections Between Words and Their Uses (L.2.5a) 	