

PreK Scope and Sequence

Levels 1 & 2

Level	Lesson	Letter	Phonics Skills	Phonemic Awareness
1	1ABC	ABC Capital Letter Names	Primary Sounds: A,B,C Secondary Sounds: A, C	alligator, astronaut, apple ace, apron, acorn bed, boy, bag cow, can, cup circus, circle, celery
	1DEF	DEF Capital Letter Names	Primary Sounds: D, E, F Secondary Sound: E	duck, door, doll elbow, elf, elephant erupt, eraser, egret fish, fan, fin
	1GHI	GHI Capital Letter Names	Primary Sounds: G, H, I Secondary Sounds: G, I	guitar, gold, gift giraffe, giant, germ hose, hen, hand inch, iguana, itch island, ivy, iron
	1JKL	JKL Capital Letter Names	Primary Sounds: J, K, L	jacket, jar, jam kite, kiss, key lock, log, lips
	1MNO	MNO Capital Letter Names	Primary Sounds: M, N, O Secondary Sound: O	mat, monkey, moon net, nest, nail ostrich, ox, olive opal, ocean, oval
	1PQR	PQR Capital Letter Names	Primary Sounds: P, Q, R	pail, pole, pup quilt, quarter, quail rake, rock, rug
	1STU	STU Capital Letter Names	Primary Sounds: S, T, U Secondary Sounds: U	saw, socks, soap tea, tub, tiger umbrella, unzip, under uniform, ukulele, unicycle
	1VWX	VWX Capital Letter Names	Primary Sounds: V, W, X	van, vest, violin watch, water, wagon Ending Sounds for X ox, fox, wax
	1YZ	YZ Capital Letter Names	Primary Sounds: Y, Z Secondary Sound: Y	yoyo, yogurt, yarn Ending Y as I Sounds cry, sky, shy zipper, zebra, zero

Level	Lesson	Letter	Phonics Skills	Phonological Awareness
2	2abc	abc Lowercase Letter Names	Primary Sounds: a, b, c Secondary Sounds: a, c	ant, alligator, ax, astronaut ape, acorn, apron, ace bat, book, bug, bag cow, cup, can, car circle, city, circus, cymbals
	2def	def Lowercase Letter Names	Primary Sounds: d, e, f Secondary Sound: e	dog, doll, deer, door egg, elf, exit, elbow emu, egret, eleven, eraser feet, fin, fig, fish
	2ghi	ghi Lowercase Letter Names	Primary Sounds: g, h, i Secondary Sounds: g, i	goat, gold, girl, gum giraffe, giant, gem, gel hat, hose, house, hand itch, inch, in, igloo ice, iron, ivy, icicle
	2jkl	jkl Lowercase Letter Names	Primary Sounds: j, k, l	jar, jet, jeep, jam king, kiss, keys, kangaroo lamp, lips, leg, log
	2mno	mno Lowercase Letter Names	Primary Sounds: m, n, o Secondary Sound: o	map, mat, moon, man nose, nest, nine, nut ox, olive, on, ostrich okay, opal, oval, open
	2pqr	pqr Lowercase Letter Names	Primary Sounds: P, Q, R	pin, pole, pan, pup queen, quarter, quiet, quail ring, rock, ram, rice
	2stu	stu Lowercase Letter Names	Primary Sounds: s, t, u Secondary Sounds: u	sing, sun, six, socks top, tub, tiger, toast up, unzip, umpire, under unicorn, ukulele, unicycle, utensils
	2vwx	vwx Lowercase Letter Names	Primary Sounds: v, w, x	vest, vase, vine, volcano web, water, wagon, watch Words Ending in X box, ox, six, wax
	2yz	yz Lowercase Letter Names	Primary Sounds: y, z Secondary Sound: y	yak, yoyo, yam, yellow Words Ending in Y shy, sky, fly, why zoo, zipper, zero, zigzag
	2 Simple Word Building	Simple CVC Word Building with Short Vowels: a, e, i, o, u	Ending sounds: m, g, n, p, t	Cap, nap, map, fan, man, pan Hen, pen, den, jet, pet, net Fig, wig, dig, fin, tin, pin Mop, top, hop, cot, pot, hot Nut, hut, cut, bun, run, sun

Kindergarten Scope and Sequence

Levels 3 - 6

Level	Lesson	Phonics Skills	Lesson Words ELL Vocabulary Words	Rhyming Sets	High Frequency & Sneak Preview Words
3a CVC Words	3 Pat, Pat, Pat	Letter sounds: a, c, f, m, p, r, t, n	ant, cat, fan, man, map, mat, Nan, Nat, pan, Pap, pat, ran, rat	pan, fan, man, ran, Nan	for
	4 The Mat	Letter sounds: z	tap, Zat	mat, rat, cat, Zat, Nat	no, on, or, the
	5 Dip	Letter sounds: d, g, i	and, can, dip, Pip, pin, rip, Tim, tip	dip, tip, rip	pins
	6 Hit in Pit	Letter sounds: b, h	big, did, dig, fig, hit, in, it, mitt, pit, tin	big, dig, fig	a, Pip's
	7 Hit it!		bam, bim, ram, rim, tat	Tim, bim, rim	
	8 Nat Hid		cap, had, hid, Pam, jiff	cap, map	
	9 Tot Sobs	Letter sounds: l, o, s	dog, log, lot, Mom, sobs, Tom, tot	N/A	stop, stops, to
	10 Tom and Bob		Bob, got, not, top	got, not, tot, lot	
	11 The Bog		bog, fin, fog, has, hot, is, Ross, sip, sit	bog, fog, dog	by, grin, slips, swim
	12 The Cab		bad, bops, boss, cab, dots, fab, hops, mad, tips	mad, bad	are
3b CVC Words	13 Yes, Yes, Yes	Letter sounds: e, j, y	bed, Ed, get, hen, jet, pen, red, tells, ten, Tess, yells, yes	hen, pen, ten	eggs, let's
	14 Ten for Ben		Ben, den, jet, jets, Meg, mess, net, pen, pens, pet, pets, ten	jet, pet, net	Ben's

Level	Lesson	Phonics Skills	Lesson Words ELL Vocabulary Words	Rhyming Sets	High Frequency & Sneak Preview Words
3b CVC Words Cont.	15 Mom and Pop	Letter sounds: k, x	bag, box, gag, kiss, miss, ox, Pop	gag, bag	an, all, made, thank, too, was, wet, what, you
	16 The Van	Letter sounds: v	fox, hens, his, Sam, van	N/A	Sam's
	17 Give Gus	Letter sounds: u, w	bug, bus, Gus, buzz, hug, pup, putt, ruff, will	bug, hug	give, snug
	18 Pup is Up		Bub, bugs, fun, runs, Russ, sun, tugs, up	sun, fun, run	done, have, OK, some
	19 Sad Max	Letter sounds: q	beg, bud, caps, fit, fix, jam, lip, Max, Ned, odd, pals, quit, rips, sad, sax	sad, fad	do, does, I, my, put, so, we, your
	20 Big Yak		bit, but, fell, fuzz, sat, tug, well, yak	fell, well	be, oh, said, splat, this, yak's
4 Silent 'e' Words	21 Jake's Cake	CVCe: long a Sound: a_e	ate, bakes, base, cake, came, cane, cape, Jake, Jane, lake, makes, rake, vase, wades, yum	rake, lake, cake	Jake's
	22 Brave Dave		bats, cave, Dave, daze, hate, lane, maze, save, takes, waves	Dave, save, cave	am, brave, down, me
	23 Mike Hikes	CVCe: long i Sound: i_e	fire, hike, hikes, likes, line, Mike, mire, Nile, pine, yikes	Mike, hike	crocodile, into
	24 Mine!		bike, fine, kite, Liz, mine, rides, time	mine, fine	any, flies, good, says
	25 Ben Jokes	CVCe: long o Sound: o_e	cone, cope, hole, hose, joke, jokes, mopes, nose, rose, tote, vole	rose, nose, hose	don't, drops, gives, like, Meg's, nice, puts
	26 I Hope		bone, hope, Mole, nope, note, robe	hope, nope	her
	27 Rules	CVCe: long u Sound: u_e (oo)	bite, cubes, cute, five, June, Luke, lute, rule, rules, tube, tune	lute, flute, cute	bang, flute, flour, ice, lick, more, of, one, out, sing, three, two

Level	Lesson	Phonics Skills	Lesson Words ELL Vocabulary Words	Rhyming Sets	High Frequency & Sneak Preview Words
4 Silent 'e' Words Cont.	28 Game Time		bat, game, hits, home, Pete, pops, zone	N/A	arm, ball, has, he, her, pace, run, she, sore, starts
5 Consonant Blends	29 Brad Brags	Consonant Blends: br-, cl-, cr-, dr-, fl-, fr-, sn-, st-, tr-	Brad, brags, clop, crab, drop, flap, flit, Fran, frog, hop, pal, snap, snip, stop, trot	drop, stop, clop	bird, fish, horse, monkey, sloth, splash, swing
	30 The Quest	Consonant Blends: -lt, -mp-, -nd-, -nt-, -st-, -ft	belt, bump, end, gust, hand, hint, Kent, lamp, lint, lost, mist, must, nest, pants, pond, quest, raft, rest, sand, vest, went, west, wind	rest, west, quest, vest	bonk, find, look, then, with
	31 The Blimp	Consonant Blends: -mps, gl-, gr-, sk-, bl-, -sts-, -nds-, -nts-, -pl-, -ts-, -fts-, sw-	blasts, blimp, drift, drifts, fronds, frost, glint, Gramps, grunt, lets, past, plant, ponds, sky, stands, stunts, swift, trip	ponds, fronds	eye, when
6 Consonant Digraphs	32 The Rush	Consonant Digraphs: -sh	broke, cash, crash, dash, dish, fed, fish, mush, nosh, rush, Shane, shop, swish	dish, fish, swish	uh
	33 Mush for Fish		gosh, shame, shed, shut, wish	N/A	from
	34 Chet the Chimp	Consonant Digraphs: -ch	bench, best, bunch, chad, chess, Chet, chimp, chop, chug, lots, lunch, mop, ranch, store, trench, win	brunch, lunch	at, chores, make, wood
	35 This and That	Consonant Digraphs: -th	bath, Beth, broth, cats, dogs, froth, math, milk, moth, nets, path, sips, sloth, that	froth, broth, moth, sloth	add, both, drink, if, take, thanks, there, thing, thinks, we
	36 Beth's Whisk	Consonant Digraphs: wh	leg, whale, wham, whiff, while, whine, whip, whisk, white, whiz	N/A	egg, love, start, tail, that's, yolk, Beth's, whip-cream
	37 Zack's Duck	Consonant Digraphs: -ck	back, brick, clock, crack, duck, lick, lock, muck, quack, shack, sick, slick, snack, snuck, sock, tick, tock, yuck, Zack	duck, muck, yuck, snuck	last, now, saw, Zack's
	38 Catch	Consonant Digraphs: tch	catch, clutch, crutch, ditch, fetch, glitch, Mitch, patch, snatch, toss	catch, snatch, patch	fall, him, play, Steph
	39 Hot Fudge	Consonant Digraphs: -dge	badge, budge, Dad, fudge, grudge, hide, judge, left, Madge, munch, nudge, plate, rob, smudge	nudge, judge, budge, smudge, grudge	could, hold, it's, just, loves, shirt, skirt, wants, would

1st Grade Scope and Sequence

Levels 7 - 11

Level	Lesson	Phonics Skills	Lesson Words ELL Vocabulary Words	Rhyming Sets	High Frequency & Sneak Preview Words
7 R-Controlled Vowels	40 Life on the Farm	R-Controlled Vowels: "ar"	arms, Barb, barn, Bart, car, cart, dark, drive, drives, far, farm, fly, hard, lift, milks, mops, parks, plants, shaves, star, yard, yarn	yard, hard	cows, life, sheep, their, they, under, very, work
	41 Mort and His Stork	R-Controlled Vowels: "or"	cord, corn, fork, fort, help, horn, lord, morn, Mort, next, north, porch, rode, share, short, sits, snort, stork, storm, stuck, thorn, torn	short, fort, snort, Mort	blew, day, eat, help, looked, Mort's, next
	42 Germs	R-Controlled Vowels: "er, ir, ur"	bake, Bert, blur, curl, dirt, dug, firm, first, fur, Gert, girl, hands, lash, mud, peck, perm, spun, squirt, stir, Vern, web	fur, bur	come, germs, off, wash
8 'ng' and 'nk' sounds Alternate Letter Sound for 'c' and 'g'	43 Bing Bang Bong	Ending Blends: ing, ang, ong, ung	bang, bell, Bing, bong, clang, dang, dings, dongs, hum, hush, long, lungs, Ming, packs, ping, plucks, pong, pot, rings, sing, song, string, strum, sung, things, ting, twang	Ming, Bing, ting, string, sing	Ming's, please, tambourine
	44 The Stink	Ending Blends: ink, ank, onk, unk	asks, bank, blink, crank, Don, drinks, fink, funk, grins, honk, junk, nods, rank, rink, Ron, skate, skunk, slide, smell, smells, spin, stink, stinks, trunk, Wes	trunk, junk, funk, skunk	away, kinds, something, turn
	45 The Price of Mice	Letter Sounds: soft c	bent, blush, braces, cars, cells, dress, face, lace, mice, pink, price, quite, races, rice, sets, shrug, since, track, twice, wince	mice, rice, twice, price	also, asked, buy, call, teeth, think
	46 Ages Ago	Letter Sounds: soft g	age, ages, bikes, cages, cavemen, caves, class, fringe, gems, hems, huge, kept, kids, large, pages, rage, rock, sages, trips, wise	sages, stages, pages, cages	ago, caveman, tigers, walls, were, wrote
9a Vowel Patterns	47 Tweet	Vowel Digraph and Diphthongs ee	beep, birds, burp, cheep, deep, dives, feet, flee, green, jeep, lifts, meet, peep, pile, reeds, reef, screech, seeds, sees, sharp, six, sleep, trees, tweet, weeds, whips	jeep, beep, deep, sleep, cheep	finds, go, lands

Level	Lesson	Phonics Skills	Lesson Words ELL Vocabulary Words	Rhyming Sets	High Frequency & Sneak Preview Words
9a Vowel Patterns Cont.	48 The Stink	Vowel Digraph and Diphthongs: ea	clean, Dean, dream, fears, freaks, heat, leaks, mean, melt, scream, seat, speaks, squeak, steal, treat	Dean, mean, clean	them
	49 The Price of Mice	Vowel Digraph and Diphthongs: ai	fail, Gail, hail, held, mail, pail, rain, sail, ship, sails	Gail, mail, fail, hail, rail	set
	50 Ages Ago	Vowel Digraph and Diphthongs: ay	bay, burst, day, gray, hooray, jay, jays, Kay, lay, rays, spray, stay, sway, wave	Kay, day, bay, lay, jay, stay, gray, spray	after, began, flew, okay
9b Vowel Patterns	51 Joan's Boat	Vowel Digraph and Diphthongs: oa	boast, boasts, boat, bring, cloak, coast, coat, floats, goat, Joan, oar, oats, roach, road, roast, toad, toast, whoa, whole, yell	boat, coat, goat	anything, as, ask, holds, Joan's, row, rows, what's
	52 Come Out	Vowel Digraph and Diphthongs: ou	bean, bounds, brings, clouds, couch, count, grouch, ground, hound, loud, mount, pout, rod, sends, shakes, shouts, slouch, sprouts, trout	trout, pout	being, head, laughs, won't
	53 The Goof	Vowel Digraph and Diphthongs: oo as in <i>room</i>	beans, black, boots, brood, clocks, feel, fuss, gloomy, goo, goof, goop, hoo, hoot, leak, loot, moo, mood, room, scoop, sis, smooch, spoons, tooth, yoo	hoot, loot	cook, full, Ned's, silly, soot, such, try, types, you're
	54 The Book	Vowel Digraph and Diphthongs: oo as in <i>book</i>	apes, book, cook, crook, feed, foot, hood, hurt, king, look, rock, shook, stick, stole, woods	book, look, cook, crook, shook	everything, how, name, need, page, should, which, who, wrap
	55 Choices	Vowel Digraph and Diphthongs: oi	boil, brush, bun, butter, choice, choices, coils, coin, cool, flip, hair, join, noise, oil, peach, pool, shout, soil, spoil, tag, tea, toil, voice, wait	boil, toil, soil, spoil	hear, keep, knows, never, quiet, use, water

Level	Lesson	Phonics Skills	Lesson Words ELL Vocabulary Words	Rhyming Sets	High Frequency & Sneak Preview Words
9b Vowel Patterns Cont.	56 The Toy	Vowel Digraph and Diphthongs: oy	boy, enjoy, joy, ploy, Roy, toy, Troy	Troy, boy, ploy, toy, joy, Roy	where
	57 Owl on the Prowl	Vowel Digraph and Diphthongs: ow as in cow	brown, clown, crown, cow, frowns, gown, howls, now, owl, plow, prow, scowl, swoops, town, wow	brown, clown, gown	again
	58 The Big Show	Vowel Digraph and Diphthongs: ow as in low	blow, bow, crows, flow, glow, grass, grow, grown, Jack, Jen, low, mow, mown, show, slow, sow, sown, stream, thanks, wail, weed	grown, sown, mown	before, found, high, leaves, our, say, see, sure, these, want, watch
10 Multisyllabic Words	59 The Mailbox	Compound Words	backtrack, bootstraps, card, cupcakes, doorbell, downhill, drugstore, gave, grab, Granddad, hiked, hometown, horseback, Kate, Lapland, mailbox, pancakes, passport, peanuts, plates, popcorn, quicksand, railroad, rainbow, rang, seashore, shall, shortcut, skateboard, subway, teacups, told, toothbrush, weekend	N/A	around, hello, idea, late, sorry, took, you'll
	60 Looking	Suffixes: -ed, -ing	asking, backyard, camping, digging, fetched, fetching, fleas, grilled, grilling, groaned, hole, hotdog, jumped, lake, looking, marched, moaned, park, picked, picking, playing, pole, posted, scratching, sleeping, splashed, splashing, splished, splishing, strayed, surfing, tent, wake, yelp	pole, hole	phone, sign, T-bone
	61 Things	Suffixes: -ed, -ing	ants, bags, baseball, bats, bins, birthday, boxes, brooms, bunches, busted, cakes, chairs, clamps, cleaned, clips, cowboy, crates, crowns, dishes, fishing, frogs, gowns, hats, holes, lamps, loads, lunchboxes, mounds, nineteen, parts, patches, pea, poles, racecar, rocking, rooms, sheds, shirts, snakes, socks, spare, spoiled, stacks, stamps, stuff, sweet, tracks	clamps, stamps	bears, every, floor, gold, keys, old, sixty

Level	Lesson	Phonics Skills	Lesson Words ELL Vocabulary Words	Rhyming Sets	High Frequency & Sneak Preview Words
10 Multisyllabic Words Cont.	62 The Sweetest Bears	Suffixes: -er, -est	beds, chips, cooler, cream, fast, faster, fastest, gumballs, longest, muck, places, shooting, softest, stacked, star, strong, stronger, strongest, struck, sunbeam, sweeter, sweetest, tar, tow, towed, truck, warm, warmest, wheels, whipped, woodchuck, zoomed	far, tar, star	baby, bear, bears, far, Goldilocks, greater, near, Mama, only, Papa, than
	63 Thankful	Suffixes: -ly, -less, -ful	bashful, boneless, bravely, briskly, dance, dearly, fondly, gift, gifts, helmet, helpful, hugs, legless, loudly, madly, mostly, nearly, neatly, painless, quickly, really, ride, sadly, safely, slides, smoothly, snake, sweetly, thankful	N/A	each, failing, friend, friends, June's, octopus, open, sea, today
	64 Cutest	Suffixes Rules: adding suffixes that begin with a vowel to CVC words and CVCe words	begged, bigger, biting, blabbing, cutest, dimmer, dropped, ever, fattest, firefly, grabbed, handshake, hugged, its, kid, making, moped, nodding, sent, sitting, slipping, spinning, spitting, started, trapped, turned, waving, wiser, yakking, zipped, zoo	N/A	here, Pa, Pa's, still, toe
	65 Mishaps	Prefixes: mis-, re-, un-	Bill, boot, cage, chair, days, disturbs, forgets, hose, mess, mishap, misplaces, misuses, relace, relax, replace, restack, shelf, unclean, undress, unhooks, unlocks, unpack, unplug, wilt	another, mother	another, because, close, lie, little, mother, mouse, new, over, overflows, won't
	66 Mumble Jumble	Consonant -le: -ple, -dle, -zle, -gle, -ble, -tle	apples, candlestick, dazzle, diddle, fiddle, giggles, goggles, hill, Jill, jumble, jumps, kettle, moon, mumble, nimble, paddles, puddle, purple, quick, razzle, reading, shuttle, snail, snuggle, space, spoon, struggle, stumbles, tumble, turtle	tumble, jumble	hey, story, rhymes, walking, words

Level	Lesson	Phonics Skills	Lesson Words ELL Vocabulary Words	Rhyming Sets	High Frequency & Sneak Preview Words
11 Possessives	67 Nell Won't Play	Contractions: can't, haven't, I've, isn't, they'll, we'll, we're	board, can't, games, hangnail, haven't, isn't, I've, moans, mope, Nell, pack, plops, quips, seeing, they'll, wails, we'll, we're, woke,	N/A	brother, finally, Nell's, say, way, won, write, wrong
	68 Our Family	Possessives: personal pronouns	Dan, dolls, figs, hers, hook, I'll, Jan, Jim, lend, peas, shares, shell, wigs	N/A	family, Grandma, Grandpa, guitar, most, other, pictures, read, soup, yours
	69 Gail's Gift	Possessives: using "apostrophe s"	around, beach, Bud's, Dad's, Dan's, found, Gail's, hat, Jan's, leash, lucky, Luke's, lunchbox, Mom's, Nick's, notes, planes, ring, Shane's, showed, Spot's, stones, wheel, wool, year	found, around	number, people, people's, right

2nd Grade Curriculum Authentic Literature Scope & Sequence

Picture Walk	Warm-Up	My Read	Reader's Theater	Greek Chorus
In the Smarty Ants model, the Picture Walk's purpose is to demonstrate to students how readers give purpose to their reading, and also how they might interact with the pictures. Most stories that have pictures are told with the text <i>and</i> the picture, not just the text. Picture walks therefore, are highly useful when reading chapter books with pictures.	In the Smarty Ants model, most warm-up lessons teach how to unlock the pronunciation of larger words. This is the case with the work on syllabification. The lessons with compound words, and especially prefixes, suffixes, roots, and Greek combining forms have as much to do with teaching word meaning as they do with pronunciation.	*In general, a few vocabulary words are always highlighted and defined, while expressions/idioms are explained. Also, all word-work type words (e.g., v/cv, prefixes, etc.) can be touched and heard spoken in syllable for word part format for all structural arrangements taught up to and including that chapter—that is, longer words with multiple syllables, which prefixes, suffixes, and roots, and/or with Greek combining forms.	The function of Reader's Theater is to provide authentic reason to re-read text. It also aides fluency by requiring the reader to read with understanding through the best use of intonation (prosody), given the intended meaning.	In the Smarty Ants model, the Greek Chorus is used to model many types of reading behavior, for example: making predictions; seeking explanation; admitting confusion; seeking clarification; recognizing frequent text structures, like compare/contrast problem solution, question/answer; questioning, in general; and making personal connections.

Section	Picture Walk	Warm-Up	My Read	Reader's Theater	Greek Chorus
Book One: Houndsley and Catina					
Chapter 1	Models: Predicting, inferring, drawing conclusions, a desire to read on	Word Work: Students develop the ability to break multi-syllabic words apart by learning to identify the common VC/CV syllable division pattern.	Hands-on reading, and specific vocabulary expressions defined: “through the eyes of a cat,” “soft-as-a-rose-petal voice,” rodents, “at a loss for words,” “speechless”	Fluency Practice	Models: Astonishment, contemplation, drawing conclusions

Section	Picture Walk	Warm-Up	My Read	Reader's Theater	Greek Chorus
Chapter 2	Models: Predicting, paying attention to details, inferring and questioning	Word Work: Students continue to develop the ability to break multi-syllabic words apart by learning to identify the common V/CV and VC/V syllable division patterns.	Hands on reading and specific vocabulary expressions defined: neighbor, grains, yelped, vegetarian, "you are a wonder," chili, delicious, blushed, judges, dare, embarrassed	Fluency Practice	Models: Constant questioning, reflecting on Houndsley's character: show don't tell idea
Chapter 3	Models: Predicting, drawing conclusions	Word Work: Students review the common syllable-division patterns V/CV. VC/V and VC/CV	Hands-on reading and specific vocabulary/ expressions defined: fireflies, nervous, "my mind wanders," blinked, crickets	Fluency Practice	Models: Observations of change, reflecting on how each character changed over the course of the book

Book Two: Houndsley and Catina and the Birthday Surprise

Chapter 1	Models: Text to text connections, understanding setting through details, predicting a desire to read on	Comprehension: Students learn to identify a story's setting and understand the ways in which setting is related to the mood of characters.	Hands on reading and specific vocabulary/ expressions defined: raining (multiple meaning word), moths, "cheer-up"	Fluency Practice	Models: Interpreting, explaining, and thinking about text in terms of the self (how the reader would feel)
Chapter 2	Models: Questioning, noticing plot development, a desire to read on	Word Work: Students continue to develop ability to break multi-syllabic words apart by learning to identify the common VC/CCV syllable-division pattern, and students review the common VC/CV syllable division pattern.	Hands-on reading and specific vocabulary/ expressions defined: jog, yoga, "surprise birthday party," moment, clever	Fluency Practice	Models: Interpreting text and highlights problem/solution in fiction; also, at chapter's end models prediction

Section	Picture Walk	Warm-Up	My Read	Reader's Theater	Greek Chorus
Chapter 3	Models: Text to self, drawing conclusions, questioning, a desire to read on	Word Work: Students learn to recognize compound words and continue to develop the understanding that longer words are often composed of two smaller words.	Hands-on reading and specific vocabulary/ expressions defined: arrive, crack, excuse, "slipping it on," squawked, sniffed, "what's the matter," exclaimed	Fluency Practice	Models: How plot twists move the action forward, (plot is actually defined and will come up as a warm-up lesson on Book 4)

Book Three: Houndsley and Catina and the Quiet Time

Chapter 1	Models: Attending to details, predicting, text to self, a desire to read on	Word Work: The concept of prefixes and suffixes as meaning units is explained, with certain examples explicitly taught: prefixes <i>in, en, re</i> ; as well as specific suffixes, <i>er, ite, ible, ful, ly</i>	Hands-on reading and specific vocabulary/ expressions defined: gazed, white (fig. of speech), snowed-in, concert, plenty, storm, replied, "what will be will be," cello, clarinet, cymbals	Fluency Practice	Models: Drawing conclusions, compare/contrast
Chapter 2	Models: Attending to details, predicting, evaluating situations a desire to read on	Additional prefixes and suffixes are explicitly taught: Prefix, <i>pre</i> ; Suffix, <i>y, er, tion</i>	Hands-on reading and specific vocabulary/ expressions defined: island, fretted, sofa, cushion, flames, nodded, logs, creatures, crash	Fluency Practice	Models: Understanding metaphor
Chapter 3	Models: Attending to details, text to self, a desire to read on	Comprehension: Students are taught to look for character change and its relationship to a story's theme.	Hands-on reading and specific vocabulary/ expressions defined: sidewalk trudging, snowshoes, practicing, gazebo, audience, "for a flicker," ruin, lingered, "for a long while," "making their way home," "of course," "perfect"	Fluency Practice	Models: Summarizing while reading

Section	Picture Walk	Warm-Up	My Read	Reader's Theater	Greek Chorus
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Book Four: Houndsley and Catina Plink and Plunk

Chapter 1	Models: Attending to details, predicting	Word Work: Students are explicitly taught that spelling changes occur when some suffixes are added to roots. Specific examples include: <i>ed, ing, ent</i> , with either 1) no change, 2) y to i 3) e-drop, or 4) doubling	Hands-on reading and specific vocabulary/ expressions defined: canoe, swooped, wake, clamped, "settle down," nodded, granted	Fluency Practice	Models: Cause/effect; how different words can have similar meanings (polysemy), predicting
Chapter 2	Models: Attending to details, predicting	Word Work: Students are taught that Greek combining forms, like prefixes and suffixes are meaning units (morphemes). Specific examples include "cycle," which is affixed by one of two latin prefixes, <i>bi</i> and <i>tri</i> in this chapter. In addition, students review all the ways in which words get bigger: 1) multi-syllabic words, 2) prefix, suffixes added to roots, 3) compound words, and 4) the use of Greek combining forms, in this case with Latin prefixes	Hands-on reading and specific vocabulary/ expressions defined: honk, "spring cleaning," exclaimed, perhaps, "not a cloud in the sky," led, wobbled, helmet, "feeling his face grow hot," trade	Fluency Practice	Models: Predicting the future of a story, explains, a figure of speech: Onomatopoeia
Chapter 3	Models: Drawing conclusions, and trying to follow a sequence of events	Comprehension: Students learn to identify the common plot structure of stories: a beginning, a series of events that includes a problem, a turning point, and an ending/resolution. Students also learn to recognize how a story's plot works to reveal its theme.	Hands-on reading and specific vocabulary/ expressions defined: picnic, azalea, spread, admitted, agreed, "anymore," hospital, "dog paddle," rustled	Fluency Practice	Models: Character change, story endings/resolutions

2nd Grade Curriculum

Non-Fiction Science Scope & Sequence

Warm-Up	Outline	My Read	Recording & Presentation	Summary
Purpose				
<p>1) To provide explicit teaching of skilled-reading behaviors;</p> <p>2) To give students the opportunity to transfer a skill to a new text</p> <p>3) To familiarize students with academic language</p>	<p>1) To provide background knowledge</p> <p>2) To explore the ways visuals are used in text, both static and interactive</p> <p>3) To build motivation; and to build in some redundancy of information by explaining the same concepts in different ways</p>	<p>1) To provide grade-appropriate, scientific knowledge</p> <p>2) To provide time to read informational text</p> <p>3) To encourage the asking of questions as a form of monitoring comprehensions</p> <p>4) To understand that often new vocabulary can be understood by exploring the surrounding context</p> <p>5) To understand that sometimes a friendly dictionary definition is useful</p> <p>6) To give teachers the opportunity to monitor understanding through four comprehensions questions at the end of each text</p>	<p>1) To provide an authentic purpose for re-reading, hence motivation</p> <p>2) To deepen understanding in the content areas through repetition</p> <p>3) To experience revision at the oral level via the opportunity to re-record in order to review prosodic features, such as pitch, tone, etc.</p> <p>4) To strengthen reading fluency</p> <p>5) To feel pride through being integrated into an authentic, content-based production</p>	<p>1) To highlight and teach the main strategies used by skilled readers to summarize</p> <p>2) For the purpose of deeply understanding new material to the point of being able to talk about it with accuracy.</p>
Explanation				
<p>While many readers pick up skilled behaviors through reading widely and intensively, many students benefit from explicit teaching, hence the warm-ups. Following the warm-ups, students are encouraged as they read the informational book, to remember the warm-up and use the strategy as they read.</p>	<p>One of the largest deterrents to student comprehension is not having enough background and or vocabulary knowledge to make inferences as informational text is read. Each outline segment brings new concepts that relate to the My Read text into the forefront, as well as necessary, academic language.</p>	<p>The topics in second grade curriculum cover science knowledge deemed appropriate at both the State and National (lexile) levels. The Information Books in the Smarty Ants series have been written by professional writers, consequently while staying within a 2nd grade lexile range, vocabulary appropriate to each content is used without reservations. Yes/No questions occur throughout the text as children read as a way to model comprehension monitoring through simple, factual questions; and in all cases the answers to the questions are in the text, spurring a very close reading, where children attend to what the text says explicitly. On Yes/No questions students practice answering yes/no questions that deal with factual information in the book (right –there) questions); they will know how to look back at the text to answer factual questions. On Comprehension questions students practice answering comprehension questions that require both factual retrieval and inferential thinking. Content vocabulary is often tested, as is occasionally testing the understanding of a reading strategy or skill taught in the book’s “warm-up.”</p>	<p>One of the best ways to become a good reader is to both read text and re-read it for an authentic purpose. This gives cause to the recording and presentation segments of the program.</p> <p>Additionally, new vocabulary is learned through multiple encounters with the same word, thus the recording and presentation opportunity gives students this opportunity.</p>	<p>Summary is one of the most difficult skills to master. But, there are a few research-based principles that inform the summary lessons:</p> <p>1) Delete trivial and/or redundant information</p> <p>2) Substitute superordinate terms for lists</p> <p>3) Select a topic sentence or invent one if one is missing. A good question to either find or make up a main idea is to ask: “What are all the sentences about?” Our focus for second grade is mostly 1 and 3, although 2 comes up on occasion. Also, there is not an occasion to have to make up a topic sentence/ main idea. In the 2nd grade material, the main ideas are stated explicitly.</p>

Warm-Up	Outline	My Read	Summary
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Book One: Life Cycles

<p>Understanding a sequence of Events/ Signal Words</p> <p>Students will understand that signal words help them understand text structure/organization and since the text they are about to read uses signal words that relate to stages, they will recognize the signal words <i>first</i>, <i>second</i>, <i>third</i> and so on.</p>	<p>Concepts</p> <p><u>Movie 1:</u> Life Cycle and the concepts of life going on and on in a cycle, yet offspring keep it going: butterfly, frog, and plant life cycles</p> <p><u>Movie 2:</u> Explores the concept of stages within a lifecycle. The example is butterfly.</p> <p><u>Interactive:</u> Stages of plant growth and the concept of pollination.</p>	<p>Take-away Main Ideas for Life Cycles:</p> <p>Life cycles demonstrate that living things grow and change; examples in the text include the life cycles of butterflies, frogs, and apples. All animals and plants roll along on their own, individual life cycles.</p> <p>Highlighted Content or Academic Vocabulary (definitions): Cycle, stages, caterpillar, stem, chrysalis, tadpole, froglet</p>	<p>Students will use headings to guide their summary work; will understand the difference between main ideas and details; be able to put their summary sentences into the same order as the book, and they will be able to wrap up a summary with what was said about the topic: the main idea.</p>
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Book Two: Plants

<p>Synthesizing Information</p> <p>After completing this lesson, students will know to think about what they already know as they learn to accommodate new information into known information. This is an important realization because knowledge gain is incremental, and one way it builds upon itself is through the act of combining the new with the known.</p>	<p>Concepts</p> <p><u>Movie 1:</u> No matter the size, plants need to grow. The concept of photosynthesis is explained.</p> <p><u>Movie 2:</u> Plants need just the right amount of water, heat (temperature), and sunlight; plants and seeds move</p> <p><u>Interactive:</u> Students practice choosing whether a given plant part shown is a root, shoot, or fruit.</p>	<p>Take-away Main Ideas for Plants:</p> <p>Plants are everywhere on the planet; they need just the right amount of sunlight and heat. Because they have different requirements; plants make their own food through the process of photosynthesis; minerals help the photosynthesis process; the food plants make helps their roots, stems, and leaves grow; these plants have different functions; plants and seeds move.</p> <p>Highlighted Content or Academic Vocabulary (definitions): Planet, algae, habitat, rainforests, meadows, moss, deserts, minerals, photosynthesis, chemical, roots, leaves, stems, carbon-dioxide, tendril, sprout, depend, environment</p>	<p>Students will build on the knowledge they used to write a summary for Book One, but in addition, they will realize the importance of defining an important content word in their summaries, if applicable.</p>
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Warm-Up	Outline	My Read	Summary
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Book Three: Traits

<p>Detecting an Explicit Main Idea Students will know that in order to find the main idea of a paragraph it is useful to ask: "What are all the sentences about?" Usually this sentence will occur at the beginning of the paragraph, but students will also know it can come at the end, or even sometimes in the middle. The key is the question: "What are all the sentences about?"</p>	<p align="center">Concepts</p> <p><u>Movie 1:</u> "Reproduction" and the concept of "uniqueness" are woven together.</p> <p><u>Movie 2:</u> Frogs and rabbits are compared with the idea that living things are alike yet different, depending on their needs, which are often affected by the environment; specific traits support survival.</p> <p><u>Interactive:</u> A review of the concept that animals and plants have different traits that help them survive, grow and produce offspring.</p>	<p align="center">Take-away Main Ideas for Reproduction and Inherited Traits:</p> <p>Reproduction is how adults make young of their own kind; young inherit traits; all living things are like their parents in some ways, and unlike them in others; yes, all living things are unique because traits are inherited from both parents.</p> <p align="center">Highlighted Content or Academic Vocabulary (definitions):</p> <p>Resemble, fact, offspring, reproduction, inherited, characteristics, produce, unique, combination, pollen, compare, habitat</p>	<p>Students will build on the knowledge they used to write a summary for Book One and Two, but in addition they will realize the importance of word repetition in discovering the main idea of a paragraph.</p>
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Book Four: Rocks

<p>Understanding an Author's Purpose Students will understand that texts are written with a purpose and that they must take the author's purpose into account when they read texts. They must understand that authors consider their audience, the most important things they have to say about their topic, and how they will organize their information. Students need to look for what the most important information is and how the text is organized.</p>	<p align="center">Concepts</p> <p><u>Movie 1:</u> Rocks are an important part of the landscape; rocks contribute to the natural habitat of living things; rocks are used to make many things; rocks are composed of different minerals</p> <p><u>Movie 2:</u> Rocks are altered by weathering through such forces as wind, water, and temperature to create smaller particles (e.g. sand); three different categories of rocks exist: sedimentary, igneous, and metamorphic; describe the three categories of rocks and give examples.</p> <p><u>Interactive:</u> Reviews the three kinds of rock – sedimentary, igneous, and metamorphic; introduces specific examples of kinds of rock—what they are and their use.</p>	<p align="center">Take-away Main Ideas for Rocks:</p> <p>The earth is mostly rock; rocks are made of thousands of types of minerals, which are different from each other; minerals are used in many different ways; there are three types of rocks, sedimentary, igneous, and metamorphic</p> <p align="center">Highlighted Content or Academic Vocabulary (definitions):</p> <p>ingredients, minerals, crystals, classified, sediments, fossils, melted, statues</p>	<p>Students will build on the knowledge they used to write a summary for Book One-Three, but in addition they will understand they can't make up information and also that they can change long lists into a superordinate idea/term.</p>
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Warm-Up	Outline	My Read	Summary
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Book Five: Fossils

<p>Understanding the “5 Ws and H” Text structure and typical signal words used</p> <p>Students will understand organizing structure of 5Ws (who, when, why, what, where) and H (how) by learning these key question words and attending to answers that capture the main idea behind each question.</p>	<p>Concepts <u>Movie 1:</u> Fossils are evidence of life from long ago; many fossils are from extinct organisms; many fossils are similar to modern organisms; fossils are formed in different ways: imprints, fossilized bones and preservation in amber, tar and ice. <u>Movie 2:</u> Not all body parts easily become fossils—bias towards things like bones, teeth, and shells; fossils give us clues about ancient plants and animals (life long ago); fossils help us understand how the earth has changed over time. <u>Interactive:</u> Reviews the concepts of extinct and modern and provides the students the opportunity to “dig” for fossils.</p>	<p>Take-away Main Ideas for Fossils: Definition of fossils; how fossils are formed how bones turn into fossils; how imprints turn into fossils, why fossils are important; who studies fossils</p> <p>Highlighted Content or Academic Vocabulary (definitions): Evidence, fossils, remains, amber, proof, decompose, fossilize, woolly mammoths, minerals, imprints, sediment, mold, Antarctica, climates, extinct, paleontologists</p>	<p>Students learn to use the 5Ws and H question words to form a summary paragraph. The idea of omitting interesting, though less-important details is reinforced. Additionally, students are reminded to look for highlighted words from the text to include in their summaries.</p>
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Book Six: Measurement

<p>Understanding “Problem/ Solution” Text Structure & typical signal words used</p> <p>Students will understand that text can be structured around the idea of problems that need to be solved (the problem/solution text structure), and becomes aware of typical signal words used in this structure, such as “because” “as a result,” and so on.</p>	<p>Concepts <u>Movie 1:</u> Estimate lengths using standard units; introduce concept of standard measure; make predictions based on observed patterns and not random guessing <u>Movie 2:</u> Introduction of measuring tools (e.g. rulers, scales, and so on); measuring with appropriate tools, expressing measurements in both English system and Metric system <u>Interactive:</u> Review of measuring tools and what they’re used to measure.</p>	<p>Take-away Main Ideas for Measurements: Measuring solves problems; many tools are used to measure length, weight, and volume; there are two measuring standards: English and Metric; rulers measure length; scales measure weight; thermometers measure temperature, several tools measure volume, such as teaspoons and liters; ordinary people and scientists need to measure things.</p> <p>Highlighted Content or Academic Vocabulary (definitions): Measure, solutions, guessing, precisely, unit, measurement, standards, English system, metric system, centimeter, meter, kilometer, ruler, balance, kilograms, grams, temperature, estimate, thermometer, volume, ingredients, precise, liters</p>	<p>The idea that titles and headings carry the main topic and main ideas in nonfiction texts is reinforced; students distinguish between important ideas and interesting details; students learn to collapse information by combining sentences; they are reminded that summaries don’t include the asking of questions, but rather just the fact and information given.</p>
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Warm-Up	Outline	My Read	Summary
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Book Seven: Light

<p>Understanding the “Categorical” Text Structure & typical signal words used</p> <p>Students will understand that much of our scientific knowledge is organized by categories, and that categories are often hierarchical. They will become aware of typical signal words used in this text structure, such as “like,” “another kind of,” and so on.</p>	<p style="text-align: center;">Concepts</p> <p><u>Movie 1:</u> Understand that light is necessary for us to be able to see objects, and that mirrors and prisms can alter a light beam’s path.</p> <p><u>Movie 2:</u> Understand that materials of various kinds allow different amounts of light to pass through them. (transparent/translucent /opaque). Also understand that shadows are created when light cannot reach a particular area opposite of a light source.</p> <p><u>Interactive:</u> Experience deciding whether specific objects are transparent, translucent, or opaque.</p>	<p>Take-away Main Ideas for Light: Light is needed for living beings to see and requires the use of eyes, the brain and light; light travels in straight lines; the surface of objects (e.g. rough, shiny) partially determines how much light is reflected; shadows are created when light shines on opaque objects, white light is made up of seven colors, which can often be seen when a rainbow appears; rainbows are formed when light from the sun hits raindrops in the sky and the light scatters into all the colors of the rainbow; in science texts, readers encounter “types” of things or categories.</p> <p style="text-align: center;">Highlighted Content or Academic Vocabulary (definitions): Light, source, reflects, shadow, opaque, transparent, translucent, frosted, scatter, prisms</p>	<p>Students are reminded that titles and headings often reflect the main ideas of a scientific article, and that they can be used to build a precise summary. In addition, students are encouraged to use signal words/phrases, such as “types of” to categorize important information. Lastly, students are reminded that summaries are short and are meant to capture the main ideas, only.</p>
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Book Eight: Sounds

<p>Cause/Effect</p> <p>Students will understand that science is all about figuring out cause/effect relationships. They will also learn several of the cause/effect signal words, such as “so,” “as a result,” and “since.”</p>	<p style="text-align: center;">Concepts</p> <p><u>Movie 1:</u> How sounds are made and how they travel, from dogs barking, musical notes, bicycle horns, to alarm clocks; for sounds to travel, air is required; how sounds are heard via the human ear.</p> <p><u>Movie 2:</u> Why sounds are important and the concepts of pitch and volume.</p> <p><u>Interactive:</u> Students match sounds to their source.</p>	<p>Take-away Main Ideas for Sounds: Sounds are everywhere; they are made by rippling waves that cause matter to move; moving matter, like air particles, funnel into our ears; moving matter can be high or low (pitch); sound waves can travel through solids, liquids, and gases; the volume of sound can be high or low; sound waves move from our ears to our brain through a series of cause/effect reactions</p> <p style="text-align: center;">Highlighted Content or Academic Vocabulary (definitions): Clap, vibrate, matter, pitch, vibrations, volume, ear drums, transmitter</p>	<p>Students will build on the knowledge they used to write a summary for Book One through Seven, but in addition they will recognize when they’ve added their own opinion to a summary and will know it must be revised. Opinions of the author are fine, but not the summary writer.</p>
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Warm-Up	Outline	My Read	Summary
Book Nine: Forces			
<p>The Use of Titles and Headings to Guide Comprehension Students will know that the title of a book is its main topic and that if there are headings, they will most likely say something about each main idea. They will understand that reviewing a text in this way before, or during, reading aids understanding.</p>	<p style="text-align: center;">Concepts</p> <p>Movie 1: Scientists have questions, produce hypotheses, and do research and experiments to find answers to their questions; the use of tools and machines affect/ease the forces on objects, like gravity and its hold on the ability to build pyramids. Movie 2: An explanation of how to reduce friction so that moving objects becomes an easier task; the positive aspects of friction; a few thoughts on the nature of revision in both science and writing. Interactive: A review of how friction gets reduced through grease, incline, logs, pulleys, short incline, magnet, and the importance of choosing the right tool for the right purpose.</p>	<p>Take-away Main Ideas for Forces: Pushing and pulling are forces, as is friction. Friction can make things hard to move; Egyptians used forces to build pyramids, and to make things easier they often pushed and pulled stones over rounded logs, which reduced friction; Egyptians also used ramps, so less force would be needed to move and stack the stones; today, as in ancient times, nothing moves without a force of some kind.</p> <p>Highlighted Content or Academic Vocabulary (definitions): Forces, friction, pyramids, ramps, inclined, plane</p>	<p>Students recognize that summaries must have a title, tell the big ideas in order, and sometimes use pictures and captions to inform their summary. They also are reminded to look for headings and for words that are repeated multiple times when wanting to capture the main ideas. Additionally, they will understand that summaries often close with an idea that relates to the topic of the entire text.</p>