

# FAME Public Charter School

Scope and Sequence: Grade Second

<b>Subject/Unit Title: ELA Kindness</b>				
<b>Estimated Time Frame (#of Days): 30</b>				
<b>Unit :1</b>				
<b>Lesson 1-5</b>	Part 1: Preparing to Read	Part 2: Reading and Responding	Part 3: Language Arts	<b>Assessments</b>
<b>Week 1</b>	1. Phonics and Fluency <ul style="list-style-type: none"> <li>• /long a/ spelled a and a_e</li> <li>• Decodable Stories, Book 2, Stories 10-11</li> <li>• High Frequency Words ( ate, gave, find, kind, made, white)</li> </ul> 2. Phonics and Fluency <ul style="list-style-type: none"> <li>• /long i/ spelled i and i_e</li> </ul>	1. Comprehension Strategies <ul style="list-style-type: none"> <li>• Asking Questions</li> <li>• Making Connections</li> <li>• Main Idea and Details</li> </ul> 2. Fluency: <ul style="list-style-type: none"> <li>• Leveled Reader</li> <li>• Selection Vocabulary</li> </ul> 3. Inquiry	1. Writing: Writing about an Experience 2. Spelling: The /long a/ and /long i/ Sounds 3. Penmanship: Lower case i and l 4. Grammar, Usage, and Mechanics: Nouns- Common and Proper 5. Study Skills: Alphabetical Order 6. Listening/Speaking/Viewing: Purpose of listening	Lesson and Unit Assessment Book 1
<b>Week 2</b>	1. Phonics and Fluency <ul style="list-style-type: none"> <li>• /long o/ spelled o and o_e</li> <li>• Decodable Stories, Book 2, Stories 12-13</li> <li>• High Frequency Words ( both, cold, hold, open, buy, goes)</li> </ul> 2. Phonics and Fluency /long u/ spelled u and u_e	1. Comprehension Strategies <ul style="list-style-type: none"> <li>• Making Connections</li> <li>• Summarizing</li> <li>• Drawing Conclusions</li> </ul> 2. Fluency: <ul style="list-style-type: none"> <li>• Leveled Reader</li> <li>• Selection Vocabulary</li> </ul> 3. Inquiry	1. Writing: Keeping a Journal 2. Spelling: The /long o/ and /long u/ Sounds 3. Penmanship: Lowercase t and f 4. Grammar, Usage, and Mechanics: Verbs-Action 5. Study Skills: Making Observations 6. Listening/Speaking/Viewing: Speaking Clearly	Lesson and Unit Assessment Book 1

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## Scope and Sequence: Grade Second

<p><b>Week 3</b></p>	<p>1. Phonics and Fluency</p> <ul style="list-style-type: none"> <li>Review Lesson 1</li> <li>Decodable Stories, Book 2, Story 14</li> <li>High Frequency Words (another, many)</li> </ul> <p>2. Phonics and Fluency Review Lesson 2</p>	<p>1. Comprehension Strategies</p> <ul style="list-style-type: none"> <li>Asking Questions</li> <li>Predicting</li> <li>Clarifying</li> <li>Sequence</li> </ul> <p>2. Fluency:</p> <ul style="list-style-type: none"> <li>Leveled Reader</li> <li>Selection Vocabulary</li> </ul> <p>3. Inquiry</p>	<p>1. Writing: Responding to Literature</p> <p>2. Spelling: Review /long a/, /long i/, /long o/, and /long u/</p> <p>3. Penmanship: Review Lowercase i, l, t, and f</p> <p>4. Grammar, Usage, and Mechanics: Verbs- Helping and Linking</p> <p>5. Study Skills: Following Directions</p> <p>6. Listening/Speaking/Viewing: Word Choice</p>	<p>Lesson and Unit Assessment Book 1</p>
<p><b>Week 4</b></p>	<p>1. Phonics and Fluency</p> <ul style="list-style-type: none"> <li>/long e/ spelled e and e_e</li> <li>Decodable Stories, Book 2, Story 15</li> <li>High Frequency Words (because, does)</li> </ul> <p>2. Phonics and Fluency Review Long Vowels</p>	<p>1. Comprehension Strategies</p> <ul style="list-style-type: none"> <li>Summarizing</li> <li>Visualizing</li> <li>Adjusting Reading Speed</li> <li>Reality and Fantasy</li> </ul> <p>2. Fluency:</p> <ul style="list-style-type: none"> <li>Leveled Reader</li> <li>Selection Vocabulary</li> </ul> <p>3. Inquiry</p>	<p>1. Writing: Writing an Action Tale</p> <p>2. Spelling: The /long e/ Sound</p> <p>3. Penmanship: Lowercase e and o</p> <p>4. Grammar, Usage, and Mechanics: Subject and Predicate</p> <p>5. Study Skills: Using Newspapers and Magazines</p> <p>6. Listening/Speaking/Viewing: Learning from Pictures</p>	<p>Lesson and Unit Assessment Book 1</p>
<p><b>Week 5</b></p>	<p>1. Phonics and Fluency</p> <ul style="list-style-type: none"> <li>/n/ spelled kn_, /r/ spelled wr_</li> <li>Decodable Stories, Book 2, Story 16</li> </ul>	<p>1. Comprehension Strategies</p> <ul style="list-style-type: none"> <li>Predicting</li> <li>Clarifying</li> <li>Making Inferences</li> </ul> <p>2. Fluency:</p>	<p>1. Writing: Writing a Personal Narrative</p> <p>2. Spelling: The /n/, /r/, and /f/ Sounds</p> <p>3. Penmanship:</p>	<p>Lesson and Unit Assessment Book 1</p>

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## Scope and Sequence: Grade Second

	<ul style="list-style-type: none"> <li>High Frequency Words ( people, write)</li> </ul> <p>2. Phonics and Fluency /m/ spelled _mb, /f/ spelled ph</p>	<ul style="list-style-type: none"> <li>Leveled Reader</li> <li>Selection Vocabulary</li> </ul> <p>3. Inquiry</p>	<p>Lowercase n and r</p> <p>4. Grammar, Usage, and Mechanics: Capitalization- First letter in a Sentence</p> <p>5. Study Skills: Using a Dictionary and a Glossary</p> <p>6. Listening/Speaking/Viewing: Making eye contact</p>	
<b>Week 6</b>	<p>1. Phonics and Fluency</p> <ul style="list-style-type: none"> <li>Decodable Stories, Book 2, Story 17</li> <li>High Frequency Words ( together)</li> </ul> <p>2. Phonics and Fluency Review Long Vowels</p>	<p>1. Vocabulary: Reading with a Writer’s eye</p> <p>2. Comprehension Strategies</p> <p>3. Fluency:</p> <p>4. Test Taking Strategies: Listening Carefully</p> <p>5. Inquiry</p>	<p>1. Writing: Writing a Personal Narrative</p> <p>2. Spelling</p> <p>3. Penmanship: Review Lowercase e, o, n, and r</p> <p>4. Grammar, Usage, and Mechanics</p> <p>5. Study Skills</p>	<p>Lesson and Unit Assessment Book 1 Benchmark 2</p>
<b>CA ELA Content Standards:</b>	<p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p> <p>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel [= su/per]; vowel-consonant/consonant-vowel [= sup/per]).</p> <p>1.3 Decode two-syllable nonsense words and regular multisyllable words.</p> <p>1.4 Recognize common abbreviations [e.g., Jan., Sun., Mr., St.].</p>	<p>1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p> <p>1.7 Understand and explain common antonyms and synonyms.</p> <p>1.8 Use knowledge of individual words in unknown compound words to predict their meaning.</p> <p>1.9 Know the meaning of simple prefixes and suffixes [e.g., over-, un-, -ing, -ly].</p> <p>2.2 State the purpose in reading (i. e., tell what information is sought).</p> <p>2.5 Restate facts and details in</p>	<p>1.1 Group related ideas and maintain a consistent focus.</p> <p>1.2 Create readable documents with legible handwriting.</p> <p>1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).</p> <p>1.4 Revise original drafts to improve sequence and provide more descriptive detail.</p> <p>2.1 Write brief narratives</p>	

	<p>1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p> <p>1.8 Use knowledge of individual words in unknown compound words to predict their meaning.</p> <p>1.8 Spell basic short-vowel, long-vowel, <i>r-</i> controlled, and consonant-blend patterns correctly.</p> <p>1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.</p> <p>1.7 Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>).</p>	<p>the text to clarify and organize ideas.</p> <p>2.8 Follow two-step written instructions.</p> <p>3.1 Compare and contrast plots, settings, and characters presented by different authors</p> <p>3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives</p> <p>3.3 Compare and contrast different versions of the same stories that reflect different cultures.</p> <p>3.4 Identify the use of rhythm, rhyme, and alliteration in poetry</p> <p>1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).</p> <p>1.2 Ask for clarification and explanation of stories and ideas.</p> <p>1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).</p> <p>1.7 Recount experiences in a logical sequence.</p>	<p>based on their experiences:</p> <p>a. Move through a logical sequence of events.</p> <p>b. Describe the setting, characters, objects, and events in detail.</p> <p>1.2 Recognize and use the correct word order in written sentences.</p> <p>1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.</p> <p>1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.</p> <p>1.8 Spell basic short-vowel, long-vowel, <i>r-</i> controlled, and consonant-blend patterns correctly.</p> <p>1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).</p> <p>1.4 Give and follow three-and four-step oral directions.</p> <p>1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).</p> <p>1.8 Retell stories, including characters, setting, and plot.</p>	
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Scope and Sequence: Grade Second

<b>Subject/Unit Title: ELA Let's Explore</b>				
<b>Estimated Time Frame (#of Days): 30</b>				
<b>Unit :2</b>				
<b>Lesson 1-5</b>	Part 1: Preparing to Read	Part 2: Reading and Responding	Part 3: Language Arts	<b>Assessments</b>
<b>Week 1</b>	1. Phonics and Fluency <ul style="list-style-type: none"> <li>• /long e/ spelled ee and ea</li> <li>• Decodable Stories, Book 3, Story 18</li> <li>• High Frequency Words ( keep, clean, eat, please, read, three)</li> </ul> 2. Phonics and Fluency /long e/ spelled e and e_e	1. Comprehension Strategies <ul style="list-style-type: none"> <li>• Asking Questions</li> <li>• Making Connections</li> <li>• Clarifying</li> <li>• Author's Purpose</li> <li>• Main Idea and Details</li> </ul> 2. Fluency: <ul style="list-style-type: none"> <li>• Leveled Reader</li> <li>• Selection Vocabulary</li> </ul> 3. Inquiry	1. Writing: Describing an Object 2. Spelling: /long e/ 3. Penmanship: Small letters a, c, and s 4. Grammar, Usage, and Mechanics: Complete and Incomplete Sentences 5. Study Skills: Summarizing and Organize Information 6. Listening/Speaking/Viewing: Recognizing English Speech Patterns	Lesson and Unit Assessment Book 1
<b>Week 2</b>	1. Phonics and Fluency <ul style="list-style-type: none"> <li>• /long a/ spelled ai_ and _ay</li> <li>• Decodable Stories, Book 3, Story 19</li> <li>• High Frequency Words ( play, say)</li> </ul> 2. Phonics and Fluency /long a/ spelled a and a_e	1. Comprehension Strategies <ul style="list-style-type: none"> <li>• Asking Questions</li> <li>• Making Connections</li> <li>• Visualizing</li> <li>• Compare and Contrast</li> </ul> 2. Fluency: <ul style="list-style-type: none"> <li>• Leveled Reader</li> </ul>	1. Writing: Compare/Contrast 2. Spelling: /long a/ 3. Penmanship: Small letters b, p, and h 4. Grammar, Usage, and Mechanics: Kinds of Sentences	Lesson and Unit Assessment Book 1

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## Scope and Sequence: Grade Second

		<ul style="list-style-type: none"> <li>• Selection Vocabulary</li> </ul> <p>3. Inquiry</p>	<p>and End Marks</p> <p>5. Study Skills: Using a Card Catalog</p> <p>6. Listening/Speaking/Viewing: Large- Group Discussions</p>	
<b>Week 3</b>	<p>1. Phonics and Fluency</p> <ul style="list-style-type: none"> <li>• Review Lesson 1</li> <li>• Decodable Stories, Book 3, Story 20</li> <li>• High Frequency Words ( live, only)</li> </ul> <p>2. Phonics and Fluency Review Lesson 2</p>	<p>1. Comprehension Strategies</p> <ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Visualizing</li> <li>• Adjusting Reading Speed</li> <li>• Cause and Effect</li> </ul> <p>2. Fluency:</p> <ul style="list-style-type: none"> <li>• Leveled Reader</li> <li>• Selection Vocabulary</li> </ul> <p>3. Inquiry</p>	<p>1. Writing: Compare /Contrast</p> <p>2. Spelling: /long a/ and /long e/</p> <p>3. Penmanship: Review small letters a, c, s, b, h, and p</p> <p>4. Grammar, Usage, and Mechanics: Capitalization- Proper Nouns, Titles, and Initials</p> <p>5. Study Skills: using a Table of Contents and an Index</p> <p>6. Listening/Speaking/Viewing: Mass Media Communication</p>	Lesson and Unit Assessment Book 1
<b>Week 4</b>	<p>1. Phonics and Fluency</p> <ul style="list-style-type: none"> <li>• /long e/ spelled _ie_, _y, and _ey</li> <li>• Decodable Stories, Book 3, Story 21</li> <li>• High Frequency Words ( carry, funny)</li> </ul> <p>2. Phonics and Fluency</p>	<p>1. Comprehension Strategies</p> <ul style="list-style-type: none"> <li>• Asking Questions</li> <li>• Predicting</li> <li>• Clarifying</li> <li>• Point of View</li> <li>• Sequence</li> </ul> <p>2. Fluency:</p> <ul style="list-style-type: none"> <li>• Leveled Reader</li> </ul>	<p>1. Writing: Writing a Summary</p> <p>2. Spelling: /long e/</p> <p>3. Penmanship: Small letters d and g</p> <p>4. Grammar, Usage, and</p>	Lesson and Unit Assessment Book 1

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## Scope and Sequence: Grade Second

	Review Long Vowels	<ul style="list-style-type: none"> <li>• Selection Vocabulary</li> </ul> 3. Inquiry	Mechanics: Adjectives  5. Study Skills: Time Lines  6. Listening/Speaking/Viewing: Contributing to a Large-Group Discussion	
<b>Week 5</b>	1. Phonics and Fluency <ul style="list-style-type: none"> <li>• Decodable Stories, Book 3, Stories 22-23</li> <li>• High Frequency Words (together)</li> </ul> 2. Phonics and Fluency /long e/ spelled ee, ea, e, and e_e	1. Comprehension Strategies <ul style="list-style-type: none"> <li>• Making Connections</li> <li>• Summarizing</li> <li>• Adjusting Reading Speed</li> <li>• Classify and Categorize</li> </ul> 2. Fluency: <ul style="list-style-type: none"> <li>• Leveled Reader</li> <li>• Selection Vocabulary</li> </ul> 3. Inquiry	1. Writing: Writing a Research Report  2. Spelling: /s/ and /j/  3. Penmanship: Small letters m and u  4. Grammar, Usage, and Mechanics: Singular and Plural Nouns  5. Study Skills: Gathering Data  6. Listening/Speaking/Viewing: Reading Aloud	Lesson and Unit Assessment Book 1
<b>Week 6</b>	1. Phonics and Fluency <ul style="list-style-type: none"> <li>• Unit Review</li> <li>• Decodable Stories, Book 3, Story 24</li> <li>• High Frequency Words (done)</li> </ul>	1. Vocabulary: 2. Comprehension Strategies 3. Fluency: 4. Test Taking Strategies: Identifying and Using Important Words 5. Inquiry	1. Writing: Writing a Research Report  2. Spelling:  3. Penmanship: Review small letters d, g, m, and u  4. Grammar, Usage, and Mechanics:	Lesson and Unit Assessment Book 1 Benchmark 3

			5. Study Skills:	
CA ELA Content Standards:	<p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p> <p>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel [= <i>su/</i> per]; vowel-consonant/consonant-vowel [= <i>sup/</i> per]).</p> <p>1.3 Decode two-syllable nonsense words and regular multisyllable words.</p> <p>1.4 Recognize common abbreviations [e.g., <i>Jan., Sun., Mr., St.</i>].</p> <p>1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p> <p>1.8 Use knowledge of individual words in unknown compound words to predict their meaning.</p> <p>1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.</p> <p>1.7 Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>).</p> <p>1.8 Spell basic short-vowel, long-vowel, <i>r</i>- controlled, and consonant-blend patterns correctly.</p>	<p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p> <p>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel [= <i>su/</i> per]; vowel-consonant/consonant-vowel [= <i>sup/</i> per]).</p> <p>1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p> <p>1.7 Understand and explain common antonyms and synonyms.</p> <p>1.8 Use knowledge of individual words in unknown compound words to predict their meaning.</p> <p>1.9 Know the meaning of simple prefixes and suffixes [e.g., <i>over-, un-, -ing, -ly</i>].</p> <p>2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.</p> <p>2.2 State the purpose in reading (i. e., tell what information is sought).</p> <p>2.3 Use knowledge of the author's purpose(s) to comprehend informational text.</p> <p>2.4 Ask clarifying questions about essential textual elements of exposition [e.g., <i>why, what if, how</i>].</p> <p>2.5 Restate facts and details in the text to clarify and organize</p>	<p>1.1 Group related ideas and maintain a consistent focus.</p> <p>1.2 Create readable documents with legible handwriting.</p> <p>1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).</p> <p>1.4 Revise original drafts to improve sequence and provide more descriptive detail.</p> <p>1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.</p> <p>1.1 Distinguish between complete and incomplete sentences.</p> <p>1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.</p> <p>1.7 Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>).</p> <p>1.8 Spell basic short-vowel, long-vowel, <i>r</i>- controlled, and consonant-blend patterns correctly.</p> <p>1.2 Ask for clarification and explanation of stories and ideas.</p>	

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## Scope and Sequence: Grade Second

		<p>ideas.</p> <p>2.6 Recognize cause-and-effect relationships in a text</p> <p>2.7 Interpret information from diagrams, charts, and graphs</p> <p>3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.</p> <p>1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).</p> <p>1.2 Ask for clarification and explanation of stories and ideas.</p> <p>1.3 Paraphrase information that has been shared orally by others.</p> <p>1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).</p> <p>1.7 Recount experiences in a logical sequence.</p> <p>1.8 Retell stories, including characters, setting, and plot.</p> <p>1.9 Report on a topic with supportive facts and details.</p>	<p>1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).</p>	
<b>Subject/Unit Title: ELA Around the Town</b>				
<b>Estimated Time Frame (#of Days): 30</b>				
<b>Unit :3</b>				
<b>Lesson 1-5</b>	Part 1: Preparing to Read	Part 2: Reading and Responding	Part 3: Language Arts	<b>Assessments</b>
<b>Week 1</b>	<p>1. Phonics and Fluency</p> <ul style="list-style-type: none"> <li>• /long i/ spelled _igh, i, and i_e</li> <li>• Decodable Stories, Book 4, Stories 25-26</li> </ul>	<p>1. Vocabulary:</p> <p>2. Comprehension Strategies</p> <ul style="list-style-type: none"> <li>• Asking Questions</li> <li>• Making Connections</li> <li>• Summarizing</li> </ul>	<p>1. Writing: Writing on Demand</p> <p>2. Spelling: /long i/</p> <p>3. Penmanship: Lowercase v</p>	Lesson and Unit Assessment Book 1

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	<ul style="list-style-type: none"> <li>High Frequency Words ( light, work, myself, try, fly)</li> </ul>	<ul style="list-style-type: none"> <li>Making Inferences</li> </ul> <p>3. Fluency: 4. Inquiry</p>	<p>and w</p> <p>4. Grammar, Usage, and Mechanics: Comparative Adjectives and Articles</p> <p>5. Study Skills: Asking Questions</p> <p>6. Listening/Speaking/Viewing: Presenting a Story</p>	
<b>Week 2</b>	<p>1. Phonics and Fluency</p> <ul style="list-style-type: none"> <li>/long o/ spelled _ow and oa_</li> <li>Decodable Stories, Book 4, Story 27</li> <li>High Frequency Words ( grown, own, show)</li> </ul>	<p>1. Vocabulary:</p> <p>2. Comprehension Strategies</p> <ul style="list-style-type: none"> <li>Asking Questions</li> <li>Making Connections</li> <li>Clarifying</li> <li>Classify and Categorize</li> </ul> <p>3. Fluency: 4. Inquiry</p>	<p>1. Writing: Writing on Demand</p> <p>2. Spelling: /long o/</p> <p>3. Penmanship: Lowercase y and z</p> <p>4. Grammar, Usage, and Mechanics: Capitalization- Days, Months, Cities, and States</p> <p>5. Study Skills: Parts of the Library or Media Center</p> <p>6. Listening/Speaking/Viewing: Using Pictures to Answer Questions</p>	Lesson and Unit Assessment Book 1
<b>Week 3</b>	<p>1. Phonics and Fluency</p> <ul style="list-style-type: none"> <li>Review Lesson 1</li> <li>Decodable Stories, Book 4, Story 28</li> </ul>	<p>1. Vocabulary:</p> <p>2. Comprehension Strategies</p> <ul style="list-style-type: none"> <li>Asking Questions</li> <li>Clarifying</li> </ul>	<p>1. Writing: Describing an Event</p> <p>2. Spelling: Review /long i/ and /long o/</p>	Lesson and Unit Assessment Book 1

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	<ul style="list-style-type: none"> <li>High Frequency Words ( pull)</li> </ul> <p>2. Phonics and Fluency</p> <ul style="list-style-type: none"> <li>Review Lesson 2</li> </ul>	<ul style="list-style-type: none"> <li>Making Inferences</li> <li>Author’s Point of View</li> <li>Fact and Opinion</li> </ul> <p>3. Fluency:</p> <p>4. Inquiry</p>	<p>3. Penmanship: Review lowercase v, w, y, and z</p> <p>4. Grammar, Usage, and Mechanics: Commas- Items in a Series</p> <p>5. Study Skills: Using a Map</p> <p>6. Listening/Speaking/Viewing: Using Facts to Support the Focus of a Presentation</p>	
<b>Week 4</b>	<p>1. Phonics and Fluency</p> <ul style="list-style-type: none"> <li>/long u/ spelled _ew and _ue</li> <li>Decodable Stories, Book 4, Story 29</li> <li>Review /long u/ spelled u and u_e</li> </ul>	<p>1. Vocabulary:</p> <p>2. Comprehension Strategies</p> <ul style="list-style-type: none"> <li>Asking Questions</li> <li>Summarizing</li> <li>Adjusting Reading Speed</li> <li>Drawing Conclusions</li> </ul> <p>3. Fluency:</p> <p>4. Inquiry</p>	<p>1. Writing: Describing a Job</p> <p>2. Spelling: /long u/</p> <p>3. Penmanship: Lowercase k and x</p> <p>4. Grammar, Usage, and Mechanics: Subject/Verb Agreement</p> <p>5. Study Skills: Using Newspapers and Magazines</p> <p>6. Listening/Speaking/Viewing: Presenting a Summary</p>	Lesson and Unit Assessment Book 1
<b>Week 5</b>	<p>1. Phonics and Fluency</p> <ul style="list-style-type: none"> <li>Open and Closed Syllables</li> <li>Decodable Stories,</li> </ul>	<p>1. Vocabulary:</p> <p>2. Comprehension Strategies</p> <ul style="list-style-type: none"> <li>Making Connections</li> <li>Predicting</li> </ul>	<p>1. Writing: Describing an Event: News Story</p> <p>2. Spelling: /long u/</p>	Lesson and Unit Assessment Book 1

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## Scope and Sequence: Grade Second

	<p>Book 4, Story 30</p> <ul style="list-style-type: none"> <li>High Frequency Words (today)</li> </ul> <p>2. Phonics and Fluency</p> <ul style="list-style-type: none"> <li>Review Lesson 4</li> </ul>	<ul style="list-style-type: none"> <li>Adjusting Reading Speed</li> <li>Compare and Contrast</li> </ul> <p>3. Fluency:</p> <p>4. Inquiry</p>	<p>3. Penmanship: Lowercase j and q</p> <p>4. Grammar, Usage, and Mechanics: Adverbs</p> <p>5. Study Skills: Parts of a book</p> <p>6. Listening/Speaking/Viewing: Making Connections</p>	
<b>Week 6</b>	<p>1. Phonics and Fluency</p> <p>2. Phonics and Fluency</p>	<p>1. Vocabulary:</p> <p>2. Comprehension Strategies</p> <p>3. Fluency:</p> <p>4. Test Taking Strategies: Comparing Answer Choices</p> <p>5. Inquiry</p>	<p>1. Writing: Describing an Event: News Story</p> <p>2. Spelling:</p> <p>3. Penmanship: Review Lowercase k, x, j, and q</p> <p>4. Grammar, Usage, and Mechanics:</p> <p>5. Study Skills:</p>	<p>Lesson and Unit Assessment Book 1</p> <p>End of Unit Writing Prompt</p>
<b>CA ELA Content Standards:</b>	<p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p> <p>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel [= <i>su/per</i>]; vowel-consonant/consonant-vowel [= <i>sup/per</i>]).</p> <p>1.3 Decode two-syllable nonsense words and regular</p>	<p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p> <p>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel [= <i>su/per</i>]; vowel-consonant/consonant-vowel [= <i>sup/per</i>]).</p> <p>1.6 Read aloud fluently and accurately and with appropriate</p>	<p>1.1 Group related ideas and maintain a consistent focus.</p> <p>1.2 Create readable documents with legible handwriting.</p> <p>1.4 Revise original drafts to improve sequence and provide more descriptive detail.</p>	

<p>multisyllable words.</p> <p>1.4 Recognize common abbreviations [e.g., <i>Jan., Sun., Mr., St.</i>].</p> <p>1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p> <p>1.10 Identify simple multiple-meaning words.</p> <p>1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.</p> <p>1.7 Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>).</p> <p>1.8 Spell basic short-vowel, long-vowel, <i>r-</i> controlled, and consonant-blend patterns correctly.</p>	<p>intonation and expression.</p> <p>1.7 Understand and explain common antonyms and synonyms.</p> <p>1.8 Use knowledge of individual words in unknown compound words to predict their meaning.</p> <p>1.9 Know the meaning of simple prefixes and suffixes [e.g., <i>over-, un-, -ing, -ly</i>].</p> <p>2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.</p> <p>2.2 State the purpose in reading (i. e., tell what information is sought).</p> <p>2.4 Ask clarifying questions about essential textual elements of exposition [e.g., <i>why, what if, how</i>].</p> <p>2.5 Restate facts and details in the text to clarify and organize ideas.</p> <p>2.7 Interpret information from diagrams, charts, and graphs.</p> <p>2.8 Follow two-step written instructions.</p> <p>3.1 Compare and contrast plots, settings, and characters presented by different authors.</p> <p>3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.</p> <p>1.5 Organize presentations to maintain a clear focus.</p> <p>1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).</p>	<p>1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.</p> <p>1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.</p> <p>1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.</p> <p>1.7 Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>).</p> <p>1.8 Spell basic short-vowel, long-vowel, <i>r-</i> controlled, and consonant-blend patterns correctly.</p> <p>1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).</p> <p>1.7 Recount experiences in a logical sequence.</p> <p>1.8 Retell stories, including characters, setting, and plot.</p> <p>2.1 Recount experiences or present stories:</p> <p>Move through a logical sequence of events.</p> <p>Describe story elements (e.g.,</p>	
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Scope and Sequence: Grade Second

		<p>1.7 Recount experiences in a logical sequence</p> <p>.1.8 Retell stories, including characters, setting, and plot.</p> <p>1.9 Report on a topic with supportive facts and details.</p> <p>2.1 Recount experiences or present stories:</p> <ul style="list-style-type: none"> <li>• Move through a logical sequence of events.</li> <li>• Describe story elements (e.g., characters, plot, setting)</li> </ul>	characters, plot, setting).	
<b>Subject/Unit Title: ELA Look Again</b>				
<b>Estimated Time Frame (#of Days): 30</b>				
<b>Unit :4</b>				
<b>Lesson 1-5</b>	Part 1: Preparing to Read	Part 2: Reading and Responding	Part 3: Language Arts	<b>Assessments</b>
<b>Week 1</b>	<p>1. Phonics and Fluency</p> <ul style="list-style-type: none"> <li>• /long oo/ spelled oo</li> <li>• Decodable Stories, Book 5, Story 32</li> <li>• High Frequency Words (soon)</li> </ul> <p>2. Word Analysis</p> <ul style="list-style-type: none"> <li>• Plurals</li> </ul>	<p>1. Comprehension Strategies</p> <ul style="list-style-type: none"> <li>• Asking Questions</li> <li>• Making Connections</li> <li>• Clarifying</li> <li>• Main Idea and Details</li> </ul> <p>2. Fluency: Leveled Reader</p> <p>3. Selection Vocabulary</p> <p>4. Inquiry</p>	<p>1. Writing: Describing an Event</p> <p>2. Spelling: /long oo/</p> <p>3. Penmanship: Capital Letters F and T</p> <p>4. Grammar, Usage, and Mechanics: Colons</p>	Lesson and Unit Assessment Book 2

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## Scope and Sequence: Grade Second

	<ul style="list-style-type: none"> <li>• Synonyms</li> <li>• Antonyms</li> </ul>		<p>5. Study Skills: Skimming Text</p> <p>6. Listening/Speaking/Viewing: Learning from Pictures</p>	
<b>Week 2</b>	<p>1. Phonics and Fluency</p> <ul style="list-style-type: none"> <li>• /long oo/ spelled u, u_e, _ew, and _ue</li> <li>• Decodable Stories, Book 5, Stories 33-34</li> <li>• High Frequency Words (new)</li> </ul> <p>2. Word Analysis</p> <ul style="list-style-type: none"> <li>• Compound Word</li> <li>• Contraction</li> </ul>	<p>1. Comprehension Strategies</p> <ul style="list-style-type: none"> <li>• Asking Questions</li> <li>• Predicting</li> <li>• Adjusting Reading Speed</li> </ul> <p>Reality And Fantasy</p> <p>2. Fluency: Leveled Reader</p> <p>3. Selection Vocabulary</p> <p>4. Inquiry</p>	<p>1. Writing: Writing a Research Report</p> <p>2. Spelling: /long oo/</p> <p>3. Penmanship: Capital Letters P and R</p> <p>4. Grammar, Usage, and Mechanics: Contractions</p> <p>5. Study Skills: Taking Notes</p> <p>6. Listening/Speaking/Viewing: Word Choice</p>	Lesson and Unit Assessment Book 2
<b>Week 3</b>	<p>1. Phonics and Fluency</p> <ul style="list-style-type: none"> <li>• /oo/ spelled oo</li> <li>• Decodable Stories, Book 5, Story 35</li> <li>• High Frequency Words (wash, warm)</li> </ul> <p>2. Word Analysis</p> <ul style="list-style-type: none"> <li>• Prefix dis-</li> <li>• Prefix un-</li> </ul>	<p>1. Comprehension Strategies</p> <ul style="list-style-type: none"> <li>• Asking Questions</li> <li>• Making Connections</li> <li>• Clarifying</li> <li>• Summarizing</li> <li>• Author’s Purpose</li> <li>• Fact and Opinion</li> </ul> <p>2. Fluency: Leveled Reader</p> <p>3. Selection Vocabulary</p> <p>4. Inquiry</p>	<p>1. Writing: Writing a Research Report</p> <p>2. Spelling: /oo/</p> <p>3. Penmanship: Review Capital Letters F, T, P, and R</p> <p>4. Grammar, Usage, and Mechanics: Pronouns</p> <p>5. Study Skills: Using a Table of Contents and an Index</p>	Lesson and Unit Assessment Book 2

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Scope and Sequence: Grade Second

			6. Listening/Speaking/Viewing: Purpose of Speech	
<b>Week 4</b>	<p>1. Phonics and Fluency</p> <ul style="list-style-type: none"> <li>• /ow/ spelled ow and ou_</li> <li>• Decodable Stories, Book 5, Story 36</li> <li>• High Frequency Words (found, round, sound)</li> </ul> <p>2. Word Analysis</p> <ul style="list-style-type: none"> <li>• Prefix mis-</li> <li>• Prefix mid-</li> </ul>	<p>1. Comprehension Strategies</p> <ul style="list-style-type: none"> <li>• Asking Questions</li> <li>• Predicting</li> <li>• Making Connections</li> <li>• Classify and Categorize</li> </ul> <p>2. Fluency: Leveled Reader</p> <p>3. Selection Vocabulary</p> <p>4. Inquiry</p>	<p>1. Writing: Responding to Literature</p> <p>2. Spelling: /ow/</p> <p>3. Penmanship: Capital Letters A, M, and N</p> <p>4. Grammar, Usage, and Mechanics: Possessive Nouns and Pronouns</p> <p>5. Study Skills: Finding Information</p> <p>6. Listening/Speaking/Viewing: Conversation</p>	Lesson and Unit Assessment Book 2
<b>Week 5</b>	<p>1. Phonics and Fluency</p> <ul style="list-style-type: none"> <li>• /long oo/ spelled oo, u, u_e, _ew, and _ue</li> <li>• /oo/ spelled oo</li> <li>• /ow/ spelled ow and ou_</li> <li>• Decodable Stories, Book 5, Story 37</li> <li>• High Frequency Words (picture)</li> </ul> <p>2. Word Analysis</p> <ul style="list-style-type: none"> <li>• Inflectional</li> </ul>	<p>1. Comprehension Strategies</p> <ul style="list-style-type: none"> <li>• Clarifying</li> <li>• Summarizing</li> <li>• Visualizing</li> <li>• Compare and Contrast</li> </ul> <p>2. Fluency: Leveled Reader</p> <p>3. Selection Vocabulary</p> <p>4. Inquiry</p>	<p>1. Writing: Comparing and Contrasting</p> <p>2. Spelling: Review /long oo/, /oo/, /ow/</p> <p>3. Penmanship: Capital Letters B and D</p> <p>4. Grammar, Usage, and Mechanics: Verb Tense</p> <p>5. Study Skills: Using Globes and Atlases</p>	Lesson and Unit Assessment Book 2

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## Scope and Sequence: Grade Second

	<p>Endings</p> <ul style="list-style-type: none"> <li>• Comparative Endings –er</li> <li>• Irregular Plurals</li> </ul>		<p>6. Listening/Speaking/Viewing: Listening for Details</p>	
<b>Week 6</b>	<p>1. Phonics and Fluency</p> <ul style="list-style-type: none"> <li>• Decodable Stories, Book 5, Story 38</li> <li>• High Frequency Words (full)</li> </ul> <p>2. Word Analysis</p>	<p>1. Vocabulary: 2. Reading With a Writer’s Eye 3. Comprehension Strategies 4. Fluency: 5. Test Taking Strategies: Working Methodically 6. Inquiry</p>	<p>1. Writing: Quick Write 2. Spelling: 3. Penmanship: Review Capital Letters A, M, N, M, and D 4. Grammar, Usage, and Mechanics: 5. Study Skills:</p>	<p>Lesson and Unit Assessment Book 2 Benchmark 5</p>
<b>CA ELA Content Standards:</b>	<p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel [= <i>su/per</i>]; vowel-consonant/consonant-vowel [= <i>sup/per</i>]). 1.3 Decode two-syllable nonsense words and regular multisyllable words. 1.4 Recognize common abbreviations [e.g., <i>Jan., Sun., Mr., St.</i>]. 1.5 Identify and correctly use regular plurals [e.g., -s, -es, -ies] and irregular</p>	<p>1.6 Read aloud fluently and accurately and with appropriate intonation and expression. 1.7 Understand and explain common antonyms and synonyms. 1.9 Know the meaning of simple prefixes and suffixes [e.g., <i>over-, un-, -ing, -ly</i>]. 1.10 Identify simple multiple-meaning words. 2.1 Use titles, tables of contents, and chapter headings to locate information in expository text. 2.2 State the purpose in reading (i. e., tell what information is sought). 2.3 Use knowledge of the author's purpose( s) to comprehend informational text. 2.4 Ask clarifying questions</p>	<p>1.1 Group related ideas and maintain a consistent focus. 1.4 Revise original drafts to improve sequence and provide more descriptive detail. 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking. 1.7 Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>). 1.8 Spell basic short-vowel, long-vowel, <i>r-</i> controlled, and consonant-blend patterns correctly. 1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).</p>	

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	<p>plurals [e.g., <i>fly/ flies, wife/ wives</i>].</p> <p>1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p> <p>1.7 Understand and explain common antonyms and synonyms.</p> <p>1.8 Use knowledge of individual words in unknown compound words to predict their meaning.</p> <p>1.9 Know the meaning of simple prefixes and suffixes [e.g., <i>over-, un-, -ing, -ly</i>].</p> <p>1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.</p> <p>1.8 Spell basic short-vowel, long-vowel, <i>r</i>-controlled, and consonant-blend patterns correctly.</p>	<p>about essential textual elements of exposition [e.g., <i>why, what if, how</i>].</p> <p>2.5 Restate facts and details in the text to clarify and organize ideas.</p> <p>2.7 Interpret information from diagrams, charts, and graphs.</p> <p>3.1 Compare and contrast plots, settings, and characters presented by different authors.</p> <p>1.5 Organize presentations to maintain a clear focus.</p> <p>1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).</p> <p>1.9 Report on a topic with supportive facts and details.</p>		
<b>Subject/Unit Title: ELA Courage</b>				
<b>Estimated Time Frame (#of Days): 30</b>				
<b>Unit :5</b>				
<b>Lesson 1-5</b>	Part 1: Preparing to Read	Part 2: Reading and Responding	Part 3: Language Arts	<b>Assessments</b>
<b>Week 1</b>	<p>1. Phonics and Fluency</p> <ul style="list-style-type: none"> <li>• /aw/ spelled aw and au_</li> <li>• Decodable Stories, Book 6,</li> </ul>	<p>1. Comprehension Strategies</p> <ul style="list-style-type: none"> <li>• Making Connections</li> <li>• Clarifying</li> <li>• Summarizing</li> <li>• Reality and Fantasy</li> </ul>	<p>1. Writing: Personal Letter</p> <p>2. Spelling: /aw/</p> <p>3. Penmanship: Capital Letters</p>	Lesson and Unit Assessment Book 2

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## Scope and Sequence: Grade Second

	<p>Story 39</p> <ul style="list-style-type: none"> <li>High Frequency Words (draw)</li> </ul> <p>2. Word Analysis</p> <ul style="list-style-type: none"> <li>Suffix –er</li> <li>Suffix -ness</li> </ul>	<p>2. Fluency: Leveled Reader</p> <p>3. Selection Vocabulary</p> <p>4. Inquiry</p>	<p>C, G, and S</p> <p>4. Grammar, Usage, and Mechanics: Capitalization and Commas – Greetings and Closing in Letters</p> <p>5. Study Skills: Conducting an Interview</p> <p>6. Listening/Speaking/Viewing: Listening for Details</p>	
<b>Week 2</b>	<p>1. Phonics and Fluency</p> <ul style="list-style-type: none"> <li>/aw/ spelled augh, ough, all, and al</li> <li>Decodable Stories, Book 6, Story 40</li> <li>High Frequency Words (small)</li> </ul> <p>2. Word Analysis</p> <ul style="list-style-type: none"> <li>Suffixes –ly and -y</li> <li>Suffix –ed with Double Final Consonants</li> </ul>	<p>1. Comprehension Strategies</p> <ul style="list-style-type: none"> <li>Asking Question</li> <li>Making Connections</li> <li>Clarifying</li> <li>Summarizing</li> <li>Cause and Effect</li> </ul> <p>2. Fluency: Leveled Reader</p> <p>3. Selection Vocabulary</p> <p>4. Inquiry</p>	<p>1. Writing: Responding to Literature</p> <p>2. Spelling: /aw/</p> <p>3. Penmanship: Capital Letters E and H</p> <p>4. Grammar, Usage, and Mechanics: Word Order</p> <p>5. Study Skills: Making Observations</p> <p>6. Listening/Speaking/Viewing: Descriptive Sharing</p>	Lesson and Unit Assessment Book 2
<b>Week 3</b>	<p>1. Phonics and Fluency</p> <ul style="list-style-type: none"> <li>ough spelling pattern</li> <li>Decodable Stories, Book 6,</li> </ul>	<p>1. Comprehension Strategies</p> <ul style="list-style-type: none"> <li>Asking Questions</li> <li>Making Connections</li> <li>Predicting</li> <li>Summarizing</li> </ul>	<p>1. Writing: Fantasy</p> <p>2. Spelling: ough Spelling</p> <p>3. Penmanship: Review Capital</p>	Lesson and Unit Assessment Book 2

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## Scope and Sequence: Grade Second

	<p>Story 41</p> <ul style="list-style-type: none"> <li>• High Frequency Words (laugh)</li> </ul> <p>2. Word Analysis</p> <ul style="list-style-type: none"> <li>• Suffixes –less and –ful</li> <li>• Prefixes and Suffixes as Syllables</li> </ul>	<ul style="list-style-type: none"> <li>• Making Inferences</li> </ul> <p>2. Fluency: Leveled Reader</p> <p>3. Selection Vocabulary</p> <p>4. Inquiry</p>	<p>Letters C, G, S, E, and H</p> <p>4. Grammar, Usage, and Mechanics: Quotation Marks and Commas- Dialogue</p> <p>5. Study Skills: Polls and Bar Graphs</p> <p>6. Listening/Speaking/Viewing: Using Gestures</p>	
<b>Week 4</b>	<p>1. Phonics and Fluency</p> <ul style="list-style-type: none"> <li>• /oi/ spelled oi and _oy</li> <li>• Decodable Stories, Book 6, Story 42</li> <li>• High Frequency Words (always)</li> </ul> <p>2. Word Analysis</p> <ul style="list-style-type: none"> <li>• Multiple - Meaning Words</li> <li>• Homophones</li> </ul>	<p>1. Comprehension Strategies</p> <ul style="list-style-type: none"> <li>• Predicting</li> <li>• Summarizing</li> <li>• Adjusting Reading Speed</li> <li>• Sequence</li> </ul> <p>2. Fluency: Leveled Reader</p> <p>3. Selection Vocabulary</p> <p>4. Inquiry</p>	<p>1. Writing: Fantasy</p> <p>2. Spelling: /oi/</p> <p>3. Penmanship: Capital Letters I and J</p> <p>4. Grammar, Usage, and Mechanics: Conjunctions</p> <p>5. Study Skills: Using Dictionary, a Glossary, or a Thesaurus</p> <p>6. Listening/Speaking/Viewing: Media Communication</p>	Lesson and Unit Assessment Book 2
<b>Week 5</b>	<p>1. Phonics and Fluency</p> <ul style="list-style-type: none"> <li>• Review Lesson 1, 2, and 4</li> <li>• Decodable Stories, Book 6, Story 43</li> </ul>	<p>1. Comprehension Strategies</p> <ul style="list-style-type: none"> <li>• Asking Questions</li> <li>• Making Connections</li> <li>• Predicting</li> <li>• Summarizing</li> <li>• Author’s Purpose</li> </ul>	<p>1. Writing: Realistic Story</p> <p>2. Spelling: Review /aw/ and /oi/</p> <p>3. Penmanship: Capital Letters</p>	Lesson and Unit Assessment Book 2

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## Scope and Sequence: Grade Second

	<p>2. Word Analysis</p> <ul style="list-style-type: none"> <li>Words with the Same Base</li> </ul>	<ul style="list-style-type: none"> <li>Cause and Effect</li> </ul> <p>2. Fluency: Leveled Reader 3. Selection Vocabulary 4. Inquiry</p>	<p>O and Q</p> <p>4. Grammar, Usage, and Mechanics: Compound Sentences</p> <p>5. Study Skills: Compiling Notes into Outlines</p> <p>6. Listening/Speaking/Viewing: Using Synonyms and Antonyms to Enhance Speech</p>	
<b>Week 6</b>	<p>1. Phonics and Fluency 2. Word Analysis</p>	<p>1. Vocabulary 2. Comprehension Strategies 3. Fluency: 4. Test Taking Strategies: Referring to a Story to Answer Questions 5. Inquiry</p>	<p>1. Writing: Realistic Story</p> <p>2. Spelling:</p> <p>3. Penmanship: Review Capital Letters I, J, O, and Q</p> <p>4. Grammar, Usage, and Mechanics:</p> <p>5. Study Skills:</p>	<p>Lesson and Unit Assessment Book 2 Benchmark 6</p>
CA ELA Content Standards:	<p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p> <p>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel [= su/per]; vowel-consonant/consonant-vowel [= sup/per]).</p>	<p>1.3 Decode two-syllable nonsense words and regular multisyllable words.</p> <p>1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p> <p>1.7 Understand and explain common antonyms and synonyms.</p> <p>1.9 Know the meaning of simple prefixes and suffixes [e.g., over-, un-, -ing, -ly].</p>	<p>1.1 Group related ideas and maintain a consistent focus.</p> <p>1.2 Create readable documents with legible handwriting.</p> <p>1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).</p>	

	<p>1.3 Decode two-syllable nonsense words and regular multisyllable words.</p> <p>1.4 Recognize common abbreviations [e.g., <i>Jan.</i>, <i>Sun.</i>, <i>Mr.</i>, <i>St.</i>].</p> <p>1.5 Identify and correctly use regular plurals [e.g., <i>-s</i>, <i>-es</i>, <i>-ies</i>] and irregular plurals [e.g., <i>fly/flies</i>, <i>wife/wives</i>].</p> <p>1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p> <p>1.8 Use knowledge of individual words in unknown compound words to predict their meaning.</p> <p>1.9 Know the meaning of simple prefixes and suffixes [e.g., <i>over-</i>, <i>un-</i>, <i>-ing</i>, <i>-ly</i>].</p> <p>1.10 Identify simple multiple-meaning words.</p> <p>1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking</p> <p>1.8 Spell basic short-vowel, long-vowel, <i>r</i>-controlled, and consonant-blend patterns correctly.</p>	<p>2.2 State the purpose in reading (i. e., tell what information is sought).</p> <p>2.4 Ask clarifying questions about essential textual elements of exposition [e.g., <i>why</i>, <i>what if</i>, <i>how</i>].</p> <p>2.5 Restate facts and details in the text to clarify and organize ideas.</p> <p>2.6 Recognize cause-and-effect relationships in a text.</p> <p>1.1 Group related ideas and maintain a consistent focus.</p> <p>2.1 Write brief narratives based on their experiences:</p> <ul style="list-style-type: none"> <li>• Move through a logical sequence of events.</li> <li>• Describe the setting, characters, objects, and events in detail.</li> </ul> <p>1.5 Organize presentations to maintain a clear focus.</p> <p>1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).</p>	<p>1.4 Revise original drafts to improve sequence and provide more descriptive detail.</p> <p>2.1 Write brief narratives based on their experiences:</p> <ul style="list-style-type: none"> <li>• Move through a logical sequence of events.</li> <li>• Describe the setting, characters, objects, and events in detail.</li> </ul> <p>2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.</p> <p>1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.</p> <p>1.5 Use quotation marks correctly</p> <p>1.7 Spell frequently used, irregular words correctly (e.g., <i>was</i>, <i>were</i>, <i>says</i>, <i>said</i>, <i>who</i>, <i>what</i>, <i>why</i>).</p> <p>1.8 Spell basic short-vowel, long-vowel, <i>r</i>- controlled, and consonant-blend patterns correctly.</p> <p>1.5 Organize presentations to maintain a clear focus.</p> <p>1.6 Speak clearly and at an appropriate pace for the type of</p>	
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			<p>communication (e.g., informal discussion, report to class).</p> <p>1.7 Recount experiences in a logical sequence.</p> <p>1.9 Report on a topic with supportive facts and details.</p>	
<b>Subject/Unit Title: ELA America’s People</b>				
<b>Estimated Time Frame (#of Days): 30</b>				
<b>Unit :6</b>				
<b>Lesson 1-5</b>	Part 1: Preparing to Read	Part 2: Reading and Responding	Part 3: Language Arts	<b>Assessments</b>
<b>Week 1</b>	<p>1. Phonics and Fluency</p> <ul style="list-style-type: none"> <li>Contrasts with /long o/ and /ow/, /long o/ and /long u/, /long oo/ and /oo/</li> <li>Decodable Stories, Book7, Story 45</li> </ul> <p>2. Word Analysis Review</p>	<p>1. Comprehension Strategies</p> <ul style="list-style-type: none"> <li>Making Connections</li> <li>Clarifying</li> <li>Visualizing</li> <li>Fact and Opinion</li> </ul> <p>2. Fluency: Leveled Reader</p> <p>3. Selection Vocabulary</p> <p>4. Inquiry</p>	<p>1. Writing: Formal Letter</p> <p>2. Spelling: Contrast Spellings for /long o/ and /ow/, /long oo/ and /u/, /long oo/ and /oo/</p> <p>3. Penmanship: Capital Letters L and Z</p> <p>4. Grammar, Usage, and Mechanics: Review</p> <p>5. Study Skills: Choosing Sources of Information</p> <p>6. Listening/Speaking/Viewing: Paraphrasing</p>	Lesson and Unit Assessment Book 2

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<p><b>Week 2</b></p>	<p>1. Phonics and Fluency</p> <ul style="list-style-type: none"> <li>• Silent Letters</li> <li>• Decodable Stories, Book7, Story 46</li> </ul> <p>2. Word Analysis Review</p>	<p>1. Comprehension Strategies</p> <ul style="list-style-type: none"> <li>• Making Connections</li> <li>• Asking Questions</li> <li>• Summarizing</li> </ul> <p>2. Fluency: Leveled Reader</p> <p>3. Selection Vocabulary</p> <p>4. Inquiry</p>	<p>1. Writing: Responding to Literature</p> <p>2. Spelling: Silent Letters</p> <p>3. Penmanship: Capital Letters U and W</p> <p>4. Grammar, Usage, and Mechanics: Review</p> <p>5. Study Skills: Using an Encyclopedia</p> <p>6. Listening/Speaking/Viewing: Determining the Purpose of a Presentation</p>	<p>Lesson and Unit Assessment Book 2</p>
<p><b>Week 3</b></p>	<p>1. Phonics and Fluency</p> <ul style="list-style-type: none"> <li>• Three-Letter initial consonant blends</li> <li>• Decodable Stories, Book7, Story 47</li> </ul> <p>2. Word Analysis Review</p>	<p>1. Comprehension Strategies</p> <ul style="list-style-type: none"> <li>• Asking Questions</li> <li>• Clarifying</li> <li>• Summarizing</li> <li>• Adjusting Reading Speed</li> <li>• Main Idea and Details</li> </ul> <p>2. Fluency: Leveled Reader</p> <p>3. Selection Vocabulary</p> <p>4. Inquiry</p>	<p>1. Writing: Persuasive Writing</p> <p>2. Spelling: Three-Letter Initial Consonant Blends</p> <p>3. Penmanship: Review Capital Letters L, Z, U, and W</p> <p>4. Grammar, Usage, and Mechanics: Review</p> <p>5. Study Skills: Using Multiple Resources</p> <p>6. Listening/Speaking/Viewing: Describing Pictures</p>	<p>Lesson and Unit Assessment Book 2</p>

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<p><b>Week 4</b></p>	<p>1. Phonics and Fluency</p> <ul style="list-style-type: none"> <li>• Contrasts for /aw/ and /ow/</li> <li>• Decodable Stories, Book7, Story 48</li> </ul> <p>2. Word Analysis Review</p>	<p>1. Comprehension Strategies</p> <ul style="list-style-type: none"> <li>• Predicting</li> <li>• Summarizing</li> <li>• Adjusting Reading Speed</li> <li>• Author’s Point of View</li> <li>• Making Inferences</li> </ul> <p>2. Fluency: Leveled Reader</p> <p>3. Selection Vocabulary</p> <p>4. Inquiry</p>	<p>1. Writing: Describing an Accomplishment</p> <p>2. Spelling: /aw/ and /ow/</p> <p>3. Penmanship: Capital Letters K and X</p> <p>4. Grammar, Usage, and Mechanics: Review</p> <p>5. Study Skills: Newspapers and Magazines</p> <p>6. Listening/Speaking/Viewing: Interacting in Group Discussions</p>	<p>Lesson and Unit Assessment Book 2</p>
<p><b>Week 5</b></p>	<p>1. Phonics and Fluency</p> <ul style="list-style-type: none"> <li>• Review Lessons 1-4</li> <li>• Decodable Stories, Book7, Story 49</li> </ul> <p>2. Word Analysis Review</p>	<p>1. Comprehension Strategies</p> <ul style="list-style-type: none"> <li>• Asking Questions</li> <li>• Clarifying</li> <li>• Adjusting Reading Speed</li> <li>• Drawing Conclusions</li> </ul> <p>2. Fluency: Leveled Reader</p> <p>3. Selection Vocabulary</p> <p>4. Inquiry</p>	<p>1. Writing: Biography</p> <p>2. Spelling: Review</p> <p>3. Penmanship: Capital Letters V and Y</p> <p>4. Grammar, Usage, and Mechanics: Review</p> <p>5. Study Skills: Using New Technology</p> <p>6. Listening/Speaking/Viewing: Fact and Opinion</p>	<p>Lesson and Unit Assessment Book 2</p>

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<p><b>Week 6</b></p>	<p>1. Phonics and Fluency 2. Word Analysis</p>	<p>1. Vocabulary 2. Comprehension Strategies 3. Fluency: 4. Test Taking Strategies: Taking the Best Guess When Unsure of the Answer 5. Inquiry</p>	<p>1. Writing: Biography 2. Spelling: 3. Penmanship: Review Capital Letters K, X, V, and Y 4. Grammar, Usage, and Mechanics: 5. Study Skills:</p>	<p>Lesson and Unit Assessment Book 2 Benchmark 7 End of Unit Writing Prompt</p>
<p>CA ELA Content Standards:</p>	<p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel [= su/per]; vowel-consonant/consonant-vowel [= sup/per]). 1.3 Decode two-syllable nonsense words and regular multisyllable words. 1.4 Recognize common abbreviations [e.g., Jan., Sun., Mr., St.]. 1.5 Identify and correctly use regular plurals [e.g., -s, -es, -ies] and irregular plurals [e.g., fly/flies, wife/wives].</p>	<p>1.6 Read aloud fluently and accurately and with appropriate intonation and expression. 1.7 Understand and explain common antonyms and synonyms. 1.8 Use knowledge of individual words in unknown compound words to predict their meaning. 1.9 Know the meaning of simple prefixes and suffixes [e.g., over-, un-, -ing, -ly]. 1.10 Identify simple multiple-meaning words. 2.2 State the purpose in reading (i. e., tell what information is sought). 2.3 Use knowledge of the author's purpose(s) to comprehend informational text. 2.4 Ask clarifying questions about essential textual elements of exposition [e.g., why, what if, how].</p>	<p>1.1 Group related ideas and maintain a consistent focus. 1.2 Create readable documents with legible handwriting. 1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas). 1.4 Revise original drafts to improve sequence and provide more descriptive detail. 2.1 Write brief narratives based on their experiences: <ul style="list-style-type: none"><li>• Move through a logical sequence of events.</li><li>• Describe the setting, characters, objects, and events in detail.</li></ul>1.1 Distinguish between complete and incomplete sentences.</p>	

	<p>1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p> <p>1.7 Understand and explain common antonyms and synonyms.</p> <p>1.8 Use knowledge of individual words in unknown compound words to predict their meaning.</p> <p>1.9 Know the meaning of simple prefixes and suffixes [e.g., <i>over-</i>, <i>un-</i>, <i>-ing</i>, <i>-ly</i>].</p> <p>1.10 Identify simple multiple-meaning words.</p> <p>1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.</p> <p>1.7 Spell frequently used, irregular words correctly (e.g., <i>was</i>, <i>were</i>, <i>says</i>, <i>said</i>, <i>who</i>, <i>what</i>, <i>why</i>).</p> <p>1.8 Spell basic short-vowel, long-vowel, <i>r</i>-controlled, and consonant-blend patterns correctly.</p>	<p>2.5 Restate facts and details in the text to clarify and organize ideas.</p> <p>2.6 Recognize cause-and-effect relationships in a text.</p> <p>3.1 Compare and contrast plots, settings, and characters presented by different authors.</p> <p>3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.</p> <p>1.5 Organize presentations to maintain a clear focus.</p> <p>1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).</p> <p>1.9 Report on a topic with supportive facts and details.</p>	<p>1.2 Recognize and use the correct word order in written sentences.</p> <p>1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.</p> <p>1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.</p> <p>1.5 Use quotation marks correctly.</p> <p>1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.</p> <p>1.7 Spell frequently used, irregular words correctly (e.g., <i>was</i>, <i>were</i>, <i>says</i>, <i>said</i>, <i>who</i>, <i>what</i>, <i>why</i>).</p> <p>1.8 Spell basic short-vowel, long-vowel, <i>r</i>-controlled, and consonant-blend patterns correctly.</p> <p>1.3 Paraphrase information that has been shared orally by others.</p> <p>1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).</p> <p>1.9 Report on a topic with supportive facts and details.</p>	
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			<p>2.1 Recount experiences or present stories:</p> <p>b. Describe story elements (e.g., characters, plot, setting).</p>	
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