Course Description: Macon Elementary utilizes a reading workshop model to address the reading standards for fiction and nonfiction. This curriculum has been written to align with the revised MO Learning Standards for English Language Arts (approved by the state board of education in April of 2016).

Second Grade Reading Scope and Sequence

	Unit	Timeframe
1	Fairy Tales	3 weeks
2	Friendly Letters	2 weeks
3	Narrative Reading	3 weeks
4	Native Americans	3 weeks
5	Cultural Tales	3 weeks
6	Christmas Around the World	2 weeks
7	Nonfiction Reading	8 weeks
8	Opinion Reading	2 weeks
9	Economics	3 weeks
10	Plants	3 weeks

Unit 1
Fairy Tales

Standards addressed:
2.R.1.A.c Seeking clarification & using information/facts & details about stories & other texts & supporting answers with evidence from text.
2.R.2.A.a Describe the setting, problems, solutions (plot), sequence of events, and the big idea, moral or lesson.
2.R.2.A.b Describe the main characters in works or fiction including their traits, motivations, and feelings.
2.R.2.A.c Compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events.
2.R.2.A.f Compare and Contrast the differences in points of view of characters and how stories are narrated.
Supporting Standards:
2.R.1.A.a Using text features to make and confirm predictions, or explain why not confirmed.
2.R.2.A.e Explain how the story changes based on who is telling the story.
2.R.2.C.a identify characters, setting, acts, and scenes in plays
2.R.2.C.b identify the elements of dialogue and use them in informal plays.

Essential Questions:
How do the fractured fairy tales compare/contrast with the original fairy tale?
Who are the characters in the story?
What is the setting of the story?
What is the problem/solution in the story?

Learning Targets:
Students will be able to compare/contrast traditional fairy tales with fractured fairy tales.

Students will be able to identify the characters in a story.
Students will be able to identify the setting of a story.
Students will be able to find the problem/solution in the story.

Content Vocabulary:
compare/contrast, characters, setting, events, problem/solution, fractured

Standard(s)	Text	Number of Days
2.R.1.A.c 2.R.2.A.a	*Goldilocks and the Three Bears/The Three Snow Bears*	1 week
2.R.1.A.a 2.R.1.A.b 2.R.1.A.c 2.R.2.A.e 2.R.2.A.f 2.R.2.C.a	*Goldilocks and the Three Bullfrogs/The Boy Who Cried Wolf*	1 week
2.R.1.A.c 2.R.2.A.a 2.R.2.A.e 2.R.2.A.f	*The Kitten Who Cried Dog/The Boy Who Cried Bigfoot*	1 week

Unit 2
Friendly Letters

Standards addressed:
2.R.1.A.b asking and *responding to relevant questions.*
2.R.1.A.d *retelling a story's beginning, middle, and end* and determining its central message, lesson, or moral
2.R.2.A.a describe setting, problems, solutions (plot), sequence of events, and the big idea, moral or lesson.
2.R.2.A.b describe main characters in works of fiction, including their traits, motivations, and feelings.

Supporting Standards:
2.W.1.A Applying a writing process to develop a text for audience and purpose.

Essential Questions:
What are the five parts of a friendly letter?
Can students ask/answer relevant questions about the story?
How do you retell a story using the beginning, middle, and end?
Can you describe the sequence of events in the story?

Learning Targets:
Students will be able to identify the five parts of a friendly letter.
Students will be able to ask/answer relevant questions about the story.
Students will be able to retell and/or sequence the story by using the beginning, middle, and end.

Content Vocabulary:
sequence of events, heading, greeting, body, closing, signature

Standard(s)	Text	Number of Days
2.R.1.A.b 2.R.1.A.d	*I Wanna Iguana*	1 week
2.R.1.A.b	*Dear Mr. Blueberry*	1 week

2.R.2.A.a		
2.R.2.A.b		

Unit 3
Narrative Reading

Standards addressed:
2.R.1.A.a Using text features to make and confirm predictions, or explain why not confirmed.
2.R.1.A.b Asking and responding to relevant questions
2.R.1.A.c Seeking clarification and using information/facts and details about stories and other texts and supporting answers with evidence from text.

Supporting Standards:
2.R.1.A.d Retelling a story's beginning, middle, and end and determining its central message, lesson, or moral.
2.R.2.A.b Describe main characters in works of fiction, including their traits, motivations, and feelings.

Essential Questions:
What is a narrative?
How do you restate a question in an answer?
Who are the main characters in the story?
What is the setting of the story?
How do the pictures in the story support your answers to the questions?

Learning Targets:
Students will be able to understand what a narrative is.
Students will be able to restate the question in their answers.
Students will be able to identify the main characters in a story.
Students will be able to identify the setting of the story.
Students will be able to use the pictures to help them understand the story.

Content Vocabulary:
narrative, restate, characters, setting, support, evidence

Standard(s)	Text	Number of Days
2.R.1.A.b 2.R.1.A.c	*Carlos Joins the Team/Julius*	1 week
2.R.1.A.b 2.R.1.A.c	*I Want to go Camping/Chinatown*	1 week
2.R.1.A.a 2.R.1.A.b	*Grandma's Cookie Cutters/Big Bushy Mustache*	1 week

Unit 4
Native Americans

Standards addressed:
2.R.1.A.c Seeking clarification and using information/facts and details about stories and other texts and supporting answers with evidence from text
2.R.1.C.a Text to text (text ideas including similarities and differences in information and relationships in fiction and nonfiction)
2.R.1.D.a Read independently for multiple purposes over sustained periods of time by reading text that is developmentally appropriate
2.R.3.B.c Explain examples of sensory details
Supporting Standards:
2.H.3.A Compare the culture and people in our community across multiple time periods.
2.H.3.B Compare and contrast the habitats, resources, art and daily lives of native American peoples in regions of the US and Missouri, past and present.
EG.5.D.2.a (Movement, Environment, Settlement in one place than another)
2.R.1.A.b Ask and respond to relevant questions
2.R.1.A.c Seeking clarification and using information/facts and details about stories and other texts and supporting answers with evidence from text
2.R.1.D.b Producing evidence of reading
2.R.2.A.d Describe cause-and-effect relationships
2.R.3.A.a Identify the main idea of sections of text and distinguish it from the topic
2.R.3.A.c Use text features to locate specific information
2.R.3.C.d Identify author's purpose
2.R.3.C.e Compare and contrast the most important points presented by text on the same topic.

Essential Questions:
How are the cultures of Native American groups similar or different from each other?
How does their geographic location affect the way they live and use natural resources?

Learning Targets:
Students will be able to compare and contrast the culture of Native American groups.
Students will identify the natural resources and how they relate to the geographic location.

Content Vocabulary
forests, hunting, natural resource, environment, longhouses, Woodland, canoe, moccasins, wigwam, wampum, plank, totem

Standard(s)	Text	Number of Days
2.R.1.A.c	*Eastern Woodland/People of the Great Plains*	1 week
2.R.1.A.c 2.R.3.A.c 2.R.3.B.c	*Native Americans (Cherokee section)*	1 week
2.R.1.A.c 2.R.3.A.c 2.R.3.B.c	*Native Americans (Comanche section)*	1 week

Unit 5
Cultural Tales

Standards addressed:
2.R.1.A.a: Using text features to make and confirm predictions, or explain why not confirmed
2.R.1.A.b: Asking and responding to relevant questions

2.R.1.A.c: Seeking clarification and using information/facts and details about stories and other texts and supporting answers with evidence from text.
2.R.1.A.d: Retelling a story's beginning, middle, and end and determining its central message, lesson, or moral
2.R.2.A.a: Describe setting, problems, solutions (plot), sequence of events, and the big idea, moral or lesson
2.R.2.A.b: Describe main characters in works of fiction, including their traits, motivations, and feelings
Supporting Standards:
2.R.3.B.c: Explain examples of sensory details
2.R.3.C.d: Identify author's purpose (Informational Standard but needs to be included in Literacy as well)

Essential Questions:
Can you identify the main characters, setting, and important events in a story?
What is the moral/lesson of the story?
Can you retell a story using the beginning, middle, and end?

Learning Targets:
Students will be able to identify the main characters, setting, and important events of a story.
Students will be able to identify the moral/lesson of a story.
Students will be able to retell a story by using the beginning, middle and end.

Content Vocabulary:
cultural tale, moral, events, summarize

Standard(s)	Text	Number of Days
2.R.1.A.d 2.R.2.A.b	*The Dog and the Bone, Zomo the Rabbit*	1 week
2.R.1.A.a 2.R.1.A.b 2.R.1.A.d 2.R.2.A.a	*Raven, The Wind and the Sun*	1 week
2.R.1.A. 2.R.2.A.b 2.R.3.B.c	*Monkey/Jabuti the Tortoise*	1 week

Unit 6
Christmas Around the World

Standards addressed:
2.R.1.A.c: Seeking clarification and using information/facts and details about stories and other texts and supporting answers with evidence from text.
2.R.1.C.a: text to text (text ideas including similarities and differences in information and relationships in fiction and nonfiction.
Supporting Standards:
2.EG.5.C.a: Identify and locate the world's 7 continents.
2.L.1.B: Punctuation, Capitalization, Spelling (6-12 Correlation Writing 3A):
2L.1.B.d: Capitalize weeks, days, months, holidays.

Essential Questions:
Can you use ideas from the text to determine the similarities/differences of how cultures celebrate Christmas?
How do different cultures celebrate Christmas?
What are the seven continents and where are they located?

<table>
<tr><td colspan="3">Learning Targets:
Students will be able to use ideas from a text to determine the similarities/differences of two cultures.
Students will learn about cultural differences and the world's 7 Continents.
Students will find evidence to support their findings.</td></tr>
<tr><td colspan="3">Content Vocabulary:
seven continents, traditions, culture</td></tr>
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Standard(s)	Text	Number of Days
2.R.1.A.c 2.R.1.C.a	**North America - Christmas Around the World Passages**	2 days
2.R.1.A.c 2.R.1.C.a	**South America - Christmas Around the World Passage**	1 day
2.R.1.A.c 2.R.1.C.a	**Europe - Christmas Around the World Passages**	2 days
2.R.1.A.c 2.R.1.C.a	**Asia - Christmas Around the World Passages**	2 days
2.R.1.A.c 2.R.1.C.a	**Africa - Christmas Around the World Passage**	1 day
2.R.1.A.c 2.R.1.C.a	**Australia - Christmas Around the World Passage**	1 day

Unit 7
Informative Reading

Standards addressed:
2.R.1.A.a: using text features to make and confirm predictions or explain why not confirmed.
2.R.1.A.b: Asking and responding to relevant questions
2.R.1.A.c Seeking clarification & using information/facts & details about stories & other texts & supporting answers with evidence from text.
2.R.1.B.c: Using context to determine the meaning of a new word or multiple word in text.
2.R.3.A.a: Identify the main idea of sections of text and distinguish them from the topic.
2.R.3.A.b: demonstrate understanding by locating facts to answer and/or ask questions.
2.R.3.A.c: Use text features to locate specific information.
2.R.3.C.a: Explain main idea and supporting details.
2.R.3.C.d: identify the author's purpose.

Supporting Standards:
2.R.1.B.c: using context to determine the meaning of a new word or multi-meaning word in a text.
2.R.1.B.e: Locating words in a dictionary or glossary to determine or clarify the meaning of words or phrases.
2.R.1.C.a: Text to text (text ideas including similarities and differences regarding information and relationships in fiction and nonfiction.)
2.R.1.C.b: Text to world (text ideas regarding experiences in the world)
2.R.1.D.b: Producing evidence of reading.
2.R.3.A.d: Explain common graphic features to assist in the interpretation of text.
2.R.3.C.e Compare and contrast the most important points presented by text on the same topic

Essential Questions:
Can you identify the main idea of a text?
What are supporting details?
Can you determine the author's purpose of a text?
How do you use facts/information from the text to support your answers.

What are the similarities/differences between two presidents?
How do you use text features to locate facts/information in a text?
How do you use text features to make/confirm predictions?
Can you ask and respond to relevant questions about the text?

Learning Targets:
Students will identify the main idea of a text.
Students will find supporting details in a text.
Students will identify the author's purpose of a text.
Students will be able to find facts/information from a text to support their answers.
Students will be able to compare/contrast facts/information about two different presidents.
Students will be able to use text features to locate facts/information.
Students will use text features to make/confirm predictions.
Students will be able to ask and respond to relevant questions.

Content Vocabulary:
text features, headings, glossary, labels, captions, main idea, details, purpose, persuasive, informative, entertainment, facts/information, compare/contrast, prediction

Standard(s)	Text	Number of Days
2.R.3.A.a 2.R.3.C.a	**Places/Science Spin: Life in the Leaves**	1 week
2.R.3.A.a 2.R.3.C.a	**Places in the World/Woods of Wonder**	1 week
2.R.3.A.a 2.R.3.C.a	**Arctic Tundra/Desert/Wetland,Ocean**	1 week
2.R.3.C.d	**Text for Author's Purpose**	1 week
2.R.1.A.c 2.R.3.A.a	**What is Valentine's Day/Valentine's Day**	1 week
2.R.3.C.e 2.R.3.A.b	**Government/Presidents**	1 week
2.R.1.A.a 2.R.3.A.a 2.R.1.A.b	**States of Matter Passages**	2 weeks

Unit 8
Opinion Reading

Standards addressed:
2.R.1.A.a Using text features to make and confirm predictions, or explain why not confirmed.
2.R.1.A.b Asking and responding to relevant questions.
2.R.1.A.c Seeking clarification and using information/facts and details about stories and other texts and supporting answers with evidence from text.
2.R.3.A.b Demonstrate understanding by locating facts to answer and/or ask questions.

Supporting Standards:
2.R.2.A.f Compare and contrast the differences in points of view of characters and how stories are narrated.
2.R.2.A.e Explain how the story changes based on who is telling the story.
2.R.3.C.d Identify the author's purpose.

Essential Questions:
What is the difference between a fact and an opinion?
How do you create a question using information from the text?
What is the difference between a "thick" question and a "thin" question?
Can you restate the question in your answer?

Learning Targets:
Students will be able to determine the difference between a fact and an opinion.
Students will create questions using information from the text.
Students will be able to identify the difference between a "thick" question and a "thin" question.
Students will be able to restate the question in their answer.

Content Vocabulary:
opinion, fact, fiction, thick/thin question; restate

Standard(s)	Text	Number of Days
2.R.1.A.b 2.R.1.A.c	*Click, Clack Moo Cows that Type/Giggle Giggle Quack*	1 week
2.R.3.A.b	Book Club - *What if You had Animal Feet?, What if You had Animal Hair?, What if You had Animal Ears?, What if You had Animal Teeth?*	1 week

Unit 9
Economics (Cross-Curricular)

Standards addressed:
2.R.1.A.c Seeking clarification and using information/facts and details about stories and other texts and supporting answers with evidence from text.

Supporting Standards:
2.R.1.B.c Using context to determine the meaning of a new word or multiple-meaning word in text.
2.R.1.C.b Text to world (text ideas to experiences in the world).
2.RF.4.A.a Read appropriate texts with fluency (rate, accuracy, expression, appropropriate phrasing), with purpose and for comprehension. a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2.E.4.A.a Describe consumption and production and the relationship to goods and services within your region.
2.E.4.A.b Demonstrate how people use money to buy and sell goods and services.
2.E.4.A.c Demonstrate how people barter to exchange goods and services.
2.E.4.A.d Explain the relationship of income, labor and wage

Essential Questions:
How can you use information/facts and details from a text to support answers?
What are goods and services?
What is the relationship between income, labor, and wages?

Learning Targets:
Students will use information/facts and details from a text to support their answers.
Students will identify goods and services.
Students will understand the relationship between income, labor, and wages.

Content Vocabulary:
evidence, support, goods, services, income, labor, wages

Standard(s)	Text/Topic	Number of Days

2.R.1.A.c	***What Can you do with Money?/Scholastic News: Holiday Money***	1 week
2.R.1.A.c	***A Chair for my Mother/The Best Yard Sale***	1 week
2.R.1.A.c	***Erandi's Braids/The Big Buck Adventure***	1 week

Unit 10
Plants (Cross-Curricular)

Standards addressed:
2.R.3.A.b Demonstrate understanding by locating facts, to answer and/or ask questions.
2.R.3.A.c Use text features to locate specific information.
2.R.3.A.f Describe connections between and state the order of the events or ideas.
2.R.3.C.d Identify the author's purpose.
2.R.3.C.e Compare and contrast the most important points presented by text on the same topic.
Supporting Standards:
2.R.1.D.a Reading text that is developmentally appropriate.
2.R.1.D.b Producing evidence of reading.
2.R.2.B.a Describe how rhyme, rhythm, and repetition create imagery in poetry;
2.R.2.B.b use onomatopoeia
2.R.3.A.d Explain common graphic features to assist in the interpretation of text.
2.R.3.C.b Describe the connection between events and retell the sequence of events.
2.RF.4.A.a Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension; a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2.LS2.A.1 Plan and conduct investigations on the growth of plants when growing conditions are altered
2.LS2.A.2 Develop a simple model that mimics the function of an animal in dispersing seeds or
         pollinating plants.

Essential Questions:
Can you locate and understand facts to help answer questions about the text?
Can you use nonfiction text features to locate specific information?
What is the author's purpose for the text?
How do you compare/contrast the most important points in a text?

Learning Targets:
Students will be able to locate and understand facts to help them answer questions about the text.
Students will use nonfiction text features to locate information in a text.
Students will determine the author's purpose for the text.
Students will compare/contrast the most important points in a text.

Content Vocabulary:
Facts, details, text features, author's purpose, compare/contrast

Standard(s)	Text	Number of Days
2.R.3.A.b	***From Seed to Plant/All About Plants***	1 week
2.R.3.A.d 2.R.3.A.b 2.R.3.C.d	***A Fruit is a Suitcase for Seeds/Poems about Plants***	1 week
2.R.3.A.b 2.R.3.C.b 2.R.3.A.f	***Seeds, Seeds on the Move, Plant Life Cycles, Desert Plants***	1 week