



Grades K-2

Scope and Sequence

Grade K: Scope and Sequence Chart

	Title	High-Frequency Words	Content Words	Reading Comprehension Focus	Foundational Skills	Language Skills	Writing
LEVEL 1	I Hop GRL A*	I	hop	Identify characters, settings, and major events in a story. <i>RL.K.3, RL.K.10</i>	Recognize letters of the alphabet. <i>RF.K.1d</i>	<ul style="list-style-type: none"> Recognize end punctuation. <i>L.K.2b</i> Capitalize the pronoun <i>I</i>. <i>L.K.2a</i> Distinguish shades of meaning among verbs describing the same general action by acting out the meanings. <i>L.K.5d</i> 	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events. <i>W.K.3</i>
	The Tin GRL A	the	bag, bat, box, hat, net, pen, tin	Identify the main topic and retell key details of a text. <i>RI.K.2, RI.K.10</i>	<ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words. <i>RF.K.2d</i> Follow words from left to right. <i>RF.K.1a</i> 	<ul style="list-style-type: none"> Use frequently occurring nouns. <i>L.K.1b</i> Sort common objects into categories to gain a sense of the concepts the categories represent. <i>L.K.5a</i> 	Use a combination of drawing, dictating, and writing to compose opinion pieces. <i>W.K.1</i>
	What Am I? GRL A	a, am	bat, cat, dragon, fox, frog, hen, ram	Describe the relationship between illustrations and the story in which they appear. <i>RL.K.7, RL.K.10</i>	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds for the consonants <i>b, f, h, and r</i> . <i>RF.K.3a</i>	<ul style="list-style-type: none"> Use frequently occurring nouns. <i>L.K.1b</i> Understand and use question words. <i>L.K.1d</i> Sort words into categories to gain a sense of the concepts the categories represent. <i>L.K.5a</i> 	Participate in shared writing projects. <i>W.K.7</i>
	Where Is Ted? GRL A	in, is	bag, bed, bin, box, crib, van	Identify characters, settings, and major events in a story. <i>RL.K.3, RL.K.10</i>	<ul style="list-style-type: none"> Associate the short <i>e</i> sound with its common spelling. <i>RF.K.3b</i> Recognize and produce rhyming words. <i>RF.K.2a</i> 	<ul style="list-style-type: none"> Use the most frequently occurring prepositions. <i>L.K.1e</i> Use words acquired through reading and being read to. <i>L.K.6</i> 	Use a combination of drawing, dictating, and writing to narrate a single event. <i>W.K.3</i>
	The Cat! GRL A	on	branch, cat, fence, gate, hill, rock, step, van	Retell stories, including key details. <i>RI.K.2, RL.K.10</i>	<ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words. <i>RF.K.2d</i> Recognize that spoken words are represented in written language by specific sequences of letters. <i>RF.K.1b</i> 	<ul style="list-style-type: none"> Write a letter for short vowel sounds. <i>L.K.2c</i> Use words acquired through reading and being read to. <i>L.K.6</i> 	Recall information from experiences or gather information from provided sources to answer a question. <i>W.K.8</i>
LEVEL 2	At the Park GRL B	at	ball, bee, dog, duck, man, mat, park, tree, van	Identify characters, settings, and major events in a story. <i>RL.K.3, RL.K.10</i>	<ul style="list-style-type: none"> Recognize and produce rhyming words. <i>RF.K.2a</i> Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <i>RF.K.3d</i> 	<ul style="list-style-type: none"> Use the preposition <i>at</i>. <i>L.K.1e</i> Sort words into categories. <i>L.K.5a</i> 	Use a combination of drawing, dictating, and writing to compose opinion pieces. <i>W.K.1</i>
	Up in the Tree GRL B	up, in	ball, bird, butterfly, cat, dog, ladder, lizard, man, tree	Ask and answer questions about key details in a text. <i>RI.K.1, RL.K.10</i>	<ul style="list-style-type: none"> Count syllables in spoken words. <i>RF.K.2b</i> Understand that words are separated by spaces in print. <i>RF.K.1c</i> 	<ul style="list-style-type: none"> Capitalize the first word in a sentence. <i>L.K.2a</i> Use phrases acquired through reading and being read to. <i>L.K.6</i> 	Recall information from experiences to answer a question. <i>W.K.8</i>
	My Brother GRL B	he, my	bed, chair, computer, closet, desk, room, toys	Name the author and illustrator of a story and define the role of each in telling the story. <i>RI.K.6, RL.K.10</i>	<ul style="list-style-type: none"> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds for the consonants <i>b, h, r, and t</i>. <i>RF.K.3a</i> Follow words from left to right. <i>RF.K.1a</i> 	<ul style="list-style-type: none"> Recognize and name end punctuation, including periods and exclamation points. <i>L.K.2b</i> Determine or clarify the meaning of words based on kindergarten reading and content. <i>L.K.4</i> 	Use a combination of drawing, dictating, and writing to narrate a single event. <i>W.K.3</i>
	Fruit GRL B	a, is, it	banana, cherry, coconut, fruit, mango, peach, plum, star fruit	Retell key details of a text. <i>RI.K.2, RI.K.10</i>	Associate the short <i>i</i> sound with its common spelling. <i>RF.K.3b</i>	<ul style="list-style-type: none"> Write the letter <i>i</i> for the short <i>i</i> vowel sound. <i>L.K.2c</i> Capitalize the first word in a sentence. <i>L.K.2a</i> Use words acquired through reading and being read to. <i>L.K.6</i> 	Use a combination of drawing, dictating, and writing to compose opinion pieces. <i>W.K.1</i>
	It Was So Hot GRL B	but, not, so, we	cold, hot	Describe the connection between two ideas or pieces of information in a text. <i>RI.K.3, RI.K.10</i>	<ul style="list-style-type: none"> Associate the short <i>i, o, and u</i> sounds with their common spellings. <i>RF.K.3b</i> Read common high-frequency words by sight. <i>RF.K.3c</i> 	<ul style="list-style-type: none"> Capitalize the first word in a sentence. <i>L.K.2a</i> Demonstrate understanding of frequently occurring adjectives by relating them to their opposites. <i>L.K.5b</i> 	Respond to questions and suggestions from peers and add details to strengthen writing as needed. <i>W.K.5</i>
LEVEL 3	What Can You Do? GRL C	can, you	crawl, hop, leap, slide, swim, swing, trot	Name the author of a text and define the role of the author and photographers in presenting the ideas in a text. <i>RI.K.6, RI.K.10</i>	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds for the consonants <i>f, h, l, and m</i> . <i>RF.K.3a</i>	<ul style="list-style-type: none"> Write a letter for the short <i>a</i> vowel sound. <i>L.K.2c</i> Recognize and name periods and question marks. <i>L.K.2b</i> Distinguish shades of meaning among verbs describing the same general action by acting out the meanings. <i>L.K.5d</i> 	Use a combination of drawing, dictating, and writing to compose informative texts. <i>W.K.2</i>
	My Pop's Garden GRL C	and, go, has	apples, bananas, figs, garden, lemons, mangoes, oranges, plums	Ask and answer questions about key details in a text. <i>RI.K.1, RL.K.10</i>	Isolate and pronounce the initial sound in three-phoneme words. <i>RF.K.2d</i>	<ul style="list-style-type: none"> Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <i>L.K.2d</i> Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i>. <i>L.K.1c</i> Use the inflection <i>-s</i> as a clue to the meaning of an unknown word. <i>L.K.4b</i> 	Recall information from experiences or gather information from provided sources to answer a question. <i>W.K.8</i>
	The Soup GRL C	for, get	beans, bowls, carrots, garlic, noodles, onions, sauce, soup, spinach, spoons	Retell stories, including key details. <i>RI.K.2, RL.K.10</i>	Recognize and produce rhyming words. <i>RF.K.2a</i>	<ul style="list-style-type: none"> Capitalize the first word in a sentence. <i>L.K.2a</i> Use frequently occurring verbs. <i>L.K.1b</i> Sort common objects into categories to gain a sense of the concepts the categories represent. <i>L.K.5a</i> 	Use a combination of drawing, dictating, and writing to compose opinion pieces. <i>W.K.1</i>
	We Go to Town GRL C	all, to, we	bikes, bus, car, foot, go, taxis, top, town, train	Name the author and illustrator of a story and define the role of each in telling the story. <i>RI.K.6, RL.K.10</i>	<ul style="list-style-type: none"> Recognize and name upper- and lowercase letters of the alphabet. <i>RF.K.1d</i> Follow words from left to right. <i>RF.K.1a</i> 	<ul style="list-style-type: none"> Write the letter <i>u</i> for the short <i>u</i> vowel sound. <i>L.K.2c</i> Determine or clarify the meaning of words based on kindergarten reading and content. <i>L.K.4</i> 	Use a combination of drawing, dictating, and writing to compose opinion pieces. <i>W.K.1</i>
	Baby Animals GRL C	one, with	baby, chick, cub, kid, kit, kitten, lamb, pup	Identify the main topic and retell key details of a text. <i>RI.K.2, RI.K.10</i>	<ul style="list-style-type: none"> Count syllables in spoken words. <i>RF.K.2b</i> Understand that words are separated by spaces in print. <i>RF.K.1c</i> 	<ul style="list-style-type: none"> Recognize and name end punctuation. <i>L.K.2b</i> Identify new meanings for familiar words. <i>L.K.4a</i> 	Use a combination of drawing, dictating, and writing to compose informative texts. <i>W.K.2</i>

*GRL = Guided Reading Level

Grade K: Scope and Sequence Chart

	Title	High-Frequency Words	Content Words	Reading Comprehension Focus	Foundational Skills	Language Skills	Writing
LEVEL 4	This Family GRL C*	big, this	family, kite, glasses, movie, park, picnic, blanket, store, sled, snow	Identify the main topic and retell key details of a text. <i>RI.K.2, RI.K.10</i>	Read common high-frequency words by sight. <i>RF.K.3c</i>	<ul style="list-style-type: none"> Print many lowercase letters. <i>L.K.1a</i> Capitalize the first word in a sentence. <i>L.K.2a</i> Sort common objects into categories to gain a sense of the concepts the categories represent. <i>L.K.5a</i> 	Compose explanatory texts. <i>W.K.2</i>
	Our Rooftop Garden GRL C	by, our, out	bug, garden, grow, pot, roof, seeds, sow, trowel, worm	Retell stories, including key details. <i>RI.K.2, RI.K.10</i>	Isolate and pronounce the final sound in three-phoneme words. <i>RF.K.2d</i>	<ul style="list-style-type: none"> Use prepositions. <i>L.K.1e</i> Capitalize the first word in a sentence. <i>L.K.2a</i> Distinguish shades of meaning among verbs describing the same general action by acting out the meanings. <i>L.K.5d</i> 	Participate in shared writing projects. <i>W.K.7</i>
	Night and Day GRL C	are, do, they, who	bakers, cleaners, doctors, drivers, job, nurses, police	Name the author of a text and define the role of the author and photographers in presenting the ideas in a text. <i>RI.K.6, RI.K.10</i>	Recognize and name upper- and lowercase letters of the alphabet. <i>RF.K.1d</i>	<ul style="list-style-type: none"> Print many lowercase letters. <i>L.K.1a</i> Use frequently occurring nouns. <i>L.K.1b</i> Use words acquired through reading and being read to. <i>L.K.6</i> 	Recall information from experiences to answer a question. <i>W.K.8</i>
	Sky's New Home GRL C	an, me, new, old, said	book, fine, game, home, phone, radio, switch	Ask and answer questions about key details in a text. <i>RI.K.1, RI.K.10</i>	Substitute individual sounds in one-syllable words to make new words. <i>RF.K.2e</i>	<ul style="list-style-type: none"> Write a letter for most consonant sounds. <i>L.K.2c</i> Form regular plural nouns orally by adding /s/ or /es/. <i>L.K.1c</i> Demonstrate understanding of frequently occurring adjectives by relating them to their opposites. <i>L.K.5b</i> 	Respond to questions and suggestions from peers and add details to strengthen writing as needed. <i>W.K.5</i>
	Emma the Elephant GRL C	now, off, she	car, cool, doors, elephant, hat, monkey, parrot	Identify characters, settings, and major events in a story. <i>RI.K.3, RI.K.10</i>	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the sounds for the consonants <i>c</i> and <i>m</i> . <i>RF.K.3a</i>	<ul style="list-style-type: none"> Use frequently occurring nouns and verbs. <i>L.K.1b</i> Understand and use question words. <i>L.K.1d</i> Demonstrate understanding of frequently occurring verbs by relating them to their opposites. <i>L.K.5b</i> 	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events. <i>W.K.3</i>
LEVEL 5	The Panda GRL D	look, see, the	baby, bamboo, ears, eyes, fur, paw, thumb, warm	Name the author of a text and define the role of the author and photographers in presenting the ideas in a text. <i>RI.K.6, RI.K.10</i>	Read common high-frequency words by sight. <i>RF.K.3c</i>	<ul style="list-style-type: none"> Recognize and name end punctuation. <i>L.K.2b</i> Understand and use question words. <i>L.K.1d</i> Demonstrate understanding of frequently occurring adjectives by relating them to their opposites. <i>L.K.5b</i> 	Use a combination of drawing, dictating, and writing to compose informative texts. <i>W.K.2</i>
	Otis Is Lost GRL D	asked, no, or	elephant, hornbill, lizard, lost, rhino	Ask and answer questions about key details in a text. <i>RI.K.1, RI.K.10</i>	<ul style="list-style-type: none"> Associate the long <i>o</i> sound with its common spellings. <i>RF.K.3b</i> Recognize that spoken words are represented in written language by specific sequences of letters. <i>RF.K.1b</i> 	<ul style="list-style-type: none"> Use frequently occurring nouns and verbs. <i>L.K.1b</i> Determine the meaning of unknown words based on kindergarten reading and content. <i>L.K.4</i> 	Use a combination of drawing, dictating, and writing to narrate a single event. <i>W.K.3</i>
	The Meerkats' New Home GRL D	back, from, into	baby, dad, desert, hills, home, jungle, valley	Retell stories, including key details. <i>RI.K.2, RI.K.10</i>	<ul style="list-style-type: none"> Count syllables in spoken words. <i>RF.K.2b</i> Follow words from left to right. <i>RF.K.1a</i> 	<ul style="list-style-type: none"> Form regular plural nouns orally by adding /s/ or /es/. <i>L.K.1c</i> Determine or clarify the meaning of unknown words based on kindergarten reading and content. <i>L.K.4</i> 	Participate in shared research and writing projects. <i>W.K.7</i>
	The People Museum GRL D	as, just, saw, two, well	clever, hungry, museum, fast, strong, tall	Ask and answer questions about key details in a text. <i>RI.K.1, RI.K.10</i>	<ul style="list-style-type: none"> Blend and segment onsets and rimes of single-syllable spoken words. <i>RF.K.2c</i> Recognize and produce rhyming words. <i>RF.K.2a</i> 	<ul style="list-style-type: none"> Recognize and name end punctuation. <i>L.K.2b</i> Demonstrate understanding of frequently occurring adjectives by relating them to their opposites. <i>L.K.5b</i> 	Compose opinion pieces. <i>W.K.1</i>
	At the Market GRL D	have, of, them	bread, choose, farmers, fish, flowers, fresh, fruit, market, sell, shoppers, stalls, vegetables	Ask and answer questions about key details in a text. <i>RI.K.1, RI.K.10</i>	Substitute individual sounds in one-syllable words to make new words. <i>RF.K.2e</i>	<ul style="list-style-type: none"> Print many lowercase letters. <i>L.K.1a</i> Use prepositions. <i>L.K.1e</i> Use the affix <i>un-</i> as a clue to the meaning of an unknown word. <i>L.K.4b</i> 	Recall information from experiences or gather information from provided sources to answer a question. <i>W.K.8</i>
LEVEL 6	When We Started School GRL D	made, play, then	friends, learned, music, numbers, started, teams, word	Ask and answer questions about key details in a text. <i>RI.K.1, RI.K.10</i>	<ul style="list-style-type: none"> Associate the long <i>a</i> sound with its common spellings. <i>RF.K.3b</i> Follow words from left to right. <i>RF.K.1a</i> 	<ul style="list-style-type: none"> Form regular plural nouns orally by adding /s/ or /es/. <i>L.K.1c</i> Use the inflection <i>-ed</i> as a clue to the meaning of a word. <i>L.K.4b</i> 	Use a combination of drawing, dictating, and writing to compose opinion pieces. <i>W.K.1</i>
	My Family GRL D	came, here, like	baby, brother, home, hug, play	Describe the relationship between illustrations and the story in which they appear. <i>RI.K.7, RI.K.10</i>	<ul style="list-style-type: none"> Recognize and produce rhyming words. <i>RF.K.2a</i> Associate the long <i>o</i> sound with its common spellings. <i>RF.K.3b</i> 	<ul style="list-style-type: none"> Recognize and name end punctuation. <i>L.K.2b</i> Demonstrate understanding of frequently occurring adjectives by relating them to their opposites. <i>L.K.5b</i> 	Respond to questions and suggestions from peers and add details to strengthen writing as needed. <i>W.K.5</i>
	What Are They? GRL D	called, were, your	animals, eggs, fish, frogs, hatched, home, hopping, jar, legs, pond, swimming, tails	Name the author and illustrator of a story and define the role of each in telling the story. <i>RI.K.6, RI.K.10</i>	Blend and segment onsets and rimes of single-syllable spoken words. <i>RF.K.2c</i>	<ul style="list-style-type: none"> Understand and use question words. <i>L.K.1d</i> Form regular plural nouns orally by adding /s/ or /es/. <i>L.K.1c</i> Use the inflection <i>-ed</i> as a clue to the meaning of a word. <i>L.K.4b</i> 	Participate in shared research and writing projects. <i>W.K.7</i>
	Changing Seasons GRL D	after, come, that, will	cool, cozy, end, fall, grow, leaves, plants, sleep, spring, summer, sun, trees, warm, winter	Describe the connection between pieces of information in a text. <i>RI.K.3, RI.K.10</i>	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds for the consonants <i>c</i> and <i>g</i> . <i>RF.K.3a</i>	<ul style="list-style-type: none"> Write letters for short vowel sounds. <i>L.K.2c</i> Use frequently occurring nouns. <i>L.K.1b</i> Determine or clarify the meaning of words based on kindergarten reading and content. <i>L.K.4</i> 	Use a combination of drawing, dictating, and writing to compose informative texts. <i>W.K.2</i>
	I Must Be Quick GRL D	be, must, only	clowns, ice cream, melt, minute, quick, rides, watched	Describe the relationship between illustrations and the story in which they appear. <i>RI.K.7, RI.K.10</i>	<ul style="list-style-type: none"> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds for the consonant <i>q</i>. <i>RF.K.3a</i> Read common high-frequency words by sight. <i>RF.K.3c</i> 	<ul style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun <i>I</i>. <i>L.K.2a</i> Demonstrate understanding of adjectives by relating them to their opposites. <i>L.K.5b</i> 	Respond to questions and suggestions from peers and add details to strengthen writing as needed. <i>W.K.5</i>

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LEVEL 7	Grandma Went to School GRL E *	her, hers, where	chalk, computers, desks, games, markers, pencils, photographs, skipped, tables, teacher	Ask and answer questions about key details in a text. <i>RI.K.1, RI.K.10</i>	<ul style="list-style-type: none"> Associate the long <i>o</i> sound with its common spellings. <i>RF.K.3b</i> Recognize that spoken words are represented in written language by specific sequences of letters. <i>RF.K.1b</i> 	<ul style="list-style-type: none"> Use prepositions. <i>L.K.1e</i> Use affixes as a clue to the meaning of a word. <i>L.K.4b</i> 	Use a combination of drawing, dictating, and writing to compose explanatory texts. <i>W.K.2</i>
	The Shopping List GRL E	got, his, right, want, yes	bake, butter, cake, eggs, flour, fruit, milk, shopping list, sons, sugar	Retell stories, including key details. <i>RI.K.2, RI.K.10</i>	Recognize and produce rhyming words. <i>RF.K.2a</i>	<ul style="list-style-type: none"> Write letters for short vowel sounds. <i>L.K.2c</i> Understand and use question words. <i>L.K.1d</i> Demonstrate understanding of verbs by relating them to their opposites. <i>L.K.5b</i> 	Respond to questions and suggestions from peers and add details to strengthen writing as needed. <i>W.K.5</i>
	Tigers GRL E	about, there, these	Asia, cats, cubs, hunt, protect, safe, sleep, stripes, swim, tigers, wild	Ask and answer questions about key details in a text. <i>RI.K.1, RI.K.10</i>	Substitute individual sounds in one-syllable words to make new words. <i>RF.K.2e</i>	<ul style="list-style-type: none"> Understand and use question words. <i>L.K.1d</i> Capitalize the first word in a sentence. <i>L.K.2a</i> Use words acquired through reading and being read to. <i>L.K.6</i> 	Participate in shared research and writing projects. <i>W.K.7</i>
	The Ice Festival GRL E	before, could, him	autumn, dragon boat, festival, ice, kite, moon, spring, summer, winter	Name the author and illustrator of a story and define the role of each in telling the story. <i>RI.K.6, RI.K.10</i>	<ul style="list-style-type: none"> Associate the long <i>a</i> sound with its common spellings. <i>RF.K.3b</i> Understand that words are separated by spaces in print. <i>RF.K.1c</i> 	<ul style="list-style-type: none"> Recognize and name end punctuation. <i>L.K.2b</i> Clarify the meaning of words. <i>L.K.4</i> 	Use a combination of drawing, dictating, and writing to narrate a single event or linked events. <i>W.K.3</i>
	How Doctors Help GRL E	help, more, other, their	bones, doctors, ears, eyes, hearing, hospital, hurt, patients, problems, sick, teeth, tests, X-rays	Describe the relationship between photos and the text in which they appear. <i>RI.K.7, RI.K.10</i>	<ul style="list-style-type: none"> Count syllables in spoken words. <i>RF.K.2b</i> Follow words from left to right. <i>RF.K.1a</i> 	<ul style="list-style-type: none"> Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i>. <i>L.K.1c</i> Use the inflection <i>-s</i> as a clue to the meaning of a word. <i>L.K.4b</i> 	Recall information from experiences or gather information from provided sources to answer a question. <i>W.K.8</i>
LEVEL 8	The Blizzard GRL E	after, am, will	chairlift, mountain, skier, skiing, wind	Describe the relationship between illustrations and the story in which they appear. <i>RI.K.7, RI.K.10</i>	<ul style="list-style-type: none"> Read common high-frequency words by sight. <i>RF.K.3c</i> Recognize that spoken words are represented in written language by specific sequences of letters. <i>RF.K.1b</i> 	<ul style="list-style-type: none"> Use prepositions. <i>L.K.1e</i> Use affixes as a clue to the meaning of a word. <i>L.K.4b</i> 	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events. <i>W.K.3</i>
	A Fun Day GRL E	what	clothes, dancing, fire, flower, groom, hands, jewels, married, music, necklaces, paint	Retell stories, including key details. <i>RI.K.2, RI.K.10</i>	<ul style="list-style-type: none"> Associate the long <i>e</i> sound with its common spellings. <i>RF.K.3b</i> Substitute individual sounds in one-syllable words to make new words. <i>RF.K.2e</i> 	<ul style="list-style-type: none"> Understand and use question words. <i>L.K.1d</i> Identify real-life connections between words and their use. <i>L.K.5c</i> 	Use a combination of drawing, dictating, and writing to compose informative texts. <i>W.K.2</i>
	Making Things GRL E	five, make, think	bakers, birds, bread, builders, eggs, nests, paper, plane, shed	Identify the major events in a story. <i>RI.K.3, RI.K.10</i>	Blend and segment onsets and rimes of single-syllable spoken words. <i>RF.K.2c</i>	<ul style="list-style-type: none"> Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i>. <i>L.K.1c</i> Determine the meaning of unknown words based on kindergarten reading and content. <i>L.K.4</i> 	Use a combination of drawing, dictating, and writing to narrate linked events. <i>W.K.3</i>
	Special Days GRL E	day, sing	dance, fireworks, flowers, kites, parades, special, treats	Describe the relationship between photos and the text in which they appear. <i>RI.K.7, RI.K.10</i>	<ul style="list-style-type: none"> Count syllables in spoken words. <i>RF.K.2b</i> Understand that words are separated by spaces in print. <i>RF.K.1c</i> 	<ul style="list-style-type: none"> Use frequently occurring nouns and verbs. <i>L.K.1b</i> Determine or clarify the meaning of words based on kindergarten reading and content. <i>L.K.4</i> 	Participate in shared research and writing projects. <i>W.K.7</i>
	Make a Hat and a Mask GRL E	down, if	card, costume, glitter, glue, mask, party, scissors, shape, size	Describe the connection between pieces of information in a text. <i>RI.K.3, RI.K.10</i>	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds for the consonant <i>g</i> . <i>RF.K.3a</i>	<ul style="list-style-type: none"> Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i>. <i>L.K.1c</i> Determine or clarify the meaning of phrases based on kindergarten reading and content. <i>L.K.4</i> 	Use a combination of drawing, dictating, and writing to compose informative texts. <i>W.K.2</i>

*GRL = Guided Reading Level

Grade 1: Scope and Sequence Chart

	Title	High-Frequency Words	Content Words	Reading Comprehension Focus	Foundational Skills	Language Skills	Writing
LEVEL 9	The Monkeys Go Bananas! GRL F*	jump, left, room, took, us	baby, bananas, boat, paddle, river, twins	Use illustrations and details in a story to describe its characters, setting, and events. <i>RL.1.7, RL.1.10</i>	Orally produce single-syllable words by blending the final consonants <i>mp</i> . <i>RF.1.2b</i>	<ul style="list-style-type: none"> Produce and expand complete simple and compound imperative sentences in response to prompts. <i>L.1.1j</i> Use exclamation points for sentences. <i>L.1.2b</i> Determine the meaning of a multiple-meaning word using sentence-level context as a clue. <i>L.1.4a</i> 	Write narratives, using temporal words to signal event order. <i>W.1.3</i>
	The Bell Garden GRL F	away, hand, keep	busy, chickens, computer, flowers, garden, gloves, job, junk, scarecrow, secret, surprise, tidy, worm	Describe major events in a story, using key details. <i>RL.1.3, RL.1.10</i>	<ul style="list-style-type: none"> Know the common vowel team conventions for representing long vowel sounds, including <i>ai</i>. <i>RF.1.3c</i> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <i>RF.1.3d</i> 	<ul style="list-style-type: none"> Use end punctuation for sentences, including question marks. <i>L.1.2b</i> Distinguish shades of meaning among verbs differing in manner by acting out the meanings. <i>L.1.5d</i> 	Write informative texts. <i>W.1.2</i>
	Cool Bananas GRL F	eat, give	bananas, eat, energy, farmers, flowers, fruit, grow, herb, leaves, minerals, peel, plant, seeds, shade, vitamins	Answer questions about key details in a text. <i>RI.1.1, RI.1.10</i>	Decode regularly spelled one-syllable words. <i>RF.1.3b</i>	<ul style="list-style-type: none"> Use commas to separate single words in a series. <i>L.1.2c</i> Use frequently occurring conjunctions. <i>L.1.1g</i> Clarify the meaning of words choosing from an array of strategies. <i>L.1.4</i> 	Participate in a shared research and writing project. <i>W.1.7</i>
	Being Famous GRL F	best, how, which	blind, clever, deaf, famous, inventor, ruler, talent, trained	Answer questions about key details in a text. <i>RI.1.1, RI.1.10</i>	<ul style="list-style-type: none"> Read words with inflectional endings. <i>RF.1.3f</i> Know the vowel team <i>ay</i> for representing a long vowel sound. <i>RF.1.3c</i> 	<ul style="list-style-type: none"> Use frequently occurring adjectives. <i>L.1.1f</i> Use affixes as a clue to the meaning of a word. <i>L.1.4b</i> 	Write informative texts. <i>W.1.2</i>
	Fly, Baby Birds! GRL F	bird, fly, four, red	babies, dive, flap, fly, glide, nest, wings	Describe characters and major events in a story using key details. <i>RL.1.3, RL.1.10</i>	<ul style="list-style-type: none"> Orally produce single-syllable words with the final consonant blend <i>ng</i>. <i>RF.1.2b</i> Recognize the distinguishing features of a sentence. <i>RF.1.1a</i> 	<ul style="list-style-type: none"> Use personal pronouns. <i>L.1.1d</i> Distinguish shades of meaning among verbs by acting out the meanings. <i>L.1.5d</i> 	Write informative texts. <i>W.1.2</i>
LEVEL 10	Then and Now GRL F	let, mother, says, too	bake, changed, clothes, computer, home, office, park, photo, radio, stores, TV	Use illustrations and details in a story to describe its characters, setting, and events. <i>RL.1.7, RL.1.10</i>	Decode regularly spelled one-syllable words. <i>RF.1.3b</i>	<ul style="list-style-type: none"> Capitalize names of people. <i>L.1.2a</i> Print upper- and lowercase letters. <i>L.1.1a</i> Identify root words and their inflectional forms. <i>L.1.4c</i> 	Use digital tools to produce and publish writing. <i>W.1.6</i>
	Hip-Hop! GRL F	read, words	better, broke, children, class, danced, drum, email, guitar, hospital, nurses, phone, played, sang, sick, song, video	Ask and answer questions about key details in a text. <i>RI.1.1, RI.1.10</i>	Distinguish long from short vowel sounds in spoken single-syllable words. <i>RF.1.2a</i>	<ul style="list-style-type: none"> Use personal and possessive pronouns. <i>L.1.1d</i> Use verbs to convey a sense of past, present, and future. <i>L.1.1e</i> Use words and phrases acquired through reading, including using conjunctions to signal simple relationships. <i>L.1.6</i> 	Write narratives. <i>W.1.3</i>
	Sailing North GRL F	again, far, own	boat, broke, compass, computer, followed, home, island, needle, north, points, sail, sea, storm, wave	Describe characters, settings, and major events in a story, using key details. <i>RL.1.3, RL.1.10</i>	Know common vowel team conventions for representing long vowel sounds, such as <i>ea</i> . <i>RF.1.3c</i>	<ul style="list-style-type: none"> Produce complete simple interrogative sentences. <i>L.1.1j</i> Use end punctuation for sentences. <i>L.1.2b</i> Identify root words and their inflectional forms. <i>L.1.4c</i> 	Write narratives. <i>W.1.3</i>
	Way to Go! GRL F	fast, going, walk	bike, camels, cars, electric, machines, mini-sub, moving, parking, planes, snowmobiles, spaceships, steam trains, trucks	Identify the main topic and retell key details of a text. <i>RI.1.2, RI.1.10</i>	<ul style="list-style-type: none"> Isolate and pronounce initial and final sounds in spoken single-syllable words. <i>RF.1.2c</i> Read words with inflectional endings. <i>RF.1.3f</i> 	<ul style="list-style-type: none"> Use frequently occurring adjectives. <i>L.1.1f</i> Identify real-life connections between words and their use. <i>L.1.5d</i> 	Write opinion pieces. <i>W.1.1</i>
	Car Parts GRL F	always, step	airbags, body, buttons, cars, dials, engine, factories, glass, joining, melted, metal, nylon, plastic, rubber, safety, seatbelts, shapes, steel, tires, windows	Answer questions about key details in a text. <i>RI.1.1, RI.1.10</i>	Segment single-syllable words into their complete sequence of individual sounds. <i>RF.1.2d</i>	<ul style="list-style-type: none"> Use conventional spelling for words with common spelling patterns. <i>L.1.2d</i> Produce and expand simple declarative sentences. <i>L.1.1j</i> Clarify the meaning of words, choosing from an array of strategies. <i>L.1.4</i> 	Focus on a topic, respond to questions and suggestions, and add details to strengthen writing. <i>W.1.5</i>
LEVEL 11	No Rules Day GRL G	hold, people	clean, rules, safe, Saturday, Sunday	Retell a story, including details, and demonstrate understanding of the central lesson. <i>RL.1.2, RL.1.10</i>	Know the spellings-sound correspondences for common consonant digraphs. <i>RF.1.3a</i>	<ul style="list-style-type: none"> Use proper nouns. <i>L.1.1b</i> Capitalize dates and names of people. <i>L.1.2a</i> Identify real-life connections between words and their use. <i>L.1.5c</i> 	Focus on a topic, respond to questions and suggestions, and add details to strengthen writing. <i>W.1.5</i>
	Counting Down GRL G	take, today	audience, band, calendar, final, Friday, Monday, music, practice, Saturday, show, solo, Sunday, Thursday, trumpet, Tuesday, Wednesday	Use illustrations and details in a story to describe its characters, setting, and events. <i>RL.1.7, RL.1.10</i>	<ul style="list-style-type: none"> Decode regularly spelled one-syllable words and two-syllable words following basic patterns. <i>RF.1.3b, RF.1.3e</i> Read grade-level text orally with accuracy. <i>RF.1.4b</i> 	<ul style="list-style-type: none"> Use frequently occurring prepositions. <i>L.1.1i</i> Use context as a clue to the meaning of a word. <i>L.1.4a</i> 	Write narratives. <i>W.1.3</i>
	Bigger and Smaller GRL G	things, work	air, balloon, bigger, bottle, colder, freezes, hotter, ice, popcorn, smaller	Describe connections between pieces of information in a text. <i>RI.1.3, RI.1.10</i>	<ul style="list-style-type: none"> Orally produce single-syllable words with the final consonant blend <i>ng</i>. <i>RF.1.2b</i> Recognize the distinguishing features of a sentence. <i>RF.1.1a</i> 	<ul style="list-style-type: none"> Produce complete simple and compound interrogative sentences in response to prompts. <i>L.1.1j</i> Use sentence-level context as a clue to the meaning of a word. <i>L.1.4a</i> 	Write explanatory texts. <i>W.1.2</i>
	The Bamboo Family GRL G	loved, round	bamboo, frogs, garden, grew, plant, tadpoles, weeks	Retell stories, including key details. <i>RL.1.2, RL.1.10</i>	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <i>RF.1.3d</i>	<ul style="list-style-type: none"> Use conventional spelling for words with common spelling patterns. <i>L.1.2d</i> Use verbs to convey a sense of past, present, and future. <i>L.1.1e</i> Identify frequently occurring root words and their inflectional forms. <i>L.1.4c</i> 	Write informative texts. <i>W.1.2</i>
	Desert Life GRL G	night, tree	animals, burrows, cold, colors, desert, dry, heat, hot, rain, sand	Ask and answer questions about key details in a text. <i>RI.1.1, RI.1.10</i>	<ul style="list-style-type: none"> Know common vowel team conventions for representing long vowel sounds, such as <i>y</i> as a vowel. <i>RF.1.3c</i> Read grade-level text with purpose and understanding. <i>RF.1.4a</i> 	<ul style="list-style-type: none"> Use frequently occurring adjectives. <i>L.1.1f</i> Clarify the meaning of words, choosing from an array of strategies. <i>L.1.4</i> 	Write opinion pieces. <i>W.1.1</i>

*GRL = Guided Reading Level

Grade 1: Scope and Sequence Chart

	Title	High-Frequency Words	Content Words	Reading Comprehension Focus	Foundational Skills	Language Skills	Writing
LEVEL 12	Big Day Out GRL G*	many, run, three	birthday, busy, flowers, laughing, perfume, roads, stores, town	Use illustrations and details in a story to describe its characters, setting, and events. <i>RL.1.7, RL.1.10</i>	Decode regularly spelled one-syllable words. <i>RF.1.3b</i>	<ul style="list-style-type: none"> Use personal pronouns. <i>L.1.1d</i> Produce complete declarative sentences in response to prompts. <i>L.1.1j</i> Use words and phrases acquired through reading, including using conjunctions to signal simple relationships. <i>L.1.6</i> 	Write narratives. <i>W.1.3</i>
	Trip Trouble GRL G	bad, under, write	bicycles, boat, bus, cousins, diary, tractor, trailer, train, trip, trouble, walking	Describe major events in a story, using key details. <i>RL.1.3, RL.1.10</i>	Recognize and read grade-appropriate words with the <i>r</i> -controlled vowel <i>o</i> as in <i>for</i> . <i>RF.1.3</i>	<ul style="list-style-type: none"> Demonstrate understanding of personal and possessive pronouns. <i>L.1.1d</i> Identify end punctuation. <i>L.1.2b</i> Use picture clues to clarify a word's meaning. <i>L.1.4</i> 	Write narratives. <i>W.1.3</i>
	Oily Feet GRL G	black, live, near	animals, beach, clean, crashed, feathers, feet, oil, penguin, rescue, ship, swim	Answer questions about key details in a text. <i>RI.1.1, RL.1.10</i>	Decode words following basic patterns by breaking the words into syllables. <i>RF.1.3e</i>	<ul style="list-style-type: none"> Use frequently occurring affixes as a clue to the meaning of a word. <i>L.1.4b</i> Use frequently occurring prepositions. <i>L.1.1i</i> Clarify the meaning of words, choosing from an array of strategies. <i>L.1.4</i> 	Write narratives. <i>W.1.3</i>
	The Day Sky GRL G	found, may	brightest, clouds, foggy, heats, moon, rain, rainbow, shadow, sky, sun	Use the illustrations and details in a text to describe its key ideas. <i>RI.1.7, RI.1.10</i>	<ul style="list-style-type: none"> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <i>RF.1.3d</i> Recognize the distinguishing features of a sentence. <i>RF.1.1a</i> 	<ul style="list-style-type: none"> Use articles. <i>L.1.1h</i> Use frequently occurring affixes as a clue to the meaning of a word. <i>L.1.4b</i> 	Write opinion pieces. <i>W.1.1</i>
	Weather Tools GRL G	put, tell	anemometer, change, cold, hot, maps, rain, rain gauge, sun, thermometer, weather, weather vane, wind	Ask and answer questions about key details in a text. <i>RI.1.1, RI.1.10</i>	Decode regularly spelled one-syllable words, including words with the <i>r</i> -controlled vowel <i>ur</i> . <i>RF.1.3b</i>	<ul style="list-style-type: none"> Use singular and plural nouns with matching verbs in basic sentences. <i>L.1.1c</i> Use end punctuation for sentences. <i>L.1.2b</i> Sort words into categories to gain a sense of the concepts the categories represent. <i>L.1.5a</i> 	Recall information from experiences or gather information from provided sources to answer a question. <i>W.1.8</i>
LEVEL 13	A Star Named Jade GRL H	didn't, find, white	chart, moon, night, shooting, sky, star, telescope	Describe characters and major events in a story using key details. <i>RL.1.3, RL.1.10</i>	Orally produce single-syllable words by blending sounds including the consonant blend <i>st</i> . <i>RF.1.2b</i>	<ul style="list-style-type: none"> Identify real-life connections between words and their use. <i>L.1.5c</i> Use verbs to convey a sense of past, present, and future. <i>L.1.1e</i> Distinguish shades of meaning among adjectives. <i>L.1.5d</i> 	Use digital tools to produce and publish writing. <i>W.1.6</i>
	Dear Penpal GRL H	father, once, would	city, email, explore, jungle, penpal, rainforest	Use illustrations and details in a story to describe its characters. <i>RL.1.7, RL.1.10</i>	<ul style="list-style-type: none"> Distinguish long from short vowel sounds. <i>RF.1.2a</i> Read words with inflectional endings. <i>RF.1.3f</i> 	<ul style="list-style-type: none"> Use end punctuation. <i>L.1.2b</i> Identify frequently occurring root words and their inflectional forms. <i>L.1.4c</i> 	Write opinion pieces. <i>W.1.1</i>
	Insect Bodies GRL H	head, kinds	body parts, bones, eyes, feelers, insects, legs, mouth, outer body, wings	Ask and answer questions about key details in a text. <i>RI.1.1, RI.1.10</i>	<ul style="list-style-type: none"> Know the spelling-sound correspondences for common consonant digraphs. <i>RF.1.3a</i> Read grade-level text orally with accuracy. <i>RF.1.4b</i> 	<ul style="list-style-type: none"> Use articles. <i>L.1.1h</i> Use sentence-level context as a clue to the meaning of a word. <i>L.1.4a</i> 	Write opinion pieces. <i>W.1.1</i>
	The Cake Sale GRL H	bring, done	cake, computers, hungry, money, sale, upside-down	Ask and answer questions about key details in a text. <i>RI.1.1, RL.1.10</i>	Know the spelling-sound correspondences for common consonant digraph <i>kn</i> . <i>RF.1.3a</i>	<ul style="list-style-type: none"> Use frequently occurring prepositions. <i>L.1.1i</i> Capitalize dates and names of people. <i>L.1.2a</i> Identify real-life connections between words and their use. <i>L.1.5c</i> 	Write narratives. <i>W.1.3</i>
	Jobs People Do GRL H	don't, should	animals, builders, doctors, farmers, firefighters, gardeners, nurses, outdoors, planes, plants, police, rescue, teachers	Identify the main topic and retell key details of a text. <i>RI.1.2, RI.1.10</i>	Know common vowel team conventions for representing long vowel sounds, such as <i>ea</i> . <i>RF.1.3c</i>	<ul style="list-style-type: none"> Use commas to separate single words in a series. <i>L.1.2c</i> Use frequently occurring conjunctions. <i>L.1.1g</i> Use frequently occurring suffixes as a clue to the meaning of a word. <i>L.1.4b</i> 	Write informative texts. <i>W.1.2</i>
LEVEL 14	The Ice Lantern GRL H	fell, little, sat	bucket, candle, China, cold, dragon, fire, fish, flooded, frozen, ice, lantern, net, river, snow, winters	Use illustrations and details in a story to describe its characters, setting, and events. <i>RL.1.7, RL.1.10</i>	Recognize and read grade-appropriate irregularly spelled words. <i>RF.1.3g</i>	<ul style="list-style-type: none"> Use proper nouns. <i>L.1.1b</i> Print all upper- and lowercase letters. <i>L.1.1a</i> Identify frequently occurring root words and their inflectional forms. <i>L.1.4c</i> 	Use a variety of digital tools to produce and publish writing. <i>W.1.6</i>
	Lost! GRL H	gave, green, very	compass, GPS, lost, map, maze, paths, phone, police, puzzle, tracked	Retell stories, including key details, and demonstrate understanding of their central lesson. <i>RI.1.2, RL.1.10</i>	<ul style="list-style-type: none"> Isolate and pronounce initial and final sounds in spoken single-syllable words. <i>RF.1.2c</i> Read grade-level text orally with accuracy. <i>RF.1.4b</i> 	<ul style="list-style-type: none"> Use singular and plural nouns with matching verbs in basic sentences. <i>L.1.1c</i> Define words by category and by one or more key attributes. <i>L.1.5b</i> 	Write informative texts. <i>W.1.2</i>
	Life of a Butterfly GRL H	last, open, soon	butterfly, caterpillar, chrysalis, cycle, egg, grow, life, stages	Describe the connection between two events or pieces of information in a text. <i>RI.1.3, RI.1.10</i>	Decode two-syllable words following basic patterns by breaking the words into syllables. <i>RF.1.3e</i>	<ul style="list-style-type: none"> Sort words into categories to gain a sense of the concepts the categories represent. <i>L.1.5a</i> Use verbs to convey a sense of past, present, and future. <i>L.1.1e</i> Clarify the meaning of words, choosing from an array of strategies. <i>L.1.4</i> 	Gather information from provided sources to answer a question. <i>W.1.8</i>
	The Lion City GRL H	any, long	animal, beach, boat, brave, city, crown, hunt, island, lion, prince, ruler, sea	Ask and answer questions about key details in a text. <i>RI.1.1, RL.1.10</i>	Distinguish long from short vowel sounds in spoken single-syllable words. <i>RF.1.2a</i>	<ul style="list-style-type: none"> Identify frequently occurring root words and their inflectional forms. <i>L.1.4c</i> Use frequently occurring adjectives. <i>L.1.1f</i> Determine the meaning of multiple-meaning words. <i>L.1.4</i> 	Write opinion pieces. <i>W.1.1</i>
	Food for All GRL H	need, time, why	animals, catch, energy, food chain, forests, hunt, meat, plants, sizes, sun, teeth	Know and use various text features to locate information in a text. <i>RI.1.5, RI.1.10</i>	<ul style="list-style-type: none"> Recognize and read grade-appropriate irregularly spelled words. <i>RF.1.3g</i> Recognize the distinguishing features of a sentence. <i>RF.1.1a</i> 	<ul style="list-style-type: none"> Produce complete, simple, declarative sentences in response to prompts. <i>L.1.1j</i> Sort words into categories to gain a sense of the concepts the categories represent. <i>L.1.5a</i> 	Focus on a topic, respond to questions and suggestions, and add details to strengthen writing. <i>W.1.5</i>

*GRL = Guided Reading Level

Grade 1: Scope and Sequence Chart

	Title	High-Frequency Words	Content Words	Reading Comprehension Focus	Foundational Skills	Language Skills	Writing
LEVEL 15	Magnet Boy <i>GRL I*</i>	house	magnets, metal, school, stick, strange, stuck, talent show	Ask and answer questions about key details in a text. <i>RL.1.1, RL.1.10</i>	Decode regularly spelled one-syllable words. <i>RF.1.3b</i>	<ul style="list-style-type: none"> Use frequently occurring adjectives. <i>L.1.1f</i> Use personal, possessive, and indefinite pronouns. <i>L.1.1d</i> Identify real-life connections between words and their use. <i>L.1.5c</i> 	Write narratives. <i>W.1.3</i>
	Greedy Monkey <i>GRL I</i>	please, than	bananas, chilies, coconuts, fire, forest, greedy, help, lesson	Retell stories, including key details, and demonstrate understanding of their central lesson. <i>RL.1.2, RL.1.10</i>	<ul style="list-style-type: none"> Segment spoken single-syllable words into their complete sequence of individual sounds. <i>RF.1.2d</i> Read grade-level text with purpose and understanding. <i>RF.1.4a</i> 	<ul style="list-style-type: none"> Use singular and plural nouns with matching verbs in basic sentences. <i>L.1.1c</i> Distinguish among shades of meaning among adjectives differing in intensity. <i>L.1.5d</i> 	Use a variety of digital tools to produce and publish writing. <i>W.1.6</i>
	The Eco Park <i>GRL I</i>	water	animals, council, expert, forest, lake, letters, nature, park, rangers	Use illustrations and details in a story to describe its characters, setting, and events. <i>RI.1.7, RI.1.10</i>	Know common vowel team conventions for representing long vowel sounds, such as <i>ee</i> . <i>RF.1.3c</i>	<ul style="list-style-type: none"> Use end punctuation for sentences. <i>L.1.2b</i> Use frequently occurring conjunctions. <i>L.1.1g</i> Use sentence-level context as a clue to the meaning of a word. <i>L.1.4a</i> 	Participate in a shared research and writing project. <i>W.1.7</i>
	Living on Earth <i>GRL I</i>	around, small, such	Arctic, Canada, climate, deserts, high, ice, islands, lakes, llamas, Malaysia, mountains, rainforests, rivers, sea, weather, world	Use the illustrations and details in a text to describe its key ideas. <i>RI.1.7, RI.1.10</i>	<ul style="list-style-type: none"> Read words with inflectional endings. <i>RF.1.3f</i> Know the vowel team <i>ay</i> for representing a long vowel sound. <i>RF.1.3c</i> 	<ul style="list-style-type: none"> Produce complete, simple, declarative sentences in response to prompts. <i>L.1.1j</i> Use words acquired through reading. <i>L.1.6</i> 	Write informative texts. <i>W.1.2</i>
	Let's Celebrate <i>GRL I</i>	each, year	family, festivals, gifts, lanterns, parades, perform, roles	Describe the connection between two events or pieces of information in a text. <i>RI.1.3, RI.1.10</i>	Know the spelling-sound correspondences for common consonant digraphs. <i>RF.1.3a</i>	<ul style="list-style-type: none"> Use common and proper nouns. <i>L.1.1b</i> Capitalize dates and names of people. <i>L.1.2a</i> Identify frequently occurring root words and their inflectional forms. <i>L.1.4c</i> 	Focus on a topic, respond to questions and suggestions, and add details to strengthen writing. <i>W.1.5</i>
LEVEL 16	Crazy Wheels Day <i>GRL I</i>	another	bicycles, go-kart, rollerskates, scooters, skateboards, wagon, wheels	Retell stories, including key details, and demonstrate understanding of their central message. <i>RL.1.2, RL.1.10</i>	Decode regularly spelled one-syllable words. <i>RF.1.3b</i>	<ul style="list-style-type: none"> Use articles. <i>L.1.1h</i> Produce complete exclamatory sentences. <i>L.1.1j</i> Define words by category or by one or more key attributes. <i>L.1.5b</i> 	Use a variety of digital tools to produce and publish writing. <i>W.1.6</i>
	Animals of the Coast <i>GRL I</i>	behind	animals, cliffs, coast, fish, ice, land, pools, rocks, sand, sea, sky	Know and use various text features to locate information in a text. <i>RI.1.5, RI.1.10</i>	<ul style="list-style-type: none"> Segment spoken single-syllable words into their complete sequence of individual sounds. <i>RF.1.2d</i> Read grade-level text with purpose and understanding. <i>RF.1.4a</i> 	<ul style="list-style-type: none"> Use frequently occurring prepositions. <i>L.1.1i</i> Identify real-life connections between words and their use. <i>L.1.5c</i> 	Gather information from provided sources to answer a question. <i>W.1.8</i>
	The Green House <i>GRL I</i>	never	fuel, glass, green, heat, lights, metals, paper, planet, plastics, power, recycle, trash	Identify the main topic and retell key details of a text. <i>RI.1.2, RI.1.10</i>	<ul style="list-style-type: none"> Recognize and read grade-appropriate irregularly spelled words. <i>RF.1.3g</i> Isolate and pronounce initial and final sounds in spoken single-syllable words. <i>RF.1.2c</i> 	<ul style="list-style-type: none"> Use commas to separate single words in a series. <i>L.1.2c</i> Sort words into categories to gain a sense of the concepts the categories represent. <i>L.1.5a</i> 	Participate in a shared research and writing project. <i>W.1.7</i>
	Zara and the Band <i>GRL I</i>	ever, happy, thought, use	audience, band, instruments, music, songs, sound	Describe characters, settings, and major events in a story, using key details. <i>RI.1.3, RI.1.10</i>	<ul style="list-style-type: none"> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <i>RF.1.3d</i> Read grade-level text orally with accuracy. <i>RF.1.4b</i> 	<ul style="list-style-type: none"> Use frequently occurring conjunctions. <i>L.1.1g</i> Use words acquired through reading. <i>L.1.6</i> 	Focus on a topic, respond to questions from peers, and add details to strengthen writing as needed. <i>W.1.5</i>
	The Frozen Drink <i>GRL I</i>	been	freezers, fridges, ice, icicles, invention, inventor, soda water	Ask and answer questions about key details in a text. <i>RL.1.1, RL.1.10</i>	<ul style="list-style-type: none"> Decode regularly spelled one-syllable words. <i>RF.1.3b</i> Read words with inflectional endings. <i>RF.1.3f</i> 	<ul style="list-style-type: none"> Use frequently occurring conjunctions. <i>L.1.1g</i> Define words by category and by one or more key attributes. <i>L.1.5b</i> 	Use a variety of digital tools to produce and publish writing. <i>W.1.6</i>

*GRL = Guided Reading Level

Grade 2: Scope and Sequence Chart

	Title	High-Frequency Word	Content Words	Reading Comprehension Focus	Foundational Skills	Language Skills	Writing
LEVEL 17	Digger's Best Bone GRL J*	angry	bone, dinosaur, flowerbed, fossil, garden, puppy, shelter, skeleton	Describe how characters in a story respond to major events and challenges. <i>RI.2.3, RI.2.10</i>	Know spelling-sound correspondences for common vowel teams. <i>RF.2.3b</i>	<ul style="list-style-type: none"> Produce complete simple and compound sentences. <i>L.2.1f</i> Use an apostrophe to form possessives. <i>L.2.2c</i> Determine the meaning of the new word formed when a known prefix is added to a known word. <i>L.2.4b</i> 	Gather information from provided sources to answer a question. <i>W.2.8</i>
	Fruits and Veggies GRL J	every	apples, artichokes, broccoli, celery, fruits, leaves, markets, peaches, rhubarb, roots, seeds, stems, supermarkets, vegetables	Describe the connection between a series of scientific concepts and steps in a technical procedure in a text. <i>RI.2.3, RI.2.10</i>	<ul style="list-style-type: none"> Distinguish long and short vowel sounds when reading regularly spelled one-syllable words. <i>RF.2.3a</i> Read grade-level text with purpose and understanding. <i>RF.2.4a</i> 	<ul style="list-style-type: none"> Use knowledge of the meaning of individual words to predict the meaning of compound words. <i>L.2.4d</i> Use sentence-level context as a clue to the meaning of a word. <i>L.2.4a</i> 	Participate in shared research and writing projects. <i>W.2.7</i>
	Honey from Hive to Home GRL J	through	beekeepers, cells, hive, honeycombs, minerals, nectar, swarm, vitamins, wax	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. <i>RI.2.2, RI.2.10</i>	Know spelling-sound correspondences for common vowel teams. <i>RF.2.3b</i>	<ul style="list-style-type: none"> Form and use the past tense of frequently occurring irregular verbs. <i>L.2.1d</i> Use knowledge of the meaning of individual words to predict the meaning of compound words. <i>L.2.4d</i> Use beginning dictionaries to determine or clarify the meaning of a word. <i>L.2.4e</i> 	Write informative texts. <i>W.2.2</i>
	Our Earth GRL J	Earth	coast, corals, craters, currents, fossils, glaciers, islands, lakes, lava, mountains, peaks, ranges, rivers, rock, valleys, volcanoes	Ask and answer questions to demonstrate understanding of key details in a text. <i>RI.2.1, RI.2.10</i>	Know spelling-sound correspondences for long a vowel teams. <i>RF.2.3b</i>	<ul style="list-style-type: none"> Capitalize geographic names. <i>L.2.2a</i> Use adjectives and adverbs, and choose between them depending on what is to be modified. <i>L.2.1e</i> Identify real-life connections between words and their use. <i>L.2.5a</i> 	Use a variety of digital tools to produce and publish writing. <i>W.2.6</i>
	How Buzzard Got His Feathers GRL J	story	buzzard, coats, deserts, feathers, forests, journey, mountains, rivers, spirits	Recount stories and determine their central message. <i>RI.2.2, RI.2.10</i>	<ul style="list-style-type: none"> Decode words with common suffixes. <i>RF.2.3d</i> Read grade-level text orally with accuracy. <i>RF.2.4b</i> 	<ul style="list-style-type: none"> Form and use the past tense of frequently occurring irregular verbs. <i>L.2.1d</i> Distinguish shades of meaning among closely related verbs. <i>L.2.5b</i> 	Write narratives. <i>W.2.3</i>
LEVEL 18	One of a Kind GRL K	different	cheetah, polar bear, porcupine, shell, snail, tiger, tortoise, turtle	Recount stories and determine their central lesson. <i>RI.2.2, RI.2.10</i>	<ul style="list-style-type: none"> Decode regularly spelled two-syllable words with long vowels. <i>RF.2.3c</i> Read grade-level text with purpose and understanding. <i>RF.2.4a</i> 	<ul style="list-style-type: none"> Use reflexive pronouns. <i>L.2.1c</i> Use words acquired through reading and being read to, including using adjectives to describe. <i>L.2.6</i> 	Write opinion pieces. <i>W.2.1</i>
	The Real Prize GRL K	together	cement, Earth, nature, playground, prize, project	Use information gained from illustrations and words in a text to demonstrate understanding of its characters and plot. <i>RI.2.7, RI.2.10</i>	Know spelling-sound correspondences for vowel teams that stand for the long e sound. <i>RF.2.3b</i>	<ul style="list-style-type: none"> Use collective nouns. <i>L.2.1a</i> Capitalize holidays. <i>L.2.2a</i> Determine the meaning of unknown phrases and use beginning dictionaries to clarify the meaning. <i>L.2.4e</i> 	Write explanatory texts. <i>W.2.2</i>
	Yellowstone GRL K	across	animals, eruptions, herds, geyser, national park, species	Explain how specific images contribute to and clarify a text. <i>RI.2.7, RI.2.10</i>	Identify words with inconsistent but common spelling-sound correspondences, including silent letters. <i>RF.2.3e</i>	<ul style="list-style-type: none"> Form and use frequently occurring irregular plural nouns. <i>L.2.1b</i> Capitalize geographic names. <i>L.2.2a</i> Use context as a clue to the meaning of a word. <i>L.2.4a</i> 	Participate in shared research and writing projects. <i>W.2.7</i>
	Getting to Work GRL K	line	bicycles, boats, buses, cars, ferries, fuel, planes, schedules, smog, trains, transport	Describe how reasons support specific points the author makes in a text. <i>RI.2.8, RI.2.10</i>	Decode words with common suffixes. <i>RF.2.3d</i>	<ul style="list-style-type: none"> Produce complete simple and compound sentences. <i>L.2.1f</i> Consult reference materials as needed to check and correct spellings. <i>L.2.2e</i> Use knowledge of the meaning of individual words to predict the meaning of compound words. <i>L.2.4d</i> 	Write opinion pieces. <i>W.2.1</i>
	Making Paper GRL K	both	bark, beater, chemicals, chipper, digester, fibers, logs, paper, paper mill, pulp, rollers, washer, wood	Describe the connection between a series of steps in a technical procedure in a text. <i>RI.2.3, RI.2.10</i>	Distinguish long and short vowel sounds when reading regularly spelled one-syllable words. <i>RF.2.3a</i>	<ul style="list-style-type: none"> Form and use the past tense of frequently occurring irregular verbs. <i>L.2.1d</i> Use an apostrophe to form possessives. <i>L.2.2c</i> Determine the meaning of a new word formed when a known prefix is added to a known word. <i>L.2.4b</i> 	Focus on a topic and strengthen writing as needed by revising and editing. <i>W.2.5</i>
LEVEL 19	Saving the Parrots GRL K	remember	birdhouse, cats, chicks, eggs, forest, parrots, ranger, rats	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. <i>RI.2.1, RI.2.10</i>	Decode words with common suffixes. <i>RF.2.3d</i>	<ul style="list-style-type: none"> Use adjectives and adverbs, and choose between them depending on what is to be modified. <i>L.2.1e</i> Use collective nouns. <i>L.2.1a</i> Use knowledge of the meaning of individual words to predict the meaning of compound words. <i>L.2.4d</i> 	Use a variety of digital tools to produce and publish writing. <i>W.2.6</i>
	Mom's New Cell Phone GRL K	tomorrow	alarm, clock, cell phone, settings, technology	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. <i>RI.2.6, RI.2.10</i>	Identify words with the inconsistent but common spelling-sound correspondence <i>ph</i> as <i>/f/</i> . <i>RF.2.3e</i>	<ul style="list-style-type: none"> Use reflexive pronouns. <i>L.2.1c</i> Use an apostrophe to form contractions and possessives. <i>L.2.2c</i> Distinguish shades of meaning among closely related verbs. <i>L.2.5b</i> 	Write opinion pieces. <i>W.2.1</i>
	A World of Birds GRL K	able	albatrosses, bills, eagles, godwits, habitats, kiwis, lyrebirds, penguins, plumage, prey, secretary birds, wingspan, woodpeckers	Identify the main purpose of a text, including what the author wants to answer, explain, or describe. <i>RI.2.6, RI.2.10</i>	<ul style="list-style-type: none"> Decode words with the <i>r</i>-controlled vowel <i>ir</i>. <i>RF.2.3</i> Identify words with the common spelling-sound correspondence soft <i>g</i>. <i>RF.2.3e</i> 	<ul style="list-style-type: none"> Form and use frequently occurring irregular plural nouns. <i>L.2.1b</i> Use sentence-level context as a clue to the meaning of a word. <i>L.2.4a</i> 	Gather information from provided sources to answer a question. <i>W.2.8</i>
	Paul Bunyan GRL K	ready	campfires, cradle, earmuffs, lumberjack, oxen, whisks	Recount stories, including fables and folktales from diverse cultures, and determine their central message. <i>RI.2.2, RI.2.10</i>	Distinguish long and short vowel sounds when reading regularly spelled one-syllable words. <i>RF.2.3a</i>	<ul style="list-style-type: none"> Form and use the past tense of frequently occurring irregular verbs. <i>L.2.1d</i> Produce and expand complete sentences. <i>L.2.1f</i> Distinguish shades of meaning among closely related verbs. <i>L.2.5b</i> 	Write narratives. <i>W.2.3</i>
	Creating a Cartoon GRL K	side	actors, artist, backgrounds, cartoon, characters, drawings, faces, poses, scratch track, story reel, storyboard, test screening	Describe the connection between a series of steps in a technical procedure in a text. <i>RI.2.3, RI.2.10</i>	<ul style="list-style-type: none"> Decode regularly spelled two-syllable words with long vowels. <i>RF.2.3c</i> Read grade-level text orally with accuracy. <i>RF.2.4b</i> 	<ul style="list-style-type: none"> Use an apostrophe to form possessives. <i>L.2.2c</i> Use glossaries to determine or clarify the meaning of words and phrases. <i>L.2.4e</i> 	Focus on a topic and strengthen writing as needed by revising and editing. <i>W.2.5</i>

*GRL = Guided Reading Level

Grade 2: Scope and Sequence Chart

	Title	High-Frequency Word	Content Words	Reading Comprehension Focus	Foundational Skills	Language Skills	Writing
LEVEL 20	Hush! GRL L *	morning	golden armadillo lizard, mechanic, shelter, village, waterhole	Use information gained from illustrations and words in a text to demonstrate understanding of its characters and plot. <i>RL.2.7, RL.2.10</i>	<ul style="list-style-type: none"> Decode words with common suffixes. <i>RF.2.3d</i> Read grade-level text orally with an appropriate rate on successive readings. <i>RF.2.4b</i> 	<ul style="list-style-type: none"> Use adjectives and adverbs, and choose between them depending on what is to be modified. <i>L.2.1e</i> Distinguish shades of meaning among closely related verbs. <i>L.2.5b</i> 	Participate in shared research and writing projects. <i>W.2.7</i>
	At Home GRL L	enough	apartment buildings, cities, homes, houseboat, igloo, nomads, stilts, suburb, town, townhouses	Know and use various text features to locate key facts and information in a text efficiently. <i>RI.2.5, RI.2.10</i>	Distinguish long and short vowel sounds when reading regularly spelled one-syllable words. <i>RF.2.3a</i>	<ul style="list-style-type: none"> Produce complete sentences. <i>L.2.1f</i> Use collective nouns. <i>L.2.1a</i> Use glossaries to determine or clarify the meaning of words and phrases. <i>L.2.4e</i> 	Write informative texts. <i>W.2.2</i>
	A Sticky Problem GRL L	front	backpack, magnets, cell phone, scooter, workbench	Describe the overall structure of a story. <i>RL.2.5, RL.2.10</i>	Identify words with the inconsistent but common spelling-sound correspondence <i>ph</i> as <i>fl</i> . <i>RF.2.3e</i>	<ul style="list-style-type: none"> Use knowledge of the meaning of individual words to predict the meaning of compound words. <i>L.2.4d</i> Consult reference materials as needed to check and correct spellings. <i>L.2.2e</i> Identify real-life connections between words and their use. <i>L.2.5a</i> 	Write narratives. <i>W.2.3</i>
	Great Landmarks GRL L	great	border, design, harbor, landmarks, memorial, monuments, presidents, symbols	Identify the main purpose of a text, including what the author wants to answer, explain, or describe. <i>RI.2.6, RI.2.10</i>	<ul style="list-style-type: none"> Identify words with inconsistent but common spelling-sound correspondences. <i>RF.2.3e</i> Read grade-level text with purpose and understanding. <i>RF.2.4a</i> 	<ul style="list-style-type: none"> Capitalize geographic names. <i>L.2.2a</i> Use a known root word as a clue to the meaning of an unknown word with the same root. <i>L.2.4c</i> 	Use digital tools to produce and publish writing. <i>W.2.6</i>
	Pen and Ink GRL L	mostly	assembly, barrel, cartridges, chemicals, dyes, ink, machines, metal, molds, plastic, plungers	Explain how specific images contribute to and clarify a text. <i>RI.2.7, RI.2.10</i>	Know spelling-sound correspondences for the vowel team <i>ea</i> . <i>RF.2.3b</i>	<ul style="list-style-type: none"> Use adjectives and adverbs, and choose between them depending on what is to be modified. <i>L.2.1e</i> Consult reference materials to check and correct spellings. <i>L.2.2e</i> Identify real-life connections between words and their use. <i>L.2.5a</i> 	Gather information from provided sources to answer a question. <i>W.2.8</i>
LEVEL 21	The Ducks of Dinsmore Park GRL L	maybe	bank, breadcrumbs, lake, mayor, party, tourists	Use information gained from illustrations and words in a text to demonstrate understanding of its characters and plot. <i>RL.2.7, RL.2.10</i>	Decode words with common suffixes. <i>RF.2.3d</i>	<ul style="list-style-type: none"> Distinguish shades of meaning among closely related verbs. <i>L.2.5b</i> Use collective nouns. <i>L.2.1a</i> Use words acquired through reading. <i>L.2.6</i> 	Focus on a topic and strengthen writing as needed by revising and editing. <i>W.2.5</i>
	Snakes Alive! GRL L	thank	carnivore, heating pad, herbivore, mammal, reptile, shopkeeper, snake, tank	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. <i>RL.2.6, RL.2.10</i>	<ul style="list-style-type: none"> Know spelling-sound correspondences for the vowel team <i>ow</i>. <i>RF.2.3b</i> Read grade-level text with purpose and understanding. <i>RF.2.4a</i> 	<ul style="list-style-type: none"> Generalize spelling patterns for adding <i>-ing</i> to the end of words. <i>L.2.2d</i> Use knowledge of the meaning of individual words to predict the meaning of compound words. <i>L.2.4d</i> 	Write informative texts. <i>W.2.2</i>
	Where's Dad? GRL L	nowhere	button, leaves, lens, machine, magnifying glass, microscope	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. <i>RI.2.1, RL.2.10</i>	Identify words with inconsistent but common spelling-sound correspondences, including silent letters. <i>RF.2.3e</i>	<ul style="list-style-type: none"> Use an apostrophe to form contractions. <i>L.2.2c</i> Use an apostrophe to form possessives. <i>L.2.2c</i> Distinguish shades of meaning among closely related verbs. <i>L.2.5b</i> 	Write narratives. <i>W.2.3</i>
	Bug Catchers GRL L	sometimes	carnivorous plants, cilia, insects, leaf, liquid, lobes, nutrients, pitcher plant, soil, sundew plant, swamps, trigger hairs, Venus flytrap	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. <i>RI.2.1, RL.2.10</i>	<ul style="list-style-type: none"> Know spelling-sound correspondences for vowel teams that stand for the long <i>u</i> sound. <i>RF.2.3b</i> Read grade-level text orally with accuracy. <i>RF.2.4b</i> 	<ul style="list-style-type: none"> Use adjectives. <i>L.2.1e</i> Use a known root word as a clue to the meaning of an unknown word with the same root. <i>L.2.4c</i> 	Participate in shared research and writing projects. <i>W.2.7</i>
	Living Around the World GRL L	because	climate, climate zone, clothing, deserts, ice, mountain, rain forests, sea, traditional, weather	Identify the main purpose of a text, including what the author wants to answer, explain, or describe. <i>RI.2.6, RI.2.10</i>	Distinguish long and short vowels when reading regularly spelled one-syllable words. <i>RF.2.3a</i>	<ul style="list-style-type: none"> Use words and phrases acquired through reading. <i>L.2.6</i> Consult reference materials to check and correct spellings. <i>L.2.2e</i> Use glossaries to determine or clarify the meaning of words and phrases. <i>L.2.4e</i> 	Use digital tools to produce and publish writing. <i>W.2.6</i>
LEVEL 22	Secondhand Dog GRL M	throw	bike, clothes, dog handler, dog shelter, laptop	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. <i>RL.2.6, RL.2.10</i>	Decode words with common suffixes. <i>RF.2.3d</i>	<ul style="list-style-type: none"> Use an apostrophe to form contractions. <i>L.2.2c</i> Use an apostrophe to form frequently occurring possessives. <i>L.2.2c</i> Use a known root word as a clue to the meaning of an unknown word with the same root. <i>L.2.4c</i> 	Write narratives. <i>W.2.3</i>
	Simple Machines GRL M	begin	fulcrum, inclined planes, levers, load, machine, pulleys, ramp, rod, screws, thread, wedges, wheel and axle, work	Answer questions to demonstrate understanding of key details in a text. <i>RI.2.1, RI.2.10</i>	Know spelling-sound correspondences for common vowel teams that stand for the <i>oo</i> sound as in <i>book</i> . <i>RF.2.3b</i>	<ul style="list-style-type: none"> Generalize spelling patterns for adding <i>-ing</i> to the end of words. <i>L.2.2d</i> Use adjectives to modify nouns. <i>L.2.1e</i> Use sentence-level context as a clue to the meaning of a word. Then use a dictionary to clarify the word's meaning. <i>L.2.4a, L.2.4e</i> 	Write informative texts. <i>W.2.2</i>
	My Mom the Inventor GRL M	answer	bearskin, cave, gourd, handiwork, inventor, winter	Describe the overall structure of a story. <i>RL.2.5, RL.2.10</i>	Identify words with inconsistent but common spelling-sound correspondences, including silent letters. <i>RF.2.3e</i>	<ul style="list-style-type: none"> Use an apostrophe to form contractions. <i>L.2.2c</i> Use adjectives and adverbs. <i>L.2.1e</i> Identify real-life connections between words and their use. <i>L.2.5a</i> 	Write narratives. <i>W.2.3</i>
	A Frog's Life GRL M	over	eggs, froglets, frogs, gills, prey, tadpoles, toe pads	Describe the connection between a series of science ideas in a text. <i>RI.2.3, RI.2.10</i>	Know spelling-sound correspondences for the vowel team <i>ow</i> . <i>RF.2.3b</i>	<ul style="list-style-type: none"> Use collective nouns. <i>L.2.1a</i> Form and use the past tense of frequently occurring irregular verbs. <i>L.2.1d</i> Determine the meaning of a new word formed when a known prefix is added to a known word. <i>L.2.4b</i> 	Focus on a topic and strengthen writing as needed by revising and editing. <i>W.2.5</i>
	How Does the U.S. Government Work? GRL M	might	country, courts, democracy, election, government, laws, president, voting	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. <i>RI.2.2, RI.2.10</i>	<ul style="list-style-type: none"> Decode regularly spelled two-syllable words with long vowels. <i>RF.2.3c</i> Read grade-level text orally with accuracy. <i>RF.2.4b</i> 	<ul style="list-style-type: none"> Capitalize holidays and geographic names. <i>L.2.2a</i> Use beginning dictionaries to determine or clarify the meaning of a word. <i>L.2.4e</i> 	Write informative texts. <i>W.2.2</i>

*GRL = Guided Reading Level

Grade 2: Scope and Sequence Chart

	Title	High-Frequency Word	Content Words	Reading Comprehension Focus	Foundational Skills	Language Skills	Writing
LEVEL 2.3	Spencer's Blog GRL M*	follow	blog, camels, camera, capital, country, fort, guide, India, monkeys, snake, train, umbrella	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. <i>RI.2.1, RI.2.10</i>	Decode words with the <i>r</i> -controlled vowel <i>or</i> . <i>RF.2.3</i>	<ul style="list-style-type: none"> Produce complete simple and compound sentences. <i>L.2.1f</i> Use context as a clue to the meaning of a word. <i>L.2.4a</i> 	Use digital tools to produce and publish writing. <i>W.2.6</i>
	The Reward GRL M	blue	apartment, birthday, crafts, money, reward, supermarket, tracksuit, wallet	Describe how characters in a story respond to major events and challenges. <i>RI.2.3, RI.2.10</i>	Decode regularly spelled two-syllable words with long vowels. <i>RF.2.3c</i>	<ul style="list-style-type: none"> Use an apostrophe to form contractions. <i>L.2.2c</i> Use an apostrophe to form possessives. <i>L.2.2c</i> Use a known root word as a clue to the meaning of an unknown word with the same root. <i>L.2.4c</i> 	Focus on a topic and strengthen writing as needed by revising and editing. <i>W.2.5</i>
	Days to Remember GRL M	those	civil rights, independence, laws, nation	Know and use various text features to locate key facts and information in a text efficiently. <i>RI.2.5, RI.2.10</i>	<ul style="list-style-type: none"> Distinguish long and short vowel sounds when reading regularly spelled one-syllable words. <i>RF.2.3a</i> Read grade-level text orally with accuracy. <i>RF.2.4b</i> 	<ul style="list-style-type: none"> Use adjectives and adverbs, and choose between them depending on what is to be modified. <i>L.2.1e</i> Determine the meaning of a new word formed when a known prefix is added to a known word. <i>L.2.4b</i> 	Write narratives. <i>W.2.3</i>
	Helping Each Other GRL M	ocean	anemones, antelopes, caterpillars, cleaner fish, clown fish, hosts, microbes, parasites, reefs, termites	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. <i>RI.2.1, RI.2.10</i>	Know spelling-sound correspondences for the vowel team <i>ea</i> . <i>RF.2.3b</i>	<ul style="list-style-type: none"> Generalize spelling patterns for adding <i>-ing</i> to the end of words. <i>L.2.2d</i> Form and use frequently occurring irregular plural nouns. <i>L.2.1b</i> Use sentence-level context as a clue to the meaning of a word. <i>L.2.4a</i> 	Participate in shared research and writing projects. <i>W.2.7</i>
	Ice Science GRL M	sure	Celsius, density, expansion, experiments, freezing point, ice, liquid, solid, water	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. <i>RI.2.2, RI.2.10</i>	<ul style="list-style-type: none"> Decode regularly spelled two-syllable words with long vowels. <i>RF.2.3c</i> Read grade-level text with purpose and understanding. <i>RF.2.4a</i> 	<ul style="list-style-type: none"> Use adjectives. <i>L.2.2e</i> Identify real-life connections between words and their use. <i>L.2.5a</i> 	Recall information or gather information from provided sources to answer a question. <i>W.2.8</i>

*GRL = Guided Reading Level



Smart Steps