

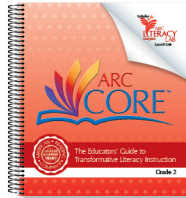
## Second Grade Scope and Sequence

See back for details about each theme.

### Unit 1

#### ARC Literacy Labs

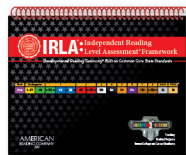
Students fall in love with reading through books that are too good to resist and a teacher who helps them develop both reading passions and reading skills.



Teachers read aloud to build excitement about reading and encourage students to talk about books together.



Teachers use the IRLA to identify each student's current reading level and the thing s/he MOST needs to learn next.



IRLA Toolkits let teachers meet these needs in flexible, strategic small groups.



### Unit 2

#### Bugs in Their Ecosystems

##### Informational Reading, Writing & Research in One Science Topic

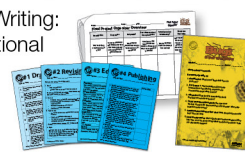
Grade-Level Rigor: Teachers use mini-lessons and shared/close reading of a grade-level informational text to teach Science Content and Vocabulary/Comprehension Standards.



Differentiated Support: Students practice applying what's been taught as they research in informational books on the same topic at a wide range of reading levels.



Integrated Reading & Writing: Students read informational text to write their own informational texts.



### Unit 3

#### Sports Fiction

##### Literature Reading, Writing & Analysis in One Literary Genre

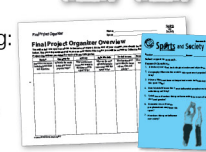
Novel Study: Teachers use mini-lessons and shared/close reading of a grade-level novel to teach Literature Standards and literary analysis.



Genre Study: Students read from a leveled library of both books in the genre and informational texts related to the genre.



Integrated Reading & Writing: Students read to write an essay about the genre and their own story in the genre.



### Unit 4

#### Jobs in My Community

##### Argument Writing & Research in One Social Studies Topic

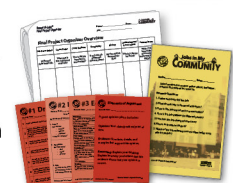
Argument & Debate: Students learn science content as they learn to make and evaluate proficient arguments.



Build Knowledge & Vocabulary Through Research: Students research in and write to books on the same topic at a wide range of reading levels.



Integrated Reading & Writing: Students read informational text in order to form opinions and craft well-reasoned and -supported arguments on the topic.



Reading Skills Cards show parents what a student is practicing and provide tips and strategies for that level.

The 100 Book Challenge Library will rotate weekly or biweekly to ensure a constant flow of fresh books from which students may choose. Students are NOT limited to books at a specific level, nor are they required to read from these baskets. Effective coaching encourages and motivates students to choose to read books that will help accelerate their reading growth; the levels may provide helpful scaffolding for locating "good-fit" books.



## Bugs

This is a mostly nonfiction study of everything with 6, 8, or 100 legs, from mosquitoes to spiders to centipedes. Your classroom will become a hive of busy researchers.

## Sports FICTION

Written by favorites from Matt Christopher and Mike Lupica to Walter Dean Myers and Rich Wallace, these stories feature adrenaline-fueled action while also exploring realistic themes such as fair play, teamwork, and good leadership.

## Jobs in My COMMUNITY

From farmers and factory workers to police officers and garbage collectors, a community is the sum of the people who live, work, learn, and play together. Through the study of jobs, students will learn about all the aspects involved in running a community and how each job contributes to the well-being of individuals and the community as a whole.

**RESEARCH LABS**

# Bugs

*in their ecosystems*

Reader: \_\_\_\_\_ Room: \_\_\_\_\_

**Choose a bug to research.**

**Research Questions:**

- Classification:** What kind of bug is this? How do you know?
- Ecosystems:** In which ecosystem(s) does this bug live? How does this bug depend on its surroundings to get what it needs?
- Adaptation:** What physical characteristics help this bug survive in its ecosystem?
- Social Interactions/Group Behavior:** How does this bug interact with other members of its species? Why is this important to its survival?
- Interdependent Relationships:** What living things depend on this bug? How and why?
- Ecosystem Dynamics:** What might happen to the ecosystem if this bug were removed permanently? What should humans do to make sure this doesn't happen?

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# Sports FICTION

Genre Card

Reader: \_\_\_\_\_ Room: \_\_\_\_\_

Strong, complex characters are the backbones of great stories. This is especially true for Sports Fiction, in which characters must have a drive to make it to the top of their game. From the first chapter to the last, use the questions below to explore each character's physical, emotional, and mental journey.

<p><b>Setting/Plot</b></p> <p><b>Time Period</b> When does this story take place? Time of day or year? Past, present, or future? Historical period? How do you know? Does it matter? Why or why not?</p> <p><b>Place</b> Where does this story take place? Town? State? Country? Does the setting influence the story? Why or why not?</p> <p><b>Society, and Culture</b> In what society/culture is this story set? How is this important to the story?</p> <p><b>Plot</b> Outline the key events in the story in chronological order. Identify the rising action, climax, and falling action of the story.</p> <p><b>Subplot</b> Are there subplots? What purpose do they serve?</p>	<p><b>Character</b></p> <p><b>Protagonist</b> Who is the main character? Describe his/her physical, emotional, psychological traits and motivations using evidence from the story. How do these influence the character's actions and/or the plot?</p> <p><b>Antagonist</b> With whom is the main character in conflict or opposition? Describe this person's traits and motivations. How are these traits and motivations in opposition to the protagonist's?</p> <p><b>Supporting Characters</b> Who are the minor characters? What are their motivations? How are they used by the author?</p> <p><b>Character Development</b> How has the protagonist changed by the end of the story? What has he/she learned? Has the antagonist changed? Why or why not?</p>	<p><b>Theme</b></p> <p><b>Author's Purpose</b> What is the theme of the story? Why do you think the author wrote it? What was his/her message, moral, or lesson for you, the reader?</p> <p><b>The Conflict</b> What is the major conflict/problem in the book? How is it resolved? How does the conflict relate to the theme?</p> <p><b>Sport as Metaphor</b> How does the action on the playing field reflect the conflict in the characters' lives off of the field? How is it related to the theme?</p> <p><b>Winning vs. Integrity</b> Are the characters struggling between doing the right thing and winning at all costs? What is the outcome of this struggle? What seems to be the author's position.</p> <p><b>Team vs. Individual</b> How do characters handle conflicts between personal needs and those of the team? What does it mean to be a good member of a team/community?</p>
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**RESEARCH LABS**

# Jobs in My COMMUNITY

Reader: \_\_\_\_\_ Room: \_\_\_\_\_

Select one job (i.e., mayor, police officer, firefighter, paramedic, teacher) to research.

**Research Questions:**

- Define and describe this job.
- What does it take to be good at this job?
- How is this job important to communities?
- How is this job different in different places?
- How has this job changed over time?
- Who is in charge in this job?
- Which of the issues facing communities today most affects this job?

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