

Mayflower Mill Elementary School
Reading Curriculum Map Grade 2 p. 1 of 27

Week	Story	Day	Procedural Focus	Instructional Strategies	Standards	Resources	Assessment
1	P r o c e d u r e W o r k	1	Independent Reading	-I Chart - What it looks like, what it sounds like for students and teacher. -Model and practice student procedures for “Read to Self” -Begin working on stamina		<i>I Chart Read to Self</i>	
		2	Independent Reading	-Model Three Ways to Read a Book: Read the Pictures, Read the Words, Retell a Familiar Story -Review I chart - Model and practice student procedures for “Read to Self” -Discuss where to sit in the room -Work on reading stamina		- I Chart <i>Read to Self</i>	
		3	Choosing Good Fit Books	-Teach how to choose good fit books -Review I chart -Working on reading stamina		-Chart <i>Ways to Choose Books</i> -Daily 5 page 30 Shoe Lesson - <i>The Cafe</i> page 179	
		4	Making Good Book Choices	-Review I chart -Readers have criteria to judge whether a book is just right for independent reading. -Working on reading stamina		-Chart <i>Easy, Just Right, Challenging</i> -Refer to I-PICK chart page 30	
		5	Reading to Someone	-I Chart What it looks like, what it sounds like for students and teacher -Model EEKK -Practice stamina with partner -Review I-Chart for Read to Self -Work on Read to Self Stamina		-I Chart Read to Someone -I Chart Read to Self	

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Week	S t o r y	Day	Procedural Focus	Instructional Strategies	Standards	Resources	Assessment
2	P r o c e d u r e W o r k	6	Check for Understanding	<ul style="list-style-type: none"> -Review I Chart for Read to Someone -Model and practice “Check for Understanding” -Add to Café Menu -Review I-Chart for Read to Self -Work on Read to Self Stamina 	2.1.6 RF.4.a-c	<ul style="list-style-type: none"> -I Chart Read to Someone -Café book p. 154 -Café Menu -I Chart Read to Self 	mCLASS: Reading Testing
		7	How to Choose a Partner How to Choose Books	<ul style="list-style-type: none"> -Model procedure for selecting a partner for Read to Someone -Raise your hand as a silent signal that you need a partner - Give eye contact with another person who has their hand raised -Walk to the person and say, “Do you want to be my partner?” - Partner says “Sure” -Model procedure for selecting book for Read to Someone -Talk about it and make a deal - Rock, paper, scissors -Review I-Chart for Read to Self -Work on Read to Self Stamina 	2.1.6 RF.4.a-c	<ul style="list-style-type: none"> - I Chart Read to Someone -I Chart Read to Self 	
		8	How to Buzz with Each Other	<ul style="list-style-type: none"> -Students learn how to listen to each other and share effectively as partners or in small groups -Model and practice Coaching or Time -If partner comes to a word they don’t know the other partner: counts to 3, asks “Do you want coaching or time?” - If coaching, they use clues to help partner -Review I-Chart for Read to Self -Work on Read to Self Stamina 	2.1.6 RF.4.a-c	<ul style="list-style-type: none"> -Chart <i>How to Buzz Effectively</i> -Chart <i>Read to Self</i> 	

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9	Abandoning Books	<ul style="list-style-type: none"> -Students learn that, after a good try, they may have a reason to abandon a book -Sometimes readers abandon books for specific reasons -Review I-Chart for Read to Self -Work on Read to Self Stamina -Review I-Chart for Read to Someone -Work on Read to Someone Stamina 		<ul style="list-style-type: none"> -Chart <i>Why Readers Abandon Books</i> -Chart <i>Read to Self</i> -Chart <i>Read to Someone</i>
10	Distinguishing Between Fantasy and Reality	<ul style="list-style-type: none"> -Students are able to distinguish between two types of books as a foundation for learning about genre. -Each genre has specific characteristics. -Students learn to categorize books so that they can vary their reading. -Review I-Chart for Read to Self -Work on Read to Self Stamina -Review I-Chart for Read to Someone -Work on Read to Someone Stamina 	(2.2.2) (2.3.6)	<ul style="list-style-type: none"> - Chart <i>Books We've Shared</i> Examples of Books that have been read aloud -Chart <i>Fantasy/Reality</i> -Chart <i>Read to Self</i> -Chart <i>Read to Someone</i>

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Week	Story	Day	Procedural Focus	Instructional Strategies	Standards	Resources	Assessment
3	P r o c e d u r e W o r k	11	Keeping a Record of your Reading	-Reading Log -Review I-Chart for Read to Self -Work on Read to Self Stamina -Review I-Chart for Read to Someone -Work on Read to Someone Stamina	(2.2.2)	-Chart <i>Read to Self</i> -Chart <i>Read to Someone</i>	
		12	Procedures for Work on Writing	-I Chart What it looks like, what it sounds like for students and teacher -Model what to do when writing words they can't spell (underline and go on)		- I Chart <i>Work on Writing</i>	
		13	Procedures for Work on Writing	-Review I-Chart What it looks like, what it sounds like for students and teacher -Work on Writing Stamina, Read to Self, and Read to Someone		- I Chart <i>Work on Writing</i>	

mCLASS: Reading Testing

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		14	Procedures for Work on Writing	<ul style="list-style-type: none"> -Review I chart - Model and practice student procedures for “Work on Writing” -Brainstorm and practice where to sit -Brainstorm and practice what materials to use during writing (notebook, pencil, drawing) -Work on Writing, Read to Self, and Read to Someone Stamina 	2.5.6 W.2	- I Chart <i>Work on Writing</i>
		15	Writing Responses to your Reading	<ul style="list-style-type: none"> -Readers can share their thinking about reading through writing. Possible Types of Responses: -wonderings -predictions -connections -inferences -drawing conclusions -book recommendations -letters -Work on Writing, Read to Self, and Read to Someone Stamina 	(2.5.3) 2.5.7 W.2	-Chart <i>Responses to Reading</i>

Week	S t o r y	Day	Procedural Focus	Instructional Strategies	Standards	Resources	Assessment
		16	What to Write About	<ul style="list-style-type: none"> -Make a list of “topics” to write about -Choice: Work on Writing, Read to Self, Read to Someone 	2.4.1, 2.4.3 W.5	-Chart <i>Writing Topics</i>	

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17	<p>CAFÉ: Accuracy and Expand Vocabulary</p> <p>Word Work</p>	<p>Mini Lesson 1 -Cross Checking</p> <p>Mini Lesson 2 - Tune into Interesting Words</p> <p>Mini Lesson 3 -Introduce Materials and their locations -Brainstorm I-chart How to Work with Materials -Model correct and incorrect -Choice: Work on Writing, Read to Self, Read to Someone</p>	<p>2.1.3, RF.3.a-f (2.1.2) (2.1.5) (2.1.11) (2.5.5)</p>	<p><i>The Café-</i> page 170 <i>The Café-</i> page 185 - I Chart <i>Word Work</i></p>
18	<p>CAFÉ: Comprehension, Accuracy and Expand Vocabulary</p> <p>Word Work</p>	<p>Mini Lesson 1 -Back up and reread</p> <p>Mini Lesson 2 -Review check for understanding, cross checking, tune into interesting words, and back up and reread</p> <p>Mini Lesson 3 -Review Word Work I-chart -Choice: Word Work, Work on Writing, Read to Self, Read to Someone</p>	<p>2.2.9 RI.4 2.1.3 RF.3.a-f (2.1.2) (2.1.5) (2.1.11) (2.5.5)</p>	<p><i>The Café-</i> page 155 - I Chart <i>Word Work</i></p>
19	<p>CAFÉ: Fluency, Comprehension, Accuracy and Expand Vocabulary</p> <p>Word Work</p>	<p>Mini Lesson 1 -Read appropriate level text that are a “Good Fit”</p> <p>Mini Lesson 2 --Review check for understanding, cross checking, tune into interesting words, and back up and reread</p> <p>Mini Lesson 3 -Review Word Work I-chart -Choice: Word Work, Work on Writing, Read to Self, Read to Someone</p>	<p>2.2.9 RI.4 2.1.3 RF.3.a-f (2.1.2) (2.1.5) (2.1.11) (2.5.5)</p>	<p><i>The Café-</i> page 179 - I Chart <i>Word Work</i></p>

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		20	<p>CAFE: Comprehension and Fluency</p> <p>Word Work</p>	<p>Mini Lesson 1 -Monitor and Fix Up</p> <p>Mini Lesson 2 --Voracious Reading</p> <p>Mini Lesson 3 -Review Word Work I-chart -Choice: Word Work, Work on Writing, Read to Self, Read to Someone</p>	<p>2.2.9 RI.4 2.1.6 RF.4.a-c</p>	<p><i>The Café-</i> page 156 <i>The Café-</i> page 178 - I Chart <i>Word Work</i></p>
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Week	S t o r y	Day	Procedural Focus	Instructional Strategies	Standards	Resources	Assessment
		21	<p>CAFÉ: Expand Vocabulary and Comprehension</p> <p>Listen to Reading</p>	<p>Mini Lesson 1 -Voracious Reading</p> <p>Mini Lesson 2 -Use Prior Knowledge to Connect with Text</p> <p>Mini Lesson 3 -Introduce Listen to Reading Materials and their locations -Brainstorm I-chart How to Work with Materials -Model correct and incorrect -Choice: Work on Writing, Read to Self, Read to Someone, Word Work</p>	<p>2.2.9 RI.4</p>	<p><i>The Café-</i> page 184 <i>The Café-</i> page 158 - I Chart <i>Listen to Reading</i></p>	

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22	<p>CAFÉ: Expand Vocabulary</p> <p>Listen to Reading</p>	<p>Mini Lesson 1 -Use word parts to determine meaning of words (Prefixes)</p> <p>Mini Lesson 2 -Use word parts to determine meaning of words (Suffixes)</p> <p>Mini Lesson 3 -Review Listen to Reading I-chart -Choice: Word Work, Work on Writing, Read to Self, Read to Someone</p>	2.1.9 L.4.a-c	<p><i>The Café-</i> page 187 - I Chart <i>Listen to Reading</i></p>
23	<p>CAFÉ: Expand Vocabulary</p> <p>Listen to Reading</p>	<p>Mini Lesson 1 -Use word parts to determine meaning of words (Prefixes)</p> <p>Mini Lesson 2 -Use word parts to determine meaning of words (Suffixes)</p> <p>Mini Lesson 3 -Review Listen to Reading I-chart -Choice: Word Work, Work on Writing, Read to Self, Read to Someone</p>	2.1.9 L.4.a-c	<p><i>The Café-</i> page 187 - I Chart <i>Listen to Reading</i></p>
24	<p>CAFÉ: Comprehension and Fluency</p> <p>Listen to Reading</p>	<p>Mini Lesson 1 -Make a picture or a mental image</p> <p>Mini Lesson 2 -Read appropriate level texts that are a good fit</p> <p>Mini Lesson 3 -Review Listen to Reading I-chart -Choice: Word Work, Work on Writing, Read to Self, Read to Someone, Listen to Reading</p>	2.1.6 RF.4.a-c	<p><i>The Café-</i> page 159 <i>The Café-</i> page 179 - I Chart <i>Listen to Reading</i></p>

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		25	<p>CAFÉ: Accuracy</p> <p>Listen to Reading</p>	<p>Mini Lesson 1 -Blend Sounds: stretch and reread</p> <p>Mini Lesson 2 -Use beginning and ending sounds</p> <p>Mini Lesson 3 -Review an I-chart -Choice: Word Work, Work on Writing, Read to Self, Read to Someone, Listen to Reading</p>	(2.1.1)	<p><i>The Café</i>- page 173 <i>The Café</i>- page 172</p>
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Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
6	The Mixed Up Ch	Comprehension	<p>Use main idea and supporting details to determine importance</p> <p>Compare and contrast within and between text (characters by different authors)</p> <p>Recognize Literacy Elements (Recognize the difference between fantasy and reality)</p>	<p>Reading</p> <ul style="list-style-type: none"> • RI.2, RF.3.c, RL.10, RF.4.a, RF.4.b, RF.4.c, 2 3 6 	<p>CAFÉ: p. 165</p> <p>CAFÉ: p. 169</p> <p>CAFÉ: p. 167</p>	<p>Fountas and Pinnell Benchmark Assessment</p>

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	<p>Accuracy Phonemic Awareness and Phonics</p>	<p>Flip the Sound (Phonograms –id, -ide)</p> <p>Look Carefully at Letters and Words</p>	<p>CAFÉ: p. 174</p> <p>Spelling book p. 10-12</p> <p>Interactive CAFÉ Menu</p>
	<p>Fluency Comprehension, Accuracy, Rate, Expression</p>		<p>Poem: <u>I Am Tired of Being Little</u></p>
	<p>Expand Vocabulary</p>		

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
7	Get Up and Go	Comprehension	Determine and analyze author's purpose and support with text	Reading <ul style="list-style-type: none"> RI.6, RI.8, 2.2.3, RL.10, RF.4.a, RF.4.b, RF.4.c Phonics <ul style="list-style-type: none"> RF.3.a, 2.1.2 	CAFÉ: p. 166	
		Accuracy Phonemic Awareness and Phonics	Chunk Letters and Sounds Together (Phonograms -ame, -ake)		CAFÉ: p. 175 Spelling book p. 13-15	
		Fluency Comprehension, Accuracy, Rate, Expression	Reread text		CAFÉ: p. 180 Poem: <u>Hurry, Hurry!</u>	

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	Expand Vocabulary		
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Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
8	He nry a nd M ud ge U nd er th e Ye llo w Mo on	Comprehension	Recognize Literacy Elements (setting)	Reading <ul style="list-style-type: none"> • RI.8, RI.6, RL.10, RF.4.a, RF.4.b, RF.4.c Phonics 2.1.2, Prior knowledge required for L.1.d to teach at a later	CAFÉ: p. 167	
		Accuracy Phonemic Awareness and Phonics	Inflection –ed with regular verbs Cross Checking (Self-correct)		CAFÉ: p. 172 Spelling book p. 16-18 CAFÉ: p. 170	
		Fluency Comprehension, Accuracy, Rate, Expression			Poem: Fall is Here	
		Expand Vocabulary				

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
9	Da ys wi th Fr og	Comprehension	Compare and Contrast within and between text Make a picture or mental image	Reading <ul style="list-style-type: none"> • RF.4.a, RF.4.b, RF.4.c, RL.10, RI.9, RL.9, L.1.d, 2.2.1, 2.2.6 	CAFÉ: p. 169 CAFÉ: p. 159	

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	<p>Accuracy Phonemic Awareness and Phonics</p>	Inflection –ed changing –y to –i	CAFÉ: p. 172
	<p>Fluency Comprehension, Accuracy, Rate, Expression</p>		Spelling book p. 19-21
	<p>Expand Vocabulary</p>		Poem: <u>Since Hannah Moved Away</u>

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
10	Wilson Saturday	Comprehension	Recognize Literacy Elements (Characters) Make and adjust predictions	Reading <ul style="list-style-type: none"> RF.4.a, RF.4.b, RF.4.c, RL.10, RL.6, RL.3, 2.3.5, 2.1.11 Phonics RF.3.a, 2.1.2	CAFÉ: p. 167	
		Accuracy Phonemic Awareness and Phonics	Flip the Sound (Phonograms –at and –ate)		CAFÉ: p. 161 CAFÉ: p. 174	
		Fluency Comprehension, Accuracy, Rate, Expression			Spelling book p. 22-24	
		Expand Vocabulary			Poem: <u>With a Friend</u>	

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
11	The Enormous Turnip	Comprehension	Summarize Text; include sequence of main events	Reading <ul style="list-style-type: none"> RF.4.a, RF.4.b, RF.4.c, RL.10, RL.5, 2.3.6, 2.2.11, 2.1.11 	CAFÉ: p. 164	

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	Accuracy Phonemic Awareness and Phonics	Chunk Letters and Sounds Together (Phonograms –ack and –ock)	CAFÉ: p. 175
	Fluency Comprehension, Accuracy, Rate, Expression		Spelling book p. 25-28
	Expand Vocabulary		Poem: <u>I've Turned Into a Carrot</u>

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
12	He lpi ng Ou t	Comprehension	Use Main Idea and Supporting Details to Determine Importance	Reading • RF.4.a, RF.4.b, RF.4.c, RL.10, RI.2 Phonics • RF.3.e, 2.1.2	CAFÉ: p. 165	
		Accuracy Phonemic Awareness and Phonics	Look Carefully at Letter and Words -r controlled vowels/ur/, ear		Interactive CAFÉ Menu	
		Fluency Comprehension, Accuracy, Rate, Expression			Spelling book p. 29- 31	
		Expand Vocabulary			Poem: <u>Together</u>	

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
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13	M r. P u t t e r F l y t h e P l a n e	Comprehension	Make and Adjust Predictions	Reading • RF.4.a, RF.4.b, RF.4.c, RL.10, 2.3.6, 2.1.1, 2.1.4 Phonics RF.3.a,2.1.2, 2.1.3	CAFÉ: p. 161	
		Accuracy Phonemic Awareness and Phonics	Chunk Letters and Sounds Together Syllables		CAFÉ: p. 175 Spelling book p. 32-34	
		Fluency Comprehension, Accuracy, Rate, Expression			Poem: <u>Cranky Poodle</u>	
		Expand Vocabulary	Use Word Parts to Determine the Meaning of Words (Common Abbreviations)		CAFÉ: p. 187	

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
14	H e d g e h o g B a k e	Comprehension	Infer and support with Evidence Summarize Text; include sequence of main events	Reading • RF.4.a, RF.4.b, RF.4.c, RL.10,	CAFÉ: p. 162 CAFÉ: p. 164	

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	<p>Accuracy Phonemic Awareness and Phonics</p>	<p>Chunk Letters and Sounds Together -r controlled vowel /or/, our</p>	<p>CAFÉ: p. 175</p>
	<p>Fluency Comprehension, Accuracy, Rate, Expression</p>		<p>Poem: <u>Birthday Cake</u></p>
	<p>Expand Vocabulary</p>	<p>Use dictionaries, thesauruses, and glossaries as tools (Synonyms)</p> <p>Tune into Interesting Words and use New Vocabulary and Writing</p>	<p>CAFÉ: p. 190</p> <p>CAFÉ: p. 185</p>

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
15	Le mo na de for Sa le	Comprehension	<p>Compare and Contrast within and Between Text</p> <p>Ask Questions throughout the Reading Process (Read Ahead)</p> <p>Predict what will happen; Use text to confirm</p>	<p>Reading</p> <ul style="list-style-type: none"> RF.4.a, RF.4.b, RF.4.c, RL.10, RI.9, RL.9, 2.1.11 <p>Phonics</p> <p>RF.3.e, 2.1.2</p>	CAFÉ: p. 169	
		Accuracy Phonemic Awareness and Phonics	<p>Chunk Letter and Sounds Together Phonograms -ar, -arm, -ark</p>		CAFÉ: p. 160	
		Fluency Comprehension, Accuracy, Rate, Expression			CAFÉ: p. 161	
		Expand Vocabulary			CAFÉ: p. 175	
					Poem: <u>Lemonade Stand</u>	

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
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16	Johnny Appleseed	Comprehension	Use Main Idea and Supporting Details to Determine Importance Make a Picture or Mental Image	Reading <ul style="list-style-type: none"> • RF.4.a, RF.4.b, RF.4.c, RL.10, RI.1, RL.1, 2.2.4 Phonics RF.3.e, 2.1.2	CAFÉ: p. 165 CAFÉ: p. 159	
		Accuracy Phonemic Awareness and Phonics	Chunk Letter and Sounds Together -r controlled vowels –ir: ear, eer		CAFÉ: p. 175	
		Fluency Comprehension, Accuracy, Rate, Expression			Poem: <u>John Chapman: Reader's Theater</u>	
		Expand Vocabulary				

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
17	From Seed to Plant	Comprehension		Reading <ul style="list-style-type: none"> • RF.4.a, RF.4.b, RF.4.c, RL.10, RI.7, RI.3, 2.2.3, 2.2.7 Phonics 2.1.2		
		Accuracy Phonemic Awareness and Phonics	Blend Sounds Consonant blends spr-, str-, thr-		CAFÉ: p. 173	
		Fluency Comprehension, Accuracy, Rate, Expression	Reread Text		CAFÉ: p. 180 Poem: <u>I Will Plant a Garden</u>	
		Expand Vocabulary	Use Pictures, Illustrations, and Diagrams		CAFÉ: p. 186	

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
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18	The Secret Life of Trees	Comprehension	Recognize Literary Elements (Fact or fiction)	Reading • RF.4.a, RF.4.b, RF.4.c, RL.10, RI.3, 2.1.1 Phonics RF.3.b, 2.1.2	CAFÉ: p. 167	
		Accuracy Phonemic Awareness and Phonics	Chunk Letters and Sounds Together Flip the Sound (Vowel digraphs /oo/, food, moon)		CAFÉ: p. 175 CAFÉ: p. 174	
		Fluency Comprehension, Accuracy, Rate, Expression			Poem: <u>Trees</u>	
		Expand Vocabulary				

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
19	Watermelon Day	Comprehension	Infer and Support with Evidence Summarize Text; include sequence of main events	Reading • RF.4.a, RF.4.b, RF.4.c, RL.10, 2.2.2, 2.2.5 Phonics RF.3.f, 2.1.2	CAFÉ: p. 162 CAFÉ: p. 164	
		Accuracy Phonemic Awareness and Phonics	Blend Sounds, Stretch and Reread (Digraphs /n/ gn, kn; /r/ wr)		CAFÉ: p. 173	
		Fluency Comprehension, Accuracy, Rate, Expression			Poem: <u>I Bought a Pet Banana</u>	
		Expand Vocabulary				

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
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20	Pumpkin Fiesta	Comprehension	Make and Adjust Predictions: Use text to confirm (Follow two step written instructions,)	Reading <ul style="list-style-type: none"> • RF.4.a, RF.4.b, RF.4.c, RL.10, 2.2.8, 2.1.5 Phonics RF.3.f, 2.1.2	CAFÉ: p. 161	mCLASS: Reading Assessment
		Accuracy Phonemic Awareness and Phonics	Cross Checking (Self Correcting) Use Beginning and Ending Sounds (Inflections -s, -es, changing y to i and add -es)		CAFÉ: p. 170 CAFÉ: p. 172	
		Fluency Comprehension, Accuracy, Rate, Expression			Poem: <u>Pumpkin Pie Time</u>	
		Expand Vocabulary	Use Word Parts to Determine the Meaning of Words (Common and irregular plurals)		CAFÉ: p. 187	

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
21	The Day Jimmy's	Comprehension	Recognize and Explain Cause and Effect Relationships Make and Adjust Predictions; Use text to confirm	Reading <ul style="list-style-type: none"> • RF.4.a, RF.4.b, RF.4.c, 	CAFÉ: p. 168 CAFÉ: p. 161	mCLASS: Reading

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		Accuracy Phonemic Awareness and Phonics	Flip the Sound Diphthongs /ou/ ou, ow		CAFÉ: p. 174
		Fluency Comprehension, Accuracy, Rate, Expression			Poem: <u>Mother Doesn't Want a Dog</u>
		Expand Vocabulary			

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
22	Ho w I S pe nt My Su m m er Va ca tion	Comprehension	Recognize and Explain Cause and Effect Relationships Infer and Support With Evidence	Reading <ul style="list-style-type: none"> RF.4.a, RF.4.b, RF.4.c, RL.10, 2.2.6 Phonics RF.3.b, 2.1.2	CAFÉ: p. 168	mCLASS: Reading Assessment
		Accuracy Phonemic Awareness and Phonics	Flip the Sound Diphthongs /oi/ oi, oy		CAFÉ: p. 162	
		Fluency Comprehension, Accuracy, Rate, Expression			CAFÉ: p. 174	
		Expand Vocabulary			Poem: <u>School Vacation</u>	

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
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23	De ar M r. Bl ue be rry	Comprehension	Infer and Support with Evidence Ask Questions throughout the Reading Process (Reading ahead) Recognize Literacy Elements (fantasy and reality)	Reading • RF.4.a, RF.4.b, RF.4.c, RL.10, 2.3.6 Phonics RF.3.b, RF.3.d, 2.1.2	CAFÉ: p. 162	mCLASS: Reading Assessment
		Accuracy Phonemic Awareness and Phonics	Blend Sounds; Stretch and Reread Vowel Digraphs /oo/ oo, ue blue		CAFÉ: p. 160	
		Fluency Comprehension, Accuracy, Rate, Expression			CAFÉ: p. 167	
		Expand Vocabulary			CAFÉ: p. 173	
					Poem: <u>Whale Sailing</u>	

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
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24	Co ol Ali	Comprehension	Make a Picture or Mental Image	Reading • RF.4.a, RF.4.b, RF.4.c, RL.10, Phonics RF.3.f, RF.3.d, 2.1.2	CAFÉ: p. 159	
		Accuracy Phonemic Awareness and Phonics	Use Beginning and Ending Sounds Inflection -es (f to v +es)		CAFÉ: p. 172	
		Fluency Comprehension, Accuracy, Rate, Expression			Poem: <u>He's Got the Whole Beach in His Pants</u>	
		Expand Vocabulary	Use Dictionaries, Thesauruses, and Glossaries as Tools (Antonyms)		CAFÉ: p. 190	

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
25	E m p e r o r 's E g g	Comprehension	Recognize Literacy Elements (Fact and fiction)	Reading • RF.4.a, RF.4.b, RF.4.c, RL.10, 2.1.1 Phonics RF.3.d, 2.1.2	CAFÉ: p. 167	
		Accuracy Phonemic Awareness and Phonics	Use Beginning and Ending Sounds (Inflections –ing) Chunk Letters and Sounds Together		CAFÉ: p. 172	
		Fluency Comprehension, Accuracy, Rate, Expression			CAFÉ: p. 175	
		Expand Vocabulary	Use Word Parts to Determine the Meaning of Words (Suffix –ly)		Poem: <u>My Father's Feet</u> CAFÉ: p. 187	

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
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26	The Pine Park Mystery	Comprehension	Recognize Literacy Elements (plot) (Create different endings and identify the problem and the impact of the different endings)	Reading <ul style="list-style-type: none"> • RF.4.a, RF.4.b, RF.4.c, RL.10, RI.4, 2.2.9, 2.3.2 Phonics RF.3.d, 2.1.2	CAFÉ: p. 167	
		Accuracy Phonemic Awareness and Phonics	Skip the Word, then Come Back (use context to confirm meaning)		CAFÉ: p. 176	
		Fluency Comprehension, Accuracy, Rate, Expression			Poem: <u>I Don't Want to do Homework!</u>	
		Expand Vocabulary	Use Word Parts to Determine the Meaning of Words (Prefixes re-, pre-, mis-, and under-)		CAFÉ: p. 187	

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
27	Goodbye Curtis	Comprehension	Compare and Contrast Within and Between Text Summarize Text; include sequence of main events	Reading <ul style="list-style-type: none"> • RF.4.a, RF.4.b, RF.4.c, RL.10, RI.9, RL.9, 2.2.5 Phonics , 2.1.2	CAFÉ: p. 169	
		Accuracy Phonemic Awareness and Phonics			CAFÉ: p. 164	
		Fluency Comprehension, Accuracy, Rate, Expression			Poem: <u>Our Friendly Mailman</u>	
		Expand Vocabulary	Use Word Parts to Determine the Meaning of Words (Contractions -'ll, -n't, -'s)		CAFÉ: p. 187	

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Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
28	Max Found Words	Comprehension				
		Accuracy Phonemic Awareness and Phonics	Blend Sounds, Stretch, and Reread (Vowel Digraphs /oo/ ew, ui) Cross Checking (Self Correct)	Reading • RF.4.a, RF.4.b, RF.4.c, RL.10, 2.1.10	CAFÉ: p. 173 CAFÉ: p. 170	
		Fluency Comprehension, Accuracy, Rate, Expression			Poem: <u>“Way Down in the Music”</u>	
		Expand Vocabulary	Use Word Parts to Determine the Meaning of Words (Prefixes mis- and under-) Tune into Interesting Words and Use New Vocabulary in Speaking and Writing (Multiple-meaning words)	Phonics RF.3.b, RF.3.d, 2.1.2	CAFÉ: p. 187 CAFÉ: p. 185	

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
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29	Anthony Reynolds: Born to Rope	Comprehension	Summarize Text; Include Sequence of Main Events Retell the Story	Reading • RF.4.a, RF.4.b, RF.4.c, RL.10, RL.2, 2.2.5 Phonics RF.3.f, 2.1.2	CAFÉ: p. 164 CAFÉ: p. 157	
		Accuracy Phonemic Awareness and Phonics	Blend Sounds, Stretch, and Reread (Digraphs /f/ gh, ph) Look Carefully at Letters and Words		CAFÉ: p. 173 Interactive CAFÉ Menu	
		Fluency Comprehension, Accuracy, Rate, Expression			Poem: <u>On Top of my Donkey</u>	
		Expand Vocabulary				

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
30	China Town	Comprehension	Use Main Idea and Supporting Details to Determine Importance Make a Picture or Mental Images	Reading • RF.4.a, RF.4.b, RF.4.c, RL.10, RL.9, RI.1 Phonics RF.3.d, 2.1.2	CAFÉ: p. 165 CAFÉ: p. 159	
		Accuracy Phonemic Awareness and Phonics			Poem: <u>How I Became a Black Belt</u>	
		Fluency Comprehension, Accuracy, Rate, Expression			CAFÉ: p. 187	
		Expand Vocabulary	Use Word Parts to Determine the Meaning of Words (Suffixes -er, -est Prefixes mis- and under)			

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Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
31	Abuelita	Comprehension	Infer and Support with Evidence	Reading <ul style="list-style-type: none"> RF.4.a, RF.4.b, RF.4.c, RL.10, RL.9, 2.1.1 Phonics RF.3.e, 2.1.2	CAFÉ: p. 162	
		Accuracy Phonemic Awareness and Phonics	Chunk Letter and Sounds Together (-r controlled vowel /ar/ air, are) (look at word bits and parts)		CAFÉ: p. 175	
		Fluency Comprehension, Accuracy, Rate, Expression			Poem: <u>Abuelita's Lap</u>	
		Expand Vocabulary				

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
32	Beginner's World Atlas	Comprehension	Use Text Features (Locate information)	Reading <ul style="list-style-type: none"> RF.4.a, RF.4.b, RF.4.c, RL.10, RI.5, RI.10 Phonics RF.3.e, RF.3.f, 2.1.2	CAFÉ: p. 163	
		Accuracy Phonemic Awareness and Phonics	Flip the Sound (Vowel variant /oo/, oo, ou look, could) Look Carefully at Letters and Words		CAFÉ: p. 174	
		Fluency Comprehension, Accuracy, Rate, Expression			Interactive CAFÉ Menu Poem: <u>Earth's Seven Continents: Reader's Theater</u>	
		Expand Vocabulary				

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Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
33	Dinosaurs Travel	Comprehension	Determine and Analyze Author's Purpose and Support with Text	Reading <ul style="list-style-type: none"> RF.4.a, RF.4.b, RF.4.c, RL.10, RI.6, 2.2.3, 2.2.9 Phonics RF.3.e, RF.3.f, 2.1.2	CAFÉ: p. 166	mCLASS: Reading Assessment
		Accuracy Phonemic Awareness and Phonics	Flip the Sound (Vowel variant ou, ough) Skip the Word, then Come Back (Use context to confirm meaning)		CAFÉ: p. 174 CAFÉ: p. 176	
		Fluency Comprehension, Accuracy, Rate, Expression			Poem: <u>The Library</u>	
		Expand Vocabulary				

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
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34	Mon tue on the High Seas	Comprehension	Make a Picture or Mental Image	Reading • RF.4.a, RF.4.b, RF.4.c, RL.10, Phonics RF.3.e, RF.3.f, 2.1.2	CAFÉ: p. 159	mCLASS: Reading Assessment
		Accuracy Phonemic Awareness and Phonics	Flip the Sound (Vowel variant /o/ -aw, -augh crawled, caught)		CAFÉ: p. 174	
		Fluency Comprehension, Accuracy, Rate, Expression			Poem: <u>It's Raining Pigs and Noodles</u>	
		Expand Vocabulary	Tune in to Interesting Words and Use New Vocabulary in Speaking and Writing (Homophones)		CAFÉ: p. 185	

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
35	Ru th La w Th rill s a Na tion	Comprehension	Make and Adjust Predictions; Use Text to Confirm Ask Questions throughout the Reading Process	Reading • RF.4.a, RF.4.b, RF.4.c, RL.10 Phonics RF.3.d, 2.1.2	CAFÉ: p. 161	mCLASS: Reading Assessment
		Accuracy Phonemic Awareness and Phonics			CAFÉ: p. 160	
		Fluency Comprehension, Accuracy, Rate, Expression			Poem: <u>Bubble Trip</u>	
		Expand Vocabulary	Use Word Parts to Determine the Meaning of Words (Prefixes over-, un-)		CAFÉ: p. 187	