

2nd Grade Houghton Mifflin Overview: Skills, Strategies and Content

| Theme  | Wk | Comprehension Strategy             | Comprehension Skill                | Phonics/ Word Structure                           | High Frequency Words                       |
|--|----|------------------------------------|------------------------------------|---|--|
| Back to School                               |    | Strategy Workshop: Strategy Review |                                    | Phonics Review                                    |  |
| 1:<br>Silly Stories                          | 1  | Summarize                          | Story Structure                    | short a, i; base words and -s, -ed, -ing endings  | bought, front, kitchen, roll, until        |
|  | 2  | Monitor/Clarify                    | Fantasy/Realism                    | Short vowels o, u, e; VCCV pattern                | brought, reason, special, surprise         |
|  | 3  | Predict/Infer                      | Predict Outcomes                   | Long vowels CVCe: a, i                            | different, floor, letter, move, poor, word |
| 2:<br>Nature Walk<br><br>Focus On:<br>Fables | 1  | Question                           | Compare and Contrast               | Long vowels CVCe o,u,e; two sounds for g          | beautiful, even, quiet, straight, year     |
|  | 2  | Evaluate                           | Fact and Opinion                   | Consonant Clusters (r,l,s); two sounds for c      | busy, important, later, touch, young       |
|  | 3  | Monitor/Clarify                    | Categorize and Classify            | Double consonants; VCV pattern                    | across, brother, great, stand              |
| 3:<br>Around Town                            | 1  | Summarize                          | Making Judgments                   | Consonant digraphs; base words                    | during, heard, lion, winter                |
|  | 2  | Question                           | Topic/Main Idea/Supporting Details | Vowel Pairs ai, ay; compound words                | clothes, guess, order                      |
|  | 3  | Predict/Infer                      | Problem Solving                    | Vowel pairs ow, ou; suffixes -ly, -ful            | behind, soldier, story                     |
|  | 4  | Evaluate                           | Inferences                         | Vowel pairs ee, ea; common syllables -tion, -ture | believe, lady, whole                       |

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|---|--------|---------------------------|------------------------|---|-------------------------|
| <b>4:<br/>Amazing<br/>Animals</b>                                   | 1      | Monitor/Clarify           | Drawing Conclusions    | r-controlled vowels ar, or, ore                                     | board, listen, told     |
|   | 2      | Question                  | Text Organization      | Words with nd, nt, mp, ng, nk; base words and endings -s, -es, -ies | between, care, weigh    |
|   | 3      | Summarize                 | Cause and Effect       | Vowel pairs oa, ow  | ago, field, half, war   |
| <b>5:<br/>Family<br/>Time</b><br><br><i>Focus On:<br/>Biography</i> | 1      | Evaluate                  | Making Generalizations | The -er ending in two- syllable words                               | middle, trouble, uncle  |
|   | 2      | Question                  | Follow Directions      | Contractions; the -le ending in two-syllable words                  | early, hair, instead    |
|   | 3      | Predict/Infer             | Making Judgments       | Sound of y at the end of longer words; the prefix un-               | aunt, million, pair     |
|   | 4      | Monitor/Clarify           | Sequence of Events     | Base words and endings -ed, -ing; silent consonants gh, kn, b       | air, child, heavy, hour |
| <b>6:<br/>Talent<br/>Show</b>                                       | 1      | Evaluate                  | Author's Viewpoint     | Vowel pairs oo, ew, ue, ou  | fair, gold, woman       |
|   | 2      | Summarize                 | Noting Details         | Long I (igh, ie)  | heart, mind, alphabet   |
|   | 3      | Question                  | Problem Solving        | Endings -ed, -ing   | below, neighbor, should |