

Wyoming Department of Education Required Virtual Education Course Syllabus

Niobrara County School District # 1

Program Name	Wyoming Virtual Academy	Content Area	LA
Course ID	CALMS3544	Grade Level	2
Course Name	ELA Orange Summit	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

This course provides a comprehensive and interrelated sequence of lessons for students to continue building their proficiency in literature and comprehension, writing skills, vocabulary, spelling, and handwriting.

Literature and Comprehension: A guided reading approach builds comprehension strategies and gradually transitions students to independent reading assignments. Leveled reading selections progressively expose students to new challenges including greater length, more complex content, and new vocabulary. The emphasis is on classic literature from many cultures, poetry, and nonfiction articles. Students also make their own reading choices to help foster a lifelong love of reading.

Writing Skills: Students learn about parts of speech, usage, capitalization, and punctuation, then apply this knowledge as they write sentences and paragraphs. Students are introduced to the process of writing, as they pre-write, draft, revise, and proofread their work before they share it with others. Written products include letters, poems, literature reviews, research reports, and presentations.

Vocabulary: Students increase their vocabulary through word study, comprehension, and word analysis, then apply their knowledge in a variety of authentic contexts.

Spelling: Students continue their exploration of spelling conventions with lessons in sound-symbol relationships and patterns.

Handwriting: *Handwriting Without Tears* helps students develop printing skills and, if appropriate, begin cursive handwriting.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDAR D#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3	Describe how characters in a story respond to major events and challenges.
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.8	(Not applicable to literature)
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.2.1	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.
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.8	Describe how reasons support specific points the author makes in a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3.a	a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.3.b	b. Know spelling-sound correspondences for additional common vowel teams.

RF.2.3.c	c. Decode regularly spelled two-syllable words with long vowels.
RF.2.3.d	d. Decode words with common prefixes and suffixes.
RF.2.3.e	e. Identify words with inconsistent but common spelling-sound correspondences.
RF.2.3.f	f. Recognize and read grade-appropriate irregularly spelled words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4.a	a. Read on-level text with purpose and understanding.
RF.2.4.b	b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4.c	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.3	Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.4	(Begins in grade 3)
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
W.2.9	(Begins in grade 4)
W.2.10	(Begins in grade 3)
SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.
SL.2.1.a	a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.2.1.b	b. Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.1.c	c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.1.a	a. Use collective nouns (e.g., <i>group</i>).
L.2.1.b	b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).
L.2.1.c	c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).
L.2.1.d	d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).
L.2.1.e	e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.2.1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.2.a	a. Capitalize holidays, product names, and geographic names.
L.2.2.b	b. Use commas in greetings and closings of letters.
L.2.2.c	c. Use an apostrophe to form contractions and frequently occurring possessives.
L.2.2.d	d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).
L.2.2.e	e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.3.a	a. Compare formal and informal uses of English.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.
L.2.4.a	a. Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.4.b	b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).
L.2.4.c	c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).

L.2.4.d	d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).
L.2.4.e	e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.
L.2.5.a	a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).
L.2.5.b	b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Weekly ClassConnect Sessions	SL.2.1 SL.2.1.a-e SL.2.2 SL.2.3	Each student meets in a groupwide ClassConnect session weekly. During the ClassConnects students: Participate in discussions with fellow students Listen to reading segments Answer questions on the whiteboard.
1 Furry Friends 1 Course Introduction		Read course introduction.
1 Furry Friends 2 Introduce "The Lion and the Fox"		Define fiction. Define character. Define plot as what happens in a story. Set a purpose for reading. Identify genre. Define prediction. Use text organizational features to locate and comprehend information(table of contents). Use an illustration to make a prediction about a reading.

		<p>Read texts for literary experience.</p> <p>Identify characters in a story.</p> <p>Describe characters and their reactions to major events in the story.</p> <p>Answer questions requiring literal recall of details.</p> <p>Identify characters in a story.</p>
<p>1 Furry Friends 3 Review "The Lion and the Fox"</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Define plot as what happens in a story.</p> <p>Identify characters in a story.</p> <p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Read texts for literary experience.</p> <p>Describe characters and their reactions to major events in the story.</p>
<p>1 Furry Friends 4 Introduce "The Hound and the Hare"</p>		<p>Define plot.</p> <p>Use text organizational features to locate and comprehend information.(Table of Contents)</p> <p>Identify genre.</p> <p>Set a purpose for reading.</p> <p>Define character.</p> <p>Define plot as what happens in a story.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Read texts for literary experience.</p> <p>Identify characters in a story.</p> <p>Describe characters and their reactions to major events in the story.</p> <p>Answer questions requiring literal recall of details.</p> <p>Identify characters in a story.</p>

		<p>Identify plot elements.</p> <p>Summarize the plot of a story.</p> <p>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>Use a graphic organizer to organize information.</p>
<p>1 Furry Friends 5 Review "The Hound and the Hare"</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 RF.2.3 RF2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 SL.2.2 W.2.2 W.2.8</p>	<p>Furry Friends Unit assessment will test student's ability to:</p> <p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Define character.</p> <p>Use text organizational features to locate and comprehend information. (Table of Contents)</p> <p>Identify characters in a story.</p> <p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Read texts for literary experience.</p> <p>Identify characters in a story.</p> <p>Describe characters and their reactions to major events in the story.</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Generate plausible alternative endings to plot.</p> <p>Make connections between text and self</p>
<p>2 Flying Friends 1 Introduce "The Life of a Butterfly"</p>		<p>Define nonfiction.</p> <p>Define the author's purpose.</p> <p>Define fact.</p> <p>Increase concept and content vocabulary.</p> <p>Use text organizational features to locate and comprehend information. (Table of contents)</p>

		<p>Use an illustration to make a prediction about a reading.</p> <p>Use title of the selection to make a prediction.</p> <p>Define text features: table of contents, title, heading, caption, glossary, index, bold text.</p> <p>Use graphics and visuals to comprehend meaning and answer questions. (diagrams, charts, captions)</p> <p>Use text features to comprehend text meaning. (bold, italics, headers, etc.)</p> <p>Answer questions requiring literal recall of details.</p> <p>Define topic.</p> <p>Identify the topic.</p> <p>Define main idea.</p> <p>Distinguish the main idea from the topic.</p> <p>Define supporting details.</p> <p>Identify the main idea and supporting details in a text.</p> <p>Use a graphic organizer to organize information.</p>
<p>2 Flying Friends 2 Review "The Life of a Butterfly"</p>		<p>Identify the main idea and supporting details in a text.</p> <p>Increase concept and content vocabulary.</p> <p>Use text organizational features to locate and comprehend information. (Table of Contents)</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Identify features of a nonfiction text.</p> <p>Use graphics and visuals to comprehend meaning and answer questions. (diagrams, charts, captions)</p> <p>Use text features to comprehend text meaning. (bold, italics, headers, etc.)</p> <p>Answer questions requiring literal recall of details.</p> <p>Define main idea.</p>

		<p>Distinguish the main idea from the topic.</p> <p>Define details.</p> <p>Define supporting details.</p> <p>Identify the main idea and supporting details in a text.</p> <p>Use a graphic organizer to organize information.</p> <p>Identify main idea.</p> <p>Identify facts in informational text.</p>
<p>2 Flying Friends 3 Introduce "I See a Honeybee"</p>		<p>Define nonfiction.</p> <p>Increase concept and content vocabulary.</p> <p>Identify genre.</p> <p>Identify purpose for reading.</p> <p>Use text organizational features to locate and comprehend information. (Table of Contents)</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Use title of the selection to make a prediction.</p> <p>Apply information read to answer questions.</p> <p>Define text features: illustration, graph, chart, text box, diagram, timeline, map.</p> <p>Define text features: table of contents, title, heading, caption, glossary, index, bold text.</p> <p>Answer questions requiring literal recall of details.</p> <p>Define topic.</p> <p>Identify the topic.</p> <p>Define main idea.</p> <p>Distinguish the main idea from the topic.</p> <p>Define supporting details.</p> <p>Identify the main idea and supporting details in a text.</p>

<p>2 Flying Friends 4 Explore "I See a Honeybee"</p>		<p>Use a graphic organizer to organize information.</p> <p>Identify the main idea and supporting details in a text.</p> <p>Increase concept and content vocabulary.</p> <p>Identify genre.</p> <p>Use text organizational features to locate and comprehend information. (Table of Contents)</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Define text features: illustration, graph, chart, text box, diagram, timeline, map.</p> <p>Define text features: table of contents, title, heading, caption, glossary, index, bold text.</p> <p>Use graphics and visuals to comprehend meaning and answer questions. (diagrams, charts, captions)</p> <p>Use text features to comprehend text meaning. (bold, italics, headers, etc.)</p> <p>Answer questions requiring literal recall of details.</p> <p>Define main idea.</p> <p>Distinguish the main idea from the topic.</p> <p>Define details.</p> <p>Define supporting details.</p> <p>Use a graphic organizer to organize information.</p> <p>Identify main idea.</p> <p>Make connections between text and oneself.</p> <p>Make connections between text and the world.</p> <p>Use descriptive phrases.</p>
<p>2 Flying Friends 5 Introduce Creepy-Crawly Poems</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.2.1</p> <p>L.2.1.a-f</p>	<p>Flying Friends Unit assessment will test student's ability to:</p> <p>Connect text to prior knowledge.</p> <p>Define poetry as a genre.</p>

	<p>L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 RF.2.3 RF2.3.a-c RF.2.4 RF.2.4a-c RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.10 W.2.2 W.2.8</p>	<p>Define poem.</p> <p>Differentiate among literary genres.</p> <p>Identify characteristics of different genres.</p> <p>Define rhyme.</p> <p>Set a purpose for reading.</p> <p>Define speaker.</p> <p>Use text organizational features to locate and comprehend information.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Read texts for literary experience.</p> <p>Answer questions requiring literal recall of details.</p> <p>Define rhyme.</p> <p>Identify rhyming words.</p> <p>Answer evaluative questions.</p> <p>Make connections between text and oneself.</p> <p>Make connections between text and oneself write a poem.</p>
<p>4 Poetry 1 Introduce Feelings Poems</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Connect text to prior knowledge.</p> <p>Increase concept and content vocabulary.</p> <p>Define poetry as a genre.</p> <p>Differentiate among literary genres.</p> <p>Set a purpose for reading.</p> <p>Define first-person point of view.</p> <p>Use text organizational features to locate and comprehend information. (table of contents, index)</p>

		<p>Use an illustration to make a prediction about a reading.</p> <p>Use the title of the selection to make a prediction.</p> <p>Read texts for literary experience.</p> <p>Answer questions requiring literal recall of details.</p> <p>Make inferences from text.</p> <p>Make connection between text and self.</p> <p>Define rhyme.</p> <p>Identify rhyming words.</p>
<p>4 Poetry 2 Introduce More Feelings Poems</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>RF.2.3 RF.2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10</p>	<p>Poetry Unit assessment will test student's ability to:</p> <p>Connect text to prior knowledge.</p> <p>Identify the author's purpose.</p> <p>Identify characteristics of different genres.</p> <p>Define first-person point of view.</p> <p>Use text organizational features to locate and comprehend information. (table of contents, index)</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Read texts for literary experience.</p> <p>Answer questions requiring literal recall of details.</p> <p>Make inferences from text.</p> <p>Make connection between text and self.</p> <p>Read and respond to works from various genres.</p>
<p>5 Classics for All Ages 1 Introduce "The Fox and the Grapes"</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Define character.</p> <p>Identify characters.</p> <p>Use text organizational features to locate and comprehend information. (table of contents, index)</p>

		<p>Use an illustration to make a prediction about a reading.</p> <p>Set a purpose for reading.</p> <p>Read texts for literary experience.</p> <p>Answer questions requiring literal recall of details.</p> <p>Describe characters and their reactions to major events in the story.</p> <p>Make inferences about characters using evidence from the text.</p> <p>Describe characters by what they do, what they say, or what others say about them.</p>
<p>5 Classics for All Ages 2 Review "The Fox and the Grapes"</p>		<p>Identify characteristics of different genres.</p> <p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Identify genre.</p> <p>Identify a lesson learned based on a character's actions.</p> <p>Identify the author's purpose.</p> <p>Identify the moral or lesson of a text.</p> <p>Make connections between text and self.</p> <p>Identify and use idioms.</p>
<p>5 Classics for All Ages 3 Introduce "The Goose and the Golden Eggs"</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Build background knowledge.</p> <p>Use text organizational features to locate and comprehend information. (table of contents)</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Identify characters.</p> <p>Apply information read to answer questions.</p> <p>Read texts for literary experience.</p>

		<p>Answer questions requiring literal recall of details.</p> <p>Define cause and effect.</p> <p>Identify cause and effect relationships in text either stated or inferred.</p> <p>Use a graphic organizer to organize information.</p>
<p>5 Classics for All Ages 4 Review "The Goose and the Golden Eggs"</p>		<p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Describe character feelings.</p> <p>Describe character motivations.</p> <p>Describe characters and their reactions to major events in the story.</p> <p>Describe characters by what they do, what they say, or what others say about them.</p> <p>Make inferences about characters using evidence from the text.</p> <p>Support inferences with evidence from text and/or prior knowledge.</p> <p>Identify a lesson learned based on a character's actions.</p> <p>Identify the author's purpose.</p> <p>Identify the moral or lesson of a text.</p> <p>Make connections between text and self.</p>
<p>5 Classics for All Ages 5 Introduce "The Pied Piper of Hamelin" (A)</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Define main character.</p> <p>Define character traits.</p> <p>Increase concept and content vocabulary.</p> <p>Use text organizational features to locate and comprehend information. (table of contents)</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Identify characters.</p>

		<p>Read texts for literary experience.</p> <p>Answer questions requiring literal recall of details.</p> <p>Describe characters and their reactions to major events in the story.</p> <p>Describe characters and their traits.</p> <p>Use text to make a prediction.</p> <p>Describe characters and their traits.</p> <p>Describe characters by what they do, what they say, or what others say about them.</p> <p>Make inferences about characters using evidence from the text.</p> <p>Support inferences with evidence from text and/or prior knowledge.</p>
<p>5 Classics for All Ages 6 Introduce "The Pied Piper of Hamelin" (B)</p>		<p>Define cause and effect.</p> <p>Increase concept and content vocabulary.</p> <p>Use text organizational features to locate and comprehend information. (table of contents)</p> <p>Read texts for literary experience.</p> <p>Identify main character(s).</p> <p>Describe characters and their traits.</p> <p>Answer questions requiring literal recall of details.</p> <p>Describe characters and their reactions to major events in the story.</p> <p>Describe characters by what they do, what they say, or what others say about them.</p> <p>Make connections text to self.</p>
<p>5 Classics for All Ages 7 Review "Pied Piper of Hamelin"</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Increase concept and content vocabulary.</p>

		<p>Identify cause and effect relationships in text either stated or inferred.</p> <p>Identify genre.</p> <p>Identify characteristics of different genres.</p> <p>Identify a lesson learned based on a character's actions.</p> <p>Identify the author's purpose.</p> <p>Identify the moral or lesson of a text.</p> <p>Compare and contrast different versions of the same story.</p>
<p>5 Classics for All Ages 8 Introduce "The Bremen Town Musicians" (A)</p>		<p>Connect text to prior knowledge.</p> <p>Increase concept and content vocabulary.</p> <p>Use text organizational features to locate and comprehend information.(table of contents)</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Identify characters.</p> <p>Read texts for literary experience.</p> <p>Answer questions requiring literal recall of details.</p> <p>Identify characters.</p> <p>Describe characters and their reactions to major events in the story.</p> <p>Use text to make a prediction.</p> <p>Describe characters by what they do, what they say, or what others say about them.</p>
<p>5 Classics for All Ages 9 Introduce "The Bremen Town Musicians" (B)</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Define cause and effect.</p> <p>Use text organizational features to locate and comprehend information.(table of contents)</p>

		<p>Use text to make a prediction.</p> <p>Read texts for literary experience.</p> <p>Identify main character(s).</p> <p>Answer questions requiring literal recall of details.</p> <p>Describe characters and their reactions to major events in the story.</p> <p>Describe characters by what they do, what they say, or what others say about them.</p> <p>Make inferences about characters using evidence from the text.</p> <p>Support inferences with evidence from text and/or prior knowledge.</p>
<p>5 Classics for All Ages 10 Assessment "The Bremen Town Musicians"</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.2.1</p> <p>L.2.1.a-f</p> <p>L.2.2</p> <p>L.2.2.a-e</p> <p>L.2.3</p> <p>L.2.3.a</p> <p>L.2.4.</p> <p>L.2.4.a-e</p> <p>L.2.5</p> <p>L.2.5.a-b</p> <p>L.2.6</p> <p>RF.2.3</p> <p>RF2.3.a-c</p> <p>RF.2.4</p> <p>RF.2.4a-c</p> <p>RL.2.1</p> <p>RL.2.2</p> <p>RL.2.3</p> <p>RL.2.4</p> <p>RL.2.5</p> <p>RL.2.6</p> <p>RL.2.7</p> <p>RL.2.10</p> <p>W.2.2</p> <p>W.2.8</p>	<p>Classics for all Ages Unit assessment will test student's ability to:</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Define cause and effect.</p> <p>Identify cause and effect relationships in text either stated or inferred.</p> <p>Identify genre.</p> <p>Identify characteristics of different genres.</p> <p>Identify a lesson learned based on a character's actions.</p> <p>Identify the author's purpose.</p> <p>Identify the moral or lesson of a text.</p> <p>Make connections text to self.</p> <p>Make connections between text and self.</p>

<p>6 A Weed is a Flower 1 Introduce A Weed is a Flower</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Identify characteristics of different genres.</p> <p>Connect text to prior knowledge.</p> <p>Identify purpose for reading</p> <p>Identify the author’s purpose.</p> <p>Increase concept and content vocabulary.</p> <p>Identify genre.</p> <p>Identify purpose for reading.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Use the title of the selection to make a prediction.</p> <p>Apply information read to answer questions.</p> <p>Read a variety of texts for information and pleasure.</p> <p>Answer questions requiring literal recall of details.</p> <p>Define topic.</p> <p>Identify the topic.</p> <p>Define main idea.</p> <p>Define supporting details.</p> <p>Distinguish the main idea from the topic.</p> <p>Identify the main idea.</p> <p>Identify supporting details.</p>
<p>6 A Weed is a Flower 2 Explore A Weed is a Flower</p>		<p>Define topic.</p> <p>Identify the topic.</p> <p>Define main idea and supporting details.</p> <p>Distinguish the main idea from the topic.</p> <p>Identify main idea.</p>

		<p>Identify supporting details.</p> <p>Increase concept and content vocabulary.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Apply information read to answer questions.</p> <p>Generate questions during reading.</p> <p>Read a variety of texts for information and pleasure.</p> <p>Use context clues to determine word meanings.</p> <p>Answer questions requiring literal recall of details.</p> <p>Distinguish the main idea from the topic.</p>
<p>6 A Weed is a Flower 3 Unit Assessment A Weed is a Flower</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 SL.2.4 RF.2.3 RF2.3.a-c RF.2.4 RF.2.4a-c RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.10 W.2.2</p>	<p>A Weed is a Flower Unit assessment will test student's ability to:</p> <p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Define summary.</p> <p>Summarize the plot of a story.</p> <p>Increase concept and content vocabulary.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Apply information read to answer questions.</p> <p>Generate questions during reading.</p> <p>Read a variety of texts for information and pleasure.</p> <p>Use context clues to determine word meanings.</p> <p>Answer questions requiring literal recall of details.</p> <p>Distinguish the main idea from the topic.</p>

	W.2.8	<p>Identify main idea.</p> <p>Identify supporting details.</p> <p>Summarize text and maintain accurate sequence.</p> <p>Restate facts and supporting details of informational text in sequential order.</p> <p>Speak clearly and at an appropriate pace for the type of communication.</p>
<p>7 Winds and Wings 1 Introduce "Bee! I'm Expecting You!"</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Connect text to prior knowledge.</p> <p>Differentiate among literary genres.</p> <p>Set a purpose for reading.</p> <p>Define first-person point of view.</p> <p>Use text organizational features to locate and comprehend information. (table of contents, index)</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Read texts for literary experience.</p> <p>Answer questions requiring literal recall of details.</p> <p>Define imagery.</p> <p>Identify author's use of imagery.</p> <p>Make connections between text and oneself write a letter.</p>
<p>7 Winds and Wings 2 Introduce "Something Told the Wild Geese"</p>		<p>Define sensory language.</p> <p>Increase concept and content vocabulary.</p> <p>Use text organizational features to locate and comprehend information. (table of contents)</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Use title of the selection to make a prediction.</p> <p>Read texts for literary experience.</p>

		<p>Answer questions requiring literal recall of details.</p> <p>Identify the use of repetition in poetry.</p> <p>Define sensory language.</p> <p>Identify how sensory details and figurative language enhance poetry.</p> <p>Identify the use of repetition in poetry.</p>
<p>7 Winds and Wings 3 Introduce "Who Has Seen the Wind?"</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Define rhyme.</p> <p>Identify rhyming words.</p> <p>Use text organizational features to locate and comprehend information. (table of contents)</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Read texts for literary experience.</p> <p>Identify rhyme in a literary selection.</p> <p>Define stanza.</p> <p>Identify stanzas in poetry.</p> <p>Answer questions requiring literal recall of details.</p> <p>Identify the use of repetition in poetry.</p> <p>Define imagery.</p> <p>Identify author's use of imagery.</p> <p>Identify how sensory details and figurative language enhance poetry.</p> <p>Define personification.</p> <p>Identify personification.</p> <p>Read and respond to works from various genres.</p>

		<p>Make connections text to self write examples of figurative language.</p>
<p>7 Winds and Wings 4 Introduce "Windy Nights"</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 RF.2.3 RF2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.9 RL.2.10 W.2.2 W.2.8</p>	<p>Winds and Wings Unit assessment will test student's ability to:</p> <p>Connect to prior knowledge.</p> <p>Build background knowledge.</p> <p>Use text organizational features to locate and comprehend information. (table of contents)</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Read texts for literary experience.</p> <p>Identify rhyme in a literary selection.</p> <p>Define stanza.</p> <p>Identify stanzas in poetry.</p> <p>Answer questions requiring literal recall of details.</p> <p>Identify the use of repetition in poetry.</p> <p>Make inferences using evidence from the text.</p> <p>Define personification.</p> <p>Identify personification.</p> <p>Make connections between texts.</p> <p>Compare and contrast literary elements in two or more literary selections.</p> <p>Identify personification.</p> <p>Make connections between texts.</p>
<p>8 Rome 1 1 Introduce "Living with Latin"</p>		<p>Build background knowledge.</p> <p>Increase concept and content vocabulary.</p> <p>Identify features of a nonfiction text.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Use text features to comprehend text meaning. (bold, italics, headers, etc.)</p>

		<p>Use text organizational features to locate and comprehend information. (table of contents, glossary, chapter, index, title, author, illustrator, caption)</p> <p>Read texts to gain information.</p> <p>Answer questions requiring literal recall of details.</p> <p>Define fact</p> <p>Define nonfiction</p> <p>Identify and use evidence from the text to support answers.</p> <p>Identify concrete answers to questions.</p>
<p>8 Rome 1 2 Review “Living with Latin”</p>		<p>Identify main idea.</p> <p>Increase concept and content vocabulary.</p> <p>Identify features of a nonfiction text.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Use text features to comprehend text meaning. (bold, italics, headers, etc.)</p> <p>Use text organizational features to locate and comprehend information. (table of contents, Glossary, chapter, index, title, author, illustrator, caption)</p> <p>Read texts to gain information.</p> <p>Identify main idea.</p> <p>Answer questions requiring literal recall of details</p> <p>Identify and use evidence from the text to support answers.</p> <p>Define main idea.</p> <p>Define supporting details.</p> <p>Define topic.</p> <p>Distinguish the main idea from the topic.</p> <p>Identify the topic.</p>

		<p>Identify main idea.</p> <p>Identify supporting details.</p> <p>Identify and apply content and/or academic vocabulary.</p>
<p>8 Rome 1 3 Introduce “Gods and Spirits of Ancient Rome”</p>		<p>Build background knowledge.</p> <p>Increase concept and content vocabulary.</p> <p>Use text organizational features to locate and comprehend information. (table of contents, glossary, chapter, index, title, author, illustrator, caption)</p> <p>Use title of the selection to make a prediction.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Read texts to gain information.</p> <p>Identify features of a nonfiction text.</p> <p>Use text features to comprehend text meaning. (bold, italics, headers, etc.)</p> <p>Define context clues.</p> <p>Use context clues to determine word meanings.</p> <p>Answer questions requiring literal recall of details.</p> <p>Define inference.</p> <p>Make inferences using text and/or prior knowledge.</p> <p>Support inferences with evidence from text and/or prior knowledge.</p>
<p>8 Rome 1 4 Review “Gods and Spirits of Ancient Rome”</p>		<p>Define inference.</p> <p>Make inferences using text and prior knowledge.</p> <p>Increase concept and content vocabulary.</p> <p>Use text organizational features to locate and comprehend information. (table of contents, glossary, chapter, index, title, author, illustrator, caption)</p> <p>Use an illustration to make a prediction about a reading.</p>

		<p>Read texts to gain information.</p> <p>Identify features of a nonfiction text.</p> <p>Use text features to comprehend text meaning. (bold, italics, headers, etc.)</p> <p>Define context clues.</p> <p>Use context clues to determine word meanings.</p> <p>Answer questions requiring literal recall of details.</p> <p>Define inference.</p> <p>Make inferences using text and/or prior knowledge.</p> <p>Support inferences with evidence from text and/or prior knowledge.</p> <p>Define conclusion.</p> <p>Draw conclusions using evidence from text.</p> <p>Draw conclusions using prior knowledge.</p> <p>Support conclusions with evidence from text and/or prior knowledge.</p>
<p>8 Rome 1 5 Introduce "Clytie"</p>		<p>Define myth.</p> <p>Identify genre.</p> <p>Identify characteristics of different genres.</p> <p>Identify purpose for reading.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Use text organizational features to locate and comprehend information. (table of contents, glossary, chapter, index, title, author, illustrator, caption)</p> <p>Read texts for literary experience.</p> <p>Read and discuss texts from different cultures, traditions, and time periods.</p> <p>Answer questions requiring literal recall of details.</p> <p>Identify genre.</p>

		<p>Identify characteristics of different genres.</p>
<p>8 Rome 1 6 Review "Clytie"</p>		<p>Define myth.</p> <p>Use text organizational features to locate and comprehend information. (table of contents, glossary, chapter, index, title, author, illustrator, caption)</p> <p>Read texts for literary experience.</p> <p>Read and discuss texts from different cultures, traditions, and time periods.</p> <p>Define inferences.</p> <p>Make inferences about characters using evidence from the text.</p> <p>Support inferences with evidence from text and/or prior knowledge.</p> <p>Make connections between texts and the world.</p>
<p>8 Rome 1 7 Introduce "Pandora's Box"</p>		<p>Identify genre.</p> <p>Identify characteristics of different genres.</p> <p>Increase concept and content vocabulary.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Use text organizational features to locate and comprehend information. (table of contents, Glossary, chapter, index, title, author, illustrator, caption)</p> <p>Read texts for literary experience.</p> <p>Read and discuss texts from different cultures, traditions, and time periods.</p> <p>Answer inferential questions.</p> <p>Answer questions requiring literal recall of details.</p> <p>Identify genre.</p> <p>Identify characteristics of different genres.</p>
<p>8 Rome 1 8 Explore "Pandora's Box"</p>		<p>Increase concept and content vocabulary.</p> <p>Use text organizational features to locate and comprehend information. (table of contents,</p>

		<p>Glossary, chapter, index, title, author, illustrator, caption)</p> <p>Read texts for literary experience.</p> <p>Read and discuss texts from different cultures, traditions, and time periods.</p> <p>Make inferences about characters using evidence from the text.</p> <p>Support inferences with evidence from text and/or prior knowledge.</p>
<p>8 Rome 1 9 Review "Pandora's Box"</p>		<p>Make connections between text and oneself.</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Summarize the plot of a story.</p> <p>Define theme.</p> <p>Identify theme.</p> <p>Make connections between text and oneself.</p> <p>Define idiom.</p> <p>Identify and use idioms.</p> <p>Make connections between text and the world.</p>
<p>8 Rome 1 10 Introduce "Echo"</p>		<p>Connect to prior knowledge.</p> <p>Identify characteristics of different genres.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Use text organizational features to locate and comprehend information. (table of contents, Glossary, chapter, index, title, author, illustrator, caption)</p> <p>Read texts for literary experience.</p> <p>Read and discuss texts from different cultures, traditions, and time periods.</p> <p>Answer questions requiring literal recall of details.</p> <p>Identify genre.</p> <p>Identify characteristics of different genres.</p>

		<p>Make connections between text and the world.</p>
<p>8 Rome 1 11 Review "Echo"</p>		<p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Define inferences.</p> <p>Support inferences with evidence from prior knowledge.</p> <p>Make inferences about characters using evidence from the text.</p> <p>Support inferences with evidence from text and/or prior knowledge.</p> <p>Make connections between texts.</p> <p>Compare and contrast characters from different stories.</p> <p>Compare and contrast literary elements in two or more literary selections.</p> <p>Make connections between text and oneself.</p> <p>Answer evaluative questions.</p> <p>Make connections between text and the world.</p>
<p>9 Rome 2 1 Introduce "A Day in Ancient Rome" (A)</p>		<p>Define fact.</p> <p>Define opinion.</p> <p>Distinguish between fact and opinion.</p> <p>Define nonfiction.</p> <p>Increase concept and content vocabulary.</p> <p>Use text organizational features to locate and comprehend information. (table of contents, glossary, chapter, index, title, author, illustrator, caption)</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Use title of the selection to make a prediction.</p> <p>Distinguish between fiction and nonfiction.</p> <p>Read texts to gain information.</p>

		<p>Use context clues to determine word meanings.</p> <p>Make inferences using text and/or prior knowledge.</p> <p>Answer questions requiring literal recall of details.</p> <p>Identify facts.</p> <p>Generate questions before reading.</p> <p>Identify important questions that need to be answered. [5W's +H]</p> <p>Make connections between text and oneself.</p>
<p>9 Rome 2 2 Introduce "A Day in Ancient Rome" (B)</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Identify facts.</p> <p>Increase concept and content vocabulary.</p> <p>Use text organizational features to locate and comprehend information. (table of contents, Glossary, chapter, index, title, author, illustrator, caption)</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Read texts to gain information.</p> <p>Make inferences using text and/or prior knowledge.</p> <p>Answer questions requiring literal recall of details.</p> <p>Distinguish between fiction and nonfiction.</p> <p>Identify facts.</p> <p>Apply information read to answer questions.</p> <p>Make connections between text and oneself.</p> <p>Make connections between text and the world.</p> <p>Answer who, what, where, when, why, and how questions.</p>
<p>9 Rome 2 3 Introduce "Androcles and the Lion"</p>		<p>Define setting.</p> <p>Define character.</p> <p>Define main character.</p>

		<p>Define character traits.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Use text organizational features to locate and comprehend information. (table of contents)</p> <p>Read texts for literary experience.</p> <p>Read and discuss texts from different cultures, traditions, and time periods.</p> <p>Answer questions requiring literal recall of details.</p> <p>Identify setting.</p> <p>Identify main characters.</p> <p>Describe characters and their traits.</p> <p>Describe characters by what they do, what they say, or what others say about them.</p> <p>Describe the characters in the story using evidence from the text.</p>
<p>9 Rome 2 4 Explore "Androcles and the Lion"</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Define consequence.</p> <p>Increase concept and content vocabulary.</p> <p>Use text organizational features to locate and comprehend information. (table of contents, glossary, chapter, index, title, author, illustrator, caption)</p> <p>Read texts for literary experience.</p> <p>Read and discuss texts from different cultures, traditions, and time periods.</p> <p>Identify choices that a character makes and their consequences.</p>
<p>9 Rome 2 5 Review "Androcles and the Lion"</p>		<p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Define problem.</p> <p>Define solution.</p>

		<p>Identify the problem a character faces.</p> <p>Identify the solution to a problem a character faces.</p> <p>Identify choices that a character makes and their consequences.</p> <p>Define theme.</p> <p>Identify theme.</p>
<p>9 Rome 2 6 Introduce "Pliny Saw it All" (A)</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Connect text to prior knowledge.</p> <p>Build background knowledge.</p> <p>Increase concept and content vocabulary.</p> <p>Use text organizational features to locate and comprehend information. (table of contents)</p> <p>Use title of the selection to make a prediction.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Identify features of a nonfiction text.</p> <p>Read texts to gain information.</p> <p>Identify the purpose of and interpret information from features of informational texts: illustrations, graphs, charts, titles, text boxes, diagrams, headings, table of contents, graphic organizers, timelines, maps.</p> <p>Identify the meaning of graphics and symbols: computer icons, map features, chart, and graph features.</p> <p>Answer questions requiring literal recall of details.</p> <p>Define fact.</p> <p>Identify facts.</p> <p>Generate questions before reading.</p> <p>Identify important questions that need to be answered. [5W's +H]</p>

		<p>Make connections between text and oneself.</p> <p>Define imagery.</p> <p>Identify author's use of imagery.</p> <p>Answer evaluative questions.</p>
<p>9 Rome 2 7 Introduce "Pliny Saw it All" (B)</p>		<p>Make connections between text and oneself.</p> <p>Build background knowledge.</p> <p>Increase concept and content vocabulary.</p> <p>Use text organizational features to locate and comprehend information. (table of contents)</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Read texts to gain information.</p> <p>Define context clues.</p> <p>Use context clues to determine word meanings.</p> <p>Answer questions requiring literal recall of details.</p> <p>Identify facts.</p> <p>Apply information read to answer questions.</p> <p>Draw conclusions using evidence from text.</p> <p>Draw conclusions using prior knowledge.</p> <p>Support conclusions with evidence from text and/or prior knowledge.</p> <p>Make connections between texts.</p> <p>Make connections between text and the world.</p>
<p>9 Rome 2 8 Introduce Volcanoes! (A)</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Build background knowledge.</p> <p>Increase concept and content vocabulary.</p> <p>Use an illustration to make a prediction about a reading.</p>

		<p>Use title of the selection to make a prediction.</p> <p>Use text features to comprehend text meaning. (bold, italics, headers, etc.)</p> <p>Distinguish between fiction and nonfiction.</p> <p>Set a purpose for reading.</p> <p>Identify features of a nonfiction text.</p> <p>Read texts to gain information.</p> <p>Answer scriptal questions.</p> <p>Answer questions requiring literal recall of details.</p> <p>Make inferences and draw conclusions.</p> <p>Answer who, what, where, when, why, and how questions.</p>
<p>9 Rome 2 9 Introduce Volcanoes! (B)</p>		<p>Define sequence.</p> <p>Increase concept and content vocabulary.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Use chapter titles to make predictions and comprehend text.</p> <p>Identify features of a nonfiction text.</p> <p>Read texts to gain information.</p> <p>Use context clues to determine word meanings.</p> <p>Answer inferential questions.</p> <p>Answer questions requiring literal recall of details.</p> <p>Sequence important information.</p> <p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>
<p>9 Rome 2 10 Introduce Volcanoes! (C)</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Define compare.</p> <p>Define contrast.</p>

		<p>Increase concept and content vocabulary.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Use chapter titles to make predictions and comprehend text.</p> <p>Read texts for literary experience.</p> <p>Answer inferential questions.</p> <p>Answer questions requiring literal recall of details.</p> <p>Compare and contrast different versions of the same story.</p> <p>Compare and contrast the most important points presented by two texts on the same topic.</p>
<p>9 Rome 2 11 Unit Assessment Volcanoes!</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 SL.2.4 RF.2.3 RF.2.3.a-c RF.2.4 RF.2.4a-c RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.10 RL.2.1 RL.2.2</p>	<p>Rome Unit assessment will test student’s ability to:</p> <p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Make connections between text and oneself.</p> <p>Compare and contrast different versions of the same story.</p> <p>Compare and contrast the most important points presented by two texts on the same topic.</p> <p>Make connections between text and the real world.</p>

	<p>RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	
<p>10 Peter Pan 1 Introduce Peter Pan (A)</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Define setting.</p> <p>Define character.</p> <p>Define plot as what happens in a story.</p> <p>Increase concept and content vocabulary.</p> <p>Define fantasy.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Identify setting.</p> <p>Identify characters.</p> <p>Describe setting.</p> <p>Use text to make a prediction.</p> <p>Answer who, what, where, when, why, and how questions.</p> <p>Answer questions requiring literal recall of details.</p> <p>Describe characters and their traits.</p> <p>Identify characteristics of different genres.</p> <p>Answer inferential questions.</p>
<p>10 Peter Pan 2 Introduce Peter Pan (B)</p>		<p>Summarize the plot of a story.</p> <p>Identify setting.</p> <p>Identify characters.</p> <p>Increase concept and content vocabulary.</p>

		<p>Identify characteristics of different genres.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Use chapter titles to make predictions and comprehend text.</p> <p>Use text to make a prediction.</p> <p>Answer questions requiring literal recall of details.</p> <p>Describe characters and their traits.</p> <p>Describe character motivations.</p> <p>Describe character feelings.</p> <p>Answer inferential questions.</p>
<p>10 Peter Pan 3 Introduce Peter Pan (C)</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Summarize the plot of a story.</p> <p>Identify setting.</p> <p>Identify characters.</p> <p>Increase concept and content vocabulary.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Use chapter titles to make predictions and comprehend text.</p> <p>Use text to make a prediction.</p> <p>Use context clues to determine word meanings.</p> <p>Answer questions requiring literal recall of details.</p> <p>Make inferences about characters using evidence from the text.</p> <p>Describe characters and their traits.</p> <p>Describe character motivations.</p> <p>Describe character feelings.</p> <p>Answer inferential questions.</p>

<p>10 Peter Pan 4 Introduce Peter Pan (D)</p>		<p>Summarize the plot of a story.</p> <p>Identify setting.</p> <p>Identify characters.</p> <p>Define consequence.</p> <p>Increase concept and content vocabulary.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Use chapter titles to make predictions and comprehend text.</p> <p>Use text to make a prediction.</p> <p>Answer questions requiring literal recall of details.</p> <p>Make inferences using text and prior knowledge.</p> <p>Identify choices that a character makes and their consequences.</p>
<p>10 Peter Pan 5 Unit Assessment Peter Pan</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.2.1</p> <p>L.2.1.a-f</p> <p>L.2.2</p> <p>L.2.2.a-e</p> <p>L.2.3</p> <p>L.2.3.a</p> <p>L.2.4.</p> <p>L.2.4.a-e</p> <p>L.2.5</p> <p>L.2.5.a-b</p> <p>L.2.6</p> <p>RF.2.3</p> <p>RF2.3.a-c</p> <p>RF.2.4</p> <p>RF.2.4a-c</p> <p>RL.2.1</p> <p>RL.2.2</p> <p>RL.2.3</p> <p>RL.2.4</p> <p>RL.2.5</p> <p>RL.2.6</p> <p>RL.2.7</p> <p>RL.2.10</p>	<p>Peter Pan Unit assessment will test student’s ability to:</p> <p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Summarize the plot of a story.</p> <p>Identify setting.</p> <p>Identify characters.</p> <p>Define theme.</p> <p>Increase concept and content vocabulary.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Use chapter titles to make predictions and comprehend text.</p> <p>Use text to make a prediction.</p> <p>Answer who, what, where, when, why, and how</p>

	<p>W.2.2 W.2.8</p>	<p>questions.</p> <p>Answer questions requiring literal recall of details.</p> <p>Identify choices that a character makes and their consequences.</p> <p>Determine the theme, moral, or lesson of a work of literature.</p>
<p>11 The Jackals and the Lion 1 Introduce "The Jackals and the Lion"</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Define drama.</p> <p>Answer scriptal questions.</p> <p>Connect to prior knowledge.</p> <p>Use text organizational features to locate and comprehend information. (table of contents, glossary, chapter, index, title, author, illustrator, caption)</p> <p>Identify the structure and elements of drama including dialogue.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Read on-level text with purpose and understanding.</p> <p>Identify setting.</p> <p>Identify characters.</p> <p>Identify the problem a character faces.</p> <p>Summarize the plot of a story.</p> <p>Use text to make a prediction.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p> <p>Answer questions requiring literal recall of details.</p> <p>Evaluate reading strategies.</p>

		<p>Identify the solution to a problem a character faces.</p> <p>Describe characters and their traits.</p> <p>Describe characters in the story using evidence from the text.</p>
<p>11 The Jackals and the Lion 2 Unit assessment "The Jackals and the Lion"</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 RF.2.3 RF2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.9 RL.2.10 W.2.2 W.2.8</p>	<p>The Jackals and the Lion Unit assessment will test student's ability to:</p> <p>Define fable.</p> <p>Define moral.</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Use text organizational features to locate and comprehend information. (table of contents)</p> <p>Retell a story naming plot, setting, character(s), problem, and solution.</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Read on-level text with purpose and understanding.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p> <p>Describe characters and their traits.</p> <p>Identify the problem a character faces.</p> <p>Identify the solution to a problem a character faces.</p> <p>Identify the moral or lesson of a text.</p> <p>Identify a lesson learned based on a character's actions.</p> <p>Compare and contrast characters from different stories.</p> <p>Compare and contrast literary elements in two or more literary selections.</p> <p>Read aloud grade-level text with appropriate expression.</p>

		<p>Acknowledge differences among characters including the use of a different voice for each character when reading dialogue aloud.</p>
<p>12 Clara and the Book Wagon 1 Introduce Clara and the Bookwagon</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Connect text to prior knowledge.</p> <p>Build background knowledge.</p> <p>Increase concept and content vocabulary.</p> <p>Define historical fiction.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Read texts for literary experience.</p> <p>Use text to make a prediction.</p> <p>Identify setting.</p> <p>Identify characters.</p> <p>Read on-level text with purpose and understanding.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and read on.</p> <p>Generate questions during reading.</p> <p>Answer questions requiring literal recall of details.</p> <p>Describe characters and their traits.</p> <p>Answer inferential questions.</p> <p>Evaluate reading strategies.</p> <p>Define plot as what happens in a story.</p> <p>Define sequence.</p> <p>Sequence events in a text.</p>

		<p>Use a graphic organizer to organize information.</p>
<p>12 Clara and the Book Wagon 2 Explore Clara and the Bookwagon, Chapter 2</p>		<p>Define compare.</p> <p>Define contrast.</p> <p>Increase concept and content vocabulary.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Use text to make a prediction.</p> <p>Identify setting.</p> <p>Read on-level text with purpose and understanding.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p> <p>Generate questions during reading.</p> <p>Answer questions requiring literal recall of details.</p> <p>Answer inferential questions.</p> <p>Evaluate reading strategies.</p> <p>Sequence events in a text.</p> <p>Use a graphic organizer to organize information.</p> <p>Use a graphic organizer to organize information.</p> <p>Draw conclusions using illustrations.</p> <p>Compare and contrast plot, setting, and characters of texts by the same author.</p>
<p>12 Clara and the Book Wagon 3 Explore Clara and the Bookwagon, Chapters 3 and 4</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Summarize the plot of a story.</p>

		<p>Identify setting.</p> <p>Identify characters.</p> <p>Increase concept and content vocabulary.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Use text to make a prediction.</p> <p>Read on-level text with purpose and understanding.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p> <p>Generate questions during reading.</p> <p>Answer questions requiring literal recall of details.</p> <p>Answer inferential questions.</p> <p>Evaluate reading strategies.</p> <p>Sequence events in a text.</p> <p>Use a graphic organizer to organize information.</p>
<p>12 Clara and the Book Wagon 4 Review Clara and the Bookwagon</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.2.1</p> <p>L.2.1.a-f</p> <p>L.2.2</p> <p>L.2.2.a-e</p> <p>L.2.3</p> <p>L.2.3.a</p> <p>L.2.4.</p> <p>L.2.4.a-e</p> <p>L.2.5</p> <p>L.2.5.a-b</p> <p>L.2.6</p> <p>RF.2.3</p> <p>RF.2.3.a-c</p> <p>RF.2.4</p> <p>RF.2.4a-c</p>	<p>Clara and the Book Wagon Unit assessment will test student's ability to:</p> <p>Make connections between text and oneself.</p> <p>Evaluate text.</p> <p>Define summary.</p> <p>Define summarize.</p> <p>Summarize text and maintain accurate sequence.</p> <p>Use a graphic organizer to organize information.</p> <p>Make connections between text and oneself.</p> <p>Make inferences using text and/or prior knowledge.</p>

	<p>RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.9 RL.2.10 W.2.2 W.2.8</p>	<p>Compare and contrast different versions of the same story.</p>
<p>13 Lessons to Learn 1 Introduce "The Ugly Duckling"</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Define fairy tale.</p> <p>Connect text to prior knowledge.</p> <p>Use text organizational features to locate and comprehend information. (table of contents, glossary, chapter, index, title, author, illustrator, caption)</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Read texts for literary experience.</p> <p>Identify setting.</p> <p>Identify characters.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and read on.</p> <p>Answer questions requiring literal recall of details.</p> <p>Describe characters and their traits.</p> <p>Answer inferential questions.</p> <p>Evaluate reading strategies.</p> <p>Make connections between text and the world.</p>

<p>13 Lessons to Learn 2 Explore "The Ugly Duckling"</p>		<p>Define character.</p> <p>Use text organizational features to locate and comprehend information. (table of contents)</p> <p>Read texts for literary experience.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and read on.</p> <p>Generate questions during reading.</p> <p>Describe characters by what they do, what they say, or what others say about them</p> <p>Describe the characters in the story using evidence from the text.</p>
<p>13 Lessons to Learn 3 Review "The Ugly Duckling"</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Summarize the plot of a story.</p> <p>Identify characteristics of different genres.</p> <p>Define moral.</p> <p>Identify the moral or lesson of a text.</p> <p>Make connections between text and oneself.</p> <p>Define idiom.</p> <p>Identify and use idioms.</p> <p>Make connections between text and the world.</p>
<p>13 Lessons to Learn 4 Introduce "The Grasshopper and the Ant"</p>		<p>Define drama.</p> <p>Connect to prior knowledge.</p> <p>Increase concept and content vocabulary.</p> <p>Identify characteristics of different genres.</p>

		<p>Use text organizational features to locate and comprehend information. (table of contents)</p> <p>Use the title of the selection to make a prediction.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Read texts for literary experience.</p> <p>Identify setting.</p> <p>Identify characters.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and read on.</p> <p>Generate questions during reading.</p> <p>Answer questions requiring literal recall of details.</p> <p>Describe characters and their traits.</p> <p>Answer inferential questions.</p> <p>Evaluate reading strategies.</p>
<p>13 Lessons to Learn 5 Explore "The Grasshopper and the Ant"</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Define setting.</p> <p>Describe setting.</p> <p>Increase concept and content vocabulary.</p> <p>Use text organizational features to locate and comprehend information. (table of contents, glossary, chapter, index, title, author, illustrator, caption)</p> <p>Read texts for literary experience.</p> <p>Read on-level text with purpose and understanding.</p> <p>Read second grade level text at a rate of 90 words per minute.</p>

		<p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and read on.</p> <p>Generate questions during reading.</p> <p>Define cause and effect.</p> <p>Make relevant cause and effect connections between earlier events and later events in a text.</p>
<p>13 Lessons to Learn 6 Review "The Grasshopper and the Ant"</p>		<p>Increase concept and content vocabulary.</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Summarize the plot of a story.</p> <p>Identify characteristics of different genres.</p> <p>Define moral.</p> <p>Identify the moral or lesson of a text.</p> <p>Make connections between text and oneself.</p> <p>Make connections between text and the world.</p> <p>Acknowledge differences between characters, for example, by using a different voice for each character when reading dialogue aloud.</p>
<p>13 Lessons to Learn 7 Introduce "The Three Wishes"</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Define fairy tale.</p> <p>Identify characteristics of different genres.</p> <p>Identify recurring characters in folk and fairy tales.</p> <p>Increase concept and content vocabulary.</p> <p>Use text organizational features to locate and comprehend information. (table of contents, glossary, chapter, index, title, author, illustrator, caption)</p>

		<p>Use title of the selection to make a prediction.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Read texts for literary experience.</p> <p>Identify setting.</p> <p>Identify characters.</p> <p>Read on-level text with purpose and understanding.</p> <p>Read second grade level text at a rate of 90 words per minute.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and read on.</p> <p>Generate questions during reading.</p> <p>Answer questions requiring literal recall of details.</p> <p>Evaluate reading strategies.</p>
<p>13 Lessons to Learn 8 Explore "The Three Wishes"</p>		<p>Describe setting.</p> <p>Identify main characters.</p> <p>Identify characteristics of different genres.</p> <p>Increase concept and content vocabulary.</p> <p>Use text organizational features to locate and comprehend information. (table of contents)</p> <p>Read texts for literary experience.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and read on.</p> <p>Sequence events in a text.</p>

		Create and use graphic organizers, diagrams, charts, Venn diagrams, and timelines to demonstrate and support comprehension.
13 Lessons to Learn 9 Unit Assessment "The Three Wishes"	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 RF.2.3 RF.2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.9 RL.2.10 W.2.2 W.2.8</p>	<p>Lessons to Learn Unit assessment will test student's ability to:</p> <p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Increase concept and content vocabulary.</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Summarize the plot of a story.</p> <p>Identify the moral or lesson of a text.</p> <p>Make connections between text and oneself.</p> <p>Compare and contrast plot, setting, and characters of texts from different authors.</p> <p>Make connections between text and oneself.</p> <p>Evaluate text.</p>
14 Semester Checkpoint 1 Semester Checkpoint	<p>Standards identified are part of lessons within the semester, not solely the semester assessment.</p> <p>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b</p>	<p>Semester assessment will test student's ability to:</p> <p>Use title of the selection to make a prediction.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Read prose and poetry aloud.</p> <p>Read aloud grade-level text with appropriate expression, accuracy, and rate.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p>

	<p>L.2.6 SL.2.4 RF.2.3 RF.2.3.a-c RF.2.4 RF.2.4a-c RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.10 RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	<p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p> <p>Identify genre.</p> <p>Identify characteristics of different genres.</p> <p>Identify the use of rhythm in poetry.</p> <p>Identify the use of repetition in poetry.</p> <p>Identify author's use of imagery.</p> <p>Distinguish between fiction and nonfiction.</p> <p>Identify facts.</p> <p>Identify the main idea and supporting details in a text.</p> <p>Distinguish between fact and opinion.</p> <p>Summarize text and maintain accurate sequence.</p> <p>Identify setting(s).</p> <p>Identify choices that a character makes and their consequences.</p> <p>Identify the moral or lesson of a text.</p> <p>Make inferences using text and/or prior knowledge.</p> <p>Answer questions requiring literal recall of details.</p> <p>Answer inferential questions.</p> <p>Create and use graphic organizers, diagrams, charts, Venn diagrams, and/or timelines to demonstrate and support comprehension.</p>
<p>15 Revolution 1 Introduce "Independence Day"</p>		<p>Answer scriptal questions.</p> <p>Increase concept and content vocabulary.</p> <p>Use text organizational features to locate and comprehend information. (glossary)</p> <p>Define nonfiction.</p> <p>Use text organizational features to locate and comprehend information. (table of contents)</p>

		<p>State the topic directly.</p> <p>Use the title of the selection to make a prediction.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Identify and describe the use of print features: bold-faced words, underlined words, highlighted words, italicized words, abbreviations, acronyms.</p> <p>Distinguish between fact and opinion.</p> <p>Use context clues to determine word meanings.</p> <p>Read texts to gain information.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and read on.</p> <p>Answer questions requiring literal recall of details.</p>
		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Increase concept and content vocabulary.</p> <p>Summarize text and maintain accurate sequence.</p> <p>Use text organizational features to locate and comprehend information. (glossary)</p> <p>Define cause and effect.</p> <p>Identify cause and effect relationships in text either stated or inferred.</p> <p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>Define main idea.</p> <p>Identify main idea.</p> <p>Make connections between text and oneself.</p>

		<p>Answer evaluative questions.</p> <p>Make connections between texts.</p> <p>Compare and contrast different versions of the same story.</p> <p>Answer evaluative questions.</p> <p>Identify how sensory details and figurative language enhance poetry.</p>
<p>15 Revolution 3 Introduce Sam the Minuteman</p>		<p>Build background knowledge.</p> <p>Connect text to prior knowledge.</p> <p>Increase concept and content vocabulary.</p> <p>Use title of the selection to make a prediction.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Identify genre.</p> <p>Identify characteristics of different genres.</p> <p>Evaluate predictions.</p> <p>Identify setting(s).</p> <p>Identify characters.</p> <p>Read second grade level text at a rate of 90 words per minute.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p> <p>Answer questions requiring literal recall of details.</p> <p>Evaluate reading strategies.</p>
<p>15 Revolution 4 Explore Sam the Minuteman (A)</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Define main character.</p>

		<p>Identify main character(s).</p> <p>Increase concept and content vocabulary.</p> <p>Use text organizational features to locate and comprehend information. (glossary)</p> <p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Read second grade level text at a rate of 90 words per minute.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and self-questioning.</p> <p>3571: Repair comprehension using strategies: reread, use prior knowledge, selfquestion, identify context clues, determine word meaning, and/or read on.</p> <p>Define plot as what happens in a story.</p> <p>Sequence events in a text.</p> <p>Use a graphic organizer to organize information.</p>
<p>15 Revolution 5 Explore Sam the Minuteman (B)</p>		<p>Increase concept and content vocabulary.</p> <p>Summarize the plot of a story.</p> <p>Describe the characters in the story using evidence from the text.</p> <p>Synthesize text.</p> <p>Make connections between text and the world.</p>
<p>15 Revolution 6 Unit Assessment Sam the Minuteman</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e</p>	<p>Revolution Unit assessment will test student's ability to:</p> <p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Increase concept and content vocabulary.</p> <p>Summarize the plot of a story.</p>

	<p>L.2.5 L.2.5.a-b L.2.6 SL.2.4 RF.2.3 RF2.3.a-c RF.2.4 RF.2.4a-c RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.10 RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	<p>Define conflict.</p> <p>Define resolution.</p> <p>Identify conflict and resolution.</p> <p>Compare and contrast the most important points presented by two texts on the same topic.</p> <p>Compare and contrast different versions of the same story.</p> <p>Evaluate text.</p>
<p>16 Quilting Stories 1 Introduce The Josefina Story Quilt</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Build background knowledge.</p> <p>Increase concept and content vocabulary.</p> <p>Use title of the selection to make a prediction.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Identify setting.</p> <p>Identify characters.</p> <p>Describe character feelings.</p> <p>Read second grade level text at a rate of 90 words per minute.</p> <p>Self-monitor comprehension by predicting,</p>

		<p>rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and read on.</p> <p>Answer questions requiring literal recall of details.</p> <p>Evaluate reading strategies.</p> <p>Make connections between texts and the world.</p> <p>Make connections between text and oneself.</p>
<p>16 Quilting Stories 2 Explore The Josefina Story Quilt (A)</p>		<p>Define main character.</p> <p>Identify main character(s).</p> <p>Increase concept and content vocabulary.</p> <p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p> <p>Describe characters and their reactions to major events in the story.</p> <p>Describe character feelings.</p> <p>Describe the characters in the story using evidence from the text.</p> <p>Create and use graphic organizers, diagrams, charts, Venn diagrams, and/or timelines to demonstrate and support comprehension</p> <p>Make connections between text to oneself.</p> <p>Make connections between texts.</p> <p>Compare and contrast plot, setting, character(s) of texts from different authors.</p>

<p>16 Quilting Stories 3 Explore The Josefina Story Quilt (B)</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Increase concept and content vocabulary.</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Summarize the plot of a story.</p> <p>Define conflict.</p> <p>Define resolution.</p> <p>Identify conflict and resolution.</p> <p>Make connections between texts.</p> <p>Compare and contrast plot, setting, character(s) of texts from different authors.</p>
<p>16 Quilting Stories 4 Review The Josefina Story Quilt</p>		<p>Increase concept and content vocabulary.</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Summarize the plot of a story.</p> <p>Define theme.</p> <p>Distinguish between topic and theme.</p> <p>Determine the theme, moral, or lesson of a work of literature.</p> <p>Make connections between text and oneself.</p> <p>Write a paragraph</p> <p>Write a response to literature.</p> <p>Make connections between text and the world.</p>
<p>16 Quilting Stories 5 Introduce "Pioneer Patchwork"</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Sequence important information.</p> <p>Connect text to prior knowledge.</p>

		<p>Increase concept and content vocabulary.</p> <p>Define nonfiction.</p> <p>Use text organizational features to locate and comprehend information.</p> <p>Use title of the selection to make a prediction.</p> <p>Identify and describe the use of print features: bold-faced words, underlined words, highlighted words, italicized words, abbreviations, acronyms.</p> <p>Identify facts.</p> <p>Read texts to gain information.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and read on.</p> <p>Answer questions requiring literal recall of details.</p> <p>Identify the main idea and supporting details in a text.</p> <p>Analyze directions for proper sequencing.</p> <p>Use graphics and visuals to comprehend meaning and answer questions. (diagrams)</p>
<p>16 Quilting Stories 6 Unit Assessment "Pioneer Patchwork"</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 RF.2.3 RF2.3.a-c</p>	<p>Quilting Stories Unit assessment will test student's ability to:</p> <p>Increase concept and content vocabulary.</p> <p>Summarize text and maintain accurate sequence.</p> <p>Identify organizational structures of text.</p> <p>Sequence important information.</p> <p>Analyze directions for proper sequencing.</p> <p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>Read text to perform a specific task.</p>

	<p>RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	<p>Make connections between text and oneself.</p>
<p>17 Pet Poems 1 Introduce Pet Poems</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Connect text to prior knowledge.</p> <p>Make connections between text and oneself.</p> <p>Define poem.</p> <p>Define speaker.</p> <p>Identify purpose for reading.</p> <p>Use title of the selection to make a prediction.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Identify rhyme in a literary selection.</p> <p>Identify rhyme scheme.</p> <p>Read texts for literary experience.</p> <p>Read on-level text with purpose and understanding.</p> <p>Read second grade level text at a rate of 90 words per minute.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p> <p>Repair comprehension using strategies: reread, use</p>

		<p>prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p> <p>Answer questions requiring literal recall of details</p> <p>Evaluate reading strategies.</p> <p>Make inferences using text and/or prior knowledge.</p> <p>Define rhyme.</p> <p>Define rhythm.</p> <p>Identify the use of rhythm in poetry.</p> <p>Determine reading rate.</p> <p>Read prose and poetry aloud.</p>
<p>17 Pet Poems 2 Introduce More Pet Poems and Unit Assessments</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 RF.2.3 RF2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	<p>Pet Poems Unit assessment will test student's ability to:</p> <p>Define poem.</p> <p>Define speaker.</p> <p>Define rhythm.</p> <p>Define rhyme.</p> <p>Use title of the selection to make a prediction.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Use text features to comprehend text meaning. (bold, italics, headers, etc.)</p> <p>Read texts for literary experience.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p> <p>Answer questions requiring literal recall of details</p> <p>Evaluate reading strategies.</p>

		<p>Make inferences using text and/or prior knowledge</p> <p>Define rhyme.</p> <p>Define rhythm.</p> <p>Identify rhyme in a literary selection.</p> <p>Identify the use of rhythm in poetry.</p> <p>Determine reading rate.</p> <p>Read prose and poetry aloud.</p> <p>Read aloud grade-level text with appropriate expression, accuracy, and rate.</p> <p>Make connections between text and oneself.</p> <p>Use descriptive phrases.</p>
<p>18 The Foolish Goose 1 Introduce "The Foolish Goose"</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Define drama.</p> <p>Connect to prior knowledge.</p> <p>Identify characteristics of different genres.</p> <p>Use text organizational features to locate and comprehend information. (table of contents)</p> <p>Identify the structure and elements of drama including dialogue.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Use the title of the selection to make a prediction.</p> <p>Read grade-level text with purpose and understanding.</p> <p>Identify setting.</p> <p>Identify characters.</p> <p>Use text to make a prediction.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying,</p>

		<p>checking for context clues, and self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and read on.</p> <p>Generate questions during reading.</p> <p>Answer questions requiring literal recall of details.</p> <p>Evaluate reading strategies.</p> <p>Define consequence.</p> <p>Identify choices that a character makes and their consequences.</p>
<p>18 The Foolish Goose 2 Explore "The Foolish Goose"</p>		<p>Identify main character(s).</p> <p>Identify characters.</p> <p>Use text organizational features to locate and comprehend information. (TOC, Glossary, chapter, index, title, author, illustrator, caption)</p> <p>Read texts for literary experience.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p> <p>Generate questions during reading.</p> <p>Describe characters and their traits.</p> <p>Identify a lesson learned based on a character's actions.</p>
<p>18 The Foolish Goose 3 Unit Assessment "The Foolish Goose"</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4.</p>	<p>The Foolish Goose Unit assessment will test student's ability to:</p> <p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p>

	<p>L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 RF.2.3 RF2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	<p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Summarize the plot of a story.</p> <p>Read aloud grade-level text with appropriate expression.</p> <p>Acknowledge differences among characters including the use of a different voice for each character when reading dialogue aloud.</p> <p>Make connections between text and oneself.</p> <p>Make connections between text and the world.</p>
<p>19 Poetry 1 Introduce "Discovery" and "Untitled"</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Connect text to prior knowledge.</p> <p>Make connections between text and oneself.</p> <p>Increase concept and content vocabulary.</p> <p>Define poem.</p> <p>Define stanza.</p> <p>Define speaker.</p> <p>Use text organizational features to locate and comprehend information. (table of contents)</p> <p>Use title of the selection to make a prediction.</p> <p>Identify rhyming words.</p> <p>Identify rhyme scheme.</p> <p>Read texts for literary experience.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying,</p>

		<p>checking for context clues, and/or self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p> <p>Answer questions requiring literal recall of details</p> <p>Evaluate reading strategies.</p> <p>Make inferences using text and/or prior knowledge</p> <p>Identify rhyme scheme.</p> <p>Identify author's use of personification.</p>
<p>19 Poetry 2 Explore "Discovery" and "Untitled"</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 RF.2.3 RF.2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	<p>Poetry Unit assessment will test student's ability to:</p> <p>Read texts for literary experience.</p> <p>Identify rhyme scheme.</p> <p>Define alliteration.</p> <p>Identify the use of alliteration in poetry.</p> <p>Identify author's use of imagery.</p> <p>Identify first-person point of view.</p> <p>Compare and contrast literary elements in two or more literary selections.</p> <p>Describe the effect point of view has on literature.</p> <p>Evaluate text.</p> <p>Make connections between text and the world.</p>
<p>21 Cam Jansen 1 Introduce Cam Jansen: The Mystery of the Stolen Diamonds</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Define mystery.</p>

		<p>Increase concept and content vocabulary.</p> <p>Use title of the selection to make a prediction.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Identify setting(s).</p> <p>Identify characters.</p> <p>Read texts for literary experience.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p> <p>Generate questions during reading.</p> <p>Answer questions requiring literal recall of details.</p> <p>Answer inferential questions.</p> <p>Evaluate reading strategies.</p> <p>Identify essential and nonessential information within text.</p> <p>Draw conclusions about characters using evidence from the text.</p>
<p>21 Cam Jansen 2 Explore Cam Jansen: The Mystery of the Stolen Diamonds (A)</p>		<p>Make connections between text and oneself.</p> <p>Increase concept and content vocabulary.</p> <p>Summarize the plot of a story.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Use text to make a prediction.</p> <p>Read texts for literary experience.</p> <p>Read second grade level text at a rate of 90 words per minute.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on</p>

		<p>background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p> <p>Generate questions during reading.</p> <p>Answer questions requiring literal recall of details.</p> <p>Answer inferential questions.</p> <p>Evaluate reading strategies.</p> <p>Identify essential and nonessential information within text.</p> <p>Draw conclusions using evidence from text.</p> <p>Describe characters and their reactions to major events in the story.</p>
<p>21 Cam Jansen 3 Explore Cam Jansen: The Mystery of the Stolen Diamonds (B)</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Summarize the plot of a story.</p> <p>Increase concept and content vocabulary.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Identify setting(s).</p> <p>Identify characters.</p> <p>Read texts for literary experience.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p> <p>Generate questions during reading.</p>

		<p>Answer questions requiring literal recall of details.</p> <p>Evaluate reading strategies.</p> <p>Sequence events in a text.</p> <p>Summarize text and maintain accurate sequence.</p> <p>Identify essential and nonessential information within text.</p> <p>Evaluate text.</p>
<p>21 Cam Jansen 4 Unit Assessment Cam Jansen: The Mystery of the Stolen Diamonds</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.2.1</p> <p>L.2.1.a-f</p> <p>L.2.2</p> <p>L.2.2.a-e</p> <p>L.2.3</p> <p>L.2.3.a</p> <p>L.2.4.</p> <p>L.2.4.a-e</p> <p>L.2.5</p> <p>L.2.5.a-b</p> <p>L.2.6</p> <p>RF.2.3</p> <p>RF2.3.a-c</p> <p>RF.2.4</p> <p>RF.2.4a-c</p> <p>RL.2.1</p> <p>RL.2.2</p> <p>RL.2.3</p> <p>RL.2.4</p> <p>RL.2.5</p> <p>RL.2.6</p> <p>RL.2.7</p> <p>RL.2.10</p> <p>W.2.2</p> <p>W.2.8</p>	<p>Cam Jansen Unit assessment will test student's ability to:</p> <p>Summarize the plot of a story.</p> <p>Increase concept and content vocabulary.</p> <p>Draw conclusions about characters using evidence from the text.</p> <p>Evaluate text.</p> <p>Identify the impact of alternative endings to a plot.</p> <p>Identify the reason(s) for alternative endings to a plot.</p> <p>Describe characters and their reactions to major events in the story.</p> <p>Write a narrative with a beginning, middle, and end.</p>
<p>22 Bears 1 Introduce "Bears in Danger"</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Connect text to prior knowledge.</p> <p>Increase concept and content vocabulary.</p> <p>Use title of the selection to make a prediction.</p>

		<p>Identify features of a nonfiction text.</p> <p>Read texts to gain information.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p> <p>Generate questions during reading.</p> <p>Answer questions requiring literal recall of details.</p> <p>Identify the main idea and supporting details in a text.</p> <p>Use graphics to answer questions.</p> <p>Define author's purpose.</p> <p>Identify author's purpose.</p> <p>Identify the purpose of and interpret information from features of informational texts: illustrations, graphs, charts, titles, text boxes, diagrams, headings, table of contents, graphic organizers, timelines, maps.</p>
<p>22 Bears 2 Review "Bears in Danger"</p>		<p>Increase concept and content vocabulary.</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Identify essential and nonessential information within text.</p> <p>Use a graphic organizer to organize information.</p> <p>Answer questions requiring literal recall of details.</p> <p>Draw conclusions using evidence from text.</p> <p>Answer evaluative questions.</p> <p>Make connections between text and the world.</p> <p>Make connections between text and oneself.</p> <p>Answer a research question.</p>

		<p>Use a media source to do research.</p> <p>Make connections between text and the world.</p> <p>Synthesize text.</p>
<p>22 Bears 3 Introduce The Bears on Hemlock Mountain</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Connect text to prior knowledge.</p> <p>Increase concept and content vocabulary.</p> <p>Use text organizational features to locate and comprehend information. (TOC, Glossary, chapter, index, title, author, illustrator, caption)</p> <p>Use title of the selection to make a prediction.</p> <p>Use chapter titles to make predictions and comprehend text.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Read second grade level text at a rate of 90 words per minute.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p> <p>Generate questions during reading.</p> <p>Answer questions requiring literal recall of details.</p> <p>Make inferences about characters using evidence from the text.</p>
<p>22 Bears 4 Explore The Bears on Hemlock Mountain (A)</p>		<p>Describe setting.</p> <p>Summarize the plot of a story.</p> <p>Describe characters and their reactions to major events in the story.</p> <p>Make inferences about characters using evidence from the text.</p>

		<p>Increase concept and content vocabulary.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Define onomatopoeia.</p> <p>Make inferences about characters using evidence from the text.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p> <p>Generate questions during reading.</p> <p>Answer questions requiring literal recall of details.</p> <p>Make inferences about characters using evidence from the text.</p> <p>Identify choices that a character makes and their consequences.</p>
<p>22 Bears 5 Explore The Bears on Hemlock Mountain (B)</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Describe setting.</p> <p>Summarize the plot of a story.</p> <p>Describe characters and their reactions to major events in the story.</p> <p>Make inferences about characters using evidence from the text.</p> <p>Increase concept and content vocabulary.</p> <p>Use chapter titles to make predictions and comprehend text.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Identify author's use of onomatopoeia.</p>

		<p>Make inferences about characters using evidence from the text.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p> <p>Generate questions during reading.</p> <p>Answer questions requiring literal recall of details.</p> <p>Make inferences about characters using evidence from the text.</p> <p>Identify choices that a character makes and their consequences.</p> <p>Make connections between text and oneself.</p> <p>Answer evaluative questions.</p>
<p>22 Bears 6 Review The Bears on Hemlock Mountain</p>		<p>Summarize the plot of a story.</p> <p>Increase concept and content vocabulary.</p> <p>Define conflict.</p> <p>Define resolution.</p> <p>Identify conflict and resolution.</p> <p>Evaluate text.</p> <p>Identify the reason(s) for alternative endings to a plot.</p> <p>Identify the impact of alternative endings to a plot.</p>
<p>22 Bears 7 Introduce "Animals in Winter"</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Connect text to prior knowledge.</p> <p>Increase concept and content vocabulary.</p> <p>Use text organizational features to locate and</p>

		<p>comprehend information. (table of contents)</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Read texts to gain information.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p> <p>Generate questions during reading.</p> <p>Answer questions requiring literal recall of details.</p> <p>Identify the main idea and supporting details in a text.</p> <p>Use graphics to answer questions.</p> <p>Use resources or other tools to determine the meaning of a word.</p> <p>Determine meaning of unknown words in text.</p> <p>Use text organizational features to locate and comprehend information. (table of contents, glossary, index)</p>
<p>22 Bears 8 Review "Animals in Winter"</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 SL.2.4 RF.2.3 RF2.3.a-c RF.2.4</p>	<p>Bears Unit assessment will test student's ability to:</p> <p>Increase concept and content vocabulary.</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Create and use graphic organizers, diagrams, charts, Venn diagrams, and/or timelines to demonstrate and support comprehension.</p> <p>Identify facts in informational text.</p> <p>Make connections between texts.</p> <p>Compare and contrast the most important points presented by two texts on the same topic.</p> <p>Evaluate text.</p>

	<p>RF.2.4a-c RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.10 W.2.2 W.2.8</p>	<p>Make connections between text and oneself.</p> <p>Use descriptive phrases.</p>
<p>23 Clever Animals 1 Introduce "Puss in Boots"</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Define fairy tale.</p> <p>Connect text to prior knowledge.</p> <p>Identify characteristics of different genres.</p> <p>Increase concept and content vocabulary.</p> <p>Use text organizational features to locate and comprehend information. (table of contents)</p> <p>Use title of the selection to make a prediction.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Read texts for literary experience.</p> <p>Read on-level text with purpose and understanding.</p> <p>Read second grade level text at a rate of 90 words per minute.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p> <p>Answer questions requiring literal recall of details.</p> <p>Answer inferential questions.</p>

		Evaluate reading strategies.
23 Clever Animals 2 Explore "Puss in Boots"		<p>Increase concept and content vocabulary.</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Summarize the plot of a story.</p> <p>Identify characteristics of different genres.</p> <p>Make inferences using text and/or prior knowledge.</p>
23 Clever Animals 3 Review "Puss in Boots"		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Increase concept and content vocabulary.</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Summarize the plot of a story.</p> <p>Describe characters and their traits.</p> <p>Define character traits.</p> <p>Define theme.</p> <p>Determine the theme, moral, or lesson of a work of literature.</p>
23 Clever Animals 4 Introduce "Tug O War"		<p>Define folktale.</p> <p>Connect text to prior knowledge.</p> <p>Identify characteristics of different genres.</p> <p>Use text organizational features to locate and comprehend information. (table of contents)</p> <p>Use title of the selection to make a prediction.</p> <p>Read texts for literary experience.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p>

		<p>Answer questions requiring literal recall of details.</p> <p>Describe the characters in the story using evidence from the text.</p> <p>Answer inferential questions.</p> <p>Evaluate reading strategies.</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Acknowledge differences among characters including the use of a different voice for each character when reading dialogue aloud.</p>
<p>23 Clever Animals 5 Explore "Tug O War"</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Summarize the plot of a story.</p> <p>Evaluate text.</p> <p>Define character traits.</p> <p>Describe characters and their traits.</p> <p>Describe characters by what they do, what they say, or what others say about them.</p>
<p>23 Clever Animals 6 Review "Tug O War"</p>		<p>Answer evaluative questions.</p> <p>Describe characters and their traits.</p> <p>Define moral or lesson learned.</p> <p>Determine the theme, moral, or lesson of a work of literature.</p> <p>Compare and contrast characters from different stories.</p> <p>Compare and contrast plot, setting, character(s) of texts from different cultures.</p> <p>Compare texts from different cultures and time periods.</p> <p>Make connections between text and oneself.</p> <p>Evaluate text.</p>

		<p>Write an opinion.</p> <p>Write a summary.</p> <p>Write about literature.</p>
<p>23 Clever Animals 7 Introduce "Each Animal in Its Place"</p>		<p>Increase oral reading skills.</p> <p>Increase fluency</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Connect text to prior knowledge.</p> <p>Increase concept and content vocabulary.</p> <p>Use text organizational features to locate and comprehend information. (table of contents)</p> <p>Identify genre.</p> <p>Use title of the selection to make a prediction.</p> <p>Read texts to gain information.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p> <p>Generate questions during reading.</p> <p>Answer questions requiring literal recall of details.</p> <p>Use graphics to answer questions.</p> <p>Determine meaning of unknown words in text.</p> <p>Use context clues to determine word meanings.</p> <p>Evaluate reading strategies.</p> <p>Identify essential and nonessential information within text.</p> <p>Use a graphic organizer to organize information.</p> <p>Identify supporting details.</p>

<p>23 Clever Animals 8 Unit Assessment "Each Animal in Its Place"</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 SL.2.4 RF.2.3 RF2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	<p>Clever Animals Unit assessment will test student's ability to:</p> <p>Increase concept and content vocabulary.</p> <p>Restate facts and supporting details of informational text in sequential order.</p> <p>State the topic directly.</p> <p>Define main idea.</p> <p>Define supporting details.</p> <p>Identify the main idea and supporting details in a text.</p> <p>Make connections between text and the world.</p> <p>Use a graphic organizer to organize information.</p>
<p>24 More Lessons to Learn 1 Introduce "The Fisherman"</p>	<p>RF.2.4.a</p>	<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Make connections between text and oneself.</p> <p>Answer scriptal questions.</p> <p>Use text to make a prediction.</p> <p>Read second grade level text with purpose and understanding.</p> <p>Read second grade level text at a rate of 90 words per minute.</p> <p>Answer questions requiring literal recall of details.</p> <p>Answer inferential questions.</p>

		<p>Define imagery.</p> <p>Identify author's use of imagery.</p> <p>Use information from visuals to develop an understanding of the characters, setting, and plot.</p>
<p>24 More Lessons to Learn 2 Explore "The Fisherman"</p>		<p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Summarize the plot of a story.</p> <p>Describe characters by what they do, what they say, or what others say about them.</p> <p>Describe character feelings.</p> <p>Define point of view.</p> <p>Define first-person point of view.</p> <p>Identify point of view.</p> <p>Describe the effect point of view has on literature.</p>
<p>24 More Lessons to Learn 3 Review "The Fisherman"</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Summarize the plot of a story.</p> <p>Identify the moral or lesson of a text.</p> <p>Make connections between text and oneself.</p>
<p>24 More Lessons to Learn 4 Introduce "The Warrior and the Baby"</p>		<p>Connect text to prior knowledge.</p> <p>Build background knowledge.</p> <p>Use text to make a prediction.</p> <p>Read second grade level text with purpose and understanding.</p> <p>Read second grade level text at a rate of 90 words per minute.</p> <p>Answer questions requiring literal recall of details.</p> <p>Answer inferential questions.</p> <p>Define summary.</p>

<p>24 More Lessons to Learn 5 Explore "The Warrior and the Baby"</p>		<p>Summarize the plot of a story.</p> <p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Summarize the plot of a story.</p> <p>Describe characters by what they do, what they say, or what others say about them.</p> <p>Make connections between text and oneself.</p> <p>Make connections between text and the world.</p> <p>Describe character feelings.</p>
<p>24 More Lessons to Learn 6 Review "The Warrior and the Baby"</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 SL.2.4 RF.2.3 RF.2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	<p>More Lessons to Learn Unit assessment will test student's ability to:</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Summarize the plot of a story.</p> <p>Identify the moral or lesson of a text.</p> <p>Compare and contrast characters from different stories.</p> <p>Compare and contrast plot, setting, character(s) of texts from different cultures.</p> <p>Compare texts from different cultures and time periods.</p> <p>Make connections between text and oneself.</p> <p>Evaluate text.</p>

<p>25 More Poetry 1 Introduce Night Time Poems</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Connect text to prior knowledge.</p> <p>Define poetry as a genre.</p> <p>Increase concept and content vocabulary.</p> <p>Use text to make a prediction</p> <p>Read texts for literary experience.</p> <p>Read second grade level text with purpose and understanding.</p> <p>Identify rhyme in a literary selection.</p> <p>Identify the use of repetition in poetry.</p> <p>Identify author's use of imagery.</p> <p>Answer inferential questions.</p> <p>Identify and define words' and phrases' literal and non-literal meanings, e.g. take steps.</p> <p>Identify literal language.</p> <p>Identify connotative and denotative meanings in text.</p>
<p>25 More Poetry 2 Introduce "Bedtime" and "Sun for Breakfast"</p>		<p>Connect text to prior knowledge.</p> <p>Make connections between text and oneself</p> <p>Use text to make a prediction.</p> <p>Read texts for literary experience.</p> <p>Read second grade level text with purpose and understanding.</p> <p>Identify rhyme scheme.</p> <p>Identify the use of repetition in poetry.</p> <p>Answer inferential questions.</p> <p>Identify author's use of imagery.</p> <p>Identify personification.</p>

		<p>Identify author's use of personification.</p>
<p>25 More Poetry 3 Introduce "Bed in Summer"</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 SL.2.4 RF.2.3 RF.2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	<p>More Poetry Unit assessment will test student's ability to:</p> <p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Connect text to prior knowledge.</p> <p>Make connections between text and oneself.</p> <p>Use text to make a prediction.</p> <p>Read texts for literary experience.</p> <p>Read second grade level text with purpose and understanding.</p> <p>Identify author's use of imagery.</p> <p>Answer inferential questions.</p> <p>Define rhyme.</p> <p>Define rhyme scheme.</p> <p>Identify rhyme in a literary selection.</p> <p>Identify rhyme scheme.</p> <p>Compare and contrast literary elements in two or more literary selections.</p> <p>Compare and contrast the most important points presented by two texts on the same topic.</p> <p>Make connections between texts.</p> <p>Evaluate text.</p>
<p>26 What's In a Name 1 Introduce "Rumplestiltskin"</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Define fairy tale.</p> <p>Connect text to prior knowledge.</p> <p>Identify characteristics of different genres.</p>

		<p>Increase concept and content vocabulary.</p> <p>Use text to make a prediction.</p> <p>Read second grade level text with purpose and understanding.</p> <p>Read second grade level text at a rate of 90 words per minute.</p> <p>Answer questions requiring literal recall of details.</p> <p>Answer inferential questions.</p> <p>Evaluate reading strategies.</p> <p>Describe characters and their traits.</p> <p>Describe characters by what they do, what they say, or what others say about them.</p> <p>Describe the characters in the story using evidence from the text.</p>
<p>26 What's In a Name 2 Explore "Rumpelstiltskin"</p>		<p>Increase concept and content vocabulary.</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Summarize the plot of a story.</p> <p>Define problem.</p> <p>Define solution to the problem a character faces.</p> <p>Identify the problem a character faces.</p> <p>Identify the solution to a problem a character faces.</p>
<p>26 What's In a Name 3 Review "Rumpelstiltskin"</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Increase concept and content vocabulary.</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Summarize the plot of a story.</p> <p>Draw conclusions about characters using evidence from the text.</p>

		<p>Determine the theme, moral, or lesson of a work of literature.</p>
<p>26 What's In a Name 4 Introduce "The Hippopotamus and the Tortoise"</p>		<p>Define folktale.</p> <p>Connect text to prior knowledge.</p> <p>Use text to make a prediction.</p> <p>Read texts for literary experience.</p> <p>Answer questions requiring literal recall of details.</p> <p>Evaluate reading strategies.</p> <p>Retell a story naming plot, setting, character(s), problem, and solution.</p> <p>Synthesize text.</p> <p>Identify the reason(s) for alternative endings to a plot.</p>
<p>26 What's In a Name 5 Explore "The Hippopotamus and the Tortoise"</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Increase concept and content vocabulary.</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Summarize the plot of a story.</p> <p>Describe characters by what they do, what they say, or what others say about them.</p> <p>Make inferences about characters using evidence from the text.</p> <p>Identify a lesson learned based on a character's actions.</p>
<p>26 What's In a Name 6 Unit Assessment "The Hippopotamus and the Tortoise"</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.2.1</p> <p>L.2.1.a-f</p> <p>L.2.2</p> <p>L.2.2.a-e</p> <p>L.2.3</p> <p>L.2.3.a</p>	<p>What's in a Name Unit assessment will test student's ability to:</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Summarize the plot of a story.</p>

	<p>L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 SL.2.4 RF.2.3 RF2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	<p>Compare and contrast characters in “The Jackals and the Lion,” “Tug-of-War,” and “The Hippopotamus and the Tortoise.”</p> <p>Compare and contrast plot, setting, character(s) of texts from different cultures.</p> <p>Evaluate text.</p> <p>Compare and contrast plot, setting, character(s) of texts from different authors.</p> <p>Compare and contrast literary elements in two or more literary selections.</p>
<p>27 Weather Poems 1 Introduce Weather Poems</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Define imagery.</p> <p>Use descriptive phrases</p> <p>Use text to make a prediction.</p> <p>Read second grade level text with purpose and understanding.</p> <p>Read second grade level text at a rate of 90 words per minute.</p> <p>Identify rhyme scheme.</p> <p>Identify the use of repetition in poetry.</p> <p>Identify author's use of imagery.</p> <p>Answer inferential questions.</p> <p>Define simile.</p> <p>Define metaphor.</p> <p>Identify similes.</p>

		<p>Identify metaphor.</p> <p>Identify and use figurative language: personification, simile, metaphor.</p> <p>Write a metaphor.</p>
<p>27 Weather Poems 2 Introduce More Weather Poems</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 SL.2.4 SL.2.6 RF.2.3 RF2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	<p>Weather Poems Unit assessment will test student's ability to:</p> <p>Use descriptive phrases.</p> <p>Use text to make a prediction.</p> <p>Read texts for literary experience.</p> <p>Read second grade level text with purpose and understanding.</p> <p>Identify rhyme scheme.</p> <p>Identify the use of repetition in poetry.</p> <p>Identify author's use of imagery.</p> <p>Answer inferential questions.</p> <p>Identify personification.</p> <p>Identify author's use of personification.</p> <p>Compare and contrast literary elements in two or more literary selections.</p> <p>Make connections between texts.</p> <p>Evaluate text.</p> <p>Write a simile.</p> <p>Write a metaphor.</p> <p>Use personification.</p>
<p>29 Westward Expansion 1 Introduce The Long Way Westward</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Define historical fiction.</p> <p>Connect text to prior knowledge.</p> <p>Increase concept and content vocabulary.</p>

		<p>Use text to make a prediction.</p> <p>Read second grade level text with purpose and understanding.</p> <p>Read second grade level text at a rate of 90 words per minute.</p> <p>Answer questions requiring literal recall of details.</p> <p>Answer inferential questions.</p> <p>Evaluate reading strategies.</p> <p>Use information from visuals to develop an understanding of the characters, setting, and plot.</p> <p>Identify and use idioms.</p> <p>Identify and define words' and phrases' literal and non-literal meanings, e.g. take steps</p> <p>Make connections between text and the world.</p> <p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>Sequence events in a text.</p>
<p>29 Westward Expansion 2 Explore The Long Way Westward (A)</p>		<p>Retell a story naming plot, setting, character(s), problem, and solution.</p> <p>Increase concept and content vocabulary.</p> <p>Use text to make a prediction.</p> <p>Read second grade level text with purpose and understanding.</p> <p>Read second grade level text at a rate of 90 words per minute.</p> <p>Answer questions requiring literal recall of details.</p> <p>Answer inferential questions.</p> <p>Evaluate reading strategies.</p> <p>Use information from visuals to develop an understanding of the characters, setting, and plot.</p> <p>Identify setting(s).</p>

		<p>Describe character motivations.</p> <p>Describe character feelings.</p> <p>Compare and contrast plot, setting, character(s) of texts by the same author.</p> <p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>Sequence events in a text.</p>
<p>29 Westward Expansion 3 Explore The Long Way Westward (B)</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Retell a story naming plot, setting, character(s), problem, and solution.</p> <p>Increase concept and content vocabulary.</p> <p>Use text to make a prediction.</p> <p>Read second grade level text with purpose and understanding.</p> <p>Read second grade level text at a rate of 90 words per minute.</p> <p>Answer questions requiring literal recall of details.</p> <p>Answer inferential questions.</p> <p>Evaluate reading strategies.</p> <p>Use information from visuals to develop an understanding of the characters, setting, and plot.</p> <p>Identify setting(s).</p> <p>Describe the effect point of view has on literature.</p> <p>Make connections between text and the world.</p> <p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>Sequence events in a text.</p>
<p>29 Westward Expansion 4 Review The Long Way Westward</p>		<p>Retell a story naming plot, setting, character(s), problem, and solution.</p> <p>Increase concept and content vocabulary.</p>

		<p>Use information from visuals to develop an understanding of the characters, setting, and plot.</p> <p>Use a graphic organizer to organize information.</p> <p>Identify different perspectives of family, friendship, culture, and traditions in text.</p> <p>Define author's purpose.</p> <p>Identify author's purpose.</p> <p>Make connections between text and the world.</p>
<p>29 Westward Expansion 5 Introduce "Pioneers Go West"</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Connect text to prior knowledge.</p> <p>Increase concept and content vocabulary.</p> <p>Use text features to make a prediction.</p> <p>Read texts to gain information.</p> <p>Read second grade level text with purpose and understanding.</p> <p>Answer questions requiring literal recall of details.</p> <p>Answer inferential questions.</p> <p>Evaluate reading strategies.</p> <p>Identify the main idea and supporting details in a text.</p> <p>Use graphics to answer questions.</p> <p>Define problem.</p> <p>Define solution.</p> <p>Identify a problem and a solution in a text.</p>
<p>29 Westward Expansion 6 Unit Assessment "Pioneers Go West"</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. L.2.1</p>	<p>Westward Expansion Unit assessment will test student's ability to:</p> <p>Increase concept and content vocabulary.</p>

	<p>L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 SL.2.4 SL.2.6 RF.2.3 RF2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	<p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Identify the purpose of and interpret information from features of informational texts: illustrations, graphs, charts, titles, text boxes, diagrams, headings, table of contents, graphic organizers, timelines, maps.</p> <p>Use graphics to answer questions.</p> <p>Make connections between text and the world.</p> <p>Make connections between text and oneself.</p> <p>Make inferences using text and/or prior knowledge.</p> <p>Make connections between texts.</p> <p>Read a variety of texts for information and pleasure.</p>
<p>29 Travel Poems 1 Introduce "Where Go the Boats?"</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Define imagery.</p> <p>Use descriptive phrases.</p> <p>Connect text to prior knowledge.</p> <p>Make connections between text and oneself.</p> <p>Use text to make a prediction.</p> <p>Read second grade level text with purpose and understanding.</p> <p>Read texts for literary experience.</p> <p>Identify rhyme scheme.</p> <p>Identify rhyme in a literary selection.</p> <p>Identify the use of repetition in poetry.</p> <p>Identify stanzas in poetry.</p>

		<p>Define speaker.</p> <p>Define first-person point of view.</p> <p>Describe the effect point of view has on literature.</p> <p>Answer inferential questions.</p> <p>Read text to perform a specific task.</p> <p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>Make connections between text and the world.</p>
<p>30 Travel Poems 2 Introduce Transportation Poems</p>		<p>Use descriptive phrases.</p> <p>Connect text to prior knowledge.</p> <p>Increase concept and content vocabulary.</p> <p>Use text to make a prediction.</p> <p>Read second grade level text with purpose and understanding.</p> <p>Read texts for literary experience.</p> <p>Identify rhyme scheme.</p> <p>Identify the use of repetition in poetry.</p> <p>Identify author's use of imagery.</p> <p>Identify literal language.</p> <p>Distinguish between literal and nonliteral or figurative language.</p> <p>Identify and define words' and phrases' literal and non-literal meanings, e.g. take steps.</p> <p>Identify connotative and denotative meanings in text.</p> <p>Answer inferential questions.</p> <p>Define simile.</p> <p>Identify similes.</p> <p>Write a simile.</p>

<p>30 Travel Poems 3 Introduce More Transportation Poems</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 SL.2.4 RF.2.3 RF.2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	<p>Travel Poems Unit assessment will test student's ability to:</p> <p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Define onomatopoeia.</p> <p>Define personification.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Determine appropriate prereading strategy.</p> <p>Determine reading rate.</p> <p>Set a purpose for reading.</p> <p>Read second grade level text with purpose and understanding.</p> <p>Read texts for literary experience.</p> <p>Read second grade level text at a rate of 90 words per minute.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p> <p>Identify author's use of personification.</p> <p>Identify author's use of onomatopoeia.</p> <p>Answer inferential questions.</p> <p>Identify rhyme scheme.</p> <p>Define simile.</p> <p>Identify similes.</p> <p>Identify and use figurative language:</p>
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		<p>personification, simile, metaphor.</p> <p>Compare and contrast literary elements in two or more literary selections.</p> <p>Compare and contrast the most important points presented by two texts on the same topic.</p> <p>Make connections between texts.</p>
<p>32 Going to the Dogs 1 Introduce "The Dog and His Shadow"</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Define fable.</p> <p>Connect text to prior knowledge.</p> <p>Identify characteristics of different genres.</p> <p>Use text to make a prediction.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p> <p>Answer questions requiring literal recall of details.</p> <p>Answer inferential questions.</p> <p>Evaluate reading strategies.</p> <p>Describe characters and their traits.</p> <p>Describe characters by what they do, what they say, or what others say about them.</p> <p>Describe the characters in the story using evidence from the text.</p>
<p>32 Going to the Dogs 2 Review "The Dog and His Shadow"</p>		<p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Summarize the plot of a story.</p> <p>Define moral or lesson learned.</p> <p>Identify the moral or lesson of a text.</p> <p>Identify a lesson learned based on a character's</p>

		<p>actions.</p> <p>Make connections between texts.</p> <p>Compare and contrast plot, setting, character(s) of texts from different authors.</p> <p>Compare and contrast plot, setting, character(s) of texts from different cultures.</p> <p>Evaluate texts.</p>
<p>32 Going to the Dogs 3 Introduce "The Dog and the Wolf"</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Connect text to prior knowledge.</p> <p>Determine appropriate prereading strategy.</p> <p>Determine reading rate.</p> <p>Set a purpose for reading.</p> <p>Use text to make a prediction.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p> <p>Answer questions requiring literal recall of details.</p> <p>Answer inferential questions.</p> <p>Evaluate reading strategies.</p> <p>Describe characters by what they do, what they say, or what others say about them.</p> <p>Identify the moral or lesson of a text.</p> <p>Evaluate texts.</p>
<p>32 Going to the Dogs 4 Review "The Dog and the Wolf"</p>		<p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Summarize the plot of a story.</p> <p>Evaluate texts.</p>

		<p>Describe how reasons support specific points the author makes in a text.</p> <p>Write a persuasive essay.</p>
<p>32 Going to the Dogs 5 Introduce "The Boy Who Cried Wolf"</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Connect text to prior knowledge.</p> <p>Make connections between text and oneself.</p> <p>Use text to make a prediction.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p> <p>Answer questions requiring literal recall of details.</p> <p>Answer inferential questions.</p> <p>Evaluate reading strategies.</p> <p>Define cause and effect.</p> <p>Identify cause and effect relationships in text either stated or inferred.</p>
<p>32 Going to the Dogs 6 Unit Assessment "The Boy Who Cried Wolf"</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 SL.2.4 SL.2.6 RF.2.3 RF2.3.a-c RF.2.4</p>	<p>Going to the Dogs Unit assessment will test student's ability to:</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Summarize the plot of a story.</p> <p>Identify the moral or lesson of a text.</p> <p>Identify a lesson learned based on a character's actions.</p> <p>Compare texts from different cultures and time periods.</p> <p>Evaluate texts.</p> <p>Make connections between text and oneself.</p>

	<p>RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	<p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Acknowledge differences among characters including the use of a different voice for each character when reading dialogue aloud.</p>
<p>32 Going to the Dogs 7 Introduce Buddy: The First Seeing Eye Dog</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Connect text to prior knowledge.</p> <p>Answer scriptal questions.</p> <p>Increase concept and content vocabulary.</p> <p>Use text to make a prediction.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p> <p>Answer questions requiring literal recall of details.</p> <p>Identify the topic.</p> <p>Make inferences about characters using evidence from the text.</p> <p>Use information from visuals to develop an understanding of the characters, setting, and plot.</p> <p>Evaluate reading strategies.</p> <p>Identify organizational structures of text.</p> <p>Identify essential and nonessential information within text.</p> <p>Sequence events in a text.</p> <p>Describe the connection between a series of</p>

		<p>historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>
<p>32 Going to the Dogs 8 Explore Buddy: The First Seeing Eye Dog (A)</p>		<p>Retell a story naming plot, setting, character(s), problem, and solution.</p> <p>Summarize the plot of a story.</p> <p>Increase concept and content vocabulary.</p> <p>Use text to make a prediction.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p> <p>Answer questions requiring literal recall of details.</p> <p>Make inferences about characters using evidence from the text.</p> <p>Describe character motivations.</p> <p>Describe character feelings.</p> <p>Evaluate reading strategies.</p> <p>Identify organizational structures of text.</p> <p>Identify essential and nonessential information within text.</p> <p>Sequence events in a text.</p> <p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>Identify the problem a character faces.</p> <p>Identify the solution to a problem a character faces.</p>
<p>32 Going to the Dogs 9 Explore Buddy: The First Seeing Eye Dog (B)</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Summarize the plot of a story.</p> <p>Increase concept and content vocabulary.</p>

		<p>Use text to make a prediction.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p> <p>Answer questions requiring literal recall of details.</p> <p>Make inferences about characters using evidence from the text.</p> <p>Describe character motivations.</p> <p>Describe character feelings.</p> <p>Identify the main idea and supporting details in a text.</p> <p>Evaluate reading strategies.</p> <p>Identify organizational structures of text.</p> <p>Identify essential and nonessential information within text.</p> <p>Sequence events in a text.</p> <p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>Support inferences with evidence from text and/or prior knowledge.</p> <p>Answer inferential questions.</p>
<p>32 Going to the Dogs 10 Review Buddy: The First Seeing Eye Dog</p>		<p>Summarize the plot of a story.</p> <p>Use text organizational features to locate and comprehend information. (TOC, glossary, chapter, index, title, author, illustrator, caption)</p> <p>Use text to make a prediction.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p>

		<p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p> <p>Answer questions requiring literal recall of details.</p> <p>Make inferences about characters using evidence from the text.</p> <p>Describe character motivations.</p> <p>Describe character feelings.</p> <p>Evaluate reading strategies.</p> <p>Identify organizational structures of text.</p> <p>Identify essential and nonessential information within text.</p> <p>Sequence events in a text.</p> <p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>Make connections between text and oneself.</p> <p>Evaluate text.</p> <p>Make connections between text and the world.</p> <p>Ask and answer who, what, where, when, why, and how questions.</p>
<p>32 Going to the Dogs 11 Introduce "Animal Helpers"</p>		<p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Connect text to prior knowledge.</p> <p>Increase concept and content vocabulary.</p> <p>Use text features to make a prediction.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p> <p>Repair comprehension using strategies: reread, use</p>

		<p>prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p> <p>Answer questions requiring literal recall of details.</p> <p>Identify fact and opinion.</p> <p>Answer inferential questions.</p> <p>Identify the main idea and supporting details in a text.</p> <p>Identify organizational structures of text.</p> <p>Define problem.</p> <p>Define solution.</p> <p>Identify problem and solution in a text.</p>
<p>32 Going to the Dogs 12 Unit Assessment "Animal Helpers"</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 SL.2.4 SL.2.6 RF.2.3 RF2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	<p>Going to the dogs Unit assessment will test student's ability to:</p> <p>Increase concept and content vocabulary.</p> <p>Restate facts and supporting details of informational text in sequential order.</p> <p>Synthesize text.</p> <p>Use descriptive phrases.</p> <p>Make connections between text and the world.</p>
<p>33 Semester Checkpoint 1 Semester Checkpoint</p>	<p>Standards identified are part of lessons within the</p>	<p>Semester assessment will test student's ability to:</p>

	<p>semester, not solely the semester assessment.</p> <p>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 SL.2.4 RF.2.3 RF2.3.a-c RF.2.4 RF.2.4a-c RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.10 RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	<p>Use title of the selection to make a prediction.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Read prose and poetry aloud.</p> <p>Read aloud second grade-level text with appropriate expression, accuracy, and rate.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p> <p>Identify genre.</p> <p>Identify characteristics of different genres.</p> <p>Identify the use of rhythm in poetry.</p> <p>Identify the use of repetition in poetry.</p> <p>Identify the topic.</p> <p>Identify the main idea and supporting details in a text.</p> <p>Distinguish between fiction and nonfiction.</p> <p>Identify fact and opinion.</p> <p>Identify character traits.</p> <p>Identify the moral or lesson of a text.</p> <p>Sequence events in a text.</p> <p>Make inferences using text and/or prior knowledge.</p> <p>Identify concrete answers to questions.</p> <p>Answer inferential questions.</p> <p>Create and use graphic organizers, diagrams, charts, Venn diagrams, and/or timelines to demonstrate and support comprehension.</p> <p>Make connections between text and oneself.</p>
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<p>1 Vocabulary 1 Day 1-3</p>		<p>Identify and use the prefix dis-.</p> <p>Identify and use the prefix re-.</p> <p>Identify and use word parts to help determine word meaning.</p> <p>Identify and use prefixes and suffixes to determine word meaning.</p> <p>Identify roots to aid in determining word meaning.</p>
<p>1 Vocabulary 1 Day 4-6</p>		<p>Identify and use the prefix un-.</p> <p>Identify and use the prefix pre-.</p> <p>Identify and use word parts to help determine word meaning.</p> <p>Identify and use prefixes and suffixes to determine word meaning.</p> <p>Identify roots to aid in determining word meaning.</p>
<p>1 Vocabulary 1 Day 7-8</p>		<p>Identify and use the suffix -er.</p> <p>Identify and use the suffix -est.</p> <p>Identify and use word parts to help determine word meaning.</p> <p>Identify and use prefixes and suffixes to determine word meaning.</p> <p>Identify roots to aid in determining word meaning.</p>
<p>1 Vocabulary 1 9 Day 9: Unit Review</p>		<p>Identify and use the prefix dis-.</p> <p>Identify and use the prefix re-.</p> <p>Identify and use the prefix un-.</p> <p>Identify and use the prefix pre-.</p> <p>Identify and use the suffix -er.</p> <p>Identify and use the suffix -est.</p> <p>Identify and use word parts to help determine word meaning.</p> <p>Identify and use prefixes and suffixes to determine word meaning.</p> <p>Identify roots to aid in determining word meaning.</p>

<p>1 Vocabulary 1 10 Day 10: Unit Checkpoint</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. L.2.4 L.2.4.a-e L.2.5 L.2.5 a-b L.2.6 RF.2.3 RF.2.3 a-f</p>	<p>Vocabulary Unit assessment will test student's ability to:</p> <p>Identify and use the prefix dis-.</p> <p>Identify and use the prefix re-.</p> <p>Identify and use the prefix un-.</p> <p>Identify and use the prefix pre-.</p> <p>Identify and use the suffix -er.</p> <p>Identify and use the suffix -est.</p> <p>Identify and use word parts to help determine word meaning.</p> <p>Identify and use prefixes and suffixes to determine word meaning.</p> <p>Identify roots to aid in determining word meaning.</p>
<p>2 Vocabulary 2 Day 1-4</p>		<p>Increase reading vocabulary.</p>
<p>2 Vocabulary 2 Day 5-8</p>		<p>Identify real-life connections between words and their uses.</p> <p>Increase reading vocabulary.</p>
<p>2 Vocabulary 2 9 Day 9: Unit Review</p>		<p>Increase reading vocabulary.</p> <p>Identify real-life connections between words and their uses.</p> <p>Classify and sort common words into categories.</p>
<p>2 Vocabulary 2 10 Day 10: Unit Checkpoint</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. L.2.4 L.2.4.a L.2.4d L.2.4.e L.2.5 L.2.5 a-b L.2.6 RF.2.3 RF.2.3 a-f</p>	<p>Vocabulary Unit assessment will test student's ability to:</p> <p>Increase reading vocabulary.</p> <p>Identify real-life connections between words and their uses.</p> <p>Classify and sort common words into categories.</p>
<p>3 Vocabulary 3 Day 1-4</p>		<p>Increase reading vocabulary.</p> <p>Increase vocabulary through synonyms.</p>
<p>3 Vocabulary 3 Day 5-8</p>		<p>Increase vocabulary through antonyms.</p> <p>Increase reading vocabulary.</p>

3 Vocabulary 3 9 Day 9: Unit Review		<p>Increase vocabulary through synonyms.</p> <p>Increase vocabulary through antonyms.</p> <p>Increase reading vocabulary.</p>
3 Vocabulary 3 10 Day 10: Unit Checkpoint	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.2.4 L.2.4.a L.2.4d L.2.4.e L.2.5 L.2.5 a-b L.2.6 RF.2.3 RF.2.3 a-f</p>	<p>Vocabulary Unit assessment will test student's ability to:</p> <p>Increase vocabulary through synonyms.</p> <p>Increase vocabulary through antonyms.</p> <p>Increase reading vocabulary.</p>
4 Vocabulary 4 Day 1-3		<p>Classify and sort common words into categories.</p> <p>Increase reading vocabulary.</p>
4 Vocabulary 4 4 Day 4: Introduce Word Set 2		<p>Increase vocabulary through compound words.</p> <p>Use knowledge of words to determine the meaning of compound words.</p> <p>Increase reading vocabulary.</p>
4 Vocabulary 4 5 Day 5: Practice Word Set 2		<p>Increase reading vocabulary.</p> <p>Increase vocabulary through synonyms.</p>
4 Vocabulary 4 Day 6-7		<p>Use resources or other tools to determine the meaning of a word.</p> <p>Use glossaries, thesauruses, and beginner dictionaries to learn new vocabulary.</p>
4 Vocabulary 4 8 Day 8: Practice Word Set 3		<p>Identify and use the vowel suffix -er.</p> <p>Identify and use the vowel suffix -est.</p> <p>Identify and use word parts to help determine word meaning.</p> <p>Increase vocabulary through contractions.</p> <p>Increase reading vocabulary.</p>
4 Vocabulary 4 9 Day 9: Unit Review		<p>Increase vocabulary through contractions.</p> <p>Increase reading vocabulary.</p>
4 Vocabulary 4 10 Day 10: Unit Checkpoint	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.2.4</p>	<p>Vocabulary Unit assessment will test student's ability to:</p> <p>Increase vocabulary through compound words.</p>

	L.2.4.a-e L.2.5 L.2.5 a-b L.2.6 RF.2.3 RF.2.3 a-f	<p>Increase vocabulary through contractions.</p> <p>Use resources or other tools to determine the meaning of a word. Use glossaries, thesauruses and beginner dictionaries to learn new vocabulary.</p> <p>Use knowledge of words to determine the meaning of compound words.</p> <p>Increase reading vocabulary.</p>
5 Vocabulary 5 1 Day 1: Introduce Word Set 1		<p>Increase vocabulary through compound words.</p> <p>Increase vocabulary through contractions.</p> <p>Use resources or other tools to determine the meaning of a word.</p> <p>Use glossaries, thesauruses and beginner dictionaries to learn new vocabulary.</p> <p>Use knowledge of words to determine the meaning of compound words.</p> <p>Increase reading vocabulary.</p>
5 Vocabulary 5 2 Day 2: Practice Word Set 1		<p>Increase vocabulary through synonyms.</p> <p>Increase reading vocabulary.</p>
5 Vocabulary 5 Day 3-4		<p>Identify and define words' and phrases' literal and non-literal meanings.</p> <p>Increase reading vocabulary.</p>
5 Vocabulary 5 5 Day 5: Practice Word Set 2		<p>Increase reading vocabulary.</p> <p>Distinguish between meaning variations in closely related verbs.</p> <p>Increase reading vocabulary.</p>
5 Vocabulary 5 Day 6-7		<p>Distinguish between meaning variations in closely related verbs.</p> <p>Increase reading vocabulary.</p>
5 Vocabulary 5 8 Day 8: Practice Word Set 3		<p>Identify and use the vowel suffix -er.</p> <p>Identify and use the vowel suffix -est.</p> <p>Identify and use word parts to help determine word meaning. Increase reading vocabulary.</p>
5 Vocabulary 5 9 Day 9: Unit Review		<p>Increase reading vocabulary.</p>
5 Vocabulary 5 10 Day 10: Unit Checkpoint	Standards identified are part of lessons within the unit, not solely the unit assessment.	<p>Vocabulary Unit assessment will test student's ability to:</p> <p>Identify and define words' and phrases' literal and</p>

	L.2.4 L.2.4.a-e L.2.5 L.2.5 a-b L.2.6 RF.2.3 RF.2.3 a-f	non-literal meanings, e.g. take steps. Distinguish between meaning variations in closely related verbs. Increase reading vocabulary.
6 Vocabulary 6 1 Day 1: Introduce Word Set 1		Identify and define words' and phrases' literal and non-literal meanings, e.g. take steps. Distinguish between meaning variations in closely related verbs. Increase reading vocabulary.
6 Vocabulary 6 2 Day 2: Practice Word Set 1		Identify and use the vowel suffix -er. Identify and use the vowel suffix -est. Identify and use word parts to help determine word meaning. Identify and use prefixes and suffixes to determine word meaning. Increase reading vocabulary.
6 Vocabulary 6 Day 3-4		Identify and use word parts to help determine word meaning. Identify and use prefixes and suffixes to determine word meaning. Increase reading vocabulary.
6 Vocabulary 6 Day 5-9		Increase reading vocabulary.
6 Vocabulary 6 10 Day 10: Unit Checkpoint	Standards identified are part of lessons within the unit, not solely the unit assessment. L.2.4 L.2.4.a-e L.2.5 L.2.5 a-b L.2.6 RF.2.3 RF.2.3 a-f	Vocabulary Unit assessment will test student's ability to: Identify and use word parts to help determine word meaning. Identify and use prefixes and suffixes to determine word meaning. Increase reading vocabulary.
7 Vocabulary 7 1 Day 1: Introduce Word Set 1		Identify and use word parts to help determine word meaning. Identify and use prefixes and suffixes to determine word meaning. Increase reading vocabulary.
7 Vocabulary 7 2 Day 2: Practice Word Set 1		Classify and sort common words into categories. Increase reading vocabulary.

7 Vocabulary 7 Day 3-4		Increase reading vocabulary.
7 Vocabulary 7 Day 5-6		Increase vocabulary through antonyms. Increase reading vocabulary. Identify and use word parts to help determine word meaning. Identify roots to aid in determining word meaning. Increase reading vocabulary.
7 Vocabulary 7 7 Day 7: Introduce Word Set 3		Identify and use word parts to help determine word meaning. Identify roots to aid in determining word meaning. Increase reading vocabulary.
7 Vocabulary 7 8 Day 8: Practice Word Set 3		Increase vocabulary through contractions. Increase reading vocabulary.
7 Vocabulary 7 9 Day 9: Unit Review		Increase reading vocabulary.
7 Vocabulary 7 10 Day 10: Unit Checkpoint	Standards identified are part of lessons within the unit, not solely the unit assessment. L.2.4 L.2.4.a L.2.4.c L.2.4.d L.2.4.e L.2.5 L.2.5 a-b L.2.6 RF.2.3 RF.2.3 a-f	Vocabulary Unit assessment will test student's ability to: Identify and use word parts to help determine word meaning. Identify roots to aid in determining word meaning. Increase reading vocabulary.
8 Vocabulary 8 1 Day 1: Introduce Word Set 1		Identify and use word parts to help determine word meaning. Identify roots to aid in determining word meaning. Increase reading vocabulary.
8 Vocabulary 8 2 Day 2: Practice Word Set 1		Increase vocabulary through compound words. Use knowledge of words to determine the meaning of compound words. Increase reading vocabulary.
8 Vocabulary 8 Day 3-4		Identify real-life connections between words and their uses. Increase reading vocabulary.

8 Vocabulary 8 5 Day 5: Practice Word Set 2		Distinguish between meaning variations in closely related verbs. Increase vocabulary through homographs. Increase vocabulary through homophones.
8 Vocabulary 8 Day 6-7		Increase vocabulary through homographs. Increase vocabulary through homophones.
8 Vocabulary 8 7 Day 7: Introduce Word Set 3		Increase vocabulary through homographs. Increase vocabulary through homophones.
8 Vocabulary 8 9 Day 9: Unit Review		Increase vocabulary through homographs. Increase vocabulary through homophones. Identify real-life connections between words and their uses. Increase reading vocabulary.
8 Vocabulary 8 10 Day 10: Unit Checkpoint	Standards identified are part of lessons within the unit, not solely the unit assessment. L.2.4 L.2.4.a L.2.4.c L.2.4.d L.2.4.e L.2.5 L.2.5 a-b L.2.6 RF.2.3 RF.2.3 a-f	Vocabulary Unit assessment will test student's ability to: Increase vocabulary through homographs. Increase vocabulary through homophones. Identify real-life connections between words and their uses. Increase reading vocabulary.
9 Vocabulary 9 1 Day 1: Introduce Word Set 1		Identify and use word parts to help determine word meaning. Identify and use prefixes and suffixes to determine word meaning. Increase reading vocabulary. Use resources or other tools to determine the meaning of a word. Use glossaries, thesauruses and beginner dictionaries to learn new vocabulary. Increase reading vocabulary.
9 Vocabulary 9 Day 2-6		Use resources or other tools to determine the meaning of a word. Use glossaries, thesauruses and beginner

		<p>dictionaries to learn new vocabulary.</p> <p>Increase reading vocabulary.</p>
9 Vocabulary 9 7 Day 7: Introduce Word Set 3		<p>Identify and use the vowel suffix -er.</p> <p>Identify and use the vowel suffix -est.</p> <p>Identify and use word parts to help determine word meaning.</p> <p>Identify and use prefixes and suffixes to determine word meaning.</p> <p>Identify roots to aid in determining word meaning.</p> <p>Increase reading vocabulary.</p>
9 Vocabulary 9 8 Day 8: Practice Word Set 3		<p>Increase reading vocabulary.</p>
9 Vocabulary 9 9 Day 9: Unit Review		<p>Use resources or other tools to determine the meaning of a word.</p> <p>Use glossaries, thesauruses and beginner dictionaries to learn new vocabulary.</p> <p>Increase reading vocabulary.</p>
9 Vocabulary 9 10 Day 10: Unit Checkpoint	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.2.4</p> <p>L.2.4.a-e</p> <p>L.2.5</p> <p>L.2.5 a-b</p> <p>L.2.6</p> <p>RF.2.3</p> <p>RF.2.3 a-f</p>	<p>Vocabulary Unit assessment will test student's ability to:</p> <p>Use resources or other tools to determine the meaning of a word.</p> <p>Use glossaries, thesauruses and beginner dictionaries to learn new vocabulary.</p> <p>Increase reading vocabulary.</p>
10 Vocabulary 10 1 Day 1: Introduce Word Set 1		<p>Identify and define words' and phrases' literal and non-literal meanings.</p> <p>Increase reading vocabulary.</p> <p>Identify and use the prefix dis-.</p> <p>Identify and use the prefix re-.</p> <p>Identify and use word parts to help determine word meaning.</p> <p>Identify and use prefixes and suffixes to determine word meaning.</p> <p>Identify roots to aid in determining word meaning.</p>

<p>10 Vocabulary 10 Day 2-3</p>		<p>Identify and use the prefix dis-.</p> <p>Identify and use the prefix re-.</p> <p>Identify and use word parts to help determine word meaning.</p> <p>Identify and use prefixes and suffixes to determine word meaning.</p> <p>Identify roots to aid in determining word meaning.</p>
<p>10 Vocabulary 10 Day 4-6</p>		<p>Identify and use the prefix un-.</p> <p>Identify and use the prefix pre-.</p> <p>Identify and use word parts to help determine word meaning.</p> <p>Identify and use prefixes and suffixes to determine word meaning.</p> <p>Identify roots to aid in determining word meaning.</p>
<p>10 Vocabulary 10 7 Day 7: Introduce Word Set 3</p>		<p>Increase reading vocabulary.</p> <p>Identify and use the vowel suffix -er.</p> <p>Identify and use the vowel suffix -est.</p> <p>Identify and use word parts to help determine word meaning.</p> <p>Identify and use prefixes and suffixes to determine word meaning.</p> <p>Increase reading vocabulary.</p>
<p>10 Vocabulary 10 8 Day 8: Practice Word Set 3</p>		<p>Identify and use the vowel suffix -er.</p> <p>Identify and use the vowel suffix -est.</p> <p>Identify and use word parts to help determine word meaning.</p> <p>Identify and use prefixes and suffixes to determine word meaning.</p> <p>Increase reading vocabulary.</p>
<p>10 Vocabulary 10 9 Day 9: Unit Review</p>		<p>Identify and use the prefix dis-.</p> <p>Identify and use the vowel suffix -er.</p> <p>Identify and use the prefix re-.</p> <p>Identify and use the prefix un-.</p>

		<p>Identify and use the prefix pre-.</p> <p>Identify and use the vowel suffix -est.</p> <p>Identify and use word parts to help determine word meaning.</p> <p>Identify and use prefixes and suffixes to determine word meaning.</p> <p>Identify roots to aid in determining word meaning.</p>
10 Vocabulary 10 10 Day 10: Unit Checkpoint	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.2.4 L.2.4.a-e L.2.5 L.2.5 a-b L.2.6 RF.2.3 RF.2.3 a-f</p>	<p>Vocabulary Unit assessment will test student's ability to:</p> <p>Identify and use the prefix dis-.</p> <p>Identify and use the vowel suffix -er.</p> <p>Identify and use the prefix re-.</p> <p>Identify and use the prefix un-.</p> <p>Identify and use the prefix pre-.</p> <p>Identify and use the vowel suffix -est.</p> <p>Identify and use word parts to help determine word meaning.</p> <p>Identify and use prefixes and suffixes to determine word meaning. •</p> <p>Identify roots to aid in determining word meaning.</p>
11 Vocabulary 11 Day 1-3		<p>Classify and sort common words into categories.</p> <p>Increase reading vocabulary.</p>
11 Vocabulary 11 4 Day 4: Introduce Word Set 2		<p>Increase vocabulary through homographs.</p> <p>Increase vocabulary through homophones.</p> <p>Increase reading vocabulary.</p>
11 Vocabulary 11 Day 5-6		<p>Classify and sort common words into categories.</p> <p>Increase reading vocabulary.</p>
11 Vocabulary 11 Day 7-8		<p>Increase reading vocabulary.</p>
11 Vocabulary 11 9 Day 9: Unit Review		<p>Classify and sort common words into categories.</p> <p>Increase reading vocabulary.</p>
11 Vocabulary 11 10 Day 10: Unit Checkpoint	<p>Standards identified are part of lessons within the unit, not solely the unit</p>	<p>Vocabulary Unit assessment will test student's ability to:</p>

	<p>assessment.</p> <p>L.2.4</p> <p>L.2.4.a</p> <p>L.2.4.d</p> <p>L.2.4.e</p> <p>L.2.5</p> <p>L.2.5 a-b</p> <p>L.2.6</p> <p>RF.2.3</p> <p>RF.2.3 a-f</p>	<p>Classify and sort common words into categories.</p> <p>Increase reading vocabulary.</p>
12 Vocabulary 12 1 Day 1: Introduce Word Set 1		<p>Use resources or other tools to determine the meaning of a word.</p> <p>Use glossaries, thesauruses and beginner dictionaries to learn new vocabulary.</p> <p>Increase reading vocabulary. Increase vocabulary through synonyms.</p> <p>Increase reading vocabulary.</p>
12 Vocabulary 12 Day 2-3		<p>Increase vocabulary through synonyms.</p> <p>Increase reading vocabulary.</p>
12 Vocabulary 12 4 Day 4: Introduce Word Set 2		<p>Identify and use word parts to help determine word meaning.</p> <p>Identify roots to aid in determining word meaning.</p> <p>Increase reading vocabulary.</p> <p>Increase vocabulary through antonyms.</p> <p>Increase reading vocabulary.</p>
12 Vocabulary 12 Day 5-6		<p>Increase vocabulary through antonyms.</p> <p>Increase reading vocabulary.</p>
12 Vocabulary 12 Day 7-8		<p>Increase reading vocabulary.</p>
12 Vocabulary 12 9 Day 9: Unit Review		<p>Increase vocabulary through synonyms.</p> <p>Increase vocabulary through antonyms.</p> <p>Increase reading vocabulary.</p>
12 Vocabulary 12 10 Day 10: Unit Checkpoint	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.2.4</p> <p>L.2.4.a</p> <p>L.2.4.c</p> <p>L.2.4.d</p> <p>L.2.4.e</p> <p>L.2.5</p>	<p>Vocabulary Unit assessment will test student's ability to:</p> <p>Increase vocabulary through synonyms.</p> <p>Increase vocabulary through antonyms.</p> <p>Increase reading vocabulary.</p>

	L.2.5 a-b L.2.6 RF.2.3 RF.2.3 a-f	
13 Vocabulary 13 1 Day 1: Introduce Word Set 1		Identify real-life connections between words and their uses. Increase reading vocabulary. Increase vocabulary through compound words. Use knowledge of words to determine the meaning of compound words.
13 Vocabulary 13 Day 2-3		Increase vocabulary through compound words. Use knowledge of words to determine the meaning of compound words.
13 Vocabulary 13 4 Day 4: Introduce Word Set 2		Increase vocabulary through antonyms. Increase reading vocabulary. Use resources or other tools to determine the meaning of a word. Use glossaries, thesauruses and beginner dictionaries to learn new vocabulary.
13 Vocabulary 13 Day 5-6		Use resources or other tools to determine the meaning of a word. Use glossaries, thesauruses and beginner dictionaries to learn new vocabulary.
13 Vocabulary 13 7 Day 7: Introduce Word Set 3		Identify and use the vowel suffix -er. Identify and use the vowel suffix -est. Identify and use word parts to help determine word meaning. Increase vocabulary through contractions.
13 Vocabulary 13 8 Day 8: Practice Word Set 3		Increase vocabulary through contractions.
13 Vocabulary 13 9 Day 9: Unit Review		Increase vocabulary through compound words. Increase vocabulary through contractions. Use resources or other tools to determine the meaning of a word. Use glossaries, thesauruses and beginner dictionaries to learn new vocabulary. Use knowledge of words to determine the meaning of compound words.

<p>13 Vocabulary 13 10 Day 10: Unit Checkpoint</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. L.2.4 L.2.4.a-e L.2.5 L.2.5 a-b L.2.6 RF.2.3 RF.2.3 a-f</p>	<p>Vocabulary Unit assessment will test student's ability to:</p> <p>Increase vocabulary through compound words.</p> <p>Increase vocabulary through contractions.</p> <p>Use resources or other tools to determine the meaning of a word.</p> <p>Use glossaries, thesauruses and beginner dictionaries to learn new vocabulary.</p> <p>Use knowledge of words to determine the meaning of compound words.</p>
<p>14 Vocabulary 14 1 Day 1: Introduce Word Set 1</p>		<p>Increase vocabulary through synonyms.</p> <p>Increase reading vocabulary.</p> <p>Identify and define words' and phrases' literal and non-literal meanings, e.g. take steps.</p> <p>Increase reading vocabulary.</p>
<p>14 Vocabulary 14 Day 2-3</p>		<p>Identify and define words' and phrases' literal and non-literal meanings, e.g. take steps.</p> <p>Increase reading vocabulary.</p>
<p>14 Vocabulary 14 4 Day 4: Introduce Word Set 2</p>		<p>Classify and sort common words into categories.</p> <p>Increase reading vocabulary.</p> <p>Distinguish between meaning variations in closely related verbs.</p> <p>Increase reading vocabulary.</p>
<p>14 Vocabulary 14 Day 5-8</p>		<p>Distinguish between meaning variations in closely related verbs.</p> <p>Increase reading vocabulary.</p>
<p>14 Vocabulary 14 9 Day 9: Unit Review</p>		<p>Identify and define words' and phrases' literal and non-literal meanings, e.g. take steps.</p> <p>Distinguish between meaning variations in closely related verbs. Increase reading vocabulary.</p>
<p>14 Vocabulary 14 10 Day 10: Unit Checkpoint</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. L.2.4 L.2.4.a LL.2.4.d L.2.4.e L.2.5</p>	<p>Vocabulary Unit assessment will test student's ability to:</p> <p>Identify and define words' and phrases' literal and non-literal meanings, e.g. take steps.</p> <p>Distinguish between meaning variations in closely related verbs. Increase reading vocabulary.</p>

	L.2.5 a-b L.2.6 RF.2.3 RF.2.3 a-f	
15 Vocabulary 15 1 Day 1: Introduce Word Set 1		<p>Increase vocabulary through synonyms.</p> <p>Increase reading vocabulary.</p> <p>Identify and use word parts to help determine word meaning.</p> <p>Identify and use prefixes and suffixes to determine word meaning.</p>
15 Vocabulary 15 Day 2-3		<p>Identify and use word parts to help determine word meaning.</p> <p>Identify and use prefixes and suffixes to determine word meaning.</p>
15 Vocabulary 15 4 Day 4: Introduce Word Set 2		<p>Identify and use the prefix un-.</p> <p>Identify and use the prefix pre-.</p> <p>Identify and use prefixes and suffixes to determine word meaning.</p> <p>Identify and use pictures and symbols to increase vocabulary.</p> <p>Identify real-life connections between words and their uses.</p> <p>Increase reading vocabulary.</p>
15 Vocabulary 15 Day 5-6		<p>Identify and use pictures and symbols to increase vocabulary.</p> <p>Identify real-life connections between words and their uses.</p> <p>Increase reading vocabulary.</p>
15 Vocabulary 15 Day 7-8		<p>Increase reading vocabulary.</p>
15 Vocabulary 15 9 Day 9: Unit Review		<p>Identify and use pictures and symbols to increase vocabulary.</p> <p>Identify and use word parts to help determine word meaning.</p> <p>Identify and use prefixes and suffixes to determine word meaning.</p> <p>Identify real-life connections between words and their uses.</p>

		Increase reading vocabulary.
15 Vocabulary 15 10 Day 10: Unit Checkpoint	Standards identified are part of lessons within the unit, not solely the unit assessment. L.2.4 L.2.4.a-e L.2.5 L.2.5 a-b L.2.6 RF.2.3 RF.2.3 a-f	Vocabulary Unit assessment will test student's ability to: Identify and use pictures and symbols to increase vocabulary. Identify and use word parts to help determine word meaning. Identify and use prefixes and suffixes to determine word meaning. Identify real-life connections between words and their uses. Increase reading vocabulary.
16 Vocabulary 16 1 Day 1: Introduce Word Set 1		Increase vocabulary through homographs. Increase vocabulary through homophones. Identify and use word parts to help determine word meaning. Identify roots to aid in determining word meaning. Increase reading vocabulary.
16 Vocabulary 16 Day 2-3		Identify and use word parts to help determine word meaning. Identify roots to aid in determining word meaning. Increase reading vocabulary.
16 Vocabulary 16 4 Day 4: Introduce Word Set 2		Distinguish between meaning variations in closely related verbs. Increase reading vocabulary. Identify and use word parts to help determine word meaning. Identify roots to aid in determining word meaning.
16 Vocabulary 16 Day 5-6		Identify and use word parts to help determine word meaning. Identify roots to aid in determining word meaning. Increase reading vocabulary.
16 Vocabulary 16 7 Day 7: Introduce Word Set 3		Increase vocabulary through contractions. Identify and use word parts to help determine word meaning.

		<p>Identify roots to aid in determining word meaning.</p> <p>Increase reading vocabulary.</p>
16 Vocabulary 16 Day 8-9		<p>Identify and use word parts to help determine word meaning.</p> <p>Identify roots to aid in determining word meaning.</p> <p>Increase reading vocabulary.</p>
16 Vocabulary 16 10 Day 10: Unit Checkpoint	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p> <p>L.2.4 L.2.4.a L.2.4.c L.2.4.d L.2.4.e L.2.5 L.2.5 a-b L.2.6 RF.2.3 RF.2.3 a-f</p>	<p>Vocabulary Unit assessment will test student's ability to:</p> <p>Identify and use word parts to help determine word meaning.</p> <p>Identify roots to aid in determining word meaning.</p> <p>Increase reading vocabulary.</p>
17 Vocabulary 17 1 Day 1: Introduce Word Set 1		<p>Identify and use word parts to help determine word meaning.</p> <p>Identify and use prefixes and suffixes to determine word meaning.</p> <p>Increase reading vocabulary.</p> <p>Increase vocabulary through homographs.</p> <p>Increase vocabulary through homophones.</p> <p>Increase reading vocabulary.</p>
17 Vocabulary 17 Day 2-3		<p>Increase vocabulary through homographs.</p> <p>Increase vocabulary through homophones.</p> <p>Increase reading vocabulary.</p>
17 Vocabulary 17 4 Day 4: Introduce Word Set 2		<p>Distinguish between meaning variations in closely related verbs.</p> <p>Increase reading vocabulary.</p>
17 Vocabulary 17 Day 5-8		<p>Increase reading vocabulary.</p>
17 Vocabulary 17 9 Day 9: Unit Review		<p>Increase vocabulary through homographs.</p> <p>Increase vocabulary through homophones.</p> <p>Increase reading vocabulary.</p>

<p>17 Vocabulary 17 10 Day 10: Unit Checkpoint</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. L.2.4 L.2.4.a L.2.4.d L.2.4.e L.2.5 L.2.5 a-b L.2.6 RF.2.3 RF.2.3 a-f</p>	<p>Vocabulary Unit assessment will test student's ability to:</p> <p>Increase vocabulary through homographs.</p> <p>Increase vocabulary through homophones.</p> <p>Increase reading vocabulary.</p> <p>Identify and use word parts to help determine word meaning.</p> <p>Identify and use prefixes and suffixes to determine word meaning.</p>
<p>18 Vocabulary 18 Day 1-4</p>		<p>Use resources or other tools to determine the meaning of a word.</p> <p>Use glossaries, thesauruses and beginner dictionaries to learn new vocabulary.</p> <p>Increase reading vocabulary.</p>
<p>18 Vocabulary 18 Day 5-8</p>		<p>Increase reading vocabulary.</p>
<p>18 Vocabulary 18 9 Day 9: Unit Review</p>		<p>Use resources or other tools to determine the meaning of a word.</p> <p>Use glossaries, thesauruses and beginner dictionaries to learn new vocabulary.</p> <p>Increase reading vocabulary.</p>
<p>18 Vocabulary 18 10 Day 10: Unit Checkpoint</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. L.2.4 L.2.4.a L.2.4.d L.2.4.e L.2.5 L.2.5 a-b L.2.6 RF.2.3 RF.2.3 a-f</p>	<p>Vocabulary Unit assessment will test student's ability to:</p> <p>Use resources or other tools to determine the meaning of a word.</p> <p>Use glossaries, thesauruses and beginner dictionaries to learn new vocabulary.</p> <p>Increase reading vocabulary.</p>
<p>1 Heart Words and Digraphs (A) Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. RF2.3 RF.2.3.e RF.2.3.f</p>	<p>Heart Words Unit assessment will test student's ability to:</p> <p>Spell Heart Words.</p> <p>Spell words containing the digraphs ck, sh, th, ch, sh, or wh.</p>
<p>2 Heart Words and Digraphs (B) Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit</p>	<p>Heart Words Unit assessment will test student's ability to:</p>

	<p>assessment. RF2.3 RF.2.3.e RF.2.3.f</p>	<p>Spell Heart Words.</p> <p>Spell words containing the digraphs ck, sh, th, ch, sh, or wh.</p>
<p>3 Heart Words and Ending Blends Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. L.2.2.d RF2.3 RF.2.3.e RF.2.3.f</p>	<p>Heart Words Unit assessment will test student's ability to:</p> <p>Spell Heart Words.</p> <p>Spell words ending with consonant blends.</p>
<p>4 Heart Words and Beginning Blends Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. RF2.3 RF.2.3.e RF.2.3.f</p>	<p>Heart Words Unit assessment will test student's ability to:</p> <p>Spell Heart Words.</p> <p>Spell words beginning with consonant blends.</p> <p>Spell words ending with consonant blends.</p>
<p>5 Heart Words and Beginning & Ending Blends Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. RF2.3 RF.2.3.e RF.2.3.f</p>	<p>Heart Words Unit assessment will test student's ability to:</p> <p>Spell Heart Words.</p> <p>Spell words containing the digraphs ck, sh, th, ch, sh, or wh.</p> <p>Spell words beginning with consonant blends.</p> <p>Spell words ending with consonant blends.</p>
<p>6 Review Heart Words, Digraphs, and Blends Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. RF2.3 RF.2.3.e RF.2.3.f</p>	<p>Heart Words Unit assessment will test student's ability to:</p> <p>Spell Heart Words.</p> <p>Spell words containing the digraphs ck, sh, th, ch, sh, or wh.</p> <p>Spell words beginning with consonant blends.</p> <p>Spell words ending with consonant blends.</p>
<p>7 Heart Words and Double Trouble Endings Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. RF2.3 RF.2.3.e RF.2.3.f</p>	<p>Heart Words Unit assessment will test student's ability to:</p> <p>Spell Heart Words.</p> <p>Spell words ending with the double letters ss, zz, ll, or ff.</p>
<p>8 Heart Words and r-Controlled Vowels Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p>	<p>Heart Words Unit assessment will test student's ability to:</p> <p>Spell Heart Words.</p>

	<p>RF2.3 RF.2.3.b RF.2.3.e RF.2.3.f</p>	<p>Spell words containing the r-controlled vowels ar, ir, er, or, or ur.</p>
<p>9 Heart Words and Long a Spellings Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. RF2.3 RF.2.3.a RF.2.3.b RF.2.3.c RF.2.3.e RF.2.3.f</p>	<p>Heart Words Unit assessment will test student's ability to:</p> <p>Spell Heart Words.</p> <p>Spell words containing the long a sound spelled ai, ay, ea, or a-consonant-e.</p>
<p>10 Heart Words and Long i Spellings Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. RF2.3 RF.2.3.a RF.2.3.b RF.2.3.c RF.2.3.e RF.2.3.f</p>	<p>Heart Words Unit assessment will test student's ability to:</p> <p>Spell Heart Words.</p> <p>Spell words containing the long i sound spelled ie, igh, i, or i-consonant-e.</p>
<p>11 Heart Words and Long o Spellings Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. RF2.3 RF.2.3.a RF.2.3.b RF.2.3.c RF.2.3.e RF.2.3.f</p>	<p>Heart Words Unit assessment will test student's ability to:</p> <p>Spell Heart Words.</p> <p>Spell words containing the long o sound spelled oa, oe, o, or o-consonant-e.</p>
<p>12 Review Heart Words, Double Endings, r-Controlled Vowels, and Long Vowel Spellings Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. RF2.3 RF.2.3.a RF.2.3.b RF.2.3.c RF.2.3.e RF.2.3.f</p>	<p>Heart Words Unit assessment will test student's ability to:</p> <p>Spell Heart Words.</p> <p>Spell words ending with the double letters ss, zz, ll, or ff.</p> <p>Spell words containing the r-controlled vowels ar, ir, er, or, or ur.</p> <p>Spell words containing the long a sound spelled ai, ay, ea, or a-consonant-e.</p> <p>Spell words containing the long i sound spelled ie, igh, i, or i-consonant-e.</p> <p>Spell words containing the long o sound spelled oa, oe, o, or o-consonant-e.</p>

<p>13 Heart Words and Long e Spellings (A) Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. RF2.3 RF.2.3.a RF.2.3.b RF.2.3.c RF.2.3.e RF.2.3.f</p>	<p>Heart Words Unit assessment will test student's ability to:</p> <p>Spell Heart Words.</p> <p>Spell words containing the long e sound spelled ee, ea, e, or e-consonant-e.</p>
<p>14 Heart Words and Long e Spellings (B) Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. RF2.3 RF.2.3.a RF.2.3.b RF.2.3.c RF.2.3.e RF.2.3.f</p>	<p>Heart Words Unit assessment will test student's ability to:</p> <p>Spell Heart Words.</p> <p>Spell words containing the long e sound spelled ey or ie.</p>
<p>15 Heart Words and Long u Spellings Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. RF2.3 RF.2.3.a RF.2.3.b RF.2.3.c RF.2.3.e RF.2.3.f</p>	<p>Heart Words Unit assessment will test student's ability to:</p> <p>Spell Heart Words.</p> <p>Spell words containing the long u sound spelled ue, ew, u, or u-consonant-e.</p>
<p>16 Heart Words and Long Double o Spellings Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. RF2.3 RF.2.3.a RF.2.3.b RF.2.3.c RF.2.3.e RF.2.3.f</p>	<p>Heart Words Unit assessment will test student's ability to:</p> <p>Spell Heart Words.</p> <p>Spell words containing the long u sound spelled ue, ew, u, or u-consonant-e.</p>
<p>17 Heart Words and Short Double o & /ow/ Spellings Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. RF2.3 RF.2.3.a RF.2.3.b RF.2.3.e RF.2.3.f</p>	<p>Heart Words Unit assessment will test student's ability to:</p> <p>Spell Heart Words.</p> <p>Spell words containing the short double o sound spelled oo.</p> <p>Spell words containing the sound /ow/ spelled ou or ow.</p>
<p>18 Review Heart Words, Long Vowel, and Double o & /ow/ Spellings</p>	<p>Standards identified are part of lessons within the unit, not solely the unit</p>	<p>Heart Words Unit assessment will test student's ability to:</p>

<p>Day 1-5</p>	<p>assessment. RF.2.3 RF.2.3.a RF.2.3.b RF.2.3.c RF.2.3.e RF.2.3.f</p>	<p>Spell Heart Words.</p> <p>Spell words containing the long e sound spelled ee, ea, e, or e-consonant-e.</p> <p>Spell words containing the long e sound spelled ey or ie.</p> <p>Spell words containing the long u sound spelled ue, ew, u, or u-consonant-e.</p> <p>Spell words containing the long double o sound spelled ue, ew, oo, or u-consonant-e.</p> <p>Spell words containing the short double o sound spelled oo.</p> <p>Spell words containing the sound /ow/ spelled ou or ow.</p>
<p>19 Heart Words and /oi/ & /au/ Spellings Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. RF.2.3 RF.2.3.b RF.2.3.e RF.2.3.f</p>	<p>Heart Words Unit assessment will test student's ability to:</p> <p>Spell Heart Words.</p> <p>Spell words containing the sound /oi/ spelled oi or oy.</p> <p>Spell words containing the sound /au/ spelled aw or au.</p>
<p>20 Heart Words and Long e & Long i Spelled y Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. RF.2.3 RF.2.3.a RF.2.3.b RF.2.3.c RF.2.3.e RF.2.3.f</p>	<p>Heart Words Unit assessment will test student's ability to:</p> <p>Spell Heart Words.</p> <p>Spell words containing the long i or long e sounds spelled with the letter y.</p>
<p>21 Heart Words and Closed Syllables Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. RF.2.3 RF.2.3.f</p>	<p>Heart Words Unit assessment will test student's ability to:</p> <p>Spell Heart Words.</p> <p>Spell words containing closed syllables.</p>
<p>22 Heart Words and Open & Closed Syllables Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. RF.2.3 RF.2.3.f</p>	<p>Heart Words Unit assessment will test student's ability to:</p> <p>Spell Heart Words.</p> <p>Spell words containing closed syllables.</p> <p>Spell words containing open syllables.</p>

<p>23 Heart Words and v-c-e Syllables Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. RF2.3 RF.2.3.c RF.2.3.f</p>	<p>Heart Words Unit assessment will test student's ability to:</p> <p>Spell Heart Words.</p> <p>Spell words containing v-c-e syllables.</p>
<p>24 Review Heart Words, /oi/, /au/, Long Vowels, and Closed & Open Syllables Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. RF2.3 RF.2.3.c RF.2.3.f</p>	<p>Heart Words Unit assessment will test student's ability to:</p> <p>Spell words containing the sound /au/ spelled aw or au.</p> <p>Spell words containing the long i or long e sounds spelled with the letter y.</p> <p>Spell words containing closed syllables.</p> <p>pell words containing open syllables.</p> <p>Spell words containing v-c-e syllables.</p>
<p>25 Heart Words and Prefixes Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. RF2.3 RF.2.3.d RF.2.3.f</p>	<p>Heart Words Unit assessment will test student's ability to:</p> <p>Spell Heart Words.</p> <p>Spell words beginning with the prefixes re-, sub-, un-, de-, or pre-.</p>
<p>26 Heart Words and Consonant Suffixes (A) Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. RF2.3 RF.2.3.d RF.2.3.f</p>	<p>Heart Words Unit assessment will test student's ability to:</p> <p>Spell Heart Words.</p> <p>Spell words ending with the consonant suffixes -ly, -ful, -fully, -ment, -less, -ness, -ty, or -some.</p>
<p>27 Heart Words and Vowel Suffixes (A) Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. RF2.3 RF.2.3.d RF.2.3.f</p>	<p>Heart Words Unit assessment will test student's ability to:</p> <p>Spell Heart Words.</p> <p>Spell words ending with the vowel suffixes -able, -en, -est, -ish, or -y.</p>
<p>28 Heart Words and Multisyllabic Words with r-Controlled Vowels Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. RF2.3 RF.2.3.b RF.2.3.c RF.2.3.f</p>	<p>Heart Words Unit assessment will test student's ability to:</p> <p>Spell Heart Words.</p> <p>Spell multisyllabic words containing the r-controlled vowel combinations ar, er, ir, or, and ur.</p>
<p>29 Heart Words and Consonant-le Syllables Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit</p>	<p>Heart Words Unit assessment will test student's ability to:</p>

	<p>assessment. RF2.3 RF.2.3.f</p>	<p>Spell Heart Words.</p> <p>Spell words containing consonant-le syllables.</p>
<p>30 Review Heart Words, Prefixes, Suffixes, r-Controlled Vowels, and Consonant-le Syllables Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. RF2.3 RF.2.3.b RF.2.3.c RF.2.3.d RF.2.3.f</p>	<p>Heart Words Unit assessment will test student's ability to:</p> <p>Spell Heart Words.</p> <p>Spell words beginning with the prefixes re-, sub-, un-, de-, or pre-.</p> <p>Spell words ending with the consonant suffixes -ly, -ful, -fully, -ment, -less, -ness, -ty, or -some.</p> <p>Spell words ending with the vowel suffixes -able, -en, -est, -ish, or -y.</p> <p>Spell multisyllabic words containing the r-controlled vowel combinations ar, er, ir, or, and ur.</p> <p>Spell words containing consonant-le syllables.</p>
<p>31 Heart Words and Multisyllabic Words with Vowel-Team Syllables Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. RF2.3 RF.2.3.b RF.2.3.c RF.2.3.d RF.2.3.f</p>	<p>Heart Words Unit assessment will test student's ability to:</p> <p>Spell Heart Words.</p> <p>Spell multisyllabic words containing vowel-team syllables.</p>
<p>32 Heart Words and Vowel Suffixes (B) Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. RF2.3 RF.2.3.b RF.2.3.c RF.2.3.d RF.2.3.f</p>	<p>Heart Words Unit assessment will test student's ability to:</p> <p>Spell Heart Words.</p> <p>Spell words ending with the vowel suffixes -ed, -est, -ing, or -er.</p> <p>Spell words requiring a doubled consonant before the endings -ed or -ing.</p>
<p>33 Heart Words and Consonant Suffixes (B) Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment. RF2.3 RF.2.3.b RF.2.3.c RF.2.3.d RF.2.3.f</p>	<p>Heart Words Unit assessment will test student's ability to:</p> <p>Spell Heart Words.</p> <p>Spell words ending in the consonant suffixes -ly, -ment, -ness, -ful, or -less.</p>
<p>34 Heart Words and Unusual Plurals Day 1-5</p>	<p>Standards identified are part of lessons within the unit, not solely the unit assessment.</p>	<p>Heart Words Unit assessment will test student's ability to:</p> <p>Spell Heart Words.</p>

	RF.2.3 RF.2.3.e RF.2.3.f	Spell words containing silent consonants in the pairs wr-, -mb, and kn-.
35 Heart Words and Silent Consonants in the Pairs wr-, -mb, & kn- Day 1-5	Standards identified are part of lessons within the unit, not solely the unit assessment. RF.2.3 RF.2.3.e RF.2.3.f	Heart Words Unit assessment will test student's ability to: Spell Heart Words. Spell words containing silent consonants in the pairs wr-, -mb, and kn-.
36 Review Heart Words, Syllables, Suffixes, Unusual Plurals, and Silent Consonants Day 1-5	Standards identified are part of lessons within the unit, not solely the unit assessment. RF.2.3 RF.2.3.a-f	Heart Words Unit assessment will test student's ability to: Spell Heart Words. Spell multisyllabic words containing vowel-team syllables. Spell words ending with the vowel suffixes -ed, -est, -ing, or -er. Spell words requiring a doubled consonant before the endings -ed or -ing. Spell words ending in the consonant suffixes -ly, -ment, -ness, -ful, or -less. Spell words with unusual plurals. Spell words containing silent consonants in the pairs wr-, -mb, and kn-.
1 Complete Sentences 1 Introduction to Writing Skills		none
1 Complete Sentences 2 What Is a Sentence?		Share ideas with others. Use sentences to share ideas. Recognize word groups that are sentences. Recognize that a sentence tells a complete thought.
1 Complete Sentences 3 Sentence Beginnings and Endings		Recognize word groups that are sentences. Recognize that a sentence begins with a capital letter. Recognize that a sentence ends with an end mark. Use a capital letter to begin a sentence and an end mark to end it.
1 Complete Sentences 4 Review Complete and Incomplete Sentences		Recognize word groups that are sentences. Recognize word groups that are not sentences.

<p>1 Complete Sentences 5 Unit Checkpoint</p>	<p>Standards identified are part of lessons within the unit, not solely the unit checkpoint. L.2.1 L.2.2</p>	<p>Complete Sentences Unit assessment will test student's ability to: Recognize word groups that are sentences.</p> <p>Recognize word groups that are not sentences.</p> <p>Recognize that a sentence begins with a capital letter.</p> <p>Recognize that a sentence ends with an end mark.</p> <p>Use a capital letter to begin a sentence and an end mark to end it.</p>
<p>2 Write Sentences 1 How to Evaluate Writing</p>		<p>Distinguish between complete and incomplete sentences.</p>
<p>2 Write Sentences 2 Recognize and Fix Sentences</p>		<p>Distinguish between complete and incomplete sentences.</p> <p>Use capital letters correctly.</p> <p>Punctuate correctly.</p>
<p>2 Write Sentences 3 Change the Sentence</p>		<p>Distinguish between complete and incomplete sentences.</p> <p>Recognize that a complete sentence begins with a capital letter and has an end mark.</p> <p>Combine sentences that have similar elements.</p> <p>Use a variety of sentence beginnings and lengths.</p>
<p>2 Write Sentences 4 Fix the Sentences</p>		<p>Recognize that sentences with common elements can be combined.</p> <p>Recognize that a sentence begins with a capital letter and has an end mark.</p> <p>Distinguish between complete and incomplete sentences.</p> <p>Combine sentences that have common elements.</p> <p>Use capital letters correctly.</p> <p>Punctuate correctly.</p> <p>Use a variety of sentence beginnings and lengths.</p> <p>Use correct grammar and sentence formation.</p>
<p>2 Write Sentences 5 Write Sentences</p>	<p>Standards identified are part of lessons within the unit, not solely the unit checkpoint. L.2.1</p>	<p>Write Sentences Unit assessment will test student's ability to:</p> <p>Distinguish between complete and incomplete sentences.</p>

	<p>L.2.1.f L.2.2 SL.2.6</p>	<p>Combine sentences that have common elements.</p> <p>Use capital letters correctly.</p> <p>Punctuate correctly.</p> <p>Use a variety of sentence beginnings and lengths.</p> <p>Use the correct word order in sentences.</p> <p>Spell common, frequently used words correctly.</p> <p>Combine sentences that have common elements.</p> <p>Write simple sentences.</p> <p>Write sentences that flow.</p> <p>Use correct grammar and sentence formation.</p>
<p>3 Kinds of Sentences 1 Statements</p>		<p>Recognize word groups that are sentences.</p> <p>Identify statements.</p> <p>Recognize that a sentence begins with a capital letter.</p> <p>Recognize that a statement ends with a period.</p>
<p>3 Kinds of Sentences 2 Questions</p>		<p>Recall what a statement is.</p> <p>Identify statements.</p> <p>Identify questions.</p> <p>Recognize that a sentence begins with a capital letter.</p> <p>Recognize that a question ends with a question mark.</p>
<p>3 Kinds of Sentences 3 Exclamations and Commands</p>		<p>Rearrange the words in a question to make a statement.</p> <p>Create statements aloud.</p> <p>Identify exclamations.</p> <p>Recognize that a sentence begins with a capital letter.</p> <p>Recognize that an exclamation ends with an exclamation mark.</p> <p>Identify commands.</p>

		<p>Recognize that a command ends with a period.</p> <p>Identify statements.</p> <p>Recognize that a sentence begins with a capital letter.</p> <p>Recognize that a statement ends with a period.</p> <p>Identify questions.</p> <p>Recognize that a question ends with a question mark.</p> <p>Identify exclamations.</p> <p>Recognize that an exclamation ends with an exclamation mark.</p> <p>Identify commands.</p> <p>Recognize that a command ends with a period.</p>
<p>3 Kinds of Sentences 4 Review Kinds of Sentences</p>		
<p>3 Kinds of Sentences 5 Unit Checkpoint</p>	<p>Standards identified are part of lessons within the unit, not solely the unit checkpoint.</p> <p>L.2.1 L.2.1.f L.2.2 SL.2.6</p>	<p>Kinds of Sentences Unit assessment will test student's ability to:</p> <p>Identify statements.</p> <p>Recognize that a sentence begins with a capital letter.</p> <p>Recognize that a statement ends with a period.</p> <p>Identify questions.</p> <p>Recognize that a question ends with a question mark.</p> <p>Identify exclamations.</p> <p>Recognize that an exclamation ends with an exclamation mark.</p> <p>Identify commands.</p> <p>Recognize that a command begins with a capital letter and ends with a period.</p>
<p>4 Write Different Types of Sentences 1 Tell Me About It</p>		<p>Identify complete sentences.</p> <p>Use statements.</p> <p>Recognize that a sentence begins with a capital letter.</p>

		<p>Recognize that a statement ends with a period.</p>
<p>4 Write Different Types of Sentences 2 Ask Me About It</p>		<p>Define a complete sentence.</p> <p>Define a statement.</p> <p>Use statements.</p> <p>Use questions.</p> <p>Identify questions.</p> <p>Recognize that a sentence begins with a capital letter.</p> <p>Recognize that a question ends with a question mark.</p>
<p>4 Write Different Types of Sentences 3 Shout About It</p>		<p>Identify statements.</p> <p>Identify questions.</p> <p>Use exclamations.</p> <p>Use commands.</p> <p>Use exclamations.</p> <p>Recognize that an exclamation ends with an exclamation mark.</p> <p>Recognize that a command ends with a period.</p>
<p>4 Write Different Types of Sentences 4 Revise Sentences</p>		<p>Identify statements.</p> <p>Identify questions.</p> <p>Identify exclamations.</p> <p>Identify commands.</p> <p>Use statements.</p> <p>Use questions.</p> <p>Use exclamations.</p> <p>Use commands.</p> <p>Use a variety of sentence beginnings and lengths.</p> <p>Recognize that a statement ends with a period.</p> <p>Recognize that a question ends with a question mark.</p>

		<p>Recognize that an exclamation ends with an exclamation mark.</p> <p>Recognize that a command ends with a period.</p>
<p>4 Write Different Types of Sentences 5 Write Different Types of Sentences</p>	<p>Standards identified are part of lessons within the unit, not solely on the final draft. L.2.1 L.2.1.f L.2.2 SL.2.6</p>	<p>Student will also finalize their Writing and show ability to:</p> <p>Define a question.</p> <p>Define an exclamation.</p> <p>Define a command.</p> <p>Use statements.</p> <p>Use questions.</p> <p>Use exclamations.</p> <p>Use commands.</p> <p>Use declarative, interrogative, exclamatory, and imperative sentences.</p> <p>Make revisions based on audience and purpose.</p> <p>Use a variety of sentence structures.</p> <p>Use a variety of sentence beginnings and lengths.</p> <p>Use the correct word order in sentences.</p> <p>Revise by adding or deleting text.</p> <p>Revise for logical order.</p> <p>Revise for voice.</p> <p>Revise for sentence fluency.</p>
<p>5 Nouns 1 What Is a Noun?</p>		<p>Recognize word groups that are sentences.</p> <p>Identify nouns.</p>
<p>5 Nouns 2 Common and Proper Nouns</p>		<p>Identify nouns.</p> <p>Identify and use proper and common nouns.</p> <p>Use a capital letter to begin a proper noun.</p> <p>Use collective nouns.</p>
<p>5 Nouns 3 More Nouns</p>		<p>Identify and use proper and common nouns.</p>
<p>5 Nouns 4 Review Nouns</p>		<p>Identify nouns.</p>

		<p>Identify and use proper and common nouns.</p> <p>Use a capital letter to begin a proper noun.</p>
5 Nouns 5 Unit Checkpoint	<p>Standards identified are part of lessons within the unit, not solely the unit checkpoint.</p> <p>L.2.1 L.2.1.f L.2.2 SL.2.6</p>	<p>Nouns Unit assessment will test student’s ability to:</p> <p>Identify nouns.</p> <p>Identify and use proper and common nouns.</p> <p>Use a capital letter to begin a proper noun.</p>
6 Write Steps 1 Step-by-Step		<p>Identify a process as a series of steps.</p> <p>Follow steps in a process.</p> <p>Organize ideas through sequencing.</p> <p>Use transitions to signal order.</p>
6 Write Steps 2 Details Count		<p>Organize ideas through sequencing.</p> <p>Use transitions to signal order.</p> <p>Recognize what a process is.</p> <p>Identify steps in a process.</p> <p>Identify missing steps in a process.</p> <p>Add details to describe the steps in a process.</p> <p>Follow the directions in a process.</p> <p>Write a logical series of events.</p> <p>Write a step in a process.</p>
6 Write Steps 3 Follow Steps		<p>Recognize steps as part of a process.</p> <p>Organize ideas through sequencing.</p> <p>Identify missing steps in a process.</p> <p>Write steps in a process.</p> <p>Brainstorm and develop possible topics.</p> <p>Choose a topic.</p>
6 Write Steps 4 Organize Ideas		<p>Recognize steps in a process.</p> <p>Organize ideas through sequencing.</p> <p>Choose words that convey a clear picture.</p> <p>Use an appropriate organizational pattern in</p>

		<p>writing.</p> <p>Write a how-to (directions to complete a task).</p> <p>Write a logical series of events.</p>
6 Write Steps 5 Write Steps Using a Graphic Organizer	<p>Standards identified are part of lessons within the unit, not solely on the final draft.</p> <p>L.2.1 L.2.1.f L.2.2 SL.2.6 W.2.5 W.2.6 W.2.8</p>	<p>Student will also finalize their Writing and show ability to:</p> <p>Recognize steps in a process.</p> <p>Organize ideas through sequencing.</p> <p>Choose words that convey a clear picture.</p> <p>Use transitions to signal order.</p> <p>Use an appropriate organizational pattern in writing.</p> <p>Write a how-to (directions to complete a task).</p>
7 Verbs 1 What Is a Verb?		<p>Recognize word groups that are sentences.</p> <p>Identify nouns in sentences.</p> <p>Identify verbs in sentences.</p>
7 Verbs 2 Action Verbs		<p>Identify verbs in sentences.</p> <p>Use action verbs in sentences.</p>
7 Verbs 3 Other Verbs		<p>Identify verbs in sentences.</p> <p>Use action verbs in sentences.</p> <p>Recognize action verbs and being verbs.</p> <p>Use being verbs in sentences.</p>
7 Verbs 4 Review Verbs		<p>Identify verbs in sentences.</p> <p>Use action verbs in sentences.</p>
7 Verbs 5 Unit Checkpoint	<p>Standards identified are part of lessons within the unit, not solely the unit checkpoint.</p> <p>L.2.1 L.2.1.f L.2.2 SL.2.6</p>	<p>Verbs Unit assessment will test student's ability to:</p> <p>Identify verbs in sentences.</p> <p>Use action verbs in sentences.</p>
8 Sequence Events 1 Beginning, Middle, and End		<p>Identify a process as a series of steps.</p> <p>Organize ideas through sequencing.</p> <p>Analyze directions for proper sequencing.</p>

		Use an appropriate organizational pattern in writing.
8 Sequence Events 2 Use Order Words		Organize ideas through sequencing. Use an appropriate organizational pattern in writing. Use transition words to signal order. Analyze directions for proper sequencing.
8 Sequence Events 3 What Happens Next?		Organize ideas through sequencing. Use an appropriate organizational pattern in writing. Use transition words to signal order. Use transitions to connect ideas.
8 Sequence Events 4 Organize Ideas		Brainstorm and develop possible topics. Choose a topic. Organize ideas through sequencing. Use an appropriate organizational pattern in writing.
8 Sequence Events 5 Write a Sequence	Standards identified are part of lessons within the unit, not solely on the final draft. L.2.1 L.2.1.f L.2.2 SL.2.6 W.2.5 W.2.6 W.2.8	Student will also finalize their events and show ability to: Organize ideas through sequencing. Use an appropriate organizational pattern in writing. Use transition words to signal order. Analyze directions for proper sequencing. Use transitions to connect ideas. Write a narrative with a beginning, middle, and end. Write a title.
9 Capitalization and Punctuation in a Letter 1 Capital Letters in the Heading of a Letter		Use a capital letter to begin a proper noun. Use capital letters correctly in the heading of a letter. Recognize the parts of a friendly letter.
9 Capitalization and Punctuation in a Letter 2		Recognize when to use a capital letter.

Commas in the Heading of a Letter		Use capital letters correctly in the heading of a letter.
9 Capitalization and Punctuation in a Letter 3 Greeting and Closing of a Letter		Recognize proper capitalization and punctuation in the heading of a letter. Use capital letters in the greeting and closing of a letter. Use commas in the greeting and closing of a letter.
9 Capitalization and Punctuation in a Letter 4 Review Capital Letters and Commas in a Letter		Use commas correctly in the heading of a letter. Use capital letters correctly in the heading of a letter. Use capital letters in the greeting and closing of a letter. Use commas in the greeting and closing of a letter.
9 Capitalization and Punctuation in a Letter 5 Unit Checkpoint	Standards identified are part of lessons within the unit, not solely the unit checkpoint. L.2.1 L.2.1.f L.2.2 L.2.2.b L.2.2.a L.2.3 L.2.3.a SL.2.6	Capitalization and Punctuation in a letter Unit assessment will test student's ability to: Use commas correctly in the heading of a letter. Use capital letters correctly in the heading of a letter. Use capital letters in the greeting and closing of a letter. Use commas in the greeting and closing of a letter.
10 Write Friendly Letters 1 What Is a Friendly Letter ?		Identify the purpose of a friendly letter. Identify the audience of a friendly letter.
10 Write Friendly Letters 2 Friendly Letter Format		Identify the purpose of a friendly letter. Use established conventions for a friendly letter. Recognize the parts of a friendly letter.
10 Write Friendly Letters 3 Organize a Letter		Identify the purpose of a friendly letter. Use beginning sentences. Use concluding sentences. Use a graphic organizer to plan. Organize ideas through sequencing. Write a narrative with a beginning, middle, and end. Use transition words to signal order.

<p>10 Write Friendly Letters 4 Address an Envelope</p>		<p>Recognize appropriate format for addressing an envelope.</p> <p>Address an envelope.</p>
<p>10 Write Friendly Letters 5 Write a Friendly Letter</p>	<p>Standards identified are part of lessons within the unit, not solely on the final draft.</p> <p>L.2.1 L.2.1.f L.2.2 L.2.2.a L.2.2b L.2.3 L.2.3.a SL.2.6 W.2.3 W.2.5 W.2.6 W.2.8</p>	<p>Student will also finalize their Letter and show ability to:</p> <p>Recognize the parts of a friendly letter.</p> <p>Recall the established conventions of a friendly letter.</p> <p>Write a friendly letter.</p> <p>Use established conventions for a friendly letter.</p> <p>Organize ideas through sequencing.</p> <p>Use beginning and concluding statements.</p> <p>Use an appropriate organizational pattern in writing.</p> <p>Use a voice based on purpose and audience.</p> <p>Write a narrative with a beginning, middle, and end.</p> <p>Use transition words to signal order.</p> <p>Use a graphic organizer to plan.</p> <p>Use guidance from adults and peers to revise writing.</p> <p>Collaborate with peers on writing projects.</p>
<p>11 Singular and Plural Nouns 1 One or Many?</p>	<p>L.2.1.b</p>	<p>Recall what a noun is.</p> <p>Identify nouns.</p> <p>Identify singular nouns.</p> <p>Identify plural nouns.</p> <p>Form and use plural nouns.</p>
<p>11 Singular and Plural Nouns 2 Focus on Singular and Plural Nouns</p>	<p>L.2.1.b</p>	<p>Identify singular nouns.</p> <p>Identify plural nouns.</p> <p>Form and use plural nouns.</p>
<p>11 Singular and Plural Nouns 3 More Plural Nouns</p>	<p>L.2.1.b</p>	<p>Form plural nouns.</p> <p>Identify singular nouns.</p>

		<p>Identify plural nouns.</p> <p>Form and use irregular plural nouns.</p>
<p>11 Singular and Plural Nouns 4 Review Singular and Plural Nouns</p>	<p>L.2.1.b</p>	<p>Identify singular nouns.</p> <p>Identify plural nouns.</p> <p>Form and use plural nouns.</p> <p>Form and use irregular plural nouns.</p>
<p>11 Singular and Plural Nouns 5 Unit Checkpoint</p>	<p>Standards identified are part of lessons within the unit, not solely the unit checkpoint.</p> <p>L.2.1</p> <p>L.2.1.b</p> <p>L.2.1.c</p> <p>L.2.1.f</p> <p>L.2.2</p> <p>SL.2.6</p>	<p>Singular and Plural Nouns Unit assessment will test student's ability to:</p> <ul style="list-style-type: none"> Identify singular nouns. Identify plural nouns. Form and use plural nouns. Form and use irregular plural nouns.
<p>12 Write Thank You Notes 1 What Is a Thank-You Note?</p>	<p>L.2.3.a</p>	<p>Recognize what a friendly letter is.</p> <p>Identify the purpose of a friendly letter.</p> <p>Recognize the parts of a friendly letter.</p> <p>Identify the purpose of a thank-you note.</p>
<p>12 Write Thank You Notes 2 Use the Friendly Letter Format</p>		<p>Brainstorm and develop possible topics.</p> <p>Recognize parts of a friendly letter.</p>
<p>12 Write Thank You Notes 3 Thank-You Note Plan</p>		<p>Brainstorm and develop possible topics.</p> <p>Organize text using main idea and supporting details.</p> <p>Use a graphic organizer to plan.</p>
<p>12 Write Thank You Notes 4 Send a Thank-You Note</p>		<p>Identify the parts of an envelope.</p> <p>Identify the purpose of an e-mail.</p> <p>Address an envelope.</p>
<p>12 Write Thank You Notes 5 Write a Thank-You Note</p>	<p>Standards identified are part of lessons within the unit, not solely on the final draft.</p> <p>L.2.1</p> <p>L.2.1.b</p> <p>L.2.1.c</p> <p>L.2.1.f</p> <p>L.2.2</p> <p>L.2.2.a</p> <p>L.2.2b</p>	<p>Student will also finalize their Letter and show ability to:</p> <ul style="list-style-type: none"> Recognize the established conventions for a thank-you note. Use established conventions for a thank-you note.

	<p>L.2.3 L.2.3.a SL.2.6 W.2.3 W.2.5 W.2.6 W.2.8</p>	<p>Write a thank-you note.</p> <p>Organize text using a main idea and supporting details.</p> <p>Write an opinion statement.</p> <p>Use beginning and concluding statements.</p> <p>Write sentences and paragraphs that develop a central idea, consider purpose and audience, and use the writing process.</p> <p>Use an appropriate organizational pattern in writing.</p> <p>Use guidance from adults and peers to revise writing.</p> <p>Collaborate with peers on writing projects.</p>
<p>13 Subjects and Verbs 1 Nouns and Verbs</p>		<p>Recognize word groups that are sentences.</p> <p>Identify the subject of a sentence.</p> <p>Identify the verb of a sentence.</p>
<p>13 Subjects and Verbs 2 Singular Nouns and Verbs</p>		<p>Identify the subject of a sentence.</p> <p>Identify the verb of a sentence.</p> <p>Use a singular verb to agree with a singular subject.</p> <p>Use a verb that agrees with its subject.</p>
<p>13 Subjects and Verbs 3 Plural Nouns and Verbs</p>		<p>Use a verb that agrees with its subject.</p> <p>List verbs.</p> <p>Use a plural verb to agree with a plural subject.</p>
<p>13 Subjects and Verbs 4 Review Subjects and Verbs</p>		<p>Identify the subject of a sentence.</p> <p>Identify the verb of a sentence.</p> <p>Use a verb that agrees with its subject.</p> <p>Use a singular verb to agree with a singular subject.</p> <p>Use a plural verb to agree with a plural subject.</p>
<p>13 Subjects and Verbs 5 Unit Checkpoint</p>	<p>Standards identified are part of lessons within the unit, not solely the unit checkpoint. L.2.1 L.2.1.d L.2.1.f</p>	<p>Subjects and Verbs Unit assessment will test student's ability to: Identify the subject of a sentence.</p> <p>Identify the verb of a sentence.</p> <p>Use a verb that agrees with its subject.</p>

	L.2.2 SL.2.6	<p>Use a singular verb to agree with a singular subject.</p> <p>Use a plural verb to agree with a plural subject.</p>
14 Write a Paragraph 1 What Is a Paragraph?		<p>Recognize what a paragraph is.</p> <p>Identify the topic of a paragraph.</p> <p>Identify details that support the topic of a paragraph.</p>
14 Write a Paragraph 2 Choose a Topic		<p>Recognize what a paragraph is.</p> <p>Brainstorm and develop possible topics.</p> <p>Generate ideas.</p> <p>Analyze ideas and select topic.</p> <p>Use organizational strategies to plan writing.</p> <p>Choose a main idea.</p>
14 Write a Paragraph 3 Create Supporting Details		<p>Recognize that a topic sentence expresses the main idea of the paragraph.</p> <p>Use organizational strategies to plan writing.</p> <p>Generate ideas.</p> <p>Use a graphic organizer to plan.</p> <p>Provide details to increase understanding.</p> <p>Use details that support the topic sentence, or given focus.</p>
14 Write a Paragraph 4 Draft a Paragraph		<p>Recognize the parts of a paragraph.</p> <p>Recognize details that support the topic sentence of a paragraph.</p> <p>Write sentences about the topic.</p> <p>Write sentences and paragraphs that develop a central idea, consider purpose and audience, and use the writing process.</p> <p>Provide details to increase understanding.</p> <p>Use details that support the topic sentence, or given focus.</p> <p>Write a draft.</p> <p>Use planning ideas to produce a rough draft.</p>

<p>14 Write a Paragraph 5 Write a Paragraph</p>	<p>Standards identified are part of lessons within the unit, not solely on the final draft. L.2.1 L.2.1.f L.2.2 L.2.2.a L.2.2b L.2.3 L.2.3.a SL.2.6 W.2.2 W.2.5 W.2.6 W.2.8</p>	<p>Student will also finalize their paragraph and show ability to:</p> <p>Recognize the parts of a paragraph.</p> <p>Use planning ideas to produce a rough draft.</p> <p>Recognize details that support the topic sentence of a paragraph.</p> <p>Use a graphic organizer to plan.</p> <p>Use details that support the topic sentence, or given focus.</p> <p>Write sentences and paragraphs that develop a central idea, consider purpose and audience, and use the writing process.</p> <p>Write a draft.</p>
<p>15 Pronouns 1 What Is a Pronoun?</p>		<p>Recall what a noun is.</p> <p>List nouns.</p> <p>Recognize pronouns.</p> <p>Use singular pronouns.</p>
<p>15 Pronouns 2 Plural Pronouns</p>		<p>Recognize pronouns.</p> <p>Use plural pronouns.</p>
<p>15 Pronouns 3 More Pronouns</p>		<p>Recognize pronouns.</p> <p>List pronouns.</p> <p>Use reflexive pronouns.</p> <p>Use possessive pronouns.</p>
<p>15 Pronouns 4 Review Pronouns</p>		<p>Recognize pronouns.</p> <p>Use singular pronouns.</p> <p>Use plural pronouns.</p> <p>Use reflexive pronouns.</p> <p>Use possessive pronouns.</p>
<p>15 Pronouns 5 Unit Checkpoint</p>	<p>Standards identified are part of lessons within the unit, not solely the unit checkpoint. L.2.1 L.2.1.c L.2.1.f</p>	<p>Pronouns Unit assessment will test student's ability to: Recognize pronouns.</p> <p>Use singular pronouns.</p> <p>Use plural pronouns.</p>

	L.2.2 SL.2.6	Use reflexive pronouns. Use possessive pronouns.
16 Complete and Revise a Paragraph 1 Revise Your Draft : Introductions		Recognize the importance of revising written work. Identify the topic sentence that expresses the main idea of a paragraph. Recognize the importance of the beginning sentence in a paragraph. Use beginning statements in writing. Write a topic sentence that expresses the main idea of a paragraph. Revise using a checklist or rubric. Revise by adding or deleting text.
16 Complete and Revise a Paragraph 2 Get from Point to Point: Transitions		Recognize the purpose of a paragraph. Recognize that transition words connect ideas. Use transitions to connect ideas.
16 Complete and Revise a Paragraph 3 Write a Conclusion		Recognize the purpose of a conclusion. Recognize the purpose of a paragraph. Recognize that transition words connect ideas. Recognize the parts of a paragraph. Use concluding sentences.
16 Complete and Revise a Paragraph 4 Revise for Content		Recognize the purpose of a paragraph. Recognize the parts of a paragraph. Use concluding sentences. Revise for clarity. Revise by adding or deleting text. Revise using a checklist.
16 Complete and Revise a Paragraph 5 Revise a Paragraph	Standards identified are part of lessons within the unit, not solely on the final draft. L.2.1 L.2.1.f L.2.2 L.2.2.a L.2.2b L.2.3	Student will also finalize their paragraph and show ability to: Recognize the purpose of a paragraph. Recognize the importance of revising written work. Make revisions based on audience and purpose.

	<p>L.2.3.a SL.2.6 W.2.2 W.2.5 W.2.6 W.2.8</p>	<p>Use beginning sentences.</p> <p>Use concluding sentences.</p> <p>Use transitions to connect ideas.</p> <p>Revise for clarity.</p> <p>Revise using a checklist or rubric.</p> <p>Revise by adding or deleting text.</p> <p>Revise for logical order or sequence.</p> <p>Revise for sentence fluency.</p> <p>Revise for voice.</p> <p>Revise using feedback.</p> <p>Use guidance from adults and peers to revise writing.</p> <p>Collaborate with peers on writing projects.</p>
<p>17 Semester Review and Checkpoint 1 Semester Review</p>	<p>Standards identified are part of lessons within the semester, not solely the semester checkpoint.</p> <p>L.2.1 L.2.1.b L.2.1.c L.2.1.f L.2.2 L.2.2.a L.2.2b L.2.3 L.2.3.a SL.2.6 W.2.3 W.2.5 W.2.6 W.2.8</p>	<p>Semester assessment will test student’s ability to:Recognize word groups that are sentences.</p> <p>Use a capital letter to begin a sentence and an end mark to end it.</p> <p>Identify kinds of sentences.</p> <p>Identify and use proper and common nouns.</p> <p>Identify and use verbs in sentences.</p> <p>Use capital letters and commas correctly in the heading of a letter.</p> <p>Use capital letters and commas in the greeting and closing of a letter.</p> <p>Identify singular and plural nouns.</p> <p>Form and use plural nouns.</p> <p>Identify the subject of a sentence.</p> <p>Identify the verb of a sentence.</p> <p>Use a verb that agrees with its subject.</p> <p>Recognize pronouns.</p>

		<p>Use singular and plural pronouns.</p> <p>Use possessive pronouns.</p>
17 Semester Review and Checkpoint 2 Semester Review: Sentences, Nouns, and Verbs		<p>Recognize word groups that are sentences.</p> <p>Use a capital letter to begin a sentence and an end mark to end it.</p> <p>Identify kinds of sentences.</p> <p>Identify and use proper and common nouns.</p> <p>Identify and use verbs in sentences.</p>
17 Semester Review and Checkpoint 3 Semester Checkpoint: Sentences, Nouns, and Verbs		<p>Recognize word groups that are sentences.</p> <p>Use a capital letter to begin a sentence and an end mark to end it.</p> <p>Identify kinds of sentences.</p> <p>Identify and use proper and common nouns.</p> <p>Identify and use verbs in sentences.</p>
17 Semester Review and Checkpoint 4 Semester Review: Letters, Nouns, Subjects & Verbs, and Pronouns		<p>Use capital letters and commas correctly in the heading of a letter.</p> <p>Use capital letters and commas in the greeting and closing of a letter.</p> <p>Identify singular and plural nouns.</p> <p>Form and use plural nouns.</p> <p>Identify the subject of a sentence.</p> <p>Identify the verb of a sentence.</p> <p>Use a verb that agrees with its subject.</p> <p>Recognize pronouns.</p> <p>Use singular and plural pronouns.</p> <p>Use possessive pronouns.</p>
17 Semester Review and Checkpoint 5 Semester Checkpoint: Letters, Nouns, Subjects & Verbs, and Pronouns		<p>Use capital letters and commas correctly in the heading of a letter.</p> <p>Use capital letters and commas in the greeting and closing of a letter.</p> <p>Identify singular and plural nouns.</p>

		<p>Form and use plural nouns.</p> <p>Identify the subject of a sentence.</p> <p>Identify the verb of a sentence.</p> <p>Use a verb that agrees with its subject.</p> <p>Recognize pronouns.</p> <p>Use singular and plural pronouns.</p> <p>Use possessive pronouns.</p>
18 Polish and Publish a Paragraph 1 What Is Proofreading?		<p>Recognize the importance of revising written work.</p> <p>Proofread to improve grammar, spelling, punctuation, and capitalization.</p> <p>Revise for clarity.</p> <p>Revise for sentence fluency.</p>
18 Polish and Publish a Paragraph 2 Use a Dictionary		<p>Recognize the purpose of a dictionary.</p> <p>Use a dictionary.</p>
18 Polish and Publish a Paragraph 3 Use a Thesaurus		<p>Recognize the purpose of a thesaurus.</p> <p>Use a thesaurus.</p>
18 Polish and Publish a Paragraph 4 Use a Checklist		<p>Recognize the importance of proofreading to improve grammar, spelling, punctuation, and capitalization.</p> <p>Proofread to improve grammar, spelling, punctuation, and capitalization.</p> <p>Use a checklist for editing and proofreading.</p>
18 Polish and Publish a Paragraph 5 Publish Your Work	<p>Standards identified are part of lessons within the unit, not solely on the final draft.</p> <p>L.2.1</p> <p>L.2.1.f</p> <p>L.2.2</p> <p>L.2.2.a</p> <p>L.2.2.b</p> <p>L.2.3</p> <p>L.2.3.a</p> <p>L.2.6</p> <p>SL.2.6</p> <p>W.2.2</p> <p>W.2.5</p> <p>W.2.6</p> <p>W.2.8</p>	<p>Student will also finalize their paragraph and show ability to:</p> <p>Write sentences and paragraphs that develop a central idea, consider purpose and audience, and use the writing process.</p> <p>Revise for clarity.</p> <p>Revise for sentence fluency.</p> <p>Use a checklist for editing and proofreading.</p> <p>Write legibly following appropriate format.</p> <p>Use guidance from adults and peers to revise writing.</p>

		Collaborate with peers on writing projects.
19 Adjectives 1 What Is an Adjective?		Identify nouns. List nouns. Recognize descriptive words known as adjectives. Draw a picture using adjectives. Recognize descriptive words known as adjectives.
19 Adjectives 2 Review Descriptive Adjectives		Recognize descriptive words known as adjectives. Use adjectives to describe someone or something.
19 Adjectives 3 Articles		Recall what an adjective is. List adjectives to describe nouns. Use the, a, and an correctly.
19 Adjectives 4 Review Adjectives and Articles		Recognize descriptive words known as adjectives. Use adjectives to describe someone or something. Use the, a, and an correctly.
19 Adjectives 5 Unit Checkpoint	Standards identified are part of lessons within the unit, not solely the unit checkpoint. L.2.1 L.2.1.e L.2.1.f L.2.2 SL.2.6	Adjectives Unit assessment will test student's ability to: Recognize descriptive words known as adjectives. Use adjectives to describe someone or something. Use the, a, and an correctly.
20 Write Descriptively 1 Show Me		Recognize descriptive writing and analyze its use in a paragraph. Define freewriting. Choose words that convey a clear picture. Use a variety of words in writing. Use descriptive phrases. Brainstorm and develop possible topics. Freewrite about a topic.
20 Write Descriptively 2 Use Your Senses		Recognize that the writing process is a series of steps. Use a graphic organizer to plan.

		<p>Use descriptive phrases.</p> <p>Plan the writing.</p> <p>Choose a main idea.</p> <p>Use descriptive details in writing.</p>
20 Write Descriptively 3 Plan a Description		<p>Use an appropriate organizational pattern in writing.</p> <p>Recognize the importance of using an appropriate organizational pattern.</p> <p>Use descriptive phrases.</p> <p>Write a draft.</p>
20 Write Descriptively 4 Write and Revise a Description		<p>Define revising.</p> <p>Add descriptive details to strengthen the writing.</p> <p>Use sensory details.</p> <p>Choose words and style based on audience.</p> <p>Write with an appropriate voice.</p> <p>Choose words that convey a clear picture.</p> <p>Use descriptive phrases.</p> <p>Write with an expressive, lively style.</p> <p>Revise using a checklist or rubric.</p> <p>Write sentence and paragraphs that develop a central idea, consider purpose and audience, and use the writing process.</p> <p>Write a topic sentence that expresses the main idea of a paragraph.</p> <p>Use details that support the topic sentence, or given focus.</p> <p>Write a draft.</p>
20 Write Descriptively 5 Polish a Description	<p>Standards identified are part of lessons within the unit, not solely on the final draft.</p> <p>L.2.1</p> <p>L.2.1.e</p> <p>L.2.1.f</p> <p>L.2.2</p> <p>L.2.2.a</p>	<p>Student will also finalize their Description and show ability to:</p> <p>Write with an expressive, lively style.</p> <p>Use a variety of words in writing.</p> <p>Use a thesaurus.</p>

	<p>L.2.2b L.2.3 L.2.3.a L.2.6 SL.2.6 W.2.3 W.2.5 W.2.6 W.2.8</p>	<p>Use a dictionary.</p> <p>Use a checklist for editing and proofreading.</p> <p>Write sentences and paragraphs that develop a central idea, consider purpose and audience, and use the writing process.</p> <p>Use descriptive details in writing.</p> <p>Use descriptive phrases.</p> <p>Use transitions to write sentence and paragraphs that develop a central idea, consider purpose and audience, and use the writing process.</p> <p>Write a topic sentence that expresses the main idea of a paragraph.</p> <p>Use details that support the topic sentence, or given focus.</p> <p>Write a draft.</p> <p>Write legibly following appropriate format.</p> <p>Publish a clean, final copy of writing.</p>
<p>21 Adverbs 1 What Is an Adverb?</p>		<p>Recognize descriptive words known as adjectives.</p> <p>Recognize descriptive words called adverbs.</p> <p>Recognize that an adverb can tell the time of an action.</p>
<p>21 Adverbs 2 More Adverbs</p>		<p>Recognize descriptive words called adverbs.</p> <p>Recall what an adverb of time is.</p> <p>Recognize that an adverb can tell how an action is performed.</p>
<p>21 Adverbs 3 Adjective or Adverb?</p>		<p>Recognize descriptive words known as adjectives.</p> <p>Recognize descriptive words called adverbs.</p> <p>Recognize that adjectives describe nouns.</p> <p>Recognize that adverbs describe verbs.</p> <p>Use adjectives and adverbs correctly.</p>
<p>21 Adverbs 4 Review Adjectives and Adverbs</p>		<p>Recognize descriptive words called adverbs.</p> <p>Recognize that an adverb can tell the time of an action.</p>

		<p>Recognize that an adverb can tell how an action is performed.</p> <p>Recognize that adjectives describe nouns.</p> <p>Recognize that adverbs describe verbs.</p> <p>Use adjectives and adverbs correctly.</p>
21 Adverbs 5 Unit Checkpoint	<p>Standards identified are part of lessons within the unit, not solely the unit checkpoint.</p> <p>L.2.1 L.2.1.e L.2.1.f L.2.2 SL.2.6</p>	<p>Adverbs Unit assessment will test student's ability to:</p> <p>Recognize descriptive words called adverbs.</p> <p>Recognize that an adverb can tell the time of an action.</p> <p>Recognize that an adverb can tell how an action is performed.</p> <p>Recognize that adjectives describe nouns.</p> <p>Recognize that adverbs describe verbs.</p> <p>Use adjectives and adverbs correctly.</p>
22 Write Poetry 1 Respond to Poems that Describe		<p>Define poetry as a genre.</p> <p>Identify rhythm and meter.</p> <p>Recognize descriptive language.</p> <p>Choose words that convey a clear picture.</p> <p>Use sensory language.</p> <p>Use descriptive phrases.</p>
22 Write Poetry 2 Poetic Forms and Subjects		<p>Define poetry as a genre.</p> <p>Identify rhyming words.</p> <p>Recognize that a poem has a purpose, a voice and an audience.</p> <p>Choose a topic.</p> <p>Plan a piece of writing.</p> <p>Use a graphic organizer to plan.</p> <p>Choose words and style based on audience.</p> <p>Use sensory language.</p>

<p>22 Write Poetry 3 Draft a Poem</p>		<p>Identify rhyming words.</p> <p>Plan a piece of writing.</p> <p>Choose a topic.</p> <p>Choose a main idea.</p> <p>Write a poem.</p> <p>Recognize the form of a cinquain.</p> <p>Recognize the form of a haiku.</p> <p>Use a graphic organizer to plan.</p> <p>Write a draft.</p>
<p>22 Write Poetry 4 Revise Your Poem</p>		<p>Recognize descriptive language.</p> <p>Use figurative language.</p> <p>Identify rhythm and meter.</p> <p>Write a simile.</p> <p>Write a metaphor.</p> <p>Identify simile.</p> <p>Identify metaphor.</p> <p>Identify personification.</p> <p>Use figurative language.</p> <p>Use descriptive phrases.</p> <p>Use sensory language.</p> <p>Write with an appropriate voice.</p> <p>Choose words and style based on audience.</p> <p>Revise using a checklist or rubric.</p>
<p>22 Write Poetry 5 Polish and Publish Your Poem</p>	<p>Standards identified are part of lessons within the unit, not solely on the final draft.</p> <p>L.2.1</p> <p>L.2.1.e</p> <p>L.2.1.f</p> <p>L.2.2</p> <p>L.2.2.a</p> <p>L.2.2b</p>	<p>Student will also finalize their poem and show ability to:</p> <p>Choose words that convey a clear picture.</p> <p>Use sensory language.</p> <p>Write with an expressive, lively style.</p>

	<p>L.2.3 L.2.3.a L.2.6 SL.2.6 W.2.3 W.2.5 W.2.6 W.2.8</p>	<p>Use a variety of words in writing.</p> <p>Use a thesaurus.</p> <p>Use a dictionary.</p> <p>Use a checklist for editing and proofreading.</p> <p>Publish a clean, final copy of writing.</p> <p>Use guidance from adults and peers to revise writing.</p> <p>Share work with an audience.</p> <p>Collaborate with peers on writing projects.</p>
23 Verb Tense 1 Tense of Verbs		<p>Recall what a verb is.</p> <p>Identify verbs in sentences.</p> <p>Recognize the present tense of verbs.</p> <p>Use the present tense of verbs.</p> <p>Recognize the future tense of verbs.</p> <p>Use the future tense of verbs.</p>
23 Verb Tense 2 Past Tense Verbs		<p>Recall the present tense of verbs.</p> <p>Recall the future tense of verbs.</p> <p>Recognize past tense verbs.</p> <p>Form and use the past tense of verbs.</p>
23 Verb Tense 3 More Past Tense Verbs		<p>Form and use the past tense of verbs.</p> <p>Recognize and use the past tense of irregular verbs.</p>
23 Verb Tense 4 Review Verb Tense		<p>Use the present tense of verbs.</p> <p>Use the future tense of verbs.</p> <p>Recognize the past tense of verbs.</p> <p>Form and use the past tense of verbs.</p> <p>Recognize and use the past tense of irregular verbs.</p>
23 Verb Tense 5 Unit Checkpoint	<p>Standards identified are part of lessons within the unit, not solely the unit checkpoint.</p> <p>L.2.1 L.2.1.d L.2.1.f</p>	<p>Verb Tense Unit assessment will test student's ability to:</p> <p>Use the present tense of verbs.</p> <p>Use the future tense of verbs.</p>

	L.2.2 SL.2.6	<p>Recognize the past tense of verbs</p> <p>Form and use the past tense of verbs.</p> <p>Recognize and use the past tense of irregular verbs.</p>
24 Write an Experience Story 1 What Is an Experience Story?		<p>Recognize that an experience story is worth telling others about.</p> <p>Recognize that an experience story tells about an important event.</p> <p>Define experience story.</p> <p>Recognize the elements of a narrative.</p> <p>Identify transitions.</p> <p>Identify descriptive language.</p> <p>Recognize the importance of an appropriate organizational pattern in writing.</p> <p>Recognize that stories include dialogue which starts and ends with quotation marks.</p> <p>Recognize the elements of a narrative.</p> <p>Identify sensory language.</p>
24 Write an Experience Story 2 Brainstorm an Experience Story		<p>Generate ideas for writing.</p> <p>Analyze ideas and select a topic for writing.</p> <p>Brainstorm possible topics.</p>
24 Write an Experience Story 3 Plan an Experience Story		<p>Organize ideas in sequential order.</p> <p>Use a graphic organizer to plan.</p> <p>Plan a piece of writing.</p> <p>Describe setting, characters, objects, and events in detail.</p>
24 Write an Experience Story 4 Draft Dialogue		<p>Use dialogue.</p> <p>Write dialogue.</p> <p>Describe setting, characters, objects, and events in detail.</p> <p>Choose words that convey a clear picture.</p> <p>Maintain a focus in writing.</p> <p>Use beginning and concluding statements in</p>

		<p>writing.</p> <p>Use an appropriate organizational pattern in writing.</p> <p>Use transitions to connect ideas.</p> <p>Write a narrative with a beginning, middle, and end.</p> <p>Write a brief story that describes an experience.</p>
<p>24 Write an Experience Story 5 Complete an Experience Story</p>	<p>Standards identified are part of lessons within the unit, not solely on the final draft.</p> <p>L.2.1 L.2.1.e L.2.1.f L.2.2 L.2.2.a L.2.2b L.2.3 L.2.3.a L.2.6 SL.2.6 W.2.3 W.2.5 W.2.6 W.2.8</p>	<p>Student will also finalize their experience story and show ability to:</p> <p>Write an experience story.</p> <p>Write an introduction.</p> <p>Write a conclusion.</p> <p>Write dialogue.</p> <p>Use showing language.</p>
<p>25 Quotations 1 What Are Quotations?</p>		<p>Recall what a sentence is.</p> <p>Recognize word groups that are sentences.</p> <p>Recognize quotations in dialogue.</p> <p>Use quotation marks around a speaker's exact words.</p>
<p>25 Quotations 2 Quotations and Quotation Marks</p>		<p>Recognize quotations in dialogue.</p> <p>Use quotation marks around a speaker's exact words.</p>
<p>25 Quotations 3 More Quotations</p>		<p>Recognize quotations in dialogue.</p> <p>Use quotation marks around a speaker's exact words.</p> <p>Identify the speaker of a quotation.</p> <p>Use a comma to separate a quotation from the speaker tag.</p>
<p>25 Quotations 4 Review Quotations</p>		<p>Recognize quotations in dialogue.</p> <p>Use quotation marks around a speaker's exact words.</p>

		<p>Identify the speaker of a quotation.</p> <p>Use a comma to separate the speaker tag from the quotation.</p>
25 Quotations 5 Unit Checkpoint	<p>Standards identified are part of lessons within the unit, not solely the unit checkpoint.</p> <p>L.2.1 L.2.2 SL.2.6</p>	<p>Quotations assessment will test student's ability to:</p> <p>Recognize quotations in dialogue.</p> <p>Use quotation marks around a speaker's exact words.</p>
26 Revise and Publish an Experience Story 1 Revise for Focus		<p>Revise using feedback.</p> <p>Make revisions based on audience and purpose.</p> <p>Revise for clarity.</p> <p>Revise using feedback.</p>
26 Revise and Publish an Experience Story 2 Revise for Content		<p>Generate ideas for writing.</p> <p>Revise using feedback.</p> <p>Revise for clarity.</p> <p>Revise by adding or deleting text.</p> <p>Make revisions based on audience and purpose.</p>
26 Revise and Publish an Experience Story 3 Revise for Variety in Sentences		<p>Revise for voice.</p> <p>Revise for sentence fluency.</p>
26 Revise and Publish an Experience Story 4 Proofread and Polish Your Experience Story		<p>Define revising.</p> <p>Define proofreading.</p> <p>Revise using a checklist or rubric.</p> <p>Use a checklist for editing and proofreading.</p>
26 Revise and Publish an Experience Story 5 Publish Your Experience Story	<p>Standards identified are part of lessons within the unit, not solely on the final draft.</p> <p>L.2.1 L.2.1.e L.2.1.f L.2.2 L.2.2.a L.2.2b L.2.2e L.2.3 L.2.3.a L.2.6 SL.2.6</p>	<p>Student will also finalize their experience story and show ability to:</p> <p>Write legibly following appropriate format.</p> <p>Share work with an audience.</p> <p>Write with an expressive, lively style.</p> <p>Use a variety of words in writing.</p> <p>Use a thesaurus.</p> <p>Use a dictionary.</p>

	<p>W.2.3 W.2.5 W.2.6 W.2.8</p>	<p>Use a checklist for editing and proofreading.</p> <p>Use guidance from adults and peers to revise writing.</p> <p>Collaborate with peers on writing projects.</p>
<p>27 Possessive Nouns 1 What Is a Possessive Noun?</p>		<p>Recall what a noun is.</p> <p>Identify nouns.</p> <p>Identify possessive nouns.</p> <p>Form singular possessive nouns.</p>
<p>27 Possessive Nouns 2 Plural Possessive Nouns</p>		<p>Identify possessive nouns.</p> <p>Form plural possessive nouns.</p>
<p>27 Possessive Nouns 3 More Plural Possessive Nouns</p>		<p>Recall what a possessive noun is.</p> <p>Identify possessive nouns.</p> <p>Form plural possessive nouns.</p>
<p>27 Possessive Nouns 4 Review Possessive Nouns</p>		<p>Identify possessive nouns.</p> <p>Form singular possessive nouns.</p> <p>Form plural possessive nouns.</p>
<p>27 Possessive Nouns 5 Unit Checkpoint</p>	<p>Standards identified are part of lessons within the unit, not solely on the unit checkpoint</p> <p>L.2.1 L.2.1.f L.2.2 L.2.2c SL.2.6</p>	<p>Possessive Nouns assessment will test student's ability to:</p> <p>Identify possessive nouns.</p> <p>Form singular possessive nouns.</p> <p>Form plural possessive nouns.</p>
<p>28 Write about Literature 1 What Is a Book Review?</p>		<p>Define a book review.</p> <p>Make connections between text and the world.</p> <p>Identify the purpose of writing.</p> <p>Identify the parts of a book review.</p> <p>Make connections between text and the world.</p> <p>Identify purpose for writing.</p> <p>Brainstorm and develop possible topics.</p>
<p>28 Write about Literature 2 Brainstorm and Gather</p>		<p>Set a purpose for writing.</p> <p>Identify audience.</p>

<p>Information for a Book Review</p>		<p>Use language appropriate for audience and purpose.</p> <p>Use a graphic organizer to plan.</p> <p>Organize ideas in sequential order.</p> <p>Write a summary.</p>
<p>28 Write about Literature 3 Plan a Summary for a Book Review</p>		<p>Identify a favorite book.</p> <p>Understand that people have different favorite books.</p> <p>Give an opinion about a book.</p> <p>Use a graphic organizer to plan.</p> <p>Support the main idea with details.</p> <p>Write an opinion statement.</p> <p>Write responses to literature that express and support an opinion.</p>
<p>28 Write about Literature 4 Opinion Statements and Support for a Book Review</p>		<p>Set a purpose for writing.</p> <p>Use organizational structures to ensure coherence.</p> <p>Use beginning and concluding statements in writing.</p> <p>Give an opinion about a book.</p> <p>Write a book review.</p> <p>Write a response to a book.</p> <p>Use transition words to signal order.</p> <p>Write responses to literature that express and support an opinion.</p> <p>Write or draw a response that identifies a text to self, text to world, and/or a text to text connection.</p>
<p>28 Write about Literature 5 Write a Book Review</p>	<p>Standards identified are part of lessons within the unit, not solely on the final draft.</p> <p>.</p> <p>L.2.1 L.2.1.e L.2.1.f L.2.2 L.2.2.a</p>	<p>Student will also finalize their Book Review and show ability to:</p> <p>Set a purpose for writing.</p> <p>Use organizational structures to ensure coherence.</p> <p>Write a book review.</p>

	<p>L.2.2b L.2.2e L.2.3 L.2.3.a L.2.6 SL.2.6 W.2.1 W.2.3 W.2.5 W.2.6 W.2.8</p>	<p>Write a response to a book.</p> <p>Use transition words to signal order.</p> <p>Give an opinion about a book.</p> <p>Write responses to literature that express and support an opinion.</p> <p>Write or draw a response that identifies a text to self, text to world, and/or a text to text connection.</p>
<p>29 Names, Initials, and Titles 1 Names and Initials of People</p>		<p>Recall what a proper noun is.</p> <p>Use a capital letter to begin a proper noun.</p> <p>Use a capital letter to begin the name of a person.</p> <p>Use capital letters for initials.</p> <p>Use a period after an initial.</p>
<p>29 Names, Initials, and Titles 2 Titles of People</p>		<p>Use a capital letter to begin the name of a person.</p> <p>Use capital letters for initials.</p> <p>Use a period after an initial.</p> <p>Use a capital letter to begin the title of a person.</p> <p>Use a period after a person's title.</p>
<p>29 Names, Initials, and Titles 3 Place Names</p>		<p>Recall what a proper noun is.</p> <p>Use a capital letter to begin a proper noun.</p> <p>Use a capital letter to begin geographic names.</p>
<p>29 Names, Initials, and Titles 4 Review Names, Initials, and Titles</p>		<p>Use a capital letter to begin the name of a person.</p> <p>Use capital letters for initials.</p> <p>Use a period after an initial.</p> <p>Use a capital letter to begin the title of a person.</p> <p>Use a period after a person's title.</p> <p>Use a capital letter to begin geographic names.</p>
<p>29 Names, Initials, and Titles 5 Unit Checkpoint</p>	<p>Standards identified are part of lessons within the unit, not solely on the unit checkpoint.</p> <p>L.2.1 L.2.1.f L.2.2 L.2.2a</p>	<p>Names, Initials, and Titles assessment will test student's ability to:</p> <p>Use a capital letter to begin the name of a person.</p> <p>Use capital letters for initials.</p>

	SL.2.6	<p>Use a period after an initial.</p> <p>Use a capital letter to begin the title of a person.</p> <p>Use a period after a person’s title.</p> <p>Use a capital letter to begin geographic names.</p>
30 Make a Presentation 1 What Is a Presentation?		<p>Share work with an audience.</p> <p>Make a presentation with a picture.</p> <p>Analyze a presentation.</p>
30 Make a Presentation 2 Create a Visual		<p>Illustrate a work.</p> <p>Create a visual.</p> <p>Retell stories, including characters, setting, and plot.</p> <p>Write or draw a response to a literature selection that identifies the characters, setting, and main idea.</p> <p>Write or draw a response that identifies a text to self, text to world, and/or text to text connection.</p>
30 Make a Presentation 3 Develop a Presentation		<p>Analyze a presentation.</p> <p>Illustrate a work.</p> <p>Incorporate graphic features in writing.</p> <p>State an opinion.</p> <p>Retell stories, including characters, setting, and plot.</p> <p>Write or draw a response to a literature selection that identifies the characters, setting, and main idea.</p> <p>Write or draw a response that identifies a text to self, text to world, and /or text to text connection.</p>
30 Make a Presentation 4 Practice Your Presentation		<p>Make a presentation with a picture.</p> <p>Analyze a presentation.</p> <p>Speak clearly and at an appropriate pace for the type of communication.</p>
30 Make a Presentation 5 Deliver a Presentation	Standards identified are part of lessons within the unit, not solely on the final project.	<p>Student will also finalize their Presentations and show ability to:</p> <p>Share work with an audience.</p>

	<p>L.2.1 L.2.1.e L.2.1.f L.2.2 L.2.2.a L.2.2b L.2.2e L.2.3 L.2.3.a L.2.6 SL.2.2 SL.2.4 SL.2.5 SL.2.6 W.2.1 W.2.3 W.2.5 W.2.6 W.2.8</p>	<p>Make a presentation with a picture.</p> <p>Retell stories, including characters, setting, and plot.</p> <p>State an opinion.</p> <p>Illustrate a work.</p> <p>Incorporate graphic features in writing.</p> <p>Speak clearly and at an appropriate pace for the type of communication.</p>
31 Commas and Apostrophes 1 Words in a Series		<p>Recall some uses of the comma.</p> <p>Use commas to separate words in a series.</p>
31 Commas and Apostrophes 2 Contractions		<p>Recall a use for an apostrophe.</p> <p>Form and use contractions.</p>
31 Commas and Apostrophes 3 More Contractions		<p>Recall what a contraction is.</p> <p>Form and use contractions.</p>
31 Commas and Apostrophes 4 Review Commas and Apostrophes		<p>Use commas to separate words in a series.</p> <p>Form and use contractions.</p>
31 Commas and Apostrophes 5 Unit Checkpoint	<p>Standards identified are part of lessons within the unit, not solely on the unit checkpoint.</p> <p>L.2.1 L.2.1.f L.2.2 L.2.2b L.2.2c SL.2.6</p>	<p>Commas and Apostrophes assessment will test student's ability to:</p> <p>Use commas to separate words in a series.</p> <p>Form and use contractions.</p>
32 Research Skills 1 What Is Research?		<p>Define research report.</p> <p>Participate in shared research.</p> <p>Use facts in writing.</p> <p>State an opinion.</p> <p>Set a purpose for writing.</p> <p>Brainstorm possible topics.</p>

		Formulate questions to investigate.
32 Research Skills 2 References		Identify and select the best reference source. Use various reference materials to acquire information. Recognize that mass media contains fact, fiction, and opinion. Use appropriate technology to create a product or project. Formulate questions to investigate for research. Participate in shared research.
32 Research Skills 3 Taking Notes (A)		Take notes about important information.
32 Research Skills 4 Taking Notes (B)		Take notes about important information.
32 Research Skills 5 Create a Plan	Standards identified are part of lessons within the unit, not solely on the final draft. L.2.1 L.2.1.e L.2.1.f L.2.2 L.2.2.a L.2.2b L.2.2e L.2.3 L.2.3.a L.2.6 SL.2.6 W.2.1 W.2.3 W.2.5 W.2.6 W.2.7 W.2.8	Student will also finalize their report and show ability to: Organize information. Organize ideas in logical order. Choose a main idea for writing. Organize text using main idea and supporting details.
33 More Capital Letters 1 Months and Days		Recall what a proper noun is. Use a capital letter to begin a proper noun. Use a capital letter to begin the name of a month. Use a capital letter to begin the name of a day.
33 More Capital Letters 2 Holidays		Recall what a proper noun is. Use a capital letter to begin the name of a month. Use a capital letter to begin the name of a day.

		<p>Use a capital letter to begin the name of a holiday.</p> <p>Recall uses of capital letters.</p> <p>Use a capital letter to begin the name of a product.</p> <p>Use a capital letter for the first word of a sentence.</p> <p>Use a capital letter for the pronoun I.</p> <p>Use capital letters in the greeting and closing of a letter.</p>
33 More Capital Letters 3 Product Names and More		<p>Use a capital letter to begin the name of a month.</p> <p>Use a capital letter to begin the name of a day.</p> <p>Use a capital letter to begin the name of a holiday.</p> <p>Use a capital letter to begin the name of a product.</p> <p>Use a capital letter for the first word of a sentence.</p> <p>Use a capital letter for the pronoun I.</p> <p>Use capital letters in the greeting and closing of a letter.</p>
33 More Capital Letters 4 Review Capital Letters		<p>Use a capital letter to begin the name of a month.</p> <p>Use a capital letter to begin the name of a day.</p> <p>Use a capital letter to begin the name of a holiday.</p> <p>Use a capital letter to begin the name of a product.</p> <p>Use a capital letter for the first word of a sentence.</p> <p>Use a capital letter for the pronoun I.</p> <p>Use capital letters in the greeting and closing of a letter.</p>
33 More Capital Letters 5 Unit Checkpoint	<p>Standards identified are part of lessons within the unit, not solely on the unit checkpoint.</p> <p>L.2.1</p> <p>L.2.1.f</p> <p>L.2.2</p> <p>L.2.2a</p> <p>SL.2.6</p>	<p>More Capital Letters assessment will test student's ability to:</p> <p>Use a capital letter to begin the name of a month.</p> <p>Use a capital letter to begin the name of a day.</p> <p>Use a capital letter to begin the name of a holiday.</p> <p>Use a capital letter to begin the name of a product.</p> <p>Use a capital letter for the first word of a sentence.</p> <p>Use a capital letter for the pronoun I.</p> <p>Use capital letters in the greeting and closing of a letter.</p>
34 Write About Information 1 Organize Your Paragraphs		<p>Use an appropriate organizational pattern in writing.</p>
34 Write About Information 2 Write the Body (A)		<p>Use planning ideas to produce a rough draft.</p> <p>Identify and select the best reference source.</p> <p>Use various reference materials to acquire information.</p>

		<p>Recognize that mass media contain fact, fiction, and opinion.</p> <p>Evaluate the relevance of both print and online sources.</p> <p>Write a draft.</p> <p>Write a beginning, middle, and end.</p> <p>Maintain a focus in writing.</p> <p>Use details in writing to support ideas.</p>
34 Write About Information 3 Write the Body (B)		<p>Use transitions to connect ideas.</p>
34 Write About Information 4 Introductions		<p>Recognize the importance of an introduction.</p> <p>Use beginning sentences.</p>
34 Write About Information 5 Conclusions	<p>Standards identified are part of lessons within the unit, not solely on the final draft.</p> <p>L.2.1</p> <p>L.2.1.e</p> <p>L.2.1.f</p> <p>L.2.2</p> <p>L.2.2.a</p> <p>L.2.2b</p> <p>L.2.2e</p> <p>L.2.3</p> <p>L.2.3.a</p> <p>L.2.6</p> <p>SL.2.6</p> <p>W.2.1</p> <p>W.2.3</p> <p>W.2.5</p> <p>W.2.6</p> <p>W.2.7</p> <p>W.2.8</p>	<p>Student will also finalize their report and show ability to:</p> <p>Recognize the purpose of a conclusion.</p> <p>Use concluding statements.</p> <p>Use guidance from adults and peers to revise writing.</p> <p>Collaborate with peers on writing projects.</p>
35 Semester Review and Checkpoint 1 Semester Review Session 1		<p>Recognize descriptive words known as adjectives.</p> <p>Use the, a, and an correctly.</p> <p>Recognize descriptive words called adverbs.</p> <p>Recognize that an adverb can tell the time of an action or how an action is performed.</p> <p>Recognize that adjectives describe nouns and adverbs describe verbs.</p> <p>Use adjectives and adverbs correctly.</p>

		<p>Use the present tense and future tense of verbs.</p> <p>Form and use the past tense of verbs.</p> <p>Recognize quotations in dialogue.</p> <p>Use quotation marks around a speaker's exact words.</p> <p>Recognize and form possessive nouns.</p> <p>Use a capital letter to begin the title, name, and initials of a person.</p> <p>Use a period after an initial or a person's title.</p> <p>Use commas to separate words in a series.</p> <p>Form and use contractions.</p> <p>Use a capital letter to begin a month, a day, a holiday, a product's name, and geographic names.</p> <p>Use a capital letter for the first word of a sentence.</p> <p>Use a capital letter for the pronoun I.</p> <p>Use capital letters in the greeting and closing of a letter.</p>
<p>35 Semester Review and Checkpoint 2 Semester Review Session 2</p>		<p>Recognize descriptive words known as adjectives.</p> <p>Use the, a, and an correctly.</p> <p>Recognize descriptive words called adverbs.</p> <p>Recognize that an adverb can tell the time of an action or how an action is performed.</p> <p>Recognize that adjectives describe nouns and adverbs describe verbs.</p> <p>Use adjectives and adverbs correctly.</p> <p>Use the present tense and future tense of verbs.</p> <p>Form and use the past tense of verbs.</p> <p>Recognize quotations in dialogue.</p> <p>Use quotation marks around a speaker's exact words.</p>

<p>35 Semester Review and Checkpoint 3 Semester Checkpoint Part 1</p>	<p>Standards identified are part of lessons within the semester, not solely on the semester assessment.</p> <p>L.2.1 L.2.1.e L.2.1.f L.2.2 L.2.2.a L.2.2b L.2.2e L.2.3 L.2.3.a L.2.6 SL.2.6 W.2.1 W.2.3 W.2.5 W.2.6 W.2.7 W.2.8</p>	<p>Semester assessment will test student’s ability to:</p> <p>Recognize descriptive words known as adjectives.</p> <p>Use the, a, and an correctly.</p> <p>Recognize descriptive words called adverbs.</p> <p>Recognize that an adverb can tell the time of an action or how an action is performed.</p> <p>Recognize that adjectives describe nouns and adverbs describe verbs.</p> <p>Use adjectives and adverbs correctly.</p> <p>Use the present tense and future tense of verbs.</p> <p>Form and use the past tense of verbs.</p> <p>Recognize quotations in dialogue.</p> <p>Use quotation marks around a speaker’s exact words.</p>
<p>35 Semester Review and Checkpoint 4 Semester Review Part 3</p>		<p>Recognize and form possessive nouns.</p> <p>Use a capital letter to begin the title, name, and initials of a person.</p> <p>Use a period after an initial or a person’s title.</p> <p>Use commas to separate words in a series.</p> <p>Form and use contractions.</p> <p>Use a capital letter to begin a month, a day, a holiday, a product’s name, and geographic names.</p> <p>Use a capital letter for the first word of a sentence.</p> <p>Use a capital letter for the pronoun I.</p> <p>Use capital letters in the greeting and closing of a letter.</p>
<p>35 Semester Review and Checkpoint 5 Semester Checkpoint Part 2</p>		<p>Recognize and form possessive nouns.</p> <p>Use a capital letter to begin the title, name, and initials of a person.</p> <p>Use a period after an initial or a person’s title.</p> <p>Use commas to separate words in a series.</p>

		<p>Form and use contractions.</p> <p>Use a capital letter to begin a month, a day, a holiday, a product's name, and geographic names.</p> <p>Use a capital letter for the first word of a sentence.</p> <p>Use a capital letter for the pronoun I.</p> <p>Use capital letters in the greeting and closing of a letter.</p>
36 Revise and Publish Your Work 1 Revise from Feedback		<p>Recognize the purpose of feedback.</p> <p>Recognize the purpose of revising.</p> <p>Make revisions based on audience and feedback.</p> <p>Revise using feedback.</p> <p>Revise by adding or deleting text.</p>
36 Revise and Publish Your Work 2 Revise for Content		<p>Revise by adding or deleting text.</p> <p>Revise for clarity.</p>
36 Revise and Publish Your Work 3 Revise for organization		<p>Revise for logical order or sequence.</p>
36 Revise and Publish Your Work 4 Proofread and Polish Your Report		<p>Revise using a checklist or rubric.</p> <p>Revise for voice.</p> <p>Revise for sentence fluency.</p>
36 Revise and Publish Your Work 5 Publish Your Report	<p>Standards identified are part of lessons within the unit, not solely on the final draft.</p> <p>L.2.1</p> <p>L.2.1.e</p> <p>L.2.1.f</p> <p>L.2.2</p> <p>L.2.2.a</p> <p>L.2.2b</p> <p>L.2.2e</p> <p>L.2.3</p> <p>L.2.3.a</p> <p>L.2.6</p> <p>SL.2.6</p> <p>W.2.1</p> <p>W.2.3</p> <p>W.2.5</p> <p>W.2.6</p> <p>W.2.7</p> <p>W.2.8</p>	<p>Student will also finalize their Report and show ability to:</p> <p>Incorporate graphic features in writing.</p> <p>Write legibly following appropriate format.</p> <p>Share work with an audience.</p> <p>Make a presentation with a picture.</p> <p>Speak clearly and at an appropriate pace for the type of communication.</p>