

## Wyoming Department of Education Required Virtual Education Course Syllabus

### BIG HORN COUNTY SCHOOL DISTRICT #1

Program Name	WYCA	Content Area	Language Arts
Course ID	CAEL75145	Grade Level	2
Course Name	Language Arts 2 A	# of Credits	0.5
SCED Code	NoCourseSCED	Curriculum Type	Connections Academy

#### COURSE DESCRIPTION

*In this course, the student will develop reading, writing, listening, and speaking skills essential for future success. The student will become an accomplished reader by engaging in daily phonics and spelling practice. The student will also expand his vocabulary as he learns to use an array of strategies and skills including main idea, problem and solution, and author's purpose to comprehend complex texts. The texts the student will examine include a variety of fiction and nonfiction stories presented in McGraw Hill's Wonders. The stories are organized into relevant themes such as friends and family, live and learn, and our life, our world. As the student explores each theme, he will discover connections to familiar subjects, including science and social studies. He will also enjoy daily independent reading routines.*

*In addition to becoming a competent reader, the student will also become a skilled writer. Throughout the course, the student will use the writing process to produce various compositions including narrative texts, informative texts, and opinion texts. Reading/writing workshop activities will teach the student how to use text evidence and apply key writing traits. The student will also exhibit mastery of standard language conventions through daily grammar and mechanics practice.*

*Engaging activities will help the student become a proficient listener and speaker. Regular conversation and discourse centered on essential questions will teach the student to thoughtfully contribute to discussions. Interactive read-alouds will facilitate the development of a rich oral vocabulary, and the student will learn a variety of listening strategies to aid comprehension.*

#### WYOMING CONTENT AND PERFORMANCE STANDARDS

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.2.10	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, what, where, when, why, and 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.2.5	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.
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	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</i>

SCOPE AND SEQUENCE		
UNIT OUTLINE	STANDARD#	OUTCOMES
<p><b>Unit 1: Course Overview</b></p> <p>This unit will introduce the student to the Language Arts 2 course. In this unit, he will meet Lion, an animated character who will guide him through the course. Together, the student and Lion will work with words, watch videos, and practice language arts skills. In each lesson of the course, the student will have the opportunity to practice what he has learned. The student will also become familiar with the instructional routines presented throughout the course so that he is ready to begin learning in the first lesson. This unit contains important information for the Learning Coach, which will be useful throughout the course.</p>		<ul style="list-style-type: none"> <li>•Introduce the student to the learning buddy, who serves as a guide for the course</li> <li>•Provide a sample of the types of lesson slides and describe their purpose</li> <li>•Describe the types of activities the student will do in every lesson</li> <li>•Provide important information for the Learning Coach</li> </ul>
<p><b>Unit 2: Friends Help Friends</b></p> <p>In this unit, the student will explore the importance of friendships by reading fantasies. As the student reads, she will learn to visualize texts and identify key details. Daily phonics and spelling instruction highlight short vowel sounds, while grammar lessons focus on writing statements and questions. The student will also write a short informative response using text evidence.</p>	<ul style="list-style-type: none"> <li>•RL.2.1, RL.2.7, RL.2.10</li> <li>•RI.2.4, RI.2.9</li> <li>•RF.2.3, RF.2.3.f, RF.2.4.a, RF.2.4.b, RF.2.4.c</li> <li>•SL.2.1.a, SL.2.2, SL.2.3, SL.2.4</li> <li>•L.2.1, L.2.1.f, L.2.2, L.2.2.d, L.2.3, L.2.4.a, L.2.4.c, L.2.5.a</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss how friends depend on each other</li> <li>•Read, spell, and write words with short a and short i</li> <li>•Identify key details in a text</li> <li>•Identify and write complete sentences</li> <li>•Write an informative text using text evidence</li> </ul>
<p><b>Unit 3: Families Around the World</b></p> <p>In this unit, the student will explore families around the world by reading realistic fiction. As the student reads, he will learn to identify the characters, setting, and events of a story. Daily phonics and spelling instruction highlight short vowel sounds, while grammar lessons focus on writing commands and exclamations. The student will also write a short story using text evidence.</p>	<ul style="list-style-type: none"> <li>•RL.2.1, RL.2.3, RL.2.5, RL.2.7, RL.2.10</li> <li>•RI.2.1, RI.2.4, RI.2.9</li> <li>•RF.2.3, RF.2.3.d, RF.2.3.f, RF.2.4, RF.2.4.a, RF.2.4.b</li> <li>•W.2.2, W.2.5, W.2.8</li> <li>•SL.2.1, SL.2.1.a, SL.2.2, SL.2.4</li> <li>•L.2.1, L.2.1.f, L.2.2, L.2.2.d, L.2.3, L.2.5.a</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss how families around the world are alike and different</li> <li>•Read, spell, and write words with short e, o, and u</li> <li>•Identify the characters, setting, and events of a text</li> <li>•Describe how characters in a story react to important events</li> <li>•Write an informative text using text evidence</li> </ul>
<p><b>Unit 4: Pets are Our Friends</b></p> <p>In this unit, the student will discover how pets can be important friends by reading fiction. As the student reads, he will learn to visualize texts and identify key details. Daily phonics and spelling instruction highlight two letter blends, while grammar lessons focus on identifying the subject of a sentence. The student will also write a short story using text evidence from two sources.</p>	<ul style="list-style-type: none"> <li>•RL.2.1, RL.2.3, RL.2.7, RL.2.10</li> <li>•RI.2.1</li> <li>•RF.2.3, RF.2.3.f, RF.2.4.a, RF.2.4.b, RF.2.4.c</li> <li>•W.2.2, W.2.3, W.2.5</li> <li>•SL.2.1.a, SL.2.2, SL.2.3, SL.2.4</li> <li>•L.2.1, L.2.1.f, L.2.2, L.2.2.b, L.2.2.d, L.2.4.e, L.2.5.a</li> </ul>	<ul style="list-style-type: none"> <li>•Identify a story's characters, setting, and events by asking and answering questions</li> <li>•Use the pictures and words in a story to understand its characters, setting, and events</li> <li>•Write a short story using evidence from two texts</li> <li>•Discuss how pets can be important friends</li> <li>•Read, write, and spell words with two letter blends</li> </ul>
<p><b>Unit 5: Animals Need Our Care</b></p> <p>In this unit, the student will explore the importance of caring for animals by reading narrative nonfiction. As the student reads, he will learn to use text features to identify key details. Daily phonics and spelling instruction highlight short and long vowel sounds, while grammar lessons focus on identifying the predicate of a sentence. The student will also write an opinion text using text evidence.</p>	<ul style="list-style-type: none"> <li>•RL.2.1, RL.2.5</li> <li>•RF.2.3, RF.2.3.a, RF.2.3.d, RF.2.3.f, RF.2.4, RF.2.4.a, RF.2.4.b</li> <li>•W.2.2, W.2.8</li> <li>•SL.2.1, SL.2.1.b, SL.2.2, SL.2.3, SL.2.4</li> <li>•L.2.1, L.2.2, L.2.2.d, L.2.5.a</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss how people care for animals</li> <li>•Read, spell, and write words with short a and long a</li> <li>•Identify key details in an informative text by asking and answering questions</li> <li>•Use pictures and captions in a text to understand key details</li> <li>•Write an informative text using text evidence</li> </ul>
<p><b>Unit 6: Families Working Together</b></p> <p>In this unit, the student will explore the importance of family by reading expository texts. As the student reads, she will learn to identify the main topic and purpose of a text. Daily phonics and spelling instruction highlight short and long vowel sounds, while grammar lessons focus on combining sentences. The student will also write an informative text using text evidence and complete a cumulative unit test.</p>	<ul style="list-style-type: none"> <li>•RL.2.1</li> <li>•RI.2.1, RI.2.2, RI.2.5, RI.2.7, RI.2.10</li> <li>•RF.2.3, RF.2.3.a, RF.2.3.f, RF.2.4, RF.2.4.a, RF.2.4.b</li> <li>•W.2.2, W.2.6</li> <li>•SL.2.2, SL.2.3, SL.2.4</li> <li>•L.2.1.f, L.2.2, L.2.2.c, L.2.2.d, L.2.4.c, L.2.5.a, L.2.6</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss what happens when families work together</li> <li>•Read, spell, and write words with short i and long i</li> <li>•Use key details in a text to identify the main topic</li> <li>•Identify the purpose of a text</li> <li>•Write an informative text with evidence from two sources</li> </ul>
<p><b>Unit 7: Animals and Nature</b></p> <p>In this unit, the student will explore how animals survive by reading realistic fiction. As the student reads, he will learn to identify the plot of a story. Daily phonics and spelling instruction highlight short and long vowel sounds, while grammar lessons focus on identifying nouns. The student will also prewrite a how-to text.</p>	<ul style="list-style-type: none"> <li>•RL.2.3, RL.2.5, RL.2.7, RL.2.10, RI.2.9</li> <li>•RF.2.3, RF.2.3.a, RF.2.3.f, RF.2.4.a, RF.2.4.b</li> <li>•W.2.2, W.2.3, W.2.8</li> <li>•SL.2.1.a, SL.2.2, SL.2.3, SL.2.4</li> <li>•L.2.1, L.2.2, L.2.2.d, L.2.3, L.2.4.b, L.2.4.c, L.2.5.a</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss how animals survive</li> <li>•Read, spell, and write words with short o and long o</li> <li>•Describe the beginning, middle, and end of a story</li> <li>•Describe how characters in a story respond to problems</li> <li>•Prewrite a how-to text</li> </ul>

<p><b>Unit 8: Animals in Stories</b> In this unit, the student will explore animals in stories by reading fables. As the student reads, she will learn to make, revise, and confirm predictions. Daily phonics and spelling instruction highlight short and long vowel sounds, while grammar lessons focus on using and forming plural nouns. Your student will also write the draft of a how-to text and submit it to her teacher.</p>	<ul style="list-style-type: none"> <li>•RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.10</li> <li>•RI.2.1</li> <li>•RF.2.3, RF.2.3.a, RF.2.3.d, RF.2.3.f, RF.2.4.a, RF.2.4.b</li> <li>•W.2.2, W.2.5, W.2.8</li> <li>•SL.2.1, SL.2.1.b, SL.2.2, SL.2.3, SL.2.4</li> <li>•L.2.1, L.2.2, L.2.2.d, L.2.3, L.2.4.c, L.2.5.a</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss animal stories and the lessons they teach</li> <li>•Read, spell, and write words with short u and long u</li> <li>•Make, change, and confirm predictions about a story</li> <li>•Identify the problem and solution of story</li> <li>•Write the draft of a how-to text</li> </ul>
<p><b>Unit 9: Animal Habitats</b> In this unit, the student will explore the features of animal habitats by reading narrative nonfiction. As the student reads, he will learn to visualize texts and identify key details. Daily phonics and spelling instruction highlight the soft c and g sounds, while grammar lessons focus on identifying common and proper nouns. The student will also write an informative text with evidence from two sources.</p>	<ul style="list-style-type: none"> <li>•RI.2.1</li> <li>•RI.2.2, RI.2.4, RI.2.5, RI.2.7, RI.2.9</li> <li>•RF.2.3, RF.2.3.d, RF.2.3.e, RF.2.3.f, RF.2.4.a, RF.2.4.b</li> <li>•W.2.2, W.2.5, W.2.6</li> <li>•SL.2.1, SL.2.1.c, SL.2.2, SL.2.3, SL.2.4</li> <li>•L.2.1, L.2.1.a, L.2.2, L.2.2.a, L.2.2.d, L.2.3, L.2.4.b, L.2.4.c, L.2.5, L.2.5.a</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss animal habitats</li> <li>•Read, spell, and write words with soft c and soft g</li> <li>•Identify key details in a text by asking and answering questions</li> <li>•Identify the main topic of a text</li> <li>•Write an informative text with evidence from two sources</li> </ul>
<p><b>Unit 10: Baby Animals</b> In this unit, the student will explore baby animals by reading expository texts. As the student reads and rereads, she will learn to identify the main idea and key details of a text. Daily phonics and spelling instruction highlight consonant digraphs, while grammar lessons focus on identifying and forming plural nouns. The student will also revise, edit, and publish a how-to text.</p>	<ul style="list-style-type: none"> <li>•RI.2.2</li> <li>•RI.2.4, RI.2.5, RI.2.7, RI.2.9, RI.2.10</li> <li>•RF.2.3, RF.2.3.d, RF.2.3.f, RF.2.4.a, RF.2.4.b, RF.2.4.c</li> <li>•W.2.5, W.2.6, W.2.8</li> <li>•SL.2.1, SL.2.1.a, SL.2.2, SL.2.3, SL.2.4</li> <li>•L.2.1, L.2.1.b, L.2.2, L.2.2.d, L.2.2.e, L.2.4.c, L.2.5.a</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss how baby animals are like their parents</li> <li>•Read, spell, and write words with consonant digraphs</li> <li>•Identify the main topic and key details of a text</li> <li>•Reread sections of texts for greater understanding</li> <li>•Revise, edit, and publish a how-to text</li> </ul>
<p><b>Unit 11: Animals in Poems</b> In this unit, the student will explore what people love about animals by reading poetry. As the student reads and rereads, he will learn to identify key details in poems. Daily phonics and spelling instruction highlight three-letter blends, while grammar lessons focus on possessive nouns. The unit will conclude with a cumulative unit test.</p>	<ul style="list-style-type: none"> <li>•RL.2.1, RL.2.4, RL.2.10</li> <li>•RI.2.1</li> <li>•RF.2.3, RF.2.3.f, RF.2.4.b, RF.2.4.c</li> <li>•W.2.3, W.2.5, W.2.6</li> <li>•SL.2.1, SL.2.1.a, SL.2.2, SL.2.3, SL.2.4</li> <li>•L.2.1, L.2.2, L.2.2.c, L.2.2.d, L.2.3, L.2.4.a, L.2.4.c, L.2.4.d, L.2.5, L.2.5.a</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss what people like about animals</li> <li>•Read, spell, and write words with three-letter blends</li> <li>•Identify key details in poems</li> <li>•Describe how word choice and rhythm add to the meaning of poems</li> <li>•Write a poem with evidence from two sources</li> </ul>
<p><b>Unit 12: The Earth's Force</b> In this unit, the student will explore the earth's forces by reading expository texts. As the student reads and rereads, she will learn to identify the author's purpose of a text. Daily phonics and spelling instruction highlight long vowel sounds, while grammar lessons focus on identifying action verbs. The student will also prewrite an opinion letter.</p>	<ul style="list-style-type: none"> <li>•RI.2.1, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10</li> <li>•RF.2.3, RF.2.3.b, RF.2.3.e, RF.2.3.f, RF.2.4.a, RF.2.4.b, RF.2.4.c</li> <li>•W.2.1, W.2.2, W.2.3</li> <li>•SL.2.1.b, SL.2.2, SL.2.3, SL.2.4</li> <li>•L.2.1, L.2.2, L.2.2.c, L.2.2.d, L.2.3, L.2.3.a, L.2.4.c, L.2.5, L.2.5.a</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss the earth's forces</li> <li>•Read, spell, and write words with the long a sound</li> <li>•Reread sections of texts for greater understanding</li> <li>•Identify the author's purpose of a text</li> <li>•Prewrite an opinion letter</li> </ul>
<p><b>Unit 13: Look at the Sky</b> In this unit, the student will explore what he can see in the sky by reading fiction. As the student reads and rereads, he will learn to identify the sequence of events in a story. Daily phonics and spelling instruction highlight long vowel sounds, while grammar lessons focus on subject-verb agreement. The student will also write the draft of an opinion letter and submit it to his teacher.</p>	<ul style="list-style-type: none"> <li>•RL.2.1, RL.2.3, RL.2.5, RL.2.10</li> <li>•RF.2.3, RF.2.3.a, RF.2.3.b, RF.2.3.c, RF.2.3.e, RF.2.3.f, RF.2.4.a, RF.2.4.b, RF.2.4.c</li> <li>•W.2.1, W.2.8</li> <li>•SL.2.1.a, SL.2.3, SL.2.4, SL.2.5, SL.2.6</li> <li>•L.2.1, L.2.1.f, L.2.2, L.2.2.d, L.2.3, L.2.3.a, L.2.4.c, L.2.4.d, L.2.5, L.2.5.a</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss things that are in the sky</li> <li>•Read, spell, and write words with the long i sound</li> <li>•Describe the plot of a story</li> <li>•Identify the sequence of events in a story</li> <li>•Write the draft of an opinion letter</li> </ul>
<p><b>Unit 14: Ways People Help</b> In this unit, the student will explore the importance of serving in the community by reading narrative nonfiction. As the student reads, she will learn to identify key details and the author's purpose. Daily phonics and spelling instruction highlight long vowel sounds, while grammar lessons focus on past- and future-tense verbs. The student will also write an informative text with evidence from two sources.</p>	<ul style="list-style-type: none"> <li>•RI.2.1, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9</li> <li>•RF.2.3, RF.2.3.b, RF.2.3.f, RF.2.4, RF.2.4.a, RF.2.4.b</li> <li>•W.2.1, W.2.2, W.2.5</li> <li>•SL.2.1, SL.2.1.b, SL.2.2, SL.2.3, SL.2.4</li> <li>•L.2.1, L.2.2, L.2.2.b, L.2.2.c, L.2.2.d, L.2.3, L.2.4.c, L.2.5.a, L.2.5.b</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss how people help their communities</li> <li>•Read, spell, and write words with the long o sound</li> <li>•Identify key details in a text by asking and answering questions</li> <li>•Identify the author's purpose of a text</li> <li>•Write an informative text with evidence from two sources</li> </ul>

<p><b>Unit 15: Weather Alert!</b>          In this unit, the student will explore the effects of the weather by reading expository texts. As the student reads, he will learn to identify the main idea and key details in a text. He will also learn how to use text features to increase understanding. Daily phonics and spelling instruction highlight long vowel sounds, while grammar lessons focus on the past- and present-tense forms of the verb have. The student will also revise, edit, and publish an opinion letter.</p>	<ul style="list-style-type: none"> <li>•RI.2.1</li> <li>•RI.2.2, RI.2.4, RI.2.5, RI.2.9, RI.2.10</li> <li>•RF.2.3, RF.2.3.b, RF.2.3.f, RF.2.4.a, RF.2.4.b</li> <li>•W.2.1, W.2.2, W.2.5, W.2.6, W.2.8</li> <li>•SL.2.1, SL.2.2, SL.2.3, SL.2.4</li> <li>•L.2.1, L.2.1.b, L.2.2, L.2.2.d, L.2.2.e, L.2.3, L.2.3.a, L.2.5, L.2.5.a</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss how the weather affects people</li> <li>•Read, spell, and write words with the long e sound</li> <li>•Identify the main idea and key details of a text</li> <li>•Use text features to understand expository texts</li> <li>•Revise, edit, and publish an opinion letter</li> </ul>
<p><b>Unit 16: Express Yourself</b>          In this unit, the student will explore different forms of expression by reading expository texts. As the student reads, she will learn to identify the main idea and key details in a text. She will also learn how to use text features to increase understanding. Daily phonics and spelling instruction highlight long vowel sounds, while grammar lessons focus on combining and rearranging sentences. The unit will conclude with a cumulative unit test.</p>	<ul style="list-style-type: none"> <li>•RI.2.1</li> <li>•RI.2.2, RI.2.5, RI.2.7, RI.2.9, RI.2.10</li> <li>•RF.2.3, RF.2.3.a, RF.2.3.c, RF.2.3.f, RF.2.4.a, RF.2.4.b, RF.2.4.c</li> <li>•W.2.2, W.2.6</li> <li>•SL.2.1, SL.2.2, SL.2.3, SL.2.4</li> <li>•L.2.1, L.2.1.e, L.2.1.f, L.2.2, L.2.2.d, L.2.4.b, L.2.4.c, L.2.5.a</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss how you like to express yourself</li> <li>•Read, spell, and write words with the long u sound</li> <li>•Identify the main idea and key details of a text</li> <li>•Use text features to understand expository texts</li> <li>•Write an informative text using evidence from two sources</li> </ul>