

Wyoming Department of Education Required Virtual Education Course Syllabus

BIG HORN COUNTY SCHOOL DISTRICT #1

Program Name	WYCA	Content Area	Language Arts
Course ID	CAEL75153	Grade Level	2
Course Name	Language Arts 2 B	# 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.2.9	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, 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., <i>describe foods that are spicy or 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>Unit 1: Course Overview</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"> •Introduce the student to the learning buddy, who serves as a guide for the course •Provide a sample of the types of lesson slides and describe their purpose •Describe the types of activities the student will do in every lesson •Provide important information for the Learning Coach
<p>Unit 2: Different Places</p> <p>In this unit, the student will explore different parts of the world by reading expository texts. As the student reads and rereads, she will learn to compare and contrast key ideas in a text. Daily phonics and spelling instruction highlight silent letters, while grammar lessons focus on linking verbs. The student will also write an informative text using text evidence.</p>	<ul style="list-style-type: none"> •RI.2.1 •RI.2.3, RI.2.5, RI.2.7, RI.2.9, RI.2.10 •RF.2.3, RF.2.3.d, RF.2.3.e, RF.2.3.f, RF.2.4.a, RF.2.4.b, RF.2.4.c •W.2.2, W.2.8 •SL.2.1, SL.2.1.c, SL.2.2, SL.2.3, SL.2.4, SL.2.6 •L.2.1, L.2.2, L.2.2.a, L.2.2.d, L.2.4, L.2.4.b, L.2.4.d, L.2.5, L.2.5.a 	<ul style="list-style-type: none"> •Discuss different parts of the world •Read, spell, and write words with silent letters •Reread sections of text for greater understanding •Compare and contrast key ideas in a text •Write an informative text using text evidence
<p>Unit 3: Earth Changes</p> <p>In this unit, the student will explore different parts of the world by reading expository texts. As the student reads and rereads, he will learn to compare and contrast key ideas in a text. Daily phonics and spelling instruction highlight silent letters, while grammar lessons focus on linking verbs. The student will also write an informative text using text evidence.</p>	<ul style="list-style-type: none"> •RI.2.1 •RI.2.3, RI.2.5, RI.2.9, RI.2.10 •RF.2.3, RF.2.3.b, RF.2.3.d, RF.2.3.f, RF.2.4.a, RF.2.4.b, RF.2.4.c •W.2.2, W.2.8 •SL.2.1, SL.2.2, SL.2.3, SL.2.4 •L.2.1, L.2.1.d, L.2.2, L.2.2.d, L.2.4, L.2.4.a, L.2.4.b, L.2.5.a 	<ul style="list-style-type: none"> •Discuss how the earth changes •Read, spell, and write words with r-controlled vowel sounds •Reread sections of text for greater understanding •Identify causes and effects in a text •Write an informative text using text evidence
<p>Unit 4: Our Culture Makes Us Special</p> <p>In this unit, the student will explore kids around the world by reading realistic fiction. As the student reads, she will learn to compare and contrast events in a text. Daily phonics and spelling instruction highlight r-controlled vowel sounds, while grammar lessons focus on using and forming irregular verbs. The student will also write a short story with text evidence from two sources.</p>	<ul style="list-style-type: none"> •RL.2.3, RL.2.5, RL.2.7, RL.2.10 •RI.2.3, RI.2.5, RI.2.7, RI.2.10 •RF.2.3, RF.2.3.e, RF.2.3.f, RF.2.4.a, RF.2.4.b •W.2.2, W.2.6 •SL.2.1, SL.2.1.b, SL.2.2, SL.2.3, SL.2.4 •L.2.1, L.2.1.b, L.2.1.c, L.2.1.d, L.2.2, L.2.2.d, L.2.4, L.2.4.b, L.2.5, L.2.5.a, L.2.6 	<ul style="list-style-type: none"> •Discuss kids around the world •Read, spell, and write words with the or and ar sounds •Use the pictures and words in a story to identify key details •Compare and contrast events in a story •Write a short story using evidence from two sources
<p>Unit 5: Folktales about Nature</p> <p>In this unit, the student will explore nature by reading dramas and a folktale. As the student reads, he will learn to identify the theme of a story. Daily phonics and spelling instruction highlight r-controlled vowel sounds, while grammar lessons focus on using and forming irregular verbs. The student will write an informative text using text evidence.</p>	<ul style="list-style-type: none"> •RL.2.1, RL.2.2, RL.2.6, RL.2.7, RL.2.10 •RF.2.3, RF.2.3.e, RF.2.3.f, RF.2.4.a, RF.2.4.b •W.2.2, W.2.5, W.2.8 •SL.2.1, SL.2.2, SL.2.3, SL.2.4 •L.2.1, L.2.1.d, L.2.2, L.2.2.b, L.2.2.d, L.2.4, L.2.4.b, L.2.5, L.2.5.a 	<ul style="list-style-type: none"> •Discuss nature •Read, spell, and write words with r-controlled vowel sounds •Use pictures and words in a story to identify its characters, setting, and plot •Identify the theme of a story •Write an informative text using text evidence
<p>Unit 6: Poems About Nature</p> <p>In this unit, the student will discover exciting parts of nature by reading poetry. As the student reads, she will learn to identify the theme of a poem. She will also recognize the features of free verse poetry. Daily phonics and spelling instruction highlight long r-controlled vowel sounds, while grammar lessons focus on using and forming contractions. The student will also write an opinion text with evidence from two sources and complete a cumulative unit test.</p>	<ul style="list-style-type: none"> •RL.2.1, RL.2.2, RL.2.4, RL.2.7, RL.2.10 •RF.2.3, RF.2.3.f, RF.2.4.a, RF.2.4.b •W.2.1, W.2.2, W.2.5, W.2.6, W.2.8 •SL.2.1, SL.2.1.a, SL.2.2, SL.2.4 •L.2.1, L.2.2.c, L.2.2.d, L.2.4, L.2.4.b, L.2.5, L.2.5.a, L.2.6 	<ul style="list-style-type: none"> •Discuss what is exciting about nature •Read, spell, and write words with r-controlled vowel sounds •Describe the features of free verse poetry •Identify the theme of a poem •Write an opinion text with evidence from two sources

<p>Unit 7: Being a Good Citizen In this unit, the student will discover how to be a good citizen by reading realistic fiction. As the student reads, he will learn to summarize a story. Daily phonics and spelling instruction highlight ow and ou words, while grammar lessons focus on identifying and using pronouns. The student will also prewrite a compare-and-contrast paragraph.</p>	<ul style="list-style-type: none"> •RL.2.1, RL.2.2, RL.2.6, RL.2.10 •RF.2.3, RF.2.3.b, RF.2.3.d, RF.2.3.f, RF.2.4.a, RF.2.4.b •W.2.8 •SL.2.1, SL.2.1.a, SL.2.2, SL.2.3, SL.2.4 •L.2.1, L.2.2, L.2.2.d, L.2.4, L.2.4.b, L.2.5, L.2.5.a 	<ul style="list-style-type: none"> •Discuss how to be a good citizen •Read, spell, and write words with ou and ow •Summarize a story •Identify different points of view in a story •Prewrite a compare/contrast paragraph
<p>Unit 8: Cooperation Works! In this unit, the student will explore how people get along by reading fiction. As the student reads, she will learn to identify different points of view in a story. Daily phonics and spelling instruction highlight oy and oi words, while grammar lessons focus on subject and predicate pronouns. The student will also draft a compare/contrast paragraph and submit it to her teacher.</p>	<ul style="list-style-type: none"> •RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.6, RL.2.10 •RF.2.3, RF.2.3.b, RF.2.3.d, RF.2.3.f, RF.2.4.a, RF.2.4.b, •W.2.2, W.2.5 •SL.2.1, SL.2.1.b, SL.2.2, SL.2.3, SL.2.4, SL.2.6 •L.2.1, L.2.2, L.2.2.d, L.2.4, L.2.4.a, L.2.4.b, L.2.5, L.2.5.a, L.2.6 	<ul style="list-style-type: none"> •Discuss how people cooperate •Read, spell, and write words with oy and oi •Summarize a story •Identify different points of view in a story •Write the draft of a compare/contrast paragraph
<p>Unit 9: Our Heroes In this unit, the student will explore what heroes do by reading biographies. As the student reads, he will learn to summarize a text. He will also describe how key events are connected. Daily phonics and spelling instruction highlight variant u sounds, while grammar lessons focus on possessive pronouns. The student will also write an informative text with evidence from two sources.</p>	<ul style="list-style-type: none"> •RI.2.1 •RI.2.2, RI.2.3, RI.2.5, RI.2.10 •RF.2.3, RF.2.3.b, RF.2.3.f, RF.2.4, RF.2.4.a, RF.2.4.b •W.2.2, W.2.6 •SL.2.1, SL.2.1.b, SL.2.2, SL.2.3, SL.2.4 •L.2.1, L.2.1.d, L.2.2, L.2.2.a, L.2.2.c, L.2.2.d, L.2.4, L.2.4.a, L.2.4.b, L.2.5, L.2.5.a, L.2.5.b 	<ul style="list-style-type: none"> •Discuss heroes •Read, spell, and write words with variant u sounds •Summarize a text •Describe how events in a text are connected •Write an informative text using evidence from two sources
<p>Unit 10: Preserving Our Earth In this unit, the student will explore how to protect the earth by reading fiction. As the student reads, she will learn to make, revise, and confirm predictions. She will also identify the problem and solution of a story. Daily phonics and spelling instruction highlight variant o sounds, while grammar lessons focus on contractions and possessive pronouns. The student will also revise, edit, and publish a compare/contrast paragraph.</p>	<ul style="list-style-type: none"> •RL.2.1, RL.2.3, RL.2.5, RL.2.10 •RF.2.3, RF.2.3.b, RF.2.3.f, RF.2.4.a, RF.2.4.b •W.2.2, W.2.5, W.2.8 •SL.2.1, SL.2.1.c, SL.2.2, SL.2.3, SL.2.4, SL.2.6 •L.2.1, L.2.2, L.2.2.c, L.2.2.d, L.2.2.e, L.2.4, L.2.4.b, L.2.5, L.2.5.a 	<ul style="list-style-type: none"> •Discuss how we can protect the earth •Read, spell, and write words with variant o sounds •Use the words and pictures in a story to make, change, and confirm predictions •Identify the problem and solution of a story •Revise, edit, and publish a compare/contrast paragraph
<p>Unit 11: Rights and Rules In this unit, the student will explore why rules are important by reading expository texts. As the student reads, he will learn to identify causes and effects in a text. Daily phonics and spelling instruction highlight long vowel sounds, while grammar lessons focus on pronoun-verb agreement. The unit will conclude with a cumulative unit test.</p>	<ul style="list-style-type: none"> •RI.2.1 •RI.2.2, RI.2.3, RI.2.5, RI.2.7, RI.2.10 •RF.2.3, RF.2.3.e, RF.2.3.f, RF.2.4.a, RF.2.4.b •W.2.2, W.2.5, W.2.6 •SL.2.1, SL.2.2, SL.2.3, SL.2.4 •L.2.1, L.2.2, L.2.2.d, L.2.4, L.2.4.a, L.2.4.b, L.2.5, L.2.5.a 	<ul style="list-style-type: none"> •Discuss why rules are important •Read, spell, and write words with short vowel sounds •Use text features to make, change, and confirm predictions about expository texts •Identify causes and effects in a text Write an informative text using evidence from two sources
<p>Unit 12: Plant Myths and Facts In this unit, the student will explore different plants by reading myths. As the student reads, she will learn to identify the theme of a story. Daily phonics and spelling instruction highlight words with open and closed syllables, while grammar lessons focus on identifying adjectives. The student will also prewrite a research report.</p>	<ul style="list-style-type: none"> •RL.2.1, RL.2.2, RL.2.7, RL.2.10 •RF.2.3, RF.2.3.c, RF.2.3.f, RF.2.4.a, RF.2.4.b, RF.2.4.c •W.2.7, W.2.8 •SL.2.1, SL.2.1.b, SL.2.2, SL.2.3 •L.2.1, L.2.1.e, L.2.2, L.2.2.d, L.2.4, L.2.4.a, L.2.4.b, L.2.4.d, L.2.5, L.2.5.a 	<ul style="list-style-type: none"> •Discuss myths and plants •Read, spell, and write words with open and closed syllables •Reread sections of texts for greater understanding •Identify the theme of a story •Prewrite a research report
<p>Unit 13: We Need Energy In this unit, the student will read expository texts to explore how people use energy. As the student reads, he 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 using articles and adjectives. The student will also write the draft of a research report.</p>	<ul style="list-style-type: none"> •RI.2.1, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10 •RF.2.3, RF.2.3.c, RF.2.3.d, RF.2.3.f, RF.2.4.a, RF.2.4.b, RF.2.4.c •W.2.7, W.2.8 •SL.2.1, SL.2.2, SL.2.3, SL.2.4 •L.2.1, L.2.2, L.2.2.a, L.2.2.d, L.2.4, L.2.4.a, L.2.4.b, L.2.5, L.2.5.a 	<ul style="list-style-type: none"> •Discuss how people use energy •Read, spell, and write words with long vowel sounds •Use the words and pictures in a text to understand key details •Identify the author's purpose of a text •Write the draft of a research report
<p>Unit 14: Team Up to Explore In this unit, the student will explore the importance of teamwork by reading expository texts. As the student reads, she will learn to summarize a text. She will also learn to identify the main idea and key details. Daily phonics and spelling instruction highlight words with consonant + le syllables, while grammar lessons focus on comparative adjectives. The student will also write an informative text with evidence from two sources.</p>	<ul style="list-style-type: none"> •RI.2.1 •RI.2.2, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.10 •RF.2.3, RF.2.3.c, RF.2.3.f, RF.2.4.a, RF.2.4.b •W.2.2 •SL.2.1, SL.2.2, SL.2.3, SL.2.4 •L.2.1, L.2.1.e, L.2.2, L.2.2.c, L.2.2.d, L.2.4, L.2.4.b, L.2.5, L.2.5.a 	<ul style="list-style-type: none"> •Discuss the importance of teamwork •Read, spell, and write words with consonant + le syllables •Summarize a text •Identify the main idea and key details in a text •Write an informative text with evidence from two sources

<p>Unit 15: Money Matters</p> <p>In this unit, the student will explore the importance of teamwork by reading expository texts. As the student reads, she will learn to summarize a text. She will also learn to identify the main idea and key details. Daily phonics and spelling instruction highlight words with consonant + le syllables, while grammar lessons focus on comparative adjectives. The student will also write an informative text with evidence from two sources.</p>	<ul style="list-style-type: none"> •RI.2.1 •RI.2.2, RI.2.3, RI.2.5, RI.2.7, RI.2.9, RI.2.10 •RF.2.3, RF.2.3.b, RF.2.3.c, RF.2.3.d, RF.2.3.f, RF.2.4.a, RF.2.4.b •W.2.2, W.2.5, W.2.7, W.2.8 •SL.2.1, SL.2.1.c, SL.2.2, SL.2.3, SL.2.4 •L.2.1, L.2.1.e, L.2.2, L.2.2.a, L.2.2.d, L.2.2.e, L.2.4, L.2.4.a, L.2.4.b, L.2.5, L.2.5.a 	<ul style="list-style-type: none"> •Discuss the importance of teamwork •Read, spell, and write words with consonant + le syllables •Summarize a text •Identify the main idea and key details in a text •Write an informative text with evidence from two sources
<p>Unit 16: The World of Ideas</p> <p>In this unit, the student read expository texts to explore how people use money. As the student reads, he will learn to identify the problem and solution of a text. Daily phonics and spelling instruction highlight words with vowel team syllables, while grammar lessons focus on identifying adverbs and prepositional phrases. The student will also revise, edit, and publish a research report.</p>	<ul style="list-style-type: none"> •RI.2.1, RI.2.4, RI.2.6, RI.2.10 •RF.2.3, RF.2.4.a, RF.2.4.b •W.2.2, W.2.3, W.2.5 •SL.2.1, SL.2.1.c, SL.2.2, SL.2.3, SL.2.4 •L.2.1, L.2.1.e, L.2.2, L.2.2.d, L.2.4, L.2.4.b, L.2.5, L.2.5.a 	<ul style="list-style-type: none"> •Discuss how people use money •Read, spell, and write words with vowel-team syllables •Summarize a text •Identify the problem and solution of a text •Revise, edit, and publish a research report