

Wyoming Department of Education Required Virtual Education Course Syllabus

Campbell County School District # 1

Program Name	Campbell County Virtual School	Content Area	LA
Course ID	LA2V	Grade Level	2
Course Name	Language Arts Orange Literature and Comprehension	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

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.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	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.2.9	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 who, what, where, when, why, and how 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 grade 2 topic or subject area .
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.2.4.a	Read grade-level text with purpose and understanding.
RF.2.4.b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.
SL.2.1.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	Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.1.c	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 here for specific expectations.)
L.2.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.4.b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
L.2.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
L.2.4.d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
L.2.4.e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
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., When other kids are happy that makes me happy).

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Unit 1: Furry Friends 1: Course Introduction 2: Introduce "The Lion and the Fox" 3: Review "The Lion and the Fox" 4: Introduce "The Hound and the Hare" 5: Review "The Hound and the Hare"	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 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.2.9 RI.2.10 RF.2.4.a RF.2.4.c W.2.3 SL.2.1.a SL.2.1.b SL.2.1.c SL.2.2 SL.2.3 SL.2.4 SL.2.5 L.2.4.a L.2.4.e L.2.6	Unit 1: Furry Friends Students will: Increase oral reading skills. Increase fluency. Demonstrate automaticity. Demonstrate prosody. Review aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. Identify characters in a story. Make connections between text and self. Describe characters and their reactions to major events in the story. Generate plausible alternative endings to plot. Use text organizational features to locate and comprehend information (table of contents). Recount stories, including fables and folktales from diverse cultures. Define character. Read texts for literary experience. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

<p>Unit 2: Flying Friends</p> <p>1: Introduce "The Life of a Butterfly"</p> <p>2: Review "The Life of a Butterfly"</p> <p>3: Introduce "I See a Honeybee"</p> <p>4: Review "I See a Honeybee"</p> <p>5: Introduce Creepy-Crawly Poems</p>	<p>RI.2.1</p> <p>RI.2.5</p> <p>RI.2.6</p> <p>RI.2.10</p> <p>RF.2.4.b</p>	<p>Unit 2: Flying Friends</p> <p>Students will:</p> <p>Make connections between text and self.</p> <p>Write a poem.</p> <p>Use text organizational features to locate and comprehend information.</p> <p>Identify rhyming words.</p> <p>Identify characteristics of different genres.</p> <p>Define rhyme.</p> <p>Answer evaluative questions.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Read texts for literary experience.</p> <p>Define poem.</p> <p>Answer questions requiring literal recall of details.</p> <p>Define poetry as a genre.</p> <p>Define speaker.</p> <p>Connect text to prior knowledge.</p> <p>Differentiate among literary genres.</p> <p>Set a purpose for reading.</p>
<p>Unit 3: You Need To Make A Choice</p> <p>The Stories Julian Tells</p> <p>Nate the Great</p> <p>Ira Sleeps Over</p> <p>The Mysteries of Harris Burdick</p> <p>The Pain and the Great One</p> <p>Dolphins!</p> <p>Gorillas: Gentle Giants of the Forest</p> <p>The Bravest Dog Ever: The True Story of Balto</p> <p>George the Drummer Boy</p> <p>The Long Way to a New Land</p> <p>Wagon Wheels</p> <p>Sam, Bangs & Moonshine</p> <p>Tye May and the Magic Brush</p> <p>Crow Boy</p> <p>Robin Hood</p> <p>Knights of the Round Table</p>	<p>RF.2.3</p> <p>RF.2.4</p> <p>RF.2.4.a</p> <p>RF.2.4.b</p> <p>RF.2.4.c</p> <p>RL.2.1</p> <p>RL.2.2</p> <p>RL.2.3</p> <p>RL.2.5</p> <p>RL.2.7</p> <p>RL.2.10</p>	<p>Unit 3: You Need To Make A Choice</p> <p>Students will:</p> <p>Ask and answer questions about the stories.</p> <p>Retell stories read/listened to.</p> <p>Demonstrate comprehension of text.</p> <p>Describe a character using evidence from the text.</p> <p>Describe how characters respond to events in the story.</p> <p>Draw conclusions using evidence from the text.</p> <p>Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p>Unit 4: Poetry</p> <p>1: Introduce Feelings Poems</p> <p>2: Introduce More Feelings Poems</p> <p>3: Your Choice</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.2.9</p> <p>RL.2.10</p> <p>RI.2.1</p> <p>RI.2.2</p> <p>RI.2.3</p> <p>RI.2.4</p> <p>RI.2.5</p> <p>RI.2.6</p> <p>RI.2.7</p> <p>RI.2.8</p> <p>RI.2.9</p> <p>RI.2.10</p> <p>RF.2.4.a</p> <p>RF.2.4.c</p> <p>W.2.3</p> <p>SL.2.1.a</p> <p>SL.2.1.b</p> <p>SL.2.1.c</p> <p>SL.2.2</p> <p>SL.2.3</p> <p>SL.2.4</p> <p>SL.2.5</p> <p>L.2.4.a</p> <p>L.2.4.e</p> <p>L.2.6</p>	<p>Unit 4: Poetry</p> <p>Students will:</p> <p>Identify characteristics of different genres.</p> <p>Make inferences from text.</p> <p>Connect text to prior knowledge.</p> <p>Read texts for literary experience.</p> <p>Make connections between text and self.</p> <p>Use text organizational features to locate and comprehend information (table of contents, index).</p> <p>Define first-person point of view.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Read and respond to works from various genres.</p> <p>Answer questions requiring literal recall of details.</p> <p>Identify the author's purpose.</p>

<p>Unit 5: Classic Stories</p> <p>1: Introduce "The Fox and the Grapes"</p> <p>2: Review "The Fox and the Grapes"</p> <p>3: Introduce "The Goose and the Golden Eggs"</p> <p>4: Review "The Goose and the Golden Eggs"</p> <p>5: Introduce "The Pied Piper of Hamelin" (A)</p> <p>6: Introduce "The Pied Piper of Hamelin" (B)</p> <p>7: Review "The Pied Piper of Hamelin"</p> <p>8: Introduce "The Bremen Town Musicians" (A)</p> <p>9: Introduce "The Bremen Town Musicians" (B)</p> <p>10: Review "The Bremen Town Musicians"</p> <p>11: Your Choice</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.2.9</p> <p>RL.2.10</p> <p>RI.2.1</p> <p>RI.2.2</p> <p>RI.2.3</p> <p>RI.2.4</p> <p>RI.2.5</p> <p>RI.2.6</p> <p>RI.2.7</p> <p>RI.2.8</p> <p>RI.2.9</p> <p>RI.2.10</p> <p>RF.2.4.a</p> <p>RF.2.4.b</p> <p>RF.2.4.c</p> <p>W.2.3</p> <p>SL.2.1.a</p> <p>SL.2.1.b</p> <p>SL.2.1.c</p> <p>SL.2.2</p> <p>SL.2.3</p> <p>SL.2.4</p> <p>SL.2.5</p> <p>L.2.4.a</p> <p>L.2.4.e</p> <p>L.2.6</p>	<p>Unit 5: Classic Stories</p> <p>Students will:</p> <p>Make connections between text and self.</p> <p>Identify characteristics of different genres.</p> <p>Identify the moral or lesson of a text.</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Identify the author's purpose.</p> <p>Identify genre.</p> <p>Identify cause-and-effect relationships in text either stated or inferred.</p> <p>Identify a lesson learned based on a character's actions.</p> <p>Define cause and effect.</p>
<p>Unit 6 A Weed is a Flower</p> <p>1: Introduce A Weed is a Flower</p> <p>2: Explore A Weed is a Flower</p> <p>3: Review A Weed is a Flower</p> <p>4: Your Choice</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.2.9</p> <p>RL.2.10</p> <p>RI.2.1</p> <p>RI.2.2</p> <p>RI.2.3</p> <p>RI.2.4</p> <p>RI.2.5</p> <p>RI.2.6</p> <p>RI.2.7</p> <p>RI.2.8</p> <p>RI.2.9</p> <p>RI.2.10</p> <p>RF.2.4.a</p> <p>RF.2.4.b</p> <p>RF.2.4.c</p> <p>W.2.3</p> <p>SL.2.1.a</p> <p>SL.2.1.b</p> <p>SL.2.1.c</p> <p>SL.2.2</p> <p>SL.2.3</p> <p>SL.2.4</p> <p>SL.2.5</p> <p>L.2.4.a</p> <p>L.2.4.e</p> <p>L.2.6</p>	<p>Unit 6: A Weed is a Flower</p> <p>Students will:</p> <p>Identify main idea.</p> <p>Speak clearly and at an appropriate pace for the type of communication.</p> <p>Identify supporting details.</p> <p>Restate facts and supporting details of informational text in sequential order.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Define summary.</p> <p>Read a variety of texts for information and pleasure.</p> <p>Summarize the plot of a story.</p> <p>Summarize text and maintain accurate sequence.</p> <p>Use context clues to determine word meanings.</p> <p>Distinguish the main idea from the topic.</p> <p>Generate questions during reading.</p> <p>Increase concept and content vocabulary.</p> <p>Identify the main idea.</p> <p>Answer questions requiring literal recall of details.</p> <p>Apply information read to answer questions.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Demonstrate prosody.</p> <p>Demonstrate automaticity.</p>

<p>Unit 7: Winds and Wings</p> <p>1: Introduce "Bee! I'm Expecting You!"</p> <p>2: Introduce "Something Told the Wild Geese"</p> <p>3: Introduce "Who has Seen the Wind?"</p> <p>4: Introduce "Windy Nights"</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.2.9</p> <p>RL.2.10</p> <p>RI.2.1</p> <p>RI.2.2</p> <p>RI.2.3</p> <p>RI.2.4</p> <p>RI.2.5</p> <p>RI.2.6</p> <p>RI.2.7</p> <p>RI.2.8</p> <p>RI.2.9</p> <p>RI.2.10</p> <p>RF.2.4.a</p> <p>RF.2.4.b</p> <p>RF.2.4.c</p> <p>W.2.3</p> <p>SL.2.1.a</p> <p>SL.2.1.b</p> <p>SL.2.1.c</p> <p>SL.2.2</p> <p>SL.2.3</p> <p>SL.2.4</p> <p>SL.2.5</p> <p>L.2.4.a</p> <p>L.2.4.e</p> <p>L.2.6</p>	<p>Unit 7: Winds and Wings</p> <p>Students will:</p> <p>Build background knowledge.</p> <p>Identify the use of repetition in poetry.</p> <p>Compare and contrast literary elements in two or more literary selections.</p> <p>Read texts for literary experience.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Define personification.</p> <p>Answer questions requiring literal recall of details.</p> <p>Make inferences using evidence from the text.</p> <p>Identify rhyme in a literary selection.</p> <p>Use text organizational features to locate and comprehend information (table of contents).</p> <p>Make connections between texts.</p> <p>Define stanza.</p> <p>Identify stanzas in poetry.</p> <p>Identify personification.</p> <p>Connect text to prior knowledge.</p>
<p>Unit 8: Rome (A)</p> <p>1: Introduce "Living with Latin"</p> <p>2: Review "Living with Latin"</p> <p>3: Introduce "Gods and Spirits of Ancient Rome"</p> <p>4: Review "Gods and Spirits of Ancient Rome"</p> <p>5: Introduce "Clytie"</p> <p>6: Review "Clytie"</p> <p>7: Introduce "Pandora's Box"</p> <p>8: Explore "Pandora's Box"</p> <p>9: Review "Pandora's Box"</p> <p>10: Introduce "Echo"</p> <p>11: Review "Echo"</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.2.9</p> <p>RL.2.10</p> <p>RI.2.1</p> <p>RI.2.2</p> <p>RI.2.3</p> <p>RI.2.4</p> <p>RI.2.5</p> <p>RI.2.6</p> <p>RI.2.7</p> <p>RI.2.8</p> <p>RI.2.9</p> <p>RI.2.10</p> <p>RF.2.4.a</p> <p>RF.2.4.b</p> <p>RF.2.4.c</p> <p>W.2.3</p> <p>SL.2.1.a</p> <p>SL.2.1.b</p> <p>SL.2.1.c</p> <p>SL.2.2</p> <p>SL.2.3</p> <p>SL.2.4</p> <p>SL.2.5</p> <p>L.2.4.a</p> <p>L.2.4.e</p> <p>L.2.6</p>	<p>Unit 8: Rome (A)</p> <p>Students will:</p> <p>Make connections between texts.</p> <p>Compare and contrast literary elements in two or more literary selections.</p> <p>Make connections between text and self.</p> <p>Compare and contrast characters from different stories.</p> <p>Support inferences with evidence from text and prior knowledge.</p> <p>Answer evaluative questions.</p> <p>Define inferences.</p> <p>Make inferences about characters using evidence from the text.</p> <p>Support inferences with evidence from prior knowledge</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Make connections between text and the world.</p> <p>Demonstrate prosody.</p> <p>Demonstrate automaticity.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Increase oral reading skills.</p> <p>Increase fluency.</p>

<p>Unit 9: Rome (B)</p> <p>1: Introduce "A Day in Ancient Rome" (A)</p> <p>2: Introduce "A Day in Ancient Rome" (B)</p> <p>3: Introduce "Androcles and the Lion"</p> <p>4: Explore "Androcles and the Lion"</p> <p>5: Review "Androcles and the Lion"</p> <p>6: Introduce "Pliny Saw It All" (A)</p> <p>7: Introduce "Pliny Saw It All" (B)</p> <p>8: Introduce Volcanoes! (A)</p> <p>9: Introduce Volcanoes! (B)</p> <p>10: Introduce Volcanoes! (C)</p> <p>11: Review Volcanoes!</p> <p>12: Your Choice</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.2.9</p> <p>RL.2.10</p> <p>RI.2.1</p> <p>RI.2.2</p> <p>RI.2.3</p> <p>RI.2.4</p> <p>RI.2.5</p> <p>RI.2.6</p> <p>RI.2.7</p> <p>RI.2.8</p> <p>RI.2.9</p> <p>RI.2.10</p> <p>RF.2.4.a</p> <p>RF.2.4.b</p> <p>RF.2.4.c</p> <p>W.2.3</p> <p>SL.2.1.a</p> <p>SL.2.1.b</p> <p>SL.2.1.c</p> <p>SL.2.2</p> <p>SL.2.3</p> <p>SL.2.4</p> <p>SL.2.5</p> <p>L.2.4.a</p> <p>L.2.4.e</p> <p>L.2.6</p>	<p>Unit 9: Rome (B)</p> <p>Students will:</p> <p>Make connections between text and the world.</p> <p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</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>Make connections between text and self.</p>
<p>Unit 10: Peter Pan</p> <p>1: Introduce Peter Pan (A)</p> <p>2: Introduce Peter Pan (B)</p> <p>3: Introduce Peter Pan (C)</p> <p>4: Introduce Peter Pan (D)</p> <p>5: Review Peter Pan</p> <p>6: Your Choice</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.2.9</p> <p>RL.2.10</p> <p>RI.2.1</p> <p>RI.2.2</p> <p>RI.2.3</p> <p>RI.2.4</p> <p>RI.2.5</p> <p>RI.2.6</p> <p>RI.2.7</p> <p>RI.2.8</p> <p>RI.2.9</p> <p>RI.2.10</p> <p>RF.2.4.a</p> <p>RF.2.4.b</p> <p>RF.2.4.c</p> <p>W.2.3</p> <p>SL.2.1.a</p> <p>SL.2.1.b</p> <p>SL.2.1.c</p> <p>SL.2.2</p> <p>SL.2.3</p> <p>SL.2.4</p> <p>SL.2.5</p> <p>L.2.4.a</p> <p>L.2.4.e</p> <p>L.2.6</p>	<p>Unit 10: Peter Pan</p> <p>Students will:</p> <p>Answer who, what, where, when, why, and how questions.</p> <p>Identify characters.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Identify setting.</p> <p>Use text to make a prediction.</p> <p>Increase concept and content vocabulary.</p> <p>Use chapter titles to make predictions and comprehend text.</p> <p>Define theme.</p> <p>Identify choices that a character makes and their consequences.</p> <p>Summarize the plot of a story.</p> <p>Determine the theme, moral, or lesson of a work of literature.</p> <p>Answer questions requiring literal recall of details.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Demonstrate prosody.</p> <p>Demonstrate automaticity.</p> <p>Increase fluency.</p> <p>Increase oral reading skills.</p>

<p>Unit 11: The Jackals and the Lion</p> <p>1: Introduce "The Jackals and the Lion"</p> <p>2: Review "The Jackals and the Lion"</p> <p>3: Your Choice</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.2.9</p> <p>RL.2.10</p> <p>RI.2.1</p> <p>RI.2.2</p> <p>RI.2.3</p> <p>RI.2.4</p> <p>RI.2.5</p> <p>RI.2.6</p> <p>RI.2.7</p> <p>RI.2.8</p> <p>RI.2.9</p> <p>RI.2.10</p> <p>RF.2.4.a</p> <p>RF.2.4.b</p> <p>RF.2.4.c</p> <p>W.2.3</p> <p>SL.2.1.a</p> <p>SL.2.1.b</p> <p>SL.2.1.c</p> <p>SL.2.2</p> <p>SL.2.3</p> <p>SL.2.4</p> <p>SL.2.5</p> <p>L.2.4.a</p> <p>L.2.4.e</p> <p>L.2.6</p>	<p>Unit 11: The Jackals and the Lion</p> <p>Students will:</p> <p>Read aloud grade-level text with appropriate expression, accuracy, and rate.</p> <p>Identify the moral or lesson of a 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>Use text organizational features to locate and comprehend information (table of contents).</p> <p>Compare and contrast characters from different stories.</p> <p>Identify the problem a character faces.</p> <p>Define moral.</p> <p>Retell a story naming plot, setting, character(s), problem, and solution.</p> <p>Describe characters and their traits.</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Read on-level text with purpose and understanding</p> <p>Identify the solution to a problem a character faces.</p> <p>Acknowledge differences among characters, including the use of a different voice for each character when reading dialogue aloud</p> <p>Define fable.</p> <p>Compare and contrast literary elements in two or more literary selections.</p> <p>Identify a lesson learned based on a character's actions.</p>
<p>Unit 12: Clara and the Bookwagon</p> <p>1: Introduce Clara and the Bookwagon</p> <p>2: Explore Clara and the Bookwagon, Chapter 2</p> <p>3: Explore Clara and the Bookwagon, Chapters 3 and 4</p> <p>4: Review Clara and the Bookwagon</p> <p>5: Your Choice</p>	<p>RL.2.1</p> <p>RL.2.4</p> <p>RL.2.6</p> <p>RL.2.9</p> <p>RI.2.1</p> <p>RI.2.4</p> <p>RI.2.6</p> <p>RI.2.8</p> <p>RI.2.10</p> <p>RF.2.4.b</p> <p>W.2.3</p> <p>SL.2.1.b</p> <p>SL.2.2</p> <p>SL.2.5</p> <p>L.2.4.e</p> <p>RL.2.2</p> <p>RL.2.3</p> <p>RL.2.5</p> <p>RL.2.7</p> <p>RL.2.10</p> <p>RI.2.2</p> <p>RI.2.5</p> <p>RI.2.7</p> <p>RI.2.9</p> <p>RF.2.4.a</p> <p>RF.2.4.c</p> <p>SL.2.1.a</p> <p>SL.2.1.c</p> <p>SL.2.3</p> <p>SL.2.4</p> <p>L.2.4.a</p> <p>L.2.6</p>	<p>Unit 12: Clara and the Bookwagon</p> <p>Students will:</p> <p>Compare and contrast different versions of the same story.</p> <p>Make inferences using text and prior knowledge.</p> <p>Define summarize.</p> <p>Define summary.</p> <p>Use a graphic organizer to organize information.</p> <p>Summarize text and maintain accurate sequence.</p> <p>Make connections between text and self.</p> <p>Evaluate texts.</p>

<p>Unit 13: Lessons to Learn</p> <p>1: Introduce "The Ugly Duckling"</p> <p>2: Explore "The Ugly Duckling"</p> <p>3: Review "The Ugly Duckling"</p> <p>4: Introduce "The Grasshopper and the Ant"</p> <p>5: Explore "The Grasshopper and the Ant"</p> <p>6: Review "The Grasshopper and the Ant"</p> <p>7: Introduce "The Three Wishes"</p> <p>8: Explore "The Three Wishes"</p> <p>9: Review "The Three Wishes"</p> <p>10: Your Choice</p>	<p>RI.2.1</p> <p>RI.2.2</p> <p>RI.2.3</p> <p>RI.2.4</p> <p>RI.2.5</p> <p>RI.2.6</p> <p>RI.2.7</p> <p>RI.2.9</p> <p>RI.2.10</p> <p>RI.2.1</p> <p>RI.2.2</p> <p>RI.2.3</p> <p>RI.2.4</p> <p>RI.2.5</p> <p>RI.2.6</p> <p>RI.2.7</p> <p>RI.2.8</p> <p>RI.2.9</p> <p>RI.2.10</p> <p>RF.2.4.a</p> <p>RF.2.4.b</p> <p>RF.2.4.c</p> <p>W.2.3</p> <p>SL.2.1.a</p> <p>SL.2.1.b</p> <p>SL.2.1.c</p> <p>SL.2.2</p> <p>SL.2.3</p> <p>SL.2.4</p> <p>SL.2.5</p> <p>L.2.4.a</p> <p>L.2.4.e</p> <p>L.2.6</p>	<p>Unit 13: Lessons to Learn</p> <p>Students will:</p> <p>Compare and contrast plot, setting, and characters of texts from different authors.</p> <p>Make connections between text and self.</p> <p>Evaluate texts.</p> <p>Summarize the plot of a story.</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Increase concept and content vocabulary.</p> <p>Identify the moral or lesson of a text.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Demonstrate automaticity.</p> <p>Demonstrate prosody.</p> <p>Increase oral reading skills.</p> <p>Increase fluency.</p>
<p>Unit 14: Semester Checkpoint</p> <p>1: Semester Checkpoint</p>	<p>RI.2.1</p> <p>RI.2.2</p> <p>RI.2.3</p> <p>RI.2.4</p> <p>RI.2.5</p> <p>RI.2.6</p> <p>RI.2.7</p> <p>RI.2.9</p> <p>RI.2.10</p> <p>RI.2.1</p> <p>RI.2.2</p> <p>RI.2.3</p> <p>RI.2.4</p> <p>RI.2.5</p> <p>RI.2.6</p> <p>RI.2.7</p> <p>RI.2.8</p> <p>RI.2.9</p> <p>RI.2.10</p> <p>RF.2.4.a</p> <p>RF.2.4.b</p> <p>RF.2.4.c</p> <p>W.2.3</p> <p>SL.2.1.a</p> <p>SL.2.1.b</p> <p>SL.2.1.c</p> <p>SL.2.2</p> <p>SL.2.3</p> <p>SL.2.4</p> <p>SL.2.5</p> <p>L.2.4.a</p> <p>L.2.4.e</p> <p>L.2.6</p>	<p>Unit 14: Semester Checkpoint</p> <p>Students will:</p> <p>Identify setting.</p> <p>Distinguish between fact and opinion.</p> <p>Distinguish between fiction and nonfiction.</p> <p>Identify the main idea and supporting details in a text.</p> <p>Use title of the selection to make a prediction.</p> <p>Identify choices that a character makes and their consequences.</p> <p>Answer questions requiring literal recall of details.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Answer inferential questions.</p> <p>Identify the use of repetition in poetry.</p> <p>Identify the author's use of imagery.</p> <p>Create and use graphic organizers, diagrams, charts, Venn diagrams, and time lines to demonstrate and support comprehension</p> <p>Identify the use of rhythm, rhyme, repetition, and/or alliteration in poetry.</p> <p>Make inferences using text and prior knowledge.</p> <p>Identify the moral or lesson of a text.</p> <p>Identify genre.</p> <p>Identify characteristics of different genres.</p> <p>Summarize text and maintain accurate sequence.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Increase oral reading skills.</p> <p>Increase fluency.</p> <p>Demonstrate prosody.</p> <p>Demonstrate automaticity.</p>

<p>Unit 15: Revolution</p> <p>1: Introduce "Independence Day"</p> <p>2: Review "Independence Day"</p> <p>3: Introduce Sam the Minuteman</p> <p>4: Explore Sam the Minuteman (A)</p> <p>5: Explore Sam the Minuteman (B)</p> <p>6: Review Sam the Minuteman</p> <p>7: Your Choice</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.2.9</p> <p>RL.2.10</p> <p>RI.2.1</p> <p>RI.2.2</p> <p>RI.2.3</p> <p>RI.2.4</p> <p>RI.2.5</p> <p>RI.2.6</p> <p>RI.2.7</p> <p>RI.2.8</p> <p>RI.2.9</p> <p>RI.2.10</p> <p>RF.2.4.a</p> <p>RF.2.4.b</p> <p>RF.2.4.c</p> <p>W.2.3</p> <p>SL.2.1.a</p> <p>SL.2.1.b</p> <p>SL.2.1.c</p> <p>SL.2.2</p> <p>SL.2.3</p> <p>SL.2.4</p> <p>SL.2.5</p> <p>L.2.4.a</p> <p>L.2.4.e</p> <p>L.2.6</p>	<p>Unit 15: Revolution</p> <p>Students will:</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Demonstrate prosody.</p> <p>Demonstrate automaticity.</p> <p>Compare and contrast the most important points presented by two texts on the same topic.</p> <p>Define conflict.</p> <p>Define resolution.</p> <p>Evaluate text.</p> <p>Summarize the plot of a story.</p> <p>Increase concept and content vocabulary.</p> <p>Compare and contrast different versions of the same story.</p> <p>Identify conflict and resolution.</p>
<p>Unit 16: Quilting Stories</p> <p>1: Introduce The Josefina Story Quilt</p> <p>2: Explore The Josefina Story Quilt (A)</p> <p>3: Explore The Josefina Story Quilt (B)</p> <p>4: Review The Josefina Story Quilt</p> <p>5: Introduce "Pioneer Patchwork"</p> <p>6: Review "Pioneer Patchwork"</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.2.9</p> <p>RL.2.10</p> <p>RI.2.1</p> <p>RI.2.2</p> <p>RI.2.3</p> <p>RI.2.4</p> <p>RI.2.5</p> <p>RI.2.6</p> <p>RI.2.7</p> <p>RI.2.8</p> <p>RI.2.9</p> <p>RI.2.10</p> <p>RF.2.4.a</p> <p>RF.2.4.b</p> <p>RF.2.4.c</p> <p>W.2.3</p> <p>SL.2.1.a</p> <p>SL.2.1.b</p> <p>SL.2.1.c</p> <p>SL.2.2</p> <p>SL.2.3</p> <p>SL.2.4</p> <p>SL.2.5</p> <p>L.2.4.a</p> <p>L.2.4.e</p> <p>L.2.6</p>	<p>Unit 16: Quilting Stories</p> <p>Students will:</p> <p>Read text to perform a specific task.</p> <p>Make connections between text and oneself.</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>Summarize text and maintain accurate sequence.</p> <p>Increase concept and content vocabulary.</p> <p>Identify organizational structures of text.</p> <p>Analyze directions for proper sequencing.</p>

<p>Unit 17: Pet Poems</p> <p>1: Introduce Pet Poems</p> <p>2: Introduce More Pet Poems</p> <p>3: Your Choice</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.2.9</p> <p>RL.2.10</p> <p>RI.2.1</p> <p>RI.2.2</p> <p>RI.2.3</p> <p>RI.2.4</p> <p>RI.2.5</p> <p>RI.2.6</p> <p>RI.2.7</p> <p>RI.2.8</p> <p>RI.2.9</p> <p>RI.2.10</p> <p>RF.2.4.a</p> <p>RF.2.4.b</p> <p>RF.2.4.c</p> <p>W.2.3</p> <p>SL.2.1.a</p> <p>SL.2.1.b</p> <p>SL.2.1.c</p> <p>SL.2.2</p> <p>SL.2.3</p> <p>SL.2.4</p> <p>SL.2.5</p> <p>L.2.4.a</p> <p>L.2.4.e</p> <p>L.2.6</p>	<p>Unit 17: Pet Poems</p> <p>Students will:</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>Use title of the selection to make a prediction.</p> <p>Read texts for literary experience.</p> <p>Use text features to comprehend text meaning. (bold, italic, headers).</p> <p>Make inferences using text and prior knowledge.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p> <p>Evaluate reading strategies.</p> <p>Define poem.</p> <p>Define rhythm.</p> <p>Define speaker.</p> <p>Identify the use of rhythm in poetry.</p> <p>Define rhyme.</p> <p>Read prose and poetry aloud.</p> <p>Identify rhyme in a literary selection.</p> <p>Determine reading rate.</p> <p>Answer questions requiring literal recall of details.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Make connections between text and oneself.</p> <p>Use descriptive phrases.</p>
<p>Unit 18: The Foolish Goose</p> <p>1: Introduce "The Foolish Goose"</p> <p>2: Explore "The Foolish Goose"</p> <p>3: Review "The Foolish Goose"</p> <p>4: Your Choice</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.2.9</p> <p>RL.2.10</p> <p>RI.2.1</p> <p>RI.2.2</p> <p>RI.2.3</p> <p>RI.2.4</p> <p>RI.2.5</p> <p>RI.2.6</p> <p>RI.2.7</p> <p>RI.2.8</p> <p>RI.2.9</p> <p>RI.2.10</p> <p>RF.2.4.a</p> <p>RF.2.4.b</p> <p>RF.2.4.c</p> <p>W.2.3</p> <p>SL.2.1.a</p> <p>SL.2.1.b</p> <p>SL.2.1.c</p> <p>SL.2.2</p> <p>SL.2.3</p> <p>SL.2.4</p> <p>SL.2.5</p> <p>L.2.4.a</p> <p>L.2.4.e</p> <p>L.2.6</p>	<p>Unit 18: The Foolish Goose</p> <p>Students will:</p> <p>Demonstrate automaticity.</p> <p>Demonstrate prosody.</p> <p>Make connections between text and the world.</p> <p>Make connections between text and oneself.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Summarize the plot of a story.</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>Read aloud grade-level text with appropriate expression, accuracy, and rate.</p>

<p>Unit 19: Poetry</p> <p>1: Introduce Poems About the Natural World</p> <p>2: Explore Poems About the Natural World</p>	<p>RL.2.1 RL.2.2 RL.2.3</p> <p>RL.2.4 RL.2.5</p> <p>RL.2.6 RL.2.7</p> <p>RL.2.9 RL.2.10</p> <p>RI.2.1 RI.2.2 RI.2.3</p> <p>RI.2.4 RI.2.5</p> <p>RI.2.6 RI.2.7</p> <p>RI.2.8 RI.2.9</p> <p>RI.2.10 RF.2.4.a</p> <p>RF.2.4.b RF.2.4.c</p> <p>W.2.3 SL.2.1.a</p> <p>SL.2.1.b SL.2.1.c</p> <p>SL.2.2 SL.2.3 SL.2.4</p> <p>SL.2.5 L.2.4.a</p> <p>L.2.4.e L.2.6</p>	<p>Unit 19: Poetry</p> <p>Students will:</p> <p>Define alliteration.</p> <p>Identify rhyme scheme.</p> <p>Evaluate text.</p> <p>Identify the use of alliteration in poetry.</p> <p>Read texts for literary experience.</p> <p>Identify first-person point of view.</p> <p>Describe the effect that point of view has on literature.</p> <p>Compare and contrast literary elements in two or more literary selections.</p> <p>Identify author's use of imagery.</p> <p>Make connections between text and the world.</p>
<p>Unit 20: You Need To Make A Choice</p> <p>The Stories Julian Tells</p> <p>Nate the Great</p> <p>Ira Sleeps Over</p> <p>The Mysteries of Harris Burdick</p> <p>The Pain and the Great One</p> <p>Dolphins!</p> <p>Gorillas: Gentle Giants of the Forest</p> <p>The Bravest Dog Ever: The True Story of Balto</p> <p>George the Drummer Boy</p> <p>The Long Way to a New Land</p> <p>Wagon Wheels</p> <p>Sam, Bangs & Moonshine</p> <p>Tye May and the Magic Brush</p> <p>Crow Boy</p> <p>Robin Hood</p> <p>Knights of the Round Table</p>	<p>RF.2.3</p> <p>RF.2.4</p> <p>RF.2.4.a</p> <p>RF.2.4.b</p> <p>RF.2.4.c</p> <p>RL.2.1</p> <p>RL.2.2</p> <p>RL.2.3</p> <p>RL.2.5</p> <p>RL.2.7</p> <p>RL.2.10</p>	<p>Unit 20: You Need To Make A Choice</p> <p>Students will:</p> <p>Ask and answer questions about the stories.</p> <p>Retell stories read/listened to.</p> <p>Demonstrate comprehension of text.</p> <p>Describe a character using evidence from the text.</p> <p>Describe how characters respond to events in the story.</p> <p>Draw conclusions using evidence from the text.</p> <p>Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics and word analysis skills in decoding words.</p>

<p>Unit 21: Cam Jansen</p> <p>1: Introduce Cam Jansen:</p> <p>2: Explore Cam Jansen:</p> <p>3: Explore Cam Jansen: The Mystery of the Stolen Diamond</p> <p>4: Review Cam Jansen: The Mystery of the Stolen Diamond</p> <p>5: Your Choice</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.2.9</p> <p>RL.2.10</p> <p>RI.2.1</p> <p>RI.2.2</p> <p>RI.2.3</p> <p>RI.2.4</p> <p>RI.2.5</p> <p>RI.2.6</p> <p>RI.2.7</p> <p>RI.2.8</p> <p>RI.2.9</p> <p>RI.2.10</p> <p>RF.2.4.a</p> <p>RF.2.4.b</p> <p>RF.2.4.c</p> <p>W.2.3</p> <p>SL.2.1.a</p> <p>SL.2.1.b</p> <p>SL.2.1.c</p> <p>SL.2.2</p> <p>SL.2.3</p> <p>SL.2.4</p> <p>SL.2.5</p> <p>L.2.4.a</p> <p>L.2.4.e</p> <p>L.2.6</p>	<p>Unit 21: Cam Jansen</p> <p>Students will:</p> <p>Write a narrative with a beginning, middle, and end.</p> <p>Identify the impact of alternative endings to a plot</p> <p>Describe characters and their reactions to major events in the story.</p> <p>Identify the reasons for alternative endings to a plot</p> <p>Draw conclusions about characters using evidence from the text.</p> <p>Summarize the plot of a story.</p> <p>Increase concept and content vocabulary.</p> <p>Evaluate text.</p>
<p>Unit 22: Bears</p> <p>1: Introduce "Bears in Danger"</p> <p>2: Review "Bears in Danger"</p> <p>3: Introduce The Bears on Hemlock Mountain</p> <p>4: Explore The Bears on Hemlock Mountain (A)</p> <p>5: Explore The Bears on Hemlock Mountain (B)</p> <p>6: Review The Bears on Hemlock Mountain</p> <p>7: Introduce "Animals in Winter"</p> <p>8: Review "Animals in Winter"</p> <p>9: Your Choice</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.2.9</p> <p>RL.2.10</p> <p>RI.2.1</p> <p>RI.2.2</p> <p>RI.2.3</p> <p>RI.2.4</p> <p>RI.2.5</p> <p>RI.2.6</p> <p>RI.2.7</p> <p>RI.2.8</p> <p>RI.2.9</p> <p>RI.2.10</p> <p>RF.2.4.a</p> <p>RF.2.4.b</p> <p>RF.2.4.c</p> <p>W.2.3</p> <p>SL.2.1.a</p> <p>SL.2.1.b</p> <p>SL.2.1.c</p> <p>SL.2.2</p> <p>SL.2.3</p> <p>SL.2.4</p> <p>SL.2.5</p> <p>L.2.4.a</p> <p>L.2.4.e</p> <p>L.2.6</p>	<p>Unit 22: Bears</p> <p>Students will:</p> <p>Use descriptive phrases.</p> <p>Make connections between text and oneself.</p> <p>Write a poem.</p> <p>Evaluate 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>Identify facts in informational text.</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>Unit 23: Clever Animals</p> <p>1: Introduce "Puss in Boots"</p> <p>2: Explore "Puss in Boots"</p> <p>3: Review "Puss in Boots"</p> <p>4: Introduce "Tug-of-War"</p> <p>5: Explore "Tug-of-War"</p> <p>6: Review "Tug-of-War"</p> <p>7: Introduce "Each Animal in Its Place"</p> <p>8: Review "Each Animal in Its Place"</p> <p>9: Your Choice</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.2.9</p> <p>RL.2.10</p> <p>RI.2.1</p> <p>RI.2.2</p> <p>RI.2.3</p> <p>RI.2.4</p> <p>RI.2.5</p> <p>RI.2.6</p> <p>RI.2.7</p> <p>RI.2.8</p> <p>RI.2.9</p> <p>RI.2.10</p> <p>RF.2.4.a</p> <p>RF.2.4.b</p> <p>RF.2.4.c</p> <p>W.2.3</p> <p>SL.2.1.a</p> <p>SL.2.1.b</p> <p>SL.2.1.c</p> <p>SL.2.2</p> <p>SL.2.3</p> <p>SL.2.4</p> <p>SL.2.5</p> <p>L.2.4.a</p> <p>L.2.4.e</p> <p>L.2.6</p>	<p>Unit 23: Clever Animals</p> <p>Students will:</p> <p>Restate facts and supporting details of informational text in sequential order.</p> <p>Define main idea.</p> <p>Identify the main idea and supporting details in a text.</p> <p>Increase concept and content vocabulary.</p> <p>State the topic directly.</p> <p>Define supporting details.</p> <p>Use a graphic organizer to organize information.</p> <p>Make connections between text and the world.</p>
<p>Unit 24: More Lessons to Learn</p> <p>1: Introduce "The Fisherman and His Wife"</p> <p>2: Explore "The Fisherman and His Wife"</p> <p>3: Review "The Fisherman and His Wife"</p> <p>4: Introduce "The Warrior and the Baby"</p> <p>5: Explore "The Warrior and the Baby"</p> <p>6: Review "The Warrior and the Baby"</p> <p>7: Your Choice</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.2.9</p> <p>RL.2.10</p> <p>RI.2.1</p> <p>RI.2.2</p> <p>RI.2.3</p> <p>RI.2.4</p> <p>RI.2.5</p> <p>RI.2.6</p> <p>RI.2.7</p> <p>RI.2.8</p> <p>RI.2.9</p> <p>RI.2.10</p> <p>RF.2.4.a</p> <p>RF.2.4.b</p> <p>RF.2.4.c</p> <p>W.2.3</p> <p>SL.2.1.a</p> <p>SL.2.1.b</p> <p>SL.2.1.c</p> <p>SL.2.2</p> <p>SL.2.3</p> <p>SL.2.4</p> <p>SL.2.5</p> <p>L.2.4.a</p> <p>L.2.4.e</p> <p>L.2.6</p>	<p>Unit 24: More Lessons to Learn</p> <p>Students will:</p> <p>Summarize the plot of a story.</p> <p>Compare texts from different cultures and time periods.</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>Identify the moral or lesson of a text.</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Evaluate text.</p> <p>Make connections between text and oneself.</p>

<p>Unit 25: More Poetry</p> <p>1: Introduce Nighttime Poems</p> <p>2: Introduce "Bedtime" and "Sun for Breakfast"</p> <p>3: Introduce "Bed in Summer"</p> <p>4: Your Choice</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.2.9</p> <p>RL.2.10</p> <p>RI.2.1</p> <p>RI.2.2</p> <p>RI.2.3</p> <p>RI.2.4</p> <p>RI.2.5</p> <p>RI.2.6</p> <p>RI.2.7</p> <p>RI.2.8</p> <p>RI.2.9</p> <p>RI.2.10</p> <p>RF.2.4.a</p> <p>RF.2.4.b</p> <p>RF.2.4.c</p> <p>W.2.3</p> <p>SL.2.1.a</p> <p>SL.2.1.b</p> <p>SL.2.1.c</p> <p>SL.2.2</p> <p>SL.2.3</p> <p>SL.2.4</p> <p>SL.2.5</p> <p>L.2.4.a</p> <p>L.2.4.e</p> <p>L.2.6</p>	<p>Unit 25: More Poetry</p> <p>Students will:</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Use text to make a prediction.</p> <p>Identify author's use of imagery.</p> <p>Compare and contrast literary elements in two or more literary selections.</p> <p>Read texts for literary experience.</p> <p>Define rhyme scheme.</p> <p>Answer inferential questions.</p> <p>Read second grade level text with purpose and understanding.</p> <p>Identify rhyme scheme.</p> <p>Make connections between text and oneself.</p> <p>Compare and contrast the most important points presented by two texts on the same topic.</p> <p>Define rhyme.</p> <p>Connect text to prior knowledge.</p> <p>Make connections between texts.</p> <p>Evaluate text.</p> <p>Identify rhyme in a literary selection.</p> <p>Demonstrate automaticity.</p> <p>Demonstrate prosody.</p>
<p>Unit 26: What's in a Name</p> <p>1: Introduce "Rumpelstiltskin"</p> <p>2: Explore "Rumpelstiltskin"</p> <p>3: Review "Rumpelstiltskin"</p> <p>4: Introduce "The Hippopotamus and the Tortoise"</p> <p>5: Explore "The Hippopotamus and the Tortoise"</p> <p>6: Review "The Hippopotamus and the Tortoise"</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.2.9</p> <p>RL.2.10</p> <p>RI.2.1</p> <p>RI.2.2</p> <p>RI.2.3</p> <p>RI.2.4</p> <p>RI.2.5</p> <p>RI.2.6</p> <p>RI.2.7</p> <p>RI.2.8</p> <p>RI.2.9</p> <p>RI.2.10</p> <p>RF.2.4.a</p> <p>RF.2.4.b</p> <p>RF.2.4.c</p> <p>W.2.3</p> <p>SL.2.1.a</p> <p>SL.2.1.b</p> <p>SL.2.1.c</p> <p>SL.2.2</p> <p>SL.2.3</p> <p>SL.2.4</p> <p>SL.2.5</p> <p>L.2.4.a</p> <p>L.2.4.e L.2.6</p>	<p>Unit 26: What's in a Name</p> <p>Students will:</p> <p>Compare and contrast plot, setting, and characters of texts from different authors.</p> <p>Compare and contrast literary elements in two or more literary selections.</p> <p>Summarize the plot of a story.</p> <p>Evaluate text.</p> <p>Compare and contrast characters among texts</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Compare and contrast plot, setting, character(s) of texts from different cultures.</p>

<p>Unit 27: Weather Poems</p> <p>1: Introduce Weather Poems</p> <p>2: Introduce More Weather Poems</p> <p>3: Your Choice</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.2.9</p> <p>RL.2.10</p> <p>RI.2.1</p> <p>RI.2.2</p> <p>RI.2.3</p> <p>RI.2.4</p> <p>RI.2.5</p> <p>RI.2.6</p> <p>RI.2.7</p> <p>RI.2.8</p> <p>RI.2.9</p> <p>RI.2.10</p> <p>RF.2.4.a</p> <p>RF.2.4.b</p> <p>RF.2.4.c</p> <p>W.2.3</p> <p>SL.2.1.a</p> <p>SL.2.1.b</p> <p>SL.2.1.c</p> <p>SL.2.2</p> <p>SL.2.3</p> <p>SL.2.4</p> <p>SL.2.5</p> <p>L.2.4.a</p> <p>L.2.4.e</p> <p>L.2.6</p>	<p>Unit 27: Weather Poems</p> <p>Students will:</p> <p>Use personification.</p> <p>Write a simile.</p> <p>Write a metaphor.</p> <p>Compare and contrast literary elements in two or more literary selections.</p> <p>Identify personification.</p> <p>Use text to make a prediction.</p> <p>Read second grade level text with purpose and understanding.</p> <p>Identify rhyme scheme.</p> <p>Identify author's use of imagery.</p> <p>Read texts for literary experience.</p> <p>Identify the use of repetition in poetry.</p> <p>Make connections between texts.</p> <p>Evaluate text.</p> <p>Use descriptive phrases.</p> <p>Answer inferential questions.</p> <p>Identify author's use of personification.</p>
<p>Unit 28: You Need To Make A Choice</p> <p>The Stories Julian Tells</p> <p>Nate the Great</p> <p>Ira Sleeps Over</p> <p>The Mysteries of Harris Burdick</p> <p>The Pain and the Great One</p> <p>Dolphins!</p> <p>Gorillas: Gentle Giants of the Forest</p> <p>The Bravest Dog Ever: The True Story of Balto</p> <p>George the Drummer Boy</p> <p>The Long Way to a New Land</p> <p>Wagon Wheels</p> <p>Sam, Bangs & Moonshine</p> <p>Tye May and the Magic Brush</p> <p>Crow Boy</p> <p>Robin Hood</p> <p>Knights of the Round Table</p>	<p>RI.2.10</p> <p>RF.2.4.a</p> <p>RF.2.4.c</p> <p>RF.2.4.b</p>	<p>Unit 28: You Need To Make A Choice</p> <p>Students will:</p> <p>Ask and answer questions about the stories.</p> <p>Retell stories read/listened to.</p> <p>Demonstrate comprehension of text.</p> <p>Describe a character using evidence from the text.</p> <p>Describe how characters respond to events in the story.</p> <p>Draw conclusions using evidence from the text.</p> <p>Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics and word analysis skills in decoding words.</p>

<p>Unit 29: Westward Expansion</p> <p>1: Introduce The Long Way Westward</p> <p>2: Explore The Long Way Westward (A)</p> <p>3: Explore The Long Way Westward (B)</p> <p>4: Review The Long Way Westward</p> <p>5: Introduce "Pioneers Go West"</p> <p>6: Review "Pioneers Go West"</p> <p>7: Your Choice</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.2.9</p> <p>RL.2.10</p> <p>RI.2.1</p> <p>RI.2.2</p> <p>RI.2.3</p> <p>RI.2.4</p> <p>RI.2.5</p> <p>RI.2.6</p> <p>RI.2.7</p> <p>RI.2.8</p> <p>RI.2.9</p> <p>RI.2.10</p> <p>RF.2.4.a</p> <p>RF.2.4.b</p> <p>RF.2.4.c</p> <p>W.2.3</p> <p>SL.2.1.a</p> <p>SL.2.1.c</p> <p>SL.2.2</p> <p>SL.2.3</p> <p>SL.2.4</p> <p>SL.2.5</p> <p>L.2.4.a</p> <p>L.2.4.e</p> <p>L.2.6</p>	<p>Unit 29: Westward Expansion</p> <p>Students will:</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Make connections between text and oneself.</p> <p>Make connections between text and the world.</p> <p>Use graphics to answer questions.</p> <p>Make inferences using text and prior knowledge.</p> <p>Increase concept and content vocabulary.</p> <p>Read a variety of texts for information and pleasure.</p> <p>Make connections between texts.</p>
<p>Unit 30: Travel Poems</p> <p>1: Introduce "Where Go the Boats?"</p> <p>2: Introduce Transportation Poems</p> <p>3: Introduce More Transportation Poems</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.2.9</p> <p>RL.2.10</p> <p>RI.2.1</p> <p>RI.2.2</p> <p>RI.2.3</p> <p>RI.2.4</p> <p>RI.2.5</p> <p>RI.2.6</p> <p>RI.2.7</p> <p>RI.2.8</p> <p>RI.2.9</p> <p>RI.2.10</p> <p>RF.2.4.a</p> <p>RF.2.4.b</p> <p>RF.2.4.c</p> <p>W.2.3</p> <p>SL.2.1.a</p> <p>SL.2.1.b</p> <p>SL.2.1.c</p> <p>SL.2.2</p> <p>SL.2.3</p> <p>SL.2.4</p> <p>SL.2.5</p> <p>L.2.4.a</p> <p>L.2.4.e</p> <p>L.2.6</p>	<p>Unit 30: Travel Poems</p> <p>Students will:</p> <p>Demonstrate automaticity.</p> <p>Demonstrate prosody.</p> <p>Define personification.</p> <p>Identify rhyme scheme.</p> <p>Identify similes.</p> <p>Read texts for literary experience.</p> <p>Identify and use figurative language: personification, simile, metaphor.</p> <p>Write or draw a response to literature.</p> <p>Identify author's use of onomatopoeia.</p> <p>Read second grade level text with purpose and understanding.</p> <p>Use text to make a prediction.</p> <p>Compare and contrast literary elements in two or more literary selections.</p> <p>Answer inferential questions.</p> <p>Define onomatopoeia.</p> <p>Identify author's use of personification.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p>

<p>Unit 31: You Need To Make A Choice</p> <p>The Stories Julian Tells</p> <p>Nate the Great</p> <p>Ira Sleeps Over</p> <p>The Mysteries of Harris Burdick</p> <p>The Pain and the Great One</p> <p>Dolphins!</p> <p>Gorillas: Gentle Giants of the Forest</p> <p>The Bravest Dog Ever: The True Story of Balto</p> <p>George the Drummer Boy</p> <p>The Long Way to a New Land</p> <p>Wagon Wheels</p> <p>Sam, Bangs & Moonshine</p> <p>Tye May and the Magic Brush</p> <p>Crow Boy</p> <p>Robin Hood</p> <p>Knights of the Round Table</p>	<p>RF.2.3</p> <p>RF.2.4</p> <p>RF.2.4.a</p> <p>RF.2.4.b</p> <p>RF.2.4.c</p> <p>RL.2.1</p> <p>RL.2.2</p> <p>RL.2.3</p> <p>RL.2.5</p> <p>RL.2.7</p> <p>RL.2.10</p>	<p>Unit 31: You Need To Make A Choice</p> <p>Students will:</p> <p>Ask and answer questions about the stories.</p> <p>Retell stories read/listened to.</p> <p>Demonstrate comprehension of text.</p> <p>Describe a character using evidence from the text.</p> <p>Describe how characters respond to events in the story.</p> <p>Draw conclusions using evidence from the text.</p> <p>Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p>Unit 32: Going to the Dogs</p> <p>1: Introduce "The Dog and His Shadow"</p> <p>2: Review "The Dog and His Shadow"</p> <p>3: Introduce "The Dog and the Wolf"</p> <p>4: Review "The Dog and the Wolf"</p> <p>5: Introduce "The Boy Who Cried "Wolf""</p> <p>6: Review "The Boy Who Cried Wolf"</p> <p>7: Introduce Buddy: The First Seeing Eye Dog</p> <p>8: Explore Buddy: The First Seeing Eye Dog (A) T</p> <p>9: Explore Buddy: The First Seeing Eye Dog (B)</p> <p>10: Review Buddy: The First Seeing Eye Dog</p> <p>11: Introduce "Animal Helpers"</p> <p>12: Review "Animal Helpers"</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.2.9</p> <p>RL.2.10</p> <p>RI.2.1</p> <p>RI.2.2</p> <p>RI.2.3</p> <p>RI.2.4</p> <p>RI.2.5</p> <p>RI.2.6</p> <p>RI.2.7</p> <p>RI.2.8</p> <p>RI.2.9</p> <p>RI.2.10</p> <p>RF.2.4.a</p> <p>RF.2.4.b</p> <p>RF.2.4.c</p> <p>W.2.3</p> <p>SL.2.1.a</p> <p>SL.2.1.b</p> <p>SL.2.1.c</p> <p>SL.2.2</p> <p>SL.2.3</p> <p>SL.2.4</p> <p>SL.2.5</p> <p>L.2.4.a</p> <p>L.2.4.e</p> <p>L.2.6</p>	<p>Unit 32: Going to the Dogs</p> <p>Students will:</p> <p>Synthesize text.</p> <p>Use descriptive phrases.</p> <p>Increase concept and content vocabulary.</p> <p>Restate facts and supporting details of informational text in sequential order.</p> <p>Make connections between text and the world.</p>

<p>Unit 33: Semester Checkpoint 1: Semester Checkpoint</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 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.2.9 RI.2.10 RF.2.4.a RF.2.4.b RF.2.4.c W.2.3 SL.2.1.a SL.2.1.b SL.2.1.c SL.2.2 SL.2.3 SL.2.4 SL.2.5 L.2.4.a L.2.4.e L.2.6</p>	<p>Unit 33: Semester Checkpoint Increase oral reading skills. Students will: Increase fluency. Identify character traits. Identify concrete answers to questions. Distinguish between fact and opinion. Identify the topic. Identify the moral or lesson of a text. Make inferences using text and prior knowledge. Use an illustration to make a prediction about a reading. Identify the use of rhythm, rhyme, repetition, and/or alliteration in poetry. Answer inferential questions. Answer questions requiring literal recall of details. Identify the main idea and supporting details in a text. Use title of the selection to make a prediction. Identify genre. Identify facts. Sequence events in a text. Make connections between text and self. Identify characteristics of different genres. Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p>
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Wyoming Department of Education Required Virtual Education Course Syllabus

Campbell County School District # 1

Program Name	Campbell County Virtual School	Content Area	LA
Course ID	LA2V	Grade Level	2
Course Name	Language Arts Orange Vocabulary	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

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

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
L.2.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.4.b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
L.2.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
L.2.4.d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
L.2.4.e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
L.2.5.a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
L.2.5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
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., When other kids are happy that makes me happy).
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.3.b	Know spelling-sound correspondences for additional common vowel teams.
RF.2.3.c	Decode regularly spelled two-syllable words with long vowels.
RF.2.3.d	Decode words with common prefixes and suffixes.
RF.2.3.e	Identify words with inconsistent but common spelling-sound correspondences.
RF.2.3.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	Read on-level text with purpose and understanding.
RF.2.4.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS

<p>Unit 1: Vocabulary 1</p> <p>1: Day 1: Introduce Word Set 1</p> <p>2: Day 2: Practice Word Set 1</p> <p>3: Day 3: Practice Word Set 1</p> <p>4: Day 4: Introduce Word Set 2</p> <p>5: Day 5: Practice Word Set 2</p> <p>6: Day 6: Practice Word Set 2</p> <p>7: Day 7: Introduce Word Set 3</p> <p>8: Day 8: Practice Word Set 3</p> <p>9: Day 9: Unit Review</p> <p>10: Day 10: Unit Checkpoint</p>	<p>L.2.4</p> <p>L.2.4.a</p> <p>L.2.4.b</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>L.2.5.a</p> <p>L.2.5.b</p> <p>L.2.6</p> <p>RF.2.3</p> <p>RF.2.3.a</p> <p>RF.2.3.b</p> <p>RF.2.3.c</p> <p>RF.2.3.d</p> <p>RF.2.3.e</p> <p>RF.2.3.f</p>	<p>Unit 1: Vocabulary 1</p> <p>Students will:</p> <p>Identify and use prefixes and suffixes to determine word meaning.</p> <p>Identify and use the prefix un-. Identify and use the prefix dis-. Identify and use the prefix pre-. Identify and use the vowel suffix -er. Identify and use the prefix re-.</p> <p>Identify and use word parts to help determine word meaning.</p> <p>Identify roots to aid in determining word meaning. Identify and use the vowel suffix -est.</p> <p>Increase reading vocabulary.</p>
<p>Unit 2: Vocabulary 2</p> <p>1: Day 1: Introduce Word Set 1</p> <p>2: Day 2: Practice Word Set 1</p> <p>3: Day 3: Practice Word Set 1</p> <p>4: Day 4: Introduce Word Set 2</p> <p>5: Day 5: Practice Word Set 2</p> <p>6: Day 6: Practice Word Set 2</p> <p>7: Day 7: Introduce Word Set 3</p> <p>8: Day 8: Practice Word Set 3</p> <p>9: Day 9: Unit Review</p> <p>10: Day 10: Unit Checkpoint</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</p> <p>L.2.5.b</p> <p>L.2.6</p> <p>RF.2.3</p> <p>RF.2.3.a</p> <p>RF.2.3.b</p> <p>RF.2.3.c</p> <p>RF.2.3.d</p> <p>RF.2.3.e</p> <p>RF.2.3.f</p>	<p>Unit 2: Vocabulary 2</p> <p>Students will:</p> <p>Classify and sort common words into categories. Increase reading vocabulary.</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 and use the vowel suffix -est.</p> <p>Identify roots to aid in determining word meaning. Identify and use the vowel suffix -er.</p> <p>Identify real-life connections between words and their uses. Identify and use the prefix dis-.</p> <p>Identify real-life connections between words and their uses.</p>
<p>Unit 3: Vocabulary 3</p> <p>1: Day 1: Introduce Word Set 1</p> <p>2: Day 2: Practice Word Set 1</p> <p>3: Day 3: Practice Word Set 1</p> <p>4: Day 4: Introduce Word Set 2</p> <p>5: Day 5: Practice Word Set 2</p> <p>6: Day 6: Practice Word Set 2</p> <p>7: Day 7: Introduce Word Set 3</p> <p>8: Day 8: Practice Word Set 3</p> <p>9: Day 9: Unit Review</p> <p>10: Day 10: Unit Checkpoint</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</p> <p>L.2.5.b</p> <p>L.2.6</p> <p>RF.2.3</p> <p>RF.2.3.a</p> <p>RF.2.3.b</p> <p>RF.2.3.c</p> <p>RF.2.3.d</p> <p>RF.2.3.e</p> <p>RF.2.3.f</p>	<p>Unit 3: Vocabulary 3</p> <p>Students will:</p> <p>Increase vocabulary through antonyms. Increase vocabulary through synonyms. Increase reading vocabulary.</p> <p>Identify and use the prefix dis-. Identify and use the prefix re-.</p> <p>Identify real-life connections between words and their uses. Identify and use word parts to help determine word meaning.</p>
<p>Unit 4: Vocabulary 4</p> <p>1: Day 1: Introduce Word Set 1</p> <p>2: Day 2: Practice Word Set 1</p> <p>3: Day 3: Practice Word Set 1</p> <p>4: Day 4: Introduce Word Set 2</p> <p>5: Day 5: Practice Word Set 2</p> <p>6: Day 6: Practice Word Set 2</p> <p>7: Day 7: Introduce Word Set 3</p> <p>8: Day 8: Practice Word Set 3</p> <p>9: Day 9: Unit Review</p> <p>10: Day 10: Unit Checkpoint</p>	<p>L.2.4</p> <p>L.2.4.a</p> <p>L.2.4.b</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>L.2.5.a</p> <p>L.2.5.b</p> <p>L.2.6</p> <p>RF.2.3</p> <p>RF.2.3.a</p> <p>RF.2.3.b</p> <p>RF.2.3.c</p> <p>RF.2.3.d</p> <p>RF.2.3.e</p> <p>RF.2.3.f</p>	<p>Unit 4: Vocabulary 4</p> <p>Students will:</p> <p>Increase vocabulary through compound words. Increase vocabulary through contractions.</p> <p>Use knowledge of words to determine the meaning of compound words.</p> <p>Increase vocabulary through antonyms. Identify and use the vowel suffix -er.</p> <p>Use glossaries, thesauruses, and beginner dictionaries to learn new vocabulary.</p> <p>Identify real-life connections between words and their uses. Increase reading vocabulary.</p> <p>Use resources or other tools to determine the meaning of a word.</p>

<p>Unit 5: Vocabulary 5</p> <p>1: Day 1: Introduce Word Set 1</p> <p>2: Day 2: Practice Word Set 1</p> <p>3: Day 3: Practice Word Set 1</p> <p>4: Day 4: Introduce Word Set 2</p> <p>5: Day 5: Practice Word Set 2</p> <p>6: Day 6: Practice Word Set 2</p> <p>7: Day 7: Introduce Word Set 3</p> <p>8: Day 8: Practice Word Set 3</p> <p>9: Day 9: Unit Review</p> <p>10: Day 10: Unit Checkpoint</p>	<p>L.2.4</p> <p>L.2.4.a</p> <p>L.2.4.b</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>L.2.5.a</p> <p>L.2.5.b</p> <p>L.2.6</p> <p>RF.2.3</p> <p>RF.2.3.a</p> <p>RF.2.3.b</p> <p>RF.2.3.c</p> <p>RF.2.3.d</p> <p>RF.2.3.e</p> <p>RF.2.3.f</p>	<p>Unit 5: Vocabulary 5</p> <p>Students will:</p> <p>Distinguish between meaning variations in closely related verbs.</p> <p>Increase vocabulary through synonyms. Increase reading vocabulary.</p> <p>Use glossaries, thesauruses, and beginner dictionaries to learn new vocabulary.</p> <p>Identify real-life connections between words and their uses. Distinguish between meaning variations in closely related verbs.</p> <p>Identify and define words' and phrases' literal and nonliteral meanings.</p>
<p>Unit 6: Vocabulary 6</p> <p>1: Day 1: Introduce Word Set 1</p> <p>2: Day 2: Practice Word Set 1</p> <p>3: Day 3: Practice Word Set 1</p> <p>4: Day 4: Introduce Word Set 2</p> <p>5: Day 5: Practice Word Set 2</p> <p>6: Day 6: Practice Word Set 2</p> <p>7: Day 7: Introduce Word Set 3</p> <p>8: Day 8: Practice Word Set 3</p> <p>9: Day 9: Unit Review</p> <p>10: Day 10: Unit Checkpoint</p>	<p>L.2.4</p> <p>L.2.4.a</p> <p>L.2.4.b</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>L.2.5.a</p> <p>L.2.5.b</p> <p>L.2.6</p> <p>RF.2.3</p> <p>RF.2.3.a</p> <p>RF.2.3.b</p> <p>RF.2.3.c</p> <p>RF.2.3.d</p> <p>RF.2.3.e</p> <p>RF.2.3.f</p>	<p>Unit 6: Vocabulary 6</p> <p>Students will:</p> <p>Increase reading vocabulary.</p> <p>Identify and use prefixes and suffixes to determine word meaning.</p> <p>Identify and use the prefix un-.</p> <p>Use knowledge of words to determine the meaning of compound words.</p> <p>Increase vocabulary through compound words. Identify and use word parts to help determine word meaning.</p>
<p>Unit 7: Vocabulary 7</p> <p>1: Day 1: Introduce Word Set 1</p> <p>2: Day 2: Practice Word Set 1</p> <p>3: Day 3: Practice Word Set 1</p> <p>4: Day 4: Introduce Word Set 2</p> <p>5: Day 5: Practice Word Set 2</p> <p>6: Day 6: Practice Word Set 2</p> <p>7: Day 7: Introduce Word Set 3</p> <p>8: Day 8: Practice Word Set 3</p> <p>9: Day 9: Unit Review</p> <p>10: Day 10: Unit Checkpoint</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>L.2.5.a</p> <p>L.2.5.b</p> <p>L.2.6</p> <p>RF.2.3</p> <p>RF.2.3.a</p> <p>RF.2.3.b</p> <p>RF.2.3.c</p> <p>RF.2.3.d</p> <p>RF.2.3.e</p> <p>RF.2.3.f</p>	<p>Unit 7: Vocabulary 7</p> <p>Students will:</p> <p>Increase reading vocabulary.</p> <p>Identify and use word parts to help determine word meaning.</p> <p>Increase vocabulary through antonyms.</p> <p>Classify and sort common words into categories.</p> <p>Identify roots to aid in determining word meaning.</p>
<p>Unit 8: Vocabulary 8</p> <p>1: Day 1: Introduce Word Set 1</p> <p>2: Day 2: Practice Word Set 1</p> <p>3: Day 3: Practice Word Set 1</p> <p>4: Day 4: Introduce Word Set 2</p> <p>5: Day 5: Practice Word Set 2</p> <p>6: Day 6: Practice Word Set 2</p> <p>7: Day 7: Introduce Word Set 3</p> <p>8: Day 8: Practice Word Set 3</p> <p>9: Day 9: Unit Review</p> <p>10: Day 10: Unit Checkpoint</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>L.2.5.a</p> <p>L.2.5.b</p> <p>L.2.6</p> <p>RF.2.3</p> <p>RF.2.3.a</p> <p>RF.2.3.b</p> <p>RF.2.3.c</p> <p>RF.2.3.d</p> <p>RF.2.3.e</p> <p>RF.2.3.f</p>	<p>Unit 8: Vocabulary 8</p> <p>Students will:</p> <p>Increase reading vocabulary.</p> <p>Increase vocabulary through homographs.</p> <p>Increase vocabulary through homophones.</p> <p>Increase vocabulary through compound words.</p> <p>Use knowledge of words to determine the meaning of compound words.</p> <p>Identify real-life connections between words and their uses.</p>

<p>Unit 9: Vocabulary 9</p> <p>1: Day 1: Introduce Word Set 1</p> <p>2: Day 2: Practice Word Set 1</p> <p>3: Day 3: Practice Word Set 1</p> <p>4: Day 4: Introduce Word Set 2</p> <p>5: Day 5: Practice Word Set 2</p> <p>6: Day 6: Practice Word Set 2</p> <p>7: Day 7: Introduce Word Set 3</p> <p>8: Day 8: Practice Word Set 3</p> <p>9: Day 9: Unit Review</p> <p>10: Day 10: Unit Checkpoint</p>	<p>L.2.4</p> <p>L.2.4.a</p> <p>L.2.4.b</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>L.2.5.a</p> <p>L.2.5.b</p> <p>L.2.6</p> <p>RF.2.3</p> <p>RF.2.3.a</p> <p>RF.2.3.b</p> <p>RF.2.3.c</p> <p>RF.2.3.d</p> <p>RF.2.3.e</p> <p>RF.2.3.f</p>	<p>Unit 9: Vocabulary 9</p> <p>Students will:</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>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>Unit 10: Vocabulary 10</p> <p>1: Day 1: Introduce Word Set 1</p> <p>2: Day 2: Practice Word Set 1</p> <p>3: Day 3: Practice Word Set 1</p> <p>4: Day 4: Introduce Word Set 2</p> <p>5: Day 5: Practice Word Set 2</p> <p>6: Day 6: Practice Word Set 2</p> <p>7: Day 7: Introduce Word Set 3</p> <p>8: Day 8: Practice Word Set 3</p> <p>9: Day 9: Unit Review</p> <p>10: Day 10: Unit Checkpoint</p>	<p>L.2.4</p> <p>L.2.4.a</p> <p>L.2.4.b</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>L.2.5.a</p> <p>L.2.5.b</p> <p>L.2.6</p> <p>RF.2.3</p> <p>RF.2.3.a</p> <p>RF.2.3.b</p> <p>RF.2.3.c</p> <p>RF.2.3.d</p> <p>RF.2.3.e</p> <p>RF.2.3.f</p>	<p>Unit 10: Vocabulary 10</p> <p>Students will:</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 the prefix un-.</p> <p>Identify and use prefixes and suffixes to determine word meaning.</p> <p>Identify and use the prefix re-.</p> <p>Identify and use the prefix dis-.</p> <p>Identify and use the vowel suffix -er.</p> <p>Identify and use the prefix pre-.</p> <p>Increase reading vocabulary.</p>
<p>Unit 11: Vocabulary 11</p> <p>1: Day 1: Introduce Word Set 1</p> <p>2: Day 2: Practice Word Set 1</p> <p>3: Day 3: Practice Word Set 1</p> <p>4: Day 4: Introduce Word Set 2</p> <p>5: Day 5: Practice Word Set 2</p> <p>6: Day 6: Practice Word Set 2</p> <p>7: Day 7: Introduce Word Set 3</p> <p>8: Day 8: Practice Word Set 3</p> <p>9: Day 9: Unit Review</p> <p>10: Day 10: Unit Checkpoint</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</p> <p>L.2.5.b</p> <p>L.2.6</p> <p>RF.2.3</p> <p>RF.2.3.a</p> <p>RF.2.3.b</p> <p>RF.2.3.c</p> <p>RF.2.3.d</p> <p>RF.2.3.e</p> <p>RF.2.3.f</p>	<p>Unit 11: Vocabulary 11</p> <p>Students will:</p> <p>Increase reading vocabulary.</p> <p>Increase vocabulary through homographs.</p> <p>Increase vocabulary through homophones.</p> <p>and sort common words into categories.</p> <p style="text-align: right;">Classify</p>
<p>Unit 12: Vocabulary 12</p> <p>1: Day 1: Introduce Word Set 1</p> <p>2: Day 2: Practice Word Set 1</p> <p>3: Day 3: Practice Word Set 1</p> <p>4: Day 4: Introduce Word Set 2</p> <p>5: Day 5: Practice Word Set 2</p> <p>6: Day 6: Practice Word Set 2</p> <p>7: Day 7: Introduce Word Set 3</p> <p>8: Day 8: Practice Word Set 3</p> <p>9: Day 9: Unit Review</p> <p>10: Day 10: Unit Checkpoint</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>L.2.5.a</p> <p>L.2.5.b</p> <p>L.2.6</p> <p>RF.2.3</p> <p>RF.2.3.a</p> <p>RF.2.3.b</p> <p>RF.2.3.c</p> <p>RF.2.3.d</p> <p>RF.2.3.e</p> <p>RF.2.3.f</p>	<p>Unit 12: Vocabulary 12</p> <p>Students will:</p> <p>Increase reading vocabulary.</p> <p>Increase vocabulary through synonyms.</p> <p>Increase vocabulary through antonyms.</p> <p>Use resources or other tools to determine the meaning of a word.</p> <p>Identify roots to aid in determining word meaning. Identify</p> <p>and use word parts to help determine word meaning. Use glossaries, thesauruses, and beginner dictionaries to learn new vocabulary.</p>

<p>Unit 13: Vocabulary 13</p> <p>1: Day 1: Introduce Word Set 1</p> <p>2: Day 2: Practice Word Set 1</p> <p>3: Day 3: Practice Word Set 1</p> <p>4: Day 4: Introduce Word Set 2</p> <p>5: Day 5: Practice Word Set 2</p> <p>6: Day 6: Practice Word Set 2</p> <p>7: Day 7: Introduce Word Set 3</p> <p>8: Day 8: Practice Word Set 3</p> <p>9: Day 9: Unit Review</p> <p>10: Day 10: Unit Checkpoint</p>	<p>L.2.4</p> <p>L.2.4.a</p> <p>L.2.4.b</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>L.2.5.a</p> <p>L.2.5.b</p> <p>L.2.6</p> <p>RF.2.3</p> <p>RF.2.3.a</p> <p>RF.2.3.b</p> <p>RF.2.3.c</p> <p>RF.2.3.d</p> <p>RF.2.3.e</p> <p>RF.2.3.f</p>	<p>Unit 13: Vocabulary 13</p> <p>Students will:</p> <p>Use glossaries, thesauruses, and beginner dictionaries to learn new vocabulary.</p> <p>Identify real-life connections between words and their uses. Increase vocabulary through contractions.</p> <p>Use knowledge of words to determine the meaning of compound words.</p> <p>Identify and use the vowel suffix -er.</p> <p>Identify and use the vowel suffix -est.</p> <p>Use resources or other tools to determine the meaning of a word.</p> <p>Increase vocabulary through compound words.</p> <p>Increase reading vocabulary.</p>
<p>Unit 14: Vocabulary 14</p> <p>1: Day 1: Introduce Word Set 1</p> <p>2: Day 2: Practice Word Set 1</p> <p>3: Day 3: Practice Word Set 1</p> <p>4: Day 4: Introduce Word Set 2</p> <p>5: Day 5: Practice Word Set 2</p> <p>6: Day 6: Practice Word Set 2</p> <p>7: Day 7: Introduce Word Set 3</p> <p>8: Day 8: Practice Word Set 3</p> <p>9: Day 9: Unit Review</p> <p>10: Day 10: Unit Checkpoint</p>	<p>L.2.4</p> <p>L.2.4.a</p> <p>LL.2.4.d</p> <p>L.2.4.e</p> <p>L.2.5</p> <p>L.2.5.a</p> <p>L.2.5.b</p> <p>L.2.6</p> <p>RF.2.3</p> <p>RF.2.3.a</p> <p>RF.2.3.b</p> <p>RF.2.3.c</p> <p>RF.2.3.d</p> <p>RF.2.3.e</p> <p>RF.2.3.f</p>	<p>Unit 14: Vocabulary 14</p> <p>Students will:</p> <p>Increase vocabulary through synonyms.</p> <p>Identify and define words and phrases literal and nonliteral meanings.</p> <p>Increase reading vocabulary.</p> <p>Distinguish between meaning variations in closely related verbs.</p> <p>Classify and sort common words into categories.</p>
<p>Unit 15: Vocabulary 15</p> <p>1: Day 1: Introduce Word Set 1</p> <p>2: Day 2: Practice Word Set 1</p> <p>3: Day 3: Practice Word Set 1</p> <p>4: Day 4: Introduce Word Set 2</p> <p>5: Day 5: Practice Word Set 2</p> <p>6: Day 6: Practice Word Set 2</p> <p>7: Day 7: Introduce Word Set 3</p> <p>8: Day 8: Practice Word Set 3</p> <p>9: Day 9: Unit Review</p> <p>10: Day 10: Unit Checkpoint</p>	<p>L.2.4</p> <p>L.2.4.a</p> <p>L.2.4.b</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>L.2.5.a</p> <p>L.2.5.b</p> <p>L.2.6</p> <p>RF.2.3</p> <p>RF.2.3.a</p> <p>RF.2.3.b</p> <p>RF.2.3.c</p> <p>RF.2.3.d</p> <p>RF.2.3.e</p> <p>RF.2.3.f</p>	<p>Unit 15: Vocabulary 15</p> <p>Students will:</p> <p>Increase vocabulary through synonyms.</p> <p>Identify and use word parts to help determine word meaning.</p> <p>Increase reading vocabulary.</p> <p>Identify and use the prefix un-. Identify and use the prefix pre-. Identify and use pictures and symbols to increase vocabulary. Identify and use prefixes and suffixes to determine word meaning.</p> <p>Increase vocabulary through contractions.</p> <p>Identify real-life connections between words and their uses.</p>
<p>Unit 16: Vocabulary 16</p> <p>1: Day 1: Introduce Word Set 1</p> <p>2: Day 2: Practice Word Set 1</p> <p>3: Day 3: Practice Word Set 1</p> <p>4: Day 4: Introduce Word Set 2</p> <p>5: Day 5: Practice Word Set 2</p> <p>6: Day 6: Practice Word Set 2</p> <p>7: Day 7: Introduce Word Set 3</p> <p>8: Day 8: Practice Word Set 3</p> <p>9: Day 9: Unit Review</p> <p>10: Day 10: Unit Checkpoint</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>L.2.5.a</p> <p>L.2.5.b</p> <p>L.2.6</p> <p>RF.2.3</p> <p>RF.2.3.a</p> <p>RF.2.3.b</p> <p>RF.2.3.c</p> <p>RF.2.3.d</p> <p>RF.2.3.e</p> <p>RF.2.3.f</p>	<p>Unit 16: Vocabulary 16</p> <p>Students will:</p> <p>Identify roots to aid in determining word meaning.</p> <p>Classify and sort common words into categories. Identify and use word parts to help determine word meaning.</p> <p>Identify and define words and phrases literal and nonliteral meanings.</p> <p>Increase reading vocabulary.</p>

<p>Unit 17: Vocabulary 17</p> <p>1: Day 1: Introduce Word Set 1</p> <p>2: Day 2: Practice Word Set 1</p> <p>3: Day 3: Practice Word Set 1</p> <p>4: Day 4: Introduce Word Set 2</p> <p>5: Day 5: Practice Word Set 2</p> <p>6: Day 6: Practice Word Set 2</p> <p>7: Day 7: Introduce Word Set 3</p> <p>8: Day 8: Practice Word Set 3</p> <p>9: Day 9: Unit Review</p> <p>10: Day 10: Unit Checkpoint</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</p> <p>L.2.5.b</p> <p>L.2.6</p> <p>RF.2.3</p> <p>RF.2.3.a</p> <p>RF.2.3.b</p> <p>RF.2.3.c</p> <p>RF.2.3.d</p> <p>RF.2.3.e</p> <p>RF.2.3.f</p>	<p>Unit 17: Vocabulary 17</p> <p>Students will:</p> <p>Identify and use word parts to help determine word meaning.</p> <p>Increase vocabulary through homographs.</p> <p>Increase vocabulary through homophones.</p> <p>Distinguish between meaning variations in closely related verbs.</p> <p>Increase reading vocabulary.</p>
<p>Unit 18: Vocabulary 18</p> <p>1: Day 1: Introduce Word Set 1</p> <p>2: Day 2: Practice Word Set 1</p> <p>3: Day 3: Practice Word Set 1</p> <p>4: Day 4: Introduce Word Set 2</p> <p>5: Day 5: Practice Word Set 2</p> <p>6: Day 6: Practice Word Set 2</p> <p>7: Day 7: Introduce Word Set 3</p> <p>8: Day 8: Practice Word Set 3</p> <p>9: Day 9: Unit Review</p> <p>10: Day 10: Unit Checkpoint</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</p> <p>L.2.5.b</p> <p>L.2.6</p> <p>RF.2.3</p> <p>RF.2.3.a</p> <p>RF.2.3.b</p> <p>RF.2.3.c</p> <p>RF.2.3.d</p> <p>RF.2.3.e</p> <p>RF.2.3.f</p>	<p>Unit 18: Vocabulary 18</p> <p>Students will:</p> <p>Use resources or other tools to determine the meaning of a word.</p> <p>Increase reading vocabulary.</p> <p>Identify and use prefixes and suffixes to determine word meaning.</p> <p>Identify and use word parts to help determine word meaning Use glossaries, thesauruses, and beginner dictionaries to learn new vocabulary.</p>

Wyoming Department of Education Required Virtual Education Course Syllabus

Campbell County School District # 1

Program Name	Campbell County Virtual School	Content Area	LA
Course ID	LA2V	Grade Level	2
Course Name	Language Arts Orange Writing Skills	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

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.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
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.2.5	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 here for specific expectations.)
L.2.1.a	Use collective nouns (e.g., group).
L.2.1.b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
L.2.1.c	Use reflexive pronouns (e.g., myself, ourselves).
L.2.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat , hid , told).
L.2.1.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., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
L.2.2.a	Capitalize holidays, product names, and geographic names.
L.2.2.b	Use commas in greetings and closings of letters.
L.2.2.c	Use an apostrophe to form contractions and frequently occurring possessives.
L.2.2.d	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
L.2.2.e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.2.3.a	Compare formal and informal uses of English.
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., When other kids are happy that makes me happy).

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS

<p>Unit 1: Complete Sentences 1: Introduction to Writing Skills 2: What Is a Sentence? 3: Sentence Beginnings and Endings 4: Review Complete and Incomplete Sentences 5: Unit Checkpoint</p>	<p>L.2.1 L.2.2</p>	<p>Unit 1: Complete Sentences Students will: Recognize that a sentence tells a complete thought. Recognize word groups that are sentences. Use sentences to share ideas. Share ideas with others. Use a capital letter to begin a sentence and an end mark to end it. Recognize that a complete sentence begins with a capital letter and has an end mark. Recognize word groups that are not sentences.</p>
<p>Unit 2: Write Sentences 1: How to Evaluate Writing 2: Recognize and Fix Sentences 3: Change the Sentence 4: Fix the Sentences computer. 5: Write Sentences</p>	<p>L.2.1 L.2.1.f L.2.2 SL.2.6</p>	<p>Unit 2: Write Sentences Students will: Distinguish between complete and incomplete sentences. Use capital letters correctly. Punctuate correctly. Use a variety of sentence beginnings and lengths. Combine sentences that have similar elements. Recognize that a complete sentence begins with a capital letter and has an end mark. Punctuate correctly. Combine sentences that have similar elements. Recognize that sentences with common elements can be combined. Use correct grammar and sentence formation. Spell common, frequently used words correctly. Use the correct word order in sentences. Write sentences that flow. Write simple sentences. Write three sentences about a picture.</p>
<p>Unit 3: Kinds of Sentences 1: Statements 2: Questions 3: Exclamations and Commands 4: Review Kinds of Sentences 5: Unit Checkpoint</p>	<p>L.2.1.f L.2.1 L.2.2 SL.2.6</p>	<p>Unit 3: Kinds of Sentences Students will: Recognize word groups that are sentences. Identify statements. Recognize that a statement ends with a period. Recognize that a sentence begins with a capital letter. Recall what a statement is. Recognize that a question ends with a question mark. Recognize that a sentence begins with a capital letter. Identify questions. Create statements aloud. Recognize that a command ends with a period. Identify exclamations. Identify commands. Rearrange the words in a question to make a statement. Recognize that an exclamation ends with an exclamation mark.</p>

<p>Unit 4: Write Different Types of Sentences</p> <p>1: Tell Me About It</p> <p>2: Ask Me About It</p> <p>3: Shout About It</p> <p>4: Revise Sentences</p> <p>5: Write Different Types of Sentences</p>	<p>L.2.1</p> <p>L.2.1.f</p> <p>L.2.2</p> <p>SL.2.6</p>	<p>Unit 4: Write Different Types of Sentences</p> <p>Students will:</p> <p>Recognize that a statement ends with a period.</p> <p>Recognize that a sentence begins with a capital letter. Use</p> <p>statements.</p> <p>Identify complete sentences.</p> <p>Recognize that a question ends with a question mark. Define</p> <p>a complete sentence.</p> <p>Define a statement.</p> <p>Use questions.</p> <p>Identify questions.</p> <p>Recognize that an exclamation ends with an exclamation mark.</p> <p>Use exclamations.</p> <p>Recognize that a command ends with a period.</p> <p>Use commands.</p> <p>Use a variety of sentence structures.</p> <p>Use the correct word order in sentences.</p> <p>Use declarative, interrogative, exclamatory, and imperative sentences.</p> <p>Revise for logical order.</p> <p>Revise by adding or deleting text.</p> <p>Make revisions based on audience and purpose.</p>
<p>Unit 5: Nouns</p> <p>1: What Is a Noun?</p> <p>2: Common and Proper Nouns</p> <p>3: More Nouns</p> <p>4: Review Nouns</p> <p>5: Unit Checkpoint</p>	<p>L.2.1</p> <p>L.2.1.a</p> <p>L.2.1.f</p> <p>L.2.2</p> <p>SL.2.6</p>	<p>Unit 5: Nouns</p> <p>Students will:</p> <p>Recognize word groups that are sentences.</p> <p>Identify nouns.</p> <p>Use collective nouns.</p> <p>Identify and use proper and common nouns. Use a</p> <p>capital letter to begin a proper noun.</p>
<p>Unit 6: Write Steps</p> <p>1: Step-by-Step</p> <p>2: Details Count</p> <p>3: Follow Steps</p> <p>4: Organize Ideas</p> <p>5: Write Steps Using a Graphic Organizer</p>	<p>L.2.1</p> <p>L.2.1.f</p> <p>L.2.2</p> <p>SL.2.6</p> <p>W.2.5</p> <p>W.2.6</p> <p>W.2.8</p>	<p>Unit 6: Write Steps</p> <p>Students will:</p> <p>Organize ideas through sequencing.</p> <p>Identify a process as a series of steps.</p> <p>Follow steps in a process.</p> <p>Use transitions to signal order. Write</p> <p>a logical series of events.</p> <p>Add details to describe the steps in a process.</p> <p>Identify missing steps in a process.</p> <p>Define process.</p> <p>Follow the directions in a process.</p> <p>Identify steps in a process.</p> <p>Write steps in a process.</p> <p>Choose a topic.</p> <p>Brainstorm and develop possible topics.</p> <p>Use an appropriate organizational pattern in writing. Write a</p> <p>logical series of events.</p> <p>Write a how-to (directions to complete a task).</p> <p>Choose words that convey a clear picture.</p> <p>Recognize steps in a process.</p>
<p>Unit 7: Verbs</p> <p>1: What Is a Verb?</p> <p>2: Action Verbs</p> <p>3: Other Verbs</p> <p>4: Review Verbs</p> <p>5: Unit Checkpoint</p>	<p>L.2.1</p> <p>L.2.1.f</p> <p>L.2.2</p> <p>SL.2.6</p>	<p>Unit 7: Verbs</p> <p>Students will:</p> <p>Identify nouns in sentences.</p> <p>Identify verbs in sentences.</p> <p>Recognize word groups that are sentences.</p> <p>Use action verbs in sentences.</p> <p>Use being verbs in sentences.</p> <p>Recognize action verbs and being verbs.</p>

<p>Unit 8: Sequence Events</p> <p>1: Beginning, Middle, and End</p> <p>2: Use Order Words</p> <p>3: What Happens Next?</p> <p>4: Organize Ideas</p> <p>5: Write a Sequence</p>	<p>L.2.1</p> <p>L.2.1.f</p> <p>L.2.2</p> <p>SL.2.6</p> <p>W.2.5</p> <p>W.2.6</p> <p>W.2.8</p>	<p>Unit 8: Sequence Events</p> <p>Students will:</p> <p>Analyze directions for proper sequencing.</p> <p>Organize ideas through sequencing.</p> <p>Identify a process as a series of steps.</p> <p>Use an appropriate organizational pattern in writing.</p> <p>Use transition words to signal order.</p> <p>Use transitions to connect ideas.</p> <p>Brainstorm and develop possible topics.</p> <p>Choose a topic.</p> <p>Write a sequence of events.</p>
<p>Unit 9: Capitalization and Punctuation in a Letter</p> <p>1: Capital Letters in the Heading of a Letter</p> <p>2: Commas in the Heading of a Letter</p> <p>3: Greeting and Closing of a Letter</p> <p>4: Review Capital Letters and Commas in a Letter</p> <p>5: Unit Checkpoint</p>	<p>L.2.1</p> <p>L.2.1.f</p> <p>L.2.2</p> <p>L.2.2.b</p> <p>L.2.2.a</p> <p>L.2.3</p> <p>L.2.3.a</p> <p>SL.2.6</p>	<p>Unit 9: Capitalization and Punctuation in a Letter</p> <p>Students will:</p> <p>Use capital letters correctly in the heading of a letter. Use</p> <p>a capital letter to begin a proper noun.</p> <p>Recognize the parts of a friendly letter.</p> <p>Recognize when to use a capital letter.</p> <p>Use commas correctly in the heading of a letter.</p> <p>Recognize proper capitalization and punctuation in the heading of a letter.</p> <p>Use capital letters in the greeting and closing of a letter. Use</p> <p>commas in the greeting and closing of a letter.</p> <p>Use capital letters in the greeting and closing of a letter.</p>
<p>Unit 10: Write Friendly Letters</p> <p>1: What Is a Friendly Letter?</p> <p>2: Friendly Letter Format</p> <p>3: Organize a Letter</p> <p>4: Address an Envelope</p> <p>5: Write a Friendly Letter</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>SL.2.6</p> <p>W.2.3</p> <p>W.2.5</p> <p>W.2.6</p> <p>W.2.8</p>	<p>Unit 10: Write Friendly Letters</p> <p>Students will:</p> <p>Identify the purpose of a friendly letter.</p> <p>Identify the audience of a friendly letter.</p> <p>Recognize the parts of a friendly letter.</p> <p>Use established conventions for a friendly letter. Identify</p> <p>the purpose of a friendly letter.</p> <p>Use beginning sentences.</p> <p>Use concluding sentences.</p> <p>Use a graphic organizer to plan.</p> <p>Write a narrative with a beginning, middle, and end.</p> <p>Organize ideas through sequencing.</p> <p>Use transition words to signal order.</p> <p>Address an envelope.</p> <p>Recognize the importance of properly addressing an envelope.</p> <p>Recall the established conventions of a friendly letter. Use</p> <p>beginning and concluding statements in writing. Collaborate with peers on writing projects.</p> <p>Use transition words to signal order.</p> <p>Use an appropriate organizational pattern in writing.</p> <p>Use guidance from adults and peers to revise writing. Write</p> <p>a friendly letter.</p> <p>Use a voice based on purpose and audience.</p>
<p>Unit 11: Singular and Plural Nouns</p> <p>1: One or Many?</p> <p>2: Focus on Singular and Plural Nouns</p> <p>3: More Plural Nouns</p> <p>4: Review Singular and Plural Nouns</p> <p>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>Unit 11: Singular and Plural Nouns</p> <p>Students will:</p> <p>Form and use plural nouns.</p> <p>Identify nouns.</p> <p>Identify plural nouns.</p> <p>Identify singular nouns.</p> <p>Recall what a noun is.</p> <p>Form and use irregular plural nouns.</p>

<p>Unit 12: Write Thank-You Notes</p> <p>1: What Is a Thank-You Note?</p> <p>2: Use the Friendly Letter Format Thank-You Note Plan</p> <p>4: Send a Thank-You Note</p> <p>5: Write a Thank-You Note</p>	<p>3:</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.2.2.b</p> <p>L.2.3</p> <p>L.2.3.a</p> <p>SL.2.6</p> <p>W.2.3</p> <p>W.2.5</p> <p>W.2.6</p> <p>W.2.8</p>	<p>Unit 12: Write Thank-You Notes</p> <p>Students will:</p> <p>Recognize the parts of a friendly letter.</p> <p>Identify the purpose of a friendly letter Identify the purpose of a thank-you note.</p> <p>Recognize what a friendly letter is.</p> <p>Brainstorm and develop possible topics.</p> <p>Recognize the parts of a friendly letter.</p> <p>Organize text using main idea and supporting details.</p> <p>Use a graphic organizer to plan.</p> <p>Identify the purpose of an e-mail.</p> <p>Address an envelope.</p> <p>Identify the parts of an envelope.</p> <p>Write a thank you note.</p> <p>Write an opinion statement.</p> <p>Use established conventions for a thank-you note.</p> <p>Use beginning and concluding statements in writing.</p> <p>Recognize the established conventions for a thank-you note. Organize text using main idea and supporting details.</p> <p>Use an appropriate organizational pattern in writing.</p> <p>Write sentences and paragraphs that develop a central idea, consider purpose and audience, and use the writing process.</p>
<p>Unit 13:Subjects and Verbs</p> <p>1: Nouns and Verbs</p> <p>2: Singular Nouns and Verbs</p> <p>3: Plural Nouns and Verbs</p> <p>4: Review Subjects and Verbs</p> <p>5: Unit Checkpoint</p>	<p>L.2.1</p> <p>L.2.1.d</p> <p>L.2.1.f</p> <p>L.2.2</p> <p>SL.2.6</p>	<p>Unit 13: Subjects and Verbs</p> <p>Students will:</p> <p>Identify the subject of a sentence.</p> <p>Recognize word groups that are sentences.</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>Use a plural verb to agree with a plural subject. List verbs.</p>
<p>Unit 14: Write a Paragraph</p> <p>1: What Is a Paragraph?</p> <p>2: Choose a Topic</p> <p>3: Create Supporting Details</p> <p>4: Draft a Paragraph</p> <p>5: Write a Paragraph</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>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>Unit 14: Write a Paragraph</p> <p>Students will:</p> <p>Identify details that support the topic of a paragraph. Recognize what a paragraph is.</p> <p>Identify the topic of a paragraph.</p> <p>Use organizational strategies to plan writing.</p> <p>Choose a main idea.</p> <p>Brainstorm and develop possible topics.</p> <p>Generate ideas.</p> <p>Analyze ideas and select topic.</p> <p>Use details that support the topic sentence, or given focus. Use a graphic organizer to plan.</p> <p>Recognize that a topic sentence expresses the main idea of the paragraph.</p> <p>Provide details to increase understanding.</p> <p>Write a draft.</p> <p>Use planning ideas to produce a rough draft.</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. Provide details to increase understanding.</p> <p>Recognize the parts of a paragraph.</p> <p>Write a paragraph draft.</p>

<p>Unit 15:Pronouns 1: What Is a Pronoun? 2: Plural Pronouns 3: More Pronouns 4: Review Pronouns 5: Unit Checkpoint</p>	<p>L.2.1 L.2.1.c L.2.1.f L.2.2 SL.2.6</p>	<p>Unit 15: Pronouns Students will: Use singular pronouns. Recognize pronouns. Recall what a noun is. List nouns. Use plural pronouns. Use reflexive pronouns. List pronouns. Use possessive pronouns.</p>
<p>Unit 16: Complete and Revise a Paragraph 1: Revise Your Draft: Introductions 2: Get from Point to Point: Transitions 3: Write a Conclusion 4: Revise for Content 5: Revise a Paragraph</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.2.2 W.2.5 W.2.6 W.2.8</p>	<p>Unit 16: Complete and Revise a Paragraph Students will: Identify the topic sentence that expresses the main idea of a paragraph. Recognize the importance of revising written work. Revise by adding or deleting text. Write a topic sentence that expresses the main idea of a paragraph. Use beginning sentences. Recognize the importance of the beginning sentence in a paragraph. Revise using a checklist or rubric. Recognize that transition words connect ideas. Use transitions to connect ideas. Recognize the purpose of a paragraph. Use concluding sentences. Recognize the parts of a paragraph. Recognize the purpose of a conclusion. Revise by adding or deleting text. Revise using a checklist. Revise for clarity. Revise the draft of a paragraph. Revise for sentence fluency. Revise using feedback. Use guidance from adults and peers to revise writing. Make revisions based on audience and purpose. Collaborate with peers on writing projects. Revise for logical order or sequence. Revise for voice. Recognize the importance of revising written work.</p>

<p>Unit 17: Semester Review and Checkpoint</p> <p>1: Semester Review</p> <p>2: Semester Review: Sentences, Nouns, and Verbs</p> <p>3: Semester Checkpoint: Sentences, Nouns, and Verbs</p> <p>Semester Review: Letters, Nouns, Subjects & Verbs</p> <p>Semester Checkpoint: Letters, Nouns, Subjects & Verbs</p>	<p>4:</p> <p>5:</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.2.2.b</p> <p>L.2.3</p> <p>L.2.3.a</p> <p>SL.2.6</p> <p>W.2.3</p> <p>W.2.5</p> <p>W.2.6</p> <p>W.2.8</p>	<p>Unit 17: Semester Review and Checkpoint</p> <p>Students will:</p> <p>Recognize pronouns.</p> <p>Use a capital letter to begin a sentence and an end mark to end it.</p> <p>Use capital letters and commas in the greeting and closing of a letter.</p> <p>Identify kinds of sentences.</p> <p>Identify the subject and verb of a sentence. Form</p> <p>and use plural nouns.</p> <p>Use singular and plural pronouns.</p> <p>Recognize word groups that are sentences.</p> <p>Use a verb that agrees with its subject.</p> <p>Identify and use proper and common nouns. Identify and use verbs in sentences.</p> <p>Use possessive pronouns.</p> <p>Use capital letters and commas correctly in the heading of a letter.</p> <p>Identify singular and plural nouns. Identify kinds of sentences.</p> <p>Identify and use proper and common nouns.</p> <p>Use a capital letter to begin a sentence and an end mark to end it.</p> <p>Use capital letters and commas in the greeting and closing of a letter.</p>
<p>Unit 18: Polish and Publish a Paragraph</p> <p>What Is Proofreading?</p> <p>Use a Dictionary</p> <p>3: Use a Thesaurus</p> <p>4: Use a Checklist</p> <p>5: Publish Your Work</p>	<p>1:</p> <p>2:</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>Unit 18: Polish and Publish a Paragraph</p> <p>Students will:</p> <p>Revise for sentence fluency.</p> <p>Proofread to improve grammar, spelling, punctuation, and capitalization.</p> <p>Revise for clarity.</p> <p>Recognize the importance of revising written work.</p> <p>Recognize the purpose if a dictionary. Use a dictionary.</p> <p>Recognize the purpose of a thesaurus. Use a thesaurus. Use a checklist for editing and proofreading. Proofread to improve grammar, spelling, punctuation, and capitalization.</p> <p>Recognize the importance of proofreading to improve grammar, spelling, punctuation, and capitalization. Publish a final draft paragraph. Write sentences and paragraphs that develop a central idea, consider purpose and audience, and use the writing process. Use a checklist for editing and proofreading. Write legibly following appropriate format. Use guidance from adults and peers to revise writing. Revise for sentence fluency. Revise for clarity. Collaborate with peers on writing projects.</p>
<p>Unit 19: Adjectives</p> <p>1: What Is an Adjective?</p> <p>2: Review Descriptive Adjectives</p> <p>3: Articles</p> <p>4: Review Adjectives and Articles</p> <p>5: Unit Checkpoint</p>	<p>L.2.1</p> <p>L.2.1.e</p> <p>L.2.1.f</p> <p>L.2.2</p> <p>SL.2.6</p>	<p>Unit 19: Adjectives</p> <p>Students will:</p> <p>Recognize descriptive words known as adjectives.</p> <p>Identify nouns.</p> <p>List nouns.</p> <p>Draw a picture using adjectives.</p> <p>Use adjectives to describe someone or something.</p> <p>Recognize descriptive words known as adjectives. Recall what an adjective is.</p> <p>Use the, a, and an correctly.</p> <p>List adjectives to describe nouns.</p>

<p>Unit 20: Write Descriptively</p> <p>1: Show Me</p> <p>2: Plan a Description</p> <p>3: Organize Your Writing</p> <p>4: Revise a Description</p> <p>5: Polish and Publish a Description</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.2.2.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.2.3</p> <p>W.2.5</p> <p>W.2.6</p> <p>W.2.8</p>	<p>Unit 20: Write Descriptively Use descriptive phrases.</p> <p>Students will:</p> <p>Freewrite about a topic.</p> <p>Use a variety of words in writing.</p> <p>Recognize descriptive writing and analyze its use in a paragraph.</p> <p>Choose words that convey a clear picture.</p> <p>Define freewriting.</p> <p>Brainstorm and develop possible topics.</p> <p>Choose a main idea.</p> <p>Recognize that the writing process is a series of steps.</p> <p>Use a graphic organizer to plan.</p> <p>Plan the writing. Use descriptive phrases. Use</p> <p>descriptive details in writing.</p> <p>Use an appropriate organizational pattern in writing. Recognize the importance of using an appropriate organizational pattern.</p> <p>Write a draft.</p> <p>Write with an expressive, lively style.</p> <p>Write a topic sentence that expresses the main idea of a paragraph.</p> <p>Revise using a checklist or rubric.</p> <p>Use details that support the topic sentence, or given focus.</p> <p>Add descriptive details to strengthen the writing. Choose words and style based on audience.</p> <p>Write sentences and paragraphs that develop a central idea, consider purpose and audience, and use the writing process. Use sensory details.</p> <p>Write with an appropriate voice.</p> <p>Publish a clean, final copy of writing.</p> <p>Use a variety of words in writing.</p> <p>Use a checklist for editing and proofreading.</p> <p>Use a dictionary.</p> <p>Use a thesaurus.</p>
<p>Unit 20: Write Descriptively (Continued)</p>		<p>Unit 20: Write Descriptively (Continued)</p> <p>Use transitions to write sentences and paragraphs that develop a central idea, consider purpose and audience, and use the writing process.</p> <p>Use details that support the topic sentence, or given focus. Write legibly following appropriate format.</p> <p>Use descriptive details in writing.</p>
<p>Unit 21: Adverbs</p> <p>1: What Is an Adverb?</p> <p>2: More Adverbs</p> <p>3: Adjective or Adverb?</p> <p>4: Review Adjectives and Adverbs 5: Unit Checkpoint</p>	<p>L.2.1</p> <p>L.2.1.e</p> <p>L.2.1.f</p> <p>L.2.2</p> <p>SL.2.6</p>	<p>Unit 21: Adverbs</p> <p>Students will:</p> <p>Recognize that an adverb can tell the time of an action. Recognize descriptive words known as adjectives.</p> <p>Recognize descriptive words called adverbs. Recognize that an adverb can tell how an action is performed.</p> <p>Recall what an adverb of time is. Recognize that adverbs describe verbs.</p> <p>Recognize that adjectives describe nouns. Use adjectives and adverbs correctly.</p>

<p>Unit 22: Write Poetry</p> <p>1: Respond to Poems that Describe</p> <p>2: Poetic Forms and Subjects</p> <p>3: Draft a Poem</p> <p>4: Revise Your Poem</p> <p>5: Polish and Publish Your Poem</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.2.2.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.2.3</p> <p>W.2.5</p> <p>W.2.6</p> <p>W.2.8</p>	<p>Unit 22: Write Poetry</p> <p>Students will:</p> <p>Choose words that convey a clear picture.</p> <p>Identify rhythm and meter.</p> <p>Use descriptive phrases.</p> <p>Recognize descriptive language.</p> <p>Define poetry as a genre.</p> <p>Use sensory language.</p> <p>Identify rhyming words.</p> <p>Choose a topic.</p> <p>Recognize that a poem has a purpose, a voice, and an audience.</p> <p>Choose words and style based on audience.</p> <p>Use a graphic organizer to plan.</p> <p>Plan a piece of writing. Write a draft.</p> <p>Recognize the form of a cinquain.</p> <p>Write a poem.</p> <p>Choose a main idea.</p> <p>Recognize the form of a haiku.</p> <p>Revise using a checklist or rubric.</p> <p>Use figurative language.</p> <p>Write with an appropriate voice.</p> <p>Identify personification.</p> <p>Identify rhythm and meter.</p> <p>Identify simile.</p> <p>Write a simile.</p> <p>Write a metaphor.</p> <p>Publish a clean, final copy of writing.</p> <p>Use a checklist for editing and proofreading.</p> <p>Use a dictionary.</p> <p>Use a thesaurus.</p> <p>Write with an expressive, lively style.</p> <p>Use a variety of words in writing.</p>
<p>Unit 23: Verb Tense</p> <p>1: Tense of Verbs</p> <p>2: Past Tense Verbs</p> <p>3: More Past Tense Verbs</p> <p>4: Review Verb Tense</p> <p>5: Unit Checkpoint</p>	<p>L.2.1</p> <p>L.2.1.d</p> <p>L.2.1.f</p> <p>L.2.2</p> <p>SL.2.6</p>	<p>Unit 23: Verb Tense</p> <p>Students will:</p> <p>Recognize the future tense of verbs.</p> <p>Identify verbs in sentences.</p> <p>Use the present tense of verbs.</p> <p>Recognize and recall the present tense of verbs.</p> <p>Recall and use the future tense of verbs.</p> <p>Recall what a verb is.</p> <p>Form and use the past tense of verbs.</p> <p>Recognize and use the past tense of irregular verbs.</p>

<p>Unit 24: Write an Experience Story</p> <p>1: What Is an Experience Story?</p> <p>2: Brainstorm an Experience Story</p> <p>3: Plan an Experience Story</p> <p>4: Draft Dialogue</p> <p>5: Complete an Experience Story</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.2.2.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.2.3</p> <p>W.2.5</p> <p>W.2.6</p> <p>W.2.8</p>	<p>Unit 24: Write an Experience Story</p> <p>Students will:</p> <p>Write dialogue.</p> <p>Identify sensory language.</p> <p>Recognize that an experience story tells about an important event.</p> <p>Recognize the elements of a narrative.</p> <p>Identify descriptive language.</p> <p>Recognize the importance of an appropriate organizational pattern in writing. Define</p> <p>experience story.</p> <p>Identify transitions.</p> <p>Define transition.</p> <p>Recognize that stories include dialogue, which starts and ends with quotation marks.</p> <p>Recognize that an experience story is worth telling others about.</p> <p>Analyze ideas and select a topic for writing.</p> <p>Generate ideas for writing.</p> <p>Brainstorm possible topics.</p> <p>Plan a piece of writing.</p> <p>Use a graphic organizer to plan.</p> <p>Organize ideas in sequential order.</p> <p>Describe setting, characters, objects, and events in detail. Recognize and use an appropriate organizational pattern in writing.</p> <p>Choose words that convey a clear picture.</p> <p>Maintain a focus in writing.</p> <p>Write a narrative with a beginning, middle, and end.</p> <p>Write a brief story that describes an experience.</p> <p>Use transitions to connect ideas.</p> <p>Use beginning and concluding statements in writing.</p> <p>Recognize descriptive language. Use showing language.</p> <p>Write an introduction. Write</p> <p>an experience story. Write</p> <p>a conclusion.</p>
<p>Unit 25: Quotations</p> <p>1: What Are Quotations?</p> <p>2: Quotations and Quotation Marks</p> <p>3: More Quotations</p> <p>4: Review Quotations</p> <p>5: Unit Checkpoint</p>	<p>L.2.1</p> <p>L.2.2</p> <p>SL.2.6</p>	<p>Unit 25: Quotations</p> <p>Students will:</p> <p>Recall what a sentence is.</p> <p>Use quotation marks around a speaker's exact words. Recognize quotations in dialogue.</p> <p>Recognize word groups that are sentences.</p> <p>Use a comma to separate a quotation from the speaker tag. Identify the speaker of a quotation.</p> <p>Use a comma to separate the speaker tag from the quotation.</p>

<p>Unit 26: Revise and Publish an Experience Story</p> <p>1: Revise for Focus</p> <p>2: Revise for Content</p> <p>3: Revise for Variety in Sentences</p> <p>4: Proofread and Polish Your Experience Story</p> <p>5: Publish Your Experience Story</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.2.2.b</p> <p>L.2.2.e</p> <p>L.2.3</p> <p>L.2.3.a</p> <p>L.2.6</p> <p>SL.2.6</p> <p>W.2.3</p> <p>W.2.5</p> <p>W.2.6</p> <p>W.2.8</p>	<p>Unit 26: Revise and Publish an Experience Story</p> <p>Students will:</p> <p>Recognize the purpose of feedback.</p> <p>Revise using feedback.</p> <p>Make revisions based on audience and purpose. Revise</p> <p>by adding or deleting text.</p> <p>Revise for clarity.</p> <p>Revise for ideas and content.</p> <p>Define revising.</p> <p>Define content.</p> <p>Define voice.</p> <p>Recognize the purpose of revising.</p> <p>Generate ideas for writing.</p> <p>Use content appropriate for audience.</p> <p>Revise for ideas and content.</p> <p>Revise for sentence fluency.</p> <p>Revise for voice.</p> <p>Use a checklist for editing and proofreading.</p> <p>Proofread to improve grammar, spelling, punctuation, and capitalization.</p> <p>Use a variety of words in writing.</p> <p>Define proofreading.</p> <p>Recognize the importance of proofreading to improve grammar, spelling, punctuation, and capitalization.</p> <p>Use correct grammar and sentence formation.</p> <p>Revise using a checklist or rubric.</p> <p>Recognize that writing must be revised and proofread before publishing.</p> <p>Write legibly following appropriate format.</p> <p>Recognize that publishing means making a clean final copy of your writing.</p> <p>Share work with an audience.</p> <p>Write with an expressive, lively style.</p> <p>Use a thesaurus.</p> <p>Use a dictionary.</p>
<p>Unit 27: Possessive Nouns</p> <p>1: What Is a Possessive Noun?</p> <p>2: Plural Possessive Nouns</p> <p>3: More Plural Possessive Nouns</p> <p>4: Review Possessive Nouns</p> <p>5: Unit Checkpoint</p>	<p>L.2.1</p> <p>L.2.1.f</p> <p>L.2.2</p> <p>L.2.2c</p> <p>SL.2.6</p>	<p>Unit 27: Possessive Nouns Identify nouns.</p> <p>Students will:</p> <p>Form singular possessive nouns.</p> <p>Identify possessive nouns.</p> <p>Recall what a noun is.</p> <p>Form plural possessive nouns.</p> <p>Recall what a possessive noun is.</p>

<p>Unit 28: Write About Literature</p> <p>1: What Is a Book Review?</p> <p>2: Plan a Summary for a Book Review</p> <p>3: Opinion Statements and Support for a Book Review</p> <p>Draft a Book Review</p> <p>5: Write a Book Review</p>	<p>4:</p> <p>L.2.1 L.2.1.e L.2.1.f L.2.2 L.2.2.a L.2.2.b L.2.2.e 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>Unit 28: Write About Literature</p> <p>Students will:</p> <p>Recognize that people have different favorite books. Brainstorm and develop possible topics.</p> <p>Identify the parts of a book review.</p> <p>Identify purpose for writing.</p> <p>Make connections between text and the world.</p> <p>Define a book review.</p> <p>Write a summary.</p> <p>Use language appropriate for audience and purpose.</p> <p>Recognize the importance of organizing ideas in sequential order.</p> <p>Organize ideas in sequential order.</p> <p>Define summary.</p> <p>Identify audience.</p> <p>Set a purpose for writing. Use a graphic organizer to plan.</p> <p>Use a checklist.</p> <p>Write an opinion statement.</p> <p>Identify a favorite book.</p> <p>Write a book review.</p> <p>Give an opinion about a book.</p> <p>Define opinion.</p> <p>Support the main idea with details.</p> <p>Define conclusion.</p> <p>Use a graphic organizer to plan.</p> <p>Understand that people have different favorite books. Write responses to literature that express and support an opinion.</p> <p>Use organizational structures to ensure coherence. Use beginning and concluding statements in writing. Write a response to a book. Use transition words to signal order. Write or draw a response that identifies a text-to-self, text-to-world, and/or text-to-text connection.</p>
<p>Unit 29: Names, Initials, and Titles</p> <p>1: Names and Initials of People</p> <p>2: Titles of People</p> <p>3: Place Names</p> <p>4: Review Names, Initials, and Titles</p> <p>5: Unit Checkpoint</p>	<p>L.2.1 L.2.1.f L.2.2 L.2.2a SL.2.6</p>	<p>Unit 29: Names, Initials, and Titles</p> <p>Students will:</p> <p>Use a capital letter to begin the name of a person.</p> <p>Use a period after an initial.</p> <p>Use capital letters for initials.</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 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>Use a capital letter and a period for a shortened title of a person.</p>

<p>Unit 30: Make a Presentation</p> <p>What Is a Presentation?</p> <p>2: Create a Visual</p> <p>3: Develop a Presentation</p> <p>4: Practice a Presentation</p> <p>5: Deliver a Presentation</p>	<p>1:</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.2.2.b</p> <p>L.2.2.e</p> <p>L.2.3</p> <p>L.2.3.a</p> <p>L.2.6</p> <p>SL.2.2</p> <p>SL.2.4</p> <p>SL.2.5</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.2.8</p>	<p>Unit 30: Make a Presentation</p> <p>Students will:</p> <p>Recognize that an effective presentation requires an appropriate introduction.</p> <p>Recognize that an effective presenter looks up at the audience as much as possible, includes an appropriate visual, and interacts with the audience.</p> <p>Recognize that effective presentations are delivered at an appropriate pace, with a friendly voice, and at an appropriate volume.</p> <p>Analyze a presentation.</p> <p>Recognize that effective presentations are delivered with enthusiasm, confidence, and clarity.</p> <p>Recognize that visuals make a piece of writing easier to understand.</p> <p>Recognize that visuals improve a piece of writing. Create a visual. Illustrate a work. Retell stories, including characters, setting, and plot. Write or draw a response that identifies a text-to-self, text-to-world, and/or text-to-text connection. Write or draw a response to a literature selection that identifies the characters, setting, and main idea. Analyze a presentation. Write or draw a response to a literature selection that identifies the characters, setting, and main idea. Incorporate graphic features in writing. State an opinion. Make a presentation with a picture. Recognize the importance of practicing a presentation. Speak clearly and at an appropriate pace for the type of communication. Share work with an audience.</p>
<p>Unit 31: Commas and Apostrophes</p> <p>1: Words in a Series</p> <p>2: Contractions</p> <p>3: More Contractions</p> <p>4: Review Commas and Apostrophes</p> <p>5: Unit Checkpoint</p>	<p>L.2.1</p> <p>L.2.1.f</p> <p>L.2.2</p> <p>L.2.2.b</p> <p>L.2.2.c</p> <p>SL.2.6</p>	<p>Unit 31: Commas and Apostrophes</p> <p>Students will:</p> <p>Recall some uses of the comma.</p> <p>Use commas to separate words in a series.</p> <p>Recall a use for an apostrophe.</p> <p>Form and use contractions.</p> <p>Recall what a contraction is.</p> <p>Use commas to separate words in a series.</p>

<p>Unit 32: Research Skills</p> <p>1: What Is Research?</p> <p>2: References</p> <p>3: Take Notes (A)</p> <p>4: Take Notes (B)</p> <p>5: Create a Plan</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.2.2.b</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>Unit 32: Research Skills</p> <p>Students will:</p> <p>Recognize that writing varies by purpose and audience.</p> <p>Define research.</p> <p>Recognize the difference between fact and opinion. Formulate questions to investigate for research.</p> <p>Brainstorm possible topics. Set a purpose for writing. Define research report.</p> <p>Define reference.</p> <p>Recognize that mass media contains fact, fiction, and opinion.</p> <p>Use various reference materials to acquire information. Participate in shared research.</p> <p>Use appropriate technology to create a product or project. Formulate questions to investigate for research.</p> <p>Recognize the difference between fact and opinion.</p> <p>Define interview.</p> <p>Evaluate the relevance of both print and online sources. Identify and select the best reference source.</p> <p>Formulate questions to investigate for research.</p> <p>Recognize that notes are a record of something important. Take notes about important information.</p> <p>Use facts in writing. Identify and select the best reference source.</p> <p>Identify plagiarism.</p> <p>Recognize the importance of finding important information and writing it in your own words.</p> <p>Organize text using main idea and supporting details.</p> <p>Organize ideas in a logical order.</p> <p>Choose a main idea for writing.</p> <p>Organize information.</p>
<p>Unit 33: More Capital Letters</p> <p>1: Months and Days</p> <p>2: Holidays</p> <p>3: Product Names and More</p> <p>4: Review More Capital Letters</p> <p>5: 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>Unit 33: More Capital Letters</p> <p>Students will:</p> <p>Use a capital letter to begin the name of a day. Use a capital letter to begin a proper noun.</p> <p>Use a capital letter to begin the name of a month. Recall what a proper noun is.</p> <p>Use a capital letter to begin the name of a holiday. Use a capital letter for the pronoun I.</p> <p>Use capital letters in the greeting and closing of a letter. Use a capital letter to begin the name of a product.</p> <p>Recall uses of capital letters.</p> <p>Use a capital letter for the first word of a sentence.</p>

<p>Unit 34: Write About Information</p> <p>1: Organize Your Paragraphs</p> <p>2: Write the Body (A)</p> <p>3: Write the Body (B)</p> <p>4: Introductions</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.2.2.b</p> <p>L.2.2.e</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>Unit 34: Write About Information</p> <p>Students will:</p> <p>Recognize the need to use an appropriate organizational pattern in writing.</p> <p>Use an appropriate organizational pattern in writing.</p> <p>Maintain a focus in writing.</p> <p>Organize text using main idea and supporting details.</p> <p>Write sentences and paragraphs that develop a central idea, consider purpose and audience, and use the writing process. Recognize the need to maintain a focus in writing.</p> <p>Use details in writing to support ideas.</p> <p>Use planning ideas to produce a rough draft.</p> <p>Write a draft.</p> <p>Write a beginning, middle, and end.</p> <p>Define transitions.</p> <p>Use transitions to connect ideas.</p> <p>Recognize the importance of an introduction.</p> <p>Use beginning and concluding sentences in writing.</p> <p>Write an introduction.</p> <p>Define introduction.</p> <p>State an opinion.</p> <p>Write a conclusion.</p> <p>Recognize the purpose of a conclusion.</p> <p>Write beginning and concluding sentences.</p>
<p>Unit 35: Semester Review and Checkpoint</p> <p>1: Semester Review</p> <p>2: Semester Review: Adjectives, Adverbs, Verb Tense</p> <p>3: Semester Checkpoint: Adjectives, Adverbs, Verb Tense, and Quotations</p> <p>4: Semester Review: Possessive Nouns, Capital Letters, Commas, and Contractions</p> <p>5: Semester Checkpoint: Possessive Nouns, Capital Letters</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.2.2.b</p> <p>L.2.2.e</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>Unit 35: Semester Review and Checkpoint</p> <p>Students will:</p> <p>Form and use the past tense of verbs.</p> <p>Use adjectives and adverbs correctly.</p> <p>Use a capital letter to begin the title, name, and initials of a person.</p> <p>Use a capital letter to begin month, day, holiday, product, and geographic names.</p> <p>Use a capital letter for the pronoun I.</p> <p>Use a period after an initial or a person's title.</p> <p>Use a capital letter for the first word of a sentence.</p> <p>Use capital letters in the greeting and closing of a letter. Use quotation marks around a speaker's exact words. Recognize that an adverb can tell the time of an action or how an action is performed.</p> <p>Recognize descriptive words called adverbs.</p> <p>Recognize quotations in dialogue.</p> <p>Use the, a, and an correctly.</p> <p>Recognize that adjectives describe nouns and adverbs describe verbs.</p> <p>Use commas to separate words in a series.</p> <p>Recognize and form possessive nouns.</p> <p>Form and use contractions.</p> <p>Form and use the past tense of verbs.</p> <p>Use adjectives and adverbs correctly.</p> <p>Recognize that an adverb can tell the time of an action or how an action is performed.</p> <p>Use the present tense and the future tense of verbs.</p>

<p>Unit 36: Revise and Publish Your Work</p> <p>1: Revise from Feedback</p> <p>2: Revise for Content</p> <p>3: Revise for Organization</p> <p>4: Proofread and Polish Your Report 5: Publish Your Report</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.2.2.b</p> <p>L.2.2.e</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>Unit 36: Revise and Publish Your Work</p> <p>Students will:</p> <p>Revise for ideas and content.</p> <p>Revise using feedback.</p> <p>Recognize the purpose of feedback.</p> <p>Revise for clarity.</p> <p>Define revising.</p> <p>Make revisions based on audience and feedback.</p> <p>Revise by adding or deleting text.</p> <p>Recognize the purpose of revising.</p> <p>Define focus. Define content.</p> <p>Revise for logical order or sequence. Use an appropriate organizational pattern in writing. Recognize the need to use an appropriate organizational Pattern in writing.</p> <p>Recognize the need to use transitions to connect ideas in writing.</p> <p>Define transitions.</p> <p>Define proofreading. Revise for voice.</p> <p>Proofread to improve grammar, spelling, punctuation, and capitalization.</p> <p>Revise using a checklist or rubric.</p> <p>Recognize the importance of revising written work.</p> <p>Combine sentences that have common elements.</p> <p>Punctuate correctly.</p> <p>Revise for sentence fluency.</p> <p>Recognize the importance of proofreading to improve grammar, spelling, punctuation, and capitalization. Define publishing.</p> <p>Incorporate graphic features in writing. Publish a report.</p>
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Wyoming Department of Education Required Virtual Education Course Syllabus

Campbell County School District # 1

Program Name	Campbell County Virtual School	Content Area	LA
Course ID	LA2V	Grade Level	2
Course Name	Language Arts Orange Spelling	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

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

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.3.b	Know spelling-sound correspondences for additional common vowel teams.
RF.2.3.c	Decode regularly spelled two-syllable words with long vowels.
RF.2.3.d	Decode words with common prefixes and suffixes.
RF.2.3.e	Identify words with inconsistent but common spelling-sound correspondences.
RF.2.3.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	Read on-level text with purpose and understanding.
RF.2.4.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Unit 1: Heart Words and Digraphs (A)	RF.2.3 RF.2.3.e RF.2.3.f	Unit 1: Heart Words and Digraphs (A) Spell Heart Words. Spell words containing the digraphs ck, sh, th, ch, or wh.
Unit 2: Heart Words and Digraphs (B)	RF.2.3 RF.2.3.e RF.2.3.f	Unit 2: Heart Words and Digraphs (B) Spell Heart Words. Spell words containing the digraphs ck, sh, th, ch, or wh.
Unit 3: Heart Words and Ending Blends	L.2.2.d RF.2.3 RF.2.3.e	Unit 3: Heart Words and Ending Blends Spell Heart Words. Spell words ending with consonant blends.
Unit 4: Heart Words and Beginning Blends	RF.2.3 RF.2.3.e RF.2.3.f	Unit 4: Heart Words and Beginning Blends Spell Heart Words. Spell words beginning with consonant blends.
Unit 5: Heart Words and Beginning & Ending Blends	RF.2.3 RF.2.3.e RF.2.3.f	Unit 5: Heart Words and Beginning & Ending Blends Spell words beginning with consonant blends. Spell Heart Words. Spell words ending with consonant blends.
Unit 6: Review Heart Words, Digraphs, and Blends	RF.2.3 RF.2.3.e RF.2.3.f	Unit 6: Review Heart Words, Digraphs, and Blends Spell Heart Words. Spell words containing the digraphs ck, sh, th, ch, or wh. Spell words beginning with consonant blends. Spell words ending with consonant blends.
Unit 7: Heart Words and Double Trouble Endings	RF.2.3 RF.2.3.e RF.2.3.f	Unit 7: Heart Words and Double Trouble Endings Spell Heart Words. Spell words ending with the double letters ss, zz, ll, or ff.
Unit 8: Heart Words and r-Controlled Vowels	RF.2.3 RF.2.3.b RF.2.3.e RF.2.3.f	Unit 8: Heart Words and r-Controlled Vowels Spell words containing the r-controlled vowels ar, ir, er, or, or ur. Spell Heart Words.

Unit 9: Heart Words and Long a Spellings	RF2.3 RF.2.3.a RF.2.3.b RF.2.3.c RF.2.3.e RF.2.3.f	Unit 9: Heart Words and Long a Spellings Spell Heart Words. Spell words containing the long a sound spelled a, ai, ay, eigh, or a-consonant- e. Spell words containing the long a sound spelled ai, ay, ea, or a- consonant-e.
Unit 10: Heart Words and Long i Spellings	RF2.3 RF.2.3.a RF.2.3.b RF.2.3.c RF.2.3.e RF.2.3.f	Unit 10: Heart Words and Long i Spellings Spell Heart Words. Spell words containing the long i sound spelled i, ie, igh, y, or i consonant-e.
Unit 11:Heart Words and Long o Spellings	RF2.3 RF.2.3.a RF.2.3.b RF.2.3.c RF.2.3.e RF.2.3.f	Unit 11: Heart Words and Long o Spellings Spell Heart Words. Spell words containing the long o sound spelled oa, oe, o, or o- consonant-e.
Unit 12: Review Heart Words, Double Endings, r-Controlled Vowels, and Long Vowel Spellings	RF2.3 RF.2.3.a RF.2.3.b RF.2.3.c RF.2.3.e RF.2.3.f	Unit 12: Review Heart Words, Double Endings, r-Controlled Vowels, and Long Vowel Spellings Spell words containing the long a sound spelled a, ai, ay, eigh, or a-consonant-e. Spell words containing the long i sound spelled i, ie, igh, y, or i consonant-e. Spell words containing the r-controlled vowels ar, ir, er, or, or ur. Spell words ending with the double letters ss, zz, ll, or ff. Spell words containing the long o sound spelled oa, oe, o, or o- consonant-e. Spell Heart Words. Spell words containing the long a sound spelled ai, ay, ea, or a- consonant-e.
Unit 13: Heart Words and Long e Spellings (A)	RF2.3 RF.2.3.a RF.2.3.b RF.2.3.c RF.2.3.e RF.2.3.f	Unit 13: Heart Words and Long e Spellings (A) Spell words containing the long e sound spelled ee, ea, e, or e-consonant- e. Spell Heart Words
Unit 14: Heart Words and Long e Spellings (B)	RF2.3 RF.2.3.a RF.2.3.b RF.2.3.c RF.2.3.e RF.2.3.f	Unit 14: Heart Words and Long e Spellings (B) Spell Heart Words. Spell words containing the long e sound spelled ey or ie.
Unit 15: Heart Words and Long u Spellings	RF2.3 RF.2.3.a RF.2.3.b RF.2.3.c RF.2.3.e RF.2.3.f	Unit 15: Heart Words and Long u Spellings Spell words containing the long u sound spelled ue, ew, u, or u-consonant- e. Spell Heart Words.
Unit 16: Heart Words and Long Double o Spellings	RF2.3 RF.2.3.a RF.2.3.b RF.2.3.c RF.2.3.e RF.2.3.f	Unit 16: Heart Words and Long Double o Spellings Spell Heart Words. Spell words containing the long double o sound spelled oo, u, ue, ew, ou, or u- consonant-e.
Unit 17: Heart Words and Short Double o & /ow/ Spellings	RF2.3 RF.2.3.a RF.2.3.b RF.2.3.c RF.2.3.e RF.2.3.f	Unit 17: Heart Words and Short Double o & /ow/ Spellings Spell words containing the short double o sound spelled oo. Spell Heart Words. Spell words containing the sound /ow/ spelled ou or ow.

Unit 18: Review Heart Words, Long Vowel, and Double o & /ow/ Spellings	RF.2.3 RF.2.3.a RF.2.3.b RF.2.3.c RF.2.3.e RF.2.3.f	Unit 18: Review Heart Words, Long Vowel, and Double o & /ow/ Spellings Spell Heart Words. Spell words containing the short double o sound spelled oo. Spell words containing the long e sound spelled ee, ea, e, or e- consonant-e. Spell words containing the long e sound spelled ey or ie. Spell words containing the long u sound spelled ue, ew, u, or u- consonant-e. Spell words containing the sound /ow/ spelled ou or ow. Spell words containing the long double o sound spelled oo, u, ue, ew, ou, or u- consonant-e.
Unit 19: Heart Words and /oi/ & /au/ Spellings	RF.2.3 RF.2.3.b RF.2.3.e RF.2.3.f	Unit 19: Heart Words and /oi/ & /au/ Spellings Spell words containing the sound /au/ spelled aw or au. Spell words containing the sound /oi/ spelled oi or oy. Spell Heart Words.
Unit 20: Heart Words and Long e & Long i Spelled y	RF.2.3 RF.2.3.a RF.2.3.b RF.2.3.c RF.2.3.e RF.2.3.f	Unit 20: Heart Words and Long e & Long i Spelled y Spell words containing the long i or long e sounds spelled with the letter y. Spell Heart Words.
Unit 21: Heart Words and Closed Syllables	RF.2.3 RF.2.3.f	Unit 21: Heart Words and Closed Syllables Spell Heart Words. Spell words containing closed syllables. Spell words containing open syllables.
Unit 22: Heart Words and Open & Closed Syllables	RF.2.3 RF.2.3.f	Unit 22: Heart Words and Open & Closed Syllables Spell words containing open syllables. Spell Heart Words. Spell words containing closed syllables.
Unit 23: Heart Words and v-c-e Syllables	RF.2.3 RF.2.3.c RF.2.3.f	Unit 23: Heart Words and v-c-e Syllables Spell Heart Words. Spell words containing v-c-e syllables.
Unit 24: Review Heart Words, /oi/, /au/, Long Vowels, and Closed & Open Syllables	RF.2.3 RF.2.3.c RF.2.3.f	Unit 24: Review Heart Words, /oi/, /au/, Long Vowels, and Closed & Open Syllables Spell words containing closed syllables. Spell Heart Words. Spell words containing open syllables. Spell words containing v-c-e syllables. Spell words containing the sound /au/ spelled aw or au. Spell words containing the long i or long e sounds spelled with the letter y. Spell words containing the sound /oi/ spelled oi or oy.
Unit 25: Heart Words and Prefixes	RF.2.3 RF.2.3.d RF.2.3.f	Unit 25: Heart Words and Prefixes Spell words beginning with the prefixes re-, sub-, un-, de-, or pre-. Spell Heart Words. Spell words beginning with the prefixes re-, sub-, un-, de-, or pre-.
Unit 26: Heart Words and Consonant Suffixes (A)	RF.2.3 RF.2.3.d RF.2.3.f	Unit 26: Heart Words and Consonant Suffixes (A) Spell words ending with the consonant suffixes -ly, -ful, -fully, -ment, -less, -ness, -ty, or -some. Spell Heart Words.
Unit 27: Heart Words and Vowel Suffixes (A)	RF.2.3 RF.2.3.d RF.2.3.f	Unit 27: Heart Words and Vowel Suffixes (A) Spell words ending with the vowel suffixes -able, -en, -est, -ish, or -y. Spell Heart Words.
Unit 28: Heart Words and Multisyllabic Words with r-Controlled Vowels	RF.2.3 RF.2.3.b RF.2.3.c RF.2.3.f	Unit 28: Heart Words and Multisyllabic Words with r- Controlled Vowels Spell Heart Words. Spell multisyllabic words containing the r-controlled vowel combinations ar, er, ir, or, and ur.
Unit 29: Heart Words and Consonant-le Syllables	RF.2.3 RF.2.3.f	Unit 29: Heart Words and Consonant-le Syllables Spell words containing consonant-le syllables. Spell Heart Words.

<p>Unit 30: Review Heart Words, Prefixes, Suffixes, r-Controlled Vowels, and Consonant-le Syllables</p>	<p>RF.2.3 RF.2.3.b RF.2.3.c RF.2.3.d RF.2.3.f</p>	<p>Unit 30: Review Heart Words, Prefixes, Suffixes, r-Controlled Vowels, and Consonant-le Syllables Spell words ending with the consonant suffixes -ly, -ful, -fully, -ment, -less, -ness, -ty, or -some. Spell multisyllabic words containing the r-controlled vowel combinations ar, er, ir, or, and ur. Spell words ending with the vowel suffixes -able, -en, -est, -ish, or -y. Spell words beginning with the prefixes re-, sub-, un-, de-, or pre-. Spell words containing consonant-le syllables. Spell Heart Words. Spell words beginning with the prefixes re-, sub-, un-, de-, or pre-.</p>
<p>Unit 31: Heart Words and Multisyllabic Words with Vowel-Team Syllables</p>	<p>RF.2.3 RF.2.3.b RF.2.3.c RF.2.3.d RF.2.3.f</p>	<p>Unit 31: Heart Words and Multisyllabic Words with Vowel- Team Syllables Spell multisyllabic words containing vowel- team syllables. Spell Heart Words.</p>
<p>Unit 32: Heart Words and Vowel Suffixes (B)</p>	<p>RF.2.3 RF.2.3.b RF.2.3.c RF.2.3.d RF.2.3.f</p>	<p>Unit 32: Heart Words and Vowel Suffixes (B) Spell Heart Words. Spell words ending with the vowel suffixes -ed, -est, -ing, or -er. Spell words requiring a doubled consonant before the endings -ed or -ing.</p>
<p>Unit 33: Heart Words and Consonant Suffixes (B)</p>	<p>RF.2.3 RF.2.3.b RF.2.3.c RF.2.3.d RF.2.3.f</p>	<p>Unit 33: Heart Words and Consonant Suffixes (B) Spell Heart Words. Spell words ending in the consonant suffixes -ly, -ment, -ness, -ful, or -less.</p>
<p>Unit 34: Heart Words and Unusual Plurals</p>	<p>RF.2.3 RF.2.3.e RF.2.3.f</p>	<p>Unit 34: Heart Words and Unusual Plurals Spell Heart Words. Spell words with unusual plurals.</p>
<p>Unit 35: Heart Words and Silent Consonants in the Pairs wr-, -mb, & kn-</p>	<p>RF.2.3 RF.2.3.e RF.2.3.f</p>	<p>Unit 35: Heart Words and Silent Consonants in the Pairs wr-, -mb, & kn- Spell Heart Words. Spell words containing silent consonants in the pairs wr, mb, and kn.</p>
<p>Unit 36: Review Heart Words, Syllables, Suffixes, Unusual Plurals, and Silent Consonants Spell words ending in the consonant suffixes -ly, -ment, -ness, -ful, or -less.</p>	<p>RF.2.3.b RF.2.3 RF.2.3.a RF.2.3.b RF.2.3.c RF.2.3.d RF.2.3.e RF.2.3.f</p>	<p>Unit 36: Review Heart Words, Syllables, Suffixes, Unusual Plurals, and Silent Consonants Spell words ending in the consonant suffixes -ly, -ment, -ness, -ful, or -less. Spell words requiring a doubled consonant before the endings -ed or -ing. Spell multisyllabic words containing vowel-team syllables. Spell words ending with the vowel suffixes -ed, -est, -ing, or -er. Spell Heart Words. Spell words containing silent consonants in the pairs wr, mb, and kn. Spell words with unusual plurals.</p>