



# Wyoming Department of Education Required Virtual Education Course Syllabus

Natrona County School District # 1

Course Information	
<b>Program Name</b>	Natrona Virtual Learning
<b>Course ID</b>	NVA010201
<b>Course Name</b>	Language Arts Orange (2)
<b>SCED Code</b>	
<b>Content Area</b>	LA
<b>Grade Level</b>	2
<b># of Credits</b>	
<b>Curriculum Type</b>	K12 Inc
<b>Please give a concise description of this course including the purpose and what students will demonstrate and/or gain from this course.</b>	
<p>This course provides a comprehensive and interrelated sequence of lessons for students to continue building their proficiency in literature and comprehension, writing skills, vocabulary, spelling, and handwriting.</p> <p><b>Literature and Comprehension:</b> 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.</p> <p><b>Writing Skills:</b> 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.</p> <p><b>Vocabulary:</b> Students increase their vocabulary through word study, comprehension, and word analysis, then apply their knowledge in a variety of authentic contexts.</p> <p><b>Spelling:</b> Students continue their exploration of spelling conventions with lessons in sound-symbol relationships and patterns.</p> <p><b>Handwriting:</b> <i>Handwriting Without Tears</i> helps students develop printing skills and, if appropriate, begin cursive handwriting.</p>	

## Wyoming Content and Performance Standards

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

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

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

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L.2.4.b	b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i> ).
L.2.4.c	c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i> ).
L.2.4.d	d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i> ).
L.2.4.e	e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.
L.2.5.a	a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> ).
L.2.5.b	b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i> ) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i> ).

## Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/Student Centered Goals
Weekly Class Connect Sessions	SL.2.1 SL.2.1.a-e SL.2.2 SL.2.3	Each student meets in a group wide Class Connect session weekly. During the Class Connects students: Participate in discussions with fellow students Listen to reading segments Answer questions on the whiteboard.
Unit 1 Furry Friends 5 Review "The Hound and the Hare" 1: Course Introduction	L.2.1 L.2.1.a-f L.2.2	Furry Friends Unit assessment will test student's ability to: Increase oral reading skills. Increase fluency. Define character.
2: Introduce "The Lion and the Fox"	L.2.2.a-e L.2.3	Use text organizational features to locate and comprehend information. (Table of Contents)
3: Review "The Lion and the Fox"	L.2.3.a L.2.4.	Identify characters in a story. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
4: Introduce "The Hound and the Hare"	L.2.4.a-e L.2.5	Read texts for literary experience. Identify characters in a story.
5: Review "The Hound and the Hare"	L.2.5.a-b L.2.6	Describe characters and their reactions to major events in the story. Recount stories, including fables and folktales from diverse cultures.

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	<p>RF.2.3 RF2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 SL.2.2 W.2.2 W.2.8</p>	<p>Generate plausible alternative endings to plot. Make connections between text and self</p>
<p>Unit 2 Flying Friends 5 Introduce Creepy-Crawly Poems 1: Introduce "The Life of a Butterfly"  2: Review "The Life of a Butterfly"  3: Introduce "I See a Honeybee"  4: Review "I See a Honeybee"  5: Introduce Creepy-Crawly Poems</p>	<p>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 RF.2.3 RF2.3.a-c RF.2.4 RF.2.4a-c RI.2.1 RI.2.2 RI.2.3 RI.2.4</p>	<p>Flying Friends Unit assessment will test student's ability to: Connect text to prior knowledge. Define poetry as a genre. Define poem. Differentiate among literary genres. Identify characteristics of different genres. Define rhyme. Set a purpose for reading. Define speaker. Use text organizational features to locate and comprehend information. Use an illustration to make a prediction about a reading. Read texts for literary experience. Answer questions requiring literal recall of details. Define rhyme. Identify rhyming words. Answer evaluative questions. Make connections between text and oneself. Make connections between text and oneself write a poem.</p>

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	<p>RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.10 W.2.2 W.2.8</p>	
<p>Unit 4 Poetry 2 Introduce More Feelings Poems 1: Introduce Feelings Poems  2: Introduce More Feelings Poems  3: Your Choice</p>	<p>RF.2.3 RF2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10</p>	<p>Poetry Unit assessment will test student’s ability to: Connect text to prior knowledge. Identify the author’s purpose. Identify characteristics of different genres. Define first-person point of view. Use text organizational features to locate and comprehend information. (table of contents, index) Use an illustration to make a prediction about a reading. Read texts for literary experience. Answer questions requiring literal recall of details. Make inferences from text. Make connection between text and self. Read and respond to works from various genres.</p>
<p>Unit 5 Classics for All Ages 10 Assessment "The Bremen Town Musicians" 1: Introduce "The Fox and the Grapes"  2: Review "The Fox and the Grapes"  3: Introduce "The Goose and the Golden Eggs"  4: Review "The Goose and the Golden Eggs"  5: Introduce "The Pied Piper of Hamelin" (A)  6: Introduce "The Pied Piper of Hamelin" (B)  7: Review "The Pied Piper of Hamelin"</p>	<p>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 RF.2.3 RF2.3.a-c RF.2.4 RF.2.4a-c</p>	<p>Classics for all Ages Unit assessment will test student’s ability to: Recount stories, including fables and folktales from diverse cultures. Define cause and effect. Identify cause and effect relationships in text either stated or inferred. Identify genre. Identify characteristics of different genres. Identify a lesson learned based on a character’s actions. Identify the author’s purpose. Identify the moral or lesson of a text. Make connections text to self. Make connections between text and self.</p>

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<p>8: Introduce "The Bremen Town Musicians" (A) 9: Introduce "The Bremen Town Musicians" (B) 10: Review "The Bremen Town Musicians" 11: Your Choice</p>	<p>RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	
<p>Unit 6 A Weed is a Flower 3 Unit Assessment A Weed is a Flower 1: Introduce A Weed is a Flower 2: Explore A Weed is a Flower 3: Review A Weed is a Flower 4: Your Choice</p>	<p>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 SL.2.4 RF.2.3 RF.2.3.a-c RF.2.4 RF.2.4a-c RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.10</p>	<p>A Weed is a Flower Unit assessment will test student’s ability to: Increase oral reading skills. Increase fluency. Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. Define summary. Summarize the plot of a story. Increase concept and content vocabulary. Use an illustration to make a prediction about a reading. Apply information read to answer questions. Generate questions during reading. Read a variety of texts for information and pleasure. Use context clues to determine word meanings. Answer questions requiring literal recall of details. Distinguish the main idea from the topic .Identify main idea. Identify supporting details. Summarize text and maintain accurate sequence. Restate facts and supporting details of informational text in sequential order. Speak clearly and at an appropriate pace for the type of communication.</p>



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	W.2.2 W.2.8	
Unit 7 Winds and Wings 4 Introduce "Windy Nights" 1: Introduce "Bee! I'm Expecting You!"  2: Introduce "Something Told the Wild Geese"  3: Introduce "Who has Seen the Wind?"  4: Introduce "Windy Nights"	L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 RF.2.3 RF.2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.9 RL.2.10 W.2.2 W.2.8	Winds and Wings Unit assessment will test student's ability to: Connect to prior knowledge. Build background knowledge. Use text organizational features to locate and comprehend information. (table of contents) Use an illustration to make a prediction about a reading. Read texts for literary experience. Identify rhyme in a literary selection. Define stanza. Identify stanzas in poetry. Answer questions requiring literal recall of details. Identify the use of repetition in poetry. Make inferences using evidence from the text. Define personification. Identify personification. Make connections between texts. Compare and contrast literary elements in two or more literary selections. Identify personification. Make connections between texts.
Unit 8: Rome (A)1: Introduce "Living with Latin"  2: Review "Living with Latin"  3: Introduce "Gods and Spirits of Ancient Rome"  4: Review "Gods and Spirits of Ancient Rome"	L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4.	Rome Unit 8 assessment will test student's ability to: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Make connections between text and oneself. Compare and contrast different versions of the same story. Compare and contrast the most important points presented by two texts on the same topic.

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<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>L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 SL.2.4 RF.2.3 RF.2.3.a-c RF.2.4 RF.2.4a-c RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.10 RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	<p>Make connections between text and the real world.</p>
<p>Unit 9 Rome B 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>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4.</p>	<p>Rome Unit assessment will test student’s ability to: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Make connections between text and oneself. Compare and contrast different versions of the same story. Compare and contrast the most important points presented by two texts on the same topic.</p>

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<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>L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 SL.2.4 RF.2.3 RF.2.3.a-c RF.2.4 RF.2.4a-c RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.10 RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	<p>Make connections between text and the real world.</p>
<p>Unit 10 Peter Pan 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>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4.</p>	<p>Peter Pan Unit assessment will test student’s ability to:</p> <p>Increase oral reading skills. Increase fluency.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Summarize the plot of a story. Identify setting.</p> <p>Identify characters. Define theme.</p>

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<p>5: Review Peter Pan</p> <p>6: Your Choice</p>	<p>L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 RF.2.3 RF2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	<p>Increase concept and content vocabulary.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Use chapter titles to make predictions and comprehend text.</p> <p>Use text to make a prediction.</p> <p>Answer who, what, where, when, why, and how questions.</p> <p>Answer questions requiring literal recall of details.</p> <p>Identify choices that a character makes and their consequences.</p> <p>Determine the theme, moral, or lesson of a work of literature.</p>
<p>Unit 11 The Jackals and the Lion 1: Introduce “The Jackals and the Lion”</p> <p>2: Review “The Jackals and the Lion”</p> <p>3: Your Choice</p>	<p>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 RF.2.3 RF2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2</p>	<p>The Jackals and the Lion Unit assessment will test student’s ability to:</p> <p>Define fable. Define moral.</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Use text organizational features to locate and comprehend information. (table of contents)</p> <p>Retell a story naming plot, setting, character(s), problem, and solution.</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Read on-level text with purpose and understanding.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p> <p>Describe characters and their traits. Identify the problem a character faces. Identify the solution to a problem a character faces. Identify the moral or lesson of a text.</p> <p>Identify a lesson learned based on a character’s actions.</p> <p>Compare and contrast characters from different stories.</p>

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	RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.9 RL.2.10 W.2.2 W.2.8	Compare and contrast literary elements in two or more literary selections. Read aloud grade-level text with appropriate expression.
Unit 12 Clara and the Book Wagon 1: Introduce Clara and the Bookwagon  2: Explore Clara and the Bookwagon, Chapter 2  3: Explore Clara and the Bookwagon, Chapters 3 and 4  4: Review Clara and the Bookwagon  5: Your Choice	L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 RF.2.3 RF.2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.9 RL.2.10 W.2.2 W.2.8	Clara and the Book Wagon Unit assessment will test student's ability to: Make connections between text and oneself. Evaluate text. Define summary. Define summarize. Summarize text and maintain accurate sequence. Use a graphic organizer to organize information. Make connections between text and oneself. Make inferences using text and/or prior knowledge. Compare and contrast different versions of the same story.

## Scope and Sequence

<p>Unit 13 Lessons to Learn 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>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 RF.2.3 RF.2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.9 RL.2.10 W.2.2 W.2.8</p>	<p>Lessons to Learn Unit assessment will test student’s ability to:</p> <p>Increase oral reading skills. Increase fluency.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Increase concept and content vocabulary.</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Summarize the plot of a story. Identify the moral or lesson of a text.</p> <p>Make connections between text and oneself.</p> <p>Compare and contrast plot, setting, and characters of texts from different authors.</p> <p>Make connections between text and oneself. Evaluate text.</p>
<p>Unit 14 Semester Checkpoint</p>	<p>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5</p>	<p>Semester assessment will test student’s ability to:</p> <p>Use title of the selection to make a prediction.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Read prose and poetry aloud.</p> <p>Read aloud grade-level text with appropriate expression, accuracy, and rate.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning. Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues,</p>

## Scope and Sequence

	<p>L.2.5.a-b L.2.6 SL.2.4 RF.2.3 RF.2.3.a-c RF.2.4 RF.2.4a-c RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.10 RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	<p>determine word meaning, and/or read on. Identify genre. Identify characteristics of different genres. Identify the use of rhythm in poetry. Identify the use of repetition in poetry. Identify author's use of imagery. Distinguish between fiction and nonfiction. Identify facts. Identify the main idea and supporting details in a text. Distinguish between fact and opinion. Summarize text and maintain accurate sequence. Identify setting(s). Identify choices that a character makes and their consequences. Identify the moral or lesson of a text. Make inferences using text and/or prior knowledge. Answer questions requiring literal recall of details. Answer inferential questions. Create and use graphic organizers, diagrams, charts, Venn diagrams, and/or timelines to demonstrate and support comprehension.</p>
<p>Unit 15 Revolution 1: Introduce "Independence Day" 2: Review "Independence Day" 3: Introduce Sam the Minuteman 4: Explore Sam the Minuteman (A) 5: Explore Sam the Minuteman (B)</p>	<p>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5</p>	<p>Revolution Unit assessment will test student's ability to: Increase oral reading skills. Increase fluency. Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. Increase concept and content vocabulary. Summarize the plot of a story. Define conflict. Define resolution. Identify conflict and resolution. Compare and contrast the most important points presented by two texts on the same topic.</p>

## Scope and Sequence

<p>6: Review Sam the Minuteman</p> <p>7: Your Choice</p>	<p>L.2.5.a-b L.2.6 SL.2.4 RF.2.3 RF.2.3.a-c RF.2.4 RF.2.4a-c RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.10 RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	<p>Compare and contrast different versions of the same story. Evaluate text.</p>
<p>Unit 16 Quilting Stories 6 Unit Assessment "Pioneer Patchwork" 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>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5</p>	<p>Quilting Stories Unit assessment will test student's ability to: Increase concept and content vocabulary. Summarize text and maintain accurate sequence. Identify organizational structures of text. Sequence important information. Analyze directions for proper sequencing. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Read text to perform a specific task. Make connections between text and oneself.</p>



## Scope and Sequence

<p>5: Introduce "Pioneer Patchwork"</p> <p>6: Review "Pioneer Patchwork"</p>	<p>L.2.5.a-b L.2.6 RF.2.3 RF.2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	
<p>Unit 17 Pet Poems 2 Introduce More Pet Poems and Unit Assessments 1: Introduce Pet Poems</p> <p>2: Introduce More Pet Poems</p> <p>3: Your Choice</p>	<p>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 RF.2.3 RF.2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4</p>	<p>Pet Poems Unit assessment will test student's ability to: Define poem. Define speaker. Define rhythm. Define rhyme. Use title of the selection to make a prediction. Use an illustration to make a prediction about a reading. Use text features to comprehend text meaning. (bold, italics, headers, etc.) Read texts for literary experience. Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning. Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on. Answer questions requiring literal recall of details Evaluate reading strategies.</p>

## Scope and Sequence

Scope and Sequence		
	RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8	
Unit 18 The Foolish Goose 3 Unit Assessment "The Foolish Goose" 1: Introduce "The Foolish Goose"  2: Explore "The Foolish Goose"  3: Review "The Foolish Goose" No Assessment  4: Your Choice	L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4 . L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 RF.2.3 RF2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8	The Foolish Goose Unit assessment will test student's ability to: Increase oral reading skills. Increase fluency. Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. Recount stories, including fables and folktales from diverse cultures. Summarize the plot of a story. Read aloud grade-level text with appropriate expression. Acknowledge differences among characters including the use of a different voice for each character when reading dialogue aloud. Make connections between text and oneself. Make connections between text and the world.
Unit 19 Poetry 2 Explore "Discovery" and "Untitled" 1: Introduce Poems About the Natural World  2: Explore Poems About the Natural World	L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e	Poetry Unit assessment will test student's ability to: Read texts for literary experience. Identify rhyme scheme. Define alliteration. Identify the use of alliteration in poetry. Identify author's use of imagery.

## Scope and Sequence

	<p>L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 RF.2.3 RF2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	<p>Identify first-person point of view. Compare and contrast literary elements in two or more literary selections. Describe the effect point of view has on literature. Evaluate text. Make connections between text and the world.</p>
<p>Unit 20: You Need To Make A Choice The Stories Julian Tells Nate the Great Ira Sleeps Over The Mysteries of Harris Burdick The Pain and the Great One Dolphins! Gorillas: Gentle Giants of the Forest The Bravest Dog Ever: The True Story of Balto George the Drummer Boy The Long Way to a New Land Wagon Wheels Sam, Bangs &amp; Moonshine Tye May and the Magic Brush Crow Boy Robin Hood Knights of the Round Table</p>	<p>The list is not all-inclusive and contingent upon the lessons that are chosen: L.2.6 SL.2.4 RF.2.3 RF2.3.a-c RF.2.4 RF.2.4a-c RI.2.1 RI.2.2 RI.2.3</p>	<p>The list is not all-inclusive and contingent upon the lessons that are chosen: Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on. Identify genre. Identify characteristics of different genres. Identify the use of rhythm in poetry. Identify the use of repetition in poetry. Identify author's use of imagery. Distinguish between fiction and nonfiction. Identify facts. Identify the main idea and supporting details in a text. Distinguish between fact and opinion. Summarize text and maintain accurate sequence. Identify setting(s). Identify choices that a character makes and their consequences. Identify the moral or lesson of a text. Make inferences using text and/or prior knowledge. Answer questions</p>

## Scope and Sequence

	<p>RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.10 RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	<p>requiring literal recall of details. Answer inferential questions. Create and use graphic organizers, diagrams, charts, Venn diagrams, and/or timelines to demonstrate and support comprehension. Answer script questions. Increase concept and content vocabulary. Use text organizational features to locate and comprehend information. (glossary) Define nonfiction. Use text organizational features to locate and comprehend information. (table of contents)</p>
<p>Unit 21 Cam Jansen 4 Unit Assessment Cam Jansen: The Mystery of the Stolen Diamonds 1: Introduce Cam Jansen: The Mystery of the Stolen Di...</p> <p>2: Explore Cam Jansen: The Mystery of the Stolen Diam</p> <p>3: Explore Cam Jansen: The Mystery of the Stolen Diam.</p> <p>4: Review Cam Jansen: The Mystery of the Stolen Diamo.</p> <p>5: Your Choice</p>	<p>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 RF.2.3 RF2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4</p>	<p>Cam Jansen Unit assessment will test student's ability to: Summarize the plot of a story. Increase concept and content vocabulary. Draw conclusions about characters using evidence from the text. Evaluate text. Identify the impact of alternative endings to a plot. Identify the reason(s) for alternative endings to a plot. Describe characters and their reactions to major events in the story. Write a narrative with a beginning, middle, and end.</p>

## Scope and Sequence

Scope and Sequence		
	RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8	
Unit 22 Bears 8 Review "Animals in Winter" 1: Introduce "Bears in Danger"  2: Review "Bears in Danger"  3: Introduce The Bears on Hemlock Mountain  4: Explore The  5: Explore The Bears on Hemlock Mountain (B)  6: Review The Bears on Hemlock Mountain  7: Introduce "Animals in Winter"  8: Review "Animals in Winter"  9: Your Choice	L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 SL.2.4 RF.2.3 RF2.3.a-c RF.2.4 RF.2.4a-c RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.10 W.2.2 W.2.8	Bears Unit assessment will test student's ability to: Increase concept and content vocabulary. Determine the main idea of a text; recount the key details and explain how they support the main idea. Create and use graphic organizers, diagrams, charts, Venn diagrams, and/or timelines to demonstrate and support comprehension. Identify facts in informational text. Make connections between texts. Compare and contrast the most important points presented by two texts on the same topic. Evaluate text. Make connections between text and oneself. Use descriptive phrases.
Unit 23 Clever Animals 8 Unit Assessment "Each Animal in Its Place' 1: Introduce "Puss in Boots"	L.2.1	Clever Animals Unit assessment will test student's ability to:

## Scope and Sequence

<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>L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 SL.2.4 RF.2.3 RF2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	<p>Increase concept and content vocabulary. Restate facts and supporting details of informational text in sequential order. State the topic directly. Define main idea. Define supporting details. Identify the main idea and supporting details in a text. Make connections between text and the world. Use a graphic organizer to organize information.</p>
<p>Unit 24 More Lessons to Learn 6 Review 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>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b</p>	<p>More Lessons to Learn Unit assessment will test student's ability to: Recount stories, including fables and folktales from diverse cultures. Summarize the plot of a story. Identify the moral or lesson of a text. Compare and contrast characters from different stories. Compare and contrast plot, setting, character(s) of texts from different cultures. Compare texts from different cultures and time periods. Make connections between text and oneself. Evaluate text. Increase oral reading skills. Increase fluency.</p>

## Scope and Sequence

<p>6: Review "The Warrior and the Baby"</p> <p>7: Your Choice</p>	<p>L.2.6 SL.2.4 RF.2.3 RF.2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RF.2.4.a RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	<p>Make connections between text and oneself. Answer script questions. Use text to make a prediction. Read second grade level text with purpose and understanding. Read second grade level text at a rate of 90 words per minute. Answer questions requiring literal recall of details. Answer inferential questions. Define imagery. Identify author's use of imagery. Use information from visuals to develop an understanding of the characters, setting, and plot.</p>
<p>Unit 25 More Poetry 1: Introduce Nighttime Poems This is an online lesson. This lesson will be completed on the computer. No Assessment</p> <p>2: Introduce "Bedtime" and "Sun for Breakfast" This is an online lesson. This lesson will be completed on the computer. No Assessment</p> <p>3: Introduce "Bed in Summer" This is an online lesson. This lesson will be completed on the computer. No Assessment</p> <p>4: Your Choice This is an online lesson. This lesson will be completed on the computer. No Assessment</p>	<p>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 SL.2.4 RF.2.3 RF.2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2</p>	<p>More Poetry Unit assessment will test student's ability to: Increase oral reading skills. Increase fluency. Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. Connect text to prior knowledge. Make connections between text and oneself. Use text to make a prediction. Read texts for literary experience. Read second grade level text with purpose and understanding. Identify author's use of imagery. Answer inferential questions. Define rhyme. Define rhyme scheme. Identify rhyme in a literary selection. Identify rhyme scheme. Compare and contrast literary elements in two or more literary selections. Compare and contrast the most important points presented by two texts on the same topic. Make connections between texts. Evaluate text.</p>

**Scope and Sequence**

	<p>RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	
<p>Unit 26 What's In a Name Assessment 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>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 SL.2.4 RF.2.3 RF2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	<p>What's in a Name Unit assessment will test student's ability to:</p> <p>Recount stories, including fables and folktales from diverse cultures.</p> <p>Summarize the plot of a story. Compare and contrast characters in "The Jackals and the Lion," "Tug-of-War," and "The Hippopotamus and the Tortoise."</p> <p>Compare and contrast plot, setting, character(s) of texts from different cultures.</p> <p>Evaluate text.</p> <p>Compare and contrast plot, setting, character(s) of texts from different authors.</p> <p>Compare and contrast literary elements in two or more literary selections.</p>
<p>Unit 27 Weather Poems 1: Introduce Weather Poems</p>	<p>L.2.1</p>	<p>Weather Poems Unit assessment will test student's</p>



## Scope and Sequence

<p>2: Introduce More Weather Poems</p>	<p>L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 SL.2.4 SL.2.6 RF.2.3 RF2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	<p>ability to: Use descriptive phrases. Use text to make a prediction. Read texts for literary experience. Read second grade level text with purpose and understanding. Identify rhyme scheme. Identify the use of repetition in poetry. Identify author's use of imagery. Answer inferential questions. Identify personification. Identify author's use of personification. Compare and contrast literary elements in two or more literary selections. Make connections between texts. Evaluate text. Write a simile. Write a metaphor. Use personification.</p>
<p>Unit 28 You need to make a Choice: 1: Introduce; 2: Explore;3: Review. This is based on the various lessons in the unit. The Stories Julian Tells Nate the Great Ira Sleeps Over The Mysteries of Harris Burdick The Pain and the Great One Dolphins! Gorillas: Gentle Giants of the Forest The Bravest Dog Ever: The True Story of Balto George the Drummer Boy The Long Way to a New Land Wagon Wheels Sam, Bangs &amp; Moonshine Tye May and the Magic Brush Crow Boy Robin Hood Knights of the Round Table</p>	<p>The list is not all-inclusive and contingent upon the lessons that are chosen: L.2.6 SL.2.4 RF.2.3 RF2.3.a-c RF.2.4</p>	<p>The list is not all-inclusive and contingent upon the lessons that are chosen: Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on. Identify genre. Identify characteristics of different genres. Identify the use of rhythm in poetry. Identify the use of repetition in poetry. Identify author's use of imagery. Distinguish between fiction and nonfiction. Identify facts. Identify the main idea and supporting details in a text.</p>

## Scope and Sequence

	<p>RF.2.4a-c RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.10 RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	<p>Distinguish between fact and opinion. Summarize text and maintain accurate sequence. Identify setting(s). Identify choices that a character makes and their consequences. Identify the moral or lesson of a text. Make inferences using text and/or prior knowledge. Answer questions requiring literal recall of details. Answer inferential questions. Create and use graphic organizers, diagrams, charts, Venn diagrams, and/or timelines to demonstrate and support comprehension. Answer scriptal questions. Increase concept and content vocabulary. Use text organizational features to locate and comprehend information. (glossary) Define nonfiction. Use text organizational features to locate and comprehend information. (table of contents)</p>
<p>Unit 29 Westward Expansion 6 Unit Assessment "Pioneers Go West" 1: Introduce The Long Way Westward 2: Explore The Long Way Westward (A) 3: Explore The Long Way Westward (B) 4: Review The Long Way Westward 5: Introduce "Pioneers Go West" 6: Review "Pioneers Go West"</p>	<p>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 SL.2.4 SL.2.6 RF.2.3 RF2.3.a-c</p>	<p>Westward Expansion Unit assessment will test student's ability to: Increase concept and content vocabulary. Determine the main idea of a text; recount the key details and explain how they support the main idea. Identify the purpose of and interpret information from features of informational texts: illustrations, graphs, charts, titles, text boxes, diagrams, headings, table of contents, graphic organizers, timelines, maps. Use graphics to answer questions. Make connections between text and the world. Make connections between text and oneself. Make inferences using text and/or prior knowledge. Make connections between texts. Read a variety of texts for information and pleasure.</p>

## Scope and Sequence

	<p>RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	
<p>Unit 30 Travel Poems 3 Introduce More Transportation Poems 1: Introduce “Where Go the Boats?”</p> <p>2: Introduce Transportation Poems</p> <p>3: Introduce More Transportation Poems</p>	<p>L.2.1 L.2.1.a-f L.2.2 L.2.2.a-e L.2.3 L.2.3.a L.2.4. L.2.4.a-e L.2.5 L.2.5.a-b L.2.6 SL.2.4 RF.2.3 RF2.3.a-c RF.2.4 RF.2.4a-c RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7</p>	<p>Travel Poems Unit assessment will test student’s ability to:</p> <p>Increase oral reading skills. Increase fluency.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Define onomatopoeia. Define personification.</p> <p>Use an illustration to make a prediction about a reading.</p> <p>Determine appropriate pre-reading strategy. Determine reading rate.</p> <p>Set a purpose for reading.</p> <p>Read second grade level text with purpose and understanding.</p> <p>Read texts for literary experience.</p> <p>Read second grade level text at a rate of 90 words per minute.</p> <p>Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.</p> <p>Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p> <p>Identify author's use of personification. Identify author's use of onomatopoeia. Answer inferential questions.</p> <p>Identify rhyme scheme. Define simile.</p> <p>Identify similes.</p> <p>Identify and use figurative language: personification, simile, metaphor.</p> <p>Compare and contrast literary elements in two or more literary selections.</p>

## Scope and Sequence

	<p>RL.2.10 W.2.2 W.2.8</p>	<p>Compare and contrast the most important points presented by two texts on the same topic. Make connections between texts.</p>
<p>Unit 20: You Need To Make A Choice The Stories Julian Tells Nate the Great Ira Sleeps Over The Mysteries of Harris Burdick The Pain and the Great One Dolphins! Gorillas: Gentle Giants of the Forest The Bravest Dog Ever: The True Story of Balto George the Drummer Boy The Long Way to a New Land Wagon Wheels Sam, Bangs &amp; Moonshine Tye May and the Magic Brush Crow Boy Robin Hood Knights of the Round Table</p>	<p>The list is not all-inclusive and contingent upon the lessons that are chosen: L.2.6 SL.2.4 RF.2.3 RF2.3.a-c RF.2.4 RF.2.4a-c RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.10 RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	<p>The list is not all-inclusive and contingent upon the lessons that are chosen: Repair comprehension using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on. Identify genre. Identify characteristics of different genres. Identify the use of rhythm in poetry. Identify the use of repetition in poetry. Identify author's use of imagery. Distinguish between fiction and nonfiction. Identify facts. Identify the main idea and supporting details in a text. Distinguish between fact and opinion. Summarize text and maintain accurate sequence. Identify setting(s). Identify choices that a character makes and their consequences. Identify the moral or lesson of a text. Make inferences using text and/or prior knowledge. Answer questions requiring literal recall of details. Answer inferential questions. Create and use graphic organizers, diagrams, charts, Venn diagrams, and/or timelines to demonstrate and support comprehension. Answer scriptal questions. Increase concept and content vocabulary. Use text organizational features to locate and comprehend information. (glossary) Define nonfiction. Use text organizational features to locate and comprehend information. (table of contents)</p>
<p>Unit 32 Going to the Dogs 1: Introduce "The Dog and His Shadow"</p>	<p>L.2.1 L.2.1.a-f L.2.2</p>	<p>Going to the Dogs Unit assessment will test student's ability to: Recount stories, including fables and folktales from diverse cultures.</p>

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2: Review "The Dog and His Shadow"	L.2.2.a-e	Summarize the plot of a story. Identify the moral or lesson of a text.
3: Introduce "The Dog and the Wolf"	L.2.3	Identify a lesson learned based on a character's actions.
4: Review "The Dog and the Wolf"	L.2.3.a	Compare texts from different cultures and time periods.
5: Introduce "The Boy Who Cried 'Wolf'"	L.2.4.	Evaluate texts.
6: Review "The Boy Who Cried Wolf" on the computer.	L.2.4.a-e	Make connections between text and oneself. Recount stories, including fables and folktales from diverse cultures.
7: Introduce Buddy: The First Seeing Eye Dog This is an online lesson.	L.2.5	Acknowledge differences among characters including the use of a different voice for each character when reading dialogue aloud.
8: Explore Buddy: The First Seeing Eye Dog (A) This is an online lesson.	L.2.5.a-b	
9: Explore Buddy: The First Seeing Eye Dog (B)	L.2.6	
10: Review Buddy: The First Seeing Eye Dog	SL.2.4	
11: Introduce "Animal Helpers"	SL.2.6	
12: Review "Animal Helpers"	RF.2.3	
	RF2.3.a-c	
	RF.2.4	
	RF.2.4a-c	
	RL.2.1	
	RL.2.2	
	RL.2.3	
	RL.2.4	
	RL.2.5	
	RL.2.6	
	RL.2.7	
	RL.2.10	
	W.2.2	
	W.2.8	
33 Semester Checkpoint	L.2.1	Semester assessment will test student's ability to :Use title of the selection to make a prediction.
	L.2.1.a-f	Use an illustration to make a prediction about a reading.
	L.2.2	Read prose and poetry aloud.
	L.2.2.a-e	Read aloud second grade-level text with appropriate expression, accuracy, and rate.
	L.2.3	Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.
	L.2.3.a	Repair comprehension, using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.
	L.2.4.	
	L.2.4.a-e	
	L.2.5	
	L.2.5.a-b	
	L.2.6	

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	<p>SL.2.4 RF.2.3 RF.2.3.a-c RF.2.4 RF.2.4a-c RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.10 RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.10 W.2.2 W.2.8</p>	<p>Identify genre. Identify characteristics of different genres. Identify the use of rhythm in poetry. Identify the use of repetition in poetry. Identify the topic. Identify the main idea and supporting details in a text. Distinguish between fiction and nonfiction. Identify fact and opinion. Identify character traits. Identify the moral or lesson of a text. Sequence events in a text. Make inferences using text and/or prior knowledge. Identify concrete answers to questions. Answer inferential questions. Create and use graphic organizers, diagrams, charts, Venn diagrams, and/or timelines to demonstrate and support comprehension. Make connections between text and oneself.</p>
<p>Unit 1-18 Vocabulary 1 - 18 Vocabulary Checkpoint</p>	<p>L.2.4 L.2.4.a-e L.2.5 L.2.5 a-b L.2.6 RF.2.3 RF.2.3 a-f L.2.4d L.2.4.e L.2.5</p>	<p>Vocabulary Unit assessment will test student's ability to: Identify and use the prefix dis-. Identify and use the prefix re-. Identify and use the prefix un-. Identify and use the prefix pre-. Identify and use the suffix -er. Identify and use the suffix -est. Identify and use word parts to help determine word meaning. Identify and use prefixes and suffixes to determine word meaning. Identify roots to aid in determining word meaning. Increase vocabulary through synonyms. Increase vocabulary through antonyms. Increase reading vocabulary. Increase vocabulary through compound words. Increase vocabulary through</p>

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		<p>contractions. Use resources or other tools to determine the meaning of a word. Use glossaries, thesauruses and beginner dictionaries to learn new vocabulary. Use knowledge of words to determine the meaning of compound words. Increase reading vocabulary. Use glossary</p>
<p>Spelling Unit 1-36 Unit List 1. Heart Words and Digraphs (A... 2. Heart Words and Digraphs (B... 3. Heart Words and Ending Blen... 4. Heart Words and Beginning B... 5. Heart Words and Beginning &amp;... 6. Review Heart Words, Digraph... 7. Heart Words and Double Trou... 8. Heart Words and r-Controll... 9. Heart Words and Long a Spel... 10. Heart Words and Long i Spe... 11. Heart Words and Long o Spe... 12. Review Heart Words, Double... 13. Heart Words and Long e Spe... 14. Heart Words and Long e Spe... 15. Heart Words and Long u Spe... 16. Heart Words and Long Doubl... 17. Heart Words and Short Doub... 18. Review Heart Words, Long V... 19. Heart Words and /oi/ &amp; /au... 20. Heart Words and Long e &amp; L... 21. Heart Words and Closed Syl... 22. Heart Words and Open &amp; Clo... 23. Heart Words and v-c-e Syll... 24. Review Heart Words, /oi/, ... 25. Heart Words and Prefixes 26. Heart Words and Consonant ... 27. Heart Words and Vowel Suff... 28. Heart Words and Multisylla... 29. Heart Words and Consonant-...</p>	<p>RF.2.3 RF.2.3.e RF.2.3.f L.2.2.d RF.2.3.a RF.2.3.b RF.2.3.c RF.2.3.e RF.2.3.f RF.2.3.a-f</p>	<p>Heart Words Unit assessment will test student's ability to: Spell Heart Words. Spell words containing the digraphs ck, sh, th, ch, sh, or wh. Spell words ending with consonant blends. Spell words ending with the double letters ss, zz, ll, or ff. Spell words containing the r-controlled vowels ar, ir, er, or, or ur. Spell words containing the long a sound spelled ai, ay, ea, or a-consonant-e. Spell words containing the long i sound spelled ie, igh, i, or i-consonant-e. Spell words containing the long o sound spelled oa, oe, o, or o-consonant-e. Spell words ending with the double letters ss, zz, ll, or ff. Spell words containing the r-controlled vowels ar, ir, er, or, or ur. Spell words containing the long a sound spelled ai, ay, ea, or a-consonant-e. Spell words containing the long i sound spelled ie, igh, i, or i-consonant-e. Spell words containing the long o sound spelled oa, oe, o, or o-consonant-e. 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 short double o sound spelled oo. Spell words containing the sound /ow/ spelled ou or ow. Spell words containing the sound /oi/ spelled oi or oy. 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 opened and closed syllables. Spell words containing v-c-e syllables. Spell words beginning with the prefixes re-, sub-, un-, de-, or pre-. Spell words ending with the consonant suffixes -ly, -ful, -fully, -ment, -less, -ness, -ty, or -some. Spell words ending with the vowel suffixes -able, -en, -est, -ish, or -y. Spell multisyllabic words containing the r-controlled vowel combinations ar, er, ir, or, and ur. Spell words containing consonant-le syllables. Spell words beginning with the prefixes re-, sub-, un-, de-, or pre-. Spell words ending with the consonant suffixes -ly,</p>

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<p>30. Review Heart Words, Prefix... 31. Heart Words and Multisylla... 32. Heart Words and Vowel Suff... 33. Heart Words and Consonant ... 34. Heart Words and Unusual Pl... 35. Heart Words and Silent Con... 36. Review Heart Words, Syllab</p>		<p>–ful, –fully, –ment, –less, –ness, –ty, or –some. Spell words ending with the vowel suffixes –able, –en, –est, –ish, or –y. Spell multisyllabic words containing the r-controlled vowel combinations ar, er, ir, or, and ur. Spell words containing consonant-le syllables. Spell words ending with the vowel suffixes –ed, –est, –ing, or –er. Spell words requiring a doubled consonant before the endings –ed or –ing. Spell words ending in the consonant suffixes –ly, –ment, –ness, –ful, or –less. Spell Heart Words. Spell words containing silent consonants in the pairs wr–, –mb, and kn–. Spell words containing silent consonants in the pairs wr–, –mb, and Spell multisyllabic words containing vowel-team syllables. Spell words ending with the vowel suffixes –ed, –est, –ing, or –er. Spell words requiring a doubled consonant before the endings –ed or –ing. Spell words ending in the consonant suffixes –ly, –ment, –ness, –ful, or –less. Spell words with unusual plurals. Spell words containing silent consonants in the pairs wr–, –mb, and kn–.kn–.</p>
<p>Writing Skills Unit 1 Complete Sentences 1: Introduction to Writing Skills</p> <p>2: What Is a Sentence? This is an online lesson.</p> <p>3: Sentence Beginnings and Endings</p> <p>4: Review Complete and Incomplete Sentences</p> <p>5: Unit Checkpoint</p>	<p>L.2.1 L.2.2</p>	<p>Complete Sentences Unit assessment will test student’s ability to:Recognize word groups that are sentences. Recognize word groups that are not sentences. Recognize that a sentence begins with a capital letter. Recognize that a sentence ends with an end mark. Use a capital letter to begin a sentence and an end mark to end it.</p>
<p>2. Write Sentences</p> <p>1: How to Evaluate Writing</p> <p>2: Recognize and Fix Sentences</p> <p>3: Change the Sentence</p>	<p>L.2.1 L.2.1.f L.2.2 SL.2.6</p>	<p>Write Sentences Unit assessment will test student’s ability to: Distinguish between complete and incomplete sentences. Combine sentences that have common elements. Use capital letters correctly. Punctuate correctly. Use a variety of sentence beginnings and lengths. Use the correct word order in sentences.</p>



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<p>4: Fix the Sentences</p> <p>5: Write Sentences</p>		<p>Spell common, frequently used words correctly. Combine sentences that have common elements. Write simple sentences.</p> <p>Write sentences that flow.</p> <p>Use correct grammar and sentence formation.</p>
<p>3. Kinds of Sentences</p> <p>1: Statements</p> <p>2: Questions</p> <p>3: Exclamations and Commands</p> <p>4: Review Kinds of Sentences</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>Kinds of Sentences Unit assessment will test student's ability to:</p> <p>Identify statements.</p> <p>Recognize that a sentence begins with a capital letter.</p> <p>Recognize that a statement ends with a period. Identify questions.</p> <p>Recognize that a question ends with a question mark.</p> <p>Identify exclamations.</p> <p>Recognize that an exclamation ends with an exclamation mark.</p> <p>Identify commands.</p> <p>Recognize that a command begins with a capital letter and ends with a period.</p>
<p>4. Write Different Types of Sentences</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>Student will also finalize their Writing and show ability to:</p> <p>Define a question. Define an exclamation. Define a command.</p> <p>Use statements. Use questions. Use exclamations. Use commands.</p> <p>Use declarative, interrogative, exclamatory, and imperative sentences.</p> <p>Make revisions based on audience and purpose. Use a variety of sentence structures.</p> <p>Use a variety of sentence beginnings and lengths. Use the correct word order in sentences.</p> <p>Revise by adding or deleting text. Revise for logical order.</p> <p>Revise for voice.</p> <p>Revise for sentence fluency.</p>
<p>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>L.2.1</p> <p>L.2.1.f</p> <p>L.2.2</p> <p>SL.2.6</p>	<p>Nouns Unit assessment will test student's ability to:</p> <p>Identify nouns.</p> <p>Identify and use proper and common nouns. Use a capital letter to begin a proper noun.</p>

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<b>Scope and Sequence</b>		
5: Unit Checkpoint		
6 Write Steps 1: Step-by-Step 2: Details Count 3: Follow Steps 4: Organize Ideas 5: Write Steps Using a Graphic Organizer Unit Checkpoint	L.2.1 L.2.1.f L.2.2 SL.2.6 W.2.5 W.2.6 W.2.8	Student will also finalize their Writing and show ability to: Recognize steps in a process. Organize ideas through sequencing. Choose words that convey a clear picture. Use transitions to signal order. Use an appropriate organizational pattern in writing. Write a how-to (directions to complete a task).
7 Verbs 1: What Is a Verb? 2: Action Verbs 3: Other Verbs 4: Review Verbs 5: Unit Checkpoint	L.2.1 L.2.1.f L.2.2 SL.2.6	Verbs Unit assessment will test student’s ability to: Identify verbs in sentences. Use action verbs in sentences.
8 Sequence Events 1: Beginning, Middle, and End 2: Use Order Words 3: What Happens Next? 4: Organize Ideas 5: Write a Sequence	L.2.1 L.2.1.f L.2.2 SL.2.6 W.2.5 W.2.6 W.2.8	Student will also finalize their events and show ability to: Organize ideas through sequencing. Use an appropriate organizational pattern in writing. Use transition words to signal order. Analyze directions for proper sequencing. Use transitions to connect ideas. Write a narrative with a beginning, middle, and end. Write a title.
10 Write Friendly Letters 1: What Is a Friendly Letter? 2: Friendly Letter Format	L.2.1 L.2.1.f L.2.2 L.2.2.a	Student will also finalize their Letter and show ability to: Recognize the parts of a friendly letter. Recall the established conventions of a friendly letter. Write a friendly letter.

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<p>3: Organize a Letter</p> <p>4: Address an Envelope</p> <p>5: Write a Friendly Letter</p>	<p>L.2.2b L.2.3 L.2.3.a SL.2.6 W.2.3 W.2.5 W.2.6 W.2.8</p>	<p>Use established conventions for a friendly letter. Organize ideas through sequencing.</p> <p>Use beginning and concluding statements.</p> <p>Use an appropriate organizational pattern in writing.</p> <p>Use a voice based on purpose and audience.</p> <p>Write a narrative with a beginning, middle, and end.</p> <p>Use transition words to signal order. Use a graphic organizer to plan.</p> <p>Use guidance from adults and peers to revise writing.</p> <p>Collaborate with peers on writing projects.</p>
<p>11 Singular and Plural Nouns</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 This is an online lesson.</p> <p>5: Unit Checkpoint</p>	<p>L.2.1 L.2.1.b L.2.1.c L.2.1.f L.2.2 SL.2.6</p>	<p>Singular and Plural Nouns Unit assessment will test student's ability to: Identify singular nouns. Identify plural nouns.</p> <p>Form and use plural nouns.</p> <p>Form and use irregular plural nouns.</p>
<p>12 Write Thank You Notes 1: What Is a Thank-You Note?</p> <p>2: Use the Friendly Letter Format This is an online lesson.</p> <p>3: Thank-You Note Plan</p> <p>4: Send a Thank-You Note</p> <p>5: Write a Thank-You Note</p>	<p>L.2.3.a L.2.1 L.2.1.b L.2.1.c L.2.1.f L.2.2 L.2.2.a L.2.2b L.2.3 L.2.3.a SL.2.6 W.2.3 W.2.5 W.2.6 W.2.8</p>	<p>Recognize what a friendly letter is. Identify the purpose of a friendly letter.</p> <p>Recognize the parts of a friendly letter.</p> <p>Identify the purpose of a thank-you note. Student will also finalize their Letter and show ability to:</p> <p>Recognize the established conventions for a thank- you note.</p> <p>Use established conventions for a thank-you note. Write a thank-you note.</p> <p>Organize text using a main idea and supporting details.</p> <p>Write an opinion statement.</p> <p>Use beginning and concluding statements.</p> <p>Write sentences and paragraphs that develop a central idea, consider purpose and audience, and use the writing process.</p> <p>Use an appropriate organizational pattern in writing.</p> <p>Use guidance from adults and peers to revise writing.</p> <p>Collaborate with peers on writing projects.</p>

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<p>13 Subjects and Verbs 1: Nouns and Verbs  2: Singular Nouns and Verbs  3: Plural Nouns and Verbs  4: Review Subjects and Verbs  5: Unit Checkpoint</p>	<p>L.2.1 L.2.1.d L.2.1.f L.2.2 SL.2.6</p>	<p>Subjects and Verbs Unit assessment will test student’s ability to: Identify the subject of a sentence. Identify the verb of a sentence. Use a verb that agrees with its subject. Use a singular verb to agree with a singular subject. Use a plural verb to agree with a plural subject.</p>
<p>14 Write a Paragraph 1: What Is a Paragraph?  2: Choose a Topic  3: Create Supporting Details  4: Draft a Paragraph  5: Write a Paragraph</p>	<p>L.2.1 L.2.1.f L.2.2 L.2.2.a L.2.2.b L.2.3 L.2.3.a SL.2.6 W.2.2 W.2.5 W.2.6 W.2.8</p>	<p>Student will also finalize their paragraph and show ability to: Recognize the parts of a paragraph. Use planning ideas to produce a rough draft. Recognize details that support the topic sentence of a paragraph. Use a graphic organizer to plan. Use details that support the topic sentence, or given focus. Write sentences and paragraphs that develop a central idea, consider purpose and audience, and use the writing process. Write a draft.</p>
<p>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>Pronouns Unit assessment will test student’s ability to: Recognize pronouns. Use singular pronouns. Use plural pronouns. Use reflexive pronouns. Use possessive pronouns.</p>
<p>16 Complete and Revise a Paragraph 1: Revise Your Draft: Introductions</p>	<p>L.2.1 L.2.1.f L.2.2</p>	<p>Student will also finalize their paragraph and show ability to: Recognize the purpose of a paragraph. Recognize the importance of revising written work. Make revisions based on</p>

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<p>2: Get from Point to Point: Transitions</p> <p>3: Write a Conclusion</p> <p>4: Revise for Content</p> <p>5: Revise a Paragraph</p>	<p>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>audience and purpose. Use beginning sentences. Use concluding sentences. Use transitions to connect ideas. Revise for clarity.</p> <p>Revise using a checklist or rubric. Revise by adding or deleting text. Revise for logical order or sequence. Revise for sentence fluency.</p> <p>Revise for voice. Revise using feedback.</p> <p>Use guidance from adults and peers to revise writing.</p> <p>Collaborate with peers on writing projects.</p>
<p>17 Semester Review and Checkpoint 1: Semester Review</p> <p>2: Semester Review: Sentences, Nouns, and Verbs</p> <p>3: Semester Checkpoint: Sentences, Nouns, and Verbs</p> <p>4: Semester Review: Letters, Nouns, Subjects &amp; Verbs</p> <p>5: Semester Checkpoint: Letters, Nouns, Subjects &amp; Verbs</p>	<p>L.2.1 L.2.1.b L.2.1.c L.2.1.f L.2.2 L.2.2.a L.2.2b L.2.3 L.2.3.a SL.2.6 W.2.3 W.2.5 W.2.6 W.2.8</p>	<p>Semester assessment will test student’s ability to: Recognize word groups that are sentences. Use a capital letter to begin a sentence and an end mark to end it. Identify kinds of sentences. Identify and use proper and common nouns. Identify and use verbs in sentences. Use capital letters and commas correctly in the heading of a letter. Use capital letters and commas in the greeting and closing of a letter. Identify singular and plural nouns. Form and use plural nouns. Identify the subject of a sentence. Identify the verb of a sentence. Use a verb that agrees with its subject. Recognize pronouns. Use singular and plural pronouns. Use possessive pronouns.</p>
<p>18 Polish and Publish a Paragraph 1: What Is Proofreading?</p> <p>2: Use a Dictionary</p> <p>3: Use a Thesaurus</p> <p>4: Use a Checklist</p> <p>5: Publish Your Work</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 L.2.6 SL.2.6 W.2.2 W.2.5 W.2.6</p>	<p>Student will also finalize their paragraph and show ability to: Write sentences and paragraphs that develop a central idea, consider purpose and audience, and use the writing process. Revise for clarity. Revise for sentence fluency. Use a checklist for editing and proofreading. Write legibly following appropriate format. Use guidance from adults and peers to revise writing. Collaborate with peers on writing projects.</p>

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	W.2.8	
19 Adjectives 1: What Is an Adjective? 2: Review Descriptive Adjectives 3: Articles 4: Review Adjectives and Articles 5: Unit Checkpoint	L.2.1 L.2.1.e L.2.1.f L.2.2 SL.2.6	Adjectives Unit assessment will test student’s ability to: Recognize descriptive words known as adjectives. Use adjectives to describe someone or something. Use the, a, and an correctly.
20 Write Descriptively 1: Show Me 2: Plan a Description 3: Organize Your Writing 4: Revise a Description 5: Polish and Publish a Description	L.2.1 L.2.1.e L.2.1.f L.2.2 L.2.2.a L.2.2.b L.2.3 L.2.3.a L.2.6 SL.2.6 W.2.3 W.2.5 W.2.6 W.2.8	Student will also finalize their Description and show ability to: Write with an expressive, lively style. Use a variety of words in writing. Use a thesaurus. Use a dictionary. Use a checklist for editing and proofreading. Write sentences and paragraphs that develop a central idea, consider purpose and audience, and use the writing process. Use descriptive details in writing. Use descriptive phrases. Use transitions to write sentence and paragraphs that develop a central idea, consider purpose and audience, and use the writing process. Write a topic sentence that expresses the main idea of a paragraph. Use details that support the topic sentence, or given focus. Write a draft. Write legibly following appropriate format. Publish a clean, final copy of writing.
21 Adverbs 1: What Is an Adverb? 2: More Adverbs 3: Adjective or Adverb? 4: Review Adjectives and Adverbs 5: Unit Checkpoint	L.2.1 L.2.1.e L.2.1.f L.2.2 SL.2.6	Adverbs Unit assessment will test student’s ability to: Recognize descriptive words called adverbs. Recognize that an adverb can tell the time of an action. Recognize that an adverb can tell how an action is performed. Recognize that adjectives describe nouns. Recognize that adverbs describe verbs. Use adjectives and adverbs correctly.

## Scope and Sequence

<p>22 Write Poetry 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 L.2.1.e L.2.1.f L.2.2 L.2.2.a L.2.2.b L.2.3 L.2.3.a L.2.6 SL.2.6 W.2.3 W.2.5 W.2.6 W.2.8</p>	<p>Student will also finalize their poem and show ability to: Choose words that convey a clear picture. Use sensory language. Write with an expressive, lively style. Use a variety of words in writing. Use a thesaurus. Use a dictionary. Use a checklist for editing and proofreading. Publish a clean, final copy of writing. Use guidance from adults and peers to revise writing. Share work with an audience. Collaborate with peers on writing projects.</p>
<p>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 L.2.1.d L.2.1.f L.2.2 SL.2.6</p>	<p>Verb Tense Unit assessment will test student’s ability to: Use the present tense of verbs. Use the future tense of verbs. Recognize the past tense of verbs Form and use the past tense of verbs. Recognize and use the past tense of irregular verbs.</p>
<p>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 L.2.1.e L.2.1.f L.2.2 L.2.2.a L.2.2.b L.2.3 L.2.3.a L.2.6 SL.2.6 W.2.3</p>	<p>Student will also finalize their experience story and show ability to: Write an experience story. Write an introduction. Write a conclusion. Write dialogue. Use showing language.</p>

## Scope and Sequence

	W.2.5 W.2.6 W.2.8	
<p>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>	L.2.1 L.2.2 SL.2.6	<p>Quotations assessment will test student’s ability to:</p> <p>Recognize quotations in dialogue.</p> <p>Use quotation marks around a speaker’s exact words.</p>
<p>26 Revise and Publish an Experience Story 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>	L.2.1 L.2.1.e L.2.1.f L.2.2 L.2.2.a L.2.2b L.2.2e L.2.3 L.2.3.a L.2.6 SL.2.6 W.2.3 W.2.5 W.2.6 W.2.8	<p>Student will also finalize their experience story and show ability to:</p> <p>Write legibly following appropriate format. Share work with an audience.</p> <p>Write with an expressive, lively style. Use a variety of words in writing.</p> <p>Use a thesaurus.</p> <p>Use a dictionary. Use a checklist for editing and proofreading.</p> <p>Use guidance from adults and peers to revise writing.</p> <p>Collaborate with peers on writing projects.</p>
<p>27 Possessive Nouns</p> <p>1: What Is a Possessive Noun?</p> <p>2: Plural Possessive Nouns</p> <p>3: More Plural Possessive Nouns</p>	L.2.1 L.2.1.f L.2.2 L.2.2c SL.2.6	<p>Possessive Nouns assessment will test student’s ability to:</p> <p>Identify possessive nouns.</p> <p>Form singular possessive nouns. Form plural possessive nouns.</p>



## Scope and Sequence

4: Review Possessive Nouns		
5: Unit Checkpoint		
28 Write about Literature 1: What Is a Book Review?  2: Plan a Summary for a Book Review  3: Opinion Statements and Support for a Book Review  4: Draft a Book Review  5: Write a Book Review	L.2.1 L.2.1.e L.2.1.f L.2.2 L.2.2.a L.2.2b L.2.2e L.2.3 L.2.3.a L.2.6 SL.2.6 W.2.1 W.2.3 W.2.5 W.2.6 W.2.8	Student will also finalize their Book Review and show ability to: Set a purpose for writing. Use organizational structures to ensure coherence. Write a book review. Write a response to a book. Use transition words to signal order. Give an opinion about a book. Write responses to literature that express and support an opinion. Write or draw a response that identifies a text to self, text to world, and/or a text to text connection.
29 Names, Initials, and Titles 1: Names and Initials of People  2: Titles of People  3: Place Names  4: Review Names, Initials, and Titles  5: Unit Checkpoint	L.2.1 L.2.1.f L.2.2 L.2.2a SL.2.6	Names, Initials, and Titles assessment will test student's ability to: Use a capital letter to begin the name of a person. Use capital letters for Use a initials. Use a period after an initial. Use a capital letter to begin the title of a person. Use a period after a person's title. Use a capital letter to begin geographic names.
30 Make a Presentation 1: What Is a Presentation?  2: Create a Visual  3: Develop a Presentation	L.2.1 L.2.1.e L.2.1.f L.2.2 L.2.2.a L.2.2b	Student will also finalize their Presentations and show ability to: Share work with an audience. Make a presentation with a picture. Retell stories, including characters, setting, and plot. State an opinion. Illustrate a work. Incorporate graphic features in writing. Speak clearly and at an appropriate pace for the type of communication.

## Scope and Sequence

<p>4: Practice a Presentation</p> <p>5: Deliver a Presentation</p>	<p>L.2.2e L.2.3 L.2.3.a L.2.6 SL.2.2 SL.2.4 SL.2.5 SL.2.6 W.2.1 W.2.3 W.2.5 W.2.6 W.2.8</p>	
<p>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 L.2.1.f L.2.2 L.2.2b L.2.2c SL.2.6</p>	<p>Commas and Apostrophes assessment will test student's ability to: Use commas to separate words in a series. Form and use contractions.</p>
<p>32 Research Skills 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 L.2.1.e L.2.1.f L.2.2 L.2.2.a L.2.2b L.2.2e L.2.3 L.2.3.a L.2.6 SL.2.6</p>	<p>Student will also finalize their report and show ability to: Organize information. Organize ideas in logical order. Choose a main idea for writing. Organize text using main idea and supporting details.</p>

## Scope and Sequence

	<p>W.2.1 W.2.3 W.2.5 W.2.6 W.2.7 W.2.8</p>	
<p>33 More Capital Letters 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 L.2.1.f L.2.2 L.2.2a SL.2.6</p>	<p>More Capital Letters assessment will test student’s ability to:</p> <p>Use a capital letter to begin the name of a month. Use a capital letter to begin the name of a day.</p> <p>Use a capital letter to begin the name of a holiday. Use a capital letter to begin the name of a product. Use a capital letter for the first word of a sentence. Use a capital letter for the pronoun I.</p> <p>Use capital letters in the greeting and closing of a letter.</p>
<p>34 Write About Information 1: Organize Your Paragraphs</p> <p>2: Write the Body (A)</p> <p>3: Write the Body (B)</p> <p>4: Introductions</p> <p>5: Conclusions</p>	<p>L.2.1 L.2.1.e L.2.1.f L.2.2 L.2.2.a L.2.2b L.2.2e L.2.3 L.2.3.a L.2.6 SL.2.6 W.2.1 W.2.3 W.2.5 W.2.6 W.2.7 W.2.8</p>	<p>Student will also finalize their report and show ability to:</p> <p>Recognize the purpose of a conclusion. Use concluding statements.</p> <p>Use guidance from adults and peers to revise writing.</p> <p>Collaborate with peers on writing projects.</p>
<p>35: Semester Review and Checkpoint 1: Semester Review</p> <p>2: Semester Review: Adjectives, Adverbs, Verb Tense, ...</p> <p>3: Semester Checkpoint: Adjectives, Adverbs, Verb Ten...</p>	<p>L.2.1 L.2.1.e L.2.1.f L.2.2 L.2.2.a L.2.2b L.2.2e L.2.3 L.2.3.a</p>	<p>Semester assessment will test student’s ability to: Recognize descriptive words known as adjectives. Use the, a, and an correctly.</p> <p>Recognize descriptive words called adverbs.</p> <p>Recognize that an adverb can tell the time of an action or how an action is performed.</p> <p>Recognize that adjectives describe nouns and adverbs describe verbs.</p>

## Scope and Sequence

<p>4: Semester Review: Possessive Nouns, Capital Letters...</p> <p>5: Semester Checkpoint: Possessive Nouns, Capital Let...</p>	<p>L.2.6 SL.2.6 W.2.1 W.2.3 W.2.5 W.2.6 W.2.7 W.2.8</p>	<p>Use adjectives and adverbs correctly.</p> <p>Use the present tense and future tense of verbs. Form and use the past tense of verbs.</p> <p>Recognize quotations in dialogue.</p> <p>Use quotation marks around a speaker's exact words.</p>
<p>36 Revise and Publish Your Work 5 Publish Your Report</p>	<p>L.2.1 L.2.1.e L.2.1.f L.2.2 L.2.2.a L.2.2b L.2.2e L.2.3 L.2.3.a L.2.6 SL.2.6 W.2.1 W.2.3 W.2.5 W.2.6 W.2.7 W.2.8</p>	<p>Student will also finalize their Report and show ability to:</p> <p>Incorporate graphic features in writing. Write legibly following appropriate format. Share work with an audience.</p> <p>Make a presentation with a picture.</p> <p>Speak clearly and at an appropriate pace for the type of communication.</p>
<p>10 Write Friendly Letters 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 L.2.1.f L.2.2 L.2.2.a L.2.2b L.2.3 L.2.3.a SL.2.6 W.2.3 W.2.5</p>	<p>Student will also finalize their Letter and show ability to:</p> <p>Recognize the parts of a friendly letter.</p> <p>Recall the established conventions of a friendly letter.</p> <p>Write a friendly letter.</p> <p>Use established conventions for a friendly letter. Organize ideas through sequencing.</p> <p>Use beginning and concluding statements.</p> <p>Use an appropriate organizational pattern in writing.</p> <p>Use a voice based on purpose and audience.</p> <p>Write a narrative with a beginning, middle, and end.</p>

## Scope and Sequence

W.2.6  
W.2.8

Use transition words to signal order. Use a graphic organizer to plan.  
Use guidance from adults and peers to revise writing.  
Collaborate with peers on writing projects.