

Wyoming Department of Education Required Virtual Education Course Syllabus

Washakie County School District # 1

Program Name	Washakie #1 Online	Content Area	LA
Course ID	WOL-LA2F1	Grade Level	2
Course Name	WOL- Language Arts 2	# of Credits	NA
SCED Code	NA	Curriculum Type	K-12 Fuel Education

COURSE DESCRIPTION

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

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

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

Spelling: Students continue their exploration of spelling conventions with lessons in sound-symbol relationships and patterns.
Handwriting: Handwriting Without Tears helps students develop printing skills and, if appropriate, begin cursive handwriting.

WYOMING CONTENT AND PERFORMANCE STANDARDS

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.

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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	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.8	Describe how reasons support specific points the author makes in a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3.a	a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.3.b	b. Know spelling-sound correspondences for additional common vowel teams.
RF.2.3.c	c. Decode regularly spelled two-syllable words with long vowels.
RF.2.3.d	d. Decode words with common prefixes and suffixes.
RF.2.3.e	e. Identify words with inconsistent but common spelling-sound correspondences.
RF.2.3f	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.
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.1.a	a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.2.1.b	b. Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.1.c	c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
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., group).
L.2.1.b	b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
L.2.1.c	c. Use reflexive pronouns (e.g., myself, ourselves).
L.2.1.d	d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
L.2.1.e	e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.2.1.f	f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
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., cage → badge; boy → boil).
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 grade 2 reading and content, choosing flexibly from an array of strategies.
L.2.4.a	a. Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.4.b	b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
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., addition, additional).
L.2.4.d	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	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 spicy or juicy).
L.2.5.b	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).

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/ Student Centered Goals
Unit 1 Furry Friends 5 Review "The Hound and the Hare" 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.2.1-7 RL.2.9, 10 RF.2.3 RF.2.4 RF.2.4.a, b, c L.2.4.a,e L.2.6 SL.2.1.a, b, c SL.2.2-4	Furry Friends Unit assessment will test student's ability to: Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading. Increase oral reading skills. Increase fluency. Define character. Use glossaries or dictionaries, to determine or clarify the meaning of words and phrases. Use text organizational features to locate and comprehend information. (Table of Contents) Identify characters in a story.

Scope and Sequence

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		Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Read texts for literary experience. Identify characters in a story. Describe characters and their reactions to major events in the story. Recount stories, including fables and folktales from diverse cultures. Generate plausible alternative endings to plot. Make connections between text and self
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	RF.2.3 RF.2.4 RI.2.1 RI.2.5 RI.2.6 RI.2.10 SL.2.1.a, b, c SL.2.2 SL.2.3 SL.2.4	Flying Friends Unit assessment will test student's ability to: Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading. 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 and identify rhyming words. Answer evaluative questions. Make connections between text and oneself.
Unit 3 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 & Moonshine Tye May and the Magic Brush Crow Boy Robin Hood Knights of the Round Table	RF.2.3 RF.2.4 RL.2.1 -3 RL.2.5 RL.2.7 RL.2.10	The Make a Choice Unit will test student's ability to: Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading. Ask and answer questions about the stories. Retell stories read/listened to. Demonstrate comprehension of text. Describe a character using evidence from the text. Describe how characters respond to events in the story. Draw conclusions using evidence from the text. Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics and word analysis skills in decoding words.
Unit 4 Poetry 2 Introduce More Feelings Poems	RF.2.3 RF.2.4	Poetry Unit assessment will test student's ability to:

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/ Student Centered Goals
1: Introduce Feelings Poems 2: Introduce More Feelings Poems 3: Your Choice	RL.2.1-7 RL.2.9, 10 SL.2.1 SL.2.2-4 L.2.4.a,e L.2.6	Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading. Connect text to prior knowledge. Identify the author's purpose. Identify characteristics of different genres. Define first-person point of view. Use an illustration to make a prediction about a reading. Use glossaries or dictionaries, to determine or clarify the meaning of words and phrases. 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.
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" 8: Introduce "The Bremen Town Musicians" (A) 9: Introduce "The Bremen Town Musicians" (B) 10: Review "The Bremen Town Musicians" 11: Your Choice	RF.2.3 RF.2.4 RL.2.1-7 RL.2.9, 10 L.2.4.a, e L.2.6 SL.2.1 SL.2.3-4	Classics for all Ages Unit assessment will test student's ability to: Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading. 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. Use glossaries or dictionaries, to determine or clarify the meaning of words and phrases.
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	RI.2.1-10 RF.2.3 RF.2.4 L.2.4.a, e L.2.6 W.2.3 SL.2.1 SL.2.2-4	A Weed is a Flower Unit assessment will test student's ability to: Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading. 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.

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/ Student Centered Goals
		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. Use glossaries or dictionaries, to determine or clarify the meaning of words and phrases.
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"	RL.2.1-7 RL.2.9, 10 RI.1-10 RF.2.3 RF.2.4 L.2.4.a, e L.2.6 SL.2.1 SL.2.2-4	Winds and Wings Unit assessment will test student's ability to: Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading. 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. Use glossaries or dictionaries, to determine or clarify the meaning of words and phrases. 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" 5: Introduce "Clytie" 6: Review "Clytie" 7: Introduce "Pandora's Box" 8: Explore "Pandora's Box" 9: Review "Pandora's Box" 10: Introduce "Echo" 11: Review "Echo"	RL.2.1-7 RL.2.9, 10 RI.2.1-10 RF.2.3 RF.2.4 L.2.4.a, e L.2.6 SL.2.1 SL.2.2-4	Rome Unit 8 assessment will test student's ability to: Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading. Make connections between texts. Compare and contrast literary elements in two or more literary selections. Make connections between text and oneself. Define inferences. Make inferences about characters using evidence from the text. Support inferences with evidence using prior knowledge. Respond to evaluative questions. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Recount stories from diverse cultures. Compare and contrast different versions of the same story. Compare and contrast the most important points presented by two texts on the same topic. Make connections between text and the real world.

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/ Student Centered Goals
		Demonstrate automaticity. Demonstrate prosody. Increase oral reading fluency. Read grade-level text with appropriate automaticity, prosody, accuracy, and rate. Use glossaries or dictionaries, to determine or clarify the meaning of words and phrases.
Unit 9: Rome 1: Introduce “A Day in Ancient Rome” (A) 2: Introduce “A Day in Ancient Rome” (B) 3: Introduce “Androcles and the Lion” 4: Explore “Androcles and the Lion” 5: Review “Androcles and the Lion” 6: Introduce “Pliny Saw It All” (A) 7: Introduce “Pliny Saw It All” (B) 8: Introduce Volcanoes! (A) 9: Introduce Volcanoes! (B) 10: Introduce Volcanoes! (C) 11: Review Volcanoes! 12: Your Choice	RF.2.3 RF.2.4 RL.2.1-7 RL.9, 10 RI.2.1-10 SL.2.1 SL.2.2-4 L.2.4.a, e L.2.6	Rome Unit assessment will test student’s ability to: Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading. 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. Make connections between text and the real world. Make connections between text and self. Use glossaries or dictionaries, to determine or clarify the meaning of words and phrases.
Unit 10: Peter Pan 1: Introduce Peter Pan (A) 2: Introduce Peter Pan (B) 3: Introduce Peter Pan (C) 4: Introduce Peter Pan (D) 5: Review Peter Pan 6: Your Choice	RF.2.3 RF.2.4 RL.2.1-7 RL.2.10 L.2.4.a, e L.2.6 W.2.8 SL.2.1.a, b, c SL.2.2-4	Peter Pan Unit assessment will test student’s ability to: Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading. Increase oral reading skills. Increase fluency. Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. Summarize the plot of a story. Identify setting. Identify characters. Define theme. Increase concept and content vocabulary. Use an illustration to make a prediction about a reading. Use chapter titles to make predictions and comprehend text. Use glossaries or dictionaries, to determine or clarify the meaning of words and phrases. Use text to make a prediction. Answer who, what, where, when, why, and how questions. Answer questions requiring literal recall of details. Identify choices that a character makes and their consequences. Determine the theme, moral, or lesson of a work of literature.
Unit 11 The Jackals and the Lion 1: Introduce “The Jackals and the Lion” 2: Review “The Jackals and the Lion” 3: Your Choice	RF.2.3 RF.2.4 RL.2.1-7 RL.2.9, 10 L.2.4.a, e	The Jackals and the Lion Unit assessment will test student’s ability to: Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading. Read on-level text with appropriate fluency and accuracy, Read on-level text with purpose and understanding.

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/ Student Centered Goals
<p>Note: Continued on next page.</p>	<p>L.2.6 W.2.8 SL.2.1.a, b, c SL.2.2-4</p>	<p>Read aloud grade-level text with appropriate expression. Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning. Use text organizational features to locate and comprehend information. (table of contents) Use glossaries or dictionaries, to determine or clarify the meaning of words and phrases. Describe characters and their traits. Identify the problem a character faces. Identify the solution to a problem a character faces. Compare and contrast characters from different stories. Identify a lesson learned based on a character's actions. Compare and contrast literary elements in two or more literary selections. Define fable. Define moral. Recount stories, including fables and folktales from diverse cultures. Retell a story naming plot, setting, character(s), problem, and solution. Identify the moral or lesson of a text.</p>
<p>Unit 12 Clara and the Book Wagon</p> <p>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</p> <p>5: Your Choice</p>	<p>RF.2.3 RF.2.4</p> <p>RL.2.1-7 RL.2.9, 10</p> <p>L.2.4.a, e L.2.6</p> <p>SL.2.1.a, b, c SL.2.2-4</p>	<p>Clara and the Book Wagon Unit assessment will test student's ability to:</p> <p>Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading. 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. Use glossaries or dictionaries, to determine or clarify the meaning of words and phrases. Make connections between text and oneself. Make inferences using text and/or prior knowledge. Compare and contrast different versions of the same story.</p>
<p>Unit 13: Lessons to Learn</p> <p>1: Introduce "The Ugly Duckling" 2: Explore "The Ugly Duckling" 3: Review "The Ugly Duckling"</p> <p>4: Introduce "The Grasshopper and the Ant" 5: Explore "The Grasshopper and the Ant" 6: Review "The Grasshopper and the Ant"</p> <p>7: Introduce "The Three Wishes" 8: Explore "The Three Wishes" 9: Review "The Three Wishes"</p> <p>10: Your Choice</p>	<p>RF.2.3 RF.2.4</p> <p>RL.2.1-7 RL.2.9, 10</p> <p>L.2.4.a, e L.2.6</p> <p>SL.2.1.a, b, c SL.2.2-4</p>	<p>Lessons to Learn Unit assessment will test student's ability to:</p> <p>Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading. Increase oral reading skills. Increase fluency. Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. Increase concept and content vocabulary. Recount stories, including fables and folktales from diverse cultures. Summarize the plot of a story. Identify the moral or lesson of a text. Make connections between text and oneself. Compare and contrast plot, setting, and characters of texts from different authors.</p>

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/ Student Centered Goals
		<p>Make connections between text and oneself. Evaluate text. Use glossaries or dictionaries, to determine or clarify the meaning of words and phrases.</p>
<p>Unit 14: Semester Checkpoint</p>	<p>RF.2.3 RF.2.4</p> <p>RL.2.1-7 RL.2.9, 10</p> <p>RI.2.1-10</p> <p>L.2.4.a, e L.2.6 W.2.3</p> <p>SL.2.1.a, b, c SL.2.2-4</p>	<p>Semester assessment will test student's ability to:</p> <p>Use title of the selection to make a prediction. Use an illustration to make a prediction about a reading. Increase oral reading skills. Increase fluency. Demonstrate automaticity. Demonstrate prosody. Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading. Read prose and poetry aloud. Read aloud grade-level text with appropriate expression, accuracy, and rate. Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning. Use glossaries or dictionaries, to determine or clarify the meaning of words and phrases. 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.</p>
<p>Unit 15: Revolution</p> <p>1: Introduce "Independence Day" 2: Review "Independence Day"</p> <p>3: Introduce Sam the Minuteman 4: Explore Sam the Minuteman (A) 5: Explore Sam the Minuteman (B) 6: Review Sam the Minuteman</p>	<p>RF.2.3 RF.2.4</p> <p>RL.2.1-7 RL.2.9, 10</p> <p>RI.2.1-10</p> <p>L.2.4.a, e</p>	<p>Revolution Unit assessment will test student's ability to:</p> <p>Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading. Increase oral reading skills. Increase fluency. Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p>

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/ Student Centered Goals
7: Your Choice	L.2.6 W.2.3 SL.2.1.a, b, c SL.2.2-4	Use glossaries or dictionaries, to determine or clarify the meaning of words and phrases. 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. Compare and contrast different versions of the same story. Evaluate text.
Unit 16: Quilting Stories 6 Unit Assessment "Pioneer Patchwork" 1: Introduce The Josefina Story Quilt 2: Explore The Josefina Story Quilt (A) 3: Explore The Josefina Story Quilt (B) 4: Review The Josefina Story Quilt 5: Introduce "Pioneer Patchwork" 6: Review "Pioneer Patchwork"	RF.2.3 RF.2.4 RL.2.1-7 RL.2.9, 10 RI.2.1-10 L.2.4.a, e L.2.6 W.2.3 SL.2.1 SL.2.2-4	Quilting Stories Unit assessment will test student's ability to: Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading. 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. Use glossaries or dictionaries, to determine or clarify the meaning of words and phrases.
Unit 17: Pet Poems 2 Introduce More Pet Poems and Unit Assessments 1: Introduce Pet Poems 2: Introduce More Pet Poems 3: Your Choice	RF.2.3 RF.2.4 RL.2.1-7 RL.2.9, 10 L.2.4.a, e L.2.6 W.2.3 SL.2.1 SL.2.2-4	Pet Poems Unit assessment will test student's ability to: Define poem. Define speaker. Define rhythm. Identify the use of rhythm in poetry. Define rhyme. Identify rhyme in a literary selection. 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.) Use glossaries or dictionaries, to determine or clarify the meaning of words and phrases. Read texts for literary experience. Read prose and poetry aloud. Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading. Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning. Determine reading rate. Make inferences using text and prior knowledge. Make connections between text and oneself.

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/ Student Centered Goals
		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. Use descriptive phrases. Evaluate reading strategies.
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	RF.2.3 RF.2.4 RL.2.1-7 RL.2.9, 10 L.2.4.a, e L.2.6 SL.2.1 SL.2.2-4	The Foolish Goose Unit assessment will test student's ability to: Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading. Increase oral reading skills. Increase fluency. Demonstrate automaticity. Demonstrate prosody. 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. Use glossaries or dictionaries, to determine or clarify the meaning of words and phrases.
Unit 19: Poetry 2 Explore "Discovery" and "Untitled" 1: Introduce Poems About the Natural World 2: Explore Poems About the Natural World	RF.2.3 RF.2.4 RL.2.1-7 RL.2.9, 10 RI.2.1-10 L.2.4.a, e L.2.6 W.2.3 SL.2.1 SL.2.2-4	Poetry Unit assessment will test student's ability to: Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading. Read texts for literary experience. Identify rhyme scheme. Define alliteration. Identify the use of alliteration in poetry. Identify author's use of imagery. 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 Use glossaries or dictionaries, to determine or clarify the meaning of words and phrases.
Unit 20: You Need To Make A Choice The Stories: <i>The Stories Julian Tells</i> <i>Nate the Great</i> <i>Ira Sleeps Over</i> <i>The Mysteries of Harris Burdick</i>	RF.2.3 RF.2.4 RL.2.1 RL.2.2 RL.2.3 RL.2.5 RL.2.7 RL.2.10	This list is not all-inclusive. The standards and objectives listed are common to each text: Ask and answer questions about the stories. Retell stories read/listened to. Demonstrate comprehension of text. Describe a character using evidence from the text. Describe how characters respond to events in the story. Draw conclusions using evidence from the text.

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/ Student Centered Goals
<p><i>The Pain and the Great One</i> <i>Dolphins!</i> <i>Gorillas: Gentle Giants of the Forest</i> <i>The Bravest Dog Ever: The True Story of Balto</i> <i>George the Drummer Boy</i> <i>The Long Way to a New Land</i> <i>Wagon Wheels</i> <i>Sam, Bangs & Moonshine</i> <i>Tye May and the Magic Brush</i> <i>Crow Boy</i> <i>Robin Hood Knights of the Round Table</i></p>	<p>L.2.4.a, e L.2.6 W.2.3 SL.2.1 SL.2.2-4</p>	<p>Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading. Know and apply grade-level phonics and word analysis skills in decoding words. Use glossaries or dictionaries, to determine or clarify the meaning of words and phrases. Identify author's use of imagery. Distinguish between fiction and nonfiction. Identify facts. Identify the main idea and supporting details in a text. Summarize text and maintain accurate sequence. Identify setting(s). Identify the moral or lesson of a text. 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. Use text organizational features to locate and comprehend information. (glossary) (table of contents)</p>
<p>Unit 21: Cam Jansen 4 Unit Assessment Cam Jansen: The Mystery of the Stolen Diamonds</p> <p>1: Introduce Cam Jansen: The Mystery of the Stolen Diamond 2: Explore Cam Jansen: The Mystery of the Stolen Diamond 3: Explore Cam Jansen: The Mystery of the Stolen Diamond 4: Review Cam Jansen: The Mystery of the Stolen Diamond 5: Your Choice</p>	<p>RF.2.3 RF.2.4 RL.2.1-7 RL.2.9, 10 L.2.4.a, e L.2.6 W.2.3 W.2.5</p>	<p>Cam Jansen Unit assessment will test student's ability to:</p> <p>Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading. Evaluate text. Draw conclusions about characters using evidence from the text. Summarize the plot of a story. Increase concept and content vocabulary. 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. Use glossaries or dictionaries, to determine or clarify the meaning of words and phrases.</p>
<p>Unit 22: Bears 8 Review "Animals in Winter"</p> <p>1: Introduce "Bears in Danger" 2: Review "Bears in Danger" 3: Introduce The Bears on Hemlock Mountain 4: Explore The Bears on Hemlock Mountain 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</p>	<p>RF.2.3 RF.2.4 RL.2.1-7 RL.2.9, 10 RI.2.1-10 L.2.4.a, e L.2.6</p>	<p>Bears Unit assessment will test student's ability to:</p> <p>Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading. 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.</p>

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/ Student Centered Goals
		Use glossaries or dictionaries, to determine or clarify the meaning of words and phrases.
Unit 23 Clever Animals 8 Unit Assessment "Each Animal in Its Place" 1: Introduce "Puss in Boots" 2: Explore "Puss in Boots" 3: Review "Puss in Boots" 4: Introduce "Tug-of-War" 5: Explore "Tug-of-War" 6: Review "Tug-of-War" 7: Introduce "Each Animal in Its Place" 8: Review "Each Animal in Its Place" 9: Your Choice	RF.2.3 RF.2.4 RL.2.1-7 RL.2.9, 10 RI.2.1-10 L.2.4.a, e L.2.6 SL.2.1 SL.2.2-4	Clever Animals Unit assessment will test student's ability to: Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading. 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 Use glossaries or dictionaries, to determine or clarify the meaning of words and phrases.
Unit 24: More Lessons to Learn 6 Review 1: Introduce "The Fisherman and His Wife" 2: Explore "The Fisherman and His Wife" 3: Review "The Fisherman and His Wife" 4: Introduce "The Warrior and the Baby" 5: Explore "The Warrior and the Baby" 6: Review "The Warrior and the Baby" 7: Your Choice	RF.2.3 RF.2.4 RL.2.1-7 RL.2.9, 10 L.2.4.a, e L.2.6 SL.2.1 SL.2.2-4	More Lessons to Learn Unit assessment will test student's ability to: Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading. Read second grade level text with purpose and understanding. Read second grade level text at a rate of 90 words per minute. 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 plot, setting, character(s) of stories/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. Make connections between text and oneself. Use text to make a prediction. Use glossaries or dictionaries, to determine or clarify the meaning of words and phrases. 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.
Unit 25: More Poetry 1: Introduce Nighttime Poems This is an online lesson. This lesson will be completed on the computer. No Assessment	RF.2.3 RF.2.4 RL.2.1-7 RL.2.9, 10	More Poetry Unit assessment will test student's ability to: Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading. Increase oral reading skills.

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/ Student Centered Goals
<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.2.4.a, e L.2.6</p> <p>SL.2.1 SL.2.2-4</p>	<p>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. Use glossaries or dictionaries, to determine or clarify the meaning of words and phrases. 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. 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. Evaluate and make connections between texts.</p>
<p>Unit 26: "What's In a Name" Assessment</p> <p>1: Introduce "Rumpelstiltskin" 2: Explore "Rumpelstiltskin" 3: Review "Rumpelstiltskin"</p> <p>4: Introduce "The Hippopotamus and the Tortoise" 5: Explore "The Hippopotamus and the Tortoise" 6: Review "The Hippopotamus and the Tortoise"</p>	<p>RF.2.3 RF.2.4</p> <p>RL.2.1-7 RL.2.9, 10</p> <p>L.2.4.a, e L.2.6</p> <p>SL.2.1 SL.2.2-4</p>	<p>What's in a Name Unit assessment will test student's ability to:</p> <p>Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading. Recount stories, including fables and folktales from diverse cultures. 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." Compare and contrast plot, setting, character(s) of texts from different cultures. Evaluate text. Compare and contrast plot, setting, character(s) of texts from different authors. Compare and contrast literary elements in two or more literary selections Use glossaries or dictionaries, to determine or clarify the meaning of words and phrases.</p>
<p>Unit 27: Weather Poems</p> <p>1: Introduce Weather Poems 2: Introduce More Weather Poems</p>	<p>RF.2.3 RF.2.4</p> <p>RL.2.1-7 RL.2.9, 10</p> <p>L.2.4.a, e L.2.6</p> <p>SL.2.1 SL.2.2-4</p>	<p>Weather Poems Unit assessment will test student's ability to:</p> <p>Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading. Use descriptive phrases. Use text to make a prediction. Use glossaries or dictionaries, to determine or clarify the meaning of words and phrases. 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.</p>

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/ Student Centered Goals
		Identify personification and the 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.
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: <i>The Stories Julian Tells</i> <i>Nate the Great</i> <i>Ira Sleeps Over</i> <i>The Mysteries of Harris Burdick</i> <i>The Pain and the Great One</i> <i>Dolphins!</i> <i>Gorillas: Gentle Giants of the Forest</i> <i>The Bravest Dog Ever: The True Story of Balto</i> <i>George the Drummer Boy</i> <i>The Long Way to a New Land</i> <i>Wagon Wheels</i> <i>Sam, Bangs & Moonshine</i> <i>Tye May and the Magic Brush</i> <i>Crow Boy</i> <i>Robin Hood Knights of the Round Table</i>	RF.2.3 RF.2.4 RL.2.1-7 RL.2.9, 10 L.2.4.a, e L.2.6 SL.2.1 SL.2.2-4	The Make a Choice Unit will test student's ability to: Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading. Ask and answer questions about the stories. Retell stories read/listened to. Demonstrate comprehension of text. Describe a character using evidence from the text. Describe how characters respond to events in the story. Draw conclusions using evidence from the text. Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics and word analysis skills in decoding words. Use glossaries or dictionaries, to determine or clarify the meaning of words and phrases.
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"	RF.2.3 RF.2.4 RL.2.1-7 RL.2.9, 10 L.2.4.a, e L.2.6 SL.2.1 SL.2.2-4	Westward Expansion Unit assessment will test student's ability to: Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading. 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. Use glossaries or dictionaries, to determine or clarify the meaning of words and phrases. Make connections between text to world, text to oneself. Make inferences using text and/or prior knowledge. Make connections between texts. Read a variety of texts for information and pleasure.
Unit 30: Travel Poems 3 Introduce More Transportation Poems 1: Introduce "Where Go the Boats?" 2: Introduce Transportation Poems	RF.2.3 RF.2.4 RL.2.1-7 RL.2.9, 10	Travel Poems Unit assessment will test student's ability to: Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading.

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/ Student Centered Goals
<p>3: Introduce More Transportation Poems</p>	<p>L.2.4.a, e L.2.6</p> <p>SL.2.1 SL.2.2-4</p>	<p>Increase oral reading skills. Increase fluency. Demonstrate automaticity. Demonstrate prosody. Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. Define onomatopoeia. Define personification. Use an illustration to make a prediction about a reading. Use glossaries or dictionaries, to determine or clarify the meaning of words and phrases. Determine appropriate pre-reading strategy. Determine reading rate. Set a purpose for reading. Read second grade level text with purpose and understanding. Read texts for literary experience. Read second grade level text at a rate of 90 words per minute. 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. Identify author's use of personification. Identify author's use of onomatopoeia. Answer inferential questions. Identify rhyme scheme. Define simile. Identify similes. Identify and use figurative language: personification, simile, metaphor. 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.</p>
<p>Unit 31: You Need To Make A Choice:</p> <p><i>The Stories Julian Tells</i> <i>Nate the Great</i> <i>Ira Sleeps Over</i> <i>The Mysteries of Harris Burdick</i> <i>The Pain and the Great One</i> <i>Dolphins!</i> <i>Gorillas: Gentle Giants of the Forest</i> <i>The Bravest Dog Ever: The True Story of Balto</i> <i>George the Drummer Boy</i> <i>The Long Way to a New Land</i> <i>Wagon Wheels</i> <i>Sam, Bangs & Moonshine</i> <i>Tye May and the Magic Brush</i> <i>Crow Boy</i> <i>Robin Hood Knights of the Round Table</i></p>	<p>RF.2.3 RF.2.4</p> <p>RL.2.1-3, 5, 7 RL.2.10</p> <p>L.2.4.a, e L.2.6</p> <p>SL.2.1 SL.2.2-4</p>	<p>The list is not all-inclusive and standards are contingent upon the lessons that are chosen:</p> <p>Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading. 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.</p>

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/ Student Centered Goals
		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) (table of contents) Define nonfiction.
Unit 32: Going to the Dogs 1: Introduce "The Dog and His Shadow" 2: Review "The Dog and His Shadow" 3: Introduce "The Dog and the Wolf" 4: Review "The Dog and the Wolf" 5: Introduce "The Boy Who Cried 'Wolf'" 6: Review "The Boy Who Cried Wolf" on the computer. 7: Introduce Buddy: The First Seeing Eye Dog This is an online lesson. 8: Explore Buddy: The First Seeing Eye Dog (A) This is an online lesson. 9: Explore Buddy: The First Seeing Eye Dog (B) 10: Review Buddy: The First Seeing Eye Dog 11: Introduce "Animal Helpers" 12: Review "Animal Helpers"	RF.2.3 RF.2.4 RL.2.1-7 RL.2.9, 10 RI.2.1-10 L.2.4.a, e L.2.6 SL.2.1 SL.2.2-4	Going to the Dogs Unit assessment will test student's ability to: Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading. Use glossaries or dictionaries, to determine or clarify the meaning of words and phrases. Recount stories, including fables and folktales from diverse cultures. Summarize the plot of a story. Synthesize text using descriptive language. Increase concept and content vocabulary Identify the moral or lesson of a text. Identify a lesson learned based on a character's actions. Compare texts from different cultures and time periods. Evaluate texts. Make connections between text and oneself. Make connections between text and world. Recount stories, including fables and folktales from diverse cultures. Restate facts and supporting details of information text in sequential order. Acknowledge differences among characters including the use of a different voice for each character when reading dialogue aloud.
33: Semester Checkpoint	RF.2.3 RF.2.4 RL.2.1-7 RL.2.9, 10 RI.2.1-10 L.2.4.a, e L.2.6 SL.2.1. SL.2.2-4	Semester assessment will test student's ability to : Read with sufficient accuracy and fluency to support comprehension. Know and apply grade-level phonics skills when reading. Use title of the selection to make a prediction. Use an illustration to make a prediction about a reading. Use glossaries or dictionaries, to determine or clarify the meaning of words and phrases. Read prose and poetry aloud. Read aloud second grade-level text with appropriate expression, accuracy, and rate. Self-monitor comprehension by predicting, rereading, checking for sense, drawing on background knowledge, summarizing, clarifying, checking for context clues, and/or self-questioning.

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/ Student Centered Goals
		<p>Repair comprehension, using strategies: reread, use prior knowledge, self-question, identify context clues, determine word meaning, and/or read on.</p> <p>Identify genre.</p> <p>Identify characteristics of different genres.</p> <p>Identify the use of rhythm in poetry.</p> <p>Identify the use of repetition in poetry.</p> <p>Identify the topic.</p> <p>Identify the main idea and supporting details in a text.</p> <p>Distinguish between fiction and nonfiction.</p> <p>Identify fact and opinion.</p> <p>Identify character traits.</p> <p>Identify the moral or lesson of a text.</p> <p>Sequence events in a text.</p> <p>Make inferences using text and/or prior knowledge.</p> <p>Identify concrete answers to questions.</p> <p>Answer inferential questions.</p> <p>Create and use graphic organizers, diagrams, charts, Venn diagrams, and/or timelines to demonstrate and support comprehension.</p> <p>Make connections between text and oneself.</p>
<p>Unit 1-18 Vocabulary</p> <p>Eighteen Vocabulary Units follow this format:</p> <p>Day 1: Introduce Word Set 1 Day 2: Practice Word Set 1 Day 3: Practice Word Set 1</p> <p>Day 4: Introduce Word Set 2 Day 5: Practice Word Set 2 Day 6: Practice Word Set 2</p> <p>Day 7: Introduce Word Set 3 Day 8: Practice Word Set 3</p> <p>Day 9: Unit Review Day 10: Unit Checkpoint</p>	<p>L.2.4 L.2.4.a-e L.2.5 L.2.6</p> <p>RF.2.3</p>	<p>Vocabulary Unit assessment will test student's ability to:</p> <p>Classify and sort common words into categories.</p> <p>Distinguish between meaning variations in closely related verbs.</p> <p>Identify and define words' and phrases' literal and nonliteral meanings.</p> <p>Identify and use pictures and symbols to increase vocabulary.</p> <p>Identify and use prefixes and suffixes to determine word meaning.</p> <p>Identify and use the prefix dis-, pre-, re-, un-.</p> <p>Identify and use the suffix -er, -est,</p> <p>Identify and use the vowel suffix -er, -est.</p> <p>Identify and use word parts to help determine word meaning.</p> <p>Identify real-life connections between words and their uses.</p> <p>Identify roots to aid in determining word meaning.</p> <p>Increase reading vocabulary.</p> <p>Increase vocabulary through antonyms.</p> <p>Increase vocabulary through compound words.</p> <p>Increase vocabulary through contractions.</p> <p>Increase vocabulary through homographs.</p> <p>Increase vocabulary through synonyms.</p> <p>Use glossaries, thesauruses, and beginner dictionaries to learn new vocabulary.</p> <p>Use glossary.</p> <p>Use knowledge of words to determine the meaning of compound words.</p> <p>Use resources or other tools to determine the meaning of a word.</p>
<p>Spelling Unit 1-36 Unit List:</p>	<p>RF.2.3</p> <p>L.2.2.d</p>	<p>Heart Words Unit assessment will test student's ability to:</p> <p>Spell Heart Words.</p> <p>Spell words containing the digraphs ck, sh, th, ch, sh, or wh.</p> <p>Spell words ending with consonant blends.</p>

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/ Student Centered Goals
		<p>Spell words ending with the double letters ss, zz, ll, or ff.</p> <p>Spell words containing the r-controlled vowels ar, ir, er, or, or ur.</p> <p>Spell words containing the long a sound spelled ai, ay, ea, or a-consonant-e.</p> <p>Spell words containing the long i sound spelled ie, igh, i, or i-consonant-e.</p> <p>Spell words containing the long o sound spelled oa, oe, o, or o-consonant-e.</p> <p>Spell words containing the long e sound spelled ee, ea, e, or e-consonant-e.</p> <p>Spell words containing the long e sound spelled ey or ie.</p> <p>Spell words containing the long u sound spelled ue, ew, u, or u-consonant-e.</p> <p>Spell words containing the short double o sound spelled oo.</p> <p>Spell words containing the sound /ow/ spelled ou or ow.</p> <p>Spell words containing the sound /oi/ spelled oi or oy.</p> <p>Spell words containing the sound /au/ spelled aw or au.</p> <p>Spell words containing the long i or long e sounds spelled with the letter y.</p> <p>Spell words containing opened and closed syllables.</p> <p>Spell words containing v-c-e syllables.</p> <p>Spell words beginning with the prefixes re-, sub-, un-, de-, or pre-.</p> <p>Spell words ending with the consonant suffixes -ly, -ful, -fully, -ment, -less, -ness, -ty, or -some.</p> <p>Spell words ending with the vowel suffixes -able, -en, -est, -ish, or -y.</p> <p>Spell multisyllabic words containing the r-controlled vowel combinations ar, er, ir, or, and ur.</p> <p>Spell words containing consonant-le syllables.</p> <p>Spell words ending with the vowel suffixes -ed, -est, -ing, or -er.</p> <p>Spell words requiring a doubled consonant before the endings -ed or -ing.</p> <p>Spell words ending in the consonant suffixes -ly, -ment, -ness, -ful, or -less.</p> <p>Spell Heart Words.</p> <p>Spell words containing silent consonants in the pairs wr-, -mb, and kn-.</p> <p>Spell multisyllabic words containing vowel-team syllables</p> <p>Spell words with unusual plurals.</p>
<p>Writing Skills Unit 1: Complete Sentences</p> <p>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</p> <p>L.2.2</p>	<p>Complete Sentences Unit assessment will test student's ability to:</p> <p>Recognize word groups that are sentences.</p> <p>Recognize word groups that are not sentences.</p> <p>Recognize that a sentence begins with a capital letter.</p> <p>Recognize that a sentence ends with an end mark.</p> <p>Use a capital letter to begin a sentence and an end mark to end it.</p>
<p>2. Write Sentences</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</p> <p>L.2.2</p> <p>SL.2.6</p>	<p>Write Sentences Unit assessment will test student's ability to:</p> <p>Distinguish between complete and incomplete sentences.</p> <p>Combine sentences that have common elements.</p> <p>Use capital letters correctly.</p>

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/ Student Centered Goals
4: Fix the Sentences 5: Write Sentences	W.2.5	Punctuate correctly. Use a variety of sentence beginnings and lengths. Use the correct word order in sentences. Spell common, frequently used words correctly. Combine sentences that have common elements. Write simple sentences. Write sentences that flow. Use correct grammar and sentence formation.
3. Kinds of Sentences 1: Statements 2: Questions 3: Exclamations and Commands 4: Review Kinds of Sentences 5: Unit Checkpoint	L.2.1 L.2.2 SL.2.6 W.2.5	Student will also finalize their Writing and show ability to: Define a question. Define an exclamation. Define a command. Use statements. Use questions. Use exclamations. Use commands. Use declarative, interrogative, exclamatory, and imperative sentences. Make revisions based on audience and purpose. Use a variety of sentence structures. Use a variety of sentence beginnings and lengths. Use the correct word order in sentences. Revise by adding or deleting text. Revise for logical order. Revise for voice. Revise for sentence fluency.
4. Write Different Types of Sentences 1: Tell Me About It 2: Ask Me About It 3: Shout About It 4: Revise Sentences 5: Write Different Types of Sentences	L.2.1 L.2.2 SL.2.6 W.2.5	Student will also finalize their Writing and show ability to: Define a question. Define an exclamation. Define a command. Use statements. Use questions. Use exclamations. Use commands. Use declarative, interrogative, exclamatory, and imperative sentences. Make revisions based on audience and purpose. Use a variety of sentence structures. Use a variety of sentence beginnings and lengths. Use the correct word order in sentences. Revise by adding or deleting text. Revise for logical order. Revise for voice. Revise for sentence fluency.
5. Nouns 1: What Is a Noun? 2: Common and Proper Nouns 3: More Nouns 4: Review Nouns	L.2.1.a,b,c SL.2.6	Nouns Unit assessment will test student's ability to: Identify nouns. Identify and use proper and common nouns. Use a capital letter to begin a proper noun.

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/ Student Centered Goals
5: Unit Checkpoint		Use collective nouns.
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.2.2 SL.2.6 W.2.5 W.2.6 W.2.8	Student will also finalize their Writing and show ability to: Add details to describe the steps in a process. Brainstorm and develop possible topics. Choose a topic. Choose words that convey a clear picture. Define process. Follow steps in a process. Follow the directions in a process. Identify a process as a series of steps. Identify missing steps in a process. Identify steps in a process. Organize ideas through sequencing. Recognize steps in a process. Use an appropriate organizational pattern in writing. Use transitions to signal order. Write a how-to (directions to complete a task). Write a logical series of events. Write steps in a process.
7. Verbs 1: What Is a Verb? 2: Action Verbs 3: Other Verbs 4: Review Verbs 5: Unit Checkpoint	L.2.1 L.2.2 SL.2.6	Verbs Unit assessment will test student's ability to: Identify nouns and verbs in sentences. Use action and being 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.2.2 SL.2.6 W.2.3 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 3: Organize a Letter 4: Address an Envelope 5: Write a Friendly Letter	L.2.1 L.2.2.a L.2.2.b L.2.3.a SL.2.6 W.2.3 W.2.5 W.2.6 W.2.8	Student will also finalize letter and show ability to: Collaborate with peers on writing projects Organize ideas through sequencing. Recall the established conventions of a friendly letter. Recognize the parts of a friendly letter. Use a graphic organizer to plan. Use a voice based on purpose and audience. Use an appropriate organizational pattern in writing. Use beginning and concluding statements. Use established conventions for a friendly letter. Use guidance from adults and peers to revise writing. Use transition words to signal order. Write a friendly letter. Write a narrative with a beginning, middle, and end.
11. Singular and Plural Nouns 1: One or Many? 2: Focus on Singular and Plural Nouns 3: More Plural Nouns	L.2.1.b L.2.1.c L.2.1.f L.2.2	Singular and Plural Nouns Unit assessment will test student's ability to: Identify singular nouns. Identify plural nouns.

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/ Student Centered Goals
4: Review Singular and Plural Nouns 5: Unit Checkpoint	SL.2.6	Form and use plural nouns. Form and use irregular plural nouns.
12. Write Thank You Notes 1: What Is a Thank-You Note? 2: Use the Friendly Letter Format This is an online lesson. 3: Thank-You Note Plan 4: Send a Thank-You Note 5: Write a Thank-You Note	L.2.1.b L.2.1.c L.2.1.f L.2.2.a L.2.2.b L.2.3.a SL.2.6 W.2.3 W.2.5 W.2.6 W.2.8	Write Thank You Notes will test students ability to: Collaborate with peers on writing projects. Identify the purpose of a friendly letter. Identify the purpose of a thank-you note. Organize text using a main idea and supporting details. Recognize the established conventions for a thank- you note. Recognize the parts of a friendly letter. Recognize what a friendly letter is. Student will also finalize their Letter and show ability to: Use an appropriate organizational pattern in writing. Use beginning and concluding statements. Use established conventions for a thank-you note. Use guidance from adults and peers to revise writing. Write a thank-you note. Write sentences and paragraphs that develop a central idea, consider purpose and audience, and use the writing process.
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	L.2.1.d L.2.1.f L.2.2 SL.2.6	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.
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	L.2.1 L.2.1.f L.2.2 L.2.2.a,b L.2.3 L.2.3.a SL.2.6 W.2.2 W.2.5 W.2.6 W.2.8	Student will also finalize their paragraph and show ability to: Recognize details that support the topic sentence of a paragraph. Recognize the parts of a paragraph. Use a graphic organizer to plan. Use details that support the topic sentence, or given focus. Use planning ideas to produce a rough draft. Write a draft. Write sentences and paragraphs that develop a central idea, consider purpose and audience, and use the writing process.
15. Pronouns 1: What Is a Pronoun? 2: Plural Pronouns 3: More Pronouns 4: Review Pronouns 5: Unit Checkpoint	L.2.1.c L.2.1.f L.2.2 SL.2.6	Pronouns Unit assessment will test student's ability to: Recognize pronouns. Use singular pronouns. Use plural pronouns. Use reflexive pronouns. Use possessive pronouns.
16. Complete and Revise a Paragraph 1: Revise Your Draft: Introductions 2: Get from Point to Point: Transitions 3: Write a Conclusion	L.2.1 L.2.1.f L.2.2 L.2.2.a,b L.2.3	Student will also finalize their paragraph and show ability to: Collaborate with peers on writing projects. Identify the topic sentence that expresses the main idea of a paragraph.

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/ Student Centered Goals
4: Revise for Content 5: Revise a Paragraph	L.2.3.a SL.2.6 W.2.2 W.2.5 W.2.6 W.2.8	Make revisions based on audience and purpose. Recognize that transition words connect ideas. Recognize the importance of revising written work. Recognize the importance of the beginning sentence in a paragraph. Recognize the parts of a paragraph. Recognize the purpose of a conclusion. Recognize the purpose of a paragraph. Revise by adding or deleting text. Revise for clarity. Revise for logical order or sequence. Revise for sentence fluency. Revise for voice. Revise the draft of a paragraph using a checklist or rubric. Revise using feedback. Use beginning sentences. Use concluding sentences. Use guidance from adults and peers to revise writing. Use transitions to connect ideas. Write a topic sentence that expresses the main idea of a paragraph. Revise for logical order or sequence.
17. Semester Review and Checkpoint 1: Semester Review 2: Semester Review: Sentences, Nouns, and Verbs 3: Semester Checkpoint: Sentences, Nouns, and Verbs 4: Semester Review: Letters, Nouns, Subjects & Verbs 5: Semester Checkpoint: Letters, Nouns, Subjects & Verbs	L.2.1.b L.2.1.c L.2.1.f L.2.2.a L.2.2.b L.2.3.a SL.2.6	Semester assessment will test student's ability to: Form and use plural nouns. Identify and use proper and common nouns. Identify and use verbs in sentences. Identify kinds of sentences. Identify singular and plural nouns. Identify the subject of a sentence. Identify the verb of a sentence. Recognize pronouns. Recognize word groups that are sentences. Use a capital letter to begin a sentence and an end mark to end it. Use a verb that agrees with its subject. 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. Use possessive pronouns. Use singular and plural pronouns.
18. Polish and Publish a Paragraph 1: What Is Proofreading? 2: Use a Dictionary 3: Use a Thesaurus 4: Use a Checklist 5: Publish Your Work	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 L.2.6 SL.2.6 W.2.2 W.2.5 W.2.6 W.2.8	Student will also finalize their paragraph and show ability to: Collaborate with peers on writing projects. Proofread to improve grammar, spelling, punctuation, and capitalization. Publish a final draft paragraph. Recognize the importance of proofreading to improve grammar, spelling, punctuation, and capitalization. Recognize the importance of revising written work. Recognize the purpose if a dictionary. Recognize the purpose of a thesaurus. Revise for clarity. Revise for sentence fluency. Use a checklist for editing and proofreading. Use a dictionary.

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/ Student Centered Goals
		Use a thesaurus. Use guidance from adults and peers to revise writing. Write legibly following appropriate format. Write sentences and paragraphs that develop a central idea, consider purpose and audience, and use the writing process.
19. Adjectives 1: What Is an Adjective? 2: Review Descriptive Adjectives 3: Articles 4: Review Adjectives and Articles 5: Unit Checkpoint	L.2.1.e L.2.1.f L.2.2 SL.2.6	Adjectives Unit assessment will test student's ability to: Draw a picture using adjectives. 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: Publish a clean, final copy of writing. Recognize the importance of using an appropriate organizational pattern. Use a checklist for editing and proofreading. Use a dictionary. Use a thesaurus. Use a variety of words in writing. Use descriptive details in writing. Use descriptive phrases. Use details that support the topic sentence, or given focus. Use transitions to write sentence and paragraphs that develop a central idea, consider purpose and audience, and use the writing process. Write a draft. Write a topic sentence that expresses the main idea of a paragraph. Write legibly following appropriate format. Write sentences and paragraphs that develop a central idea, consider purpose and audience, and use the writing process. Write with an expressive, lively style.
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.e L.2.1.f L.2.2.a L.2.2.b 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 poem and show ability to: Choose words that convey a clear picture. Collaborate with peers on writing projects. Publish a clean, final copy of writing. Share work with an audience. Use a checklist for editing and proofreading. Use a dictionary. Use a thesaurus. Use a variety of words in writing. Use guidance from adults and peers to revise writing. Use sensory language. Write with an expressive, lively style.
22. Write Poetry 1: Respond to Poems that Describe 2: Poetic Forms and Subjects 3: Draft a Poem	L.2.1.d L.2.1.f L.2.2 SL.2.6	Student will also finalize their poem and show ability to: Choose a main idea. Choose a topic. Choose words and style based on audience.

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/ Student Centered Goals
4: Revise Your Poem 5: Polish and Publish Your Poem	W.2.5 W.2.6 W.2.8	Choose words that convey a clear picture. Collaborate with peers on writing projects. Define poetry as a genre. Identify personification. Identify rhyming words. Identify rhythm and meter. Identify simile. Plan a piece of writing. Publish a clean, final copy of writing. Recognize descriptive language. Recognize that a poem has a purpose, a voice, and an audience. Recognize the form of a cinquain. Recognize the form of a haiku. Revise using a checklist or rubric. Share work with an audience. Use a checklist for editing and proofreading. Use a dictionary. Use a graphic organizer to plan. Use a thesaurus. Use a variety of words in writing. Use descriptive phrases. Use figurative language. Use guidance from adults and peers to revise writing. Use sensory language. Write a draft. Write a metaphor. Write a poem. Write a simile. Write with an appropriate voice. Write with an expressive, lively style.
23. Verb Tense 1: Tense of Verbs 2: Past Tense Verbs 3: More Past Tense Verbs 4: Review Verb Tense 5: Unit Checkpoint	L.2.1.d L.2.1.f L.2.2 SL.2.6	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.
24. Write an Experience Story 1: What Is an Experience Story? 2: Brainstorm an Experience Story 3: Plan an Experience Story 4: Draft Dialogue 5: Complete an Experience Story	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 experience story and show ability to: Analyze ideas and select a topic for writing. Brainstorm possible topics. Choose words that convey a clear picture. Define experience story. Define transition. Describe setting, characters, objects, and events in detail. Generate ideas for writing. Identify sensory language. Identify transitions. Maintain a focus in writing. Organize ideas in sequential order. Plan a piece of writing. Recognize and use an appropriate organizational pattern in writing. Recognize descriptive language. Recognize that an experience story is worth telling others about. Recognize that an experience story tells about an important event. Recognize that stories include dialogue, which starts and ends with quotation marks.

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/ Student Centered Goals
		<p>Recognize the elements of a narrative. Identify descriptive language.</p> <p>Recognize the importance of an appropriate organizational pattern in writing.</p> <p>Use a graphic organizer to plan.</p> <p>Use beginning and concluding statements in writing.</p> <p>Use showing language.</p> <p>Use transitions to connect ideas.</p> <p>Write a brief story that describes an experience</p> <p>Write a conclusion.</p> <p>Write a narrative with a beginning, middle, and end.</p> <p>Write an experience story.</p> <p>Write an introduction.</p> <p>Write dialogue.</p>
<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>	<p>L.2.1</p> <p>L.2.2</p> <p>SL.2.6</p>	<p>Quotations assessment will test student's ability to:</p> <p>Recognize quotations in dialogue.</p> <p>Use quotation marks around a speaker's exact words.</p> <p>Use a comma to separate a quotation from the speaker tag.</p>
<p>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>Student will also finalize their experience story and show ability to:</p> <p>Define content.</p> <p>Define proofreading.</p> <p>Define revising.</p> <p>Define voice.</p> <p>Generate ideas for writing.</p> <p>Make revisions based on audience and purpose.</p> <p>Proofread to improve grammar, spelling, punctuation, and capitalization.</p> <p>Use reference materials to check and correct spelling.</p> <p>Recognize that publishing means making a clean final copy of your writing.</p> <p>Recognize that writing must be revised and proofread before publishing.</p> <p>Recognize the importance of proofreading to improve grammar, spelling, punctuation, and capitalization.</p> <p>Recognize the purpose of feedback.</p> <p>Recognize the purpose of revising.</p> <p>Revise by adding or deleting text.</p> <p>Revise for clarity.</p> <p>Revise for ideas and content.</p> <p>Revise for sentence fluency.</p> <p>Revise for voice.</p> <p>Revise using a checklist or rubric.</p> <p>Revise using feedback.</p> <p>Share work with an audience.</p> <p>Write with an expressive, lively style.</p> <p>Use a checklist for editing and proofreading</p> <p>Use guidance from adults and peers to revise writing.</p> <p>Collaborate with peers on writing projects.</p> <p>Use a dictionary.</p> <p>Use a thesaurus.</p> <p>Use a variety of words in writing.</p> <p>Use content appropriate for audience.</p> <p>Use correct grammar and sentence formation.</p>

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/ Student Centered Goals
		Write legibly following appropriate format.
27. Possessive Nouns 1: What Is a Possessive Noun? 2: Plural Possessive Nouns 3: More Plural Possessive Nouns 4: Review Possessive Nouns 5: Unit Checkpoint	L.2.1.f L.2.2.c SL.2.6	Possessive Nouns assessment will test student's ability to: Identify possessive nouns. Form singular possessive nouns. Form plural possessive nouns.
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.2.2.b L.2.2.e L.2.3 L.2.3.a L.2.6 SL.2.6 W.2.1 W.2.5 W.2.6 W.2.8	Student will also finalize their Book Review and show ability to: Brainstorm and develop possible topics. Define a book review. Define conclusion. Define opinion. Define summary. 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. Identify a favorite book. Identify audience. Identify purpose for writing. Identify the parts of a book review. Make connections between text and the world. Organize ideas in sequential order. Recognize that people have different favorite books. Recognize the importance of organizing ideas in sequential order. Set a purpose for writing. Use organizational structures to ensure coherence. Support the main idea with details. Understand that people have different favorite books. Use a checklist. Use a graphic organizer to plan. Use beginning and concluding statements in writing. Use language appropriate for audience and purpose. Use transition words to signal order. Write a book review. Write a response to a book. Use transition words to signal order. Write a summary. Write an opinion statement. Write or draw a response that identifies a text-to-self, text-to-world, and/or text-to-text connection. Write responses to literature that express and support an opinion. Use organizational structures to ensure coherence.
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.f L.2.2.a SL.2.6	Names, Initials, and Titles assessment will test student's ability to: Recall what a proper noun is. Use a capital letter to begin the name of a person. Use capital letters for initials. Use initials. Use a period after an initial. Use a capital letter to begin the title of a person. Use capital letter to begin a proper noun. Use a period after a person's title. Use a capital letter to begin geographic names.

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/ Student Centered Goals
		Use a capital letter and a period for a shortened title of a person.
30. Make a Presentation 1: What Is a Presentation? 2: Create a Visual 3: Develop a Presentation 4: Practice a Presentation 5: Deliver a Presentation	L.2.1.e L.2.1.f L.2.2.a L.2.2.b L.2.2.e L.2.3.a L.2.6 SL.2.2 SL.2.4 SL.2.5 SL.2.6 W.2.1 W.2.5 W.2.6 W.2.8	Student will also finalize presentation and show ability to: Analyze a presentation. Create a visual. Illustrate a work. Incorporate graphic features in writing. Speak clearly and at an appropriate pace for the type of communication. Incorporate graphic features in writing. Make a presentation with a picture. Retell stories, including characters, setting, and plot. State an opinion. Recognize that an effective presentation requires an appropriate introduction. Recognize that an effective presenter looks up at the audience as much as possible, includes an appropriate visual, and interacts with the audience. Recognize that effective presentations are delivered at an appropriate pace, with a friendly voice, and at an appropriate volume. Recognize that effective presentations are delivered with enthusiasm, confidence, and clarity. Recognize that visuals improve a piece of writing. Recognize that visuals make a piece of writing easier to understand. Recognize the importance of practicing a presentation. Retell stories, including characters, setting, and plot. Share work with an audience. Speak clearly and at an appropriate pace for the type of communication. State an opinion. 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.
31. Commas and Apostrophes 1: Words in a Series 2: Contractions 3: More Contractions 4: Review Commas and Apostrophes 5: Unit Checkpoint	L.2.1.f L.2.2.b L.2.2.c SL.2.6	Commas and Apostrophes assessment will test student's ability to: Form and use contractions. Recall a use for an apostrophe. Recall some uses of the comma. Recall what a contraction is. Use commas to separate words in a series.
32. Research Skills 1: What Is Research? 2: References 3: Take Notes (A) 4: Take Notes (B) 5: Create a Plan	L.2.1.e L.2.1.f L.2.2.a L.2.2.b L.2.2.e L.2.3.a L.2.6 SL.2.6 W.2.1 W.2.3 W.2.5	Student will also finalize their report and show ability to: Brainstorm possible topics. Choose a main idea for writing. Organize text using main idea and supporting details. Define interview. Define reference. Define research report. Define research. Evaluate the relevance of both print and online sources. Formulate questions to investigate for research. Identify and select the best reference source. Identify plagiarism. Organize ideas in a logical order.

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/ Student Centered Goals
	W.2.6 W.2.7 W.2.8	Organize information. Organize text using main idea and supporting details. Participate in shared research. Recognize that mass media contains fact, fiction, and opinion. Recognize that notes are a record of something important. Recognize that writing varies by purpose and audience. Recognize the difference between fact and opinion. Recognize the importance of finding important information and writing it in your own words. Set a purpose for writing. Take notes about important information. Use appropriate technology to create a product or project. Use facts in writing. Use various reference materials to acquire information.
33. More Capital Letters 1: Months and Days 2: Holidays 3: Product Names and More 4: Review More Capital Letters 5: Unit Checkpoint	L.2.1.f L.2.2.a SL.2.6	More Capital Letters assessment will test student's ability to: Use a capital letter to begin the name of a month. Use a capital letter to begin the name of a day. 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. Use capital letters in the greeting and closing of a letter.
34. Write About Information 1: Organize Your Paragraphs 2: Write the Body (A) 3: Write the Body (B) 4: Introductions 5: Conclusions	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.2.2 W.2.5 W.2.6 W.2.7 W.2.8	Student will finalize their report and show ability to: Recognize the purpose of a conclusion. Use concluding statements. Use guidance from adults and peers to revise writing. Collaborate with peers on writing projects. In addition, students will: Recognize the need to use an appropriate organizational pattern in writing. Use an appropriate organizational pattern in writing. Maintain a focus in writing. Organize text using main idea and supporting details. 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. Use details in writing to support ideas. Use planning ideas to produce a rough draft. Write a draft with a beginning, middle, and end. Define transitions and use them to connect ideas. Recognize the importance of an introduction. Use beginning and concluding sentences in writing. Write an introduction. Define introduction. State an opinion. Write a conclusion. Recognize the purpose of a conclusion. Write beginning and concluding sentences.
35. Semester Review and Checkpoint Lessons 1-5: Semester Review and Semester Checkpoint 1: Semester Review	L.2.1.e L.2.1.f L.2.2.a L.2.2.b L.2.2.e	Semester assessment will test student's ability to: Form and use contractions. Form and use the past tense of verbs. Recognize and form possessive nouns. Recognize descriptive words called adverbs. Recognize descriptive words known as adjectives.

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/ Student Centered Goals
2: Semester Review: Adjectives, Adverbs, Verb Tense 3: Semester Checkpoint: Adjectives, Adverbs, Verb Tense, and Quotations 4: Semester Review: Possessive Nouns, Capital Letters, Commas, and Contractions 5: Semester Checkpoint: Possessive Nouns, Capital Letters	L.2.3.a L.2.6 SL.2.6 W.2.5 W.2.6 W.2.7 W.2.8	Recognize quotations in dialogue. Recognize that adjectives describe nouns and adverbs describe verbs. Recognize that an adverb can tell the time of an action or how an action is performed. Use a capital letter for the first word of a sentence. Use a capital letter for the pronoun I. Use a capital letter to begin month, day, holiday, product, and geographic names. Use a capital letter to begin the title, name, and initials of a person. Use a period after an initial or a person's title. Use adjectives and adverbs correctly. Use capital letters in the greeting and closing of a letter. Use commas to separate words in a series. Use quotation marks around a speaker's exact words. Use the present tense and the future tense of verbs. Use the, a, and an correctly.
36. Revise and Publish Your Work 1: Revise from Feedback 2: Revise for Content 3: Revise for Organization 4: Proofread and Polish Your Report 5: Publish Your Report	L.2.1.e L.2.1.f L.2.2.a L.2.2.b L.2.2.e L.2.3 SL.2.6 W.2.2 W.2.5 W.2.6 W.2.7 W.2.8	Student will finalize their Report and show ability to: Incorporate graphic features in writing. Write legibly following appropriate format. Share work with an audience. Make a presentation with a picture. Speak clearly and at an appropriate pace for the type of communication. Revise for ideas and content. Recognize the purpose of feedback. Revise for clarity. Make revisions based on audience and feedback. Revise by adding or deleting text. Recognize the purpose of revising. Define focus and content. Revise for logical order or sequence. Use an appropriate organizational pattern in writing. Recognize the need to use an appropriate organizational pattern in writing. Recognize the need to use transitions to connect ideas in writing. Define transitions, proofreading, and revising. Revise for voice. Proofread to improve grammar, spelling, punctuation, and capitalization. Revise using a checklist or rubric. Recognize the importance of revising written work. Combine sentences that have common elements. Punctuate correctly. Revise for sentence fluency. Recognize the importance of proofreading to improve grammar, spelling, punctuation, and capitalization. Define publishing. Incorporate graphic features in writing. Publish a report.