

# Wyoming Department of Education Required Virtual Education Course Syllabus

## Washakie County School District # 1

Program Name	Washakie No. 1 Online	Content Area	LA
Course ID	WOL-MARK12-I	Grade Level	3-6
Course Name	WOL-MARK12 Reading I - Adaptive Remediation	# of Credits	NA
SCED Code	NA	Curriculum Type	K12 Fuel Education

### COURSE DESCRIPTION

The MARK12 (Mastery. Acceleration. Remediation. K12.) courses are for students in the third to sixth grades who are struggling readers. MARK12 Reading I gives students who are reading several grades below grade level the opportunity to master missed concepts in a way that accelerates them through the remediation process by incorporating adaptivity and online assessments. Students work independently and with a Learning Coach to develop oral reading, comprehension, phonics, spelling, and fluency skills. They also practice grammar, usage, mechanics, and composition.

The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success. This research-based course focuses on computational fluency, conceptual understanding, and problem-solving.

### WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
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</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.8	Describe how reasons support specific points the author makes in a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3.a	a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

## WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
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, 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.2.4	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.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.

## WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
L.2.3.a	a. Compare formal and informal uses of English.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.
L.2.4.a	a. Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.4.b	b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i> ).
L.2.4.c	c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i> ).
L.2.4.d	d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i> ).
L.2.4.e	e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
L.2.5.a	a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> ).
L.2.5.b	b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i> ) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i> ).
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).

### Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES STUDENT CENTERED GOALS
Sound Work and Sight Words Words 1 Words 2 Words 3 Words 4 Words 5 Words 6 Words 7 Words 8	L.2.1.a-f L.2.2a, c, d, e L.2.3.a L.2.4.a-e L.2.5.a-b L.2.6  RF.2.3.a-f RF.2.4.a-c  RI.2.1-8, 10  RL.2.1-7, 10  SL.2.2, 4, 6	Unit 1: Sound Work and Sight Words Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Demonstrate automaticity. Identify a word in a group of words that contains a different vowel sound. Identify a word when given the onset and rime. Identify and use /ă/, /ĕ/, /ī/, /ō/, and /ū/. Identify and use the blend -nd. Identify beginning and ending sounds in words. Identify individual sounds within words. Identify letters of the alphabet. Identify sounds, given letters. Identify middle sounds in words. Identify the new word when one sound is added to, changed, or removed from a word. Identify the new word when the onset changes Identify the new word when the rime changes. Identify the number of sounds within words. Identify the number of syllables in a word. Identify the same sounds within words. Identify the word that separately spoken phonemes create. Identify words that rhyme. Increase reading vocabulary. Read sight words. Spell words.
Unit 2: Sounds for Letters and Sight Words	L.2.1.a-f L.2.2a, c, d, e L.2.3.a L.2.4.a-e L.2.5.a-b, L.2.6  RF.2.3.a-f RF.2.4.a-c  RL.2.1-7, 10	Unit 2: Sounds for Letters and Sight Words Answer scriptal questions. Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Demonstrate automaticity. Given the sound, identify the letters: /ă/ /b/ /d/ /ĕ/ /h/ /y/ /f/ /g/ /ī/ /j/ /k/ /ks/ /kw/ /l/ /m/ /n/ /ō/ /p/ /r/ /s/ /t/ /ū/ /v/ /w/ /z/. Identify the new word when one sound is changed in a word. Identify the same sounds within words. Identify the sound, given the letter b c d f g h j k l m n p r s t v w x y z and qu. Identify and use the blend -nd.

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES STUDENT CENTERED GOALS
	SL.2.2, 4, 6	Identify beginning sounds in words. Identify ending sounds in words. Identify and use the blend scr-,str-,squ-. spl-,spr-. Identify the letters, given the sound: /t/ /m/ /b/ /f/ /s/ /c/ /j/ /h/ /n/ /p/ /k/ /v/ /r/ /g/ /l/
Unit 3: Short Vowels and Sight Words	L.2.1.a-f L.2.2a, c, d, e L.2.3.a L.2.4.a-e L.2.5.a-b L.2.6 RF.2.3.a-f RF.2.4.a-c RL.2.1-7, 10 SL.2.2, 4, 6	Unit 3: Short Vowels and Sight Words Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Demonstrate automaticity. Identify and use /ă/, /ĕ/, /ĭ/, /ō/, and /ŭ/. Identify and use commas, quotation marks, question marks, and exclamation points. Identify and use the blend -nd. Identify letters of the alphabet. Identify the letter, given the sound /ĕ/. Identify the letter, given the sound /y/. Identify words that rhyme. Increase reading vocabulary. Read sight words. Spell words.
Unit 4: Digraphs and Sight Words	L.2.1.a-f L.2.2a, c, d, e L.2.3.a L.2.4.a-e L.2.5.a-b L.2.6 RF.2.3.a-f RF.2.4.a-c RL.2.1-7, 10 SL.2.2, 4, 6	Unit 4: Digraphs and Sight Words Answer text-explicit and text-implicit questions. Demonstrate automaticity. Identify and use /ă/, /ĕ/, /ĭ/, /ō/, and /ŭ/. Identify and use the digraph -ck, ch, wh, th, and sh. Identify and use the trigraph -tch. Identify four types of sentences (statements, questions, commands, exclamations). Identify letters of the alphabet. Identify singular and plural nouns. Identify the letters, given the sound /ch/ /k/ /sh/ /tch/ /th/ /w/. Identify the new word when one sound is changed in a word. Identify words that rhyme. Increase reading vocabulary. Read sight words. Spell words.
Unit 5: Long Vowels and Sight Words	L.2.1.a-f L.2.2a, c, d, e L.2.3.a L.2.4.a-e L.2.5.a-b L.2.6 RF.2.3.a-f RF.2.4.a-c RI.2.1-8, 10 SL.2.2, 4, 6	Unit 5: Long Vowels and Sight Words Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Demonstrate automaticity. Identify and use /ā/ /ē/ /ī/ /ō/ /ū/ spelling patterns. Identify and use proper and common nouns. Identify and use silent e. Identify and use the blend -nd. Identify and use the digraph ch -ck sh th wh -tch. Identify letters of the alphabet. Identify the letters, given the sound /ch/ /k/ /sh/ /tch/ /w/. Identify the new word when one sound is changed in a word. Identify words that rhyme. Increase reading vocabulary. Read sight words. Spell words.
Unit 6: Ending Blends and Sight Words	L.2.1.a-f L.2.2a, c, d, e L.2.3.a L.2.4.a-e L.2.5.a-b	Unit 6: Ending Blends and Sight Words Complete composition workbook assignment. Answer text-explicit questions, responding with formal writing. Answer text-explicit questions, responding with formal writing. Correct and revise writing based on feedback.

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES STUDENT CENTERED GOALS
	<p>L.2.6</p> <p>RF.2.3.a-f</p> <p>RF.2.4.a-c</p> <p>RL.2.1-7, 10</p> <p>SL.2.2, 4, 6</p> <p>W.2.1, 2, 5, 6</p>	<p>Use technology to publish writing.</p> <p>Demonstrate automaticity.</p> <p>Identify and capitalize appropriate words.</p> <p>Identify and use /ā/ /ē/ /ī/ /ō/ /ū/.</p> <p>Identify and use /ā/ /ē/ /ī/ /ō/ /ū/ spelling patterns.</p> <p>Identify and use silent e.</p> <p>Identify and use the blend -ct, -ng, -nk, -ft, -lp, -nd, and -lk.</p> <p>Identify and use the blend -mp, st, -nch, -sp, -nt, -lt, and sk.</p> <p>Identify and use the digraph sh, th, and ch.</p> <p>Identify four types of sentences (statements, questions, commands, exclamations).</p> <p>Identify letters of the alphabet.</p> <p>Identify the new word when one sound is changed in a word.</p> <p>Identify words that rhyme.</p> <p>Increase reading vocabulary.</p> <p>Spell words.</p>
Unit 7: Beginning Blends and Sight Words	<p>L.2.1.a-f</p> <p>L.2.2a, c, d, e</p> <p>L.2.3.a</p> <p>L.2.4.a-e</p> <p>L.2.5.a-b</p> <p>L.2.6</p> <p>RF.2.3.a-f</p> <p>RF.2.4.a-c</p> <p>RI.2.1-8, 10</p> <p>RL.2.1-7, 10</p> <p>SL.2.2, 4, 6</p>	<p>Unit 7: Beginning Blends and Sight Words</p> <p>Answer text-explicit and text-implicit questions.</p> <p>Complete composition workbook assignment.</p> <p>Demonstrate automaticity.</p> <p>Identify and use action verbs and being verbs.</p> <p>Identify and use singular and plural possessives.</p> <p>Identify and use the blend bl- br- cl- cr- -ct.</p> <p>Identify and use the blend dr- fr- -ft gl- gr-.</p> <p>Identify and use the blend -lk -lp -lt.</p> <p>Identify and use the blend -mp -nch -nd -ng -nk -nt.</p> <p>Identify and use the blend pl- pr- sc- scr- shr- sk- sl- sm-</p> <p>Identify and use the blend sn- sp -sp st sw-.</p> <p>Identify and use the blend tr- tw-.</p> <p>Identify and use the blend str-, squ-, spr-, spl-, scr- thr-.</p> <p>Identify four types of sentences (statements, questions, commands, exclamations).</p> <p>Identify letters of the alphabet.</p> <p>Identify the new word when one sound is changed in a word.</p> <p>Identify words that rhyme.</p> <p>Increase reading vocabulary.</p> <p>Read sight words. Spell words.</p>
Unit 8: Word Endings and Sight Words	<p>L.2.1.a-f</p> <p>L.2.2a, c, d, e</p> <p>L.2.3.a</p> <p>L.2.4.a-e</p> <p>L.2.5.a-b</p> <p>L.2.6</p> <p>RF.2.3.a-f</p> <p>RF.2.4.a-c</p> <p>RL.2.1-7, 10</p> <p>SL.2.2, 4, 6</p>	<p>Unit 8: Word Endings and Sight Words</p> <p>Answer text-explicit and text-implicit questions.</p> <p>Complete composition workbook assignment.</p> <p>Demonstrate automaticity.</p> <p>Identify and use /ā/, /ē/, /ī/, /ō/, /ū/.</p> <p>Identify and use ending -ed for /ed/, /d/, and /t/.</p> <p>Identify and use ending -ss, -ll, -zz, -ff.</p> <p>Identify and use main verbs and helping verbs.</p> <p>Identify and use the blend bl- br- cl- cr- -ct.</p> <p>Identify and use the blend dr- fl- fr- -ft gl- gr-.</p> <p>Identify and use the blend -lp -lt -mp -nd -ng -nk.</p> <p>Identify and use the blend pl- pr- sc- scr- shr- sk.</p> <p>Identify and use the blend sl- sm- sn- sp -sp.</p> <p>Identify and use the blend spl- spr- squ- st str- sw-.</p> <p>Identify and use the blend thr- tr- tw-.</p> <p>Identify and use the consonant suffix -s.</p> <p>Identify and use the digraph -ck sh th ch.</p> <p>Identify and use the trigraph -tch.</p> <p>Identify and use the vowel suffix -es.</p> <p>Identify four types of sentences (statements, questions, commands, exclamations).</p>

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES STUDENT CENTERED GOALS
		Identify letters of the alphabet. Identify the new word when one sound is changed in a word. Identify words that rhyme. Increase reading vocabulary. Read sight words. Spell words.
Unit 9: Difficult Spellings & r-Controlled Vowels and Sight Words	L.2.1.a-f L.2.2a, c, d, e L.2.3.a L.2.4.a-e L.2.5.a-b L.2.6  RF.2.3.a-f RF.2.4.a-c  RL.2.1-7, 10  SL.2.2, 4, 6	Unit 9: Difficult Spellings & r-Controlled Vowels and Sight Words Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Correctly use <i>bring, buy, come, go, eat, see, sit, take, and write</i> . Demonstrate automaticity. Identify and use /ë/. Identify and use -ar. Identify and use c for the sound /s/. Identify and use ea spelling patterns. Identify and use -ear. Identify and use ending -ed for /ed/, /d/, and /t/. Identify and use -er, -ir, -or, -ur. Identify and use g for the sound /j/. Identify and use past and past participle forms of regular and irregular verbs. Identify and use ph for the sound /f/. Identify and use the blend -nd. Identify and use the consonant suffix -s. Identify and use the vowel suffix -es. Identify four types of sentences (statements, questions, commands, exclamations). Identify letters of the alphabet. Identify the new word when one sound is changed in a word. Identify words that rhyme. Increase reading vocabulary. Read sight words. Spell words.
Unit 10: oi/oy and Sight Words	L.2.1.a-f L.2.2a, c, d, e L.2.3.a L.2.4.a-e L.2.5.a-b L.2.6  RF.2.3.a-f RF.2.4.a-c  RL.2.1-7, 10  SL.2.2, 4, 6	Unit 10: oi/oy and Sight Words Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Demonstrate automaticity. Identify and use /ä/, /ë/, /i/, /ö/, /ü/. Identify and use ea spelling patterns. Identify and use ending -ff, -ll, -ss, -zz. Identify and use oi and oy spelling patterns. Identify and use the blend -nd. Identify four types of sentences (statements, questions, commands, exclamations). Identify letters of the alphabet. Identify the new word when one sound is changed in a word. Identify words that rhyme. Increase reading vocabulary. Read sight words. Spell words.
Unit 11: au/aw and Sight Words	L.2.1.a-f L.2.2a, c, d, e L.2.3.a L.2.4.a-e L.2.5.a-b L.2.6  RF.2.3.a-f RF.2.4.a-c  RL.2.1-7, 10	Unit 11: au/aw and Sight Words Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Demonstrate automaticity. Identify and use oi and oy spelling patterns. Identify and use regular and irregular verbs. Identify and use spelling patterns for the sound /aw/. Identify and use the blend -nd. Identify and use the digraph ch. Identify letters of the alphabet. Identify the new word when one sound is changed in a word.

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES STUDENT CENTERED GOALS
	SL.2.2, 4, 6	Identify words that rhyme. Increase reading vocabulary. Read sight words. Spell words.
Unit 12: ow/ou and Sight Words	L.2.1.a-f L.2.2a, c, d, e L.2.3.a L.2.4.a-e L.2.5.a-b L.2.6  RF.2.3.a-f RF.2.4.a-c  RL.2.1-7, 10  SL.2.2, 4, 6  W.2.1, 5, 6	Unit 12: ow/ou and Sight Words Complete composition workbook assignment. Answer text-explicit questions, responding with formal writing. Answer text-explicit questions, responding with formal writing. Correct and revise writing based on feedback. Use technology to publish writing. Demonstrate automaticity. Identify and use ou and ow spelling patterns. Identify and use ow for the sound /ō/. Identify and use principal parts of verbs. Identify and use spelling patterns for the sound /aw/. Identify four types of sentences (statements, questions, commands, exclamations). Identify letters of the alphabet. Identify the new word when one sound is changed in a word. Identify words that rhyme. Increase reading vocabulary. Read sight words. Spell words.
Unit 13: Vowel Suffixes and Consonant Endings	L.2.1.a-f L.2.2a, c, d, e L.2.3.a L.2.4.a-e L.2.5.a-b L.2.6  RF.2.3.a-f RF.2.4.a-c  RI.1-8, 10  RL.2.1-7, 10  SL.2.2, 4, 6  W.2.1, 2, 5, 6	Unit 13: Long a and Sight Words Complete composition workbook assignment. Answer text-explicit questions, responding with formal writing. Answer text-explicit questions, responding with formal writing. Correct and revise writing based on feedback. Use technology to publish writing. Demonstrate automaticity. Identify and use /ā/ Identify and use compound words. Identify and use ou and ow spelling patterns. Identify and use ow for the sound /ō/. Identify and use silent e. Identify and use the blend –nd, –nk. Identify four types of sentences (statements, questions, commands, exclamations). Identify the letters, given the sound /ā/. Identify the new word when one sound is changed in a word. Identify words that rhyme. Increase reading vocabulary. Read sight words. Spell words.
Unit 14: Long i and Sight Words	L.2.1.a-f L.2.2a, c, d, e L.2.3.a L.2.4.a-e L.2.5.a-b L.2.6  RF.2.3.a-f RF.2.4.a-c  RI.1-8, 10  RL.2.1-7, 10  SL.2.2, 4, 6  W.2.1, 2, 5, 6	Unit 14: Long i and Sight Words Complete composition workbook assignment. Answer text-explicit questions, responding with formal writing. Answer text-explicit questions, responding with formal writing. Correct and revise writing based on feedback. Use technology to publish writing. Demonstrate automaticity. Identify adjectives. Identify and use /ā/ and /i/ spelling patterns. Identify and use –ar and –or. Identify and use ph for the sound /f/. Identify and use silent e. Identify and use the blend –nd. Identify and use verbs in sentences. Identify four types of sentences (statements, questions, commands, exclamations). Identify letters of the alphabet.

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES STUDENT CENTERED GOALS
		Identify the letters, given the sound /ā/ and /ī/. Identify words that rhyme. Increase reading vocabulary. Read sight words. Spell words.
Unit 15: Long o and Sight Words	L.2.1.a-f L.2.2a, c, d, e L.2.3.a L.2.4.a-e L.2.5.a-b L.2.6  RF.2.3 RF.2.3.a-f RF.2.4.a-c  RL.2.1-7, 10  SL.2.2, 4, 6	Unit 15: Long o and Sight Words Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Demonstrate automaticity. Identify and use /ī/ and /ō/ spelling patterns. Identify and use -or. Identify and use silent e. Identify and use the blend -nd. Identify four types of sentences (statements, questions, commands, exclamations). Identify the letters, given the sound /ī/ and /ō/. Identify the new word when one sound is changed in a word. Identify words that rhyme. Increase reading vocabulary. Read sight words. Spell words.
Unit 16: Long e and Sight Words	L.2.1.a-f L.2.2a, c, d, e L.2.3.a L.2.4.a-e L.2.5.a-b L.2.6  RF.2.3.a-f RF.2.4.a-c  RL.2.1-7, 10  SL.2.2, 4, 6	Unit 16: Long e and Sight Words Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Demonstrate automaticity. Identify and use /ī/ and /ō/ spelling patterns. Identify and use -or. Identify and use silent e. Identify and use singular personal pronouns and plural personal pronouns. Identify and use subject and object pronouns. Identify and use the blend -nd. Identify four types of sentences (statements, questions, commands, exclamations). Identify the letters, given the sound /ē/ and /ō/. Identify the new word when one sound is changed in a word. Identify words that rhyme. Increase reading vocabulary. Read sight words. Spell words.
Unit 17: Long e & Long i and Sight Words	L.2.1.a-f L.2.2a, c, d, e L.2.3.a L.2.4.a-e L.2.5.a-b L.2.6  RF.2.3.a-f RF.2.4.a-c  RI.2.1-8, 10  RL.2.1-7, 10  SL.2.2, 4, 6	Unit 17: Long e & Long i and Sight Words Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Demonstrate automaticity. Identify and use /ā/, /ē/, /ī/ spelling patterns. Identify and use compound words. Identify and use double o (oo) spelling patterns. Identify and use ou and ow spelling patterns. Identify and use silent e and the blend -nd. Identify four types of sentences (statements, questions, commands, exclamations). Identify possessive pronouns. Identify the letters, given the sound /ā/, /ē/, /ī/, /j/, y. Identify words that rhyme. Increase reading vocabulary. Read sight words. Spell words.
Unit 18: Long u and Syllable Types	L.2.1.a-f L.2.2a, c, d, e L.2.3.a L.2.4.a-e L.2.5.a-b	Unit 18: Long u and Syllable Types Answer text-explicit questions. Answer text-implicit questions. Complete composition workbook assignment. Demonstrate automaticity.



## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES STUDENT CENTERED GOALS
	L.2.6 RF.2.3.a-f RF.2.4.a-c RL.2.1-7, 10 SL.2.2, 4, 6	Identify and use /ē/, /ū/, /ā/, /ī/, and /ō/ spelling patterns. Identify and use silent e. Identify and use syllable types. Identify four types of sentences (statements, questions, commands, exclamations). Identify the letters, given the sound /ē/ /ī/ /ū/. Identify the number of syllables in a word. Identify the sound, given the letter y. Identify words that rhyme. Increase reading vocabulary. Read sight words. Spell words.
Unit 19: Long u & Double o and Syllable Types	L.2.1.a-f L.2.2a, c, d, e L.2.3.a L.2.4.a-e L.2.5.a-b L.2.6 RF.2.3.a-f RF.2.4.a-c RL.2.1-7, 10 SL.2.2, 4, 6	Unit 19: Long u & Double o and Syllable Types Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Correctly use <i>good</i> and <i>well</i> . Demonstrate automaticity. Identify and use /ū/ spelling patterns. Identify and use compound words. Identify and use double o (oo) spelling patterns. Identify and use ou and ow spelling patterns. Identify and use silent e. Identify and use spelling patterns for the sound /aw/. Identify and use syllable types. Identify and use the blend <i>-nd</i> . Identify four types of sentences (statements, questions, commands, exclamations). Identify the letters, given the sound /ū/. Identify the number of syllables in a word. Identify when, where, and how adverbs. Identify words that rhyme. Read sight words.
Unit 20: Double o and Syllable Types	L.2.1.a-f L.2.2a, c, d, e L.2.3.a L.2.4.a-e L.2.5.a-b L.2.6 RF.2.3.a-f RF.2.4.a-c RL.2.1-7, 10 SL.2.2, 4, 6 W.2.1, 2, 5, 6	Unit 20: Double o and Syllable Types Complete composition workbook assignment. Answer text-explicit questions, responding with formal writing. Answer text-explicit questions, responding with formal writing. Correct and revise writing based on feedback. Use technology to publish writing. Demonstrate automaticity. Identify and use /ū/ spelling patterns. Identify and use compound words. Identify and use double o (oo) spelling patterns. Identify and use ea spelling patterns. Identify and use oi and oy spelling patterns. Identify and use ou and ow spelling patterns. Identify and use syllable types. Identify and use the blend <i>-nd</i> . Identify four types of sentences (statements, questions, commands, exclamations). Identify the letters, given the sound /ū/. Identify the number of syllables in a word. Identify verbs modified by adverbs. Identify words that rhyme. Read sight words.
Unit 21: Schwa and Syllable Types	L.2.1.a-f L.2.2a, c, d, e L.2.3.a L.2.4.a-e L.2.5.a-b	Unit 21: Schwa and Syllable Types Complete composition workbook assignment. Answer text-explicit questions, responding with formal writing. Answer text-explicit questions, responding with formal writing. Correct and revise writing based on feedback.

**Scope and Sequence**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES STUDENT CENTERED GOALS
	L.2.6  RF.2.3.a-f RF.2.4.a-c  RL.2.1-7, 10  SL.2.2, 4, 6  W.2.1, 2, 5, 6	Use technology to publish writing. Demonstrate automaticity. Identify and use double o (oo) spelling patterns. Identify and use syllable types. Identify and use the schwa sound. Identify four types of sentences (statements, questions, commands, exclamations). Identify the letters, given the sound /ə/. Identify the number of syllables in a word. Read sight words. Use abbreviations for addresses, units of measurement, days, months, and titles.