

<p><b>Mrs. Sherrier</b> <b>Mrs. Ferrer</b> <b>English Language Arts</b></p> <p><b>September</b> Lesson 1: Henry and Mudge (2 weeks) Lesson 2: My Family (1 week)</p>	<p><i>Phonemic Awareness; Phonic/Decoding:</i></p> <ul style="list-style-type: none"> <li>· Short vowels a, i</li> <li>· CVC Syllable Pattern</li> <li>· Short Vowels o, u, e</li> </ul> <p><i>Reading Strategies/Fluency:</i></p> <ul style="list-style-type: none"> <li>-Accuracy: Word Recognition</li> <li>-Accuracy: Words in Connected Text</li> </ul> <p><i>Vocabulary Skills:</i></p> <ul style="list-style-type: none"> <li>-Alphabetical Order</li> <li>-Using a Glossary</li> </ul>		<p><i>Comprehension Skills/Strategies:</i></p> <ul style="list-style-type: none"> <li>-Sequence of Events</li> <li>-Author's Word Choice</li> <li>-Infer/Predict</li> <li>-Compare and Contrast</li> <li>-Genre: Informational Text</li> <li>-Question</li> </ul> <p><i>Writing and Language:</i></p> <ul style="list-style-type: none"> <li>-Subjects and Predicates</li> <li>-Narrative Writing: Sentences that Tell a True Story</li> <li>-Focus Trait: Elaboration</li> <li>-Simple Sentences</li> <li>-Narrative Writing: Friendly Letter</li> <li>-Focus Trait: Development</li> </ul>			
<b>Big Ideas</b>	<b>Benchmark Instructional Essential Standards:</b>	<b>Essential Questions</b>	<b>Story</b>	<b>High Frequency Words</b>	<b>Target Vocabulary</b>	<b>Writing/ Grammar</b>
<p>Recount the sequence of events in the story.</p>	<p><b>LA.2.RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p>	<p>What is a perfect pet like?</p>	<p>Henry and Mudge</p>	<p>Around Be Five Help Next Or Pull Take Until Walked</p>	<p>Curly Straight Floppy Drooled Weighed Stood Collars Row</p>	<p>Subjects and Predicates</p> <p>Narrative Writing: Sentences That tell a True Story</p> <p>Focus Trait: Elaboration</p>

**See curriculum for specific number of days for each unit.**

Describe how an author's word choice adds rhythm and meaning to a story.	<b>LA.2.RL.2.4</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.					
Learn about different families through poetry.	<b>LA.2.RL.2.10</b> Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.	What are some things that families like to do together?	My Family	Bring Children Comes Do Family Like Make Those Use With	Remembered Porch Crown Spend Stuck Visit Cousin Piano	Simple sentences  Narrative Writing: Friendly Letter  Focus Trait: Development
Gain from pictures information that is not found in a text.	<b>LA.2.RI.2.7</b> Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.					

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<p><b>Mrs. Sherrier</b> <b>Mrs. Ferrer</b> <b>English Language Arts</b></p> <p><b>October</b> Lesson 2: <i>My Family</i> (1 week) Lesson 3: <i>Dogs</i> (2 weeks) Lesson 4: <i>Diary of a Spider</i> (1 week)</p>	<p><i>Phonemic Awareness; Phonic/Decoding:</i> -Long vowels a, i -Sounds for c Long vowels o, u, e -Sounds for g</p> <p><i>Reading Strategies/Fluency:</i> -Accuracy: Self-Correct -Intonation</p> <p><i>Vocabulary Skills:</i> -Multiple-Meaning Words -Context Clues</p>		<p><i>Comprehension Skills/Strategies:</i> -Author's Purpose -Compare and Contrast -Analyze/Evaluate -Cause and Effect -Figurative Language -Summarize</p> <p><i>Writing and Language:</i> -Kinds of Sentences -Narrative Writing: Sentences That Describe -Focus Trait: Elaboration -Simple Sentences -Narrative Writing: True Story -Focus Trait: Development</p>			
<b>Big Ideas</b>	<b>Benchmark Instructional Essential Standards:</b>	<b>Essential Questions</b>	<b>Story</b>	<b>High Frequency Words</b>	<b>Target Vocabulary</b>	<b>Writing/ Grammar</b>
Read to understand the author's purpose.	<b>LA.2.RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	What do pets need to be healthy and happy?	Dogs	City Full No Other Places Put School Sing Think This	Hairy Mammals Litter Stayed Canned Chews Clipped Coat	Subjects and Predicates  Narrative Writing: Sentences That Describe  Focus Trait: Elaboration

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Compare and contrast information.	<b>LA.2.RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.					
Use fluency skills to read a text aloud as Readers' Theater.	<b>LA.2.RF.2.4.B</b> Read grade-level text orally with accuracy, appropriate rate, and expression.	How do good friends act?	Diary of a Spider	By Cheer Could Hello Hundred Mind Play Read See Today	Insects Dangerous Scare Sticky Rotten Screaming Breeze Judge	Simple sentences  Narrative Writing: True Story  Focus Trait: Development
Find the moral of a story.	<b>LA.2.RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.					

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<p><b>Mrs. Sherrier</b> <b>Mrs. Ferrer</b> <b>English Language Arts</b></p> <p><b>November</b> Lesson 4: <i>Diary of a Spider</i> (1 week) Lesson 5: <i>Teacher's Pets</i> (2 weeks) Lesson 6: <i>Animals Building Homes</i> (1 week)</p>	<p><i>Phonemic Awareness; Phonic/Decoding:</i> -Consonant Blends with r, l, s -Common Final Blends nd, ng, nk, nt, ft, xt, mp</p> <p><i>Reading Strategies/Fluency:</i> -Phrasing: Punctuation -Expression</p> <p><i>Vocabulary Skills:</i> -Base Words and Endings -ed and -ing -Base Words and Prefixes un-, re-</p>		<p><i>Comprehension Skills/Strategies:</i> -Story Structure -Author's Word Choice -Visualize -Text and Graphical Features -Using Content -Question</p> <p><i>Writing and Language:</i> -Singular and Plural Nouns -Narrative Writing: True Story -Focus Trait: Organization -More Plural Nouns -Informative Writing: Informational Paragraph -Focus Trait: Purpose</p>			
<b>Big Ideas</b>	<b>Benchmark Instructional Essential Standards:</b>	<b>Essential Questions</b>	<b>Story</b>	<b>High Frequency Words</b>	<b>Target Vocabulary</b>	<b>Writing/ Grammar</b>
Identify the elements of a story's structure.	<b>LA.2.RL.2.5</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.	How is a school like a community?	Teacher's Pets	Both Cold Eat Find Green Little Long Says Table We	Wonderful Noises Quiet Sprinkled Share Noticed Bursting Suddenly	Singular and Plural Nouns  Narrative Writing: True Story  Focus Trait: Organization

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Understand how the author's word choice creates meaning in a story.	<b>LA.2.RL.2.4</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.					
Identify key text and graphic features.	<b>LA.2.RI.2.5</b> 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.	What are animal homes like?	Animals Building Homes	Animals Bear Know Most Myself Second She Sleep Three Work	Shaped Branches Pond Beaks Deepest Break Hang Winding	More Plural Nouns  Informative Writing: Informational Paragraph  Focus Trait: Purpose
Use context to determine meaning of unfamiliar vocabulary.	<b>LA.2.L.2.4.A</b> Use sentence-level context as a clue to the meaning of a word or phrase.					

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<p><b>Mrs. Sherrier</b> <b>Mrs. Ferrer</b> <b>English Language Arts</b></p> <p><b>December</b> Lesson 6: Animals Building Homes (1 week) Lesson 7: The Ugly Vegetables (2 weeks)</p>	<p><i>Phonemic Awareness; Phonic/Decoding:</i> -Double Consonants and ck -Double Consonants (CVC)</p> <p><i>Reading Strategies/Fluency:</i> -Accuracy: Connected Text</p> <p><i>Vocabulary Skills:</i> -Homophones</p>		<p><i>Comprehension Skills/Strategies:</i> -Conclusions -Story Structure -Analyze/Evaluate</p> <p><i>Writing and Language:</i> -Proper Nouns -Informational Writing: Informational Paragraph -Focus Trait: Organization</p>			
<b>Big Ideas</b>	<b>Benchmark Instructional Essential Standards:</b>	<b>Essential Questions</b>	<b>Story</b>	<b>High Frequency Words</b>	<b>Target Vocabulary</b>	<b>Writing/Grammar</b>
<p>Use information from the words and illustrations to draw conclusions.</p>	<p><b>LA.2.RL.2.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>What can you learn from planting a garden?</p>	<p>The Ugly Vegetables</p>	<p>Air Car Cried Funny He Pictures Pretty Told Try Window</p>	<p>Blooming Shovels Scent Tough Wrinkled Plain Muscles Nodded</p>	<p>Proper Nouns</p> <p>Informational Writing: Informational Paragraph</p>
<p>Discuss characters, setting, and plot.</p>	<p><b>LA.2.RL.2.5</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p>					<p>Focus Trait: Organization</p>

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<p><b>Mrs. Sherrier</b> <b>Mrs. Ferrer</b> <b>English Language Arts</b></p> <p><b>January</b> Lesson 8: Super Storms (2 weeks) Lesson 9: How Chipmunk Got His Stripes (2 weeks)</p>	<p><i>Phonemic Awareness; Phonic/Decoding:</i> -Consonant Digraphs th, sh, wh, ch, tch, ph -Base Words and Endings -s, -ed, -ing -CV Syllable Pattern</p> <p><i>Reading Strategies/Fluency:</i> -Rate -Phrasing: Punctuation</p> <p><i>Vocabulary Skills:</i> -Compound Words -Synonyms</p>		<p><i>Comprehension Skills/Strategies:</i> -Main Idea and Details -Cause and Effect -Visualize -Understanding Characters -Author's Word Choice -Summarize</p> <p><i>Writing and Language:</i> -What is a Verb? -Informational Writing: Informational Paragraph -Focus Trait: Evidence -Verbs in the Present -Informational Writing: Instructions -Focus Trait: Purpose</p>			
<b>Big Ideas</b>	<b>Benchmark Instructional Essential Standards:</b>	<b>Essential Questions</b>	<b>Story</b>	<b>High Frequency Words</b>	<b>Target Vocabulary</b>	<b>Writing/Grammar</b>
Identify the main ideas and details in a selection.	<b>LA.2.RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	How can some storms be dangerous?	Super Storms	Before Eye Few Happy High My Open People Starts Yellow	Beware Damage Blend Flash Pounding Prevent Reach Equal	What is a verb?  Informational Writing: Informational Paragraph  Focus Trait: Evidence

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Discuss causes and effects of storms.	<b>LA.2.RI.2.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.					
Describe how characters respond to problems in the story.	<b>LA.2.RL.2.3</b> Describe how characters in a story respond to major events and challenges using key details.		How Chipmunk Got His Stripes	Afraid Dark For Kept Many Might Own Show Why Would	Tunnel Curled Height Direction Toward Healed Brag Tease	Verbs in the Present  Informational Writing: Instructions  Focus Trait: Purpose
Recognize why authors repeat words and phrases in their writing.	<b>LA.2.RL.2.4</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.					

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<p><b>Mrs. Sherrier</b> <b>Mrs. Ferrer</b> <b>English Language Arts</b></p> <p><b>February</b> Lesson 10: Jellies: The Life of Jellyfish (2 weeks) Lesson 11: Click, Clack, Moo: Cows That Type (2 weeks)</p>	<p><i>Phonemic Awareness; Phonic/Decoding:</i></p> <ul style="list-style-type: none"> <li>-Contractions</li> <li>-Base Words and Endings -s, -es</li> </ul> <p><i>Reading Strategies/Fluency:</i></p> <ul style="list-style-type: none"> <li>-Stress</li> <li>-Expression</li> </ul> <p><i>Vocabulary Skills:</i></p> <ul style="list-style-type: none"> <li>-Base Words and Suffixes -er, -est</li> <li>-Prefixes pre- and mis-</li> </ul>		<p><i>Comprehension Skills/Strategies:</i></p> <ul style="list-style-type: none"> <li>-Fact and Opinion</li> <li>-Author's Purpose</li> <li>-Conclusions</li> <li>-Author's Word Choice</li> </ul> <p><i>Writing and Language:</i></p> <ul style="list-style-type: none"> <li>-Verbs: Present, Past, and Future</li> <li>-Informational Writing: Instructions</li> <li>-Focus Trait: Elaboration</li> <li>-Compound Sentences</li> <li>-Opinion Writing: Persuasive Letter</li> </ul>			
<b>Big Ideas</b>	<b>Benchmark Instructional Essential Standards:</b>	<b>Essential Questions</b>	<b>Story</b>	<b>High Frequency Words</b>	<b>Target Vocabulary</b>	<b>Writing/Grammar</b>
Use the text to identify reasons to support a fact or an opinion.	<b>LA.2.RI.2.8</b> Describe and identify the logical connections of how reasons support specific points the author makes in a text.	What is special about animals that live in the ocean?	Jellies: The Life of Jellyfish	Because Better Go Me Old Really Right They Was You	Millions Choices Drift Simple Weaker Wrapped Disgusting Decide	Verbs: Present, Past, and Future  Informational Writing: Instructions
Identify the author's purpose for writing the text.	<b>LA.2.RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.					Focus Trait: Elaboration

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Use text and illustrations to draw conclusions about characters.	<b>LA.2.RL.2.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	How can people and animals help each other?	Click, Clack, Moo: Cows That Type	Another Far Grow Hard Heard Kind Light More Some To	Understand Gather Impatient Impossible Believe Problem Demand Furious	Compound Sentences  Opinion Writing: Persuasive Letter  Focus Trait: Purpose
Focus on author's word choice, including sound words.	<b>LA.2.RL.2.4</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.					

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<p><b>Mrs. Sherrier</b> <b>Mrs. Ferrer</b> <b>English Language Arts</b></p> <p><b>March</b> Lesson 12: Ah, Music! (2 weeks) Lesson 13: Schools Around the World (2 weeks) Lesson 14: Helen Keller (1 week)</p>	<p><i>Phonemic Awareness; Phonic/Decoding:</i></p> <ul style="list-style-type: none"> <li>-Vowel Digraphs ai, ay</li> <li>-Vowel Digraphs ee, ea</li> <li>-Long o (o, oa, ow)</li> </ul> <p><i>Reading Strategies/Fluency:</i></p> <ul style="list-style-type: none"> <li>-Rate: Adjust Rate to Purpose</li> <li>-Accuracy: Self-Correct</li> <li>-Fluency: Natural Pauses</li> </ul> <p><i>Vocabulary Skills:</i></p> <ul style="list-style-type: none"> <li>-Figurative Language/Idioms</li> <li>-Using a Dictionary</li> <li>-Suffix -ly</li> </ul>		<p><i>Comprehension Skills/Strategies:</i></p> <ul style="list-style-type: none"> <li>-Text and Graphic Features</li> <li>-Fact and Opinion</li> <li>-Question</li> <li>-Main Idea and Details</li> <li>-Text and Graphic Features</li> <li>-Analyze/Evaluate</li> <li>-Author's Purpose</li> <li>-Biography</li> <li>-Summarize</li> </ul> <p><i>Writing and Language:</i></p> <ul style="list-style-type: none"> <li>-Expanding/Rearranging Compound Sentences</li> <li>-Opinion Writing: Opinion Paragraph</li> <li>-Focus Trait: Organization</li> <li>-Quotation Marks</li> <li>-Opinion Writing: Persuasive Paragraph</li> <li>-Focus Trait: Elaboration</li> <li>-Using Proper Nouns</li> </ul>			
<b>Big Ideas</b>	<b>Benchmark Instructional Essential Standards:</b>	<b>Essential Questions</b>	<b>Story</b>	<b>High Frequency Words</b>	<b>Target Vocabulary</b>	<b>Writing/Grammar</b>
Learn about text features, such as headings and illustrations.	<b>LA.2.RI.2.5</b> 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.	What are different ways to enjoy music?	Ah, Music!	Against Along Bird Different Girl Hold Morning Night	Vibration Tune Volume Expression Creative Performance Concentrate Relieved	Expanding/ Rearranging Compound Sentences  Opinion Writing: Opinion Paragraph

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Distinguish between fact and opinion.	<b>LA.2.RI.2.8</b> Describe and identify the logical connections of how reasons support specific points the author makes in a text.			Part Someone		Focus Trait: Organization
Focus on identifying the main idea and determining the supporting details.	<b>LA.2.RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	How are some schools different from each other?	Schools Around the World	About Everything First Her Of Slowly Store Story Two World	Culture Community Languages Transportation Subjects Lessons Special Wear	Quotation Marks
Study text and graphic features, such as headings and captions.	<b>LA.2.RI.2.5</b> 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.					Opinion Writing: Persuasive Paragraph
Determine the author's purpose.	<b>LA.2.RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	How can you communicate in different ways?	Helen Keller	All Food Front Hair Never Party Sky Started Stories Warm	Knowledge Curious Motion Silence Illness Imitated Darkness Behavior	Using Proper Nouns
Understand that a biography tells about a person's life.	<b>LA.2.RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps					Opinion Writing: Persuasive Paragraph
						Focus Trait: Elaboration

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	in technical procedures in a text.					
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<b>Mrs. Sherrier</b> <b>Mrs. Ferrer</b> <b>English Language Arts</b>  <b>April</b> Lesson 14: Helen Keller (1 week) Lesson 15: Officer Buckle and Gloria (2 weeks)	<i>Phonemic Awareness; Phonic/Decoding:</i> -Compound Words -The Schwa Vowel Sound  <i>Reading Strategies/Fluency:</i> -Accuracy: Connected Text  <i>Vocabulary Skills:</i> -Root Words	<i>Comprehension Skills/Strategies:</i> -Cause and Effect -Humor -Monitor/Clarify  <i>Writing and Language:</i> -Abbreviations -Opinion Writing: Persuasive Essay -Focus Trait: Organization				
<b>Big Ideas</b>	<b>Benchmark Instructional Essential Standards:</b>	<b>Essential Questions</b>	<b>Story</b>	<b>High Frequency Words</b>	<b>Target Vocabulary</b>	<b>Writing/Grammar</b>
Use text and illustrations to help determine cause and effect.	<b>LA.2.RL.2.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Why is it important to follow safety rules?	Officer Buckle and Gloria	After Book Care Ever Live New Of Over Small Thought	Obeys Safety Attention Buddy Station Speech Shocked Enormous	Abbreviations  Opinion Writing: Persuasive Essay  Focus Trait: Organization
Follow dialogue to learn about the characters.	<b>LA.2.RL.2.6</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character					

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	when reading dialogue aloud.					
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<p><b>Mrs. Sherrier</b> <b>Mrs. Ferrer</b> <b>English Language Arts</b></p> <p><b>May</b> Lesson 16: Mr. Tanen's Tie Trouble (1 week) Lesson 17: Luke Goes to Bat (1 week) Lesson 18: My Name is Gabriela (1 week) Lesson 19: The Signmaker's Assistant (1 week)</p>	<p><i>Phonemic Awareness; Phonic/Decoding:</i></p> <ul style="list-style-type: none"> <li>-Base Words and Endings -ed, -ing</li> <li>-Long i (i, igh, ie, y)</li> <li>-The Long e Sound for y</li> <li>-Changing y to i</li> <li>-Words with ar</li> </ul> <p><i>Reading Strategies/Fluency:</i></p> <ul style="list-style-type: none"> <li>-Rate</li> <li>-Stress</li> <li>-Expression</li> <li>-Phrasing: Punctuation</li> </ul> <p><i>Vocabulary Skills:</i></p> <ul style="list-style-type: none"> <li>-Homographs</li> <li>-Antonyms</li> <li>-Suffixes -y and ful</li> <li>-Shades of Meaning</li> </ul>	<p><i>Comprehension Skills/Strategies:</i></p> <ul style="list-style-type: none"> <li>-Story Structure</li> <li>-Author's Word Choice</li> <li>-Understanding Characters</li> <li>-Infer/Predict</li> <li>-Sequence of Events</li> <li>-Formal and Informal Language</li> <li>-Visualize</li> <li>-Text and Graphic Features</li> <li>-Point of View</li> <li>-Question</li> </ul> <p><i>Writing and Language:</i></p> <ul style="list-style-type: none"> <li>-Pronouns</li> <li>-Narrative Writing: Story Paragraph</li> <li>-Focus Trait: Elaboration</li> <li>-Subject-Verb Agreement</li> <li>-Narrative Writing: Story Paragraph</li> <li>-Focus Trait: Development</li> <li>-The Verb Be</li> <li>-Narrative Writing: Descriptive Paragraph</li> <li>-Focus Trait: Elaboration</li> <li>-Commas in Dates and Places</li> </ul>
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			-Narrative Writing: Fictional Story -Focus Trait: Organization			
<b>Big Ideas</b>	<b>Benchmark Instructional Essential Standards:</b>	<b>Essential Questions</b>	<b>Story</b>	<b>High Frequency Words</b>	<b>Target Vocabulary</b>	<b>Writing/Grammar</b>
Analyze the characters, setting, and plot of a story.	<b>LA.2.RL.2.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	How can helping others make you feel good?	Mr. Tanen's Tie Trouble	Also Fly Gone Have Horse Look River Said Saw Something	Received Account Budget Disappointed Chuckled Staring Repeated Fund	Pronouns  Narrative Writing: Story Paragraph
Understand characters through their actions.	<b>LA.2.RL.2.3</b> Describe how characters in a story respond to major events and challenges using key details.					Focus Trait: Elaboration
Understand the sequence of events in a story.	<b>LA.2.RL.2.5</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each	Why is it important to keep trying even if something is difficult to do?	Luke Goes to Bat	Any Blue Carry Doing Else Room Studied Sure	Practice Hurried Position Roared Extra Curb Cheered Final	Subject-Verb Agreement  Narrative Writing: Story Paragraph

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	successive part builds on earlier sections.			Teacher Turn		Focus Trait: Development
Observe the difference between formal and informal language.	<b>LA.2.L.2.3.A</b> Compare formal and informal uses of English.					
Learn about the person presented in the biography.	<b>LA.2.RL.2.10</b> Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.	My Name is Gabriela	Why are reading and writing important?	Always Anything Been Draw Friends Mother Soon Under Watch Words	Accepted express taught Grand Pretend Prize Wonder Fluttering	The Verb Be  Narrative Writing: Descriptive Paragraph  Focus Trait: Elaboration
Notice words the author has chosen to convey meaning.	<b>LA.2.RL.2.4</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.					
Learn how words and art interact to convey meaning.	<b>LA.2.RL.2.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	The Signmaker's Assistant	How are signs helpful?	Are Baby Didn't Good I'll Is Please Sound Talk	Assistant Agreed Polite Failed Tearing Wisdom Cleared Trouble	Commas in Dates and Places  Narrative Writing: Fictional Story

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Compare two texts about signs.	<b>LA.2.RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.			Too		Focus Trait: Organization
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<b>Mrs. Sherrier</b> <b>Mrs. Ferrer</b> <b>English Language Arts</b>  <b>June</b> Lesson 20: Dex: The Heart of a Hero (1 week)	<i>Phonemic Awareness; Phonic/Decoding:</i> -Words with or, ore  <i>Reading Strategies/Fluency:</i> -Intonation  <i>Vocabulary Skills:</i> -Prefix over-	<i>Comprehension Skills/Strategies:</i> -Compare and Contrast -Figurative Language  <i>Writing and Language:</i> -Commas in a Series -Narrative Writing: Fictional Story -Focus Trait: Organization				
<b>Big Ideas</b>	<b>Benchmark Instructional Essential Standards:</b>	<b>Essential Questions</b>	<b>Story</b>	<b>High Frequency Words</b>	<b>Target Vocabulary</b>	<b>Writing/Grammar</b>
Compare and contrast how characters change in a story.	<b>LA.2.RL.2.5</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each	What makes someone a hero?	Dex: The Heart of a Hero	Begins Being Flower Ground I've Laugh Ready Stood	Depended Sore Sprang Studied Gazing Hero Exercise Overlooked	Commas in a Series  Narrative Writing: Fictional Story

**See curriculum for specific number of days for each unit.**

	successive part builds on earlier sections.			Tall Very		Focus Trait: Organization
Explain the meaning of figurative language, including similes.	<b>LA.2.RL.2.4</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.					

*See curriculum for specific number of days for each unit.*

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