



## 2nd Grade English Language Arts Curriculum Guide

### Curriculum Overview

[The 2021 Alabama Course of Study: English Language Arts](#) provides the framework for the K-12 study of English Language Arts in Alabama's public schools. Content standards in this document are minimum and required, fundamental and specific, but not exhaustive. The standards set high expectations for student learning in all grades by requiring more attention to foundational reading, explicitly teaching comprehension skills for all text genres, and encouraging the development of advanced reading through increasing levels of complexity in literary and informational texts.

Here are definitions to help understand this curriculum guide:

- **Units of Study:** A series of lessons, experiences, and assessments aligned to standards that may last two to six weeks.
- **Priority Standards:** These are the standards students must know and be able to do to be prepared for the next grade level or course.
- **Supporting Standards:** These standards support, connect to, or enhance priority standards.
- **Knowledge:** What students should know related to the standard.
- **Skills:** What students should be able to do related to the standard.
- **Bloom's Taxonomy:** This hierarchy helps describe the complexity and requirements of a standard.
- **Quad:** This framework has four parts that help determine the rigor and relevance of a standard: Acquisition, Application, Assimilation, Adaptation.
- **ACT:** This refers to ACT standards alignment.
- **Key Understandings:** Essential ideas students need to understand about the standard.
- **Key Vocabulary:** Keywords that should be taught to ensure understanding of the standard.
- **Formative Assessment:** Frequent and ongoing checks for understanding teachers can use throughout the unit.
- **Summative Assessment:** How students will be assessed at the end of a unit to demonstrate their level of mastery of the standards.
- **Activities & Resources:** Specific examples, lessons, and/or resources that may be used to support implementation of the standard.
- **RTI:** Response to Intervention - additional supports/resources teachers can use for students who need them.
- **Extensions:** Additional activities and resources to extend the learning experience, especially for accelerated students.

## 2nd Grade Curriculum At A Glance - Pacing Calendar

Quarter	# Weeks	Unit Name	SKILL PRIORITY STANDARDS	SKILL SUPPORTING STANDARDS	KNOWLEDGE PRIORITY STANDARDS	KNOWLEDGE SUPPORTING STANDARDS
	4	<a href="#">UNIT 1</a>	<b>2.8, 2.9, 2.9d, 2.10, 2.10jmn</b>	2.R2, 2.4, 2.12, 2.14	<b>2.2bc, 2.7bd, 2.15a, 2.17a, 2.22, 2.23a-e, 2.26ab, 2.30b, 2.25, 2.41</b>	2.2, 2.3, 2.4, 2.6, 2.7, 2.15, 2.17, 2.18, 2.19, 2.20, 2.22, 2.23, 2.26, 2.30, R1, R5,
	4	<a href="#">UNIT 2</a>	<b>2.10a</b>	2.10, 2.11, 2.12	<b>2.7e, 2.15a, 2.16a, 2.22, 2.23a, 2.24ab, 2.27, 2.40, 2.42, 2.44</b>	2.1, 2.4, 2.5, 2.7, 2.15, 2.16, 2.18, 2.23, 2.24, R1, R3, R4, R5
	4	<a href="#">UNIT 3</a>	<b>2.10be</b>	2.11, 2.12	<b>2.2af, 2.7f, 2.15a, 2.16b, 2.17b, 2.46a-d</b>	2.1, 2.6, 2.7, 2.15, 2.17, 2.18, 2.21, 2.27, 2.35, 2.41, 2.42
	4	<a href="#">UNIT 4</a>	<b>2.10efk</b>	2.10, 2.12	<b>2.2abc, 2.15a, 2.17b, 2.24ab, 2.34ab, 2.46abcd</b>	2.1, 2.2, 2.15, 2.17, 2.19, 2.20, 2.24, 2.35, 2.41, 2.46, R1, R3
	3	<a href="#">UNIT 5</a>	<b>2.10a</b>	2.10		2.18, 2.20, 2.21, R3
	3	<a href="#">UNIT 6</a>	<b>2.10dh</b>	2.10, 2.12		2.1, 2.19, 2.21, R1, R3, R4

**UNIT 1: [Knowledge 1: Fairy Tales and Tall Tales/Knowledge 2: Early Asian Civilizations]**

**DURATION: 4 WEEKS**

**CONTENT STANDARDS**

**SKILL PRIORITY STANDARDS**

- **2.8-Apply knowledge of voiced and unvoiced sounds and manner of articulation to distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds. (Lesson 1, 3)**
- **2.9-Demonstrate advanced phonemic awareness skills in spoken words.**
- **2.9d-Apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution, and resequencing of sounds from one word to the next. (Lesson 4, 5)**
- **2.10-Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.**
- **2.10j-Decode and encode words with the hard and soft sounds of c and g, in context and in isolation. (Lesson 14,15,18)**
- **2.10m-Decode and encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition. (Lesson 13)**
- **2.10n-Decode and encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity. (Lesson 11)**

**SKILL SUPPORTING STANDARDS**

- **R2-Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately. (Lesson 5)**
- **2.4-Orally answer who, what, when, where, why, and how questions about a text or conversation, using complete sentences to provide key details. (Lesson 11)**
- **2.12-Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension. (Lesson 1, 13, 21)**
- **2.14-Read high-frequency words commonly found in grade-appropriate text. (Lesson 17)**

**KNOWLEDGE PRIORITY STANDARDS**

- **2.2b-Use complex sentence structures when speaking. (Lesson 12)**
- **2.2c-Ask and answer questions to seek help, clarify meaning, or get information.**
- **2.7b-Form and use past tense forms of frequently-occurring irregular plurals. (Lesson 5)**
- **2.7d-Form and use past tense forms of frequently-occurring irregular verbs. (Lesson 5)**
- **2.15a-Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning. (Lesson 1)**
- **2.17a-Identify possessives and plurals and use them as clues to**

**KNOWLEDGE SUPPORTING STANDARDS**

- **2.2-Present information orally using complete sentences, appropriate volume, and clear pronunciation. (Lesson 1)**
- **2.3-Demonstrate oral literacy skills by participating in a variety of oral language activities. (Lesson 3)**
- **2.4-Orally answer who, what, when, where, why, and how questions about a text or conversations, using complete sentences to provide key ideas and details. (Lesson 6)**
- **2.6-Use visual aids and technology in oral presentations to present key ideas and details about a text or conversation, and add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify thoughts, feelings, and ideas. (Lesson 13)**

<p>the meaning of text. (Lesson 5)</p> <ul style="list-style-type: none"> <li>● 2.22-Use content knowledge built during read-alouds and independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing. (Lesson 2)</li> <li>● 2.23a-Explain the plot of a narrative, using textual evidence to list the major events in a sequence.</li> <li>● 2.23b-Describe the characters, traits’, feelings, and behaviors in a story.</li> <li>● 2.23c-Describe the setting of a narrative, using textual evidence.</li> <li>● 2.23d-Identify the central message or moral of a story.</li> <li>● 2.23e-Identify the theme in myths, fables, and folktales.</li> <li>● 2.26a-Compare and contrast different versions of the same story by different authors, from different cultures, or from different points of view. (Lesson 3)</li> <li>● 2.26b-Compare and contrast story elements of literary texts. (Lesson 5, 7)</li> <li>● 2.30b-Use background knowledge to make connections to new text. (Lesson 4)</li> <li>● 2.35-Demonstrate listening skills and build background knowledge by asking and answering questions about texts read aloud. (Lesson 4)</li> <li>● 2.41-Write informative or explanatory texts, introducing the topic, providing facts and relevant details to develop points, and providing a conclusion. (Lesson 10)</li> </ul>	<ul style="list-style-type: none"> <li>● 2.7-Demonstrate standard English usage when speaking. (Lesson 5)</li> <li>● 2.15-Utilize new academic, content-specific, grade-level vocabulary, making connections to previously learned words and relating new words to background knowledge. (Lesson 1)</li> <li>● 2.17-Analyze meaningful parts of words and phrases in discussions and/or text. (Lesson 5)</li> <li>● 2.18-Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi meaning words. (Lesson 3)</li> <li>● 2.19-Identify new vocabulary and the use of word meanings in text to establish real-life connections. (Lesson 5)</li> <li>● 2.20-Use grade-level academic and domain-specific vocabulary to gain meaning from text. (Lesson 4)</li> <li>● 2.22-Use content knowledge built during read-alouds and independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing. (Lesson 4)</li> <li>● 2.23-Identify the main story elements in a literary text. (Lesson 1, 2, 4, 6)</li> <li>● 2.26-Compare and contrast important details presented by two texts on the same topic or theme.</li> <li>● 2.30-Read and comprehend literary and informational texts. (Lesson 4)</li> <li>● R1-Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed upon rules for participation. (Lesson 2)</li> <li>● R5-Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres. (Lesson 11)</li> </ul>
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KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM’S TAXONOMY	QUAD	ACT
	Demonstrate active listening skills during discussion and conversation in pairs, small groups, or whole-class settings.			
	Converse in pairs, small groups, and large groups.			
	Practice the agreed-upon rules for participation.			

Active listening skills.				
Agreed-upon rules for participation for discussions and conversations in a variety of settings.				
Literary text is a story that contains story elements, like a plot and characters.				
	Identify the main story elements in a literary text, such as characters, settings, and plot.			
	Identify the various elements to better understand the text.			

### KEY COMPONENTS

<p><b>LEARNING TARGETS</b></p> <p><b>Domain 1</b></p> <ul style="list-style-type: none"> <li>● I can demonstrate understanding of Fairy Tales and Tall Tales genres.</li> <li>● I can set a purpose for listening and understand the concept of exaggeration.</li> <li>● I can distinguish details of idioms and multiple meaning words.</li> <li>● Identify regular and irregular plurals.</li> <li>● I can compare and contrast two tall tales using a graphic organizer.</li> <li>● I can experiment with narrative writing by rewriting a classic tale.</li> </ul> <p><b>Domain 2</b></p> <ul style="list-style-type: none"> <li>● I can demonstrate understanding of key vocabulary.</li> <li>● I can identify trickster tales and folktales as a type of fiction.</li> <li>● I can effectively write and use regular and irregular past tense verbs.</li> <li>● I can successfully plan, draft, and publish an informational text.</li> <li>● I can summarize a text in “Somebody Wanted But So Then” format.</li> </ul> <p><b>Skills 1</b></p> <ul style="list-style-type: none"> <li>● I can review letter-sound correspondences.</li> <li>● I can read and write words with short vowel sounds.</li> </ul>	<p><b>KEY VOCABULARY</b></p> <ul style="list-style-type: none"> <li>● Story elements</li> <li>● Literary text</li> <li>● Active Listening</li> <li>● Discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Conversation</li> <li>● Rule</li> <li>● Participation</li> </ul>
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<ul style="list-style-type: none"> <li>● I can read and spell Tricky Words from G1.</li> <li>● I can read and write two-syllable words.</li> <li>● I can read and spell words with suffixes -ing, -ed.</li> <li>● I can read, write and pronounce words with past tense suffix -ed pronounced three different ways.</li> <li>● Spell grade-level words correctly</li> <li>● Write sentences with correct capitalization and punctuation</li> </ul>		
<b>ESSENTIAL QUESTION(S)</b>	<b>PRIOR KNOWLEDGE</b> <ul style="list-style-type: none"> <li>●</li> </ul>	
<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	
<b>ACTIVITIES &amp; RESOURCES</b>		
<b>RTI</b>	<b>EXTENSION OPPORTUNITIES</b>	

**UNIT 2: Knowledge 3: The Ancient Greek Civilizations/Knowledge 4: Greek Myths**

**DURATION: 4 WEEKS**

**CONTENT STANDARDS**

**SKILL PRIORITY STANDARDS**

- **2.10a-Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables. (Lesson 2)**

**SKILL SUPPORTING STANDARDS**

- 2.10-Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.
- 2.11-Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context. (Lesson 4)
- 2.12-Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension. (Lesson 1, 13)

**KNOWLEDGE PRIORITY STANDARDS**

- **2.7e-Use adjectives and adverbs. (Lesson 6)**
- **2.15a-Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning. (Lesson 4)**
- **2.16a-Use knowledge of antonyms and synonyms. (Lesson 3, 9)**
- **2.22-Use content knowledge built during read-alouds and independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing. (Lesson 8)**
- **2.23a-Explain the plot of a narrative, using textual evidence to list the major events in sequence. (Lesson 4)**
- **2.24a-Explain how the supporting details contribute to the main idea. (Lesson 6, 8)**
- **2.24b-Recount or summarize key ideas from the text. (Lesson 6, 8)**
- **2.27-Identify the text structures within literary and informational texts, including cause and effect, problem and solution, and sequence of events. (Lesson 5)**
- **2.40-Write a personal or fictional narrative using a logical sequence of events, including details to describe actions, thoughts, and feelings and providing a sense of closure. (Lesson 8, 11)**
- **2.42-Write an opinion piece about a topic or text with details to**

**KNOWLEDGE SUPPORTING STANDARDS**

- 2.1-Participate in conversations and discussions with groups and peers utilizing agreed-upon rules. (Lesson 4)
- 2.4-Orally answer who, what, when, where, why, and how questions about a text or conversation, using complete sentences to provide key ideas and details. (Lesson 7)
- 2.5-Create recordings of stories or poems.
- 2.7-Demonstrate standard English usage when speaking.
- 2.15-Utilize new academic, content-specific, grade-level vocabulary, making connections to previously learned words and relating new words to background knowledge.
- 2.16-Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words. (Lesson 3, 9)
- 2.18-Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words. (Lesson 9)
- 2.23-Identify the main story elements in a literary text. (Lesson 4)
- 2.24-Identify the main idea and supporting details of literary and informational texts. (Lesson 6, 8)
- R1-Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation. (Lesson 5)
- R3-Expand background knowledge and build vocabulary through

<p>support the opinion, using transitional words and providing a sense of closure. (Lesson 7)</p> <ul style="list-style-type: none"> <li>2.44-With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence. (Lesson 7)</li> </ul>	<p>discussion, reading, and writing. (Lesson 2)</p> <ul style="list-style-type: none"> <li>R4-Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively. (Lesson 10)</li> <li>R5-Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. (Lesson 11)</li> </ul>
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KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
adjectives and adverbs	Decode multisyllabic words with common syllable patterns.			
phonology, morphology, and orthography	Read grade-appropriate text accurately			
antonyms and synonyms	Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity			

KEY COMPONENTS		
<p><b>LEARNING TARGETS</b></p> <p><b>Domain 3</b></p> <ul style="list-style-type: none"> <li>I can demonstrate understanding of key vocabulary.</li> <li>I can make predictions about what will happen in a text.</li> <li>I can draft a short opinion piece and a short fictional narrative.</li> </ul> <p><b>Domain 4</b></p> <ul style="list-style-type: none"> <li>I can identify types of fiction.</li> <li>I can demonstrate understanding of key vocabulary.</li> <li>I can sequence story events and make predictions.</li> <li>I can plan, draft and edit a fictional narrative.</li> <li>I can collect and synthesize information with graphic organizers.</li> </ul> <p><b>Skills 2</b></p> <ul style="list-style-type: none"> <li>I can review letter-sound correspondences.</li> </ul>	<p><b>KEY VOCABULARY</b></p> <ul style="list-style-type: none"> <li>decode, open/closed syllable pattern, vowel-r, vowel consonant-e, vowel teams, consonant -le, multisyllabic words</li> <li>synonyms, antonyms</li> <li>informational text, literary text, supporting details, recount, summarize, main idea</li> <li>personal narrative, fictional narrative, logical sequence of events,</li> </ul>	<ul style="list-style-type: none"> <li>opinion, detail, support</li> <li>paragraph, topic sentence, concluding sentence, compose</li> <li>adjectives, adverbs</li> <li>phonology, morphology, orthography</li> <li>plot, narrative, textual evidence, major events</li> <li>cause and effect, problem and solution</li> </ul>



<ul style="list-style-type: none"> <li>● I can read one and two-syllable words with short and long vowels, including vowels with spelling alternatives.</li> <li>● I can read contractions and identify their non-contracted equivalents.</li> <li>● I can read and spell high-frequency Tricky Words.</li> <li>● I can spell grade-level words correctly.</li> <li>● I can use quotation marks in writing.</li> <li>● I can use the writing process to compose a narrative.</li> </ul>	<p>details, actions, thoughts, feelings, closure</p>	
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<p><b>ESSENTIAL QUESTION(S)</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	<p><b>PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>
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<p><b>FORMATIVE ASSESSMENT</b></p>	<p><b>SUMMATIVE ASSESSMENT</b></p>

<p><b>ACTIVITIES &amp; RESOURCES</b></p>
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<p><b>RTI</b></p>	<p><b>EXTENSION OPPORTUNITIES</b></p>
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**UNIT 3: [Knowledge 5: The War of 1812/Knowledge 6: Cycles in Nature]**

**DURATION: 4 WEEKS**

**CONTENT STANDARDS**

**SKILLS PRIORITY STANDARDS**

- **2.10b-Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. (Lesson 8)**
- **2.10e-Decode and encode words with variable vowel teams and vowel diphthongs. (Lesson 7)**

**SKILLS SUPPORTING STANDARDS**

- **2.11-Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context. (Lesson 3)**
- **2.12-Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension. (Lesson 8)**

**KNOWLEDGE PRIORITY STANDARDS**

- **2.2a-Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.**
- **2.7f-Produce and expand complete simple and compound sentences when speaking. (Lesson 6)**
- **2.15a-Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning. (Lesson 2)**
- **2.16b-Distinguish shades of meaning among verbs and adjectives. (Lesson 3)**
- **2.17b-Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections. (Lesson 3)**
- **2.46a-Create topics of interest for a research project. (Lesson 8)**
- **2.46b-Create questions to gather information for a research project. (Lesson 8)**
- **2.46c-Find information from a variety of sources. (Lesson 8, 9)**
- **2.46d-Define plagiarism and explain the importance of using their own words. (Lesson 8)**

**KNOWLEDGE SUPPORTING STANDARDS**

- **2.1-Participate in conversations and discussions with groups and peers utilizing agreed-upon rules. (Lesson 5)**
- **2.6-Use visual aids and technology in oral presentations to present key ideas and details about a text or conversation, and add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify thoughts, feelings, and ideas. (Lesson 6)**
- **2.7-Demonstrate standard English usage when speaking.**
- **2.15-Utilize new academic, content-specific, grade-level vocabulary, making connections to previously learned words and relating new words to background knowledge. (Lesson 2)**
- **2.17-Analyze meaningful parts of words and phrases in discussions and/or text. (Lesson 3)**
- **2.18-Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words. (Lesson 1)**
- **2.21-Use grade-level academic and domain-specific vocabulary in writing. (Lesson 9)**
- **2.27-Identify the text structures within literary and informational texts, including cause and effect, problem and solution, and sequence of events. (Lesson 5)**
- **2.35-Demonstrate listening skills and build background knowledge by asking and answering questions about texts read aloud. (Lesson 5, 7)**
- **2.41-Write informative or explanatory texts, introducing the topic, providing facts and relevant details to develop points, and providing a conclusion. (Lesson 7)**

	<ul style="list-style-type: none"> <li>● 2.42-Write an opinion piece about a topic or text with details to support the opinion, using transitional words and providing a sense of closure. (Lesson 3)</li> <li>● 2.44-With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence. (Lesson 7)</li> <li>● 2.46-Gather and use research to answer questions to complete a research product. (Lesson 8)</li> </ul>
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KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT

**KEY COMPONENTS**

<p><b>LEARNING TARGETS</b></p> <p><b>Domain 5</b></p> <ul style="list-style-type: none"> <li>● I can demonstrate understanding of key vocabulary.</li> <li>● I can plan, write, and present a persuasive speech.</li> <li>● I can deepen comprehension and cite evidence from the text.</li> </ul> <p><b>Domain 6</b></p> <ul style="list-style-type: none"> <li>● I can demonstrate understanding of key vocabulary.</li> <li>● I can collect and synthesize information using note-taking tools.</li> <li>● I can participate in a shared research project by recording observations on scientific phenomena.</li> <li>● I can write an informational paragraph.</li> </ul> <p><b>Skills 3</b></p> <ul style="list-style-type: none"> <li>● I can review letter-sound correspondences.</li> <li>● I can read words with short and long vowels, including vowels with spelling alternatives.</li> <li>● I can read and write words with Tricky Spellings.</li> <li>● I can read and spell high-frequency Tricky Words.</li> <li>● I can use capitalization, quotation marks, and ending</li> </ul>	<p><b>KEY VOCABULARY</b></p> <ul style="list-style-type: none"> <li>● multisyllabic word construction, syllable division principles</li> <li>● decode, encode, vowel teams, vowel diphthong</li> <li>● inform, explain, clarify, respond, oral language</li> <li>● shades of meaning, verbs, adjectives</li> </ul>	<ul style="list-style-type: none"> <li>● topic, research project, print source, digital source, plagiarism, research product</li> <li>● expand, simple and compound sentences</li> <li>● meaningful parts of words, phrases, morpheme, base word, compound word, affix, inflection</li> </ul>
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<p>punctuation correctly.</p> <ul style="list-style-type: none"> <li>• I can identify and use common and proper nouns, antonyms, synonyms, and verbs.</li> <li>• I can use the writing process to compose a personal narrative.</li> </ul>		
<p><b>ESSENTIAL QUESTION(S)</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>FORMATIVE ASSESSMENT</b></p>	<p><b>SUMMATIVE ASSESSMENT</b></p>	
<p><b>ACTIVITIES &amp; RESOURCES</b></p>		
<p><b>RTI</b></p>	<p><b>EXTENSION OPPORTUNITIES</b></p>	

**UNIT 4: [Knowledge 7: Westward Expansion/Knowledge 8: Insects]**

**DURATION: 4 WEEKS**

**CONTENT STANDARDS**

**SKILLS PRIORITY STANDARDS**

- 2.10e-Decode and encode words with variable vowel teams and vowel diphthongs (Lesson 4, 5)
- 2.10f-Decode and encode words with vowel-r combinations. (Lesson 1)
- 2.10k-Decode and encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĭ/ sound for these words. (Lesson 3)

**SKILLS SUPPORTING STANDARDS**

- 2.10-Applize knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.
- 2.12-Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension. (Lesson 3, 20)

**KNOWLEDGE PRIORITY STANDARDS**

- 2.2a-Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond. (Lesson 1)
- 2.2b-Use complex sentence structures when speaking. (Lesson 1)
- 2.2c-Ask and answer questions to seek help, clarify meaning, or get information. (Lesson 1)
- 2.15a-Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning. (Lesson 4)
- 2.17b-Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections. (Lesson 8)
- 2.24a-Explain how the supporting details contribute to the main idea. (Lesson 1)
- 2.24b-Recount or summarize key ideas from the text. (Lesson 1)
- 2.34a-Use prior knowledge and information gathered from research to evaluate opinions in texts. (Lesson 3)
- 2.34b-Use textual evidence and gathered research from reliable sources to prove facts. (Lesson 3)
- 2.46a-Create topics of interest for a research project. (Lesson 3)
- 2.46b-Create questions to gather information for a research project. (Lesson 3)
- 2.46c-Find information from a variety of sources. (Lesson 3)

**KNOWLEDGE SUPPORTING STANDARDS**

- 2.1-Participate in conversations and discussions with groups and peers utilizing agreed-upon rules. (Lesson 1)
- 2.2-Present information orally using complete sentences, appropriate volume, and clear pronunciation. (Lesson 1)
- 2.15-Utilize new academic, content-specific, grade-level vocabulary, making connections to previously learned words and relating new words to background knowledge. (Lesson 4)
- 2.17-Analyze meaningful parts of words and phrases in discussions and/or text. (Lesson 8)
- 2.19-Identify new vocabulary and the use of word meanings in text to establish real-life connections. (Lesson 2)
- 2.20-Use grade-level academic and domain-specific vocabulary to gain meaning from text. (Lesson 8)
- 2.24-Identify the main idea and supporting details of literary and informational texts. (Lesson 1)
- 2.34-Differentiate between fact and opinion in a text. (Lesson 3)
- 2.35-Demonstrate listening skills and build background knowledge by asking and answering questions about texts read aloud. (Lesson 6)
- 2.41-Write informative or explanatory texts, introducing the topic, providing facts and relevant details to develop points, and providing a conclusion. (Lesson 7)

<ul style="list-style-type: none"> <li>● <b>2.46d-Define plagiarism and explain the importance of using their own words. (Lesson 3)</b></li> </ul>	<ul style="list-style-type: none"> <li>● 2.46-Gather and use research to answer questions to complete a research product. (Lesson 3)</li> <li>● R1-Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation. (Lesson 1)</li> <li>● R3-Expand background knowledge and build vocabulary through discussion, reading, and writing. (Lesson 2)</li> </ul>
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KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT

**KEY COMPONENTS**

<p><b>LEARNING TARGETS</b></p> <p><b>Domain 7</b></p> <ul style="list-style-type: none"> <li>● I can demonstrate understanding of key vocabulary.</li> <li>● I can write an informational text.</li> <li>● I can deepen comprehension and cite evidence from a text.</li> <li>● I can identify the main topic of a text and compare and contrast two texts.</li> </ul> <p><b>Domain 8</b></p> <ul style="list-style-type: none"> <li>● I can demonstrate understanding of key vocabulary.</li> <li>● I can plan, draft, and revise an informational narrative.</li> <li>● I can research, collect, synthesize, and record information in a journal.</li> <li>● I can deepen comprehension and cite evidence from a text.</li> </ul> <p><b>Skills 4</b></p> <ul style="list-style-type: none"> <li>● I can read words and write words with alternative vowel spellings.</li> <li>● I can use capitalization, quotation marks, and ending punctuation correctly.</li> <li>● I can identify and use irregular plural nouns.</li> <li>● I can use apostrophes to show possession.</li> </ul>	<p><b>KEY VOCABULARY</b></p> <ul style="list-style-type: none"> <li>● decode, encode, vowel-r combinations, variable vowel teams, vowel diphthong</li> <li>● long vowel sound, short vowel sound, medial</li> <li>● connection</li> <li>● phonology, morphology, orthography</li> <li>● meaningful parts of words, morphemes, base words, compound words, affixes, inflections</li> <li>● main idea, supporting details</li> </ul>	<ul style="list-style-type: none"> <li>● recount, summarize, key ideas</li> <li>● oral language, inform, entertain, persuade, clarify, respond</li> <li>● complex sentence structures</li> <li>● fact, opinion, textual evidence, reliable source, prove, gathered research</li> <li>● topic, research project, print source, plagiarism, research product, information, digital source</li> </ul>
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- I can use titles such as Mr., Mrs., and other proper nouns.
- I can use past and present tense of the verb to be.
- I can use the writing process to compose a persuasive letter.

#### ESSENTIAL QUESTION(S)

- What are variable vowel teams?
- What are vowel diphthongs?
- How do you encode words with variable vowel teams?
- How do you decode words with vowel diphthongs?
- What are vowel-r combinations?
- How do you decode words with -r combinations?
- How do you encode with vowel-r combinations?
- How do you decode words with vowel y in the final position of one-syllable words?
- How do you decode words with vowel y in the final position of one-syllable words?
- How do you encode words with vowel y in the final position of two-syllable words?
- How do you distinguish the difference between the long i sound produced by vowel y in one-syllable words, the short i sound produced by vowel y sound in the medial position?
- What is author's purpose?
- How do you use information from a text to determine the author's purpose in different forms of informational texts?
- How do you use information from a text to determine the author's purpose in different forms of literary texts?
- What is phonology?
- What is morphology?
- What is orthography?
- How do you make connections to a word's structure by using the phonology of the word to aid learning?
- How do you make connections to a word's structure by using the morphology of the word to aid learning?
- How do you make connections to a word's structure by using the orthography of the word to aid learning?
- What are meaningful parts of words and phrases? How do you analyze meaningful parts of words and phrases in discussions?
- How do you analyze meaningful parts of words and phrases in text?
- What are morphemes? How do you use morphemes as clues to the meanings of unknown words?
- What are base words?
- How do you use morphemes as clues to the meanings of base

#### PRIOR KNOWLEDGE

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<p>words?</p> <ul style="list-style-type: none"> <li>• What are compound words?</li> <li>• How do you use morphemes as clues to the meanings of compound words?</li> <li>• What are affixes?</li> <li>• How do you use morphemes as clues to the meanings of frequently occurring affixes?</li> <li>• What are inflectional endings?</li> <li>• How do you use morphemes as clues to the meanings of frequently occurring inflections?</li> </ul>	
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FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES
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RTI	EXTENSION OPPORTUNITIES



**UNIT 5: [Knowledge 9: The U.S. Civil War/Knowledge 10: Human Body: Building Blocks and Nutrition]**

**DURATION: 3 WEEKS**

**CONTENT STANDARDS**

**SKILLS PRIORITY STANDARDS**

- 2.10a-Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables. (Lesson 5, 11)

**SKILLS SUPPORTING STANDARDS**

- 2.10-Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.

**KNOWLEDGE PRIORITY STANDARDS**

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**KNOWLEDGE SUPPORTING STANDARDS**

- 2.18-Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words. (Lesson 4)
- 2.20-Use grade-level academic and domain-specific vocabulary to gain meaning from text. (Lesson 6)
- 2.21-Use grade-level academic and domain-specific vocabulary in writing. (Lesson 7)
- R3-Expand background knowledge and build vocabulary through discussion, reading, and writing. (Lesson 3)

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT

**KEY COMPONENTS**

**LEARNING TARGETS**

**Domain 9**

- I can compare and contrast oppositional concepts using a T-

**KEY VOCABULARY**

- decode, multisyllabic words, syllable patterns,

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<p>chart.</p> <ul style="list-style-type: none"> <li>● I can demonstrate understanding of key vocabulary.</li> <li>● I can identify and record relevant information in a journal.</li> <li>● I can deepen comprehension and cite evidence from a text.</li> </ul> <p>Domain 10</p> <ul style="list-style-type: none"> <li>● I can demonstrate understanding of key vocabulary.</li> <li>● I can cite evidence from the text when answering questions.</li> <li>● I can make connections and sequence information to deepen comprehension.</li> <li>● I can identify and record relevant information.</li> </ul> <p>Skills 5</p> <ul style="list-style-type: none"> <li>● I can read words and write words with alternative vowel spellings.</li> <li>● I can alphabetize words.</li> <li>● I can read and write words with /ə/ (schwa) sounds.</li> <li>● I can identify the subject and predicate in sentences.</li> <li>● I can understand and use adjectives in sentences.</li> <li>● I can use correct capitalization, punctuation, and grammar in writing.</li> <li>● I can read and write words with the suffix -tion.</li> <li>● I can use the writing process to write a different ending to a story from the Reader.</li> </ul>	<p>open/closed syllable patterns, vowel r, vowel consonant e, vowel teams, consonant -le, and schwa syllables</p>	
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<p><b>ESSENTIAL QUESTION(S)</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	<p><b>PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>
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<p><b>FORMATIVE ASSESSMENT</b></p>	<p><b>SUMMATIVE ASSESSMENT</b></p>

<p><b>ACTIVITIES &amp; RESOURCES</b></p>

<p><b>RTI</b></p>	<p><b>EXTENSION OPPORTUNITIES</b></p>
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**UNIT 6:[Knowledge 11: Immigration/Knowledge 12: Fighting for a Cause]**

**DURATION: 3 WEEKS**

**CONTENT STANDARDS**

**SKILLS PRIORITY STANDARDS**

- 2.10d-Decode and encode words with consonant digraphs, trigraphs, and combinations. (Lesson 1)
- 2.10h-Decode and encode words with a after w read /ă/ and a before l read /â/. (Lesson 25)

**SKILLS SUPPORTING STANDARDS**

- 2.10-Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.
- 2.12-Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension. (Lesson 6,9)

**KNOWLEDGE PRIORITY STANDARDS**

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**KNOWLEDGE SUPPORTING STANDARDS**

- 2.1-Participate in conversations and discussions with groups and peers utilizing agreed-upon rules. (Lesson 6)
- 2.19-Identify new vocabulary and the use of word meanings in text to establish real-life connections. (Lesson 4)
- 2.21-Use grade-level academic and domain-specific vocabulary in writing. (Lesson 6)
- R1-Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation. (Lesson 6)
- R3-Expand background knowledge and build vocabulary through discussion, reading, and writing. (Lesson 3)
- R4-Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively. (Lesson 9)

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT

**KEY COMPONENTS**

<p><b>LEARNING TARGETS</b></p> <p><b>Knowledge Domain 11</b></p> <ul style="list-style-type: none"> <li>• I can demonstrate understanding of key vocabulary.</li> <li>• I can cite evidence from the text when answering questions.</li> <li>• I can make connections and sequence information to deepen comprehension.</li> <li>• I can collect and summarize information into short summaries of the read alouds.</li> <li>• I can plan, draft, and revise a letter.</li> </ul> <p><b>Knowledge Domain 12</b></p> <ul style="list-style-type: none"> <li>• I can demonstrate understanding of key vocabulary.</li> <li>• I can cite evidence from the text when answering questions.</li> <li>• I can make connections and sequence information to deepen comprehension.</li> <li>• I can draft, edit, and publish free verse poetry.</li> </ul> <p><b>Skills 6</b></p> <ul style="list-style-type: none"> <li>• I can read words and write words with Tricky and alternative vowel and consonant spellings.</li> <li>• I can alphabetize to the second letter.</li> <li>• I can identify and use adverbs.</li> <li>• I can identify complete and incomplete sentences.</li> <li>• I can correct run-on sentences.</li> <li>• I can use correct capitalization, punctuation, and grammar in writing.</li> <li>• I can take notes from the text.</li> <li>• I can use the writing process to write a multi-paragraph report.</li> </ul>	<p><b>KEY VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• decode, encode, consonant digraphs, trigraphs, combinations</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
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<p><b>ESSENTIAL QUESTION(S)</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
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<p><b>FORMATIVE ASSESSMENT</b></p>	<p><b>SUMMATIVE ASSESSMENT</b></p>

**ACTIVITIES & RESOURCES**

<b>RTI</b>	<b>EXTENSION OPPORTUNITIES</b>

## Recurring Standards

*These standards are integral to ELA and are emphasized in multiple grade levels. Students must utilize these necessary skills daily as they build their knowledge base, strengthen existing abilities, and strive to master each grade level's standards.*

- R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
- R2. Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.
- R3. Expand background knowledge and build vocabulary through discussion, reading, and writing.
- R4. Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively.
- R5. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

<b>Knowledge - Students need to know...</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Skills - Students need to be able to do...</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Learning Targets</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<b>Bloom's Taxonomy:</b>	<b>Quad:</b>
<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Examples, Activities, &amp; Helpful Resources:</b>	