



# St. Michael – Albertville Independent School District 885

*Excellence is Our Tradition*

**Course Name: Grade 2 Language Arts**

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**ELA Time Frame: 60 minutes Whole group**

**60 minutes Small group**

**September 2020**

UNIT	ESSENTIAL QUESTIONS & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>Establish Routines for Reading Workshop (Follow 30 Day Plan, Combine Lessons so you can start unit 1 by Week #4.)</p> <p>Establish Routines for Writer's Workshop (Follow 30 Day Plan, Combine Lessons so you can start unit 1 by Week #4.)</p> <p><b>Unit 1:</b></p>	<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li>HOW CAN I UNDERSTAND WHAT I READ TO MYSELF?</li> <li>HOW CAN I USE PATTERNS TO SPELL &amp; READ WORDS?</li> <li>HOW CAN I READ FLUENTLY &amp; ACCURATELY?</li> <li>HOW CAN I WRITE TO COMMUNICATE ?</li> <li>HOW CAN I UNDERSTAND &amp; USE WORDS TO HELP ME READ, WRITE, AND SPEAK?</li> </ul> <p><b>UEQ: UNIT 1</b></p> <ul style="list-style-type: none"> <li><i>How can asking questions while reading help me understand a story?</i></li> <li><i>How can I use word families to write and read words?</i></li> </ul>	<p><b>READING UNIT 1 Comprehension</b></p> <ol style="list-style-type: none"> <li>Ask questions about a picture.</li> <li>Identify the main idea based on a picture.</li> </ol> <p><b>Word Study</b></p> <ol style="list-style-type: none"> <li>Read &amp; Spell Closed-Syllable Pattern Words</li> <li>Read &amp; Spell CVCe Pattern Words</li> <li>Read &amp; Spell Open-Syllable Pattern Words</li> </ol> <p><b>Fluency</b></p> <ol style="list-style-type: none"> <li>Read with Varied Speed/Pacing</li> </ol> <p><b>Listening/Speaking</b></p> <p><b>WRITING</b></p> <ol style="list-style-type: none"> <li>Use prewriting to organize ideas.</li> <li>Write a rough draft of a narrative.</li> <li>Edit &amp; revise narrative.</li> <li>Publish narrative.</li> </ol>	<p><b>Unit 1 Comprehension:</b></p> <p><b>LT1 I can</b> identify the main idea based of a picture or text.</p> <p><b>LT2 I can</b> identify details that support the main idea.</p> <p><b>LT3 I can</b> ask questions about a picture or text.</p> <p><b>Writing:</b></p> <p><b>LT4 I can</b> write a personal narrative.</p> <p><b>Word Study:</b></p> <p><b>LT5 I can</b> recognize and read words with <b>closed syllables</b>.</p> <p><b>LT6 I can</b> recognize and read words with <b>closed syllables</b>.</p> <p><b>LT7 I can</b> recognize and read words with <b>closed syllables</b>.</p> <p><b>Sight Words:</b></p> <p><b>LT8 I can</b> read my sight words.</p>	<p><b>Unit 1</b></p> <p><b>LT1;</b> <b>2.2.1.1</b></p> <p><b>LT2;</b> <b>2.2.2.2</b></p> <p><b>LT3;</b> <b>2.2.1.1</b></p> <p><b>LT4;</b> <b>2.6.3.3</b></p> <p><b>LT5;</b> <b>2.3.0.3</b></p> <p><b>LT6;</b> <b>2.3.0.3</b></p> <p><b>LT7;</b> <b>2.3.0.3</b></p> <p><b>LT8;</b> <b>2.3.0.3</b></p>	<p><b>Unit 1 CSA= Comprehension Assessment</b></p> <p>Platypus Passage</p> <p><b>CSA= Quick-Check Word Study Assessment #1, #2, #3</b></p>	<p><b>Unit 1</b></p> <p>Read-Alouds: <u>The Best Story</u> by Eileen Spinelli</p> <p><u>Danitra Brown, Class Clown</u> by Nikki Grimes</p> <p><u>The Emperor's Egg</u> by Martin Jenkins</p> <p><u>Happy Birthday, Martin Luther King</u> by Jean Marzollo</p> <p><u>The Other Side</u> by Jacqueline Woodson</p>

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	<ul style="list-style-type: none"> <li>• <i>How can grammar improve my writing?</i></li> <li>• <i>How can I include the parts of a story in my writing?</i></li> <li>• <i>How can learning new words help with my reading, writing, and speaking?</i></li> </ul>	<b>Grammar (September)</b> 1. Identify common nouns. 2. Identify proper nouns.	<b>Grammar: (September)</b> LT9 <b>I can</b> identify common and proper nouns.  <b>LT10 I can</b> write proper nouns with a capital letter.	<b>LT9;</b> <b>2.10.1.1</b>  <b>LT10;</b> <b>2.10.1.1</b>		
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UNIT	ESSENTIAL QUESTIONS & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
Unit 2:	<p><b>UEQ: UNIT 2</b></p> <ul style="list-style-type: none"> <li>How can creating images in my mind help me understand a story?</li> <li>How can analyzing characters through their actions, words, thoughts, and feelings help me understand a story?</li> <li>How can I use word families to write and read words?</li> <li>How can grammar improve my writing?</li> <li>How can I include the parts of a story in my writing?</li> <li>How can learning new words help with my reading, writing, and speaking?</li> </ul>	<p><b>READING Unit 2</b></p> <p><b>Comprehension</b> 1. Analyze characters through their actions, words, thoughts, and feelings 2. Visualize to deepen understanding of characters</p> <p><b>Word Study</b> 1. Read &amp; Spell Long a digraph pattern words. 2. Read &amp; Spell Long o digraph pattern words. 3. Read &amp; Spell Long e digraph pattern words.</p> <p><b>Fluency</b> 1. Pause and Stop at the correct punctuation.</p> <p><b>Listening/Speaking</b></p> <p><b>WRITING</b> 1. Use prewriting to organize ideas. 2. Write a rough draft of a narrative. 3. Edit &amp; revise narrative. 4. Publish narrative.</p> <p><b>Grammar (October)</b> 1. Identify plural nouns. 2. Identify irregular plural nouns. 3. Identify collective nouns.</p>	<p><b>Unit 2</b></p> <p><b>Comprehension:</b> <b>LT1 I can</b> analyze characters through their actions, words, thoughts, and feelings <b>LT2 I can</b> visualize to deepen my understanding of characters.</p> <p><b>Writing:</b> <b>LT3 I can</b> write a personal narrative.</p> <p><b>Word Study:</b> <b>LT4 I can</b> read and spell words with long a digraph pattern. <b>LT5 I can</b> read and spell words with long o digraph pattern. <b>LT6 I can</b> read and spell words with long e digraph pattern.</p> <p><b>Sight Words:</b> <b>LT7 I can</b> read my sight words.</p> <p><b>Grammar: (October)</b> <b>LT8 I can</b> identify plural nouns. <b>LT9 I can</b> identify irregular plural nouns. <b>LT10 I can</b> identify collective nouns.</p>	<p><b>LT1;</b> <b>2.1.7.7</b></p> <p><b>LT2;</b></p> <p><b>LT3;</b> <b>2.6.3.3</b></p> <p><b>LT4;</b> <b>2.3.0.3</b></p> <p><b>LT5;</b> <b>2.3.0.3</b></p> <p><b>LT6;</b> <b>2.3.0.3</b></p> <p><b>LT7;</b> <b>2.3.0.3</b></p> <p><b>LT8;</b> (review skill) <b>LT9;</b> <b>2.10.1.1b</b> <b>LT10;</b> <b>2.10.1.1a</b></p>	<p><b>Unit 2</b></p> <p><b>CSA= Comprehension Assessment</b> Cecil, the Mouse #4 can be C or A #5 can be A or B</p> <p><b>CSA= Quick-Check Word Study Assessment #4, #5, #6</b></p> <p><b>CSA= Narrative Writing Assessment</b></p>	<p><b>Unit 2</b></p> <p><b>Read-Alouds:</b> <u>All Alone by Kevin Henkes</u> (media center) <u>Casey at Bat</u> by Ernest L. Thayer (media center) <u>Mammoth on the Move</u> by Lisa Wheeler <u>One Giant Leap</u> by Don Brown <u>The Polar Express</u> by Chris Van Allsburg <u>What Do You Do When Something Wants To Eat You?</u> by Steve Jenkins</p>

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Unit 3:	<b>UEQ: UNIT 3</b> <ul style="list-style-type: none"> <li>How do I determine important information in a story?</li> <li>How does the sequence of events help me understand the story?</li> <li>How can I use word families to write and read words?</li> <li>How can grammar improve my writing?</li> <li>How can I include the parts of a story in my writing?</li> <li>How can learning new words help with my reading, writing, and speaking?</li> </ul>	<b>READING Unit 3</b> <p><b>Comprehension</b> 1. Identify Sequence of Events 2. Determine Text Importance</p> <p><b>Word Study</b> 1. Read &amp; Spell Long i digraph pattern words. 2. Read &amp; Spell r-controlled a syllables 3. Read &amp; Spell r-controlled o syllables</p> <p><b>Fluency</b> 1. Read with Varied Speed/Pacing</p> <p><b>Listening/Speaking</b></p> <p><b>WRITING</b> 1. Use prewriting to organize ideas. 2. Write a rough draft of a narrative. 3. Edit &amp; revise narrative. 4. Publish narrative.</p> <p><b>Grammar (November)</b> 1. Identify verbs. 2. Identify present and past tense verbs.</p>	<b>Unit 3</b> <p><b>Comprehension:</b> <b>LT1 I can</b> identify the sequence of events in a text <b>LT2 I can</b> determine what is important in a story. I can determine details in a story.</p> <p><b>Writing:</b> <b>LT3 I can</b> write a personal narrative.</p> <p><b>Word Study:</b> <b>LT4 I can</b> read and spell one- and two- syllable words with long i digraphs. patterns. <b>LT5 I can</b> read and spell r-controlled a syllables. <b>LT6 I can</b> read and spell r-controlled o syllables.</p> <p><b>Sight Words:</b> <b>LT7 I can</b> read my sight words.</p> <p><b>Grammar: (November)</b> <b>LT8 I can</b> identify a verb. <b>LT9 I can</b> identify a verb tenses. (present and past)</p>	<b>Unit 3</b> <p><b>LT1;</b> <b>2.1.5.5</b></p> <p><b>LT2;</b> <b>2.1.1.1</b></p> <p><b>LT3;</b> <b>2.6.3.3</b></p> <p><b>LT4;</b> <b>2.3.0.3</b></p> <p><b>LT5;</b> <b>2.3.0.3</b></p> <p><b>LT6;</b> <b>2.3.0.3</b></p> <p><b>LT7;</b> <b>2.3.0.3</b></p> <p><b>LT8;</b> <b>(review skill)</b></p> <p><b>LT9;</b> <b>2.10.1.1d</b></p>	<b>Unit 3</b> <p><b>CSA= Comprehension Assessment</b> The Life Cycle of the Cicada</p> <p><b>CSA= Quick-Check Word Study Assessment #7, #8, #9</b></p> <p><b>CSA= Narrative Writing Assessment</b></p>	<b>Read-Alouds:</b> <p><u>The Biggest Bear</u> by Lynd Ward</p> <p><u>Bill Pickett: Rodeo-Ridin' Cowboy</u> by Andrea Davis Pinkney</p> <p><u>Diary of a Worm</u> by Doreen Cronin</p> <p><u>Letting Swift River Go</u> by Jane Yolen</p> <p><u>Minty: A Story of Young Harriet Tubman</u> by Alan Schroeder</p> <p><u>The Story of Jumping Mouse</u> by John Steptoe</p>

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Unit 4:	<p>UEQ: UNIT 4</p> <ul style="list-style-type: none"> <li>How can summarizing a story help me understand what I am reading?</li> <li>How can stopping to think about what I have read help me understand what I am reading?</li> <li>How can analyzing story elements help me understand the story I am reading?</li> <li>How can I use word families to write and read words?</li> <li>How can grammar improve my writing?</li> <li>How can learning new words help with my reading, writing, and speaking?</li> </ul>	<p>Unit 4</p> <p><b>Comprehension</b></p> <ol style="list-style-type: none"> <li>Summarize a story</li> <li>Synthesize information in a text</li> <li>Analyze story elements including characters, setting, problem, solution</li> </ol> <p><b>Word Study</b></p> <ol style="list-style-type: none"> <li>Read and identify word patterns</li> </ol> <p><b>Fluency</b></p> <p><b>Listening/Speaking</b></p> <p><b>WRITING</b></p> <ol style="list-style-type: none"> <li>Use prewriting to organize ideas.</li> <li>Write a rough draft of a narrative.</li> <li>Edit &amp; revise narrative.</li> <li>Publish narrative.</li> </ol> <p><b>Grammar (December)</b></p> <ol style="list-style-type: none"> <li>Identify irregular verbs.</li> <li>Identify Proper Nouns</li> </ol>	<p>Unit 4</p> <p><b>Comprehension:</b></p> <p><b>LT1 I can</b> create a summary of the most important ideas from my reading.</p> <p><b>LT2 I can</b> put pieces of information together to come to a new understanding.</p> <p><b>LT3 I can</b> analyze story elements in my reading.</p> <p><b>Writing:</b></p> <p><b>LT4 I can</b> write an opinion piece.</p> <p><b>Word Study:</b></p> <p><b>LT5 I can</b> read and spell r-controlled e,i,u syllable patterns.</p> <p><b>LT6 I can</b> read and spell /ar/ syllable patterns.</p> <p><b>LT7 I can</b> read and spell diphthong /oi/ syllable patterns.</p> <p><b>Sight Words:</b></p> <p><b>LT8 I can</b> read my sight words.</p> <p><b>Grammar: (December)</b></p> <p><b>LT9 I can</b> identify an irregular verb.</p> <p><b>LT10 I can</b> identify a proper noun and use a capital when writing proper nouns.</p>	<p>LT1; 2.1.1.1</p> <p>LT2; 2.1.1.1</p> <p>LT3; 2.1.7.7</p> <p>LT4; 2.6.1.1</p> <p>LT5; 2.3.0.3</p> <p>LT6; 2.3.0.3</p> <p>LT7; 2.3.0.3</p> <p>LT8; 2.3.0.3</p> <p>LT9; 2.10.1.1b</p> <p>LT10; 2.10.2.2a</p>	<p>Unit 4</p> <p><b>CSA= Comprehension Assessment</b> A Bird, A Feather, and a Spoon</p> <p><b>CSA= Quick-Check Word Study Assessment #10, #11, # 12</b></p> <p><b>CSA= Opinion Writing Assessment</b></p>	<p>Unit 4</p> <p><b>Read-Alouds:</b></p> <p><u>Alexander, and the Terrible, Horrible, No Good, Very Bad Day</u> by Judith Viorst</p> <p><u>Beaks!</u> by Sneed B. Collard III</p> <p><u>Big Al</u> by Andrew Clements</p> <p><u>Big Cats</u> by Dorothy Hinshaw Patent</p> <p><u>Endangered Elephants</u> by Bobbie Kalman</p> <p><u>The Girl Who Loved Wild Horses</u> by Paul Goble</p>

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Unit 5:	<p><b>UEQ: UNIT 5</b></p> <ul style="list-style-type: none"> <li>How can I connect what I read to myself?</li> <li>How can making inferences while reading help me understand what I am reading?</li> <li>How can I use word families to write and read words?</li> <li>How can grammar improve my writing?</li> <li>How can I include the parts of a story in my writing?</li> <li>How can learning new words help with my reading, writing, and speaking?</li> </ul>	<p><b>READING Unit 5</b></p> <p><b>Comprehension</b> 1. Identify Connections 2. Make Inferences</p> <p><b>Word Study</b> 1. Read &amp; Spell Dipthong /ou/ pattern words. 2. Read &amp; Spell Variant Vowel /oo/ 3. Read &amp; Spell Variant Vowel /oo/</p> <p><b>Fluency</b> 1. Read with Varied Speed/Pacing</p> <p><b>Listening/Speaking</b></p> <p><b>WRITING</b> 1. Use prewriting to organize ideas. 2. Write a rough draft of an opinion paper. 3. Edit &amp; revise opinion. 4. Publish opinion.</p> <p><b>Grammar (January)</b> 1. Identify adjectives.</p>	<p><b>Unit 5</b></p> <p><b>Comprehension:</b> <b>LT1 I can</b> connect new ideas in the text to what I already know. <b>LT2 I can</b> use my own ideas to help me understand what I read.</p> <p><b>Writing:</b> <b>LT3 I can</b> write an opinion piece of writing.</p> <p><b>Word Study:</b> <b>LT4 I can</b> read and spell one- and two- syllable words with dipthong pattern /ou/. <b>LT5 I can</b> read and spell variant vowel pattern words with /oo/. <b>LT6 I can</b> read and spell variant vowel pattern words with /oo/.</p> <p><b>Sight Words:</b> <b>LT7 I can</b> read my sight words.</p> <p><b>Grammar:</b> <b>(January)</b> <b>LT8 I can</b> identify an adjective.</p>	<p><b>Unit 5</b></p> <p><b>LT1;</b> <b>2.1.1.1</b></p> <p><b>LT2;</b> <b>2.1.1.1</b></p> <p><b>LT3;</b> <b>2.6.1.1</b></p> <p><b>LT4;</b> <b>2.3.0.3</b></p> <p><b>LT5;</b> <b>2.3.0.3</b></p> <p><b>LT6;</b> <b>2.3.0.3</b></p> <p><b>LT7;</b> <b>2.3.0.3</b></p> <p><b>LT8;</b> <b>2.10.1.1e</b></p>	<p><b>Unit 5</b></p> <p><b>CSA= Comprehension Assessment</b> The Importance of Bread</p> <p><b>CSA= Comprehension Assessment</b> Mid- Year Test</p> <p><b>CSA= Quick-Check Word Study Assessment #13, #14, #15</b></p> <p><b>CSA= Opinion Writing Assessment</b></p>	<p><b>Unit 5</b></p> <p><b>Read-Alouds:</b> <u><a href="#">Alexander &amp; the Wind-Up Mouse</a></u> by Leo Lionni <u><a href="#">Dia's Story Cloth</a></u> by Dia Cha <u><a href="#">Julius, the Baby of the World</a></u> by Kevin Henkes <u><a href="#">My Painted House. My Friendly Chicken, and Me</a></u> by Maya Angelou <u><a href="#">When Sophie Get Angry-Really, Really Angry</a></u> by Molly Bang</p>

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Unit 6:	<p>UEQ: UNIT 6</p> <ul style="list-style-type: none"> <li>How can fix-up strategies help me understand what I am reading?</li> <li>How can summarizing a story help me understand what I am reading?</li> <li>How can I use word families to write and read words?</li> <li>How can grammar improve my writing?</li> <li>How can I include the parts of a story in my writing?</li> <li>How can learning new words help with my reading, writing, and speaking?</li> </ul>	<p><b>READING Unit 6</b></p> <p><b>Comprehension</b> 1. Fix-Up Monitoring 2. Summarize Information</p> <p><b>Word Study</b> 1. Read &amp; Spell words with variant vowel /o/ syllable patterns 2. Read &amp; Spell words with consonant +le syllable patterns 3. Read &amp; Spell compound words</p> <p><b>Fluency</b> 1. Read with Varied Speed/Pacing</p> <p><b>Listening/Speaking</b></p> <p><b>WRITING</b> 1. Use prewriting to organize ideas. 2. Write a rough draft of an opinion. 3. Edit &amp; revise opinion. 4. Publish opinion.</p> <p><b>Grammar (February)</b> 1. Identify an adverb.</p>	<p><b>Unit 6</b></p> <p><b>Comprehension:</b> <b>LT1</b> I can use letter sounds and picture clues to help me understand when I get stuck on a word. <b>LT2</b> I can put pieces of information together to come to a new understanding.</p> <p><b>Writing:</b> <b>LT3</b> I can write an opinion piece of writing.</p> <p><b>Word Study:</b> <b>LT4</b> I can read and spell one- and two- syllable words with variant vowel /o/ syllable patterns. <b>LT5</b> I can read and spell words with consonant +le syllable patterns. <b>LT6</b> I can read and spell compound words.</p> <p><b>Sight Words:</b> <b>LT7</b> I can read my sight words.</p> <p><b>Grammar:</b> <b>(February)</b> <b>LT8</b> I can identify an adverb.</p>	<p><b>Unit 6</b></p> <p><b>LT1;</b> <b>2.10.4.4</b></p> <p><b>LT2;</b> <b>2.1.7.7</b></p> <p><b>LT3;</b> <b>2.6.1.1</b></p> <p><b>LT4;</b> <b>2.3.0.3</b></p> <p><b>LT5;</b> <b>2.3.0.3</b> <b>LT6;</b> <b>2.3.0.3</b></p> <p><b>LT7;</b> <b>2.3.0.3</b></p> <p><b>LT8;</b> <b>2.10.1.1e</b></p>	<p><b>Unit 6</b></p> <p><b>CSA= Comprehension Assessment</b> Tiny Celebrations of Spring</p> <p><b>CSA= Quick-Check Word Study Assessment #16, #17, #18</b></p> <p><b>CSA= Opinion Writing Assessment</b></p>	<p><b>Unit 6</b></p> <p><b>Read-Alouds:</b> <a href="#">Hello, Fish!</a> <a href="#">Visiting the Coral Reef</a> <a href="#">Raising Dragons by Jerdine Nolen</a> <a href="#">The Reasons for Seasons</a> by Gail Gibbons <a href="#">Seashore Babies</a> by Tara &amp; Kathy Darling <a href="#">Stellaluna</a> by Janell Cannon <a href="#">The True Story of the Three Little Pigs</a> by John Scieszka</p>

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Unit 7:	<p><b>UEQ: UNIT 7</b></p> <ul style="list-style-type: none"> <li>How do I determine important information in a story?</li> <li>How does the sequence of events help me understand the story?</li> <li>How can I use word families to write and read words?</li> <li>How can grammar improve my writing?</li> <li>How can I include the parts of a story in my writing?</li> <li>How can learning new words help with my reading, writing, and speaking?</li> </ul>	<p><b>READING UNIT 7</b></p> <p><b>Comprehension</b> 1. Make Inferences 2. Make Predictions</p> <p><b>Word Study</b> 1. Read &amp; Spell contractions 2. Read &amp; Spell regular plural words 3. Read &amp; Spell irregular plural words</p> <p><b>Fluency</b> 1. Read with Varied Speed/Pacing</p> <p><b>Listening/Speaking</b></p> <p><b>WRITING</b> 1. Use prewriting to organize ideas. 2. Write a rough draft of a opinion. 3. Edit &amp; revise opinion. 4. Publish opinion.</p> <p><b>Grammar (March)</b> 1. Utilizing commas in greetings and closings of a letter.</p>	<p><b>UNIT 7</b></p> <p><b>Comprehension:</b> <b>LT1 I can</b> identify sequence of events in a text <b>LT2 I can</b> determine text importance</p> <p><b>Writing:</b> <b>LT3 I can</b> write an informative text.</p> <p><b>Word Study:</b> <b>LT4 I can</b> read and spell contractions. <b>LT5 I can</b> read and spell regular plural words. <b>LT6 I can</b> read and spell irregular plural words.</p> <p><b>Sight Words:</b> <b>LT7 I can</b> read my sight words.</p> <p><b>Grammar: (March)</b> <b>LT8 I can</b> use commas in greetings and closings of a letter.</p>	<p><b>UNIT 7</b></p> <p><b>LT1;2.1.5.5</b></p> <p><b>LT2;2.1.7.7</b></p> <p><b>LT3; 2.6.2.2</b></p> <p><b>LT4; 2.3.0.3</b></p> <p><b>LT5; 2.3.0.3 2.10.1.1 LT6; 2.10.1.1</b></p> <p><b>LT7; 2.3.0.3</b></p> <p><b>LT8; 2.10.2.2</b></p>	<p><b>UNIT 7</b></p> <p><b>CSA= Comprehension Assessment</b> Frog &amp; Snake</p> <p><b>CSA= Quick-Check Word Study Assessment #19, #20, #21</b></p> <p><b>CSA= Opinion Writing Assessment</b></p>	<p><b>UNIT 7</b></p> <p><b>Read-Alouds:</b> <u>The Babe &amp; I</u> by David A. Adler <u>Imogene's Antlers</u> by David Small <u>Journey to Ellis Island</u> by Carol Bierman <u>Scaredy Squirrel</u> by Melanie Watt <u>Six-Dinner Sid</u> by Inga Moore <u>Why Do Leaves Change Color?</u> by Besty Maestro</p>

UNIT	ESSENTIAL QUESTIONS & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
Unit 8:	<p><b>UEQ: UNIT 8</b></p> <ul style="list-style-type: none"> <li>How do I determine important information in a story?</li> <li>How does comparing and contrasting parts in a story help me understand what I am reading?</li> <li>How can I use word families to write and read words?</li> <li>How can grammar improve my writing?</li> <li>How can I include the parts of a story in my writing?</li> <li>How can learning new words help with my reading, writing, and speaking?</li> </ul>	<p><b>READING UNIT 8 Comprehension</b></p> <ol style="list-style-type: none"> <li>Determine Text Importance</li> <li>Compare &amp; Contrast</li> </ol> <p><b>Word Study</b></p> <ol style="list-style-type: none"> <li>Read &amp; Spell words with -ed and -ing endings</li> <li>Read &amp; Spell words with -er and -or endings</li> <li>Read &amp; Spell comparative words</li> </ol> <p><b>Fluency</b></p> <ol style="list-style-type: none"> <li>Read with Varied Speed/Pacing</li> </ol> <p><b>Listening/Speaking</b></p> <p><b>WRITING</b></p> <ol style="list-style-type: none"> <li>Use prewriting to organize ideas.</li> <li>Write a rough draft of a report.</li> <li>Edit &amp; revise narrative.</li> <li>Publish report.</li> </ol> <p><b>Grammar (April)</b></p> <ol style="list-style-type: none"> <li>Use apostrophes to form contractions.</li> <li>Use apostrophes to show possessive nouns.</li> </ol>	<p><b>UNIT 8 Comprehension:</b></p> <p><b>LT1 I can</b> think about key ideas decide whether they are important or just interesting.</p> <p><b>LT2 I can</b> compare and contrast parts of a story.</p> <p><b>Writing:</b></p> <p><b>LT3 I can</b> write an informative text.</p> <p><b>Word Study:</b></p> <p><b>LT4 I can</b> read and spell one- and two- syllable words with -ed and -ing endings.</p> <p><b>LT5 I can</b> read and spell one- and two- syllable words with -er and -or endings.</p> <p><b>LT6 I can</b> read and spell comparative words.</p> <p><b>Sight Words:</b></p> <p><b>LT7 I can</b> read my sight words.</p> <p><b>Grammar: (April)</b></p> <p><b>LT8 I can</b> use apostrophes to form contractions.</p> <p><b>LT9 I can</b> Use apostrophes to show</p>	<p><b>UNIT 8</b></p> <p><b>LT1;2.1.3.3</b></p> <p><b>LT2;2.1.7.7</b></p> <p><b>LT3; 2.6.2.2</b></p> <p><b>LT4; 2.3.0.3</b></p> <p><b>LT5; 2.3.0.3</b></p> <p><b>LT6; 2.3.0.3</b></p> <p><b>LT7; 2.3.0.3</b></p> <p><b>LT8; 2.10.2.2c</b></p> <p><b>LT9; 2.10.2.2c</b></p>	<p><b>UNIT 8 CSA= Comprehension Assessment</b></p> <p>Telephones</p> <p><b>CSA= Quick-Check Word Study Assessment #22, #23, #24</b></p> <p><b>CSA= Report/Research Writing Assessment</b></p>	<p>Read-Alouds:</p> <p><u>The Babe &amp; I</u> by David A. Adler</p> <p><u>Imogene's Antlers</u> by David Small</p> <p><u>Journey to Ellis Island</u> by Carol Bierman</p> <p><u>Scaredy Squirrel</u> by Melanie Watt</p> <p><u>Six-Dinner Sid</u> by Inga Moore</p> <p><u>Why Do Leaves Change Color?</u> by Besty Maestro</p>

			possessive nouns.			
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UNIT	ESSENTIAL QUESTIONS & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
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Unit 9:	<p><b>UEQ: UNIT 9</b></p> <ul style="list-style-type: none"> <li>• <i>How can connecting to text, self, and world help me understand what I am reading?</i></li> <li>• <i>How can looking for causes and effects help me understand what I am reading?</i></li> <li>• <i>How can I use word families to write and read words?</i></li> <li>• <i>How can grammar improve my writing?</i></li> <li>• <i>How can learning new words help with my reading, writing, and speaking?</i></li> </ul>	<p><b>READING UNIT 9 Comprehension</b></p> <ol style="list-style-type: none"> <li>1. Make Connections</li> <li>2. Identify Cause &amp; Effect</li> </ol> <p><b>Word Study</b></p> <ol style="list-style-type: none"> <li>1. Read and spell words with -y endings</li> <li>2. Read and spell words with -ly endings</li> <li>3. Read and spell words with the prefix -un.</li> </ol> <p><b>Fluency</b></p> <ol style="list-style-type: none"> <li>1. Read with Varied Speed/Pacing</li> </ol> <p><b>Listening/Speaking</b></p> <p><b>WRITING</b></p> <ol style="list-style-type: none"> <li>1. Use pre-writing to organize ideas.</li> <li>2. Find facts about a topic.</li> <li>2. Write a rough draft of a research report.</li> <li>3. Edit &amp; revise a research paper.</li> <li>4. Publish report.</li> </ol> <p><b>Grammar (May)</b></p> <ol style="list-style-type: none"> <li>1. Write, expand and rearrange simple and compound sentences.</li> </ol>	<p><b>UNIT 9 Comprehension:</b></p> <p><b>LT1 I can</b> connect new ideas in the text to what I already know.</p> <p><b>LT2 I can</b> identify cause &amp; effect in a story.</p> <p><b>Writing:</b></p> <p><b>LT3 I can</b> write a report.</p> <p><b>Word Study:</b></p> <p><b>LT4 I can</b> read and spell words with -y endings.</p> <p><b>LT5 I can</b> read and spell words with -ly endings.</p> <p><b>LT6 I can</b> read and spell words with the prefix -un.</p> <p><b>Sight Words:</b></p> <p><b>LT7 I can</b> read my sight words.</p> <p><b>Grammar: (May)</b></p> <p><b>LT8 I can</b> identify possessive pronouns in a sentence.</p> <p><b>LT9 I can</b> write, expand and rearrange simple and compound sentences.</p>	<p><b>UNIT 9</b></p> <p><b>LT1;2.1.7.7</b></p> <p><b>LT2;2.1.5.5</b></p> <p><b>LT3; 2.6.2.2</b></p> <p><b>LT4; 2.3.0.3</b></p> <p><b>LT5; 2.3.0.3</b></p> <p><b>LT6; 2.3.0.3</b></p> <p><b>LT7; 2.10.1.1</b></p> <p><b>LT8; 2.10.1.1f</b></p>	<p><b>UNIT 9 CSA= Comprehension Assessment</b></p> <p>Animal &amp; Rescue</p> <p><b>CSA= Quick-Check Word Study Assessment #25, #26, #27</b></p> <p><b>CSA= Research/ Report Assessmt</b></p>	<p>Read-Alouds:</p> <p><u>A Fine, Fine School</u> by Sharon Creech</p> <p><u>The Flag We Love</u> by Pam Munoz Ryan</p> <p><u>I Pledge Allegiance</u> by Bill Martin Jr. and Michael Sampson</p> <p><u>The Little Housel</u> by Virginia Lee Burton</p> <p><u>Wild Babies</u> by Seymour Simon</p> <p><u>Wilfrid Gordon McDonald Partridge</u> by Besty Maestro</p>
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UNIT	ESSENTIAL QUESTIONS & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
Unit 10:	<p><b>UEQ: UNIT 10</b></p> <ul style="list-style-type: none"> <li>How can connecting to text, self, and world help me understand what I am reading?</li> <li>How can looking for causes and effects help me understand what I am reading?</li> <li>How can I use word families to write and read words?</li> <li>How can grammar improve my writing?</li> <li>How can learning new words help with my reading, writing, and speaking?</li> </ul>	<p><b>READING UNIT 10 Comprehension</b></p> <ol style="list-style-type: none"> <li>Make Inferences</li> <li>Draw Conclusions</li> </ol> <p><b>Word Study</b></p> <ol style="list-style-type: none"> <li>Read and spell words with the prefix re-</li> <li>Read and spell words with the prefix dis-</li> <li>Read and spell words with the suffix -less</li> </ol> <p><b>Fluency</b></p> <ol style="list-style-type: none"> <li>Read with Varied Speed/Pacing</li> </ol> <p><b>Listening/Speaking</b></p> <p><b>WRITING</b></p> <ol style="list-style-type: none"> <li>Use pre-writing to organize ideas.</li> <li>Find facts about a topic.</li> <li>Write a rough draft of a research report.</li> <li>Edit &amp; revise a research paper.</li> <li>Publish report.</li> </ol>	<p><b>UNIT 10 Comprehension:</b></p> <p><b>LT1 I can</b> connect new ideas in the text to what I already know.</p> <p><b>LT2 I can</b> identify cause &amp; effect in a story.</p> <p><b>Writing:</b></p> <p><b>LT3 I can</b> write a report.</p> <p><b>Word Study:</b></p> <p><b>LT4 I can</b> read words with prefix -re</p> <p><b>LT5 I can</b> read words with prefix -dis</p> <p><b>LT6 I can</b> read words with suffix -less</p> <p><b>Sight Words:</b></p> <p><b>LT7 I can</b> read my sight words.</p>	<p><b>UNIT 10</b></p> <p><b>LT1;2.1.7.7</b></p> <p><b>LT2;2.1.5.5</b></p> <p><b>LT3; 2.6.2.2</b></p> <p><b>LT4; 2.3.0.3</b></p> <p><b>LT5; 2.3.0.3</b></p> <p><b>LT6; 2.3.0.3</b></p> <p><b>LT7; 2.3.0.3</b></p>	<p><b>UNIT 10 CSA= Comprehension Assessment</b></p> <p>Mystery Box and The Missing Spider</p> <p><b>CSA= Comprehension Assessment</b></p> <p>End of Year Test</p> <p><b>CSA= Quick-Check Word Study Assessment #28, #29, #30</b></p> <p><b>CSA= Research/ Report Assessment</b></p>	<p>Read-Alouds:</p> <p><u>Are you a Spider?</u> by Judy Allen</p> <p><u>Dear Juno</u> by Soyung Pak</p> <p><u>Honest Abe</u> by Edith Kinhardt</p> <p><u>How Do You Raise a Raisin?</u> by Pam Munoz Ryan</p> <p><u>Mirette on a High Wire</u> by Emily Arnold McCully</p> <p><u>The Three Little Pigs</u> by James Marshall</p>