

SAINT JOSEPH				CATHOLIC IDENTITY		ENGLISH LANGUAGE ARTS STANDARDS					
CONTENT				Essential Questions		Reading	Reading	Reading	Writing	Speaking &	Language
Month &	Content	Essential Questions	Books & Materials	Essential Questions		Reading	Reading	Reading	Writing	Speaking &	Language
SEPTEMBER											
<i>Word Study/Fundations</i>	Fundations units 1, 2, and 3 Consonant digraphs Consonant blends /k/ sounds Closed syllable type Glued sounds Closed syllable exceptions	What are glued sounds? What are closed syllable exceptions? What are closed syllables? What are the consonant digraphs and blends? What are their sounds?	Wilson Fundations materials (magnet boards, student notebooks, gel boards, white boards)	Personal narratives: What would God say about me? Personal narrative: What is my relationship with God? Predicting: In the bible, what happens when people do not follow God's way? (use parables/stories from the bible to predict outcomes)	RL.2.1 RL.2.3 RL.2.5 RL.2.6 RL.2.7	RI.2.1 RI.2.2 RI.2.4 RI.2.9	RF.2.3a RF.2.3f RF.2.4a RF.2.4b RF.2.4c	W.2.3 W.2.5	SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.2.3 SL.2.4 SL.2.5	L.2.2a L.2.2e L.2.4a L.2.4e, L.2.5a	
<i>Literacy/Reading</i>	Students will read a variety of realistic fiction texts and recognize the elements of a story. Students will practice retelling and summarizing fiction stories. Students will develop an understanding of choosing just right books.	Why do we read stories? How do story elements connect and help us to remember and retell stories? What do we learn by sharing what we have read through retellings and writing summaries? How do we choose just right books?	Examples of Realistic Fiction books: Owl Moon, The Name Jar, A Chair for My Mother								
<i>Writing</i>	Personal Narratives - Write a simple paragraph with pattern of topic sentence, at least 3 details, and closing sentence. Use sentence variety in word choice, sentence beginnings, and length. Use details with elaboration to develop your ideas.	How do I write a personal narrative? How do I begin and end a sentence?	FCAs Criteria for Success Handwriting book								
OCTOBER											
<i>Word Study/Fundations</i>	Fundations units 4 and 5 Suffixes Compound words Multisyllabic words Forming plurals	What is a compound word? How do I read and spell multisyllabic words? What are suffixes? What are the differences between singular and plural nouns?	Wilson Fundations materials (magnet boards, student notebooks, gel boards, white boards)	How do we help those in need? How can I follow Jesus' teachings in my life?	RL.2.1 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7	RI.2.1 RI.2.2 RI.2.4 RI.2.7, RI.2.9	RF.2.3a RF.2.3c RF.2.3d RF.2.3f RF.2.4a RF.2.4b RF.2.4c	W.2.3 W.2.5 W.2.6	SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	L.2.1e L.2.2e L.2.4a L.2.4e L.2.5a	
<i>Literacy</i>	Students will read nonfiction texts and develop an understanding of a variety of text features (titles, labels, captions, diagrams, headings, subheadings, maps).	Why and how do we read informational text? Why do authors of informational text use text features? How does asking questions help readers understand text? Why do readers talk about what they have read? Why and how do readers write about what they have read?	Examples of Nonfiction Texts: Time for Kids, ReadWorks, Newsela, National Geographic for Kids, classroom and school library resources								
<i>Writing</i>	Report Writing - Capitalize geographical names (streets, cities, and states). Write a simple paragraph with pattern of topic sentence, at least 3 details, and closing sentence. Use sentence variety in word choice, sentence beginnings, and length.	How do I write a report based on a nonfiction text? How do I edit my writing? -editing: mechanics, spelling -revision: flow of a writing piece	FCAs Criteria for Success Handwriting book								
NOVEMBER											
<i>Word Study</i>	e exception The sounds of s: /s/ /z/2 syllable	What are the characteristics of e syllable exceptions? What are	(magnet boards, student notebooks)		RL.2.1 RL.2.2 RI.2.1 RI.2.2 RI.2.3 RF.2.3a RF.2.3 W.2.1 W.2.3 SL.2.1a SL.2.1 L.2.1 L.2.2e						

<i>Literacy</i>	Students will read a variety of fables and folktales and recognize the elements of these stories. Students will be able to identify the moral of a fable. Students will be able to compare and contrast two versions of the same story.	What are the characteristics of fables? What is a moral? How can we compare and contrast two versions of the same story? How can stories help us learn about other cultures?	Examples of Fables/Folktales: The Empty Pot, The Tortoise and the Hare, The Ant and the Grasshopper, The Lion and the Mouse, Aesop's Fables							
<i>Writing</i>	Opinion Writing - Use action verbs and colorful adjectives. Capitalize geographical names (streets, cities, and states). Use sentence variety in word choice, sentence beginnings, and length.	What is opinion writing? How can I compare and contrast two versions of the same story in writing? How can I integrate colorful adjectives and action verbs into my writing?	FCAs Criteria for Success Handwriting book							
DECEMBER										
<i>Word Study</i>	Foundations unit 8 Open syllable types Y as a vowel Y, ly, ty suffixes R-controlled syllable type Sounds or -ar and -or	What sounds do open syllables make? What are the sounds of y? What are the sounds of r-controlled syllables?	Wilson Foundations materials (magnet boards, student notebooks, gel boards, white boards)	<ul style="list-style-type: none"> What are the characteristics of parables? How do we see God in nature? How can I use the morals of the parables to help me to live closer to God? (The Mustard Seed, The Sower, The Fig Tree, etc) 	RL.2.1	RI.2.1	RF.2.3a	W.2.1	SL.2.1a	L.2.1c
					RL.2.2	RI.2.2	RF.2.3c	W.2.3	SL.2.1b	L.2.2e
					RL.2.3	RI.2.5	RF.2.3d	W.2.5	SL.2.1c	L.2.4a
					RL.2.4	RI.2.6	RF.2.3f	W.2.6	SL.2.2	L.2.4e
					RL.2.5	RI.2.7	RF.2.4a		SL.2.3	L.2.5a
					RL.2.6	RI.2.9	RF.2.4b		SL.2.4	
					RL.2.7		RF.2.4c		SL.2.5	
					RL.2.9				SL.2.6	
<i>Literacy</i>	Multicultural Literature - Students will use nonfiction texts to gather information about traditions.	Can you use facts and definitions from a nonfiction text to explain a tradition?	Christmas Around the World text	How is the Nativity used in different cultures?						
<i>Writing</i>	Cultures and Traditions - Use commas with greetings and closing in letter writing, and dates. Use action verbs and colorful adjectives. Capitalize geographical names. Use variety in word choice and sentence structure. Write a simple paragraph of topic sentence, supporting details, and closing sentence.	What are your Christmas traditions? What are common traditions in the month of December?	FCAs Criteria for Success Handwriting Book							
JANUARY										
<i>Word Study/Foundations</i>	Foundations units 9 and 10 Combining r-controlled syllables with other syllable types Sounds of -er, -ir, and -ur Combining r-controlled syllables with -er, -ir, and -ur with other syllable types	How do I combine r-controlled syllables with other syllable types? What are the sounds of -er, -ir, and -ur?	Wilson Foundations materials (magnet boards, student notebooks, gel boards, white boards)	How did Jesus help the people around him? How can I help my community?	RL.2.1	RI.2.1	RF.2.3a	W.2.1	SL.2.1a	L.2.2c
					RL.2.3	RI.2.2	RF.2.3c	W.2.2	SL.2.1b	L.2.2e
					RL.2.4	RI.2.5	RF.2.3f	W.2.3	SL.2.1c	L.2.4a
					RL.2.5	RI.2.6	RF.2.4a	W.2.5	SL.2.2	L.2.4e
					RL.2.6	RI.2.7	RF.2.4b	W.2.6	SL.2.3	L.2.5a
					RL.2.7	RI.2.9	RF.2.4c		SL.2.4	
									SL.2.5	
									SL.2.6	
<i>Literacy</i>	Mysteries and Series Study - Students will compare and contrast stories from a book series. Students will learn the elements of a mystery.	How can readers use clues and evidence from a book to predict outcomes? Can you identify the elements in a mystery? Can you identify the common elements among a book series?	Examples of Series and Mysteries: Junie B. Jones, Judy Moody, Ramona, Magic Treehouse, Flat Stanley, Geronimo Stilton, A-Z Mysteries, Ballpark Mysteries							
<i>Writing</i>	Mystery Writing - Use synonyms, and precise words in writing to demonstrate effective word choice. Use action verbs and colorful adjectives. Use commas with greetings and closing in letter writing, and dates. Capitalize geographical names. Use variety in word choice and sentence structure. Write a simple paragraph of topic sentence, supporting details, and closing sentence.	Can you recount important details from a mystery to recreate a unique and different ending?	FCAs Criteria for Success Handwriting Book							

<i>Literacy</i>	Poetry Focus: Students will compare different kinds of poetry. Students will analyze how poets use words to express their ideas and feelings. Students will identify the way(s) poetry helps us to understand the world around us and our personal experiences. Students will learn figurative language terms and their definitions. Examples: metaphor, alliteration, hyperbole, personification, simile.	What is poetry? How is poetry different from prose? How do poets use words to express their ideas and emotions about a topic? How does poetry help us to understand the world and ourselves? What is figurative language and how is it a useful tool for poets?	Students will reference a variety of poetry books and different forms of poems. Some resources include: work by Jack Prelutsky or Shel Silverstein.					
<i>Writing</i>	Writing different kinds of poems (haikus, acrostic, rhyming, free verse, etc.)	What is a verse in a poem? Can I identify rhyming words or repeated lines/phrases? Can I identify different types of figurative language and their significance within a poem? How can I use different forms of poetry to share about a topic, understanding, or feeling?	FCAs Criteria for Success Handwriting Book	Where do you see the beauty of God's creations? How can you create a poem to describe a gift from God?				
MAY								
<i>Word Study/Fundations</i>	Fundations units 15 and 16 Use of spelling option procedures for long u Sounds of au and aw Spelling generalizations for the /a/ sound	What are the spelling option procedures for long u? What are the sounds of au and aw? What are the spelling generalizations for the /a/ sound?	Wilson Fundations materials (magnet boards, student notebooks, gel boards, white boards)			2.RI.1, 2.RL.2, 2.RI.1, 2.RF.3a, 2.W.2, 2.W.6, 2.SL.1a, 2.L.1a, 2.RL.3, 2.RL.5, 2.RI.2, 2.RF.3b, 2.W.7, 2.W.8 2.SL.2, 2.L.2a, 2.RI.6, 2.RL.7 2.RI.5, 2.RF.3c, 2.SL.3, 2.L.2c, 2.RI.7, 2.RF.3e 2.SL.4, 2.L.2d, 2.RI.9, 2.SL.5, 2.L.2e, 2.L.3, 2.RI.10 2.SL.6, 2.L.4, 2.L.4a, 2.SL.7 2.L.4e 2.L.6		
<i>Literacy</i>	Historical Fiction/ Social Studies: Students will identify what historical fiction is. Students will compare and contrast historical fiction and nonfiction texts. Focus on early American life-Native Americans and the Early Settlers.	What is historical fiction? How can historical fiction teach us about important events from the past? Why do we read historical fiction? Why is perspective important when thinking about an event?	Book suggestions: Sarah Morton's Day, Samuel Eaton's Day, Tapenum's Day, The Little House on the Prairie					
<i>Writing</i>	Perspective Writing- Write from the perspective of a Native American or Early Settler.	How can I bring a person's voice, culture, and traditions into my writing?	FCAs Criteria for Success Handwriting Book					
JUNE								
<i>Word Study/Fundations</i>	Fundations unit 17 Consonant –syllable type Spelling consonant –le words Review all six syllable types	When do I use consonant –le words? What are the six syllable types?	Wilson Fundations materials (magnet boards, student notebooks, gel boards, white boards)			2.RI.1, 2.RL.2, 2.RI.1, 2.RF.3a, 2.W.2, 2.W.6, 2.SL.1a, 2.L.1a, 2.RL.3, 2.RL.5, 2.RI.2, 2.RF.3b, 2.W.7, 2.W.8 2.SL.2, 2.L.2a, 2.RI.6, 2.RL.7 2.RI.5, 2.RF.3c, 2.SL.3, 2.L.2c, 2.RI.7, 2.RF.3e 2.SL.4, 2.L.2d, 2.RI.9, 2.SL.5, 2.L.2e, 2.L.3, 2.RI.10 2.SL.6, 2.L.4, 2.L.4a, 2.SL.7 2.L.4e 2.L.6		
<i>Literacy</i>	Challenging Fiction and Summer Reading	What is a good book? What kinds of books do I like best? How do I choose books that I like to read?	Students will choose books to read independently. Give book talks. Write book recommendations.					
<i>Writing</i>	Persuasive Writing- Students will write book recommendations and persuasive writing pieces about a book of their choice.	How can I persuade someone to read a specific book using writing?	Write a letter to next year's second grade class about what it takes to be a good reader. FCA Criteria for success. Handwriting book.					