



Please note: The units of study listed below indicate the course sequence. Instructional pacing may vary.

GRADE 2: ENGLISH LANGUAGE ARTS			Q1	Q2	Q3	Q4
<b>Launch Unit: Foundations and Routines</b>			X			
Students begin the year reviewing foundational skills, becoming prepared for the routines of an effective literacy classroom, building a classroom community, and learning how to be independent thinkers and readers.						
			Q1	Q2	Q3	Q4
<b>Unit 1: Life Science: Plants and Animals in Their Habitats</b> <i>How do living things get what they need to survive?</i>			X			
<b>Foundational Skills</b>	<b>Reading Comprehension Skills</b>	<b>Communication Skills</b>				
<ul style="list-style-type: none"> <li>Short Vowels (F.1.3, F.1.4)</li> <li>Initial and Final Blends (F.1.3, F.1.4)</li> <li>Consonant Digraphs (F.1.3, F.1.4)</li> </ul>	<ul style="list-style-type: none"> <li>Identify the Central Idea and Explain How Relevant Details Support It (R.2.2)</li> <li>Explain the Use of Text Features (R.2.1)</li> <li>Compare and contrast important details in two text on the same topic (R.3.3)</li> <li>Describe main story elements (character, plot, setting) (R.1.1)</li> <li>Retell a story using main story elements and plot structure (R.3.2)</li> <li>Identify rhyme schemes in poems (R.1.4)</li> </ul>	<ul style="list-style-type: none"> <li>Write Expository Essays (C.1.1, C.1.4, C.1.5, C.2.1, C.3.1, C.4.1)</li> </ul>				
Benchmark Advance Curriculum: <a href="#">Unit 1 Home-School Connections</a> For more on the standards visit: <a href="#">CPALMS</a>			Q1	Q2	Q3	Q4
<b>Unit 2: Character Matters: Characters Facing Challenges</b> <i>What can we learn when we face problems?</i>			X			
<b>Foundational Skills</b>	<b>Reading Comprehension Skills</b>	<b>Communication Skills</b>				
<ul style="list-style-type: none"> <li>Long o, e, a, i vowel team syllable patterns (F.1.3, F.1.4)</li> </ul>	<ul style="list-style-type: none"> <li>Retell literary stories using main story elements (R.3.2)</li> <li>Identify and explain the theme of a story (R.1.2)</li> <li>Identify different characters' perspectives in a story (R.1.3)</li> <li>Identify the plot structure of a story and describe main elements (character, setting, important events) (R.1.1)</li> <li>Identify and Explain similes (R.1.4)</li> </ul>	<ul style="list-style-type: none"> <li>Write Opinion Essays (C.1.1, C.1.3, C.1.5, C.2.1, C.3.1)</li> </ul>				
Benchmark Advance Curriculum: <a href="#">Unit 2 Home-School Connections</a> For more on the standards visit: <a href="#">CPALMS</a>			Q1	Q2	Q3	Q4
<b>Unit 3: Government and Citizenship: Government at Work</b> <i>Why do we need a government?</i>				X		
<b>Foundational Skills</b>	<b>Reading Comprehension Skills</b>	<b>Communication Skills</b>				
<ul style="list-style-type: none"> <li>Long i and u vowel team syllable patterns (F.1.3, F.1.4)</li> </ul>	<ul style="list-style-type: none"> <li>Identify the Central Idea of an informational text and Explain How Relevant Details Support It (R.2.2)</li> </ul>	<ul style="list-style-type: none"> <li>Write Expository Essays (C.1.1, C.1.4, C.1.5, C.2.1, C.3.1, C.4.1)</li> </ul>				

<ul style="list-style-type: none"> <li>R-controlled syllable patterns: /ar/ /ur/ (F.1.3, F.1.4)</li> </ul>	<ul style="list-style-type: none"> <li>Retell information text using central idea and relevant details. (R.3.2)</li> <li>Describe main story elements (character, plot, setting) (R.1.1)</li> <li>Identify different characters' perspectives in a story (R.1.3)</li> <li>Compare and contract important details in two text on the same topic (R.3.3)</li> <li>Identify rhyme schemes in poems (R.1.4)</li> </ul>					
<i>Benchmark Advance Curriculum: <a href="#">Unit 3 Home-School Connections</a></i> <i>For more on the standards visit: <a href="#">CPALMS</a></i>			Q1	Q2	Q3	Q4
<b>Unit 4: Perspectives in Literature: Many Characters, many Points of View</b> <i>How can a story change depending on who tells it?</i>				X		
<b>Foundational Skills</b>	<b>Reading Comprehension Skills</b>	<b>Communication Skills</b>				
<ul style="list-style-type: none"> <li>R-controlled syllable patterns: /ur/ and /or/ (or, oar, ore) (F.1.3, F.1.4)</li> <li>R-controlled syllable patterns: ear, eer, ere (F.1.3, F.1.4)</li> <li>R-controlled syllable patterns: air, are, ear, ere (F.1.3, F.1.4)</li> </ul>	<ul style="list-style-type: none"> <li>Identify Plot Structure and Describe Main Story Elements (R.1.1)</li> <li>Retell story using main story elements (R.3.2a)</li> <li>Identify Different Characters' Perspectives (R.1.3)</li> <li>Identify and Explain a story's Theme (R.1.2)</li> <li>Compare and Contrast Important Details in Two Texts on the Same Theme (R.3.3)</li> <li>Identify and Explain Similes, Idioms, and Alliteration (R.3.1)</li> <li>Identify Rhyme Schemes in Poems (R.1.4)</li> </ul>	<ul style="list-style-type: none"> <li>Write Narratives (C.1.1, C.1.2, C.1.5, C.2.1, C.3.1)</li> </ul>				
<i>Benchmark Advance Curriculum: <a href="#">Unit 4 Home-School Connections</a></i> <i>For more on the standards visit: <a href="#">CPALMS</a></i>			Q1	Q2	Q3	Q4
<b>Unit 5: Technology and Society: Solving Problems Through Technology</b> <i>Where do ideas for inventions come from?</i>				X	X	
<b>Foundational Skills</b>	<b>Reading Comprehension Skills</b>	<b>Communication Skills</b>				
<ul style="list-style-type: none"> <li>VCe Syllable Patterns and consonant -le syllable patterns (F.1.3, F.1.4)</li> <li>Vowel team /oi/ syllable patterns: oi, oy (F.1.3, F.1.4)</li> <li>Vowel teams /ou/ syllable patterns (F.1.3, F.1.4)</li> </ul>	<ul style="list-style-type: none"> <li>Identify the Central Idea and Relevant Details in an informational text (R.2.2)</li> <li>Identify and explain an Author's Purpose in a Text (R.2.3)</li> <li>Explain How Text Features Contribute to Meaning of an informational text (R.2.1)</li> <li>Retell an informational text using the central Idea and Relevant Details (R.3.2)</li> <li>Compare and Contrast Important Details in Two Texts on the Same Topic (R.3.3)</li> <li>Identify Rhyme Schemes in Poems (R.1.4)</li> </ul>	<ul style="list-style-type: none"> <li>Write Opinion Essays (C.1.1, C.1.3, C.1.5, C.2.1, C.3.1)</li> </ul>				
<i>Benchmark Advance Curriculum: <a href="#">Unit 5 Home-School Connections</a></i> <i>For more on the standards visit: <a href="#">CPALMS</a></i>			Q1	Q2	Q3	Q4

Unit 6: Themes Across Cultures: Tales to Live By <i>What can different cultures teach us?</i>					X	
Foundational Skills	Reading Comprehension Skills	Communication Skills				
<ul style="list-style-type: none"> <li>Vowel teams /ou/ syllable patterns (F.1.3, F.1.4)</li> <li>Vowel teams /oo/ syllable patterns (F.1.3, F.1.4)</li> <li>Vowel team syllable patterns al (talk), aw (straw), au (pause) (F.1.3, F.1.4)</li> </ul>	<ul style="list-style-type: none"> <li>Retell story using main story elements (R.3.2)</li> <li>Identify and Explain a story's Theme (R.1.2)</li> <li>Identify Different Characters' Perspectives (R.1.3)</li> <li>Describe Main Story Elements (character, setting, plot events) (R.1.1)</li> <li>Identify and Explain Alliteration (R.3.1)</li> </ul>	<ul style="list-style-type: none"> <li>Write Narratives (C.1.1, C.1.2, C.1.5, C.2.1, C.3.1)</li> </ul>				
Benchmark Advance Curriculum: <a href="#">Unit 6 Home-School Connections</a> For more on the standards visit: <a href="#">CPALMS</a>			Q1	Q2	Q3	Q4
Unit 7: History, Culture, and Geography: Investigating the Past <i>How does understanding the past shape the future?</i>					X	
Foundational Skills	Reading Comprehension Skills	Communication Skills				
<ul style="list-style-type: none"> <li>Vowel team syllable patterns al, aw, au (F.1.3, F.1.4)</li> <li>Compound Words (F.1.3, F.1.4)</li> <li>Inflectional endings with spelling changes (drop final -e, double final consonant) (F.1.3, F.1.4)</li> <li>Related root words (F.1.3, F.1.4)</li> </ul>	<ul style="list-style-type: none"> <li>Identify the Central Idea and Relevant Details in an informational text (R.2.2)</li> <li>Explain How Text Features Contribute to Meaning of an informational text (R.2.1)</li> <li>Retell an informational text using the central Idea and Relevant Details (R.3.2)</li> <li>Identify and Explain Similes (R.3.1)</li> </ul>	<ul style="list-style-type: none"> <li>Process Writing: Narrative Nonfiction Letter (C.1.1, C.1.2, C.1.5, C.2.1, C.3.1, C.5.2)</li> </ul>				
Benchmark Advance Curriculum: <a href="#">Unit 7 Home-School Connections</a> For more on the standards visit: <a href="#">CPALMS</a>			Q1	Q2	Q3	Q4
Unit 8: Earth Science: Wind and Water Change Earth <i>How do we react to changes in nature?</i>						X
Foundational Skills	Reading Comprehension Skills	Communication Skills				
<ul style="list-style-type: none"> <li>Related Root words (F.1.3, F.1.4)</li> <li>Irregular plural nouns (i.e. feet) -er, -or endings (F.1.3, F.1.4)</li> <li>Comparative -er, -est endings (F.1.3, F.1.4)</li> </ul>	<ul style="list-style-type: none"> <li>Explain How Text Features Contribute to Meaning (R.2.1)</li> <li>Retell an informational text using Central Idea and Relevant Details (R.2.2)</li> <li>Explain an Author's Purpose (R.2.3)</li> <li>Explain an Author's Opinion and Supporting Evidence (R.2.4)</li> <li>Compare and Contrast Important Details Presented in Two Texts on the Same Topic or Theme (R.3.3)</li> <li>Identify and Explain Alliteration (R.3.1)</li> </ul>	<ul style="list-style-type: none"> <li>Write Research Projects (C.1.1, C.1.4, C.1.5, C.2.1, C.3.1, C.4.1, C.5.2)</li> </ul>				
Benchmark Advance Curriculum: <a href="#">Unit 8 Home-School Connections</a> For more on the standards visit: <a href="#">CPALMS</a>			Q1	Q2	Q3	Q4

<b>Unit 9: Economics: Buyers and Sellers</b> <i>How do the goods we make, buy, and sell connect us?</i>							X
<b>Foundational Skills</b>	<b>Reading Comprehension Skills</b>	<b>Communication Skills</b>					
<ul style="list-style-type: none"> <li>Endings -y, -ly (suffixes) (F.1.3, F.1.4)</li> <li>Schwa (F.1.3, F.1.4)</li> <li>Silent letters /n/ gn, kn; /r/ wr; /m/ mb (F.1.3, F.1.4)</li> </ul>	<ul style="list-style-type: none"> <li>Retell an informational text using Central Idea and Relevant Details (R.3.2)</li> <li>Explain How Text Features Contribute to Meaning (R.2.1)</li> <li>Identify Different Characters' Perspectives (R.1.3)</li> <li>Identify Plot Structure and Describe Main Story Elements (R.1.1)</li> <li>Compare and Contrast Important Details Presented by Two Texts on the Same Topic (R.3.3)</li> <li>Identify Rhyme Schemes in Poems (R.1.4)</li> </ul>	<ul style="list-style-type: none"> <li>Create a Multimedia Presentation (C.1.1, C.1.2, C.1.5, C.2.1, C.3.1, C.5.1, C.5.2)</li> </ul>					
<i>Benchmark Advance Curriculum: <a href="#">Unit 9 Home-School Connections</a></i> <i>For more on the standards visit: <a href="#">CPALMS</a></i>			Q1	Q2	Q3	Q4	
<b>Unit 10: Physical Science: States of Matter</b> <i>How can matter change?</i>							X
<b>Foundational Skills</b>	<b>Reading Comprehension Skills</b>	<b>Communication Skills</b>					
<ul style="list-style-type: none"> <li>Possessives: Singular and Plural (F.1.3, F.1.4)</li> <li>Prefixes: un-, re-, dis- (F.1.3, F.1.4)</li> <li>Suffixes -ful, -less (F.1.3, F.1.4)</li> </ul>	<ul style="list-style-type: none"> <li>Explain How Text Features Contribute to Meaning (R.2.1)</li> <li>Retell an informational text using Central Idea and Relevant Details (R.3.2)</li> <li>Identify and Explain Alliteration (R.3.1)</li> </ul>	<ul style="list-style-type: none"> <li>Write Poetry (C.1.1, C.1.5, C.2.1, C.3.1, C.5.1, C.5.2)</li> <li>Reflect on Writing (C.1.1, C.1.2, C.1.3, C.1.4, C.2.1, C.3.1)</li> </ul>					
<i>Benchmark Advance Curriculum: <a href="#">Unit 10 Home-School Connections</a></i> <i>For more on the standards visit: <a href="#">CPALMS</a></i>							