			I		
Name: Reinhold, Riches, Cotellesse,			Grading Quarter: 2	Week Beginning: October 14	
Polkabla				October 1	4
School Year: 24/25			Subject: ELA		
	Notes:	Objective:			Academic Standards:
Monday	No School	Lesson Overview:			
	Notes:	Objective: "/ō/ spelled o, o_e	e /ū/ spelled u, u_e"		Academic Standards:
Tuesday	ELA Unit 2 Lesson 2 Pages: T80- T141	Lesson Overview:  Essential Question  Genre: Poetry Ess the wind to for  Decodable Story: Tocabulary: crevasse, glacier, or  Spelling: menu, nose, most total, hugest, supp  Grammar: Review Plural Nouns, & Ty  Write informative,	land? Dunes dential Question How much sential Question How much sorm sand dunes? Science The Mole Zone & Hope's dever, rub, time, fjords, had a cube, joke, unit, vote, further sose to Sentences of Sentences develop points, and	Idea and Details aft: Text Features guage Use"  e t LEXILE® 530L water change the shape of the sch time do you think it takes for Connection: Water and Ice"  Cute Music Box opens, press, scratch, valley se, over, mule, stone, bugle, s, Adverbs, Pronouns, Regular ch they introduce a topic, use	RF.2.3.a, RF.2.3.c, RF.2.3d, RF.2.3f, RF.2.4a, RF.2.4b, RF.2.4c, L.2.2d, L.2.4a, L.2.5, L.2.5a, L.2.6, L.2.1.f, RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.6, RI.2.5, RI.2.7, RI.2.10, RL.2.4, RL.2.4, RL.2.5, RL.2.6 RL.2.10, SL.2.1a, SL.2.1b, SL.2.1c, SL.2.6

	Notes:	Objective:	Academic
		"/ō/ spelled o, o_e /ū/ spelled u, u_e"	Standards:
	ELA	A "Comprehension Strategies: Clarifying	
	Unit 2	Summarizing	RF.2.3d, RF.2.3f,
	Lesson 2	Access Complex Text: Main Idea and Details	RF.2.4a, RF.2.4b,
	Pages: T80-	ages: T80- Cause and Effect Writer's Craft: Text Features	
	T141	Author's Purpose Language Use"	L.2.4a, L.2.5,
			L.2.5a, L.2.6,
		Lesson Overview:	L.2.1.f, RI.2.1,
		"A River of Ice	RI.2.2, RI.2.3,
		Genre: Informational Text LEXILE® 530L	RI.2.4, RI.2.6,
		Essential Question In what ways can frozen water change the shape of the	RI.2.5, RI.2.7,
_		land? Dunes	RI.2.10, RL.2.4,
Ne		Genre: Poetry Essential Question How much time do you think it takes for	RL.2.4, RL.2.5,
d <sub>r</sub>		the wind to form sand dunes? Science Connection: Water and Ice"	RL.2.6 RL.2.10,
les			SL.2.1a, SL.2.1b,
Wednesday		Decodable Story: The Mole Zone & Hope's Cute Music Box	SL.2.1c, SL.2.6
		Vocabulary:	
		crevasse, glacier, over, rub, time, fjords, happens, press, scratch, valley	
		Spelling:	
		menu, nose, most, cube, joke, unit, vote, fuse, over, mule, stone, bugle,	
		total, hugest, suppose	
		Grammar: Review: Nouns, Verbs, Adjectives, Adverbs, Pronouns, Regular	
		Plural Nouns, & Types of Sentences	
		· ,,	
		Write informative/explanatory texts in which they introduce a topic, use	
		facts and definitions to develop points, and provide a concluding	
		statement or section.	

		Notes:	Objective:	Academic
			"/ō/ spelled o, o_e /ū/ spelled u, u_e"	Standards:
		ELA	"Comprehension Strategies: Clarifying	RF.2.3.a, RF.2.3.c,
		Unit 2	Summarizing	RF.2.3d, RF.2.3f,
		Lesson 2	Access Complex Text: Main Idea and Details	RF.2.4a, RF.2.4b,
		Pages: T80-	Cause and Effect Writer's Craft: Text Features	RF.2.4c, L.2.2d,
		T141 Author's Purpose Language Use"		L.2.4a, L.2.5,
				L.2.5a, L.2.6,
			Lesson Overview:	L.2.1.f, RI.2.1,
			"A River of Ice	RI.2.2, RI.2.3,
			Genre: Informational Text LEXILE® 530L	RI.2.4, RI.2.6,
			Essential Question In what ways can frozen water change the shape of the	RI.2.5, RI.2.7,
			land? Dunes	RI.2.10, RL.2.4,
	Τh		Genre: Poetry Essential Question How much time do you think it takes for	RL.2.4, RL.2.5,
	U.		the wind to form sand dunes? Science Connection: Water and Ice"	RL.2.6 RL.2.10,
Thursday	sda			SL.2.1a, SL.2.1b,
,	٧E		Decodable Story: The Mole Zone & Hope's Cute Music Box	SL.2.1c, SL.2.6
			Vocabulary:	
			crevasse, glacier, over, rub, time, fjords, happens, press, scratch, valley	
			Spelling:	
			menu, nose, most, cube, joke, unit, vote, fuse, over, mule, stone, bugle,	
			total, hugest, suppose	
			Grammar: Review: Nouns, Verbs, Adjectives, Adverbs, Pronouns, Regular	
			Plural Nouns, & Types of Sentences	
			Marker information / and an about the state of the state	
			Write informative/explanatory texts in which they introduce a topic, use	
			facts and definitions to develop points, and provide a concluding	
			statement or section.	
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	Notes:	Objective:	Academic
		"/ō/ spelled o, o_e /ū/ spelled u, u_e"	Standards:
		"Comprehension Strategies: Clarifying	RF.2.3.a, RF.2.3.c,
		Summarizing	RF.2.3d, RF.2.3f,
	ELA	Access Complex Text: Main Idea and Details	RF.2.4a, RF.2.4b,
	Unit 2	Cause and Effect Writer's Craft: Text Features	RF.2.4c, L.2.2d,
	Lesson 2 Author's Purpose Language Use"		L.2.4a, L.2.5,
	Pages: T80-		L.2.5a, L.2.6,
	T141	Lesson Overview:	L.2.1.f, RI.2.1,
		"A River of Ice	RI.2.2, RI.2.3,
		Genre: Informational Text LEXILE® 530L	RI.2.4, RI.2.6,
		Essential Question In what ways can frozen water change the shape of the	RI.2.5, RI.2.7,
		land? Dunes	RI.2.10, RL.2.4,
-		Genre: Poetry Essential Question How much time do you think it takes for	RL.2.4, RL.2.5,
Friday		the wind to form sand dunes? Science Connection: Water and Ice"	RL.2.6 RL.2.10,
da/			SL.2.1a, SL.2.1b,
~		Decodable Story: The Mole Zone & Hope's Cute Music Box	SL.2.1c, SL.2.6
		Vocabulary:	
		crevasse, glacier, over, rub, time, fjords, happens, press, scratch, valley	
		Spelling:	
		menu, nose, most, cube, joke, unit, vote, fuse, over, mule, stone, bugle,	
		total, hugest, suppose	
		Grammar: Review: Nouns, Verbs, Adjectives, Adverbs, Pronouns, Regular	
		Plural Nouns, & Types of Sentences	
		Write informative /evaluation toyte in which they introduce a texis use	
		Write informative/explanatory texts in which they introduce a topic, use	
		facts and definitions to develop points, and provide a concluding statement or section.	
		Statement of Section.	
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