Name: Reinhold, Riches, Cotellesse, Polkabla		Grading Quarter: 4	Week Beginning: April 14	
School Year: 24/25		Subject: ELA		
Notes: ELA Unit 6 Lesson 1 Pages: T10-T75	Objective: The ough Spelling multiple-meaning Summ Mal Lesson Overview: When Essential Questing and One Ni Essential Questing Social Decodable: Little I Vocabulary: meanwhile, spark, acquainted, extractions Spelling: cough, dough, pa	Pattern, antonyms, synor words, & homophones Comprehension Strategicarizing Access Complex Toking Inferences Writer's Construction Story Elements: Society Elements: Society Elements: Society Elements: Society Elements: Aladdin Anderful Lamp, Part One on Why do you think this ghts"? Aladdin and the Word Genre: Folkta LEXILE® 7001 on What are some qualitical Studies Connection: Culture Havana in Miami Havana in Miami Abazaar, polished, fortune ordinary, spectacular, lordinary, spectacular, lordinary, thought, thorough, throughout, thorough, throughout,	es Predicting ext Cause and Effect raft Point of View etting Plot and the Genre: Folktale story is called "One Thousand onderful Lamp, Part Two le es that make a story exciting? are and Government e, sultan, procession, word,	Academic Standards: RF.2.3.e, RF.2.4a, RF.2.4b, RF.2.4c, L.2.1d, L.2.1e, L.2.2d, L.2.4a, L.2.2d, L.2.5a, L.2.5b, RL.2.1, RL.2.2, RL.2.3, RL.2.10, RL.2.2, RL.2.5, RL.2.6, RL.2.7, RI.2.5, SL.2.1a, SL.2.1b, SL.2.1c, SL.2.2, SL.2.5, SL.2.6
	development and	organization are appropri	oduce writing in which the atte to task and purpose. es are defined in standards 1–3	

	Notes:	Objective:	Academic
		The ough Spelling Pattern, antonyms, synonyms, compound words,	Standards:
		multiple-meaning words, & homophones	
			RF.2.3.e, RF.2.4a,
	ELA	Comprehension Strategies Predicting	RF.2.4b, RF.2.4c,
	Unit 6	Summarizing Access Complex Text Cause and Effect	L.2.1d, L.2.1e,
	Lesson 1	Making Inferences Writer's Craft Point of View	L.2.1f, L.2.2a,
	Pages:	Story Elements: Setting	L.2.2d, L.2.4a,
	T10-T75	Story Elements: Plot	L.2.4d, L.2.5a,
			L.2.5b, RL.2.1,
		Lesson Overview:	RL.2.2, RL.2.3,
		Read Aloud: Aladdin and the	RL.2.10, RL.2.2,
		Wonderful Lamp, Part One Genre: Folktale	RL.2.5, RL.2.6,
		Essential Question Why do you think this story is called "One Thousand	RL.2.7, RI.2.5,
		and One Nights"? Aladdin and the Wonderful Lamp, Part Two	SL.2.1a, SL.2.1b,
		Genre: Folktale LEXILE® 700L	SL.2.1c, SL.2.2,
		Essential Question What are some qualities that make a story exciting?	SL.2.5, SL.2.6
Ju.		Social Studies Connection: Culture and Government	
)SE		Social Studies Connection. Culture and Government	
Tuesday		Decodable: Little Havana in Miami	
		Vocabulary:	
	meanwhile, spark, bazaar, polished, fortune, sultan, processi		
		acquainted, extraordinary, spectacular, lord	
		Spelling:	
		cough, dough, pancake, through, thought, rough, allowed, aloud,	
		moonlight, enough, thorough, throughout, thoughtful, foreword, forward	
		Grammar: Dictionary Skills	
		Writing:	
		With guidance and support from adults, produce writing in which the	
		development and organization are appropriate to task and purpose.	
		(Grade-specific expectations for writing types are defined in standards 1–3	
		above).	

	Notes:	Objective:	Academic
		The ough Spelling Pattern, antonyms, synonyms, compound words,	Standards:
		multiple-meaning words, & homophones	
			RF.2.3.e, RF.2.4a,
		Comprehension Strategies Predicting	RF.2.4b, RF.2.4c,
		Summarizing Access Complex Text Cause and Effect	L.2.1d, L.2.1e,
	ELA	Making Inferences Writer's Craft Point of View	L.2.1f, L.2.2a,
	Unit 6	Story Elements: Setting	L.2.2d, L.2.4a,
	Lesson 1	Story Elements: Plot	L.2.4d, L.2.5a,
	Pages:		L.2.5b, RL.2.1,
	T10-T75	Lesson Overview:	RL.2.2, RL.2.3,
		Read Aloud: Aladdin and the	RL.2.10, RL.2.2,
		Wonderful Lamp, Part One Genre: Folktale	RL.2.5, RL.2.6,
		Essential Question Why do you think this story is called "One Thousand	RL.2.7, RI.2.5,
		and One Nights"? Aladdin and the Wonderful Lamp, Part Two	SL.2.1a, SL.2.1b,
		Genre: Folktale	SL.2.1c, SL.2.2,
\$		LEXILE® 700L	SL.2.5, SL.2.6
/e		Essential Question What are some qualities that make a story exciting?	
dn		Social Studies Connection: Culture and Government	
es			
Wednesday		Decodable: Little Havana in Miami	
`		Week Land	
		Vocabulary:	
	meanwhile, spark, bazaar, polished, fortune, sultan, procession, word,		
		acquainted, extraordinary, spectacular, lord	
		Spelling:	
		cough, dough, pancake, through, thought, rough, allowed, aloud,	
		moonlight, enough, thorough, throughout, thoughtful, foreword, forward	
		Grammar: Dictionary Skills	
		Writing:	
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		above).	

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		The ough Spelling Pattern, antonyms, synonyms, compound words,	Standards:
		multiple-meaning words, & homophones	
			RF.2.3.e, RF.2.4a,
	ELA	Comprehension Strategies Predicting	RF.2.4b, RF.2.4c,
	Unit 6	Summarizing Access Complex Text Cause and Effect	L.2.1d, L.2.1e,
	Lesson 1	Making Inferences Writer's Craft Point of View	L.2.1f, L.2.2a,
	Pages:	Story Elements: Setting	L.2.2d, L.2.4a,
	T10-T75	Story Elements: Plot	L.2.4d, L.2.5a,
			L.2.5b, RL.2.1,
		Lesson Overview:	RL.2.2, RL.2.3,
		Read Aloud: Aladdin and the	RL.2.10, RL.2.2,
		Wonderful Lamp, Part One Genre: Folktale	RL.2.5, RL.2.6,
		Essential Question Why do you think this story is called "One Thousand	RL.2.7, RI.2.5,
		and One Nights"? Aladdin and the Wonderful Lamp, Part Two	SL.2.1a, SL.2.1b,
		Genre: Folktale	SL.2.1c, SL.2.2,
		LEXILE® 700L	SL.2.5, SL.2.6
Thursday		Essential Question What are some qualities that make a story exciting? Social Studies Connection: Culture and Government	
ırs		Social Studies Connection: Culture and Government	
da		Docadable: Little Hayana in Miami	
_	Decodable: Little Havana in Miami		
	Vocabulary: meanwhile, spark, bazaar, polished, fortune, sultan, procession, word, acquainted, extraordinary, spectacular, lord		
		Spelling:	
	cough, dough, pancake, through, thought, rough, allowed, aloud,		
		moonlight, enough, thorough, throughout, thoughtful, foreword, forward	
		Grammar: Dictionary Skills	
		NAInikin an	
	Writing:		
		With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	
		(Grade-specific expectations for writing types are defined in standards 1–3	
		above).	
	Notes:	Objective:	Academic
			Standards:
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Fr.		Lesson Overview:	
Friday	No School		
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