

# Unit 4 English Language Arts Grade 2

Content Area: **Language Arts**  
Course(s): **Generic Course**  
Time Period: **Marking Period 3**  
Length: **February March**  
Status: **Published**

## Established Goals/Standards

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Please choose the appropriate Goals/Standards from the Standards tab above.

LA.2.CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.2.CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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LA.2.CCSS.ELA-Literacy.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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LA.2.CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.2.CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.2.CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.L.2.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
CCSS.ELA-Literacy.L.2.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.2.2.a	Capitalize holidays, product names, and geographic names.
CCSS.ELA-Literacy.L.2.2.b	Use commas in greetings and closings of letters.
CCSS.ELA-Literacy.L.2.2.c	Use an apostrophe to form contractions and frequently occurring possessives.
CCSS.ELA-Literacy.L.2.2.d	Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).
CCSS.ELA-Literacy.L.2.2.e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
CCSS.ELA-Literacy.L.2.3.a	Compare formal and informal uses of English.
CCSS.ELA-Literacy.L.2.4.d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CCSS.ELA-Literacy.L.2.5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CCSS.ELA-Literacy.RF.2.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.

CCSS.ELA-Literacy.RF.2.3.b	Know spelling-sound correspondences for additional common vowel teams.
CCSS.ELA-Literacy.RF.2.3.c	Decode regularly spelled two-syllable words with long vowels.
CCSS.ELA-Literacy.RF.2.3.e	Identify words with inconsistent but common spelling-sound correspondences.
CCSS.ELA-Literacy.RF.2.3.f	Recognize and read grade-appropriate irregularly spelled words.
CCSS.ELA-Literacy.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CCSS.ELA-Literacy.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CCSS.ELA-Literacy.RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
CCSS.ELA-Literacy.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

## Essential Questions

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Please add your Essential Questions by clicking on the Lists tab above.

- How does a book report show understanding of a book read?
- How does comparing and contrasting help help understand the selection?
- How will adjusting your reading rate help you read and understand the selection?
- How will generating questions help you read and understand the selection?
- How will rereading help you read and understand the selection?
- What is the purpose of a summary?
- What is the purpose of writing a compare/contrast paragraph?

## Enduring Understanding

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Please add your Enduring Understandings by clicking on the Lists tab above.

- A book report names the book's title and author. It tells what the book is about and gives some details about literary elements, such as plot and characters. It also tells how the writer feels about the book and who else might want to read it. The purpose of a book report is to inform.
- A summary tells the important parts about what you have read. A summary has a main idea and several important details. The purpose of writing a summary is to inform.
- Students need to monitor comprehension. They should periodically stop to think about whether they understand what they are reading. If part of the selection is confusing, students should adjust their reading rate. They can slow down to make sure they understand everything they are reading.
- Students need to stop and check to monitor comprehension. They should stop and see if they understand what they are reading. This is called self-monitoring. If something read does not make sense, they may have missed an important detail. They should go back and reread the passage to self-correct their understanding. Rereading part of a story when it does not make sense will help children better understand it.
- The purpose of writing a compare/contrast paragraph is to inform. A compare/contrast paragraph

tells how two things are alike and different. It includes signal words, such as both, alike, but, and different to help make comparisons and contrasts clear.

- When students generate questions, they ask themselves questions about the text as they read it. Generating questions helps clarify meaning, identify important events, or locate specific information in a text.
- When you compare, you tell how things are alike. When you contrast, you tell how things are different.

## Content

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Students will be able to

- form past and present tense of *be*
- use capital letters to begin proper nouns
- use helping verbs correctly
- use quotation marks to show the exact words that a person says
- identify irregular present tense and past-tense verbs
- identify and form contractions
- compare and contrast
- generate questions
- use graphic organizers
- identify causes and effects
- identify sequence of events
- express personal responses to a nonfiction text
- discuss genre characteristics
- ask questions while reading
- identify descriptive details
- use context clues to determine meaning of comparatives and superlatives
- understand new vocabulary
- make and confirm predictions
- monitor comprehension: *reread*
- use word parts to determine meanings of compound words
- understand words in context
- make inferences
- monitor comprehension: *adjust reading rate*
- answer comprehension questions
- practice fluency through choral reading
- retell a story to show understanding
- monitor comprehension in a fable
- write a book report
- write a summary
- write a news story
- write a nonfiction article
- write a compare/contrast paragraph

## **Assessment**

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Fountas and Pennell: Benchmarking Fall, Winter, Spring

AimsWeb: Benchmarking Fall, Winter, Spring

## **Resources**

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Treasures Student book

Student On-level practice book

Student Beyond-level practice book

Student Grammar workbooks

Student Spelling workbooks

Workstation Flipcharts

Retelling Cards

Journals

ActivBoard Flipcharts

Teaching Chart

Leveled Library

High Frequency Word Cards

Guided Reading Leveled Books