

# Unit 5 English Language Arts

Content Area: **Language Arts**  
Course(s): **Generic Course**  
Time Period: **Marking Period 4**  
Length: **April May**  
Status: **Published**

## Established Goals/Standards

---

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.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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.
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.
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.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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.e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
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.e	Identify words with inconsistent but common spelling-sound correspondences.
CCSS.ELA-Literacy.RF.2.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCSS.ELA-Literacy.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
CCSS.ELA-Literacy.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

## Essential Questions

---

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

- How do pronouns replace nouns in sentences?
- How does the reading strategy visualize and the skill problem and solution help you?
- How will summarizing help you read and understand the selection?
- How will understanding the author's purpose help you read and understand the selection?
- What do realistic stories include?
- Why is dialogue used in writing?

## Enduring Understanding

---

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

- A pronoun takes the place of a noun or nouns. It must agree with the noun it replaces.
- A realistic story is a made-up story that could happen in real life. It has characters, a setting, and a plot with a beginning, middle, and end. It may include dialogue with quotation marks to show what each character says. The purpose of writing a realistic narrative story is to entertain.
- Good writers use dialogue to show the actual words that characters say in a conversation. Dialogue shows what the characters are like. Writers also use dialogue to show the reader what is happening in a story rather than just telling the reader what is happening. Quotation marks are used at the beginning and end of what a character says.
- Many stories have one or more characters who have a problem they need to solve. The problem is something they want to change, fix, or figure out. Characters work to find a solution, or a way to solve the problem.
- One way to summarize a selection is to think about author's purpose. Understanding the author's reason for writing helps you evaluate and make judgments about what you read. An author may write to teach you something, to tell a story, or to try to get you to think in a certain way.
- When you summarize a selection, you take the most important ideas and restate them in your own words. Good readers summarize what they read to help them identify a selection's main idea and important details.
- When you visualize, you try to picture in your mind what you have read. As you read, stop and describe the pictures in your mind. If you can visualize what you have read, you will understand the story better.

## Content

---

Students will be able to:

- spell words with dipthong /ou/ ow, ou and oi, oy
- identify spelling patterns
- spell words with schwa
- spell words with silent letters gn, wr, mb
- spell words with hard and soft consonants c, g
- use pronouns we, us, I and me in sentences
- capitalize the pronoun I and use it in a sentence
- identify possessive pronouns (plural and singular)
- make present tense verbs agree with he, she, and it in the subjects of sentences
- combine words to make contractions
- proofread for pronoun-verb agreement and correct use of apostrophes

- read to summarize
- read to evaluate author's purpose
- understand new vocabulary
- apply knowledge of word meanings and context clues
- use a graphic organizer
- answer comprehension questions
- practice fluency through echo-reading
- retell a selection to show understanding
- build fluency: word automaticity
- discuss genre characteristics
- make comparisons across texts
- identify problem and solution
- identify sequence of events
- classify and categorize
- write a fictional dialogue
- understand the features of a play
- write a play
- write an expository research report
- write a realistic story
- write a description of an imaginary place

## **Assessment**

---

Fountas and Pennell: Benchmarking Fall, Winter, Spring

AimsWeb: Benchmarking Fall, Winter, Spring

## **Resources**

---

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