

Unit 6 English Language Arts

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

Established Goals/Standards

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

LA.2.CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.2.CCSS.ELA-Literacy.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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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.
LA.2.CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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CCSS.ELA-Literacy.L.2.1.a	Use collective nouns (e.g., group).
CCSS.ELA-Literacy.L.2.1.b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
CCSS.ELA-Literacy.L.2.1.c	Use reflexive pronouns (e.g., myself, ourselves).
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.2.3.a	Compare formal and informal uses of English.
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.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
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.2.9	Compare and contrast the most important points presented by two texts on the same topic.
CCSS.ELA-Literacy.RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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.RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Essential Questions

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

- How do writers create a poem?
- How will rereading help you understand the selection?
- How will understanding story structure help you when you read?
- How will understanding text structure help you when you read?

Enduring Understanding

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

- A poem is a special form of writing that helps the reader visualize an idea or subject. A descriptive poem includes lively words that paint a picture in the reader's mind. It may also include words that rhyme and have rhythm when read aloud.
- Analyzing story structure means looking at the different parts of a story and how the parts are put together. When children analyze story structure, they decide what the story is about, who is in the story, and where and when the story happens. Knowing the parts of the story will help them understand it better.
- Analyzing text structure means looking at how the different parts of the selection are organized. Thinking about how the different parts fit together will help you better understand it.
- Good readers monitor comprehension. They stop to check and make sure they understand what they are reading. Good readers will reread a selection to help them better understand it.
- Making judgments about what you read means deciding how you think or feel about something. To make judgments, you can use what you read in an article and what you know from real life to form your own opinion.
- The purpose of writing a descriptive poem is to entertain.
- When you draw conclusions you make decisions about the story based on the text and picture clues and on what you already know.

Content

Students will be able to:

- analyze story structure
- analyze text structure
- monitor comprehension: reread
- use graphic organizers
- understand new vocabulary
- distinguish between reality and fantasy
- draw conclusions
- make judgments
- compare and contrast
- analyze character and setting
- understand word parts
- use context clues
- spell words with -dge, -ge, -lge, -nge, -rge
- spell words r-controlled vowels /ar/ ar, /ar/ are, air
- spell words with r-controlled vowels /ur/ er, /ir/ eer, ere, ear
- spell words with r-controlled vowels /or/ or, ore, oar
- spell words with r-controlled vowels /ir/ ire, ier, /ur/ ure
- identify text features: written directions, choose appropriate resource materials, time line, map
- identify adverbs and adjectives
- identify and use articles **a** and **an** correctly
- find synonyms and antonyms using a thesaurus
- use commas appropriately
- identify and capitalize proper nouns
- use apostrophes correctly
- capitalize and punctuate sentences correctly
- express personal responses to literature
- discuss genre characteristics
- write a compare/contrast article
- write a journal entry
- respond to a prompt in writing

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