

Unit 3 English Language Arts Grade 2

Content Area: **Language Arts**
Course(s): **Generic Course**
Time Period: **Marking Period 2**
Length: **December January**
Status: **Published**

Established Goals/Standards

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

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.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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LA.2.CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.2.CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.2.CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
LA.2.CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
LA.2.CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.2.CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.2.CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.2.1.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.2.1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
CCSS.ELA-Literacy.L.2.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.2.4.b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
CCSS.ELA-Literacy.L.2.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root

(e.g., addition, additional).

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.2.4.e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
CCSS.ELA-Literacy.L.2.5.a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
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.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CCSS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
CCSS.ELA-Literacy.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CCSS.ELA-Literacy.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
CCSS.ELA-Literacy.RF.2.3.d	Decode words with common prefixes and suffixes.
CCSS.ELA-Literacy.RF.2.3.e	Identify words with inconsistent but common spelling-sound correspondences.
CCSS.ELA-Literacy.RF.2.4.a	Read grade-level text with purpose and understanding.
CCSS.ELA-Literacy.RF.2.4.b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
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.2.1	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.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
CCSS.ELA-Literacy.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
CCSS.ELA-Literacy.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
CCSS.ELA-Literacy.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
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.2.1	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.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.
CCSS.ELA-Literacy.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CCSS.ELA-Literacy.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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.SL.2.1.a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
CCSS.ELA-Literacy.SL.2.1.b	Build on others' talk in conversations by linking their comments to the remarks of others.
CCSS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Essential Questions

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

- How are verbs used in sentences?
- How can combining sentences with "and" improve the sentence?
- How will adjusting your reading rate help you read and understand a selection?
- How will reading ahead help you read and understand another selection?
- How will rereading help you read and understand the story better and understand another selection?
- How will summarizing help you better understand a selection?
- What is cause and effect in a story?
- What is the purpose for writing a persuasive letter or creating a persuasive poster?

Enduring Understanding

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

- A persuasive letter or poster gives the writer's opinion and uses reasons that try to convince the reader to do or feel something.
- Action verbs tell what someone or something is doing. Some action verbs are hard to "see." Verbs have tenses and can be past tense, present tense, or future tense. Some verbs use helpers such as have and has.
- An effect is what happens in a story. A cause is why something happens. As you read, ask yourself What happened? Why did it happen?
- Good readers often form pictures in their minds as they read. As you read, picture or visualize what is happening. Use details about important people and places in the text to visualize what you are reading. Visualizing can help you remember the important parts of an article and help you understand an article's topic.
- If two sentences have words that are the same, you can combine the sentences. You can combine sentences by joining words with "and."
- When reading expository text, students should stop occasionally to check understanding. If children do not understand something, students should go back and reread the passage more slowly. Reading more slowly can help them understand the selection.
- You can monitor comprehension by stopping and checking to see if you understand what you are reading. If something you are reading does not make sense, you may have missed an important detail. Then you can go back and reread the passage again to better understand it.

- You monitor comprehension when you stop and check to see if you understand what you are reading. Reading ahead in a story can include looking at the illustrations. Looking at illustrations later in a story can help you understand the text.

Content

Students will be able to

- identify action verbs
- use action verbs correctly
- use present tense verbs to tell about current actions
- form past tense verbs
- use helping verb have in the present tense
- use the past tense of the verb have
- combine sentences using "and"
- draft a persuasive poster
- draft a persuasive letter
- draft a persuasive speech
- write an advertisement
- understand a folktale is usually a made up story that takes place long ago
- use a graphic organizer
- monitor comprehension by rereading
- identify cause and effect
- practice repeated oral reading to build fluency
- read informational text
- use text features
- use illustrations
- monitor comprehension by reading ahead
- identify author's purpose
- express personal responses to literature
- monitor comprehension by adjusting reading rate
- summarize a nonfiction article
- use a thesaurus to determine meanings of antonyms and synonyms
- understand new vocabulary words
- retell a nonfiction narrative to show understanding
- echo-read to improve fluency
- answer comprehension questions
- discuss genre characteristics
- spell words with e, ee, ea, y
- identify and spell words with long /u/
- spell words with consonant digraphs: ch, sh, th, wh
- spell words with consonant digraphs: th, sh, ch, tch
- spell words with scr, str, spr

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