Language Arts Unit- Grade 2

Content Area: **English Language Arts**
Course(s): **Generic Course, General Development 2**
Time Period: **1 marking period**
Length: **Length of unit**
Status: **Published**

Unit Overview

This unit has students read articles from the *Storyworks magazines,* which combines exciting, complex texts with rigorous support materials to build skills in every strand of the standards. The wide range of genres includes informational and narrative nonfiction, short fiction, poetry, debates, and read-aloud plays based on myths, classic literature, and history. Students will also work on writing skills through responding to text and the creation of unique writing pieces.

Transfer

Students will be able to independently use their learning to...

-What kinds of long term, independent accomplilshments are desired?

-Read a variety of challenging texts carefully.

-Provide logical responses to texts.

-Enjoy reading a variety of genres.

-Enjoy writing for varied purposes.

Meaning

Understandings

Students will understand that...

-What specifically do you want students to understand?

-What inferences should they make/grasp/realize?

 -synthesize, analyze, and make meaningful cross-genre connections.

- explore one topic or theme through two or more genres using paired texts

-they can write for different audiences and different purposes.

-Build argument writing skills with debates.

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Essential Questions

Students will keep considering...

-What thought provoking questions will foster inquiry, meaning making and transfer?

-Why do you read and write?

-What kind of text do you like to read?

-How can you improve your writing?

Application of Knowledge and Skill

Students will know...

Students will know...

What facts and basic concepts should students know and be able to recall?

-different types of genres

-what figurative language is

-how to argue a topic with vaild points

-parts of nonfiction writing

-parts of a written response

-steps of the writing process

Students will be skilled at...

What discrete skills and processes should students be able to use?

-identifying main idea and detail

-finding cause and effect

-comparing and contrasting

-sequencing events

-making inferences

-describing theme

-recognizing story elements

-writing for different purposes

Academic Vocabulary

Ask / answer

Compare / Contrast

Determine central idea

Determine key details

Infer / Imply

Refer to text - support

Sequence

Visualize

Right There

Think and Search

Author and Me

On My Own

Actions

Author's craft

Chapter

Character feelings

Character traits

Drama

Fables

Folktales

Illustrations

Lesson

Literal

Message

Mood

Moral

Motivation

Myths

Narrator

Non-literal

Paragraph

Plot

Poems

Point of view

Scene

Setting

Stanza

Structure of text

Theme

Compare / Contrast

Cause / Effect

Determine Importance

Infer / Imply

Sequence

Skim / Scan

Support

Visualize

Right There

Think and Search

Author and Me

On My Own

Features of text:

- Sidebar
- Hyperlink
- Highlights
- Headings
- Maps
- Photographs
- Captions
- Etc.

Main idea

Point of view

Sentence

Paragraph

Read with Prosody:

- Fluency
- Accuracy
- Purpose
- Expression

Visualize

Self-correct

Learning Goal

Cite textual evidence to support analysis and comprehension of literary and nonfiction text.

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
LA.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
LA.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.
LA.RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
LA.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.
LA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LA.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.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or

	describe.
LA.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
LA.RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Target 1

Compare/Contrast story elements, theme, and/or points of view.

Target 2

Describe the relationship between scientific ideas/concepts, or steps in procedures.

Target 3

Read closely to determine what the text says.

Target 4

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Learning Goal 2

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

LA.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
LA.RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
LA.RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are

	appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.K-12.NJSLSA.W10	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.
LA.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
LA.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.

Target 1

Identify structural elements of poetry.

Target 2

Create poems, including clerihew poems.

Target 3

Follow the writing process when creating compositions.

Summative Assessment

Student classwork

21st Century Life and Careers

Select all applicable standards from the applicable standards

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.

CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Formative Assessment and Performance Opportunities

Think-Pair-Share

3-2-1 Reflection

Exit Ticket

Teacher Observation

STEM notebook

Quick-writes

graphic organizer

oral presentation

class participation

Differentiation/Enrichment

As this is a TAG class, rigor is already increased. Students have the opportunity to particpate in:

self-directed research

poetry, art, and writing compeition

Unit Resources