Unit 1- The Classroom Community

Content Area: **Language Arts**
Course(s): **E/LA 2**
Time Period: **Marking Period 1**
Length: **4 weeks**
Status: **Published**

Essential Questions

What can we learn from professional authors?

How can I recognize qualities of good writing in mentor texts and models?

How can I grow as a writer by using scaffolds and creative writing experiences?

How can I participate in the writing community by working cooperatively with my peers?

Big Ideas

- Writers reflect on their own lives to inspire writing ideas and craft stories through oral storytelling, pictures, and words, as part of a writing community.

Enduring Understandings

L.RF.2.4.A. Read grade-level text with purpose and understanding.
L.RF.2.4.B.Read grade-level text orally with accuracy, appropriate rate, and expression.
L.RF.2.4.C.Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.WF.2.2.ARegular, single-syllable words that include: i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).; ii. Complex consonant blends (scr, str, squ).; iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).; iv. Vowel-r combinations (turn, star, third, four/for).; v. Contractions (weâ□□ll; Iâ□□m; theyâ□□ve; donâ□□t).; vi. Homophones (bear, bare; past, passed).; vii. Plurals and possessives (its, itâ□□s).
L.WF.2.2.B.Regular two- and three-syllable words that: i. Combine closed, open, vowel team, vowel â□□r and CVe syllables (compete; robot; violet; understand).; ii. Are compounds comprising familiar parts (houseboat; yellowtail).; iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
L.WF.2.2.C.Words with suffixes that require: i. consonant doubling (penning, slimmed).; ii. dropping silent-e (smiled, paving).
L.WF.2.2.D.Most often used words in English: i. Irregular words (against, many, enough, does).; ii. Pattern-based words (which, kind, have).
L.WF.2.3.A.With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
L.WF.2.3D.Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
L.KL.2.1.A.Use words and phrases acquired through conversations, reading and being read to, and responding

to texts.
L.VL.2.2.A.Use sentence-level context as a clue to the meaning of a word or phrase.
L.VL.2.2.E.Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
L.VI.2.3.B.Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).ad grade-level text with purpose and understanding.

RI.CR.2.1.Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
RI.CI.2.2.Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
RI.TS.2.4.Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
RI.PP.2.5.Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
RI.MF.2.6.Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.AA.2.7.Describe and identify the logical connections of how reasons support specific points the author makes in a text.
W.NW.2.3.B.Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
W.NW.2.3.DUse concrete words and phrases and sensory details to convey experience and events.
W.WP.2.4.C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
W.RW.2.7 .Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
SL.PE.2.1.A Follow agreed-upon norms 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).
SL.PE.2.1.BBuild on others' talk in conversations by linking their explicit comments to the remarks of others.
SL.PI.2.4.Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Spelling

Double Final Consonant, Short Vowel Pattern

Handwriting Goals

- Using the Handwriting Without Tears Program, teachers will provide formal and structured instruction for students to learn cursive writing. Students will learn a new physical approach to writing and motor control developed for learning cursive.

- Teachers will provide 3 stages of instruction:

    - Stage 1 Direct Instruction- Watch someone form a letter first, and then write it.
    - Stage 2 Guided Practice-Look at a letter and then write it
    - Stage 3 Independent Practice - Write without watching someone or seeing the letter
- Begin Unit 1 lower case Magic C letters : c, a, d ,g

Assessment

Beginning of the year writing sample

- Student responses on conference notes record sheets

Resources

- Bigmama's
- "About Donald Crews"
- Shortcut
- Evelyn Del Rey Is Moving Away