# Unit 4- Fiction

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

## Essential Questions

How do I create a story where interesting things happen to the characters to drive the plot?

How can I use dialogue and descriptive language to tell more in my stories?

How do I develop my story by taking it through the stages of the writing process, including proofreading, using a word bank, and publishing.

## Big Ideas

- Writers create made-up stories that can be purely imaginary or can happen in real life.

## Spelling and Handwriting

**Spelling:**

Vowel Combo VVC, Compound Words, Contractions, HFW

**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
- Continue Print Handwriting

## 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.A Regular, 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.2.3.D Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

L.WF.2.3.F. Use an apostrophe to form contractions and frequently occurring possessives.

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.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

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).

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).

RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within

a text.

RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

RL.TS.2.4 .Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

W.AW.2.1.A. Introduce an opinion.

W.NW.2.3.A Orient the reader by establishing a situation and introducing characters; organize an event sequence.

W.NW.2.3.B Provide dialogue and description of experiences and events and/or show the responses of characters to situations.

W.NW.2.3C. Use transitional words to manage the sequence of events.

W.WP.2.4B. Participate in self-evaluation of written work.

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.

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SL.PE.2.1. BBuild on others' talk in conversations by linking their explicit comments to the remarks of others.

SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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.

## Resources

- Little Doctor and the Fearless Beast
- Run, Little Chaski! An Inka Trail Adventure
- The Night Library
- Ducky

## Assessments

- Fiction Individual Writing Assessment
- Fiction Individual Writing Assessment - Class Record
- Writing Piece Rubric
  https://docs.google.com/document/d/1ynUf5_0DNEHIw6RG4lGiaFZXsx4voxx_KFqeyPNdyqk/edit?usp=sharing