Unit 5- Nonfiction

Content Area: **Language Arts**
Course(s): **E/LA 2**
Time Period: **MP2-3**
Length: **5 weeks**
Status: **Published**

Assessments

- Nonfiction Individual Writing Assessment
- Nonfiction Individual Writing Assessment - Class Record
- Writing Piece Rubrichttps://docs.google.com/document/d/1bVP_Ij5Bv2iaCd-LtMrJipmr46OD7dogIRDoOhpQYCg/edit?usp=sharing

Essential Questions

How can I ask and answer questions about subjects that interest me?

How can I use questioning and facts to write functional and expository nonfiction?

How can I use conversation and feedback from peers to grow my thinking?

Big Ideas

Writers collect information through questioning and observation to craft nonfiction pieces.

Enduring Understandings

L.RF.2.4.A. Read grade-level text with purpose and understanding.

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.B. Capitalize holidays, product names and geographic names.

L.WF.2.3.C. Supply adjectives in noun phrases to make them more precise or engaging.

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.WF.2.3.G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.KL.2.1.A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

L.KL.2.1.B. Compare formal and informal uses of English.

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).

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

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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.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.

RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

W.AW.2.1.A Introduce an opinion.

W.AW.2.1.B Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

W.IW.2.2.A. Introduce a topic clearly.

W.IW.2.2.B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.

W.IW.2.2.C. Provide a conclusion.

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.C Use transitional words to manage the sequence of events.

W.NW.2.3.D Use concrete words and phrases and sensory details to convey experience and events.

W.WP.2.4. Identify audience and purpose before writing.

W.WP.2.4.B 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.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

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

SL.PE.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion.

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.