04_Word Collectors

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **6 weeks**
Status: **Published**

UNIT ORIENTATION

The unit description is outlined within each Unit of Study and/or Curricular Calendar.

Unit 4: Word Collectors

OVERVIEW OF BENDS

The unit bends are outlined within each Unit of Study and/or Curricular Calendar.

Bend 1: Fostering Word Consciousness

The first bend focuses on fostering word consciousness, and it relies on the work of many vocabulary experts on how to best create an environment in which students become aware of and intrigued by words and their meanings.

Bend 2: Growing Our Word Collections with Compound Words

In Bend 2, the focus shifts to studying compound words, with the aim of learning that word parts not only help a reader to break a word apart, but also help them determine the meaning of a word.

Bend 3: Growing Our Word Collections with Affixes

Bend 3 shifts students' focus to a more complicated means of word morphemic relationships-that of affixes and their effect on base words. In particular, students explore two kinds of affixes: prefixes and suffixes.

Grade 2, Unit 4: *Word Collectors*	
S.8 Extension 3 *Learning Three New Words*	**sometimes, everybody, understand**
S.11 *Common Compound Words*	**somewhere, anyone, everything, nobody, outside**
S.18 Extension 2 *Tackling Infamous Troublemaker Words*	**beautiful, cousin**
Total High Frequency Words: 10 words	

CONTENT AREA STANDARDS

LA.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
LA.L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
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.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
LA.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LA.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.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

SEL.PK-12.1	Self-Awareness
SEL.PK-12.3	Social Awareness
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.5	Presenting Arguments and Explanations
TECH.9.4.2.CI	Creativity and Innovation
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Alternate Assessments

- Portfolios

- Verbal Assessment (instead of written)

- Multiple choice

- Modified Rubrics

- Performance Based Assessments

Summative Assessments

Summative assessments can be found in the If/Then curriculum resource.

Formative Assessments

Formative assessments include but are not limited to running records, flash drafts, conferring notes, etc.

Benchmark Assessments

- iXL
- Dibels

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core: Resources utilized but not limited to include the Units of Study (spirals) and the Curricular Calendars. Workshop related resources are embedded in the Units of Study.

Supplemental: iXL, Heggerty

INTERDISCIPLINARY CONNECTIONS

- Career Readiness: Utilize critical thinking to make sense of problems and persevere in solving them.
- Technology/Multimedia: Educational Tech Applications
- Narrative Writing
- Information Writing

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

- modify activity

- simplify/re-state directions

- check-ins/monitoring

- visuals/personal and whole class anchor charts

- partners/rug clubs

- wait time

- additional time for tasks

- verbal responses

- sorting cards, whiteboards, magnetic letters (hands on)