

02_Big Words Take Big Resolve

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **8 weeks**
Status: **Published**

UNIT ORIENTATION

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

Unit 2: Big Words Take Big Resolve

OVERVIEW OF BENDS

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

Bend 1: Moving Methodically across Multisyllabic Words from Tip to Tail

In this bend students use tips to navigate long, challenging words.

Bend 2: Camouflaged Consonants across Words

The second bend sheds light on the complex consonant combinations that readers find across words, from tip to tail. Silent consonants and hard and soft consonants will be studied.

Bend 3: Tails: Spelling Words with Endings

In Bend 3, students will turn their attention to the endings of words. Students will be taught that they can drop the silent E before adding -ed or -ing, double consonants in short-vowel + consonant words before adding -ed or -ing, add -es to words that end in CH, SH, S, X or Z, and change the Y to I before adding -es or -ed.

Grade 2, Unit 2: *Big Words Take Big Resolve*

S.4 Extension 2 <i>Learning New Words</i>	better, follow, happen, different
S.5 Extension 2 <i>Learning New Words</i>	people, trouble, terrible
S.7 Extension 1 <i>Learning a New Word</i>	answer
S.8 Extension 1 <i>Learning a New Word</i>	special
S.11 <i>The Master of Disguise: The</i>	enough, through

<i>Sounds and Silence of gh</i>	
S.15 Extension 1 <i>Learning New Words</i>	goes, does
S.17 Share <i>Learning More -tion Words</i>	question
S.17 Extension 1 <i>Another New Tail: -ly</i>	slowly, suddenly, probably
Total High Frequency Words: 17 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.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.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
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.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
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.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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).

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)