

Second Trimester

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 2**
Length: **12 weeks**
Status: **Published**

Unit Overview

Essential Questions

Literature Study

- What is plot?
- What are the main events of a plot?
- How do we identify the main conflict of the plot?
- How do we identify climax?
- What is resolution?
- What is the difference between cause and effect?
- What is moral?
- How can retelling a story help us to understand it better?

Guided Reading

- What makes a good reader?
- What skills are important to have while reading?
- Why is independent reading so important?
- Why is book choice so important to support good readers?
- Why use non fiction book for guided reading?
- What strategies can I use when I do not understand a part of the text?

Writing

- What is a persuasive essay/letter?
- What kind of words should be used when writing a persuasive essay?
- What are the steps in the writing process?
- Why is planning an important part of the writing process?
- Why is it important to complete a rewriting?
- Why is it important to do a rough draft?
- What makes a good opening for a persuasive essay and why it is

Content

Literature Study

- Holt Elements of Literature: Collection 1
- Just Once by Thomas Dygard
- The Stone by Lloyd Alexander
- Conflict
- Events leading to the climax
- Resolution
- Analyze moral lessons
- Characteristics of fairy tales

Writing

- Persuasion Powerpoint
- Students narrow topics of interest
- Use of Smile Face Tricks including (Just day more dots, no garbage can words, and magic three)

Shared Reading

- Identify purpose of text
- Recognize features of Narrative Text/Literary Elements
- Infer specific word meanings in the context of reading passages
- Identify and analyze features of themes conveyed through characters, actions and images

Personal Choice Reading

- Respond critically to an author's purpose, ideas, views, and beliefs

Word Work/Spelling

- Suffixes/Prefixes
- Homonyms and Homophones
- Contractions

Skills

Literature Study

- Preview, predict, and set purpose for reading
- Read/listen to novel, and discuss
- Recognize character traits
- use graphic organizers
- identify figurative language

- recognize and understand points of view

Word Works/Spelling

- Improve visual skills for word recognition
- Build proofreading skills
- Identify suffixes and prefixes
- Distinguish between homonyms and homophones
- Use spelling patterns
- apply Capitalization
- Identify Contractions

Writing

- determine parts of a persuasive article
- determine points of view
- determine supporting reasons, facts and examples
- dissecting of persuasive writing samples
- generate, plan and organize pre-writing
- review the content and structure fo a persuasive writing essay
- revision and editing skills

Assessments

Literature

- comprehension questions
- group discussions
- journal entries
- teacher made quizzes and tests
- assess using reader's response to various genres
- assess through writing assignments that allow students to share through cultural points of view based on multi-cultural reading
- book projects

Word Works/Spelling

- dictated sentences
- random paper check
- final essay edits
- successful completion of work sheet activities
- use of high frequency words

- sentence dictation
- pretests
- word test
- skills test
- challenge activities
- proofreading tests

Writing

- presentation of response to persuasive article
- small group participation
- conferencing
- work habits
- completion of graphic organizer
- completion of rough draft
- editing skills
- final draft based on holistic scoring
- rubric used on NJASK
- oral sharing of essay

Lessons/Learning Scenarios

Literature Study

short stories

Introduce Novel

Introduce and discuss vocabulary

Expectation for journal responses, and practice writing entries

Personal Choice

- demonstration of understanding of an author's point of view through multimedia projects and activities
- writing assignments that allow students to share their points of view
- individual discussions
- project-based learning based in connections to theme
- student generated graphic organizers and semantic maps that highlight connections
- Independent reading by students and subsequent demonstration of each student's understanding of author's point of view, historical references and cultural biases
- Integration of the study of an author's point of view with a focus on the historical perspective during the time in which the piece was written

Independent reading and full discussion of genre through:

- conferencing with individual students
- project-based learning based in genre
- library visits and classroom assignments with attention to genre and author studies
- student-generated graphic organizers and semantic maps that highlight genre-specific elements and vocabulary

Word Work/Spelling

begin word wall

construction of personal word walls in file folders

introduction of words from list (5-6 words per week)

Discussion of weekly words:

- meaning
- pattern
- spelling
- usage

Use of wall by playing:

- word-o
- mind reader
- guess the word
- chanting
- making words

Suffix-prefix practice activities

Stretch It-Revision

Find It (patterns)

Fix It (editing)

Writing:

Explanatory-Verbal

Show powerpoint and assign students to bring in an example of persuasion

Follow-UP to Above

Reading and responding to persuasive article select one of four projects

Dissecting of persuasive samples and putting their components into the graphic organizer

Review Writing process

review pre-writing strategies and use of graphic organizer

Model use of graphic organizer

Model and allow time to work on opening: Stating opinion and stating 3 reasons

Model writing of body paragraphs

Discuss and practice use of "Better than Garbage Can " Words

Model and emphasize the importance of using elaboration and supporting facts and details

Discuss revising techniques including "Just Say More" dots and elaboration

Focus on sentence fluency and variation in writing

work on use of correct punctuation, capitalization and agreement

Review holistic scoring

Review the content and structure of writing a persuasive essay/letter

Standards

Resources
