**Teacher Name: Litostansky Subject: English/Language Arts Proposed Dates: Grade Level: Second grade**

 **Building: West Hazleton Elementary/Middle School**

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| **Unit Plan** |
| **Unit Title: Theme 2 - Growth & Change****Enduring Understanding**Students in second grade are transitioning from supported learners to becoming more independent learners. Their goal is to grow as a learner as they prepare for the transition into third grade. They will make this transition by starting the year with guided and facilitated learning activities, which will help them to excel as independent learners as they progress through second grade. **Essential Questions:**  What is an independent learner? What is a goal? Why is it important to grow as a learner? What does an independent learner look like? Why is it important to grow and change?**Standards: PA Core Standards, PA Academic Standards/Anchors (based on subject)** L.2.1;L.2.1.a;L.2.1.b;L.2.1.c;L.2.1.f;L.2.2;L.2.2.c;L.2.2.d;L.2.4;L.2.4.b;L.2.4.c;L.2.4.d;L.2.5;L.2.5.a;RF.2.3;RF.2.3.a;RF.2.3.b;RF.2.3.c;RF.2.3.d;RF.2.3.e;RF.2.3.f;RF.2.4.a;RF.2.4.b;RI.2.1;RI.2.2;RI.2.4;RI.2.6;RI.2.8;RL.2.1;RL.2.2;RL.2.3;RL.2.4;RL.2.5;RL.2.7;SL.2.1;SL.2.1A;SL.2.2;SL.2.3;SL.2.5;W.2.1;W.2.2;W.2.3;W.2.5;W.2.6;W.2.7;W.2.8 **Summative Unit Assessment:** Students will create a poster, narrative, or comic strip showing how they have grown physically and intellectually, referring to at least three works studied in the unit.

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| **Summative Assessment Objective** | **Assessment Method (check one)** |
| Students Will-* 1. Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

1.2 Students read, understand, and respond to informational text—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.1.3 Students read and respond to works of literature—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.1.4 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. 1.5 Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussion.  | \_X\_ Rubric  \_X\_ Checklist  \_X\_ Unit Test \_X\_ Group\_X\_ Student Self-Assessment  |

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| **DAILY PLAN** |
| **Day** | **Objective (s)** | **DOK LEVEL** | **Activities / Teaching Strategies**  | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
|  | Students will-**RL.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**SL.2.1.a** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).**L.2.5.a** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).**SL.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.**RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words.**RF.2.3.a** Distinguish long and short vowels when reading regularly spelled one-syllable words.**RF.2.3.f** Recognize and read grade-appropriate irregularly spelled words.**RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**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.**RF.2.4.a** Read on-level text with purpose and understanding.**RF.2.4.b** Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.**SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**R.CCR.3** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**RL.2.3** Describe how characters in a story respond to major events and challenges.**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.**L.2.4.b** Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).**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).**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.**W.2.8** Recall information from experiences or gather information from provided sources to answer a question.**W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.**W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.**RL.2.9** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.**RF.2.3.d** Decode words with common prefixes and suffixes.**L.2.4.c** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).**L.2.2.d** Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).**L.2.4.d** Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).**RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.**RI.2.2** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.**RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.**W.2.8** Recall information from experiences or gather information from provided sources to answer a question.**W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**L.2.1.a** Use collective nouns (e.g., group).**L.2.1.b** Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).**L.2.2.c** Use an apostrophe to form contractions and frequently occurring possessives.**L.2.5** Demonstrate understanding of word relationships and nuances in word meanings **SL.2.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.**RF.2.3.b** Know spelling-sound correspondences for additional common vowel teams.**RF.2.3.e** Identify words with inconsistent but common spelling-sound correspondences.**RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.**L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**RF.2.3.c** Decode regularly spelled two-syllable words with long vowels.**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.**W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**W.2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.**L.2.1.f** Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy) |  1 2 3 4 | Introduce the conceptBuild backgroundTalk about itOral languageOral vocabulary wordsInteractive read aloudPhonemic awarenessPhonicsSpellingHigh Frequency wordsWords in contextShared readConnect to conceptUse vocabulary words in contextClose readingWriting traitsDiscuss the student modelWriting entryGrammarMechanicsListening ComprehensionStructural analysisComprehension StrategyVisualizeKey detailsGuided practiceReviewFluencyExpressionReinforce vocabularyGenre: fantasyVocabulary strategyInflectional endingsDevelop comprehensionRespond to readingExtent the conceptRead literature anthologyIntegrate ideasResearch and inquiryText connectionsWrite about readingShare and reflectDifferentiated instructionGuided comprehensionLevel up | WSI | McGraw- Hill Reading SeriesReading/Writing Workshop TextbookAnthology textbookPractice workbookDifferentiated practice booksAssessment manualsWorksheetsTeacher made materialsLearning Centers/workshopsManipulatives | Formative-ObservationPartner discussionsPartner presentationThink Pair ShareJournalsCollaborative activitiesProjectsPresentationsPortfoliosSummative- Four square writingSecond grade ELA ChecklistGraphic organizersRubricsUnit AssessmentWriting AssessmentFluency AssessmentGrammar AssessmentDIBELSStudent Self - Assessment-Collaborative discussionMH Assessment PiecesHASD Cumulative Assessment Writing RubricSpeaking RubricListening and Conversation Rubric Presentation Rubric |
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