

ENGLISH LANGUAGE ARTS - GRADE 2

Curricular Document

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ELA Priority Standards Map

K	1	2	3-5	6-8	9-12
READING FOUNDATIONAL SKILLS					
RF1 Print Concepts					
RF2 Phonological Awareness					
RF3 Phonics and Word Recognition					
RF4 Fluency					
READING					
R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.					
			R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
			R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.		
		R9 Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.			
WRITING					
W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.					
		W5 Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.			
SPEAKING AND LISTENING					
SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.					
		SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			
ELA PRIORITY STANDARDS MAP					

K	1	2	3-5	6-8	9-12
LANGUAGE					
L4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.					
			L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.		
L6 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.					

Course Information - K-12 ELA

2nd Grade ELA

CURRICULUM/CONTENT AREA	COURSE LENGTH
English Language Arts	1 year
GRADE LEVEL	DATE LAST REVIEWED
2nd	2023
PREREQUISITE(s) <i>if applicable</i>	BOARD APPROVAL DATE
NA	4/11/2023
PRIMARY RESOURCE <i>if applicable</i>	
Savvas myView Literacy	

Desired Results

COURSE DESCRIPTION AND PURPOSE	
<p>In this course, teachers will provide research-based instruction in reading, writing, foundational skills, language, and speaking and listening using whole-group and small-group instruction. The reading block follows a gradual release model that enables teachers to differentiate for all abilities while the writing block provides a structure in which student authors participate in daily mini lessons where they are immersed in genres through mentor texts to develop their own writer's craft. In the reading and writing bridge, students practice skills that are complementary to both reading and writing, such as analyzing the author's craft, word study, spelling, and language and conventions. The reading and writing bridge makes the connection between reading and writing explicit. Students have the opportunity to read as writers and write for readers daily.</p>	
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>LITERATE INDIVIDUALS...</p> <p>READING: Study and explore a range of values, beliefs, and assumptions to answer questions and inform understandings; literate</p>	<p>How do different places affect us?</p> <p>What patterns do we see in nature?</p>

individuals respond to varying expectations of audience, task, purpose, and discipline.

WRITING: Make strategic choices routinely for a range of authentic tasks, purposes, and audiences over extended and shorter time frames.

SPEAKING: Adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals.

LISTENING: Seek to understand a speaker and/or writer’s intended message and how their background, situation, or context influences what they say.

LANGUAGE: Demonstrate an understanding of how language functions in different contexts, and apply this knowledge to meet communicative goals (*when composing, creating, and speaking*), and to comprehend more fully (*when reading and listening*).

CLAIMS AND EVIDENCE: Make claims about subjects, and rely on evidence to support reasoning that justifies the claim, often acknowledging or responding to others’ (*possibly opposing*) arguments.

What makes a tradition?

Why is it important to connect with other people?

How does Earth change?

ELA Priority Standards by Unit

Grade Level Priority Standards	WI Essential Elements for ELA - Second Grade <i>These are alternate standards aligned with college, career, and community ready expectations and include rigorous content and application for students with the most significant cognitive disabilities.</i>	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF2):	NA					
a. Add, delete, and substitute individual sounds (phonemes) in simple one-syllable words to make new words, including initial, final, medial, consonant blends, short vowel sounds, and long vowel sounds.	NA	x	x			
Know and apply grade-level phonics and word analysis skills in decoding words. (RF3)	ELA.EE.RF.2.3 Demonstrate emerging use of letter-sound knowledge to					

	read words.					
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	a. Identify the lower case letters of the alphabet.	x		x		
b. Know spelling-sound correspondences for additional common vowel teams.)	b. Identify letter sound correspondence for single consonants.	x	x	x		
c. Decode and encode regularly spelled one, two, and some three syllable CVC pattern words (e.g., 1 syllable: mat, 2 syllable: picnic, 3 syllable: fantastic, etc.).	NA	x	x	x	x	
d. Decode words with common prefixes and suffixes.	NA				x	x
e. Decode regularly spelled two-syllable words with long vowels. Encode some of these words. <ul style="list-style-type: none"> Know when to drop the final e when adding an -ing, -ed endings. (Silent-e vowel pattern base word). Know when to double the final consonant when adding a suffix. -ing, -ed. 	NA	x	x	x	x	x
f. Recognize and read grade-appropriate irregularly spelled words.	f. Recognize 10 or more written words.		x	x	x	
Read with sufficient accuracy and fluency to support comprehension. (RF4)	ELA.EE.RF.2.4 Attend to words in print.					
a. Read grade-level text with purpose and understanding	a. Read familiar text comprised of known words.	x	x	x	x	x
b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	NA	x	x	x	x	x
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	NA	x	x	x	x	x
	ELA.EE.RI.2.1 Answer who and what questions to demonstrate understanding of details in a familiar text.	x	x	x	x	x
Compare and contrast key points or perspectives presented in two texts; recognize that texts reflect one's own and others' culture. (RI98RL9)	ELA.EE.RI.2.9 Identify a common element between two texts on the same topic.			x	x	
Write text in a variety of modes: (W2)						

a. Opinion pieces in which they introduce the topic or text they are writing about, state an opinion, supply reasons that support the opinion, using words for emphasis, addition, contrast, or order to connect opinion and reasons, and provide a concluding statement or section.	ELA.EE.W.2.1 Select a book and write, draw, or dictate to state an opinion about it.	x		x		x
b. Informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	ELA.EE.W.2.2 Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.		x		x	
c. Convey events, real or imagined, through 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.	ELA.EE.W.2.3 Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.			x	x	x
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W5)	ELA.EE.W.2.5 With guidance and support from adults and peers, add more information to own drawing, dictation, or writing to strengthen the message	x	x	x	x	x
Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. (SL1)	ELA.EE.SL.2.1 Participate in conversations with adults and peers.					
a. Follow agreed-upon norms for discussions and participate by actively listening, taking turns, gaining the floor in respectful ways and staying on topic.	a. Engage in multiple-turn exchanges with peers with support from an adult.	x	x	x	x	x
b. Build on others' talk in conversations by linking their comments to the remarks of others.	b. Build on others' talk in conversations by linking their comments to the remarks of others.	x	x	x	x	x
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	x	x	x	x	x
d. Consider individual differences when communicating with others.	NA	x	x	x	x	x
Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use adjectives and adverbs to describe (e.g., when other kids are happy, that makes me happy.). (L4)	ELA.EE.L.2.4 Demonstrate knowledge of word meanings. a. Demonstrate knowledge of new vocabulary drawn from reading and content areas. d. Identify the words comprising	x	x	x	x	x

	compound words.					
Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: Related to Reading Foundational standards (RF.2.3). (L6)	NA					
a. Capitalization of holidays, products, geographic places.	NA		x	x	x	
b. Commas in greetings and closings.	NA			x	x	x
. c. Apostrophes in contractions and frequently occurring possessives.	NA		x			x
d. Use common spelling patterns, phonemic awareness, and basic reference materials to solve words	NA	x	x	x	x	x

ELA Unit 1: You Are Here

DESIRED RESULTS

Essential Questions

Students will keep considering...

How do different places affect us?

Unit Priority Standards and Learning Targets

Students will know and be able to...

Reading Foundational Skills

PRIORITY Standards

RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Add, delete, and substitute individual sounds (phonemes) in simple one-syllable words to make new words, including initial, final, medial, consonant blends, short vowel sounds, and long vowel sounds.

RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

b. Know spelling-sound correspondences for additional common vowel teams.)

c. Decode and encode regularly spelled one, two, and some three syllable CVC pattern words (e.g., 1 syllable: mat, 2 syllable: picnic, 3 syllable: fantastic, etc.).

e. Decode regularly spelled two-syllable words with long vowels. Encode some of these words.

o Know when to drop the final e when adding an -ing, -ed endings. (Silent-e vowel pattern base word).

o Know when to double the final consonant when adding a suffix. -ing, -ed.

RF4: Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Learning Targets:

RF2: (Each of the following targets is an auditory task only:)

- I can remove a sound (*initial, final, medial, consonant blend, short vowel, long vowel*) from a word to create a new word (1 syllable)
- I can add a sound (*initial, final, medial, consonant blend, short vowel, long vowel*) to a word to create a new word (1 syllable)
- I can change a sound (*initial, final, medial, consonant blend, short vowel, long vowel*) in a word to create a new word (1 syllable)

RF3:

a. I can decode vowel sounds inside a word.

b. I can read and write words with vowel teams.

c. I can decode multisyllabic words with long vowels.)

e. I can read and write words with -ing and -ed endings

RF4:

a. I can understand the books I read.

b. I can read out loud with accuracy.

b. I can read at an appropriate rate.

b. I can read with expression.

<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>c. I can recognize when I have read something incorrectly and can go back and fix it. c. I can recognize when I don't understand something I've read and I know how to fix it.</p> <p>High-Frequency Words: each, which, than, called, long, most, sound, more, things, great, before, means, follow, show, form, also, small, large</p> <p>Spelling List: Words with Short Vowels Long Vowels: CVCe Consonant Blends Consonant Digraphs <i>ch, sh, wh, th, ph</i>, & Trigraph <i>-tch</i> Inflected Endings <i>-s, -es, -ed, -ing</i></p> <p>High-Frequency Word Spelling List: which, than, called, long, sound, things, great, before, follow, show, also, large</p>
<p>READING PRIORITY Standards R1:Develop and answer questions to demonstrate an understanding of key ideas and details in a text (RI & RL)</p> <p>SUPPORTING Standards R2: Summarize portions of a text in order to identify a main topic or central idea and key details in a text. (RI)</p> <p>R3: Describe how characters respond to major events and challenges. (RL)</p> <p>R4: Explain how specific words and phrases express feelings, appeals to the senses, or determine the meaning of content-specific words within a text. (RI&RL)</p> <p>R8: Explain how specific points the author or illustrator makes in a text are supported by relevant reasons and evidence. (RI)</p>	<p style="text-align: center;">Learning Targets</p> <p>R1:</p> <ul style="list-style-type: none"> ● I can ask questions about the important parts of the text, using words like who, what, where, when, why, and how. ● I can answer questions about the important parts of the text, using words like who, what, where, when, why, and how. <p>Vocabulary: backyard, daylight, searchlights, treehouse, joy, rhythm, scurried, shadows, splattered, community, hospital, librarian, services, supermarkets, lonely, might, scolding, spread, stamp, excited, explore, favorite, guide, tour</p>
<p>WRITING Skills PRIORITY Standards W2: Write text in a variety of modes: a. Opinion pieces in which they introduce the topic or text they are writing about, state an opinion, supply reasons that support the opinion, using words for emphasis, addition, contrast, or order to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p style="text-align: center;">Learning Targets</p> <p>W2: a. I can write an opinion piece (state the opinion, supply reasons that connect to the opinion and provide a conclusion)</p> <p>W5: I can focus on a topic and strengthen my writing by revising and editing with help from a peer or teacher.</p>

<p>SUPPORTING Standards</p> <p>W1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p> <p>W3: Create writing that utilizes:</p> <p>a. Organization: provide a beginning, middle and ending, that works cohesively to promote the central theme of the text.</p> <p>c. Word Choice (including domain specific): uses descriptive words to demonstrate creativity and to provide vivid examples of feelings, events and images.</p> <p>W4: With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lowercase letters), cursive, and/or typing.</p> <p>W8: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>W9: With guidance and support from adults and peers, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.</p>	
<p>SPEAKING & LISTENING Skills</p> <p>PRIORITY Standards</p> <p>SL1: Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon norms for discussions and participate by actively listening, taking turns, gaining the floor in respectful ways and staying on topic.</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>d. Consider individual differences when communicating with others.</p> <p>SUPPORTING Standards</p> <p>SL2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p style="text-align: center;">Learning Targets</p> <p>SL1:</p> <p>a. I can talk with my friends and teachers about different topics.</p> <p>b. I can add onto the comments of others during a conversation.</p> <p>c. I can ask questions when I'm confused or want to know more.</p> <p>d. I can be a respectful participant in group conversations.</p>

SL3: Ask and answer questions about what a speaker says in order to gather additional information, or clarify something that is not understood, or expand on the topic.

SL5: Include digital media and visual displays in presentations to clarify or support ideas, thoughts, and feelings.

LANGUAGE Skills

PRIORITY Standards

L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use adjectives and adverbs to describe (e.g., when other kids are happy, that makes me happy.).

L6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
d. Use common spelling patterns, phonemic awareness, and basic reference materials to solve words. Related to Reading Foundational standards (RF.2.3).

SUPPORTING Standards

L3: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
a. Describe how words and phrases supply rhythm and meaning in a text (e.g., alliteration, rhyme, repeated lines).
b. Identify real-life connections between words and their use (e.g., describe foods that are juicy).
c. Distinguish shades of meaning among similar verbs (e.g., toss, throw) and adjectives (e.g., happy, pleased).

L5: Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
a. Collective nouns, adjectives and adverbs, frequently occurring regular plural nouns, frequently occurring irregular past tense verbs.
b. Production, expansion, and rearrangement of complete simple and compound sentences.

Learning Targets

L4:

- I can talk with others and work independently to learn new words (including cultural, general academic, and discipline-specific).
- I can use new words (vocabulary) that are appropriate to what we are learning about.
- I can use adjectives and adverbs to describe (e.g., when other kids are happy, that makes me happy.).

L6:

d. I use what I've learned about sounds and letters to read words.

Specific Grammar & Usage Content:

- *Simple sentences*
- *Subjects and predicates*
- *Compound sentences*
- *Sentences and end punctuation*
- *Use resources to spell words*

Assessment Evidence

Performance is evaluated in terms of...

Students will show their learning by...

Performance Task Description:

Students will recognize characteristics of a persuasive text and interact with primary sources in order to research, write about and present a persuasive essay.
[Research Project Rubric](#)

Key Feedback & Assessment Strategies:

- *Conferring/Strategy Groups: Using current evidence of standards & skills, feedback is scaffolded based on student strengths, needs & goals*
- *Assessment of Unit Skills - Examples for Targeted Data Collection*
 - ◆ *Assess unit spelling (Word study)*
 - ◆ *Assess unit vocabulary terms*
 - ◆ [Reading Strategy Assessment Checklist](#)
 - ◆ [Writing Strategy Assessment Checklist](#)
 - ◆ *Assess unit grammar and usage content*
- *Fluency assessment results*
- *Extensions may include:*
 - ◆ *Options for advanced learners during small-group time, independent investigative work, and challenging content and activities*
 - ◆ *Being matched with appropriate, beyond grade level texts (potentially with a book club of other readers for extension opportunities)*

ELA Unit 2: Nature's Wonders

DESIRED RESULTS

Essential Questions

Students will keep considering...

What patterns do we see in nature?

Unit Priority Standards and Learning Targets

Students will know and be able to...

Reading Foundational Skills

PRIORITY Standards

RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Add, delete, and substitute individual sounds (phonemes) in simple one-syllable words to make new words, including initial, final, medial, consonant blends, short vowel sounds, and long vowel sounds.

RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

b. Know spelling-sound correspondences for additional common vowel teams.)

c. Decode and encode regularly spelled one, two, and some three syllable CVC pattern words (e.g., 1 syllable: mat, 2 syllable: picnic, 3 syllable: fantastic, etc.).

e. Decode regularly spelled two-syllable words with long vowels. Encode some of these words.

- o Know when to drop the final e when adding an -ing, -ed endings. (Silent-e vowel pattern base word).
- o Know when to double the final consonant when adding a suffix. -ing, -ed.

f. Recognize and read grade-appropriate irregularly spelled words.

RF4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Learning Targets:

RF2: (Each of the following targets is an auditory task only:)

- a. I can remove a sound from a word to create a new word
- a. I can add a sound to a word to create a new word
- a. I can change a sound in a word to create a new word

RF3:

- b. I can read and write words with vowel teams.
- c. I can decode multisyllabic words with long vowels.
- e. I can read and write words with -ing and -ed endings
- f. I can read words with common silent letters (knew, sight, catch).
- f. I can read high frequency words.

RF4:

- a. I can understand the books I read.
- b. I can read out loud with accuracy.
- b. I can read at an appropriate rate.
- b. I can read with expression.
- c. I can recognize when I have read something incorrectly and can go back and fix it.
- c. I can recognize when I don't understand something I've read and I know how to fix it.

	<p>High-Frequency Words: even, different, between, kind, change, air, animal, point, study, letter, answer, page, near, food, try, country, city, school</p> <p>Spelling List: Contractions Vowel Digraphs <i>si, ay, ea</i> Vowel Digraph <i>ie</i> Long e: <i>ee, ea, ey, y</i> Long o: <i>o, oa, ow</i></p> <p>High-Frequency Word Spelling List: different, between, change, air, animal, study, letter, answer, near, food, country, school</p>
<p>READING PRIORITY Standards R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text (RI & RL)</p> <p>SUPPORTING Standards R3: Describe how characters respond to major events and challenges. (RL)</p> <p>R5: Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&RL)</p> <p>R6: Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)</p> <p>R7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)</p> <p>R8: Explain how specific points the author or illustrator makes in a text are supported by relevant reasons and evidence. (RI)</p>	<p>Learning Targets</p> <p>R1: I can ask questions about the important parts of the text, using words like who, what, where, when, why, and how.</p> <p>Vocabulary: arrange, certain, moist, soggy, place, burrows, colonies, grazers, habitat, prairie, carefully, decorates, glow, quietly, rustle, flock, huddled, oval, penguin, waddle, climate, generation, insects, mammals, migration</p>
<p>WRITING Skills PRIORITY Standards W2: Write text in a variety of modes: b. Informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>SUPPORTING Standards W1: Compose reflective, formal, and creative writing, which may happen</p>	<p>Learning Targets</p> <p>W2: b. I can write to provide information about a topic (<i>introduce the topic, use facts and definitions to develop points, and provide a conclusion</i>)</p> <p>W5: I can focus on a topic and strengthen my writing by revising and editing with help from a peer or teacher.</p>

simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

W3: Create writing that utilizes:

- a. Organization: provide a beginning, middle and ending, that works cohesively to promote the central theme of the text.
- c. Word Choice (including domain specific): uses descriptive words to demonstrate creativity and to provide vivid examples of feelings, events and images.

W6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lowercase letters), cursive, and/or typing.

W7: Participate in shared and independent inquiry and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)

W8: Recall information from experiences or gather information from provided sources to answer a question.

W9: With guidance and support from adults and peers, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.

SPEAKING & LISTENING Skills

PRIORITY Standards

SL1: Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon norms for discussions and participate by actively listening, taking turns, gaining the floor in respectful ways and staying on topic.
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- d. Consider individual differences when communicating with others.

SUPPORTING Standards

SL2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL3: Ask and answer questions about what a speaker says in order to gather additional information, or clarify something that is not understood, or expand on the topic.

Learning Targets

SL1:

- a. I can talk with my friends and teachers about different topics.
- b. I can be a respectful participant in group conversations.
- c. I can add onto the comments of others during a conversation.
- d. I can ask questions when I'm confused or want to know more.

<p>SL5: Include digital media and visual displays in presentations to clarify or support ideas, thoughts, and feelings.</p>	
<p>LANGUAGE Skills PRIORITY Standards</p> <p>L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use adjectives and adverbs to describe (e.g., when other kids are happy, that makes me happy.).</p> <p>L6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: a. Capitalization of holidays, products, geographic places. c. Apostrophes in contractions and frequently occurring possessives. d. Use common spelling patterns, phonemic awareness, and basic reference materials to solve words. Related to Reading Foundational standards (RF.2.3).</p> <p>SUPPORTING Standards</p> <p>L2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. c. Use individual words to predict meaning of compound words (e.g., birdhouse). d. Use resources to clarify meanings of words.</p> <p>L5: Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a. Collective nouns, adjectives and adverbs, frequently occurring regular plural nouns, frequently occurring irregular past tense verbs. b. Production, expansion, and rearrangement of complete simple and compound sentences.</p>	<p>Learning Targets</p> <p>L4:</p> <ul style="list-style-type: none"> ● I can talk with others and work independently to learn new words (including cultural, general academic, and discipline-specific). ● I can use new words (vocabulary) that are appropriate to what we are learning about. ● I can use adjectives and adverbs to describe (e.g., when other kids are happy, that makes me happy.) <p>L6:</p> <p>a. I consistently capitalize holidays, products, and geographic places. c. I use apostrophes in contractions and frequently occurring possessives. d. I use what I've learned about sounds and letters to read words.</p> <p>Specific Grammar & Usage Content:</p> <ul style="list-style-type: none"> ● <i>Nouns (singular and plural)</i> ● <i>Irregular Plural Nouns</i> ● <i>Common and Proper Nouns</i> ● <i>Possessive Nouns</i> ● <i>Collective Nouns</i>
<p>Assessment Evidence <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i></p>	
<p>Performance Task Description: <i>Students will identify and gather relevant sources and information to write an informative text to provide readers with facts about a subject and share their information and ideas with an audience.</i></p>	

[Research Project Rubric](#)

Key Feedback & Assessment Strategies:

- *Conferring/Strategy Groups: Using current evidence of standards & skills, feedback is scaffolded based on student strengths, needs & goals*
- *Assessment of Unit Skills - Examples for Targeted Data Collection*
 - ◆ *Assess unit spelling (Word study)*
 - ◆ *Assess unit vocabulary terms*
 - ◆ [Reading Strategy Assessment Checklist](#)
 - ◆ [Writing Strategy Assessment Checklist](#)
 - ◆ *Assess unit grammar and usage content*
- *Fluency assessment results*
- *Extensions may include:*
 - ◆ *Options for advanced learners during small-group time, independent investigative work, and challenging content and activities*
 - ◆ *Being matched with appropriate, beyond grade level texts (potentially with a book club of other readers for extension opportunities)*

ELA Unit 3: Our Traditions

DESIRED RESULTS

Essential Questions

Students will keep considering...

What makes a tradition?

Unit Priority Standards and Learning Targets

Students will know and be able to...

Reading Foundational Skills

PRIORITY Standards

RF 3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode and encode regularly spelled one, two, and some three syllable CVC pattern words (e.g., 1 syllable: mat, 2 syllable: picnic, 3 syllable: fantastic, etc.).
- e. Decode regularly spelled two-syllable words with long vowels. Encode some of these words.
 - o Know when to drop the final e when adding an -ing, -ed endings. (Silent-e vowel pattern base word).
 - o Know when to double the final consonant when adding a suffix. -ing, -ed.
- f. Recognize and read grade-appropriate irregularly spelled words. (RF3)

RF 4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Learning Targets:

RF3:

- a. I can decode vowel sounds inside a word.
- b. I can read and write words with vowel teams.
- c. I can decode multisyllabic words with long vowels.
- e. I can read and write words with -ing and -ed endings
- f. I can read high frequency words.

RF4:

- a. I can understand the books I read.
- b. I can read out loud with accuracy.
- b. I can read at an appropriate rate.
- b. I can read with expression.
- c. I can recognize when I have read something incorrectly and can go back and fix it.
- c. I can recognize when I don't understand something I've read and I know how to fix it.

High-Frequency Words:

Earth, eyes, thought, head, few, along, something, example, paper, often, important, took, hear, idea, enough

	<p>Spelling List: Long i: <i>i, ie, i_e, igh, y</i> Comparative Endings r-Controlled Vowels <i>er, ir, ur</i> Diphthongs <i>ou, ow, oi, oy</i> Vowel Teams <i>oo, ue, ew, ui</i> Complex Consonants <i>c /s/, g /j/, and -dge /j/</i></p> <p>High-Frequency Word Spelling List: Earth, thought, head, along, something, paper, often, took, hear, enough, group, almost</p>
<p>READING PRIORITY Standards R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI1&RL1)</p> <p>R9: Compare and contrast key points or perspectives presented in two texts; recognize that texts reflect one’s own and others’ culture. (RI9&RL9)</p> <p>SUPPORTING Standards R.2: Summarize portions of a text in order to identify a main topic or central idea and key details in a text. (RI&RL)</p> <p>R.3: Describe the connections between ideas, concepts, or a series of events. (RI)</p> <p>R.4: Explain how specific words and phrases express feelings, appeals to the senses, or determine the meaning of content-specific words within a text. (RI&RL)</p> <p>R.5: Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&RL)</p> <p>R.7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)</p>	<p>Learning Targets R1:</p> <ul style="list-style-type: none"> • I can ask questions about the important parts of the text, using words like <i>who, what, where, when, why, and how.</i> • I can answer questions about the important parts of the text, using words like <i>who, what, where, when, why, and how.</i> <p>R9:</p> <ul style="list-style-type: none"> • I can compare/contrast a key point or perspective between two texts. • I can identify similarities and differences between the experiences in a text and my own experiences. <p>Vocabulary: alarmed, contentment, disappointments, hopes, rage, admiration, exhausted, medicines, messenger, moccasins, stranded, mechanic, blossoms, expensive, forgave, traditions, natural, cure, respect, society, sauce, ingredients, plain, products, spicy</p>
<p>WRITING Skills PRIORITY Standards W2: Write text in a variety of modes: a. Opinion pieces in which they introduce the topic or text they are writing about, state an opinion, supply reasons that support the opinion, using words for emphasis, addition, contrast, or order to connect opinion and reasons, and provide a concluding statement or section. c. Convey events, real or imagined, through narratives in which they recount a</p>	<p style="text-align: center;">Learning Targets</p> <p>W2: a. I can write an opinion piece (<i>state the opinion, supply one reason for the opinion and close the writing piece</i>) c. I can write a real or imagined narrative (<i>recount a well-elaborated event or series of events, details to describe actions, thoughts and feelings, temporal words, and closure</i>)</p>

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.

W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

SUPPORTING Standards

W1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

W3: Create writing that utilizes:

- a. Organization: provide a beginning, middle and ending, that works cohesively to promote the central theme of the text.
- b. Transitions: use transitions to link and build connections between ideas, text, and events.
- c. Word Choice (including domain specific): uses descriptive words to demonstrate creativity and to provide vivid examples of feelings, events and images.

W4: With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lowercase letters), cursive, and/or typing.

W7: Participate in shared and independent inquiry and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)

W5: I can focus on a topic and strengthen my writing by revising and editing with help from a peer or teacher.

SPEAKING & LISTENING Skills

PRIORITY Standards

- SL1:** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.
- a. Follow agreed-upon norms for discussions and participate by actively listening, taking turns, gaining the floor in respectful ways and staying on topic.
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
 - d. Consider individual differences when communicating with others.

SUPPORTING Standards

Learning Targets

- SL1:**
- a. I can talk with my friends and teachers about different topics.
 - b. I can add onto the comments of others during a conversation.
 - c. I can ask questions when I'm confused or want to know more.
 - d. I can be a respectful participant in group conversations.

SL2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

LANGUAGE Skills

PRIORITY Standards

L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use adjectives and adverbs to describe (e.g., when other kids are happy, that makes me happy.).

L6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
a. Capitalization of holidays, products, geographic places.
b. Commas in greetings and closings.
d. Use common spelling patterns, phonemic awareness, and basic reference materials to solve words. Related to Reading Foundational standards (RF.2.3).

SUPPORTING Standards

L1: Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
a. Recognize and appreciate linguistic diversity (e.g., at home, in the community and in peer and professional writing and speaking).
b. Recognize formal and informal uses of English.

L3: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
a. Describe how words and phrases supply rhythm and meaning in a text (e.g., alliteration, rhyme, repeated lines).
b. Identify real-life connections between words and their use (e.g., describe foods that are juicy).
c. Distinguish shades of meaning among similar verbs (e.g., toss, throw) and adjectives (e.g., happy, pleased).

L5: Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
a. Collective nouns, adjectives and adverbs, frequently occurring regular plural nouns, frequently occurring irregular past tense verbs.
b. Production, expansion, and rearrangement of complete simple and compound sentences.

Learning Targets

L4:

- I can talk with others and work independently to learn new words (including cultural, general academic, and discipline-specific).
- I can use new words (vocabulary) that are appropriate to what we are learning about.
- I can use adjectives and adverbs to describe (e.g., when other kids are happy, that makes me happy.).

L6:

- a. I consistently capitalize holidays, products, and geographic places.
- b. I use commas when writing greetings and closings.
- d. I use what I've learned about sounds and letters to read words.
- d. I can use ending punctuation.

Specific Grammar & Usage Content:

- *Verbs: Present Tense*
- *Verbs: Past Tense and Future Tense*
- *Irregular Verbs*
- *Subject-Verb Agreement*
- *Adverbs*

Assessment Evidence

Performance is evaluated in terms of...

Students will show their learning by...

Performance Task Description:

Students will research and write a persuasive letter including facts learned through research by writing an opinion letter to their principal about a tradition they believe the school should celebrate or recognize.

[Research Project Rubric](#)

Key Feedback & Assessment Strategies:

- *Conferring/Strategy Groups: Using current evidence of standards & skills, feedback is scaffolded based on student strengths, needs & goals*
- *Assessment of Unit Skills - Examples for Targeted Data Collection*
 - ◆ *Assess unit spelling (Word study)*
 - ◆ *Assess unit vocabulary terms*
 - ◆ [Reading Strategy Assessment Checklist](#)
 - ◆ [Writing Strategy Assessment Checklist](#)
 - ◆ *Assess unit grammar and usage content*
- *Fluency assessment results*
- *Extensions may include:*
 - ◆ *Options for advanced learners during small-group time, independent investigative work, and challenging content and activities*
 - ◆ *Being matched with appropriate, beyond grade level texts (potentially with a book club of other readers for extension opportunities)*

ELA Unit 4: Making a Difference

DESIRED RESULTS

Essential Questions

Students will keep considering...

Why is it important to connect with other people?

Unit Priority Standards and Learning Targets

Students will know and be able to...

Reading Foundational Skills

PRIORITY Standards

RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

c. Decode and encode regularly spelled one, two, and some three syllable CVC pattern words (e.g., 1 syllable: mat, 2 syllable: picnic, 3 syllable: fantastic, etc.).

d. Decode words with common prefixes and suffixes

e. Decode regularly spelled two-syllable words with long vowels. Encode some of these words.

- o Know when to drop the final e when adding an -ing, -ed endings. (Silent-e vowel pattern base word).
- o Know when to double the final consonant when adding a suffix. -ing, -ed.

f. Recognize and read grade-appropriate irregularly spelled words.

RF4: Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Learning Targets:

RF3

c. I can decode multisyllabic words with long vowels.

d. I can use prefixes to decode words.

d. I can use suffixes to decode words.

e. I can read and write words with -ing and -ed endings

e. I can know when to drop the final e when adding endings.

e. I can know when to double the final consonant when adding a suffix.

f. I can read words with common silent letters (knew, sight, catch).

f. I can read high frequency words.

RF4

a. I can understand the books I read.

b. I can read out loud with accuracy.

b. I can read at an appropriate rate.

b. I can read with expression.

c. I can recognize when I have read something incorrectly and can go back and fix it.

c. I can recognize when I don't understand something I've read and I know how to fix it.

High-Frequency Words:

sometimes, mountains, young, talk, song, being, above, family, music, color, questions, area, horse, problem, complete, since, usually, friends

Spelling List:

	<p>Closed Syllables VC/V Open Syllables V/CV Suffixes <i>-ly, -ful, -er, -less, -or</i> Prefixes <i>un-, re-, pre-, dis-</i> Syllable Pattern VCCV Consonant Patterns <i>kn, wr, gn, mb, lf</i></p> <p>High-Frequency Word Spelling List: sometimes, young, talk, being, above, family, color, questions, problem, complete, usually, friends</p>
<p>READING PRIORITY Standards R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI1&RL1)</p> <p>R9: Compare and contrast key points or perspectives presented in two texts; recognize that texts reflect one's own and others' culture. (RI9&RL9)</p> <p>SUPPORTING Standards R.2: Summarize portions of a text in order to identify a main topic or central idea and key details in a text. (RI&RL)</p> <p>R.3: Describe how characters respond to major events and challenges. (RL) Describe the connections between ideas, concepts, or a series of events. (RI)</p> <p>R4: Explain how specific words and phrases express feelings, appeals to the senses, or determine the meaning of content-specific words within a text. (RI&RL)</p> <p>R5: Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&RL)</p> <p>R6: Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)</p> <p>R7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)</p> <p>R8: Explain how specific points the author or illustrator makes in a text are supported by relevant reasons and evidence. (RI)</p>	<p>Learning Targets</p> <p>R1:</p> <ul style="list-style-type: none"> I can develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI1&RL1) I can ask questions about the important parts of the text, using words like who, what, where, when, why, and how. <p>R9:</p> <ul style="list-style-type: none"> I can compare/contrast a key point or perspective between two texts. I can identify similarities and differences between the experiences in a text and my own experiences. <p>Vocabulary: discuss, connection, responsible, equal, improve, allowed, challenge, determined, refused, accept, architect, creations, arches, monuments, observes, drooped, faded, inhaled, mural, plots, crumble, garbage, plastic, scents,, useless, participate, volunteers, shelter, organizing, skill</p>

WRITING Skills**PRIORITY Standards****W2:** Write text in a variety of modes:

- b. Informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- c. Convey events, real or imagined, through 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.

W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**SUPPORTING Standards****W1:** Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.**W3:** Create writing that utilizes: a. Organization: provide a beginning, middle and ending, that works cohesively to promote the central theme of the text. b. transitions: use transitions to link and build connections between ideas, text, and events. c. Word Choice (including domain specific): uses descriptive words to demonstrate creativity and to provide vivid examples of feelings, events and images.**W4:** With guidance and support from adults, produce Writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)**W6:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lowercase letters), cursive, and/or typing.**Learning Targets****W2:**

- b. I can write to provide information about a topic (*name a topic, supply some facts and provide an ending*)
- c. I can write a real or imagined narrative (*recount a well-elaborated event or series of events, details to describe actions, thoughts and feelings, temporal words, and closure*)

W5: I can focus on a topic and strengthen my writing by revising and editing with help from a peer or teacher.**SPEAKING & LISTENING Skills****PRIORITY Standards****SL1:** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon norms for discussions and participate by actively listening, taking turns, gaining the floor in respectful ways and staying on topic.
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- d. Consider individual differences when communicating with others.

Learning Targets**SL1:**

- a. I can talk with my friends and teachers about different topics.
- b. I can add onto the comments of others during a conversation.
- c. I can ask questions when I'm confused or want to know more.
- d. I can be a respectful participant in group conversations.

<p>SUPPORTING Standards</p> <p>SL2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL3: Ask and answer questions about what a speaker says in order to gather additional information, or clarify something that is not understood, or expand on the topic</p>	
<p>LANGUAGE Skills</p> <p>PRIORITY Standards</p> <p>L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use adjectives and adverbs to describe (e.g., when other kids are happy, that makes me happy.).</p> <p>L6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <p>a. Capitalization of holidays, products, geographic places. b. Commas in greetings and closings. d. Use common spelling patterns, phonemic awareness, and basic reference materials to solve words. Related to Reading Foundational standards (RF.2.3).</p> <p>SUPPORTING Standards</p> <p>L2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</p> <p>a. Determine the meaning of a new word when a prefix or suffix is added. b. Use a common root word as a clue to the meaning of an unknown word. c. Use individual words to predict meaning of compound words (e.g., birdhouse). d. Use resources to clarify meanings of words.</p> <p>L3: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Describe how words and phrases supply rhythm and meaning in a text (e.g., alliteration, rhyme, repeated lines). b. Identify real-life connections between words and their use (e.g., describe foods that are juicy). c. Distinguish shades of meaning among similar verbs (e.g., toss, throw) and adjectives (e.g., happy, pleased).</p> <p>L5: Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern</p>	<p>Learning Targets</p> <p>L4:</p> <ul style="list-style-type: none"> ● I can talk with others and work independently to learn new words (including cultural, general academic, and discipline-specific). ● I can use new words (vocabulary) that are appropriate to what we are learning about. ● I can use adjectives and adverbs to describe (e.g., when other kids are happy, that makes me happy.). <p>L6:</p> <p>a. I consistently capitalize holidays, products, and geographic places. b. I use commas when writing greetings and closings. d. I use what I've learned about sounds and letters to read words. d. I can use ending punctuation.</p> <p>Specific Grammar & Usage Content:</p> <ul style="list-style-type: none"> ● <i>Adjectives & Adverbs</i> ● <i>Comparative and superlative adjectives (suffixes: -er, -est)</i> ● <i>Commas in Dates & Letters</i> ● <i>Pronouns (subject and object and possessive)</i> ● <i>Pronouns (reflexive)</i>

when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- a. Collective nouns, adjectives and adverbs, frequently occurring regular plural nouns, frequently occurring irregular past tense verbs.
- b. Production, expansion, and rearrangement of complete simple and compound sentences.

Assessment Evidence

Performance is evaluated in terms of...
Students will show their learning by...

Performance Task Description:

Students will compose informational text based on relevant sources and information to create a letter describing a time capsule to be opened in the future.

[Research Project Rubric](#)

Key Feedback & Assessment Strategies:

- *Conferring/Strategy Groups: Using current evidence of standards & skills, feedback is scaffolded based on student strengths, needs & goals*
- *Assessment of Unit Skills - Examples for Targeted Data Collection*
 - ◆ *Assess unit spelling (Word study)*
 - ◆ *Assess unit vocabulary terms*
 - ◆ [Reading Strategy Assessment Checklist](#)
 - ◆ [Writing Strategy Assessment Checklist](#)
 - ◆ *Assess unit grammar and usage content*
- *Fluency assessment results*
- *Extensions may include:*
 - ◆ *Options for advanced learners during small-group time, independent investigative work, and challenging content and activities*
 - ◆ *Being matched with appropriate, beyond grade level texts (potentially with a book club of other readers for extension opportunities)*

ELA Unit 5: Our Incredible Earth

DESIRED RESULTS

Essential Questions

Students will keep considering...

How does Earth change?

Unit Priority Standards and Learning Targets

Students will know and be able to...

Reading Foundational Skills

PRIORITY Standards

RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

d. Decode words with common prefixes and suffixes.

e. Decode regularly spelled two-syllable words with long vowels. Encode some of these words.

- Know when to drop the final e when adding an -ing, -ed endings. (Silent-e vowel pattern base word).
- Know when to double the final consonant when adding a suffix. -ing, -ed.

RF4: Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Learning Targets:

RF3:

d. I can use prefixes to decode words.

d. I can use suffixes to decode words.

e. I can know when to double the final consonant when adding a suffix.

e. I can know when to drop the final e when adding endings.

e. I can know when to double the final consonant when adding a suffix.

RF4

a. I can understand the books I read.

b. I can read out loud with accuracy.

b. I can read at an appropriate rate.

b. I can read with expression.

c. I can recognize when I have read something incorrectly and can go back and fix it.

c. I can recognize when I don't understand something I've read and I know how to fix it.

High-Frequency Words: heard, door, sure, become, across, during, hours, products, happened, measure, remember, early, listen, covered, several; final stable syllables consonant-le, -tion, -sion

Spelling List:

homographs

Double consonants

	<p>Vowel Patterns aw, au, augh, al Syllable pattern VCCCV Abbreviations Final stable syllables consonant-le, -tion, -sion</p> <p>High-Frequency Word Spelling List: heard, sure, across, during, hours, happened, measure, remember, listen, covered, toward, against</p>
<p>READING PRIORITY Standards R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text</p> <p>SUPPORTING Standards R.2: Summarize portions of a text in order to identify a main topic or central idea and key details in a text.</p> <p>R4: Explain how specific words and phrases express feelings, appeals to the senses, or determine the meaning of content-specific words within a text.</p> <p>R6: Identify examples of how illustrations, text features, and details support the point of view or purpose of the text.</p>	<p>Learning Targets R1:</p> <ul style="list-style-type: none"> • I can ask questions about the important parts of the text, using words like who, what, where, when, why, and how. • I can answer questions about the important parts of the text, using words like who, what, where, when, why, and how. <p>Vocabulary: coast, plains, desert, canyons, volcano, flows, disasters, ruin, damage, amount, den, slippery, surface, underground, survive, construction, crater, lava, cinders, detour, minerals, layers, magma, fossils, soil</p>
<p>WRITING Skills PRIORITY Standards W2: Write text in a variety of modes: a. Opinion pieces in which they introduce the topic or text they are writing about, state an opinion, supply reasons that support the opinion, using words for emphasis, addition, contrast, or order to connect opinion and reasons, and provide a concluding statement or section. c. Convey events, real or imagined, through 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.</p> <p>W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>SUPPORTING Standards W1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes</p> <p>W3: Create writing that utilizes: a. Organization: provide a beginning, middle and ending, that works cohesively</p>	<p>Learning Targets</p> <p>W2: a. I can write an opinion piece (<i>state the opinion, supply reasons that connect to the opinion and provide a conclusion</i>) c. I can write a real or imagined narrative (<i>recount a well-elaborated event or series of events, details to describe actions, thoughts and feelings, temporal words, and closure</i>)</p> <p>W5: I can focus on a topic and strengthen my writing by revising and editing with help from a peer or teacher.</p>

<p>to promote the central theme of the text.</p> <p>b. Transitions: use transitions to link and build connections between ideas, text, and events.</p> <p>c. Word Choice (including domain specific): uses descriptive words to demonstrate creativity and to provide vivid examples of feelings, events and images.</p> <p>W6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lowercase letters), cursive, and/or typing. 33 Wisconsin Standards for English Language Arts</p> <p>W7: Participate in shared and independent inquiry and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	
<p>SPEAKING & LISTENING Skills PRIORITY Standards</p> <p>SL1: Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon norms for discussions and participate by actively listening, taking turns, gaining the floor in respectful ways and staying on topic.</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>d. Consider individual differences when communicating with others.</p> <p>SUPPORTING Standards</p> <p>SL2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL3: Ask and answer questions about what a speaker says in order to gather additional information, or clarify something that is not understood, or expand on the topic.</p> <p>SL5: Include digital media and visual displays in presentations to clarify or support ideas, thoughts, and feelings.</p>	<p>Learning Targets</p> <p>SL1:</p> <p>a. I can talk with my friends and teachers about different topics.</p> <p>b. I can add onto the comments of others during a conversation.</p> <p>c. I can ask questions when I'm confused or want to know more.</p> <p>d. I can be a respectful participant in group conversations.</p>
<p>LANGUAGE Skills PRIORITY Standards</p> <p>L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use adjectives and adverbs to</p>	<p>Learning Targets</p> <p>L4:</p> <ul style="list-style-type: none"> ● I can talk with others and work independently to learn new words (including cultural, general academic, and discipline-specific). ● I can use new words (vocabulary) that are appropriate to what we are learning about.

describe (e.g., when other kids are happy, that makes me happy.)

L6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

- Commas in greetings and closings.
- Apostrophes in contractions and frequently occurring possessives.
- Use common spelling patterns, phonemic awareness, and basic reference materials to solve words.

SUPPORTING Standards

L2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

- Determine the meaning of a new word when a prefix or suffix is added.
- Use a common root word as a clue to the meaning of an unknown word.
- Use individual words to predict meaning of compound words (e.g., birdhouse).
- Use resources to clarify meanings of words.

L5: Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- Collective nouns, adjectives and adverbs, frequently occurring regular plural nouns, frequently occurring irregular past tense verbs.
- Production, expansion, and rearrangement of complete simple and compound sentences.

- I can use adjectives and adverbs to describe (e.g., when other kids are happy, that makes me happy.).

L6:

- I use commas when writing greetings and closings.
- I use apostrophes in contractions and frequently occurring possessives.
- I can use what I've learned about sounds and letters to read words.
- I can use ending punctuation.

Specific Grammar & Usage Content:

- *Prepositions and Prepositional Phrases*
- *Contractions (include apostrophes)*
- *Commas in Sentences (items in a series)*
- *Compound Subjects and Predicates (cover coordinating conjunctions)*
- *Spell Words Correctly*

Assessment Evidence

Performance is evaluated in terms of...

Students will show their learning by...

Performance Task Description:

Students will create an infomercial that persuades the audience to agree with their opinions about the most exciting way Earth changes and share their script orally to their peers.

[Research Project Rubric](#)

Key Feedback & Assessment Strategies:

- *Conferring/Strategy Groups: Using current evidence of standards & skills, feedback is scaffolded based on student strengths, needs & goals*
- *Assessment of Unit Skills - Examples for Targeted Data Collection*
 - ◆ *Assess unit spelling (Word study)*

- ◆ *Assess unit vocabulary terms*
- ◆ [Reading Strategy Assessment Checklist](#)
- ◆ [Writing Strategy Assessment Checklist](#)
- ◆ *Assess unit grammar and usage content*
- *Fluency assessment results*
- *Extensions may include:*
 - ◆ *Options for advanced learners during small-group time, independent investigative work, and challenging content and activities*
 - ◆ *Being matched with appropriate, beyond grade level texts (potentially with a book club of other readers for extension opportunities)*