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

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

|  |
| --- |
| **Unit Plan** |
| **Unit Title: Theme 1 - Exploring Independence****Enduring Understanding**As students are beginning second grade, they are transitioning to become independent learners. The students will acquire the skills they need to be independent thinkers. They will build their confidence as an independent learner and will display their abilities to their peers. They will be an active participant in their learning and will choose how they would like to demonstrate their growth as a learner and thinker throughout their second grade year. **Essential Questions:**  What does it mean to be an independent positive thinker? How do we demonstrate knowledge? What does it mean to be an active participant in your learning? Why is it important for learners to change and grow?**Standards: PA Core Standards, PA Academic Standards/Anchors (based on subject)** SL.2.1a; SL.2.2; SL2.3; L.2.5a; RF.1.2; RF.2.3; RF.1.3g; L.1.4c; L.2.4a; L.2.4c; L.2.6; RL.2.1; RF.2.4b; W.2.3; L.2.1; L.2.2**Summative Unit Assessment :**Students will create a collage, a journal, or an original scene of how they may demonstrate independence in their lives, answering at least three of the Essential Questions and connecting to at least three of the works studied in the unit

|  |  |
| --- | --- |
| **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  |

 |

|  |
| --- |
| **DAILY PLAN** |
| **Day** | **Objective (s)** | **DOK LEVEL** | **Activities / Teaching Strategies**  | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | Students will-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.**L.2.4*** Develop oral language.
* Discuss the Essential Question.

Students will-Ask and answer questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.**SL.2.3**Students will-Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. **RF.1.2b**Students will-Know and apply grade-level phonics and word analysis skills in decoding words. **RF.2.3**Students will-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.2.2**Students will-Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). **L.2.2d**Students will-Demonstrate understanding of word relationships and nuances in word meanings. **L.2.5**Students will-Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). **L.2.5a**Students will-Read with sufficient accuracy and fluency to support comprehension.**RF.2.4**Read on-level text with purpose and understanding. **RF.2.4a**Students will-Identify meanings of words used in context.Ask and answer such questions as*who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. **RL.2.1**Students will-Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **RL.2.7**Students will-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.2.3**Students will-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2.1**Students will-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.2.2**Students will-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.2.3**Students will-Use commas in greetings and closings of letters. **L.2.2b**Students will-With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. **W.2.5**Students will-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**Students will-Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. **SL.2.2*** Develop oral language.

Discuss the Essential Question.Students will-Read with sufficient accuracy and fluency to support comprehension.**RF.2.4**Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.**RF.2.4b**Students will-Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.**RF.2.4b**Students will-Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **RF.2.4c** |  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 discussion |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |