

**Big Ideas:**

- Understanding and learning from different people and cultures is important in accepting and appreciating this diversity.
- Learning from different people and cultures will encourage children's interest in the world around them.
- Learning how to spread out work is crucial to getting things done efficiently and excellently.
- People can accomplish a lot when they work together.
- Asking for help is one way of "trying smarter."

**Essential Questions:**

- What are the characteristics of an opinion essay?
- What are the characteristics of informational text?
- How do text features and text organization help authors explain ideas?
- How do text features and text organization help readers find information?

**Core Competencies:**

**Formative:**

- Students will demonstrate progression of foundational reading skills through:
  - increased fluency of multisyllabic word and sight word recognition
  - application of taught decoding and encoding skills to all syllable types
  - understanding of affixes, roots and base words that support comprehension
  - independent reading of grade level text with increasing fluency (reference DVISD Reading Correlation below)
- Students will demonstrate understanding of literary text by:
  - engage in conversations about the character, plot and settings to determine central idea and author's purpose
  - understand and convey the theme of the story using text evidence
  - Recognize cause and effect organizational patterns and discuss how the use of text structures contribute to the author's purpose.
- Students will demonstrate understanding of Autobiographies by:
  - recognizing how the author organizes their writing.
  - recognize the organizational pattern, such as chronological order, with which the author uses to convey their message.

**Summative:**

- Students will critically analyze and compose writing samples focusing on the steps in the writing process.
- Students will demonstrate progress towards mastery of unit content on end of unit Module Assessments and Inventories.

**Culminating Projects: Nonfiction Presentation** - Students will fully develop one of their nonfiction pieces (narrative nonfiction, informational or opinion) to share with their peers.

- Informational Writing-Informational Magazine Article
- Narrative Nonfiction-Script for a Movie or Television Program
- Opinion- Newspaper Review

# DV 2021-2022 Grade 2 English Language Arts and Reading Unit 04

Unit Title: Putting it all Together! Nonfiction & Literary

April 19- April 22, 2022

[YAG](#)

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P, N, S	Unit 04 Weeks 4-6 Unpacked TEKS			
	Student Expectation	Skill	Content	Context
S	2.1A listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	listen ask answer	actively relevant questions questions	to clarify information using multi-word responses
S	2.1B follow, restate, and give oral instructions that involve short, related sequence of actions	follow restate give	oral instructions	that involve short, related sequence of actions
S	2.1C share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	share	information ideas	about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
S	2.1D work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others	work	collaboratively	by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others
S	2.1E develop social communication such as conversing politely in all situations	develop	social communication	such as conversing politely in all situations
S	2.2A demonstrate phonological awareness by:	demonstrate	phonological awareness	by:
S	2.2Ai producing a series rhyming words			producing a series of rhyming words
S	2.2Aii distinguishing between long and short vowel sounds in one-syllable and multisyllabic words			distinguishing between long and short vowel sounds in one-syllable and multisyllabic words
S	2.2Aiii recognizing the change in spoken word when a specified phoneme is added, changed, or removed			recognizing the change in spoken word when a specified phoneme is added, changed, or removed
S	2.2Aiv manipulating phonemes within base words			manipulating phonemes within base words
S	2.2B demonstrate and apply phonetic knowledge by:	demonstrate apply	phonetic knowledge	by:
S	2.2Bi decoding words with short, long, or variant vowels, trigraphs, and blends			decoding words with short, long, or variant vowels, trigraphs, and blends
S	2.2Bii decoding words with silent letters such as knife and gnat	demonstrate	phonetic knowledge	decoding words with silent letters such as knife and gnat
S	2.2Biii decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams; including digraphs and diphthongs; r- controlled	apply		decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams; including digraphs

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		syllables; and final stable syllables			and diphthongs; r- controlled syllables; and final stable syllables
S		2.2Biv decoding compound words, contractions, and common abbreviations			decoding compound words, contractions, and common abbreviations
S		2.2Bv decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV			decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV
S		2.2Bvi decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and			decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est
S		2.2Bvii identifying and reading high-frequency words from a research based list			identifying and reading high-frequency words from a research based list
S		2.2C demonstrate and apply spelling knowledge by	demonstrate apply	spelling knowledge	by:
S		2.2Ci spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams; including digraphs and diphthongs; r- controlled syllables; and final stable syllables			spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams; including digraphs and diphthongs; r- controlled syllables; and final stable syllables
S		2.2Cii spelling words with silent letters such as knife and gnat			spelling words with silent letters such as knife and gnat
S		2.2Ciii spelling compound words, contractions, and common abbreviations	demonstrate	spelling knowledge	spelling compound words, contractions, and common abbreviations
S		2.2Civ spelling multisyllabic words with multiple sound-spelling patterns	apply		spelling multisyllabic words with multiple sound-spelling patterns
S		2.2Cv spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word			spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word
S		2.2Cvi spelling words with prefixes including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est			spelling words with prefixes including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est
S		2.2D alphabetize a series of words and use a dictionary or glossary to find words		a series of words dictionary or glossary	to find words
S		2.2E develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters	develop	handwriting	by accurately forming all cursive letters using appropriate strokes when connecting letters
S		2.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade level text	use	appropriate fluency (rate, accuracy, and prosody)	when reading grade level text
S		2.5A self-select text and read independently with text for a sustained period of time	self-select read	text independently	with text for a sustained period of time

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<b>S</b>	<b>2.3A</b> use print or digital resources to determine meaning and punctuation of unknown words		use	print resources or digital resources	to determine meaning and punctuation of unknown words
<b>P, S</b>	<b>2.3B</b> use context within and beyond a sentence to determine the meaning of unfamiliar words		use	context within and beyond a sentence	to determine the meaning of unfamiliar words
<b>S</b>	<b>2.3C</b> identify the meaning of words with the affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion		identify	meaning of words with the affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion	
<b>S</b>	<b>2.3D</b> identify, use and explain the meaning of antonyms, synonyms, idioms, and homographs in context		identify  use  explain	explain the meaning of antonyms, synonyms, idioms, and homographs	in context
<b>S</b>	<b>2.6A</b> establish a purpose for reading assigned and self-selected texts		establish	a purpose	for reading assigned and self-selected texts
<b>S</b>	<b>2.6B</b> generate questions and texts before, during and after reading to deepen understanding and gain information		generate	questions  texts	during and after reading to deepen understanding and gain information
<b>P, S</b>	<b>2.6C</b> make correct, or confirm predictions using text features, characteristics of genre and structures		make  confirm	correct  predictions	using text features, characteristics of genre and structures
<b>S</b>	<b>2.6D</b> create mental images to deepen understanding		create	mental images	to deepen understanding
<b>P, S</b>	<b>2.6E</b> make connections to personal experiences, ideas in other texts, and society		make	connections	to personal experiences, ideas in other texts, and society
<b>P, S</b>	<b>2.6F</b> make inferences and use evidence to support understanding		make  use	inferences  evidence	to support understanding
<b>S</b>	<b>2.6G</b> evaluate details to determine what is most important		evaluate	details	to determine what is most important
<b>P, S</b>	<b>2.6H</b> synthesize information to create new understanding		synthesize	information	to create new understanding
<b>S</b>	<b>2.6I</b> monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down		monitor  make	comprehension  adjustments	such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down
<b>P, S</b>	<b>2.7A</b> describe personal connections to a variety of sources		describe	personal connections	to a variety of sources
<b>S</b>	<b>2.7B</b> write brief comments on literary or informational texts that demonstrate an understanding of the text		write	brief comments	on literary or informational texts that demonstrate an understanding of the text
<b>P, S</b>	<b>2.7C</b> use text evidence to support an appropriate response		use	text evidence	to support an appropriate response

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<b>P, S</b>	<b>2.7D</b> retell and paraphrase texts in ways that maintain meaning and logical order	retell paraphrase	texts	in ways that maintain meaning and logical order	
<b>S</b>	<b>2.7E</b> interact with sources in meaningful ways such as illustrating or writing; and	interact	with sources in meaningful ways	such as illustrating or writing	
<b>S</b>	<b>2.7F</b> respond using newly acquired vocabulary as appropriate	respond	using newly acquired vocabulary as appropriate		
<b>P, S</b>	<b>2.8A</b> discuss topics and determine theme using text evidence with adult assistance	discuss determine	topics theme	using text evidence with adult assistance	
<b>S</b>	<b>2.8B</b> describe the main character's (characters') internal and external traits	describe	the main character's (characters') internal and external traits		
<b>P, S</b>	<b>2.8C</b> describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently	describe understand	plot elements, including the main events, the conflict, and the resolution	for texts read aloud and independently	
<b>S</b>	<b>2.8D</b> describe the importance of the setting	describe	the importance of the setting		
<b>S</b>	<b>2.9A</b> demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales	demonstrate	knowledge	of well-known children's literature such as folktales, fables, and fairy tales	
<b>S</b>	<b>2.9B</b> explain visual patterns and structures in a variety of poems	explain	visual patterns structures	in a variety of poems	
<b>P, S</b>	<b>2.9D</b> recognize characteristics and structures of informational text, including:	recognize	characteristics and structures of informational text	including:	
<b>P, S</b>	<b>2.9Di</b> the central idea and supporting evidence with adult assistance			the central idea and supporting evidence with adult assistance	
<b>P, S</b>	<b>2.9Dii</b> features and graphics to locate or gain information			features and graphics to locate or gain information	
<b>P, S</b>	<b>2.9Diii</b> organizational patterns such as chronological order and cause and effect stated explicitly			organizational patterns such as chronological order and cause and effect stated explicitly	
<b>S</b>	<b>2.9E</b> recognize characteristics of persuasive text, including:	recognize	characteristics of persuasive text	including:	
<b>S</b>	<b>2.9Ei</b> stating what the author is trying to persuade the reader to think or do; and			stating what the author is trying to persuade the reader to think or do	
<b>S</b>	<b>2.9Eii</b> distinguishing facts from opinion: and			distinguishing facts from opinion	
<b>S</b>	<b>2.9F</b> recognize characteristics of multimodal and digital texts	recognize	characteristics	of multimodal and digital texts	
<b>S</b>	<b>2.10A</b> discuss the author's purpose for writing text	discuss	the author's purpose	for writing text	

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S	<b>2.10B</b> discuss how the use of text structure contributes to the author's purposes	discuss	how the use of text structures	contributes to author's purpose
S	<b>2.10C</b> discuss the author's use of print and graphic features to achieve specific purposes	explain	the author's use of print and graphic features	to achieve specific purposes
S	<b>2.10D</b> discuss the use of descriptive, literal, and figurative language	discuss	the use of descriptive, literal, and figurative language	
S	<b>2.10E</b> identify the use of first or third person in a text	identify	the use of first or third person	in a text
S	<b>2.10F</b> identify and explain the use of repetition	identify explain	the use of repetition	
S	<b>2.11A</b> plan a first draft by generating ideas for writing such as by drawing and brainstorming	plan	a first draft	by generating ideas for writing such as by drawing and brainstorming
S	<b>2.11B</b> develop drafts in oral, pictorial, or written form by:	develop	drafts in oral, pictorial, or written form	by:
S	<b>2.11Bi</b> organizing with structure; and			organizing with structure
P, S	<b>2.11Bii</b> developing an idea with specific and relevant details			developing an idea with specific and relevant details
P, S	<b>2.11C</b> revise drafts by adding, deleting, or rearranging words, phrases, or sentences	revise	drafts	by adding, deleting, or rearranging words, phrases, or sentences
P, S	<b>2.11D</b> edit drafts using standard English conventions, including:	edit	drafts using standard English conventions	including:
S	<b>2.11Di</b> complete sentences with subject-verb agreement			complete sentences with subject-verb agreement
S	<b>2.11Dii</b> past, present and future verb tense			past, present, and future verb tense
S	<b>2.11Diii</b> singular, plural, common, and proper nouns			singular, plural, common and proper nouns
S	<b>2.11Div</b> adjectives, including articles			adjectives, including articles
S	<b>2.11Dv</b> adverbs that convey time and adverbs that convey place			adverbs that convey time and adverbs that convey place
S	<b>2.11Dix</b> coordinating conjunctions to form compound subjects and predicates			
S	<b>2.11Dx</b> end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and			end punctuation, apostrophes in contractions, and commas with items in a series and in dates
P, S	<b>2.11Dxi</b> correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and			correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
S	<b>2.11E</b> publish and share writing		writing	

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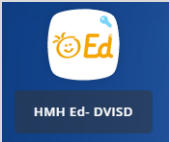
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P, S	2.12A compose literary texts, including personal narratives and poetry	compose	literary texts, including personal narratives and poetry	
P, S	2.12B compose informational texts, including procedural texts and reports; and	compose	informational texts, including procedural texts and reports	
S	2.13A generate questions for formal and informal inquiry with adult assistance	generate	questions	for formal and informal inquiry with adult assistance
S	2.13B develop and follow a research plan with adult assistance	develop follow	a research plan with adult assistance	
S	2.13C identify and gather relevant sources and information to answer the questions	identify gather	relevant sources information	to answer the questions
S	2.13D identify primary and secondary sources	identify	primary and secondary sources	
S	2.13E demonstrate understanding of information gathered	demonstrate	understanding of information gathered	
S	2.13F site sources appropriately; and	site	sources appropriately	
S	2.13G use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	use	and appropriate mode of delivery, whether written, oral, or multimodal	to present results



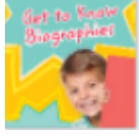







Key: Priority-P New -N Spiraled-S

<div> <div>Unit 04 Week 05</div> <div>Primary Location of Resources: Module 11 (M11)</div> <div>*Finding HMH-Ed online TE - View All Resources - Components - Genre Study</div> <div>  <div> <div>Module 11</div> <div>Genre Study: Nonfiction</div> <div> <a href="#">Teacher's Guide</a> <a href="#">Focal Texts</a> <a href="#">View Resources &gt;</a> </div> </div> <div> <div>Filters <a href="#">reset</a></div> <div>Audience <a href="#">v</a></div> <div> <div>Component <a href="#">^</a></div> <div> <input type="checkbox"/> Anchor Charts           <input type="checkbox"/> Articulation Videos           <input type="checkbox"/> Daily Show and Teach Slides           <input type="checkbox"/> Display and Engage           <input type="checkbox"/> Focal Text Take and Teach Printables           <input type="checkbox"/> Focal Texts           <input type="checkbox"/> Genre Study Teacher's Guide         </div> </div> </div> </div> </div>					
	Day 1	Day 2	Day 3	Day 4	Day 5
HMH	Phonological Awareness - HMH				
	Isolate Phonemes: Identify	Isolate Phonemes: Identify	Segment, Count Syllables	Segment, Count Syllables	M11 T82

	<p><b>Vowels M11 T50-51</b> Explain that they will be paying special attention to the vowel sounds in the middle of one-syllable words and in the first syllable of the words you will say. They will then compare the words and say which words have the same vowel sounds. <b>Model:</b> <i>Let's listen for the vowel sound in the middle of three words. Then we will say which two words have the same vowel sound. I will do the first one. The three words are: part, tape, harp. Part, I hear /är/ in the middle of part. Tape, I hear /ä/ in the middle of tape. Harp, I hear /är/ in the middle of harp. Both part and harp have the same vowel sound: /är/.</i> <b>Apply:</b> burn, surf, jump</p>	<p><b>Vowels M11 T60-61</b> <b>Model:</b> <i>I will say three words. Listen for the vowel sound in each word. Then say which two words have the same vowel sound. Listen to this example: The three words are: chore, port, pond. Chore, I hear /ôr/ in chore. Port, I hear /ôr/ in port. Pond, I hear /ô/ in pond. Both chore and port have the same vowel sound, /ôr/.</i> Picture Cards badge, cap, car, cat, corn, darts, fork, horse, shark, and urn. Guide students to identify if the vowel sounds is the first second or third sound</p>	<p><b>M11 T68</b> Remind children that they know how to segment, or break, longer words into syllables. Tell children that today, they will segment and count the syllables in words. <b>Model:</b> <i>I'll do the first one. The word is restarted. The syllables in restarted are re-start-ed. I will say the syllables again and clap for each syllable: re-start-ed. I count three syllables.</i> <b>Apply:</b> twisting, unmarked, replaying, publication, dirty, mystery, returned, unsurprising</p>	<p><b>M11 T76</b> <b>Model:</b> <i>We are going to break words into their syllables. Listen as I do it. The word is barber. The syllables are: bar-ber. I'll say the syllables again and clap for each one: bar-ber. That's two syllables.</i> Apply: unsorted, rehired, tradition, birthday, America, purses, resident, disinterested, rereading</p>	<p><b>Teacher's Choice</b> Gauge where your students are in the week's skills. Reteach as necessary.</p>
<p><i>Spiral Review and Application</i></p> <p><i>*many classrooms are working to complete Level 2. Please ensure your class has completed Level 2 in preparation for Level 3 before Spiral Review.</i></p>	<p><b>Phonics</b> <a href="#">Foundations/HMH Correlated Decodables</a></p> <p>Review &amp; Target:</p> <ul style="list-style-type: none"> <li>Reading &amp; Spelling Skills in Isolation <ul style="list-style-type: none"> <li>All 6 syllable types</li> <li>Division of multisyllabic words</li> <li>Trick Words-200 High Frequency Words</li> <li>Word parts: Syllables, Basewords Affixes</li> <li>Spelling Rules-regular and irregular</li> <li>Cursive lowercase connectives</li> </ul> </li> </ul>				



	<ul style="list-style-type: none"> <li>○ Basic grammar rules</li> <li>● Reading &amp; Writing Skills within Context <ul style="list-style-type: none"> <li>○ Text fluency, expression and understanding</li> <li>○ Use leveled readers (controlled text) at grade for students to apply</li> <li>○ Students edit writing aligned with weekly grammar skills lessons.</li> </ul> </li> </ul>				
1. See the word 2. Say the word. 3. Spell the word. 4. Write the word. 5. Find the word.	<b>High Frequency Words - HMH</b>				
	<b>M11 T50-51</b> <i>away, because, country, earth, else, green, plant, rain, sea, sun</i>	<b>M11 T60-61</b> <b>Hot Potato</b> <b>Word List 32</b>	<b>M11 T68</b> <b>Odd One Out</b> <b>Word List 32</b>	<b>M11 T76</b> <b>Chant and Cheer</b> <b>Word List 32</b>	<b>M11 T82</b> <b>Children's Choice</b> Review any words that posed difficulty for children this week. Allow students to choose a game from the week to review.
<b>Fluency HMH</b>	<b>Phrasing</b>				
	<b>M11 T69</b> *use the meaning of the text and the punctuation for clues about which words go together <b>Start Right Reader, Book 6</b> <ul style="list-style-type: none"> <li>● <u>Earth</u> p21-26</li> </ul> <b>I Do:</b> Read each word separately, without phrasing or pauses. Then read it a second time. This time, model pausing briefly at each comma or at the end of each phrase and slightly longer at each period. <b>We Do:</b> Choral Read <b>You Do:</b> Partner/Independent Read				
	<b>Word Study/Academic Language/Oral Language</b>				
	Review needed vocabulary for each of the focal texts as needed.				
<b>Comprehension and Accountability Talk Routine:</b>  1. <i>Question: Listen to a question and think about your answer.</i> 2. <i>Signal: Give a</i>	<b>Interactive Read Aloud</b>				
	<b>M11 Genre Study G20-21</b> <b>Focal Text: Great Leaders</b> <b>myBook 3 p58-69</b>	<b>M11 Genre Study G22-23</b> <b>Focal Text: Get to Know Biographies</b> <b>myBook 4 p12-13</b>	<b>M11 Genre Study G24-25</b> <b>Focal Text: The Best habitat for Me</b> <b>myBook 5 p12-13</b>	<b>M11 Genre Study G26-27</b> <b>Focal Text: What's Good to Read?</b> <b>myBook 3 p12-13</b>	<b>M11 Genre Study G28-29</b> <b>Focal Text: The Best habitat for Me</b> <b>myBook 5 p12-13</b>

<p>signal that you are ready.</p> <p>3. <b>Stem</b></p> <p>4. <b>Share:</b> Turn and Talk</p> <p>5. <b>Assessment:</b> Randomly choose students to share out.</p>	 <p><b>Model:</b> Printable: Genre Study 2 to identify some of the features of opinion writing in Great Leaders.</p>  <p><b>Structured Conversation:</b> Partners discuss how Anthony achieved his purpose for writing about W. E. B. Du Bois in Great Leaders. Prompt children with questions such as these: <i>What does Anthony think about W. E. B. Du Bois? What reasons and details does he include that support his opinion?</i></p>	 <p>Reread page 13 with children. Model thinking about the author's purpose as you discuss certain features of opinion writing: <i>Alex shares his thoughts about biographies. I can tell from the first sentence in his essay that Alex likes reading biographies. He writes that they "are the best kind of book." Then he gives reasons for his opinion.</i></p>  <p><b>Structured Conversation:</b> Whether or not Alex's opinion writing in Get to Know Biographies persuaded them to want to read biographies.</p>	 <p>Work with children to investigate how the author uses features of opinion writing to achieve his purpose for writing in The Best Habitat for Me.</p>  <p><b>Structured Conversation:</b> Have partners discuss whether they agree that the forest ecosystem is the best home for a red panda.</p>	 <p>Work with children to investigate how the author uses ideas and support to achieve her purpose for writing in What's Good to Read?</p> 	 <p>Remind children that readers can look for reasons and facts that support an author's opinion. Work with children to investigate how the author uses ideas and support to achieve his purpose for writing in The Best Habitat for Me.</p>  <p><b>Structured Conversation:</b> Have small groups synthesize knowledge of the opinion writing genre by discussing the information they recorded on Printable: Genre Study 2. Assign one or two genre characteristics to each group to focus their discussions.</p>
	<b>Mini-Lesson</b>				
	<p><b>Genre: Opinion Writing M11</b></p> <p>Remind children that opinion writing is a genre, or type of writing, that tells an author's thoughts, beliefs, or</p>	<p><b>Author's Purpose M11</b></p> <p>Thinking about the genre can help readers determine the author's purpose. Remind children that opinion texts persuade,</p>	<p><b>Author's Purpose M11</b></p> <p>Review that thinking about a text's genre can help them figure out the author's purpose. Remind children that opinion texts persuade,</p>	<p><b>Ideas and Support M11</b></p> <p>Remind children that readers can look for clue words like I think, I believe, and I feel to identify an opinion. Then they can look</p>	<p><b>Ideas and Support M11</b></p> <p>Remind children that readers can look for reasons and facts that support an author's opinion.</p>

# DV 2021-2022 Grade 2 English Language Arts and Reading Unit 04

Unit Title: Putting it all Together! Nonfiction & Literary

April 19- April 22, 2022

YAG

Vertical Alignment

ELPS

Assessment Calendar

Feedback

	<p>ideas. Since opinion writing shares ideas, examples, and details, it is nonfiction.</p> <p><b>Opinion Writing</b></p>	<p>nonfiction texts inform, and fiction texts entertain.</p> <p><b>Author's Purpose</b></p>	<p>nonfiction informs, and fiction entertains.</p> <p><b>Author's Purpose</b></p>	<p>for reasons and facts that support that opinion to decide if they agree with the author.</p> <p><b>IDEAS and SUPPORT</b></p>	<p><b>IDEAS and SUPPORT</b></p>
<p><b>Writer's Workshop</b></p> <p><b>Writing Prompt:</b> Read the following sentence: <i>The first time we do something new, it can be scary or exciting.</i> Think about something new you did or tried to do. Write about your experience doing something new you didn't want to do.</p> <p><a href="#">Teacher Rubric</a></p> <p><a href="#">Student Friendly Rubric</a></p>	<p><b>Writing Workshop - Personal Narrative</b></p> <p><b>Writing Prompt:</b> Read the following sentence: <i>The first time we do something new, it can be scary or exciting.</i> Think about something new you did or tried to do. Write about your experience doing something new you didn't want to do.</p>				
	<p><b>Prewriting II: Choosing a Topic M11 W167</b></p> <p>Guide children to understand what kinds of details they will need to include in their narratives. Start by explaining that they will be writing about an event from history—their history. Write these words on the board or on chart paper: who, what, where, why, when, how. Say: <i>Each of these words can be used to begin one or more important questions readers will have about the event in your story. Your narrative should include details that answer each of these questions.</i></p>	<p><b>Drafting I: Elements of Narrative M11 W168</b></p> <p>Display Anchor Chart W7: Elements of a Narrative and remind children that their drafts should include a beginning, a middle, and an end. Briefly discuss the elements associated with the beginning of a story: characters and setting.</p> <p>Have children underline the conflict in the first paragraph and the resolution in the last paragraph. Point out how all</p>	<p><b>Drafting II: Completing the Draft M11 W169</b></p> <p>Write the following questions on the board. Read each question aloud and have children find the answers, using Writer's Notebook pages 11.5–11.8.</p> <ul style="list-style-type: none"> <li>Where is the setting and who are the characters?</li> <li>What is the conflict?</li> <li>What words and descriptions reflect feelings the narrator has while facing the conflict?</li> <li>What is the resolution?</li> </ul>	<p><b>Revising I: Adding Details M11 W170</b></p> <p>Remind children that they have been learning about how to describe an event in detail. Ask them to recall ways they have used questions beginning with who, what, where, why, when, and how to help them identify important details to include in their personal narratives.</p> <p><b>Add Specific Details</b></p> <p>Add specific details to your narrative to develop your ideas.</p> <p><b>Original idea:</b> I biked down the hill.</p> <p><b>Original idea with specific details underlined:</b></p> <p>As I sped down the hill on my bike, the <u>fresh, cool air</u> whistled in my ears. The grass and trees around me seemed to fly by in a <u>blur</u>. It was both <u>exciting and terrifying!</u> <u>Salty</u> drops of sweat began to form above my top lip.</p> <p>Explain that relevant details are details that tell more about and add meaning to the topic. Discuss why the</p>	<p><b>Revising II: Conferencing M11 W171</b></p> <p>Have children return to their drafts and look for places where they can add more specific details. Remind children that the details must also be relevant.</p> <p><b>Revise!</b></p> <p><b>Add text</b> to include specific details, like <i>fire-engine</i> to describe <i>red</i>.</p> <p><b>Delete text</b> to remove details that do not relate to the topic.</p> <p><b>Example:</b> I climbed onto my <i>fire-engine</i> red bike. My neighbor has a bike.</p> <p><b>Rearrange text</b> to help the writing flow better or make sense.</p> <p><b>Example:</b> Original sentence: <i>Over the hill</i>, my bike went faster. Revised sentence: My bike went faster <i>when I went over the hill</i>.</p> <p><b>Your Turn!</b> Return to your draft to add, delete, or rearrange text to make your narrative stronger.</p>

<p>YAG      Vertical Alignment      ELPS      Assessment Calendar      Feedback</p>					
		the details after the conflict help us understand how the conflict was resolved at the end of the story.		information about the sister is not relevant to the story. Guide children to see how adding details that are not relevant to a story can confuse the reader or take away from the meaning of the idea.	
	<p><b>Use Only Relevant Details</b></p> <p><b>Relevant details</b> are important to the idea. They help clarify it.</p> <p><b>Non-relevant details</b> do not relate to the idea. They confuse readers.</p> <p>Here are some examples:</p> <ul style="list-style-type: none"> <li>• <b>Idea:</b> The first time I tried ice skating was scary.</li> <li>• <b>Relevant Details:</b> The ice was slippery. It was hard to stand.</li> <li>• <b>Non-relevant Details:</b> My sister can ice skate.</li> </ul> <p><b>Your Turn!</b> Return to your draft to be sure you are using only relevant details.</p>				
	<b>Independent Writing</b>				
	Have children brainstorm questions about their topics and write them on Writer's Notebook page 11.4 or in their own notebooks. Tell children they should write at least one question for each of these words: who, what, where, why, when, how	Remind children that the story's resolution will need to tell how the conflict was resolved and how the experience made them feel. Discuss how, in "First-Time Bike Rider," the main character learns that she likes riding a bike, but it could have gone the other way, just as easily—she could have learned she didn't like bike riding or her fear could have kept her from riding the bike. Encourage children to write about their experiences honestly.	Tell children to continue by drafting a beginning, middle, and end for their own narratives. Have children use Writer's Notebook page 11.9 or their own notebooks to organize these parts of their narratives.	Have children return to their drafts and look for places where they can add more specific details. Remind children that the details must also be relevant.	Have children revisit their narrative drafts. This time have them look for ways to strengthen their ideas by adding, deleting, or rearranging words, phrases, and sentences. Allow time for children to read their drafts and incorporate changes based on the feedback from their peers.
<b>Grammar</b>	<b>Grammar</b>				
	<b>Review Singular &amp; Plural</b>	<b>Review Plural Nouns M3</b>	<b>Review Proper Nouns M3</b>	<b>Review Spelling M3 W342</b>	<b>Review Compound Subjects</b>

	<div><div><div><div><div><div></div><div><b>Nouns M2 W232</b></div><div>Remind children that a noun can name one or more than one person, animal, place, or thing.</div></div></div><div><div><div><div><div><div></div><div><b>Review Singular and Plural Nouns</b></div><div>A <b>noun</b> names a person, an animal, a place, or a thing. A <b>singular noun</b> names one person, animal, place, or thing. A <b>plural noun</b> names more than one person, animal, place, or thing. Add -s to most nouns to name more than one. Add -es to nouns that end in -s, -x, -ch, and -sh.</div></div></div><div><div><div><div><div><div></div><div><b>Have children complete</b></div><div>Printable: Grammar 2.2.4 for more practice with singular and plural nouns.</div></div></div></div></div></div></div><div><div><div><div><div><div></div><div><b>W237</b></div><div>Review how to form plural nouns, modeling with examples.</div></div></div><div><div><div><div><div><div></div><div><b>Review Plural Nouns</b></div><div>Special nouns that end with -s, -x, -ch, or -sh get a different ending when they tell about more than one. Add -es to these nouns to make them <b>plural</b>. Other special nouns change spelling to name more than one. A <b>collective noun</b> names a group of things.</div></div></div><div><div><div><div><div><div></div><div><b>Plural Nouns</b></div><div>two <b>foxes</b>   three <b>dishes</b>   the <b>team</b>   an <b>army</b> many <b>classes</b>   four <b>children</b>   a <b>class</b>   the <b>herd</b> some <b>finches</b>    my <b>family</b></div></div></div><div><div><div><div><div><div></div><div><b>Collective Nouns</b></div><div></div></div></div></div></div></div><div><div><div><div><div><div></div><div><b>A collective noun is a noun that refers to a group, not a single person. Examples include family, army, group, committee, class, and herd. Complete the items on Display and Engage:</b></div><div>Grammar 2.3.4b</div></div></div></div></div></div></div><div><div><div><div><div><div></div><div><b>W242</b></div><div>A proper noun names a special person, animal, place, or thing. Proper nouns begin with capital letters.</div></div></div><div><div><div><div><div><div></div><div><b>Review Proper Nouns</b></div><div>Proper nouns are the special names of people, animals, places, or things. Proper nouns begin with a <b>capital letter</b>.</div></div></div><div><div><div><div><div><div></div><div><b>Nouns</b></div><div>neighbor   drink</div></div><div><div><div><div><div><div></div><div><b>Proper Nouns</b></div><div>Carlissa Smith   So Fruity Punch Fluffy   Florida Main Street   China</div></div></div></div></div></div><div><div><div><div><div><div></div><div><b>Write:</b></div><div>jenna ate crunchy o cereal when she was in new york. Have children rewrite the sentence with correct capitalization and complete Printable: Grammar 2.4.4 for practice with proper nouns.</div></div></div></div></div></div></div><div><div><div><div><div><div></div><div><b>On the board, write these words spelled incorrectly:</b></div><div>sete, trane, scoup, grue, baket, geting, painles, hardley, joyfull. Say the words correctly. Have children correct the spellings of the words. seat, train, scoop, grew, baked, getting, painless, hardly, joyful</div></div></div><div><div><div><div><div><div></div><div><b>Review Spelling</b></div><div>Remember spelling patterns such as vowel teams. Some words don't have spelling patterns, so you have to learn how to spell them.</div></div></div><div><div><div><div><div><div></div><div><b>Words with Vowel Teams</b></div><div>main, stay, dream, green, coat, more, boat, stew, foot, group</div></div></div><div><div><div><div><div><div></div><div><b>High-Frequency Words</b></div><div>both, many, pull, sing, these, those, why, you</div></div></div></div></div></div><div><div><div><div><div><div></div><div><b>Have children complete</b></div><div>Printable: Grammar 6.1.4 for more practice with spelling.</div></div></div></div></div></div></div><div><div><div><div><div><div></div><div><b>&amp; Predicates M4 W217</b></div><div>Read aloud the information to review compound subjects and compound predicates Discuss the examples.</div></div></div><div><div><div><div><div><div></div><div><b>Review Compound Subjects and Predicates</b></div><div>A <b>compound subject</b> is formed by two or more nouns that make up the subject of a sentence. The nouns are joined by the coordinating conjunction <b>and</b> or <b>or</b>.</div></div></div><div><div><div><div><div><div></div><div><b>compound subject</b></div><div>Movies and plays are the best!</div></div></div></div></div></div><div><div><div><div><div><div></div><div><b>Have children use the subjects and predicates in the chart below to create compound sentences.</b></div></div></div><div><div><div><div><div><div></div><div><b>Subjects</b></div><div>Mary Destiny Michael Dog</div></div><div><div><div><div><div><div></div><div><b>Predicates</b></div><div>Runs Reads Skates Walks</div></div></div></div></div></div></div></div></div></div><tr><td><div><div><div><div><div></div><div><b>Research</b></div></div><div><div><div><div><div></div><div><b>Class Project:</b></div><div>Nonfiction Presentation</div></div></div></div></div></div></div></div></td><td colspan="5"><div><div><div><div><div></div><div><b>Students will fully develop one of their nonfiction pieces (narrative nonfiction, informational or opinion) to share with their peers.</b></div></div></div><div><div><div><div><div></div><div><b>•</b></div><div>Informational Writing-Informational Magazine Article</div></div><div><div><div><div><div></div><div><b>•</b></div><div>Narrative Nonfiction-Script for a Movie or Television Program</div></div></div><div><div><div><div><div></div><div><b>•</b></div><div>Opinion- Newspaper Review</div></div></div></div></div></div></div></div></div></div></div></div></td></tr><tr><td><div><div><div><div><div></div><div><b>Literacy Stations</b></div></div></div></div></div></td><td><div><div><div><div><div></div><div><b>Phonological Awareness</b></div></div></div></div></div></td><td><div><div><div><div><div></div><div><b>Phonics</b></div></div></div></div></div></td><td><div><div><div><div><div></div><div><b>Fluency</b></div></div></div></div></div></td><td><div><div><div><div><div></div><div><b>Self-Selected Reading Choices w/ Accountability</b></div></div></div></div></div></td><td><div><div><div><div><div></div><div><b>Vocabulary</b></div></div></div></div></div></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div>	<div><div><div><div><div></div><div><b>Research</b></div></div><div><div><div><div><div></div><div><b>Class Project:</b></div><div>Nonfiction Presentation</div></div></div></div></div></div></div></div>	<div><div><div><div><div></div><div><b>Students will fully develop one of their nonfiction pieces (narrative nonfiction, informational or opinion) to share with their peers.</b></div></div></div><div><div><div><div><div></div><div><b>•</b></div><div>Informational Writing-Informational Magazine Article</div></div><div><div><div><div><div></div><div><b>•</b></div><div>Narrative Nonfiction-Script for a Movie or Television Program</div></div></div><div><div><div><div><div></div><div><b>•</b></div><div>Opinion- Newspaper Review</div></div></div></div></div></div></div></div></div></div></div></div>					<div><div><div><div><div></div><div><b>Literacy Stations</b></div></div></div></div></div>	<div><div><div><div><div></div><div><b>Phonological Awareness</b></div></div></div></div></div>	<div><div><div><div><div></div><div><b>Phonics</b></div></div></div></div></div>	<div><div><div><div><div></div><div><b>Fluency</b></div></div></div></div></div>	<div><div><div><div><div></div><div><b>Self-Selected Reading Choices w/ Accountability</b></div></div></div></div></div>	<div><div><div><div><div></div><div><b>Vocabulary</b></div></div></div></div></div>						
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