



Unit Planner: Unit 5: Poetry

English Language Arts 2

Sunday, August 1, 2020

*Archdiocesan Essential Curriculum > 2020-2021 > Grade 2 > English Language Arts > English Language Arts 2 (BP) > Week 25 - Week 30

Unit 5: Poetry

Stage 1: Desired Results

General Information

Poetry is a way to introduce a different style of writing as well as a chance to explore rhyming, phonetics and verse structure. The study of poetry at this age also allows students to express creativity as they figure out how to fit their ideas to a particular style of poetry. Students will also get to explore how different points of view enhance the poem.

Essential Question(s)

- What are the elements of poetry?
- How can using different points of view enhance the poem?

Enduring Understandings and Knowledge

Students will understand:

Reading

- There are elements of poetry.
- There are 3 types of point of view and that point of view can affect our comprehension.

Writing

- They can use the writing process to strengthen their writing.

Speaking and Listening

- They can present poems and other stories using audio recordings and visual displays.

Language

- They can use root words to understand unknown words.
- They can distinguish shades of meaning among related verbs (toss, throw, hurl).

Skills

Students will be able to:

Reading

- Describe elements of poetry (rhythm, rhyme, alliteration, etc).
- Identify point of view.
- Speak in different voices to discriminate between characters.
- Decode words with common prefixes and suffixes.

Writing

- Strengthen writing through the writing process (editing, revising, etc).

Speaking and Listening

- Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Language

- Use adjectives and adverbs.
- Determine the meaning of a word when a prefix is added.
- Use root words to understand unknown words.
- Make connections between words and their use.

<p>Connections to Catholic Identity / Other Subjects</p> <p>Social Studies:</p> <ul style="list-style-type: none"> • Discuss how point of view helps us understand events of the past. <p>Science:</p> <ul style="list-style-type: none"> • Find poems related to the structure and properties of matter or other topics from the Science curriculum. 	<p>Vocabulary</p> <ul style="list-style-type: none"> • adjective • adverb • alliteration • edit • plan • point of view (1st, 2nd, 3rd person) • prefix • publish • revise • rhyme • rhythm • root word • suffix
<p>Standards & Frameworks Addressed</p> <p>MD: College & Career Ready: Reading/ELA Frameworks PreK-5 <u>MD: Grade 2</u></p> <p>Reading: Literature</p> <p>Craft and Structure</p> <p>4. 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. RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text. RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>Reading: Informational Text Craft and Structure</p> <p>4. 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. RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. RI.2.8. Describe how reasons support specific points the author makes in a text.</p> <p>Reading: Foundational Skills</p> <p>Phonics and Word Recognition</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. d. Decode words with common prefixes and suffixes.</p> <p>Writing</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	

Speaking and Listening

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.2.4b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

L.2.4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

4. Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

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Teaching Ideas/Resources

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