

ELA Skills Strand–Unit 2

Desired Results

Title of Unit: Bedtime Tales

Focus is on various spellings with an emphasis on vowel sounds. Students read one- and two-syllable words, as well as contractions. They practice with a number of high-frequency Tricky Words. They learn about the use of quotation marks and begin instruction in the writing process, writing narratives and opinions.

Enduring Understandings

- Review letter-sound correspondences
- Read one and two-syllable words with short and long vowels, including vowels with spelling alternatives
- Read contractions and identify their non-contracted equivalents
- Read and spell high-frequency Tricky Words
- Spell grade-level words correctly
- Use quotation marks in writing
- Use the writing process to compose a narrative

Essential Questions

- What are the different sounds a vowel can make?
- How does adding a magic e to the end of a word change the vowel sound?
- What are the different ways to make long vowel sounds?
- What are different sounds vowel teams can make?
- How does bossy r change vowel sounds in a word?
- What are contractions? What words make up common contractions?
- Why are quotation marks important when reading?
- What are the different parts of a story? How can we identify them?
- How do I write a personal narrative using the different parts of a story?

Guiding Questions

- How do I identify if a vowel is long or short?
- How do I identify different vowel teams and spellings?
- What strategy works best for identifying long and short vowel sounds.
- What is an effective way to write a personal narrative with a beginning, middle, and end?
- What part of the writing process is most difficult for you? Why? How can we make it easier?

Knowledge

- The Reader for this unit is Bedtime Tales. In it, a father shares bedtime stories with his son and daughter. This Reader explores two fiction genres: fables and trickster stories.
 - Close reading lessons are introduced in this unit using chapters from the Reader.
 - Students answer comprehension questions orally and/or in writing after reading each story.
- Students will review sixteen additional letter-sound correspondences: • /æ/ > 'a_e' (cake) • /ie/ > 'i_e' (bite) • /oe/ > 'o_e' (home) • /ue/ > 'u_e' (cute) • /ee/ > 'ee' (bee) • /ee/ > 'e_e' (Pete) • /ee/ > 'ea' (beach) • /oo/ > 'oo' (soon) • /oo/ > 'oo' (look) • /ou/ > 'ou' (shout) • /ou/ > 'ow' (now) • /oi/ > 'oi' (oil) • /oi/ > 'oy' (toy) • /er/ > 'er' (her) • /or/ > 'or' (for) • /ar/ > 'ar' (car)

Skills

Students will be able to:

- Identify long and short vowel sounds
- Read different vowel teams (oi, oy, ou, ow)
- Identify the different sounds of bossy r
- Identify the different parts of a story
- Complete a close read of the reader and answer comprehension questions.
- Correctly identify quotation marks and use them in a sentence.
- Effectively use contractions and identify the words they represent.
- Read a story fluently and answer comprehension questions.
- Write a personal narrative.

-Students will read and review Tricky Words I, you, your, street, my, by, have, all, who, no, so, are, were, they, their, and some. When reviewing these words, point out which parts of each word are regular and can be blended and which parts are not regular and simply must be remembered.

-In this unit, the use of end punctuation and quotation marks is reviewed and practiced, as well as capitalization of the first word of a sentence. Students who were taught using CKLA in Grade 1 should remember this information.

Standards

Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.2.1 RL.2.2 RL.2.3 RL.2.5 RL.2.7 RL.2.10 RF.2.3 RF.2.3a RF.2.3b RF.2.3c RF.2.3d RF.2.3e RF.2.3f RF.2.4 RF.2.4a RF.2.4b RF.2.4c	W.2.1 W.2.3 W.2.4 W.2.5 W.2.6 W.2.8 W.2.10	SL.2.1 SL.2.2 SL.2.6	L.2.1 L.2.1d L.2.1e L.2.1f L.2.2 L.2.2c L.2.2d L.2.3 L.2.4 L.2.4a L.2.5 L.2.5a L.2.5b	RL.2.1 RL.2.2 RL.2.5 RF.2.3a RF.2.3c RF.2.3d RF.2.4 RF.2.4a RF.2.4b	W.2.1 W.2.3 W.2.5 W.2.6		L.2.1f L.2.2c L.2.2d L.2.5b

Assessment Evidence

Formative Assessments and Additional Support Throughout this unit, formative assessments are clearly marked for monitoring individual student performance and progress in key skills. Quick “Checks for Understanding” to evaluate classroom performance as a whole are also designated in various lessons. An analysis of students’ performance on weekly spelling assessments may also be a valuable tool in gaining insight into specific gaps in code knowledge for individual students. Use the spelling analysis chart and directions for each assessment to summarize data about the types of

errors students make. Careful attention to this information, collected on a daily basis, will enable you to quickly determine which students may benefit from reteaching and/or more practice in particular skills using the Additional Support activities found at the end of each lesson. Student Performance Assessment In Lesson 16, you will be prompted to administer a multi-part end-of-unit assessment. During the Dictation Identification Assessment, students will be asked to look at several words on the designated activity page and then circle the written word that matches the spoken word you say. The target words include the vowel sound/spellings taught in this unit; distractors have been intentionally selected because they represent frequent sound/spelling confusions. Student performance on this assessment is a good indicator of whether students have mastered the new sound/spellings. Students will also be asked to independently read a new story in Bedtime Tales silently and then answer written comprehension questions about the selection.

In addition, you will work individually with each student as they read another short story aloud. You will make a running record, noting any errors during the student's oral reading, and will also time how long it takes the student to read the story. Activity Page 16.4 provides directions for calculating and summarizing words correct per minute for each student, so you can compare each student's fluency rate with national norms for other second graders. Oral discussion questions are also included to allow you to evaluate the student's understanding of what was read. It is strongly recommended that you save Activity Page 16.4 for each student to compare with later measures of fluency.

Learning Plan

Learning Activities

- Anecdotal Reading Record—Unit 2
- Discussion Questions Observation Record—Unit 2
- Magic 'e' Template
- Bedtime Tales Story Chart
- Spelling assessments
- Dictation Identification Assessment
- Fluency Assessment
- Additional Support Activity Pages (Pausing Points)
- Activity Book

Resources

- Grade 2 Individual Code Chart
- The Writing Process graphic
- Discussion Questions Observation Record—Unit 2
- Directions for analyzing student errors on Spelling Assessments
- Directions for analyzing student errors on the End-of-Unit Assessment
- Additional Support Activity Pages
- Activity Book
- Editing Check List
- Appendix A: Overview of the Skills Strand
- Appendix B: Grade 2 Scope and Sequence
- Appendix C: Using Chunking to Decode Multisyllable Words