

Topic/Unit Planner

Teacher (s): Sr. M. Veronica and Mrs. Meade
Grade: 2

Subject: Language Arts

Topic/sub-topics	Essential Learning	Standards	Performance Assessment	Activities
<p>Major Resources: Reading Basel reader, Trade books, leveled readers, Phonics Book</p> <p>Fernado's Gift</p> <p>Non-fiction books from our own collection and the public library.</p>	<p>Understandings (SWUT): Skills (SWBAT): (Students will be able to...)</p> <p>(Students will understand that...) word analysis skills are used to decode new words Use phonemic awareness to identify regular one and two syllable words Recognize 300 high frequency words Use letter sound and sight vocabulary to read silently/ age appropriate material Identify the literary elements of theme, setting, plot and character within literary works. Decode to self correct miscues while reading Use a variety of resources- (glossary/dictionary) to identify meanings of unfamiliar words</p> <p>1.B.1b Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms. 4.A.1b Ask questions and respond to questions from the teacher and from group members to improve comprehension. 2.B.1a Respond to literary materials by connecting them to their own experience and communicate those responses to others</p> <p>Read fiction and non-fiction materials for a specific purpose Use clues to make predictions Recognizing sequencing in text Develop familiarity with poetry Recognize when rereading is required Locate answers to age-appropriate questions</p>	<p>1A</p> <p>2.A.1a</p> <p>1B</p> <p>1.C.1e</p> <p>2.B.1a</p>	<p>Oral recitation, Poetry, individual assessment of phonic skills, Using charts the students will retell the story of a variety of different books and stories</p> <p>Retelling the story, writing personal narratives, comprehension questions,</p>	<p>-Weekly Spelling test -Picture walk of the story -Making Predictions about the story -leveled readers -book report books -Partner reading</p> <p>Compare and contrast the rainforest with a deciduous forest by creating a poster of the two areas/</p>

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	<p>1.C.1c Make comparisons across reading selections.</p> <p>1.C.1d Summarize content of reading material using text organization (e.g., story, sequence).</p> <p>1.C.1d Summarize content of reading material using text organization (e.g., story, sequence).</p> <p>2.A.1b Classify literary works as fiction or nonfiction.</p> <p>3.B.1a Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people, places, things, events).</p> <p>3.B.1b Demonstrate focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports).</p> <p>4.A.1b Ask questions and respond to questions from the teacher and from group members to improve comprehension.</p> <p>4.A.1c Follow oral instructions accurately.</p> <p>4.B.1a Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g., show and tell).</p> <p>4.B.1b Participate in discussions around a common topic.</p>			<p>Morning Meeting Traveling book Bag</p>
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