

**LAKOTA LOCAL SCHOOLS  
ENGLISH LANGUAGE ARTS CURRICULUM  
GRADE: SECOND**

**UNIT/THEME:     Reading to Learn about People**

During this unit, successful readers will attend to biographies and visual aids to gain understanding of nonfiction literature. Students will share new information to teach others about important people.

**ESSENTIAL UNDERSTANDINGS:**

- Readers use information they read to find out about important people.
- Readers use visual aids to understand information.

**GUIDING QUESTIONS:** (Students will be able to answer these questions by the end of the unit.)

- What was this person's contribution to our world?
- What information can be gathered from diagrams, charts, and timelines?

**APPROXIMATE TIME FRAME:** 4 weeks

**QUARTER:** 3<sup>rd</sup> quarter

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<b>Curriculum (Standards/Benchmarks/ Indicators that work together powerfully)</b>	<b>Evidence of Learning</b>	<b>Instruction (Key Vocabulary, Suggested Instructional Resources and Strategies)</b>
<p><b>A. Use letter-sound correspondence knowledge and structural analysis to decode words. (Phonemic Awareness)</b></p> <p>2PA-1. Identify rhyming words with the same or different spelling patterns.</p> <p>2PA-3. Blend phonemes (sounds) of letters and syllables to read unknown words with one or more syllables.</p> <p>2PA-4. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.</p> <p>2PA-5. Segment letter, letter blends and syllable sounds in words.</p> <p>2PA-6. Distinguish and identify the beginning, middle and ending sounds in words.</p> <p>2PA-7. Identify words as having either short- or long-vowel sounds.</p>	<ul style="list-style-type: none"> <li>• Students will blend letter and/or sounds and recognize words within texts.</li> </ul>	<p>Graphic organizers completed for text features: table of contents, illustrations, captions, glossary, diagrams, charts, graphs, maps</p>

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<p><b>B. Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text. (Phonemic Awareness)</b>            2PA-2. Read regularly spelled multi-syllable words by sight.</p> <p>2PA-8. Demonstrate a growing stock of sight words.</p> <p>2PA-9. Read text using fluid and automatic decoding skills.</p> <p>2PA-10. Read passages fluently with appropriate changes in voice, timing and expression.</p> <p><b>A. Use context clues to determine the meaning of new vocabulary. (Acquisition of Vocabulary)</b>            AV-1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.</p>	<ul style="list-style-type: none"> <li>• Students’ reading fluency will improve as evidence of their increased number of sight words.</li>   <li>• Given a nonfiction text (social studies or science), students will use context knowledge to understand text.</li> </ul>	

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<p><b>B. Read accurately high- frequency sight words. (Acquisition of Vocabulary)</b> 2AV-4 Read accurately high-frequency sight words.</p> <p><b>A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text. (Reading Process)</b> 2RP-1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).</p> <p>2RP-5. Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.</p> <p>2RP-9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p> <p>2RP-10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	<ul style="list-style-type: none"> <li>• Students will establish a purpose for reading a text by writing the information they are hoping to learn through their reading.</li> <li>• Using a plot diagram, students will identify the elements of a text.</li> </ul>	

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<p><b>B. Make predictions from text clues and cite specific examples to support predictions. (Reading Process)</b>            2RP-2. Predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge.</p> <p><b>C. Draw conclusions from information in text. (Reading Process)</b>            2RP-4 Summarize text by recalling main ideas and some supporting details.</p> <p><b>D. Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas. (Reading Process)</b>            2RP-3. Compare and contrast information in texts with prior knowledge and experience.</p> <p>2RP-4. Summarize texts by recalling main ideas and some supporting details.</p>	<ul style="list-style-type: none"> <li>• Students will use a K-W-L chart.</li>   <li>• Students will use a simple outline which includes important information.</li> </ul>	

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<p><b>E. Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative). (Reading Process)</b>            2RP-6. Answer literal, inferential, and evaluative questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media.</p> <p><b>F. Apply and adjust self-monitoring strategies to assess understanding of text. (Reading Process)</b>            2RP-7. Monitor comprehension by recognizing when text does not make sense and look back or read on to reinforce comprehension.</p> <p>2RP-8. Monitor reading comprehension by identifying word errors and self-correcting.</p>	<ul style="list-style-type: none"> <li>● Students will use a highlighter to identify parts of a text that do not make sense.</li>   <li>● Students will use fix-up strategies.</li> </ul>	

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<p><b>A. Use text features and structures to organize content, draw conclusions and build text knowledge. (Reading Applications: Informational Text)</b>            2IT-1. Use the table of contents, glossary, captions and illustrations to identify information and to comprehend text.</p> <p><b>B. Ask clarifying questions concerning essential elements of informational text. (Reading Applications: Informational Text)</b>            2IT-3. List questions about essential elements from informational text (e.g., why, who, where, what, when and how) and identify answers.</p> <p><b>C. Identify the central ideas and supporting details of informational text. (Reading Applications: Informational Text)</b>            2IT-2. Arrange events from informational text in sequential order.</p> <p>2IT-4. Classify ideas from informational texts as main ideas or supporting details.</p>	<ul style="list-style-type: none"> <li>• Students will write information learned through using the text features.</li>   <li>• Students will produce a list of questions that they expect a text will answer.</li>   <li>• Using a timeline, students will illustrate the events of a text.</li>   <li>• Students will sort ideas into main ideas and supporting details.</li> </ul>	

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<p><b>D. Use visual aids as sources to gain additional information from text. (Reading Applications: Informational Text)</b> 2IT-5. Identify information in diagrams, charts, graphs and maps.</p> <p><b>E. Evaluate two- and three-step directions for proper sequencing and completeness. (Reading Applications: Informational Text)</b> 2IT-6. Analyze a set of directions for proper sequencing.</p>	<ul style="list-style-type: none"> <li>• Given a list of directions in incorrect order, students will identify the incorrectly placed direction(s) and reorder them into the correct sequence.</li> </ul>	