

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

UNIT/THEME: Poems and Plays

Within this unit, successful readers will use elements of literature as well as their prior knowledge to develop comprehensive opinions about the poems and plays they read.

ESSENTIAL UNDERSTANDINGS:

- Successful readers can answer questions to demonstrate comprehension.

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

- What elements of the play are important?
- How does prior knowledge help in understanding what the author means?
- How does evidence from the poem or play support a reader's opinion?

APPROXIMATE TIME FRAME: 5 weeks

QUARTER: 4th quarter

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Curriculum (Standards/Benchmarks/ Indicators that work together powerfully)	Evidence of Learning	Instruction (Key Vocabulary, Suggested Instructional Resources and Strategies)
<p>A. Use letter-sound correspondence knowledge and structural analysis to decode words. (Phonemic Awareness)</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"> • Students will blend letters and sounds to recognize words in grade-level texts. 	<p>Graphic organizers completed for text features: table of contents, illustrations, captions, glossary, diagrams, charts, graphs, maps</p>

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<p>B. Read accurately high- frequency sight words. (Acquisition of Vocabulary) 2AV-4 Read accurately high-frequency sight words.</p> <p>A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text. (Reading Process) 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"> • Students will establish a purpose for reading a text by writing the information they are hoping to learn through their reading. • Using a plot diagram, students will identify the elements of a text. 	

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<p>B. Make predictions from text clues and cite specific examples to support predictions. (Reading Process) 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>C. Draw conclusions from information in text. (Reading Process) 2RP-4 Summarize text by recalling main ideas and some supporting details.</p> <p>D. Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas. (Reading Process) 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"> • Students will use a K-W-L chart. • Students will use a simple outline which includes important information. 	

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<p>E. Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative). (Reading Process) 2RP-6. Answer literal, inferential, and evaluative questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media.</p> <p>F. Apply and adjust self-monitoring strategies to assess understanding of text. (Reading Process) 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>		

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<p>A. Compare and contrast plot across literary works. (Reading Applications: Literary Text) 2LT-1. Compare and contrast different versions of the same story.</p> <p>2LT-3. Retell the plot of a story.</p> <p>B. Use supporting details to identify and describe main ideas, characters, and setting. (Reading Applications: Literary Text) 2LT-2. Describe characters and setting.</p> <p>C. Recognize the defining characteristics and features of different types of literary forms and genres. (Reading Applications: Literary Text) 2LT-4. Distinguish between stories, poems, plays, fairy tales and fables.</p>	<ul style="list-style-type: none"> • Using a Venn diagram, students will show how versions of the same story are like or different. • Students will restate the beginning, middle, and end of a play. • Students use a story map to identify the characters and setting. Students then describe their favorite character. 	

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<p>D. Explain how an author's word choice and use of methods influences the reader. (Reading Applications: Literary Text) 2LT-5. Identify words from texts that appeal to the senses.</p> <p>E. Identify the theme of a literary text. (Reading Applications: Literary Text) 2LT-6. Identify the theme of a literary text.</p> <p>E. Deliver a variety of presentations that include relevant information and a clear sense of purpose. (Communication: Oral and Visual) 2C-10. Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs, and stories).</p>	<ul style="list-style-type: none"> • After reading a poem, students identify adjectives that the poet used. 	