



Kutztown Area School District Curriculum (Unit Map)

Grade 2 English Language Arts

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Unit #/Title	1/Reading: Decoding, Comprehension, Vocabulary; Writing: Narrative, Informative, Friendly Letter	Time Frame	9 weeks
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Standards

CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Decode two-syllable words with long vowels and words with common prefixes and suffixes. Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. Read grade-appropriate irregularly spelled words.

CC.1.1.2.E Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.2.A Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.

CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.

CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.

CC.1.2.2.H Describe how reasons support specific points the author makes in a text

CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

CC.1.2.2.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.

CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different cultures.

CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.

CC.1.4.2.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.2.B Identify and introduce the topic

CC.1.4.2.C Develop the topic with facts and/or definitions.

CC.1.4.2.D Group information and provide a concluding statement or section.

CC.1.4.2.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize proper nouns. Use commas and apostrophes appropriately. (not in 1st quarter). Spell words drawing on common spelling patterns. Consult reference material as needed.

CC.1.4.2.M Write narratives to develop real or imagined experiences or events.

CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.

CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.

CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. (not in 1st quarter)

CC.1.4.2.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize proper nouns. Use commas and apostrophes appropriately. Spell words drawing on common spelling patterns. Consult reference material as needed. (not in 1st quarter)

CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.

CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.

CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● Effective readers use appropriate strategies to decode and construct meaning ● Purpose influences a writer’s choice of content and details ● Rules of grammar, spelling, and mechanics support understanding between writers/speakers and readers/listeners 	<ul style="list-style-type: none"> ● What decoding strategies do I use to help me read? ● What comprehension strategies do I use to help me understand what I am reading? ● How do I develop into an effective reader and writer? ● How does the quality of my writing affect the reader? ● How does knowing parts of speech make me a better writer?
Content	Skills
<ul style="list-style-type: none"> ● Decoding strategies ● High frequency sight word list and grade level literacy, math, science, and social studies vocabulary ● Comprehension strategies ● Five finger rule and interest level for choosing books 	<ul style="list-style-type: none"> ● Decoding strategies: <ul style="list-style-type: none"> ○ identify beginning, middle, and ending phonemes ○ identify, manipulate, and read short vowel onset and rime patterns (word families, phonograms) ○ decode words using consonant blends, clusters, and digraphs ○ decode words with –s, -ed, –ing, -es, -er, and -est inflectional endings ○ use reading strategies to decode unfamiliar words (picture clues, predictions, reread, skip & return, chunking, context clues) ○ decode words using long vowel patterns, r-controlled vowels, and diphthongs ○ syllables ○ identify root/base words ● Vocabulary: <ul style="list-style-type: none"> ○ correctly read all 100 words on the High Frequency Word List with automaticity ○ use root words and suffixes (-s, -ing, -ed, -er, -es, -est) to identify word meanings

- o read and demonstrate evidence of understanding of core book, math, science, and social studies key words in everyday text
 - Comprehension:
 - o distinguish between fiction, nonfiction, fantasy, and realistic fiction
 - o identify book parts and their purposes (author, illustrator, title page, table of contents, index, chapter headings, captions, graphs/tables)
 - o activate prior knowledge through picture walk (book cover, title page, photos, illustrations, captions)
 - o identify and describe main characters, setting, problem, and resolution
 - o compare and contrast main characters, setting, problem, and resolution within the text and between two versions of the same text (fairy tales)
 - o identify and interpret the main idea of a paragraph or multi-paragraph selection
 - o distinguish between essential and nonessential information/events
 - o arrange story events in sequential order
 - o monitor own reading by confirming or adjusting previous predictions to clarify meaning of text
 - o support answers with information from the text
 - Fluency:
 - o pause appropriately at end marks
 - o read text without stumbling or hesitating
 - Narrative Writing:
 - o write to a single theme
 - o write in the first person
 - o use sensory details
 - o write an interesting introductory sentence
 - o write a concluding sentence that relates to what was learned or accomplished
 - Thank You Letter
 - o include five elements in the proper form (heading, greeting, body, closing, signature)
 - Informative Writing
 - o identify and introduce a topic
 - o develop topic with facts or details
 - o maintain a logical sequence
 - o create a concluding statement
 - Writing Conventions:
 - o use correct subject/verb agreement
 - o maintain uniform tense
 - o spell high frequency words and learned spelling words correctly
 - o capitalize correctly
 - o use appropriate end marks
 - o identify nouns, proper nouns, verbs, and adjectives
 - o make nouns plural
 - o change verb tense
 - Writing Process:
 - o use resources to revise and edit
- Listening and Speaking

	<ul style="list-style-type: none"> o use active listening and speaking skills (eye contact, appropriate volume and tone, clear pronunciation, engaging in conversation) o ask questions to clarify o use appropriate grammar and sentence structure o maintain focused listening
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Unit #/Title	2/Reading: Decoding, Comprehension, Vocabulary; Writing: Opinion, Folktale, Informative	Time Frame	9 Weeks
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Standards
<p>CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Decode two-syllable words with long vowels and words with common prefixes and suffixes. Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. Read grade-appropriate irregularly spelled words.</p> <p>CC.1.1.2.E Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CC.1.2.2.A Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.</p> <p>CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words. (not in 2nd quarter)</p> <p>CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.</p> <p>CC.1.2.2.H Describe how reasons support specific points the author makes in a text</p> <p>CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.2.2.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.</p> <p>CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p> <p>CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p> <p>CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different cultures.</p>

- CC.1.3.2.J** Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
- CC.1.3.2.K** Read and comprehend literature on grade level, reading independently and proficiently.
- CC.1.4.2.A** Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
- CC.1.4.2.B** Identify and introduce the topic
- CC.1.4.2.C** Develop the topic with facts and/or definitions.
- CC.1.4.2.D** Group information and provide a concluding statement or section.
- CC.1.4.2.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize proper nouns. Use commas and apostrophes appropriately. (not in 2nd quarter) Spell words drawing on common spelling patterns. Consult reference material as needed.
- CC.1.4.2.M** Write narratives to develop real or imagined experiences or events.
- CC.1.4.2.N** Establish a situation and introduce a narrator and/or characters.
- CC.1.4.2.O** Include thoughts and feelings to describe experiences and events to show the response of characters to situations.
- CC.1.4.2.P** Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. (not in 2nd quarter)
- CC.1.4.2** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize proper nouns. Use commas and apostrophes appropriately. Spell words drawing on common spelling patterns. Consult reference material as needed. (not in 2nd quarter)
- CC.1.4.2.T** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- CC.1.4.2.V** Participate in individual or shared research and writing projects.
- CC.1.4.2.W** Recall information from experiences or gather information from provided sources to answer a question.
- CC.1.4.2.X** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● Effective readers use appropriate strategies to decode and construct meaning ● Purpose influences a writer’s choice of content and details ● Rules of grammar, spelling, and mechanics support understanding between writers/speakers and readers/listeners 	<ul style="list-style-type: none"> ● What decoding strategies do I use to help me read? ● What comprehension strategies do I use to help me understand what I am reading? ● How do I develop into an effective reader and writer? ● How does the quality of my writing affect the reader? ● How does knowing parts of speech make me a better writer?
Content	Skills
<ul style="list-style-type: none"> ● Decoding strategies ● Literacy, math, science, and social studies vocabulary ● Comprehension strategies ● Fluency skills ● Narrative, opinion, and informative pieces with correct structure and mechanics ● Parts of speech 	<ul style="list-style-type: none"> ● Decoding: <ul style="list-style-type: none"> ○ use knowledge of –y, -ly, -like, –less, re-, pre-, and un- to decode words ○ use knowledge of word parts to decode compound words ● Vocabulary: <ul style="list-style-type: none"> ○ use root/base words prefixes and suffixes to identify word meanings (-y, -ly, -like, -less, –ful, re-, pre-, and un-) ● Comprehension: <ul style="list-style-type: none"> ○ identify historical fiction ○ identify and interpret the main idea of multi paragraph text, chapters, and picture books ○ identify and interpret facts and supporting details in a chapter or book

	<ul style="list-style-type: none"> o make predictions based on context, picture clues, and background knowledge o monitor own reading by confirming or adjusting previous predictions to clarify meaning of text o identify cause and effect relationships • Fluency: <ul style="list-style-type: none"> o given time to practice a selection, read with appropriate expression • Opinion Writing: <ul style="list-style-type: none"> o demonstrate a clear position and at least two details that support the position • Narrative Writing: <ul style="list-style-type: none"> o include detailed descriptions of people, places, things, thoughts, and feelings o include literary elements o use relevant illustrations • Folktale Writing: <ul style="list-style-type: none"> o adapt a story originating from an oral tradition while maintaining the structure of the original story • Writing Conventions <ul style="list-style-type: none"> o use commas in a series o identify and use collective nouns
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Unit #/Title	3/Reading: Comprehension, Vocabulary; Writing: Informative, Narrative	Time Frame	9 Weeks
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Standards
<p>CC.1.1.2.E Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.</p> <p>CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.</p> <p>CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.</p> <p>CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.2.2.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.3.2.C Describe how characters in a story respond to major events and challenges.</p>

CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.

CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.

CC.1.4.2.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.2.B Identify and introduce the topic

CC.1.4.2.C Develop the topic with facts and/or definitions.

CC.1.4.2.D Group information and provide a concluding statement or section.

CC.1.4.2.E Choose words and phrases for effect.

CC.1.4.2.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize proper nouns. Use commas and apostrophes appropriately. Spell words drawing on common spelling patterns. Consult reference material as needed.

CC.1.4.2.M Write narratives to develop real or imagined experiences or events.

CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.

CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.

CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.

CC.1.4.2.Q Choose words and phrases for effect

CC.1.4.2.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize proper nouns. Use commas and apostrophes appropriately. Spell words drawing on common spelling patterns. Consult reference material as needed.

CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CC.1.4.2.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.

CC.1.4.2.V Participate in individual or shared research and writing projects.

CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.

CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.

Big Ideas	Essential Questions
<ul style="list-style-type: none"> • Effective readers use appropriate strategies to decode and construct meaning • Purpose influences a writer’s choice of content and details • Rules of grammar, spelling, and mechanics support understanding between writers/speakers and readers/listeners 	<ul style="list-style-type: none"> • What decoding strategies do I use to help me read? • What comprehension strategies do I use to help me understand what I am reading? • How do I develop into an effective reader and writer? • How does the quality of my writing affect the reader? • How does knowing parts of speech make me a better writer?
Content	Skills
<ul style="list-style-type: none"> • Literacy, math, science, and social studies vocabulary • Comprehension strategies • Narrative and informative (biography and how to) pieces with correct structure and mechanics 	<ul style="list-style-type: none"> • Comprehension: <ul style="list-style-type: none"> ○ use context clues, pictures, and graphs or charts to determine word meaning ○ use information from the text and personal experience to draw logical conclusions (inference) ○ determine whether text is fact or opinion

	<ul style="list-style-type: none"> • Narrative Writing • Informational Writing (Biography) <ul style="list-style-type: none"> o use temporal words to sequence important events • Informational Writing (How To) <ul style="list-style-type: none"> o use temporal words to transition between steps • Writing Conventions: <ul style="list-style-type: none"> o use quotation marks correctly in dialogue o use an apostrophe to denote contractions • Writing Style - intentionally choose words to convey exact meaning
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Unit #/Title	4/Reading: Comprehension, Vocabulary; Writing: Narrative, Informative, Poetry	Time Frame	9 Weeks
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Standards
<p>CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.</p> <p>CC.1.2.2.H Describe how reasons support specific points the author makes in a text</p> <p>CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.</p> <p>CC.1.2.2.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p> <p>CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.</p> <p>CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.</p> <p>CC.1.4.2.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.2.B Identify and introduce the topic</p> <p>CC.1.4.2.C Develop the topic with facts and/or definitions.</p> <p>CC.1.4.2.D Group information and provide a concluding statement or section.</p> <p>CC.1.4.2.E Choose words and phrases for effect.</p>

- CC.1.4.2.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize proper nouns. Use commas and apostrophes appropriately. Spell words drawing on common spelling patterns. Consult reference material as needed.
- CC.1.4.2.M** Write narratives to develop real or imagined experiences or events.
- CC.1.4.2.N** Establish a situation and introduce a narrator and/or characters.
- CC.1.4.2.O** Include thoughts and feelings to describe experiences and events to show the response of characters to situations.
- CC.1.4.2.Q** Choose words and phrases for effect
- CC.1.4.2.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize proper nouns. Use commas and apostrophes appropriately. Spell words drawing on common spelling patterns. Consult reference material as needed.
- CC.1.4.2.V** Participate in individual or shared research and writing projects.
- CC.1.4.2.W** Recall information from experiences or gather information from provided sources to answer a question.
- CC.1.4.2.X** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- CC.1.5.2.A** Participate in collaborative conversations with peers and adults in small and larger groups.

Big Ideas	Essential Questions
<ul style="list-style-type: none"> • Effective readers use appropriate strategies to decode and construct meaning • Purpose influences a writer’s choice of content and details • Rules of grammar, spelling, and mechanics support understanding between writers/speakers and readers/listeners 	<ul style="list-style-type: none"> • What decoding strategies can I use to help me read? • What comprehension strategies can I use to help me understand what I am reading? • How do I develop into an effective reader and writer? • How does the quality of my writing affect the reader? • How does knowing parts of speech make me a better writer?
Content	Skills
<ul style="list-style-type: none"> • Literacy, math, science, and social studies vocabulary • Comprehension strategies • Narrative and informative (biography and how to) pieces with correct structure and mechanics 	<ul style="list-style-type: none"> • Vocabulary: <ul style="list-style-type: none"> ◦ determine meaning of multiple meaning words and homophones • Comprehension: <ul style="list-style-type: none"> ◦ identify the purpose of a selection as persuasive, informational, or entertainment (author’s purpose) ◦ determine the real meaning of figurative language (similes, idioms, alliteration, onomatopoeia) ◦ identify the difference between real and make believe ◦ compare and contrast important details in different texts on the same topic ◦ ask and answer informational gathering questions ◦ locate and select various texts on the same topic • Narrative Writing: • Informational Writing: • Poetry Writing: <ul style="list-style-type: none"> ◦ write poems that conform to various formats (free verse, diamante, cinquain, haiku, and acrostic) • Writing Conventions: <ul style="list-style-type: none"> ◦ use apostrophes to denote singular possessives ◦ identify and use pronouns correctly • Writing Style: <ul style="list-style-type: none"> ◦ use figurative language ◦ use relevant illustrations to convey meaning