



# Reading -Language Arts

## Grade 2nd

### 2nd Nine Weeks



This academic overview can be used to monitor and support your child's at-home learning progress

#### Unit 3: Connecting Text to Learning

##### Student Learning Targets

- I can listen with my whole body and ask questions to understand better.
- I can read words with short and long vowel sounds.
- I can read words with closed and open syllables.
- I can spell closed and open syllable words correctly.
- I can read grade-level text smoothly and accurately.
- I can understand what I am reading by asking questions before, during and after reading.
- I can make text to text, text to self, and text to society connections when I read.
- I can describe the plot elements (main events, conflict, resolution) of texts I am reading.
- I can talk about why the author wrote the text.
- I can draw and brainstorm ideas to plan my writing.
- I can organize my writing in a way that makes sense.

##### Questions to Check for Unit Understanding

- How can I use the short and long vowel rules to help me read and write words?
- How are reading words and spelling words alike?
- How can understanding main events, conflict, and resolution help me understand what I am reading?
- How can drawing help me plan my writing?
- How can using box and dots help me plan my writing?

##### Key Academic Vocabulary

- Closed syllable words- words that END with a consonant(s) that "closes in" the vowel, making it say the. SHORT sound. (ex: cat, dog)
- Open syllable words- an open syllable has nothing come after the vowel and the word ends right at the vowel. (ex: he, be, we)
- Short vowels- sounds that are pronounced like this: **cat, bet, fit, pot, cut**
- Long vowels- used to refer to vowel sounds whose pronunciation is the same as its letter name: cake, like, coke, mute
- Plot- describe the events that make up a story (Beginning, Conflict, Resolution)
- Conflict- the struggle a character or character is experiencing(the problem)
- Resolution- the solution to the problem in the story

#### Unit 4: What Good Readers and Writers Do

##### Student Learning Targets

- I can recognize what happens to a word when a sound is added, changed or removed.
- I can read and spell words with vowel teams including digraphs correctly.
- I can read grade-level text smoothly and accurately.
- I can create mental pictures to better understand what I am reading.
- I can retell and paraphrase what I have read while maintaining meaning.
- I can find the central idea and details with the help of an adult in informational text.
- I can use text features and graphics to locate and gain information in informational text.
- I can draw and brainstorm ideas to plan my writing.
- I can organize my writing in a way that makes sense.

##### Questions to Check for Unit Understanding

- How are the words the same? How are they different?
- Why do writers write? Why do speakers speak?
- How do the stages of the writing process work together?

##### Key Academic Vocabulary

- Digraphs-two letters that make a sound: ex. Ph-phone, ch-chicken, sh-fish)
- Paraphrase-retelling what you read or listened to using your own words
- Text features- Titles, headings, labels, diagrams, bullet points, bold text, etc. to help reader understand
- Graphics- pictures or visuals aids that help the reader better understand what they are reading