

Course: 1 st Grade	Athens Area School District
Unit: 1 (8) Topic : Story Structure/Sequencing	Days: 15 This unit will be taught a 2 nd 15 days later in the year.

Key Learning:
Knowledge of narrative text and narrative writing.

Unit Essential Question:
 1. How do I find the story elements in a narrative story?
 2. How can powerful readers actively use strategies to understand what they read?

Common Core Standards: RL.1.2 RI.1.10 RL.1.3 RF.1.4 RL.1.7 RL1.10 RL.1.1	R.F.1.1 L 1.1 L 1.2
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Concept #1: Comprehension	Concept #2: Writing
Lesson Essential Question(s): Why should I make predictions before reading and listening to a story or poem? What elements must stories include to entertain a reader? How do I use sequencing to make sense of what I read? How do I use summarizing to retell the important parts of a story? Assessment prompt: What are the story elements?	Lesson Essential Question(s): What is a personal narrative? What must a personal narrative contain? When do I use a capital letter? How do I use end punctuation when writing a complete sentence?
Vocabulary: character, setting, plot, problem, solution, sequence, event, prediction	Vocabulary: capital letter, punctuation, period, question mark, exclamation point, sentence character, setting, feeling, dialogue

Notes:

Common UNIT Assessment: *In this space describe the common assessment, resources to be utilized, and skills being assessed. (Grades 2-5 need to include at least one cold read). Please Attach all Materials (readings, questions, answer key or rubric) NOTE: common assessments will be used for data collection for PLC's and Intervention groups.*



Common UNIT Writing Assessment: *Describe in this space the specific type of writing and rubric. Attach all materials.*



Course: 1 st Grade		Athens Area School District	
Unit: 4 (11)		Days: 15	
Topic: Cause and Effect		This course will be taught a 2 nd 15 days later in the year.	
Key Learning: Knowledge of causes and effects in a story.			
Unit Essential Question: <ol style="list-style-type: none"> How does one event in a story cause another event to happen? How can powerful readers actively use strategies to understand what they read? 			
Common Core Standards: RI 1.3 RF 1.4 W 1.2 RI 1.1 RL 1.10			
Concept #1: Comprehension		Concept #2: Writing	
Lesson Essential Question(s): How are causes used to predict what might happen in a story? How does one event in a story cause another event to happen? Assessment prompt: How do readers use signal words to identify cause and effect?		Lesson Essential Question(s): How can I organize my ideas for informational writing? How do I organize my ideas to include a topic sentence, supporting details, and a conclusion?	
Vocabulary: cause, effect, predict, signal words (therefore, because, so, for that reason...etc.)		Vocabulary: informational writing, topic sentence, details, conclusion	
Common UNIT Assessment: <i>In this space describe the common assessment, resources to be utilized, and skills being assessed. (Grades 2-5 need to include at least one cold read). Please Attach all Materials (readings, questions, answer key or rubric) NOTE: common assessments will be used for data collection for PLC's and Intervention groups.</i>			
Common UNIT Writing Assessment: <i>Describe in this space the specific type of writing and rubric.</i>			



Course: 1 st Grade		Athens Area School District	
Unit: 7		Days: 15	
Topic: Text and Graphic Features and Author's Purpose			
Key Learning: Knowledge of nonfiction text and graphic features			
Unit Essential Question:			
<ol style="list-style-type: none"> How can text and graphic features help a reader understand a selection? How can powerful readers actively use strategies to understand what they read? 			
Common Core Standards:			
RI 1.4	RF 1.4	W 1.2	
RI 1.5		L 1.1	
RI 1.6		L 1.2	
RI 1.7			
Concept #1: Comprehension		Concept #2: Writing	
Lesson Essential Question(s): Why do authors write stories, books, and poems? How can text and graphic features help a reader understand a selection? Assessment prompt: What are the different parts of a nonfiction book?		Lesson Essential Question(s): What is the purpose of informational writing? How do we write a topic sentence? How can details support a topic sentence? When do I use a capital letter? How do I use end punctuation when writing a complete sentence?	
Vocabulary: author's purpose, table of contents, title, author, illustrator, glossary, index, title page		Vocabulary: Information, topic sentence, details. capital letter, punctuation	

Notes:

Common UNIT Assessment: *In this space describe the common assessment, resources to be utilized, and skills being assessed. (Grades 2-5 need to include at least one cold read). Please Attach all Materials (readings, questions, answer key or rubric) **NOTE: common assessments will be used for data collection for PLC's and Intervention groups.***

Common UNIT Writing Assessment: *Describe in this space the specific type of writing and rubric. Attach all materials.*



Course: ELA/ Grade 2	Athens Area School District
Topic/ Unit: Compare and Contrast /Unit 3	Days: 15

Key Learning: Understanding compare and contrast improves reading comprehension skills. It is necessary for students to be able to find similarities and differences in text.

Unit Essential Question: How do I compare and contrast to better understand what I read and write?

Common Core Standards: R.L.2.9, R.I.2.9, R.F.2.4, R.F.2.3, L.2.5, L.2.4, L.2.6, L.2.1, W.2.5, W.2.6, W.2.7, W.2.8, S.L.2.5

Concept #1: Literary	Concept #2: Informational	Concept #3: Foundational-Phonics, Fluency
Lesson Essential Question(s): How do I compare and contrast two stories?	Lesson Essential Question(s): How do I compare and contrast the most important points presented by two texts on the same topic?	Lesson Essential Question(s): What strategies do I use to read accurately and fluently? What are homophones? How do –er and –est change the meaning of a base word? How do –y, -ly, and -ful change the meaning of a base word? How do the prefixes pre-, re-, un-, over-, and mis- change the meaning of a base word?
Vocabulary: compare, contrast	Vocabulary: compare, contrast, connections	Vocabulary: suffix, prefix, base word, homophone

Concept #4 Writing	Concept #5 Speaking and Listening	Concept#6 Language/Spelling/Vocabulary/Grammar
Lesson Essential Question(s): What steps are involved in writing an informational paragraph?	Lesson Essential Question(s): How do I use audio-visual media to enhance my presentation? (Using any technology such as power point, visual aids, etc. to present to the class)	Lesson Essential Question(s): What are homophones? How do –er and –est change the meaning of a base word? How do –y, -ly, and -ful change the meaning of a base word? How do the prefixes pre-, re-, un-, over-, and mis- change the meaning of a base word? What are some examples of common idioms? How do I use context to determine the meaning of a word with multiple meanings?



		<p>How do we use context to identify and understand antonyms?</p> <p>How do I use adjectives when I read and write?</p> <p>What are some examples of irregular verbs?</p>
Vocabulary: topic sentence, details, facts, concluding sentence	Vocabulary: audio, visual, media, presentation	Vocabulary: suffix, prefix, base word, homophone, idiom, context, multiple meaning, antonyms, adjectives, irregular verbs

Common UNIT Assessment: *In this space describe the common assessment, resources to be utilized, and skills being assessed. (Grades 2-5 need to include at least one cold read). Please Attach all Materials (readings, questions, answer key or rubric) **NOTE: common assessments will be used for data collection for PLC's and Intervention groups.***

Common UNIT Writing Assessment: *Describe in this space the specific type of writing and rubric. Attach all materials.*



Course: ELA/ Grade 2	Athens Area School District
Topic/ Unit: Cause and Effect/Unit 4	Days: 15

Key Learning: Describe the cause and effect relationships in a text.

Unit Essential Question: How do I identify cause and effect in a text?

Common Core Standards: R.1.2.3, W.2.8, W.2.5, S.L.2.6, R.F.2.3, R.F.2.4, L.2.4, L.2.2, L.2.6

Concept #1: Literary	Concept #2: Informational	Concept #3: Foundational-Phonics, Fluency
Lesson Essential Question(s): What cause and effect relationships can you identify within the text?	Lesson Essential Question(s): What words signal connections in informational texts?	Lesson Essential Question(s): What sound do the letters ar in a word produce? What sound do the letters or and ore produce? What sound do the letters er, ir, and ur produce? What strategies do I use to read accurately and fluently?
Vocabulary: cause, effect	Vocabulary: signal words, cause, effect	Vocabulary: r- controlled vowels

Concept #4 Writing	Concept #5 Speaking and Listening	Concept#6 Language/Spelling/Vocabulary/Grammar
Lesson Essential Question(s): What steps are involved in writing an informational paragraph?	Lesson Essential Question(s): What are the key components of properly telling a story to an audience?	Lesson Essential Question(s): What sound do the letters ar in a word produce? What sound do the letters or and ore produce? What sound do the letters er, ir, and ur produce? How do we use context to identify and understand synonyms? How does the prefix over-change the meaning of a base word? How and where do we locate unfamiliar words? (Dictionary and digital data bases) How do we properly use commas when writing dates,



		places, and nouns in a series? What is an adjective?
Vocabulary: topic sentence, details, facts, concluding sentence	Vocabulary: facts, details, complete sentences	Vocabulary: r controlled vowels, synonyms, prefix over-, Dictionary, data base, pronunciation, comma, series, adjective

Common UNIT Assessment: *In this space describe the common assessment, resources to be utilized, and skills being assessed. (Grades 2-5 need to include at least one cold read). Please Attach all Materials (readings, questions, answer key or rubric) **NOTE: common assessments will be used for data collection for PLC's and Intervention groups.***

Common UNIT Writing Assessment: *Describe in this space the specific type of writing and rubric. Attach all materials.*



Course: ELA	Athens Area School District
Topic/ Unit: Fact and Opinion/Unit 5	Days: 15

Key Learning: Differentiate between fact and opinion within a text.

Unit Essential Question: How do we identify facts and opinions in text?

Common Core Standards: R.I.2.8, W.2.4, S.L.2.3, L.2.1, R.F.2.3, R.F.2.4

Concept #1: Literary	Concept #2: Informational	Concept #3: Foundational-Phonics, Fluency
Lesson Essential Question(s): What is a fact? What is an opinion?	Lesson Essential Question(s): What is a fact? What is an opinion?	Lesson Essential Question(s): When do we double a consonant before adding –ed or –ing? What letter combinations produce a long i sound? What letter can produce the long e sound at the end of a word? What strategies do I use to read accurately and fluently?
Vocabulary: fact, opinion, statement	Vocabulary: fact, opinion, statement	Vocabulary: consonant, accurately, fluently

Concept #4 Writing	Concept #5 Speaking and Listening	Concept#6 Language/Spelling/Vocabulary/Grammar
Lesson Essential Question(s): What are the steps involved in writing an opinion paragraph?	Lesson Essential Question(s): How do we ask and answer questions to clarify our understanding?	Lesson Essential Question(s): When do we double a consonant before adding –ed or –ing? What letter combinations produce a long i sound? What letter can produce the long e sound at the end of a word? What are homographs? What are antonyms? How do the suffixes –y and –ful change the meaning of a word?



		<p>What do pronouns take the place of in a sentence?</p> <p>When should I add –s or –es to the end of a verb?</p> <p>How do I identify the correct form of be to use?</p>
Vocabulary: opinion, fact, linking words, conclusion	Vocabulary: clarify	Vocabulary: consonant, homographs, antonyms, suffixes, pronoun, verb

Common UNIT Assessment: *In this space describe the common assessment, resources to be utilized, and skills being assessed. (Grades 2-5 need to include at least one cold read). Please Attach all Materials (readings, questions, answer key or rubric) **NOTE: common assessments will be used for data collection for PLC's and Intervention groups.***

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Course: ELA/ Grade 2	Athens Area School District
Topic/ Unit: Inference/Drawing Conclusions/Unit 6	Days: 15

Key Learning: Use information from the text and background knowledge to make inferences.

Unit Essential Question: How do I use text and picture clues to make inferences?

Common Core Standards: R.L.2.1, R.I.2.1, R.F.2.4, R.F.2.5, W.2.5, W.2.6, S.L.2.6, L.2.4, L.2.1, L.2.2, L.2.6

Concept #1: Literary	Concept #2: Informational	Concept #3: Foundational-Phonics, Fluency
Lesson Essential Question(s): How do readers use text clues to create inferences?	Lesson Essential Question(s): How do I use information from a text and my background knowledge to make inferences?	Lesson Essential Question(s): What strategies do I use to read accurately and fluently? What spelling patterns produce the /au/ sound? What spelling patterns produce the "oo" sound? What spelling patterns produce the /oo/ sound as in book?
Vocabulary: text clues, inference	Vocabulary: background knowledge, inferences	Vocabulary: fluently

Concept #4 Writing	Concept #5 Speaking and Listening	Concept#6 Language/Spelling/Vocabulary/Grammar
Lesson Essential Question(s): What are the steps involved in writing an opinion paragraph? How does editing strengthen our writing?	Lesson Essential Question(s): How do I answer questions clearly? (Using complete sentences that provide detail.)	Lesson Essential Question(s): What spelling patterns produce the /au/ sound? What spelling patterns produce the "oo" sound? What spelling patterns produce the /oo/ sound as in book? How do I use context to determine the meaning of unknown words? How do we use context clues to determine the meaning of a word with multiple meanings? What are some examples of irregular action verbs? How do we form contractions for verbs with not? What is an adverb?



Vocabulary: opinion, editing	Vocabulary: complete sentences, detail	Vocabulary: context, context clues, multiple meanings, irregular action verbs, contractions, adverbs
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Common UNIT Writing Assessment: *Describe in this space the specific type of writing and rubric. Attach all materials.*



Course: ELA/ Grade 2	Athens Area School District
Topic/ Unit 7: Text and Graphic Features/Author's Purpose	Days: 15

Key Learning: Identify various examples of text and graphic features

Unit Essential Question: How can text and graphic features help readers to better understand a story and make predictions?

Common Core Standards: RL.2.7, RI.2.5, RI.2.7, RF.2.3, RF.2.4, W.2.2, L.2.1, L.2.4, L.2.5,

Concept #1: Literary	Concept #2: Informational	Concept #3: Foundational-Phonics, Fluency
Lesson Essential Question(s): How do we use details and illustrations to help us better understand text?	Lesson Essential Question(s): What text features help readers to understand informational text? What graphic features help readers to understand informational text?	Lesson Essential Question(s): How does adding –ed and –ing change tense of a verb? How do we combine two words to make a contraction? What long vowel sound does the vowel team ‘ee’, ‘ea’, ‘ai’, and ‘ay’ produce? What long vowel sound does ‘o’, ‘oa’, and ‘ow’ produce? What strategies do I use to read accurately and fluently?
Vocabulary: text and graphic features, diagrams, labels, table of contents, index, glossary, caption, heading, bold print, title, details, illustration	Vocabulary: text and graphic features, diagrams, labels, table of contents, index, glossary, caption, heading, bold print, title, details, illustration	Vocabulary: tense, contraction, vowel team, accurately, fluently

Concept #4 Writing	Concept #5 Speaking and Listening	Concept#6 Language-Spelling, Vocabulary, Grammar
Lesson Essential Question(s): What steps are involved in writing an informational paragraph?	Lesson Essential Question(s): How can we use questions to gather information about a topic?	Lesson Essential Question(s): What is the spelling rule when adding –ed and –ing to a word? How do we combine two words to write a contraction? What is the spelling when adding –s and –es to a base word? How do we use vowel teams to help us spell words?



		<p>What is a synonym? When do we use –er and –est to change the meaning of a word? What is the meaning of the prefix pre and mis? How do we use context to understand the meaning of an idiom? What is a verb? How do we distinguish between present, past, and future tense verbs? What are the different types of sentences?</p>
<p>Vocabulary: topic sentence, details, facts, concluding sentence</p>	<p>Vocabulary: question, topic</p>	<p>Vocabulary: prefix, suffix, synonym, vowel team, contraction, idiom, context, base word, present, past, and future tense, question, statement, command, exclamatory</p>

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Course: ELA/ Grade 2	Athens Area School District
Topic/ Unit 7: Author's Purpose	Days: 15

Key Learning: Authors write in a variety of styles to communicate various messages.

Unit Essential Question: How can I determine the author's purpose for writing a text?

Common Core Standards: R.L.2.4, R.L.2.6, R.I.2.2, R.I.2.3, R.F.2.4, R.F.2.3, W.2.6, W.2.5, S.L.2.4, L.2.4, L.2.2, L.2.1

Concept #1: Literary	Concept #2: Informational	Concept #3: Foundational-Phonics, Fluency
Lesson Essential Question(s): What is the author's purpose for writing this text?	Lesson Essential Question(s): What are the three purposes for reading a nonfiction text? (To gain knowledge, research, and learn how to do something)	Lesson Essential Question(s): What strategies do I use to help me read fluently and accurately? What sounds do vowel diphthongs ow and ou produce? How do we decode longer words with long vowels? What sounds do vowel diphthongs oi and oy produce?
Vocabulary: author's purpose	Vocabulary: purpose, nonfiction, research	Vocabulary: fluently, diphthong, decode

Concept #4 Writing	Concept #5 Speaking and Listening	Concept#6 Language/Spelling/Vocabulary/Grammar
Lesson Essential Question(s): Why are the order of events important when writing a narrative? How does editing strengthen our writing?	Lesson Essential Question(s): What are the key components of properly telling a story to an audience? (Use appropriate facts and descriptive details while using coherent sentences.)	Lesson Essential Question(s): What sounds do vowel diphthongs ow and ou produce? How do we decode longer words with long vowels? What sounds do vowel diphthongs oi and oy produce? How do we classify and categorize words? How do we use context clues to identify and understand antonyms?



		<p>How and where do we locate unfamiliar words? (Dictionary and digital bases)</p> <p>How can I change a noun to shown possession?</p> <p>How do I identify and use possessive pronouns?</p> <p>What is a preposition?</p>
Vocabulary: narrative, sequencing, editing	Vocabulary: details, complete sentences	Vocabulary: diphthong, classify, categorize, context, antonym, dictionary, digital data base, entry words, guide words, possessive noun, possessive pronouns, preposition

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Course: ELA/ Grade 2	Athens Area School District
Topic/ Unit: Story Structure/Unit 8	Days: 10

Key Learning: Identify the characters, plot, and setting of a story as well as understand the key details in a non-fiction text.

Unit Essential Question: How does the structure of a story or key elements help us to further understand the text?

Common Core Standards: R.L.2.1, R.L.2.3, R.L.2.5, R.I.2.1, W.2.5, R.F.2.4, L.2.4

Concept #1: Literary	Concept #2: Informational	Concept #3: Foundational-Phonics, Fluency
<p>Lesson Essential Question(s): What questions do good readers ask when reading in order to understand the text? What can you learn from a character’s thoughts, words, and actions? What are the characters, setting, and plot of a story?</p>	<p>Lesson Essential Question(s): How does answering the 5 W’s and H questions help us to understand informational text?</p>	<p>Lesson Essential Question(s): What is a consonant blend? How do I identify a double consonant? What is a consonant digraph? How do the suffixes –ed, -ing, -s, and –es change the meaning of a base word? What is a contraction? How do I read with expression?</p>
<p>Vocabulary: character, setting, plot, problem, solution</p>	<p>Vocabulary: 5W’s and H questions: Who, What, Where, Why, When, and How</p>	<p>Vocabulary: double consonant, consonant digraph, suffix, base word, contraction, expression</p>

Concept #4 Writing	Concept #5 Speaking and Listening	Concept#6 Language/Spelling/ Vocabulary/Grammar
<p>Lesson Essential Question(s): Why are the order of events important when writing a narrative? How does editing strengthen our writing?</p>	<p>Lesson Essential Question(s): What do I include when orally retelling a story?</p>	<p>Lesson Essential Question(s): What are the common double consonant spelling patterns? What are the common consonant digraph spelling patterns? How do I add –ed, -ing, -s, and –es to the end of a base word? How do context clues help me to understand unknown words?</p>



		What is the difference between a common and proper noun? What is a verb?
Vocabulary: narrative, editing	Vocabulary: retell	Vocabulary: consonant blend, double consonant, Consonant digraph, base word, suffix, contraction, context clues, common and proper nouns, statement, question, exclamatory

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Common UNIT Writing Assessment: *Describe in this space the specific type of writing and rubric. Attach all materials.*



Course: ELA	Athens Area School District
Topic/ Unit: Sequencing/Unit 8	Days: 10

Key Learning: Describe the overall structure of a story including the beginning, middle, and end.

Unit Essential Question: Why is the order of events in a story important?

Common Core Standards: R.L.2.5,R.I.2.3, R.F.2.3, R.W.2.1, S.L.2.1, L.2.1

Concept #1: Literary	Concept #2: Informational	Concept #3: Foundational-Phonics, Fluency
Lesson Essential Question(s): How does knowing the beginning, middle, and ending of a story help you to understand a text?	Lesson Essential Question(s): What are some examples of linking words that show connections within an informational text?	Lesson Essential Question(s): How do I identify a short vowel sound? How do I identify a long vowel sound? What strategies can I use to read accurately?
Vocabulary: sequencing, text	Vocabulary: linking words	Vocabulary: short vowel, long vowel, accuracy

Concept #4 Writing	Concept #5 Speaking and Listening	Concept #6 Language/Spelling/Vocabulary/Grammar
Lesson Essential Question(s): What are the steps in writing an opinion paragraph?	Lesson Essential Question(s): What are the rules when participating in a conversation?	Lesson Essential Question(s): What are the short vowel, long vowel, and consonant blend spelling pattern? How do I identify subjects and predicates in a sentence? What is the difference between a statement and a question? What is a noun? How does adding an –s to some nouns change the meaning of the word?
Vocabulary: opinion, fact, linking words, conclusion	Vocabulary: conversation, discussion	Vocabulary: Vowels, consonants, blends, subject, predicate, statement, question, noun, plural



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Course: ELA/ Grade 2	Athens Area School District
Topic/ Unit: Main Idea/Unit 9	Days: 15

Key Learning: Identify the main idea and key details to support it.

Unit Essential Question: How do we identify the main idea within a text?

Common Core Standards: R.L.2.2, L.2.4, L.2.1, R.L.2.2, R.I.2.2, R.I.2.6, R.F.2.3, R.F.2.4, W.2.1

Concept #1: Literary	Concept #2: Informational	Concept #3: Foundational, Phonics, Fluency
Lesson Essential Question(s): How do finding key details of a fable or folktale help us to determine the central message, lesson, or moral?	Lesson Essential Question(s): How do good readers identify the main purpose of a text?	Lesson Essential Question(s): What vowel combinations can we use to make the long o sound? What vowel combinations can we use to make the long e sound? What is a compound word? How do I read with expression?
Vocabulary: details, central message, lesson, moral, folktale, fable	Vocabulary: main idea, details, infer, analyze, predict	Vocabulary: vowel combinations, compound word, expression

Concept #4 Writing	Concept #5 Speaking and Listening	Concept#6 Language/Spelling/ Vocabulary/ Grammar
Lesson Essential Question(s): What are the steps involved in writing an opinion paragraph?	Lesson Essential Question(s): What do I need to include when orally retelling a story?	Lesson Essential Question(s): How do we use vowel teams to help us spell words? What is a strategy for spelling compound words? How do we use dictionaries to determine the meanings of words? How does the suffix –ly change the meaning of a word? Why do authors use quotation



		marks? How do we distinguish between a common and proper noun? How do we write abbreviations for people, places, and days and months?
Vocabulary: opinion, fact, linking words, conclusion	Vocabulary: retell	Vocabulary: vowel teams, compound words, dictionary, guide words, entry words, suffix, quotation marks, proper nouns, abbreviations

Common UNIT Assessment: *In this space describe the common assessment, resources to be utilized, and skills being assessed. (Grades 2-5 need to include at least one cold read). Please Attach all Materials (readings, questions, answer key or rubric) **NOTE: common assessments will be used for data collection for PLC's and Intervention groups.***

Common UNIT Writing Assessment: *Describe in this space the specific type of writing and rubric. Attach all materials.*



Course: ELA/ Grade 2	Athens Area School District
Topic/ Unit: Compare and Contrast /Unit 10	Days: 15

Key Learning: Understanding compare and contrast improves reading comprehension skills. It is necessary for students to be able to find similarities and differences in text.

Unit Essential Question: How do I compare and contrast to better understand what I read and write?

Common Core Standards: R.L.2.9, R.I.2.9, R.F.2.4, R.F.2.3, L.2.5, L.2.4, L.2.6, L.2.1, W.2.5, W.2.6, W.2.7, W.2.8, S.L.2.5

Concept #1: Literary	Concept #2: Informational	Concept #3: Foundational-Phonics, Fluency
Lesson Essential Question(s): How do I compare and contrast two stories?	Lesson Essential Question(s): How do I compare and contrast the most important points presented by two texts on the same topic?	Lesson Essential Question(s): What strategies do I use to read accurately and fluently? What are homophones? How do –er and –est change the meaning of a base word? How do –y, -ly, and -ful change the meaning of a base word? How do the prefixes pre-, re-, un-, over-, and mis- change the meaning of a base word?
Vocabulary: compare, contrast	Vocabulary: compare, contrast, connections	Vocabulary: suffix, prefix, base word, homophone

Concept #4 Writing	Concept #5 Speaking and Listening	Concept#6 Language/Spelling/Vocabulary/Grammar
Lesson Essential Question(s): What steps are involved in writing an informational paragraph?	Lesson Essential Question(s): How do I use audio-visual media to enhance my presentation? (Using any technology such as power point, visual aids, etc. to present to the class)	Lesson Essential Question(s): What are homophones? How do –er and –est change the meaning of a base word? How do –y, -ly, and -ful change the meaning of a base word? How do the prefixes pre-, re-, un-, over-, and mis- change the meaning of a base word? What are some examples of



		<p>common idioms? How do I use context to determine the meaning of a word with multiple meanings? How do we use context to identify and understand antonyms? How do I use adjectives when I read and write? What are some examples of irregular verbs?</p>
Vocabulary: topic sentence, details, facts, concluding sentence	Vocabulary: audio, visual, media, presentation	Vocabulary: suffix, prefix, base word, homophone, idiom, context, multiple meaning, antonyms, adjectives, irregular verbs

Common UNIT Assessment: *In this space describe the common assessment, resources to be utilized, and skills being assessed. (Grades 2-5 need to include at least one cold read). Please Attach all Materials (readings, questions, answer key or rubric) **NOTE: common assessments will be used for data collection for PLC's and Intervention groups.***

Common UNIT Writing Assessment: *Describe in this space the specific type of writing and rubric. Attach all materials.*



Course: ELA/ Grade 2	Athens Area School District
Topic/ Unit: Cause and Effect/Unit 11	Days: 15

Key Learning: Describe the cause and effect relationships in a text.

Unit Essential Question: How do I identify cause and effect in a text?

Common Core Standards: R.I.2.3, W.2.8, W.2.5, S.L.2.6, R.F.2.3, R.F.2.4, L.2.4, L.2.2, L.2.6

Concept #1: Literary	Concept #2: Informational	Concept #3: Foundational-Phonics, Fluency
Lesson Essential Question(s): What cause and effect relationships can you identify within the text?	Lesson Essential Question(s): What words signal connections in informational texts?	Lesson Essential Question(s): What sound do the letters ar in a word produce? What sound do the letters or and ore produce? What sound do the letters er, ir, and ur produce? What strategies do I use to read accurately and fluently?
Vocabulary: cause, effect	Vocabulary: signal words, cause, effect	Vocabulary: r- controlled vowels

Concept #4 Writing	Concept #5 Speaking and Listening	Concept#6 Language/Spelling/Vocabulary/Grammar
Lesson Essential Question(s): What steps are involved in writing an informational paragraph?	Lesson Essential Question(s): What are the key components of properly telling a story to an audience?	Lesson Essential Question(s): What sound do the letters ar in a word produce? What sound do the letters or and ore produce? What sound do the letters er, ir, and ur produce? How do we use context to identify and understand synonyms? How does the prefix over-change the meaning of a base word? How and where do we locate



		<p>unfamiliar words? (Dictionary and digital data bases)</p> <p>How do we properly use commas when writing dates, places, and nouns in a series?</p> <p>What is an adjective?</p>
<p>Vocabulary: topic sentence, details, facts, concluding sentence</p>	<p>Vocabulary: facts, details, complete sentences</p>	<p>Vocabulary: r controlled vowels, synonyms, prefix over-, Dictionary, data base, pronunciation, comma, series, adjective</p>

Common UNIT Assessment: *In this space describe the common assessment, resources to be utilized, and skills being assessed. (Grades 2-5 need to include at least one cold read). Please Attach all Materials (readings, questions, answer key or rubric) **NOTE: common assessments will be used for data collection for PLC's and Intervention groups.***

Common UNIT Writing Assessment: *Describe in this space the specific type of writing and rubric. Attach all materials.*



Course: ELA/ Grade 2	Athens Area School District
Topic/ Unit: Inference/Drawing Conclusions/Unit 12	Days: 15

Key Learning: Use information from the text and background knowledge to make inferences.

Unit Essential Question: How do I use text and picture clues to make inferences?

Common Core Standards: R.L.2.1, R.I.2.1, R.F.2.4, R.F.2.5, W.2.5, W.2.6, S.L.2.6, L.2.4, L.2.1, L.2.2, L.2.6

Concept #1: Literary	Concept #2: Informational	Concept #3: Foundational-Phonics, Fluency
Lesson Essential Question(s): How do readers use text clues to create inferences?	Lesson Essential Question(s): How do I use information from a text and my background knowledge to make inferences?	Lesson Essential Question(s): What strategies do I use to read accurately and fluently? What spelling patterns produce the /au/ sound? What spelling patterns produce the "oo" sound? What spelling patterns produce the /oo/ sound as in book?
Vocabulary: text clues, inference	Vocabulary: background knowledge, inferences	Vocabulary: fluently

Concept #4 Writing	Concept #5 Speaking and Listening	Concept#6 Language/Spelling/Vocabulary/Grammar
Lesson Essential Question(s): What are the steps involved in writing an opinion paragraph? How does editing strengthen our writing?	Lesson Essential Question(s): How do I answer questions clearly? (Using complete sentences that provide detail.)	Lesson Essential Question(s): What spelling patterns produce the /au/ sound? What spelling patterns produce the "oo" sound? What spelling patterns produce the /oo/ sound as in book? How do I use context to determine the meaning of unknown words? How do we use context clues to determine the meaning of a word with multiple meanings? What are some examples of



		irregular action verbs? How do we form contractions for verbs with not? What is an adverb?
Vocabulary: opinion, editing	Vocabulary: complete sentences, detail	Vocabulary: context, context clues, multiple meanings, irregular action verbs, contractions, adverbs

Common UNIT Assessment: *In this space describe the common assessment, resources to be utilized, and skills being assessed. (Grades 2-5 need to include at least one cold read). Please Attach all Materials (readings, questions, answer key or rubric) **NOTE: common assessments will be used for data collection for PLC's and Intervention groups.***

Common UNIT Writing Assessment: *Describe in this space the specific type of writing and rubric. Attach all materials.*

