

ELA Quarter 3.2

English Language Arts			
Essential Skill Component	Standard	Sub Component	Quarterly Focus
Reading			Quarter 3 Reading Focus:
Foundational Skills			<p>***Continue Quarter 1 & 2 Reading Focuses but add in the following:</p> <p>Phonics: Focus on commonly spelled word that have different sounds...heat & head, give & hive, gave & have. Grammar: Reinforce nouns, verbs, adjectives and adverbs and introduce pronouns. Vocabulary: Students should be able to gain and clarify meanings of words or phrases by using text, glossaries, and beginning dictionaries that are both in print and digital. Literacy: Introduce poetry and focus on using rhyming words and phrases, beats, alliteration, and repeated lines to gain understanding and fluency. Students will be introduced to a variety of different fables and folktales and determine the message, lesson, or moral. Informational: Students need to be able to identify the main idea of a multi-paragraph NF text as well as the main idea in each paragraph independently. Students should be able to sequence historical events and follow procedural steps in scientific investigations independently. Students should become use various text features such as captions, bold print, glossaries, sub-headings, indexes, diagrams, charts, and illustrations to help with the understanding of informational text. Students read NF texts and identify the main points and then use evidence from the text to support the author's view. Students will be able to compare and contrast 2 different NF texts on the same topic.</p>
Determines the meanings of unknown words or phrases	RI.2.4, L.2.4, L.2.5,	L.2.4.E	
Knows and applies phonics and word analysis skills in decoding	RF.2.3, L.2.4, RL.2.4	RF.2.3.E, RF.2.3.F	
Reads with accuracy and fluency, to support comprehension	RF.2.4, RI.2.10, RL.2.10		
Identifies nouns, verbs, adjectives, and rhyming words	L.2.1, RL.2.4		
Literature			
Asks and answers questions to demonstrate understanding of text	RL.2.1, R.L.2.2, RL.2.3, RL.2.10		
Determines the main idea of the text	RL.2.5, RL.2.7		
Acknowledges differences in the point of view of characters	RL.2.3		
Compares and contrasts different versions of the same story	RL.2.9		
Informational Text			
Asks and answers questions using evidence from the text	RI.2.1, RI.2.10		
Identifies the main idea of a nonfiction text	RI.2.2, RI.2.3, RI.2.5, RI.2.6, RI.2.7		
Identifies the author's purpose of a nonfiction text.	RI.2.3, RI.2.8		
Compares and contrasts two texts of the same topic	RI.2.9		
Writing			Quarter 3 Writing Focus
Text Types and Purposes			<p>***Continue Quarter 1 & 2 Writing Focuses but add the following:</p> <p>Students will write opinion pieces with arguments to support a specific side of a topic using text, evidence, and valid reasoning to support viewpoint.</p>
Writes to communicate ideas and information effectively	W.2.1, W.2.8, L.2.1		
Writes opinion pieces with clear topics and supporting details	W.2.1, W.2.8		

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Production and Distribution		
Focuses on a topic and adds details to strengthen writing	W.2.5	
Develops writing by planning, revising, and editing	W.2.5	
Research to Build and Present Knowledge		
Language		
Demonstrates a command of conventions, grammar, and usage	L.2.1, L.2.2, L.2.3, L.2.4	L.2.1.C, L.2.1.D, L.2.2.C, L.2.3.A
Acquires and uses grade level appropriate vocabulary	L.2.4, L.2.5, L.2.6	L.2.4.E
Applies correct spelling of grade level words in written work	L.2.2	L.2.2.E
Listening and Speaking		
Comprehension and Collaboration		
Effectively participates in discussion within a group	SL.2.1	SL.2.1.B, SL.2.1.C
Recounts or describes main ideas and details from text read aloud	SL.2.2, SL.2.3	
Presentation of Knowledge and Ideas		
Presents information with appropriate facts and relevant descriptive details	SL.2.2, SL.2.3, SL.2.4, SL.2.5	
Orally expresses complete thoughts, feelings and ideas clearly	SL.2.2, SL.2.3, SL.2.4, SL.2.5, L.2.6	SL.2.1.B, SL.2.1.C

Quarter 3 Listening & Speaking Focus:

***Continue with Quarter 1 & 2 Listening & Speaking Focuses and add the following:

Students will continue working in groups to create audio/visual recordings of stories or poems (see quarter one example). Students will be able to contribute and build upon group conversations by linking their comments to the remarks of others. When needed, students should be able to ask for clarification and further explanation during conversations.