



Summit Public Schools

Grade 2

English Language Arts Curriculum

Course Descriptions:

Module 1 - Schools and Community

In this module, students build their literacy and citizenship skills as they engage in a study of schools. Students begin the module by participating in a series of focused read-alouds to explore the module guiding question, “What is school, and why are schools important?”

In Unit 2, students build on this understanding by engaging in close read-alouds of the text *Off to Class: Incredible and Unusual Schools around the World* by Susan Hughes. Through this text, students learn about schools around the world and the challenges some communities face in sending their students to school and how they solve these challenges. To support their understanding of this text, students take notes on and write in response to their reading.

In Unit 3, students revisit sections from *Off to Class* as they engage in whole class research to learn about the similarities and differences between their own school and three schools from the text. Students extend their research in small groups by focusing on one school in particular and producing an informational book about it titled “The Most Important Thing about Schools.” Throughout the unit, students participate in collaborative conversations with their peers to process and extend their understandings of the similarities and differences between their own school and the school they have researched.

Module 2 - Learning through Science and Story: Fossils Tell of Earth’s Changes

In this module, students build their literacy and science skills as they engage in a study of fossils. Students begin the module by participating in a close read-aloud of *Stone Girl, Bone Girl* by Laurence Anholt to explore the Unit 1 guiding questions: “What do paleontologists do?” and “How do characters respond to major events?” Students learn about Mary Anning and her role as a fossil hunter as they engage with key literature standards. Students focus on how Mary Anning responds to major events and challenges, and the overall structure of

narratives through structured retells. In Unit 1, students are also introduced to the skill of answering selected response questions. Students also begin to learn about what fossils are and the work that paleontologists do.

In Unit 2, students make a pivot to informational texts and engage more deeply in the study of fossils. Students' learning is centered around the Unit 2 guiding questions: "What can we learn from studying fossils?" and "How do readers learn more about a topic from informational texts?" Students begin the unit by engaging in a close read-aloud of various excerpts from the text *Fossils* by Ann O. Squire. Students then make the important transition of closely reading complex texts independently. Students are gradually introduced to close reading strategies as they read a few different nonfiction articles on fossils, such as how fossils can teach us about changes that have happened on Earth.

In Unit 3, students take on the role of being authors as they work toward completing the performance task: adding detailed illustrations to a narrative produced during unit 3 about discovering a fossil. The unit begins with a focused read-aloud of *The Big Dinosaur Dig* by Esther Ripley. Through their analysis of the text, students begin to answer and unpack the Unit 3 guiding question: "How do authors write compelling narratives?" Students then imagine they are a character from this story and practice writing a narrative. The unit culminates as students write, revise, and illustrate their own narratives from the perspective of a paleontologist who has just discovered a fossil.

Module 3 - Researching to Build Knowledge and Teach Others: The Secret World of Pollination

In this module, students build their research skills and science knowledge through a study of the secret world of plants and pollinators.

In Unit 1, students navigate informational text features, co-create Plant, Seed, Fruit, and Flower Frayer Model anchor charts, create scientific drawings, and participate in a Science Talk, all focused on learning about how plants grow and survive.

In Unit 2, students home in on a study of the role of insect pollinators in helping plants grow and survive. Using the text *What Is Pollination?* by Bobbie Kalman, students continue to strengthen their research skills as they conduct whole group and small group research on insect pollinators. Students then use their research notes to write an informative piece about a specific insect pollinator and its role in the pollination process.

In Unit 3, students extend and apply their understanding of pollination and pollinators through the creation of their performance task. Using the informative writing piece from Unit 2, as well as supplemental texts about specific plants and pollinators, students prepare an oral presentation and create a poster to share their knowledge about a specific insect pollinator and plant.

Module 4 - Providing for Pollinators

In this module, students continue to build on their knowledge of pollinators from Module 3 as they deepen their literacy skills and build citizenship. Specifically, students explore the module guiding questions: “Why should people help pollinators to survive? How can I take action to help pollinators?”

In Unit 1, students explore folktales and fables in which pollinators are the central characters. They engage in a close read-aloud, focused read-alouds, and independent reading and learn to determine the central message of the folktales and fables they read. They then learn to compare and contrast two versions of the same fable. As they analyze each text, students also consider habits of character that help the fictional characters contribute to a better world by responding to challenges. Students are supported in their comprehension with the Role-Play protocol, text-dependent questions, and note-taking.

In Unit 2, students continue their study of pollinators by reading and writing opinion pieces. Specifically, students learn about the challenges facing bats and butterflies. In the first part of the unit, students read two opinion texts, A Place for Bats and “Bats’ Roosts in Danger!” Building on the research skills students learned in Module 3, the class records class notes about these dangers. In the second part of the unit, students read about the dangers facing butterflies and continue to hone their research skills by recording class notes. Students draft an opinion piece about why butterflies are important to plants and animals, using reasons collected on the class notes to support their opinion.

In Unit 3, students apply their knowledge about plants and pollinators to help one important pollinator: butterflies. Building on knowledge from Modules 3–4, students read about how planting wildflowers helps butterflies. For their performance task, students are invited to take action by creating a wildflower seed packet to then give a visitor at the Celebration of Learning. This performance task includes a high-quality colored pencil drawing of a butterfly and a short opinion piece about why it is important to help butterflies.

Module 1 - Schools and Community

Big Ideas: *Course Objectives/ Content Statement(s)*

Course Objectives:

1. **Literacy Development:** Students will enhance their reading comprehension skills through focused read-alouds and close readings of diverse texts, specifically *Off to Class: Incredible and Unusual Schools around the World*.
2. **Critical Thinking:** Students will analyze and discuss the guiding question, “What is school, and why are schools important?” to develop critical thinking skills about the role of schools in various communities.
3. **Comparative Analysis:** Students will compare and contrast their own school experience with those presented in the text, identifying key similarities and differences.
4. **Collaborative Learning:** Students will engage in collaborative conversations and group work, fostering teamwork and communication skills as they research and produce an informational book.
5. **Writing Skills:** Students will practice writing skills through note-taking and composing informational texts in response to their readings.

Content Statement:

In this module, students will explore the significance of schools globally through a series of read-alouds and collaborative research activities. They will engage with *Off to Class: Incredible and Unusual Schools around the World*, examining the diverse challenges and solutions faced by various communities in accessing education. Through comparative analysis and teamwork, students will deepen their understanding of their own educational experiences while fostering essential literacy and citizenship skills. The culmination of their learning will be showcased in a group project, where they create an informational book that highlights their findings about a particular school, promoting both individual and collective insights into the importance of education worldwide.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

What is school, and why are schools important?

Why is it hard for some children to go to school in their communities?

Enduring Understandings

What will students understand about the big ideas?

- A school is a place designed for students to build knowledge and skills, foster character and relationships, and create high-quality work.
- Things like weather and location can make it difficult for children to go to school.

How do communities solve these problems so their children can go to school? How are schools around the world different? How are they similar?	- Communities think of solutions to make sure students have a place to go to school. - Schools around the world may be different or they may be similar, but they are all places designed for learning.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: <u>Foundational Skills: Reading Language</u> L.WF.2.1. Demonstrate command of the conventions of writing. - Write legibly and with sufficient fluency to support composition. - Write the most common graphemes (letters or letter groups) for each phoneme, for example: Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh. L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. - Know spelling-sound correspondences for common vowel teams. - Decode regularly spelled two-syllable words with long vowels. - Decode words with common prefixes and suffixes. - Identify words with inconsistent but common spelling-sound correspondences. - Recognize and read grade-appropriate irregularly spelled words. - Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). - Identify the parts of high-frequency words that are regular and the	Lesson 1 Drawing and Writing: What Do I Already Know about Schools? <i>I can draw and write what I already know about school.</i> <i>I can listen with care when I participate in conversations with my classmates.</i> Lesson 2 Focused Read-aloud, Session 1: "What Does School Mean to You?" <i>I can ask and answer questions about what school is and why it is important using key details from "What Does School Mean to You?"</i> <i>I can listen with care when I participate in conversations with my classmates.</i> Lesson 3 Focused Read-aloud, Session 2: "What Does School Mean to You?" <i>I can ask and answer questions about what school is and why it is important using key details from "What Does School Mean to You?"</i> <i>I can speak one at a time when participating in conversations with my classmates.</i> Lesson 4 Focused Read-aloud, Session 1: The Dot <i>I can describe how Vashti was feeling at the beginning and at the end of the book The Dot.</i> <i>I can speak one at a time when I participate in conversations with my classmates.</i>

parts that are irregular.

L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
Use an apostrophe to form contractions and frequently occurring possessives.

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.
Most often used words in English:
Irregular words (against, many, enough, does).
Pattern-based words (which, kind, have).

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

Capitalize holidays, product names and geographic names.

Reading Standards for Literature

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

RL.IT.2.3. Describe how characters in a story respond to major events and

Lesson 5

Focused Read-aloud, Session 2: The Dot

- *I can identify the central message in The Dot.*
- *I can speak one at a time when I participate in conversations with my classmates.*

Lesson 6

Close Read-aloud, Session 1: The Invisible Boy

- *I can participate in a discussion to answer questions using details from The Invisible Boy to support my answers.*
- *I can define the words invisible and visible.*

Lesson 7

Close Read-aloud, Session 2: The Invisible Boy, Pages 1–8

- *I can respond to questions using details from the text to support my answers.*
- *I can stay on topic while participating in conversations with my classmates.*

Lesson 8

Close Read-aloud, Session 3: The Invisible Boy, Pages 9–14

- *I can respond to questions using details from the text to support my answers.*
- *I can describe what happens in the text to make Brian feel invisible at the beginning of The Invisible Boy.*

Lesson 9

Close Read-aloud, Session 4: The Invisible Boy, Pages 15–20

- *I can respond to questions using details from the text to support my answers.*
- *I can describe how Brian responds to events by looking closely at the illustrations and words.*

Lesson 10

Close Read-aloud, Session 5: The Invisible Boy, Pages 21–26

- *I can respond to questions using details from the text to support my answers.*

challenges using key details within a text.

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Reading Standards for Informational Text

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

Writing Standards

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

- a. Introduce a topic clearly.
- b. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
- c. Provide a conclusion.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

- a. Identify audience and purpose before writing.
- b. Participate in self-evaluation of written work.
- c. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

Speaking and Listening

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger

- *I can describe the changes in the illustrations to learn more about Brian.*

Lesson 11

Unit 1 Assessment and Close Read-aloud, Session 6: The Invisible Boy, Pages 27–30

- *I can respond to questions using details from the text to support my answers.*
- *I can describe what happens in the text to make Brian feel more visible.*

Unit 2

Lesson 1

Speaking and Listening: Schools around the World

- *I can listen and respond or ask questions about my classmates' ideas.*
- *I can write about my observations after closely viewing pictures.*

Lesson 2

Close Read-aloud, Session 1: Off to Class, Pages 12–13

- *I can answer questions using key details about the problem in "Protecting the Amazon" from Off to Class.*
- *I can plan and share my writing with a writing partner.*

Lesson 3

Close Read-aloud, Session 2: Off to Class, Pages 12–13

- *I can answer questions using key details about the solution in "Protecting the Amazon" from Off to Class.*
- *I can plan and share my writing with a writing partner.*

Lesson 4

Close Read-aloud, Session 3: “Out of the Rubble” from Off to Class, Pages 18–19

- *I can answer questions using key details about the problem in "Out of the Rubble" from Off to Class.*

groups.

- a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

- *I can write about the problem in the section "Out of the Rubble" using details from the text.*

Lesson 5

Close Read-aloud, Session 4: "Out of the Rubble" from Off to Class, Pages 18–19

- *I can answer questions using key details about the solution in "Out of the Rubble" from Off to Class.*
- *I can write about the solution in the section "Out of the Rubble" using details from the text.*

Lesson 6

Unit 2 Assessment, Part I: Close Read-aloud, Session 5: "Water, Water, Everywhere" from Off to Class, Pages 8–9

- *I can answer questions using key details about the problem in "Water, Water, Everywhere" from Off to Class.*
- *I can write about the problem in the section "Water, Water, Everywhere" using details from the text.*

Lesson 7

Unit 2 Assessment, Part II: Close Read-aloud, Session 6: "Water, Water, Everywhere" from Off to Class, Pages 8–9

- *I can answer questions using key details about the solution in "Water, Water, Everywhere" from Off to Class.*
- *I can write about the solution in the section "Water, Water, Everywhere" using details from the text.*

Lesson 8

Readers Theater: Practicing with Criteria

- *I can use criteria to practice a Readers Theater play with my group.*
- *I can read a Readers Theater script with fluency and expression.*

Lesson 9

Readers Theater: Performing Our Scripts

- *I can apply our criteria as I perform a Readers Theater script with my group.*
- *I can read a Readers Theater script with fluency and expression.*
- *I can reflect on my learning from this unit.*

Unit 3

Lesson 1

Focused Read-aloud: Contrasting and Comparing My School and a Boat School in Bangladesh

- *I can compare and contrast my own school with a boat school in Bangladesh.*
- *I can build on others' ideas while participating in a collaborative conversation about how schools are different.*

Lesson 2

Focused Read-aloud: Contrasting and Comparing My School and a Tent School in Haiti

- *I can compare and contrast my own school with a tent school in Haiti.*
- *I can clarify and ask questions about others' ideas while participating in a conversation about how schools are similar.*

Lesson 3

Focused Read-aloud: Contrasting and Comparing My School and A Doorstep School in India

- *I can compare and contrast my own school with a doorstep school in India.*
- *I can respond to others' ideas while participating in a collaborative conversation about similarities in the schools we have researched.*

Lesson 4

Shared Research: Diving Deeper to Learn about Schools

- *I can research a school to find more details about how it is similar to and different from my school.*

- *I can respond to others' ideas during a collaborative conversation about an interesting fact from our research.*

Lesson 5

Unit 3 Assessment: Speaking and Listening: Sharing What We Learned from Our Research

- *I can respond to others' ideas during a collaborative conversation about our research school.*
- *I can analyze a model of "The Most Important Thing about Schools" book.*

Lesson 6

Independent Writing: Focus Statement and Differences between Two Schools

- *I can write a focus statement for my "The Most Important Thing about Schools" book.*
- *I can write about the differences between my school and the school that I researched using details from my notes.*

Lesson 7

Independent Writing: Similarities between Two Schools

- *I can write about the similarities between my school and the school that I researched using details from my notes.*

Lesson 8

Independent Writing: Conclusion and Revising Our “Most Important Thing about Schools” Book

- *I can write a conclusion for my "The Most Important Thing about Schools" book. I can revise my writing using the Revising and Editing Checklist.*

Lesson 9

Preparing for Our Celebration of Learning: Editing My “Most Important Thing about Schools” Book

	• <i>I can edit my writing using the Revising and Editing Checklist.</i> • <i>I can present what I have learned about schools by preparing for the Celebration of Learning.</i> Lesson 10 Celebrating Our Work: Sharing What We Have Learned with Kindergarteners • <i>I can present what I have learned about schools to kindergarteners at my school.</i> • <i>I can reflect on what I have learned during this module.</i>
Skills Block	
Description	Lesson Overview
The Reading Foundations Skills Block is an hour of instruction that teaches students how to crack the alphabetic code. This block supports reading and writing conventions necessary for student success in the Integrated Reading block, covering all Reading Foundations Standards and the Language Standards associated with spelling. Research and Standards-based instructional practices are designed to support teachers as they teach students how to read, write, and analyze words. Built-in instructional supports and resources provide teacher guidance for differentiation in both the whole and small group settings based on each student’s Phase of Reading and Spelling Development. The Skills Block includes one hour of instruction: 15–20 minutes of whole group and 45 minutes of differentiated small group instruction.	Skills Block lessons for this module focus on having students: Review spelling patterns, skills, and knowledge from first grade, such as analyzing, decoding (read), and encoding (spell) one- and two-syllable words containing long vowel spelling patterns such as “ai,” “ie,” and “igh,” and with inflectional endings -s, -ed, -es, and -ing. Review the important understanding that every syllable in a spoken word contains a vowel sound (either long or short) and that the vowel sound can be “shown” in print by a letter or a particular pattern of letters. Review most syllable types (closed, open, CVCe, vowel team, and vowel-r) taught in first grade. Finally, as a result of a sharpened focus on fluency, students become more aware of the elements of fluency as they read aloud, including rate, phrasing, and expression.
Differentiation	Assessments

Technology Integration

- Listen to audio books, videos or podcasts
- Listen to books on websites: Common Lit, Newsela, Readworks storyonline.net, storyit.com, Epic, Brain Pop
- Use document camera or overhead projector
- Google Docs, Google Classroom, Canva, Gynzy

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading, writing and comprehension skills.

Global Perspectives

[Global Learning Resource Library](#)

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures

Formative Assessments:

Unit 1

Title: Writing in Response to The Invisible Boy

Format: Short constructed response

Unit 2

Title: Reading and Writing about Schools around the World

Format: Close read-aloud with short constructed response and extended response

Unit 3

Title: Responding to Text through Speaking and Listening

Format: Small group collaborative conversation

Summative Assessments, Projects, and Celebrations:

- **Product:** “The Most Important Thing about Schools”
- **Format:** Informational book

Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- The Invisible Boy. Ludwig, Trudy. Knopf Books for Young Readers, 2013. (AD680L) (6 per class)
- The Dot. Reynolds, Peter H. Candlewick, 2003. (AD500L) (6 per class)
- Off to Class: Incredible and Unusual Schools around the World. Hughes, Susan. Owlkids Books Inc., 2011. (950L) (6 per class)

The Important Book. Brown, Margaret Wise. HarperCollins, 1949. (AD580L) (1 per class)

Module 2 - Learning through Science and Story	
Big Ideas: <i>Course Objectives/ Content Statement(s)</i>	
Course Objectives: Literacy Development: Students will enhance their reading comprehension skills through close read-alouds and independent reading of both narrative and informational texts, focusing on fossils and paleontology. Understanding of Narrative Structure: Students will analyze how characters, such as Mary Anning, respond to challenges and significant events, developing their ability to retell stories and understand narrative structure. Informational Text Skills: Students will learn to extract information from texts, answering guiding questions about the importance of studying fossils and the work of paleontologists. Writing and Illustrating: Students will practice narrative writing by creating their own stories from the perspective of a paleontologist, incorporating detailed illustrations to enhance their narratives. Critical Thinking and Analysis: Students will engage in discussions about how authors craft compelling narratives and how readers can derive knowledge from informational texts.	
Content Statement: In this module, students will explore the world of fossils while building their literacy and science skills. The module begins with a close read-aloud of <i>Stone Girl, Bone Girl</i>, where students learn about the life of Mary Anning and the role of paleontologists through key guiding questions. As they delve into the structure of narratives, they will analyze character responses to challenges. Transitioning to informational texts in Unit 2, students will engage with excerpts from <i>Fossils</i> by Ann O. Squire and other nonfiction articles to uncover what fossils reveal about Earth's history. Finally, in Unit 3, students will take on the role of authors, writing and illustrating narratives about their own fossil discoveries, culminating in a creative project that showcases their understanding of paleontology and narrative writing. Through this comprehensive approach, students will develop both their literacy and science skills while fostering a deeper appreciation for the significance of fossils.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
What do paleontologists do?	Paleontologists are people who look for, unearth, and study fossils.

How do characters respond to major events? What can we learn from studying fossils? How do readers learn more about a topic from informational texts? How do authors write compelling narratives?	● Characters respond in different ways to major events and challenges in books. ● Fossils can help us understand what plants and animals lived long ago and how the earth has changed. ● Readers use different strategies to learn about a topic from informational text. ● Writers use various writing techniques to tell compelling stories.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: Students will: <u>Foundational Skills: Reading Language</u> L.WF.2.2. Demonstrate command of the conventions of encoding and spelling. a. Regular, single-syllable words that include: ➤ Position-based patterns (ch, -tch; k, -ck; -ge, -dge).	Lesson 1: Building Background Knowledge What Do You Know about Fossils? ● I can describe the details I notice in pictures. ● I can record and ask a question about fossils. Lesson 2: Close Read-aloud, Session 1 Stone Girl, Bone Girl

- Complex consonant blends (scr, str, squ).
- Less common vowel teams for long vowels (ow, oo, au, ou, ue).
- Vowel-r combinations (turn, star, third, four/for).
- Contractions (we'll; I'm; they've; don't).
- Homophones (bear, bare; past, passed).
- Plurals and possessives (its, it's).

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know spelling-sound correspondences for common vowel teams.
- B. Decode regularly spelled two-syllable words with long vowels.
- C. Decode words with common prefixes and suffixes.
- D. Identify words with inconsistent but common spelling-sound correspondences.
- E. Recognize and read grade-appropriate irregularly spelled words.
- F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
- G. Identify the parts of high-frequency words that are regular and the parts that are irregular.

L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- d. Read grade-level text with purpose and understanding.
- e. Read grade-level text orally with accuracy, appropriate rate, and expression.
- f. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

- *I can answer questions about the book Stone Girl, Bone Girl using details from the illustrations and text.*

Lesson 3: Close Read-aloud, Session 2

Stone Girl, Bone Girl, Pages 1–4

- *I can answer questions about important events from the book Stone Girl, Bone Girl.*
- *I can retell the beginning of Stone Girl, Bone Girl using important details about events and characters.*

Lesson 4: Close Read-aloud, Session 3

Stone Girl, Bone Girl, Pages 5–8

- *I can answer questions about a character's response in the text Stone Girl, Bone Girl.*
- *I can retell the beginning of Stone Girl, Bone Girl using important details about events and characters.*

Lesson 5: Close Read-aloud, Session 4

Stone Girl, Bone Girl, Pages 9–14

- *I can use details in the text to comprehend the story Stone Girl, Bone Girl.*
- *I can retell the middle of Stone Girl, Bone Girl using important details about events and characters.*

Lesson 6: Close Read-aloud, Session 5

Stone Girl, Bone Girl, Pages 15–18

- *I can answer questions about how Mary responded to challenges in her life.*
- *I can retell the middle of Stone Girl, Bone Girl using important details about events and characters.*

Lesson 7: Close Read-aloud, Session 6

Stone Girl, Bone Girl, Pages 19–23

- *I can answer questions about key details from the book Stone Girl, Bone Girl.*

B. Capitalize holidays, product names and geographic names.
F. Use an apostrophe to form contractions and frequently occurring possessives.
Supply adjectives in noun phrases to make them more precise or engaging.
Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

Most often used words in English:

Irregular words (against, many, enough, does).

Pattern-based words (which, kind, have).

L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

A. Use sentence-level context as a clue to the meaning of a word or phrase.

C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Speaking and Listening

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- Ask for clarification and further explanation as needed about the

- I can retell the story of Stone Girl, Bone Girl using important details about events and characters.*

Lesson 8: Unit 1 Assessment, Part I

Retelling the Beginning, Middle, and End of The Dog that Dug for Dinosaurs

- I can answer questions about key details in the text The Dog that Dug for Dinosaurs.*
- I can retell the beginning, middle, and end of the first part of the text The Dog that Dug for Dinosaurs.*
- I can describe what a fossil is.*

Lesson 9: Unit 1 Assessment, Part II

Answering Selected Response Questions about The Dog that Dug for Dinosaurs

- I can answer questions about key details in the text The Dog that Dug for Dinosaurs.*
- I can describe what a paleontologist does.*

Lesson 10: Speaking, Reading, and Writing Tools Paleontologists Use to Discover Fossils

- I can answer questions about a paleontologist's tools using key details in the text Curious about Fossils.*
- I can write a supporting detail about the tools paleontologists use to discover fossils.*

Lesson 11: Speaking, Reading, and Writing Tools Paleontologists Use to Study Fossils

- I can answer questions about a paleontologist's tools using key details in the text Paleontology: The Study of Prehistoric Life.*
- I can collaborate to write a paragraph about the tools paleontologists use to study fossils.*

topics and texts under discussion.

SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Writing Standards

W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.

- a. Orient the reader by establishing a situation and introducing characters; organize an event sequence.
- b. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
- c. Use transitional words to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experience and events.
- e. Provide a conclusion or sense of closure related to the narrated experiences or events.

W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

Reading Standards for Literature

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .

Lesson 12: Speaking, Reading, and Writing

Famous Paleontologists and Their Discoveries

- *I can answer questions about famous paleontologists using key details in the text Curious about Fossils.*
- *I can write a paragraph about a famous paleontologist.*

Unit 2

Lesson 1: Speaking and Listening

Working with Fossils

- *I can use discussion norms to participate in classroom discussions about working with fossils.*

Lesson 2: Close Read-aloud, Session 1

Fossils, Page 7

- *I can discuss evidence from observations of photographs with my group to sort fossils and non-fossils.*
- *I can use text features to learn more about fossils.*

Lesson 3: Close Read-aloud, Session 2

Fossils, Pages 8–9

- *I can use text features to learn more about fossils.*
- *I can define a word from a text using different strategies.*
- *I can make inferences about impressions after discussing observations with my group.*

Lesson 4: Reading and Writing

Close Read-aloud, Session 3 and Steps of Fossilization

- *I can use evidence from the text Fossils to answer questions about fossilization.*
- *I can describe the steps of fossilization using pictures and words.*

Lesson 5: Reading and Writing

Close Read-aloud, Session 4 and Steps 3 and 4 of Fossilization

- *I can use evidence from the text Fossils to answer questions about fossilization.*

RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.

RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Reading Standards for Informational Text

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

- *I can describe the steps of fossilization using pictures and words.*

Lesson 6: Reading and Writing

Close Read-aloud, Session 5 and Step 5 of Fossilization

- *I can use evidence from the text Fossils to answer questions about fossilization.*
- *I can describe the steps of fossilization using pictures and words.*

Lesson 7: Writing and Speaking

Close Read-aloud Culminating Task and Science Talk

- *I can order and describe the steps of fossilization.*
- *I can use discussion norms to participate in a Science Talk about fossils.*

Lesson 8: Launching Close Reading

“Other Types of Fossils”

- *I can use evidence from the text “Other Types of Fossils” to answer questions about different types of fossils.*
- *I can categorize different types of fossils by discussing my ideas with a partner.*

Lesson 9: Close Reading

“Other Types of Fossils”

- *I can use evidence from the text “Other Types of Fossils” to answer questions about different types of fossils.*
- *I can write a museum display label about a fossil using information I have learned from the text.*

Lesson 10: Close Reading

“Fossils and the Earth Long Ago” Part 1

- *I can use evidence from the text “Fossils and the Earth Long Ago” to answer questions about how fossils tell us about the earth long ago.*
- *I can make inferences about animals from long ago by closely examining pictures of fossils.*

Lesson 11: Close Reading

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

“Fossils and the Earth Long Ago” Part 2

- *I can use evidence from the text “Fossils and the Earth Long Ago” to answer questions about how fossils tell us about the earth long ago.*
- *I can make inferences about how the earth has changed by closely examining fossil pictures.*

Lesson 12: Unit 2 Assessment

Responding to Questions about an Informational Text

- *I can participate in a discussion to reflect on my learning from the unit.*
- *I can use evidence to answer questions about the text “Digging Up the Past.”*

Unit 3

Lesson 1: Reading and Speaking

Revisiting a Paleontologist’s Work

- *I can answer questions about paleontologists using key details in the text *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*.*
- *I can use discussion norms to participate in a discussion about paleontologists.*

Lesson 2: Reading, Writing, and Speaking

Major Events in *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*

- *I can describe characters’ actions in the text *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*.*
- *I can write a sentence to describe a paleontologist’s action.*

Lesson 3: Reading, Writing, and Speaking

Characters’ Responses in *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*

- *I can describe characters’ responses to the major event in the text *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*.*
- *I can write sentences to describe a paleontologist’s responses to a major event.*

Lesson 4: Reading and Speaking

Sequencing and Temporal Words in The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard

- *I can identify temporal words in the text The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard.*
- *I can use temporal words to show the order of events that a paleontologist might experience.*

Lesson 5: Reading and Speaking

Role-Play and Analyzing a Narrative Writing Model

- *I can show characters' actions and feelings by role-playing excerpts from the text The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard.*
- *I can identify criteria for a piece of compelling narrative writing.*

Lesson 6: Narrative Writing

Drafting the Beginning of My Narrative as Holly

- *I can draft the beginning of my narrative based on Holly's experience in The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard.*
- *I can edit my narrative to include irregular past-tense verbs correctly.*

Lesson 7: Narrative Writing

Drafting the Middle of My Narrative as Holly

- *I can draft the middle of my narrative based on Holly's experiences in The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard.*
- *I can revise my narrative to include temporal words.*
- *I can edit my narrative to include irregular past-tense verbs correctly.*

Lesson 8: Narrative Writing

Drafting the End of My Narrative as Holly

- *I can draft the end of my narrative based on Holly's experiences from The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard.*
- *I can revise my narrative to include temporal words.*
- *I can edit my narrative to include irregular past-tense verbs correctly.*

Lesson 9: Narrative Writing

Revising and Editing Using a Checklist

- *I can revise my narrative using a Revising and Editing Checklist.*
- *I can edit my narrative using a Revising and Editing Checklist.*

Lesson 10: Preparing for the Unit 3 Assessment

Planning a New Narrative

- *I can organize my ideas for a narrative about discovering a fossil.*
- *I can give and use kind, helpful, and specific feedback when planning my narrative.*

Lesson 11: Unit 3 Assessment, Part I

Drafting a New Narrative

- *I can draft a new narrative about discovering a fossil.*
- *I can draw pictures to match the words in my narrative.*

Lesson 12: Unit 3 Assessment, Part II

Revising and Editing a New Narrative

- *I can make improvements to my narrative using the Revising and Editing Checklist.*
- *I can draw pictures to match the words in my narrative.*

Lesson 13: Writing and Drawing

Preparing to Share Our Learning

- *I can illustrate my narrative using careful and accurate colors.*
- *I can ask questions for visitors to use during our Celebration of Learning Day using what I have learned from this module.*

Lesson 14: Speaking and Listening

Preparing for Our Celebration of Learning

- *I can prepare for the Celebration of Learning by rehearsing the “Celebration of Learning” song and my narrative about fossils.*
- *I can reflect on what I have learned during this module.*

	Lesson 15: Celebrating Our Work Sharing What We Learned with Others • <i>I can present my learning about fossils and paleontologists to visitors at our Celebration of Learning.</i> • <i>I can reflect on what I have learned during this module.</i>
Skills Block	
Description	Lesson Overview
The Reading Foundations Skills Block is an hour of instruction that teaches students how to crack the alphabetic code. This block supports reading and writing conventions necessary for student success in the Integrated Reading Block, covering all Reading Foundations Standards and the Language Standards associated with spelling. Research and Standards-based instructional practices are designed to support teachers as they teach students how to read, write, and analyze words. Built-in instructional supports and resources provide teacher guidance for differentiation in both the Whole and Small Group settings based on each students' Phase of Reading and Spelling Development. The Skills block includes one hour of instruction: 15–20 minutes of Whole Group and 45 minutes of Differentiated Small Group instruction.	Skills Block lessons for this module focus on having students: Read and spell words with new spelling patterns such as “oi”, “oy”, “ou”, and “ow” Read, spell, and understand the meaning of contractions with “am”, “is”, “not”, “would”, and “have” Continue to read and spell words with common prefixes such as “re-”, “un-”, and “pre-” and suffixes such as “-ed”, “-ing”, and “-er” Read words with endings such as “-tion” and “-sion”
Differentiation	Assessments
Technology Integration • Listen to audio books, videos or podcasts • Listen to books on websites: Common Lit, Newsela, Readworks storyonline.net, storyit.com, Epic, Brain Pop • Use document camera or overhead projector • Google Docs, Google Classroom, Canva, Gynzy Media Literacy Integration	Formative Assessments: Unit 1 Title: Answering Questions about a Literary Text Format: Selected response and short constructed response Unit 2 Title: Answering Questions about an Informational Text Format: Selected response and short constructed response

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading, writing and comprehension skills.

Global Perspectives

[Global Learning Resource Library](#)

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Unit 3

Title: Writing a Narrative about Discovering a Fossil

Format: Scaffolded writing

Summative Assessments, Projects, and Celebrations:

- **Product: Illustrated Narrative about Discovering a Fossil**
Format: Illustrated Narrative

Accommodations	Interventions	Modifications	
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations	
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts to Support Unit:

Paleontology: The Study of Prehistoric Life (True Book: Earth Sciences). Gray, Susan Heinrichs. Scholastic, 2012. (860L) (1 per class)

Curious about Fossils. Waters, Kate. Penguin Young Readers, 2016. (NC780L) (1 per class)

Stone Girl, Bone Girl. Anholt, Laurence. Frances Lincoln Children's Books, 2006. (520L) (6 per class)

The Dog That Dug for Dinosaurs. Redmond, Shirley Raye. Simon & Schuster, 2004. (620L) (1 per student)

Fossils Tell of Long Ago. Brandenburg, Alik. Harper Collins Publishers, 1972. (480L) (1 per class)

Fossils. Squire, Ann O. Scholastic, 2002. (1010L) (6 per class)

Module 3 - Researching to Build Knowledge and Teach Others
Big Ideas: <i>Course Objectives/ Content Statement(s)</i>

Course Objectives:

1. **Research Skills Development:** Students will enhance their research skills by navigating informational text features and collaborating on creating anchor charts related to plants and pollinators.
2. **Scientific Understanding:** Students will learn about plant growth, survival, and the crucial role of insect pollinators in the ecosystem.
3. **Informative Writing:** Students will practice writing informative texts, focusing on a specific insect pollinator and its significance in the pollination process.
4. **Oral Presentation Skills:** Students will prepare and deliver oral presentations, effectively communicating their research findings to their peers.
5. **Visual Communication:** Students will create posters that synthesize their learning about the relationship between specific plants and their pollinators, reinforcing visual literacy skills.

Content Statement:

In this module, students will delve into the secret world of plants and pollinators while building their research skills and scientific knowledge. In Unit 1, they will explore how plants grow and survive through hands-on activities such as creating Frayer Model anchor charts and participating in Science Talks. Unit 2 focuses on the essential role of insect pollinators, where students will engage with the text *What Is Pollination?* by Bobbie Kalman, conducting research on specific pollinators and writing informative pieces about their findings. Finally, in Unit 3, students will extend their understanding by preparing oral presentations and creating posters that showcase the relationship between their chosen insect pollinator and plants. This comprehensive approach not only reinforces key scientific concepts but also fosters essential literacy and communication skills.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
How do plants grow and survive? How do pollinators help plants grow and survive? How do we get the fruits, flowers, and vegetables that we enjoy? How do we become researchers and share our learning?	● Plants need light and water to grow. ● Plants need pollinators because they help with the pollination process that enables new plants to grow. ● Pollinators help plants produce the fruits, flowers, and vegetables we enjoy through the process of pollination. ● Scientists use models to explain an idea or describe relationships.
Areas of Focus: Proficiencies	Lessons

(New Jersey Student Learning Standards)	
Students will: <u>Foundational Skills: Reading Language</u> L.WF.2.2. Demonstrate command of the conventions of encoding and spelling. a. Regular, single-syllable words that include: i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge). ii. Complex consonant blends (scr, str, squ). iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue). iv. Vowel-r combinations (turn, star, third, four/for). v. Contractions (we'll; I'm; they've; don't). vi. Homophones (bear, bare; past, passed). vii. Plurals and possessives (its, it's). L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondences for common vowel teams. B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes. D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words. F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). G. Identify the parts of high-frequency words that are regular and the parts that are irregular. L.RF.2.4. Read with sufficient accuracy and fluency to support	Lesson 1: Discovering Our Topic Sorting Materials Related to Plants • <i>I can describe how I sorted my images with my group.</i> • <i>I can record information about my images.</i> Lesson 2: Making Observations Discussing Connections in Related Plant Sets • <i>I can describe the connection between seeds, plants, flowers, and fruits.</i> • <i>I can record information about seeds, plants, flowers, and fruits.</i> Lesson 3: Reading Informational Texts What Is a Plant? • <i>I can answer questions using information from the text to learn about plants.</i> • <i>I can use text features to efficiently locate information in the text Seed to Plant.</i> Lesson 4: Reading Informational Texts What Are the Parts of a Plant? • <i>I can sketch and label a scientific drawing of a plant.</i> • <i>I can answer questions using information from the text to learn about the parts of a plant.</i> Lesson 5: Reading Informational Texts How Do Seeds Grow into Plants? • <i>I can answer questions using information from the text to learn about how seeds grow into plants.</i> Lesson 6: Unit 1 Assessment Using Strategies to Read Informational Text • <i>can efficiently find information to answer questions about what plants need to grow.</i> • <i>I can write supporting details about what a plant needs to grow and survive.</i>

comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

Use an apostrophe to form contractions and frequently occurring possessives.

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

Most often used words in English:

Irregular words (against, many, enough, does).

Pattern-based words (which, kind, have).

Reading Standards for Informational Text

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).

RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key

Lesson 7: Reading Informational Texts

How Do Flowers Help Plants Grow and Survive?

- *I can describe the characteristics of a flower using the Frayer Model.*
- *I can build a model of a flower and label its parts.*

Lesson 8: Reading Informational Texts

How Do Fruits Help Plants Grow and Survive?

- *I can describe the characteristics of a fruit using the Frayer model.*
- *I can record my thinking about important details for each stage of a plant.*

Lesson 9: Reading Informational Text

Different Kinds of Seed Dispersal

- *I can answer questions about the different kinds of seed dispersal in the text From Seed to Plant.*
- *I can document my predictions and observations about the different kinds of seed dispersal after participating in a seed dispersal challenge.*

Lesson 10: Speaking and Listening

Science Talk

- *I can participate in a Science Talk about how plants grow and survive.*
- *I can reflect on my learning from this unit.*

Unit 2

Lesson 1: Reading, Writing, and Speaking

What Is Pollination?

- *I can discuss the process of pollination with a partner.*
- *I can write about the process of pollination in my Plants and Pollinators research notebook, Part II.*

Lesson 2: Exploring Text Features

What Is Pollination?

facts or information.

RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

Writing Standards

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

- a. Introduce a topic clearly.
- b. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
- c. Provide a conclusion.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

- a. Identify audience and purpose before writing.
- b. Participate in self-evaluation of written work.
- c. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

W.RW.2.7. Engage in both collaborative and independent writing tasks

- *I can use text features to efficiently locate information about pollinators.*

Lesson 3: Reading for Gist

What Is Pollination?

- *I can determine the gist of the text *What Is Pollination?* by listening closely.*
- *I can use context clues to determine the meaning of a new word.*

Lesson 4: Building Background Knowledge

What Is Pollination?

- *I can collaborate with my partner to answer questions using information from the text *What Is Pollination?**

Lesson 5: Whole Group Research

Using Text to Gather Information about Bees

- *I can research information about bees using the text *What Is Pollination?**
- *I can create a scientific drawing of a bee.*

Lesson 6: Whole Group Research

Using Photos to Gather Information about Bees

- *I can research information using photographs about bees.*
- *I can create and label a scientific drawing of a bee.*

Lesson 7: Whole Group Research

Organizing Information about Bees

- *I can organize research notes to find the most important information about bees.*
- *I can create and label a scientific drawing of a bee.*

Lesson 8: Small Group Research

Using Text to Gather Information about Insect Pollinators

- *I can collaborate with classmates to research information about my pollinator using the text *What Is Pollination?**
- *I can create and label a scientific drawing of my pollinator.*

regularly, including extended and shorter time frames.

Speaking and Listening

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.ES.2.3. 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.

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

Lesson 9: Small Group Research

Using Photos to Gather Information about Insect Pollinators

- *I can collaborate with classmates to research information about a pollinator using photographs.*
- *I can create and label a scientific drawing of my pollinator.*

Lesson 10: Science Talk

How Pollinators Help Plants Grow and Survive

- *I can participate in a Science Talk about how pollinators help plants grow and survive*
- *I can reflect on my learning from this unit.*

Lesson 11: Preparing for the Unit 2 Assessment, Session 1

Analyzing a Model and Drafting an Introduction and Focus Statement

- *I can analyze a model of informational writing about hummingbirds.*
- *I can write an introduction and focus statement about how bees pollinate plants.*

Lesson 12: Preparing for the Unit 2 Assessment, Session 2

Drafting Detail Sentences and a Conclusion

- *I can write detail sentences about how bees pollinate plants.*
- *I can write a conclusion about how bees pollinate plants.*

Lesson 13: Unit 2 Assessment, Part I, Sessions 1 and 2

Drafting a New Informational Paragraph

- *I can write an introduction and focus statement about how my pollinator pollinates plants.*
- *I can write detail sentences about how my pollinator pollinates plants.*

Lesson 14: Unit 2 Assessment, Part II, Sessions 3 and 4

Drafting a New Informational Paragraph

- *I can write a conclusion about how my pollinator pollinates plants.*
- *I can revise my writing to add adjectives.*

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Lesson 15: Editing and Sharing My Pollinator Writing Booklets

- *I can edit My Pollinator Writing booklet with my writing partner.*
- *I can reflect on the skills I used as a researcher as I studied pollinators.*

Unit 3

Lesson 1: Reading Informational Texts to Draw and Write

Launching the Performance Task

- *I can read to collect information about the relationship between a specific plant and pollinator.*
- *I can create a scientific drawing and write a caption to show my pollinator approaching a flower.*

Lesson 2: Speaking, Writing, and Drawing

Beginning Our Oral Presentations and Scientific Drawings

- *I can write notecards #1 and #2 for my oral presentation using information from the pollinator texts and My Pollinator Writing booklet.*
- *I can create a scientific drawing and write a caption to show my pollinator feeding at a flower.*

Lesson 3: Speaking, Writing, and Drawing

Adding to Our Oral Presentation Notes and Scientific Drawings and Captions

- *I can write notecard #3 for my oral presentation using information from the pollinator texts and My Pollinator Writing booklet.*
- *I can create a scientific drawing and write a caption to show my pollinator moving to a new flower to complete the pollination process.*

Lesson 4: Speaking, Writing, and Drawing

Completing Our Scientific Drawings and Receiving Peer Feedback

- *I can write notecard #4 for my oral presentation using information from the pollinator texts and My Pollinator Writing booklet.*
- *I can revise my work based on my partner's feedback.*

**Lesson 5: Reflecting on How to Improve Our Work
Feedback and Empathy**

- *I can describe others' emotions by observing their facial expression and body language.*
- *I can describe how peer feedback helped improve my work.*

**Lesson 6: Engaging the Speaker
Co-Constructing Criteria for High-Quality Oral Presentations**

- *I can show empathy when I give feedback to my peers.*
- *I can co-construct criteria for high-quality oral presentations based on a model.*

**Lesson 7: High-Quality Oral Presentations
Speaking in an Audible Voice and Making Confident Eye Contact**

- *I can communicate clearly by presenting in an audible voice.*
- *I can communicate clearly by making confident eye contact with my audience.*
- *I can show empathy when I give feedback to my peers.*

**Lesson 8: High-Quality Oral Presentations
Speaking in Complete Sentences**

- *I can speak in complete sentences when using my notecards to present to an audience.*
- *I can show empathy when I give feedback to my peers*

**Lesson 9: High-Quality Oral Presentations
Referring to Notecards**

- *I can refer to notecards when presenting to an audience.*
- *I can show empathy when I give feedback to my peers.*

**Lesson 10: Unit 3 Assessment, Session 1
Oral Presentation about Plant and Pollinator**

- *I can answer questions when presenting to an audience.*
- *I can show empathy when I give feedback to my peers.*

	Lesson 11: Unit 3 Assessment, Session 2 Oral Presentation about Plant and Pollinator ● <i>I can recite the poem and song about pollination for an audience.</i> ● <i>I can construct my Performance Task Poster about my pollinator.</i> ● <i>I can present my learning about plants and pollinators to my peers.</i> Lesson 12: Unit 3 Assessment, Session 3 Oral Presentation about Plant and Pollinator ● <i>I can recite the poem and song about pollination for an audience.</i> ● <i>I can use notes and visuals to present my learning about plants and pollinators to my peers.</i> ● <i>I can show empathy when I give feedback to my peers.</i> Lesson 13: Celebration of Learning Sharing Our Learning about Plants and Pollinators ● <i>I can recite the poem and song about pollination we learned to welcome visitors for our Celebration of Learning.</i> ● <i>I can use my notes and visuals to present my learning about plants and pollinators to others.</i>
Skills Block	
Description	Lessons Overview
The Reading Foundations Skills Block is an hour of instruction that teaches students how to crack the alphabetic code. This block supports reading and writing conventions necessary for student success in the Reading Block, covering all Reading Foundations standards and the Language standards associated with spelling. Research and standards-based instructional practices are designed to support teachers as they teach students how to read, write, and analyze words. Built-in instructional supports and resources provide teacher guidance for	● Learn spelling generalizations for word endings and suffixes that sound the same but are spelled differently (e.g., -ck and -k). ● Read and spell C-le (consonant, -le) syllable words (e.g., handle and giggle). ● Read and spell words with new suffixes (e.g., -ly). ● Focus on fluently reading grade 2 texts, specifically nonfiction texts.

differentiation in both the whole and small group settings based on each students' Phase of Reading and Spelling Development. The Skills Block includes one hour of instruction: 15-20 minutes of whole group and 45 minutes of differentiated small group instruction.

Differentiation

Technology Integration

- Listen to audio books, videos or podcasts
- Listen to books on websites: Common Lit, Newsela, Readworks storyonline.net, storyit.com, Epic, Brain Pop
- Use document camera or overhead projector
- Google Docs, Google Classroom, Canva, Gynzy

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading, writing and comprehension skills.

Global Perspectives

[Global Learning Resource Library](#)

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group

Assessments

Formative Assessments:

Unit 1

Title: Using Strategies to Read Informational Text

Format: Selected response and short constructed response

Unit 2

Title: Drafting a New Informational Paragraph, Part I and Part II

Format: Scaffolded writing

Unit 3

Title: Oral Presentations

Format: Speaking and listening

Summative Assessments, Projects, and Celebrations:

- Product: The Secret World of Plants and Pollinators
Format: Poster and oral presentation

Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

Seed to Plant by Kristin Baird Rattini
What Is Pollination by Bobbie Kalman
Plant Secrets by Emily Goodman
From Seed to Plant by Gail Gibbons

Module 4 -Providing for Pollinators

Big Ideas: *Course Objectives/ Content Statement(s)*

Course Objectives

1. **Literacy Development:** Students will enhance their reading comprehension skills by analyzing folktales and fables centered around pollinators, focusing on identifying central messages and comparing different narratives.
2. **Critical Thinking and Analysis:** Students will develop the ability to compare and contrast various texts, drawing connections between fictional characters' habits of character and real-world challenges facing pollinators.
3. **Research Skills:** Students will strengthen their research and note-taking skills as they investigate the threats to bats and butterflies, fostering an understanding of the importance of these pollinators in ecosystems.
4. **Opinion Writing:** Students will cultivate their writing skills by composing well-structured opinion pieces that articulate the importance of pollinators, supported by researched evidence.
5. **Community Engagement:** Students will actively participate in community outreach by creating and distributing wildflower seed packets, promoting awareness of pollinator preservation among family and community members.
6. **Reflective Practices:** Students will engage in oral and written reflections on their learning, enhancing their ability to articulate their thoughts and share insights with peers and community members.

Content Statement

In this module, students embark on an in-depth exploration of pollinators, building on their previous knowledge while developing critical literacy and citizenship skills. Through the analysis of folktales and fables featuring pollinators, students will deepen their understanding of the central messages within these stories and learn to compare different versions of narratives. They will investigate the real-world challenges faced by bats and butterflies, enhancing their research and note-taking abilities.

As they craft opinion pieces advocating for the importance of these pollinators, students will learn to articulate their thoughts with clarity and support their arguments with evidence. The culmination of their learning will involve a hands-on project where students create wildflower seed packets to distribute during a community event, fostering a sense of responsibility and engagement in environmental stewardship. Throughout the module, students will reflect on their learning journey, sharing insights with peers and the community to raise awareness about the vital role pollinators play in our ecosystem.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
Why should people help pollinators to survive? How can I take action to help pollinators?	• Researchers gather evidence before forming an opinion. • We can help pollinators so we can continue to have the fruits, flowers, and vegetables we enjoy. • We can take action to affect the lives of pollinators. • Taking action on research-based opinions can contribute to a better world.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: <u>Foundational Skills: Reading Language</u> L.WF.2.2. Demonstrate command of the conventions of encoding and spelling. B. two- and three-syllable words that: Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand). Are compounds comprising familiar parts (houseboat; yellowtail). Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less). C. Words with suffixes that require: consonant doubling (penning, slimmed). dropping silent-e (smiled, paving).	Lesson 1: Determining Story Elements and Central Message “The Bear and the Bee” • <i>I can recount “The Bear and the Bee” using the story elements.</i> • <i>I can determine the central message of “The Bear and the Bee” based on how the characters respond to the problem/ challenge.</i> Lesson 2: Close Read-aloud, Session 1 The Little Hummingbird • <i>I can recount the story The Little Hummingbird using the story elements.</i> Lesson 3: Writing about Literature The Central Message in The Little Hummingbird • <i>I can determine the central message of The Little Hummingbird based on how the characters respond to the problem/ challenge.</i>

D. Most often used words in English:

Irregular words (against, many, enough, does).

Pattern-based words (which, kind, have).

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

A. Know spelling-sound correspondences for common vowel teams.

B. Decode regularly spelled two-syllable words with long vowels.

C. Decode words with common prefixes and suffixes.

D. Identify words with inconsistent but common spelling-sound correspondences.

E. Recognize and read grade-appropriate irregularly spelled words.

F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).

G. Identify the parts of high-frequency words that are regular and the parts that are irregular.

L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

b. Read grade-level text orally with accuracy, appropriate rate, and expression.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

Use an apostrophe to form contractions and frequently occurring possessives.

- *I can write a paragraph recounting The Little Hummingbird and its central message.”*

Lesson 4: Determining Story Elements and Central Message

The Lizard and the Sun

- *I can recount the story The Lizard and the Sun by using story elements from the text.*
- *I can determine the central message of The Lizard and the Sun based on how the characters respond to the problem/ challenge.*

Lesson 5: Writing about Literature

The Central Message in The Lizard and the Sun

- *I can recount the story The Lizard and the Sun using the story elements.*
- *I can write a paragraph describing the central message from The Lizard and the Sun.*

Lesson 6: Determining Story Elements and Central Message

“The Ants and the Grasshopper”

- *I can recount the fable “The Ants and the Grasshopper” using the story elements.*
- *I can determine the central message of “The Ants and the Grasshopper” based on how the characters respond to the problem/ challenge.*

Lesson 7: Writing about Literature

The Central Message in “The Ants and the Grasshopper”

- *I can recount the fable “The Ants and the Grasshopper” using the story elements.*
- *I can write a paragraph describing the central message from “The Ants and the Grasshopper.”*

Lesson 8: Determining Story Elements and Central Message

“Bunnyyarl the Flies and Wurrunnunnah the Bees”

- *I can recount the folktale “Bunnyyarl the Flies and Wurrunnunnah the Bees” using the story elements.*

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

Most often used words in English:

Irregular words (against, many, enough, does).

Pattern-based words (which, kind, have).

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- b. Compare formal and informal uses of English.

L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- c. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

- *I can determine the central message of “Bunnyarl the Flies and Wurrunnunnah the Bees” based on how the characters respond to the problem/challenge.*

Lesson 9: Writing about Literature

The Central Message in “Bunnyarl the Flies and Wurrunnunnah the Bees”

- *I can recount the fable “Bunnyarl the Flies and Wurrunnunnah the Bees” using the story elements.*
- *I can write a paragraph describing the central message from “Bunnyarl the Flies and Wurrunnunnah the Bees.”*

Lesson 10: Reading, Speaking, and Listening

Comparing and Contrasting “The Ants and the Grasshopper” and “Bunnyarl the Flies and Wurrunnunnah the Bees”

- *I can compare and contrast story elements from “The Ants and the Grasshopper” and “Bunnyarl the Flies and Wurrunnunnah the Bees.”*
- *I can compare and contrast two versions of the same story using a sentence frame from “The Ants and the Grasshopper.”*

Lesson 11: Unit 1 Assessment, Parts I and III

Recounting the Story and Determining the Central Message and Creating Videobooks

- *I can recount story elements from The Ant and the Grasshopper.*
- *I can write a paragraph describing the central message of The Ant and the Grasshopper.*
- *I can fluently read aloud a page of “Bunnyarl the Flies and Wurrunnunnah the Bees” for a videobook.*

Lesson 12: Unit 1 Assessment, Parts II and III

Comparing and Contrasting Two Versions of a Story and Creating Videobooks

- *I can compare and contrast the stories The Ant and the Grasshopper and “Bunnyarl the Flies and Wurrunnunnah the Bees.”*

Speaking and Listening

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.ES.2.3. 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.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Writing Standards

W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.

- a. Introduce an opinion.
- b. Support the opinion with facts, definitions, concrete details, text

- *I can fluently read aloud a page of "Bunnyyarl the Flies and Wurrunnunnah the Bees" for a videobook.*

Unit 2

Lesson 1: Introducing Opinions and Reasons

Pollinators and the Dangers They Face

- *I can begin to determine the author's opinion in *A Place for Bats* by listening to sections read aloud.*
- *I can discuss my opinion and reasons to support it with my classmates.*

Lesson 2: Research and Note-taking

A Place for Bats

- *I can write notes about the dangers bats face after reading sections of *A Place for Bats*.*

Lesson 3: Research Reading

Dangers That Bats Face

- *I can describe key points from "Bats' Roosts in Danger!" about the dangers that bats face.*
- *I can identify reasons in the text that support the author's opinion in "Bats' Roosts in Danger!"*

Lesson 4: Comparing Two Texts and Shared Writing

Why People Should Protect Bats

- *I can compare and contrast *A Place for Bats* with "Bats' Roosts in Danger!"*
- *I can plan the introduction and focus statement for a shared opinion piece about why people should work to protect bats.*

Lesson 5: Shared Writing

Why People Should Protect Bats and Research Reading: Butterflies

- *I can write reasons to support the opinion that people should protect bats*

- evidence, or other information and examples related to the topic.
- c. Provide a conclusion.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

- Identify audience and purpose before writing.
- Participate in self-evaluation of written work.
- With feedback and digital or print tools such as a primary dictionary, find and correct errors.

W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Reading Standards for Informational Texts

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).

RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

- I can begin to determine the author's opinion in *A Place for Butterflies* by listening to sections read aloud.*

Lesson 6: Unit 2 Assessment, Part I

Reading an Opinion and Partner Reading: "Help Protect Butterflies!"

- I can respond to questions about key details from "Help Protect Butterflies!"*
- I can write notes about the dangers that butterflies face after reading "Help Protect Butterflies!"*

Lesson 7: Finding Reasons to Support an Opinion

A Place for Butterflies

- I can write relevant notes about the dangers that butterflies face.*
- I can write relevant notes about reasons why it is important to protect butterflies.*

Lesson 8: Unit 2 Assessment, Part II

Drafting an Introduction and Opinion

- I can write an introduction for my opinion piece that describes the dangers that butterflies face.*
- I can write a focus statement for my opinion piece that states an opinion about why people should protect butterflies.*

Lesson 9: Unit 2 Assessment, Part II

Drafting Supporting Details

- I can demonstrate an understanding of irregular plural nouns and shades of meaning of closely related words.*
- I can write reasons to support the opinion that people should protect butterflies.*

Lesson 10: Unit 2 Assessment, Part II

Drafting a Conclusion and Revising Opinion Piece

- I can write a conclusion for my opinion piece for why people should protect butterflies.*
- I can revise my opinion piece to include linking words and phrases.*

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

Reading Standards for Literature

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .

RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.

RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Lesson 11: Collaborative Conversations

Unit 2 Guiding Questions

- *I can discuss the dangers that pollinators face and why we should protect/ help them with my classmates.*

Unit 3

Lesson 1: Engaging the Learner

Taking Action to Help Butterflies

- *I can describe actions people can take to help butterflies, based on information from *A Place for Butterflies*.*
- *I can describe the parts of our wildflower seed packet.*

Lesson 2: Launching the Performance Task

Seed Packet Writing and Butterfly Drawing

- *I can write reasons to support the opinion that people should plant wildflower seeds to help butterflies.*
- *I can analyze a model and discuss implications for drafting my artwork.*
- *I can share a reflection on my learning with others.*

Lesson 3: Reflection, Critique, and Revision

Butterfly Drawings

- *I can write and share a reflection on my learning with others.*
- *I can share kind, helpful, and specific feedback to help my classmate improve his or her work.*

Lesson 4: Shared Writing and Art

Wildflower Seed Planting Instructions and Butterfly Drawings

- *I can contribute to shared writing of instructions to plant wildflower seeds.*
- *I can analyze a model and discuss implications for drafting realistic patterns in my butterfly drawing.*
- *I can write and share a reflection on my learning with others.*

Lessons 5–7: Art and Technology

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Butterfly Drawings and Publishing Wildflower Seed Packet Writing Pieces (includes two optional flex days)

- *I can analyze a model and discuss implications for adding realistic colors to my butterfly drawing.*
- *I can edit my wildflower seed packet writing piece and type it using a digital tool.*

**Lesson 8: Preparing for Celebration of Learning, Part I
Seed Packet Assembly and Reflection**

- *I can assemble my wildflower seed packet.*
- *I can write and share a reflection on my learning with others.*

**Lesson 9: Preparing for Celebration of Learning, Part II
Reviewing Module 4 Work Products**

- *I can write a greeting and closing for the Celebration of Learning welcome letter.*
- *I can write and share a reflection on my learning with others.*

**Lesson 10: Preparing for Celebration of Learning, Part III
Reflecting on Module 4 Work and Learning**

- *I can write and share a reflection on my learning with others.*

**Lesson 11: Unit 3 Assessment
Presentation and Reflection on Work and Learning**

- *I can share my reflection on my work and learning with my classmates.*
- *I can listen to a classmate's reflection and then respond with a kind, specific comment.*

Lessons 12–13**End of Module Celebration of Learning**

- *I can share my reflection on my work and learning with my classmates and visitors.*
- *I can listen to a classmate's reflection and then respond with a kind, specific comment.*

Skills Block

Description	Lesson Overview
The Reading Foundations Skills Block is an hour of instruction that teaches students how to crack the alphabetic code. This block supports reading and writing conventions necessary for student success in the Reading Block, covering all Reading Foundations standards and the Language standards associated with spelling. Research and standards-based instructional practices are designed to support teachers as they teach students how to read, write, and analyze words. Built-in instructional supports and resources provide teacher guidance for differentiation in both the whole and small group settings based on each students' Phase of Reading and Spelling Development. The Skills Block includes one hour of instruction: 15-20 minutes of whole group and 45 minutes of differentiated small group instruction.	• Syllable types review (closed, open, VCe, r-controlled, vowel team, consonant-le) • Schwa, /ə/, with a • Schwa, /ə/, with ate, /air/ • Schwa, /ə/, with e and o • Plural endings /ēz/ spelled -ies, -eys • /ūs/ spelled ous, us
Differentiation	Assessments
Technology Integration • Listen to audio books, videos or podcasts • Listen to books on websites: Common Lit, Newsela, Readworks storyonline.net, storyit.com, Epic, Brain Pop • Use document camera or overhead projector • Google Docs, Google Classroom, Canva, Gynzy Media Literacy Integration • Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading, writing and comprehension skills. Global Perspectives Global Learning Resource Library	Formative Assessments: Unit 1 Title: Reading, Comparing and Contrasting, and Creating a Videobook of Stories Format: selected response, short constructed response and videobook Unit 2 Title: Reading and Writing Opinions Format: Selected response, short constructed response, and scaffolded writing Unit 3 Title: Presentation and Reflection on Habits of Character, Work, and Learning Format: Oral presentation Summative Assessments, Projects, and Celebrations: • Product: Wildflower Seed Packet

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
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Pictures	Tables	In a whole group
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Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
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Broadcasts		With mentors
Models & Figures		

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Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided	Increase opportunities to	Individualized assessment

Format: Opinion writing and drawing

via computer or electronic device	engage in active academic responding	tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

- Recommended Texts to Support Unit:**
- The Little Hummingbird by Michael Nicoll Yahgulanaas
 - A Place for Butterflies by Melissa Stewart
 - A Place for Bats by Melissa Stewart
 - The Ant and the Grasshopper by Diane Marwood
 - Hey, Little Ant by Phillip and Hannah Hoose
 - The Lizard and the Sun by Alma Flor Ada