Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:
Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English COURSE: ELA, Grade 2

Curriculum Development Timeline

School: Township of Ocean Elementary Schools

Course: ELA, Grade 2

Department: English

Board Approval	Supervisor	Notes
June 2011	Eleanor Hughes	Born Date
September 2012	Eleanor Hughes	Revisions
August 2017	Michelle Shappirio	Revisions
March 2019	Michelle Shappirio	Review
TBD 2022	Michelle Shappirio	Incorporate State Mandates
August 2024	Michelle Shappirio	Updated to include New State Mandates

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Township of Ocean Pacing Guide					
Week	**Marking Period 1**	**Week**	**Marking Period 2**	**Week**	**Marking Period 3**
1	Start Smart	14	Unit 2: Week 1: Animals and Nature	28	Unit 4 Week 1: Different Places
2	Start Smart	15	Unit 2: Week 1: Animals and Nature	29	Unit 4 Week 1: Different Places
3	Unit 1 Week 1: Friends Help Friends	16	Unit 2 Week 2: Animals in Stories	30	Unit 4 Week 2: Earth Changes
4	Unit 1 Week 1: Friends Help Friends	17	Unit 2 Week 3: Animal Habitats	31	Unit 4 Week 3: Our Culture Makes Us Special
5	Unit 1 Week 2: Families Around the World	18	Unit 2 Week 4: Baby Animals	32	Unit 4 Week 4:Folktales About Nature
6	Unit 1 Week 2: Families Around the World	19	Unit 2 Week 5: Animals in Poems	33	Unit 4 Week 5:Poems About Nature
7	Unit 1 Week 3:Pets are Our Friends	20	Unit 2 Week 6: Review/Assess/Extend	34	Unit 4 Week 6: Review/Assess/Extend
8	Unit 1 Week 3:Pets are Our Friends	21	Unit 3 Week 1: The Earth's Forces	35	Unit 5 Week 1: Being a Good Citizen
9	Unit 1 Week 4: Animals Need Our Care	22	Unit 3 Week 2: Look At the Sky	36	Unit 5 Week 2: Cooperation Works!

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10	Unit 1 Week 4: Animals Need Our Care	23	Unit 3 Week 3: Ways People Help	37	Unit 5 Week 3: Our Heroes
11	Unit 1 Week 5: Families Working Together	24	Unit 3 Week 4: Weather Alert!	38	Unit 5 Week 4: Preserving Our Earth
12	Unit 1 Week 6: Review/Assess/Extend	25	Unit 3 Week 5: Express Yourself	39	Unit 5 Week 5: Rights and Rules
13	Unit 1 Week 6: Review/Assess/Extend (continued)	26	Unit 3 Week 6: Review/Assess/Extend	40	Unit 5 Week 6: Review/Assess/Extend
		27	Unit 3 Week 6: Review/Assess/Extend (continued)		

*Week 6 includes review, assessment, and extension activities. Week 6 activities may include: Tier 2 and Tier 3 Intervention, Reader's Theater, Research and Inquiry Projects, Project Presentations, Unit Assessments, Level Up Assessments, Oral Reading Fluency Assessments, and/or other activities.

Climate Change

- Unit 1 Week 4: How do we care for animals?
- Unit 2 Week 1: How do animals survive?
- Unit 2 Week 3: What are features of different animal habitats?
- Unit 3 Week 4: How does weather affect us?
- Unit 4 Week 2: How does the Earth change?
- Unit 4 Week 4: How can we understand nature?
- Unit 5 Week 4: How can we protect the Earth?

Diversity, Equity, & Inclusion

- Unit 1 Week 1: How do friends depend on each other?
- Unit 1 Week 2: How are families around the world the same and different?

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- Unit 2 Week 2: What can animals in stories teach us?
- Unit 3 Week 3: How can people help out their community?
- Unit 4 Week 3: How are kids around the world different?
- Unit 5 Week 1: What do good citizens do?
- Unit 5 Week 2: How do people get along?

Core Instructional & Supplemental Materials including various levels of Texts
• *Wonders* Reading/Writing Workshop Book • *Wonders* Literature Anthology • *Wonders* Close Reading Companion • *Wonders* Interactive Read-Aloud Cards • *Wonders* Decodable Readers • *Wonders* Leveled Readers (Approaching, On, English Learner, & Beyond Levels) • *Wonders* Your Turn Practice Book • *Wonders* Visual Vocabulary Cards • *Wonders* Leveled Workstation Activity Cards • *Wonders* Sound-Spelling Cards • *Wonders* High-Frequency Word Cards • *Wonders* Photo Cards • *Wonders* Running Records • *Wonders* ConnectEd online platform • ReadWorks.org • *WonderWorks* Intervention • *Orton-Gillingham* Institute for Multi-sensory Education materials (blending boards, sand trays, phoneme grapheme cards) • IXL online subscription • Reading A-Z • Pebble Go • Variety of trade books to extend upon the essential question

Time Frame	2 weeks
Topic	

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Start Smart
What do I need to grow into a critical reader, writer, and thinker?
What makes us special?

Alignment to Standards

English Language Arts
Foundational Skills: Reading Language
Phonics and Word Recognition

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

Foundational Skills: Writing Language:
Spelling

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

Reading:

- 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:

- W.IW.2.2 Write informative/explanatory texts to examine a topic and convey ideas and information.
    - B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- 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.

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).

Learning Objectives and Activities

Foundational Skills: Reading Language
Students will
- understand grade-level text when reading.
- read grade-level text aloud, making minimal errors.
- use an appropriate rate when reading aloud.
- use appropriate expression and inflection when reading text aloud.
- identify typical vowel combinations.
- demonstrate ability to pronounce and spell words with vowel teams.
- utilize strategies for decoding words with affixes in texts.

Foundational Skills: Reading Language
- Phonemic Awareness
  - Phoneme Blending
  - Phoneme Segmentation
- Phonics
  - Introduce, build fluency, and blend words with short a and short i, short e, o, and u, consonant blends, long a and long i, and final e.
- High Frequency Words-Read/Spell/Write Routine
- Fluency: Expresion, Repeated Readings, Independent Reading

Reading Literature/Informational Text
Students will
- identify the characters in the story.
- identify key details in the story.
- consider how characters are involved in a story.
- analyze their reactions to story events.
- identify how the characters solve the problem.
- examine the story's structure, identifying the introduction as the beginning and the conclusion where action ends.
- describe the parts of a story (beginning and end).
- describe how the parts of the story build from beginning to end.

- utilize information from illustrations, pictures and words from print or digital text.
- explain how the illustration, pictures and words provide a clearer understanding of character, setting, and plot.
- create questions about an important idea within the text (using who, what, where, when, why, and/or how).
- respond to questions asked to demonstrate understanding of key details.
- utilize textual evidence to support thinking when asking and answering general questions.

Reading Literature

- Read fiction/fable
- Strategy: Visualize
- Respond to the text.
- Reread and Retell-Find text evidence
- Listening Comprehension
    - Connect to Concept-We Are All Special
    - Model Summarizing
    - Model Fluency

Reading Informational Text

- Listening Comprehension
    - Connect to Concept-We Are All Special
    - Read Informational/Expository Text
    - Strategy: Ask and Answer Questions; Visualize
    - Respond to the text.
    - Reread and Retell-Use text evidence
    - Model Summarizing
    - Model Fluency

Writing

Students will

- include an introduction statement.
- describe order of events using transition words (e.g. first, next, then, last).
- choose descriptive words that match thinking, feelings, and actions.
- incorporate simple and compound sentence structures.
- use linking words (e.g., because, and, also).
- end with a closing statement.
- revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar.
- utilize conferences, checklist sheets, and peer editing.

- reflect on writing.
- publish writing both independently and with peers using digital tools.

- use keyboarding techniques.
- gather facts, choose best facts to use, and present facts in a clear sequence.
- include an introductory statement.
- describe order of events using transition words (e.g. first, next, then, last).

- incorporate facts and definitions.
- use linking words (e.g., because, and, also).
- end with a closing statement.

Writing

- Build Writing Fluency
  - Writer's Notebooks-5 minute quick write
- Write About a Text
  - Provide a prompt.
  - Focus on an event.
  - Analyze text-provide text evidence to support a response
- Write to Two Sources
  - Find similarities and differences
  - Find and analyze text evidence
  - Conferencing Routines

Speaking and Listening

Students will

- participate in a variety of grade-appropriate, collaborative, rich, structured conversation.
- ask questions about what a speaker is saying to clarify, gather or deepen understanding
- answer questions in order to clarify or gain further information.

Speaking and Listening

- Collaborative Conversations-take turns, listen carefully
- Make Connections
- Ask and Answer Questions

Assessments

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Formative:
- Teacher observation (anecdotal notes)
- Exit Tickets
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:
- Weekly Tests (Approaching and On-Level)
- Spelling Tests

Benchmark:
- DIBELS 8 Subtests
  - Nonsense Word Fluency-Correct Letter Sounds & Words Recoded Correctly (NWF-CLS & NWF-WRC)
  - Word Reading Fluency (WRF)
  - Oral Reading Fluency-Words Correct & Accuracy (ORF-WC & ORF-ACC)
  - MAZE
- LinkIt Benchmark Assessment

Alternative:
- Research and Inquiry Projects

Interdisciplinary Connections

Social Studies
- **Create Classroom Rules & Introduce Collaborative Conversations Guidelines**
  - **Take Turns & Listen Carefully**

- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good

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Career Readiness, Life Literacies, and Key Skills
• Students will collaborate with their classmates and teacher to develop classroom rules and establish guidelines for sharing ideas. • **9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).**
Technology Integration
• Students will utilize Chromebooks to access ConnectEd and other platforms. • **9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).**
Career Education
• CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations.

Time Frame	11 weeks
Topic	
Unit 1 Big Idea: Friends and Family **How do families and friends learn, grow, and help one another?**	
Alignment to Standards	
English Language Arts ***Foundational Skills: Reading Language:*** ***Phonics and Word Recognition*** • L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. o C. Decode words with common prefixes and suffixes. o E. Recognize and read grade-appropriate irregularly spelled words. o F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). o G. Identify the parts of high-frequency words that are regular and the parts that are irregular.	

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Fluency

- 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.

Foundational Skills: Writing Language

Sound-Letter Basics

- L.WF.2.1. Demonstrate command of the conventions of writing.
  - B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:
    - i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck
    - ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

Spelling

- 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).
  - D. Most often used words in English:
    - i. Irregular words (against, many, enough, does).
    - ii. Pattern-based words (which, kind, have).

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
  - A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
  - E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
  - F. Use an apostrophe to form contractions and frequently occurring possessives.
- 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.
- 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.
    - E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- 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).
    - C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Reading:

- 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.
- 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.
- 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 how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
- 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.
- 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.
- RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

Writing:

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- W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons and information
    - A. Introduce an opinion.
    - B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- 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.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.
- W.WP.2.4. With guidance and support from peers and adults, 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 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

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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.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.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.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- utilize strategies for decoding two-syllable words in texts.
- apply phonics when decoding words with short *a* and short *i.*
- understand grade-level text when reading.
- reread text to better understand what was read when necessary.
- read grade-level text aloud, making minimal errors.
- use an appropriate rate when reading aloud.
- utilize strategies for decoding irregularly-spelled words in texts.
- focus on the beginning and/or end of the word and try again, when having difficulty.
- utilize strategies for decoding irregularly spelling-sound correspondence words in texts.
- use appropriate expression and inflection when reading a text aloud.
- use appropriate self-correction strategies to read words for understanding.
- identify typical vowel teams.

- demonstrate ability to pronounce and spell words with vowel teams.

Foundational Skills: Reading Language

Phonics/Word Study

- Phoneme Blending-/a/ and /i/
- Phonics-Introduce and Blend Short *a* and Short *i*-Apple Sound-Spelling Card
- Introduce words with short e, o,u
- Blend words with short e, o, u
- Introduce two-letter blends
- Blend words with two-letter blends
- Introduce long a: a_e
- Blend with short a and long a_e
- Introduce long i: i_e
- Blend words with short i, long i: i_e
- Fluency
    - Expression
    - Intonation
    - Phrasing

Foundational Skills: Writing Language

Students will

- demonstrate command of the conventions of standard English capitalization when writing.
- identify common spelling patterns.
- utilize common spelling patterns when writing.
- identify the connections of words to real-life experiences.
- define and identify collective nouns in sentences.
- use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words.
- use context clues to determine or clarify the meaning of unknown and multiple-meaning words.
- define and identify simple and compound sentences when reading and writing.
- classify sentences as simple or compound.
- use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words.
- use commas appropriate to offset greetings and closing in letters.
- define and identify apostrophes in writing.
- articulate the purpose and use of apostrophes.

Foundational Skills: Writing Language

- Conventions

- Use capitalization and punctuation to form sentences
- Use capitalization and punctuation in commands and exclamations
- Learn about subjects and letter punctuation
- Use predicates and commas
- Expand and combine sentences.
- Use quotation marks

- Vocabulary Acquisition
  - Acquire and use academic vocabulary
  - Use root words as clues to the meaning of a word.
  - Use context clues to understand the meaning of a word
  - Use inflectional endings to understand unknown words

Reading Literature/Informational Text

Students will

- create questions about an important idea within the text (using who, what, where, when, why, and/or how).
- respond to questions asked to demonstrate understanding of key details.
- utilize textual evidence to support thinking when asking and answering general question.
- identify the characters in the story.
- identify key details in the story.
- consider how characters are involved in a story.
- analyze their reactions to story events.
- identify how the characters solve the problem.
- examine the story's structure, identifying the introduction as the beginning and the conclusion where action ends.
- describe the parts of a story (beginning and end).
- describe how the parts of the story build from beginning to end.

- utilize information from illustrations, pictures and words from print or digital text.
- explain how the illustration, pictures and words provide a clearer understanding of character, setting, and plot.
- demonstrate good reading habits.
- read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band.
- analyze how words and phrases provide meaning to a poem, story, or song.
- identify the parts of the poem that rhyme.
- identify the parts of the poem that show the beat.

- determine which part shows alliteration.
- define words and phrases specific to grade 2.
- identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information.
- identify which text features help you find important information about what you're reading.
- determine how text features (e.g., subheadings, glossaries, bold print, etc) help you understand the text.
- utilize information from illustrations, diagrams or images from informational text.
- explain how illustrations, diagrams or images clarify the text.
- identify the main idea and overall focus of a multi-paragraph text.

- determine the main idea of the text.
- determine the important ideas in the text.
- determine the details that lead to the main idea.
- identify the most important points in the text.
- find similarities and differences in those points when reading texts on the same topic.

Reading Literature

- Demonstrate understanding of key details in a text
- Demonstrate understanding of plot
- Describe how characters respond to major events
- Use information to demonstrate understanding of characters, setting, or plot
- Demonstrate how characters respond to challenges
- Use information from illustrations and text to demonstrate understanding

Reading Informational Text

- Cite relevant evidence from text
- Determine key details; use illustrations
- Summarize text
- Ask and answer questions to demonstrate understanding of key details
- Identify the main topic within a text
- Identify the main purpose of a text

Writing

Students will

- describe order of events using transition words (e.g. first, next, then, last).
- revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar.
- reflect on writing.

- publish writing both independently and with peers using digital tools.
- use keyboarding techniques.
- gather facts, choose best facts to use, and present facts in a clear introductory statement.
- include an introductory statement.
- incorporate facts or definitions.
- use linking words (e.g., because, and, also).
- end with a closing statement.
- state an opinion and reasons that support the opinion.
- include simple and compound sentence structures.
- choose descriptive words that match thinking, feelings, and actions.
- read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research questions.
- take notes.
- understand their roles as part of a team and the work they are required to accomplish.

Writing

- Write to Sources
  - Draw evidence from fantasy
  - Draw evidence from fiction
  - Write narrative texts
  - Conduct short research on friends
  - Conduct short research on different cultures
  - Conduct short research on how pets can be friends
  - Draw evidence from informational texts
  - Write opinion texts
  - Conduct short research on needs of animals
- Draw evidence from expository text
- Write informational text
- Conduct short research on working together

Writing Process

- Prewrite a friendly letter
- Draft and revise a friendly letter
- Proofread/Edit and publish a friendly letter
- Prewrite a personal narrative
- Draft and revise a personal narrative

Speaking and Listening

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DEPARTMENT: English COURSE: ELA, Grade 2

Students will
- participate in a variety of grade-appropriate, collaborative, rich, structured conversations.
- assume various roles in conversations (e.g., participant, leader, and observer).
- use norms of conversations (e.g., eye contact, taking turns, etc).
- ask and answer questions about what a speaker is saying to clarify, gather or deepen understanding.
- demonstrate careful listening in order to describe or recount what is heard.
- describe key ideas or details from a text or presentation when presented orally.
- connect comments to build on remarks of others.
- articulate ideas (both verbally and in writing) using complete sentences and ideas.
- provide details or clarifications when speaking as requested.
- demonstrate storytelling techniques.
- report relevant facts and details about experience.
- provide clear thoughts and emotion.
- utilize digital media to enhance ideas for meaning.
- create visuals that emphasize chosen facts or details.

Speaking and Listening
- Build background knowledge
- Introduce and discuss Essential Questions using the Reading/Writing Workshop Book
- Generate words and phrases related to the Essential Question-Concept Web
- Develop oral language-Define/Example/Ask routine
- Engage in collaborative discussions about friends
- Present information on friends
- Engage in collaborative discussions about families around the world
- Present information on International Families
- Paraphrase from text
- Present information on pets as friends
- Engage in collaborative discussions about animal care
- Present information on families working together
- Present information on animal care

Assessments

Formative:
- Teacher observation (anecdotal notes)

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- Exit Tickets (Writing in Response to Reading)
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:
- Weekly Tests (Approaching and On-Level)
- Spelling Tests

Benchmarks:
- DIBELS 8 Subtests:
  - Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS) & Nonsense Word Fluency-Words Read Correctly (NWF-WRC)
  - Word Reading Fluency (WRF)
  - Oral Reading Fluency-Words Correct (ORF-WC) & Accuracy (ORF-ACC)
  - MAZE

Alternative:
- Research and Inquiry Projects

Interdisciplinary Connections

Social Studies

Week 2
- **Build Background & Engage in Collaborative Conversations**
  - Essential Question: How are families around the world the same and different?
- **Read & Respond to a Variety of Texts**
  - "Dinner at Alejandro's"
  - "Maria Celebrates Brazil"
  - *"Big Red Lollipop"*
  - "A Look at Families"
- **Research and Inquiry Project**

- Students will work as partners and compare the celebrations, food, clothing, or sports of families in two different countries.
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Visual and Performing Arts

- **Reader's Theater**
  - "Room for More"
- 1.1.2.C.1- Identify basic elements of theatre and describe their use in a variety of theatrical performances.

Career Readiness, Life Literacies, and Key Skills

- Students will identify various life roles and civic and work-related activities in the school, home, and community when reading and responding to texts about being a good friend.
- **9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.**
- Students will identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals when reading and responding to texts about families working together.
- **9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.**

Technology Integration

- Students will identify the basic features of a digital device and explain its purpose when logging into Chromebooks and accessing Google Classroom and ConnectEd.
- **9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.**
- Students will demonstrate developmentally appropriate navigation skills in virtual environments when accessing text and literacy games on ConnectEd.
- **9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.**

DEPARTMENT: English COURSE: ELA, Grade 2

- Students will illustrate and communicate original ideas and stories using multiple digital tools and resources such as Flipgrid, Google Slides, and Google Docs.
- **9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.**

Career Education

- CRP1. Students will act as a responsible and contributing citizen and employee when reading and responding to texts about how friends depend on each other.
- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about the week's essential question.

Time Frame	7 weeks

Topic

Unit 2 Big Idea: Animal Discoveries
How do animals play a part in the world around us?

Alignment to Standards

English Language Arts
Foundational Skills: Reading Language
Phonics and Word Recognition

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

Fluency

- 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.

Foundational Skills: Writing Language

Sound-Letter Basics

- L.WF.2.1. Demonstrate command of the conventions of writing.
  - B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:
    - i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck
    - ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

Spelling

- 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).
  - B. Regular two- and three-syllable words that:
    - i. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).
    - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
    - iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
  - C. Words with suffixes that require:
    - i. consonant doubling (penning, slimmed).
    - ii. dropping silent-e (smiled, paving).
  - D. Most often used words in English:
    - i. Irregular words (against, many, enough, does).
    - ii. Pattern-based words (which, kind, have).

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
    - B. Capitalize holidays, product names and geographic names.
    - E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
    - F. Use an apostrophe to form contractions and frequently occurring possessives.
- 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.
- 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).
    - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
    - D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
    - C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Reading:

- 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.
- 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.
- 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).
- 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)

- RL.TS.2.4. Describe the overall structure of a text, including how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
- 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.
- 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.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.
- 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.
- RL.CT.2.8. Compare and contrast two literary versions of the same story by different authors or authors from different cultures..
- RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

Writing:

- W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons and information
  - A. Introduce an opinion.
  - B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- W.IW.2.2 Write informative/explanatory texts to examine a topic and convey ideas and information.
  - 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.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.

- W.WP.2.4. With guidance and support from peers and adults, 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 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.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.

Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:
Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English COURSE: ELA, Grade 2

Learning Objectives and Activities

Foundational Skills: Reading Language
Students will

- identify typical vowel combinations.
- demonstrate ability to pronounce and spell words with vowel teams.
- utilize strategies for decoding words with affixes in texts.
- understand grade-level text when reading.
- read grade-level text aloud, making minimal errors.
- use an appropriate rate when reading aloud.
- use appropriate self-correction strategies to read words and for understanding.
- utilize strategies for decoding irregularly spelling-sound correspondence words in texts.
- reread text to better understand what was read, when necessary.

Foundational Skills: Reading Language

- Add phonemes to existing words to form new words.
- Ask and questions to demonstrate understanding of key details in a tex
- Read with sufficient accuracy and fluency to support comprehension.
- Introduce long u, blend long and short u
- Soft c/g
- Blend words with soft c/g
- Introduce consonant digraphs
- Blend words with digraphs (ch, tch, sh, ph, th, ng)
- Introduce three letter blends
- Fluency-phrasing

Foundational Skills: Writing Language
Students will

- demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- identify the connections of words to real-life experiences.
- define and identify collective nouns in sentences.
- demonstrate command of the conventions of standard English capitalization when writing.
- utilize reference materials and resources to correct one's own spelling.
- identify common spelling patterns.
- utilize common spelling patterns when writing.
- use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words.

- use compound word analysis to determine or clarify the meaning of unknown and multiple-meaning words.
- use reference materials to determine or clarify the meaning of unknown and multiple-meaning words

Foundational Skills: Writing Language

- Use real-life connections between words and and phrases through modeling of vocabulary words and cards
- Identify nouns in a sentence
- Acquire and use academic vocabulary
- Use singular and plural nouns, including commas in a series
- Demonstrate understanding of multiple-meaning words
- Use apostrophes with possessive nouns

Reading Literature Text/Informational Text

Students will

- examine the story's structure, identifying the introduction as the beginning and the conclusion where action ends.
- describe the parts of a story (beginning and end).
- describe how the parts of the story build from beginning to end.
- utilize textual evidence to support thinking when asking and answering general questions.
- create questions about an important idea within the text (using who, what, where when, why, and/or how).
- utilize information from illustrations, pictures and words from print or digital text.
- explain how the illustration, pictures and words provide a clearer understanding of character, setting, and plot.
- describe the structure of a story.
- ask and questions to demonstrate understanding of key details in a text.
- identify the characters in the story.
- identify key details in the story.
- consider how characters are involved in a story.
- analyze their reactions to story events.
- identify how the characters solve the problem.
- retell stories and determine the central message found in literature from diverse cultures, including folktales and fables.
- determine what lesson of the story is.
- identify similarities and differences of events in different versions of the same story.

- identify similarities and differences in characters in different versions of the same story.
- utilize textual evidence to support thinking when asking and answering general questions.
- create questions about an important idea within the text (using who, what, where when, why, and/or how).
- identify the characters in the story.
- identify key details in the story.
- consider how characters are involved in a story.
- analyze their reactions to story events.
- identify how the characters solve a problem or challenges.
- identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information.
- identify which text features helps clarify important information about what is being read.
- determine how text features (e.g., subheadings, glossaries, bold print, etc) clarify understand the text.
- identify the most important points in the text.
- find similarities and differences in those points when reading texts on the same topic.
- identify the main idea and overall focus of a multi-paragraph text.
- determine the main idea of the text.
- determine the important ideas in the text.
- determine the details that lead to the main idea.
- utilize information from illustrations, diagrams or images from informational text.
- explain how illustrations, diagrams or images clarify the text.
- determine the text's main purpose according to what the author wants the reader to know.

Reading Literature/Informational Text

- Close reading of a complex text
- Ask and answer questions to demonstrate understanding of key details in a text
- Identify the main topic in a text.
- Identify the main purpose of a text.
- Cite relevant evidence from text.
- Determine key details.
- Summarize text.

Writing

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DEPARTMENT: English COURSE: ELA, Grade 2

Students will
- include an introduction statement.
- describe order of events using transition words (e.g. first, next, then, last).
- choose descriptive words that match thinking, feelings, and actions.
- incorporate simple and compound sentence structures.
- use linking words (e.g., because, and, also).
- end with a closing statement.
- understand their role as part of a team and the work they are required to accomplish with their writing task.
- publish writing both independently and with peers using digital tools.
- use keyboarding techniques.
- gather facts, choose best facts to use, and present facts in a clear sequence.
- include an introductory statement.
- describe order of events using transition words (e.g. first, next, then, last).
- incorporate facts and definitions.
- use linking words (e.g., because, and, also).
- end with a closing statement.
- classify plural nouns as regular or irregular.
- form and use common irregular plural nouns.

Writing
- Students will use descriptive details to bring a story to life including using sensory details and creating clear pictures for the reader
- Revising and editing stages will be conducted with the guidance and support from adults and peers
- Create a fact sheet after choosing a topic, finding resources, and keeping track of ideas
- Proofread, edit, and publish a how to text
- Draw evidence from expository text
- Write an opinion text
- Conduct short research tasks

Speaking and Listening
Students will
- participate in a variety of grade-appropriate, collaborative, rich, and structured conversations.
- use norms of conversations (eye contact, taking turns, etc).
- ask questions about what a speaker is saying to clarify, and deepen understanding.
- demonstrate careful listening in order to describe or recount what they heard.

- connect comments to build on remarks of others.
- ask questions and further explanations about topics and/or texts.

Speaking and Listening

- Follow the agreed upon rules for discussions and building background knowledge.
- Use oral vocabulary and language to discuss the essential question.
- Engage in discussions about animals in stories.
- Use oral language to recount or describe key ideas or details from a text.
- Paraphrase portions of stories
- Present information about animals
- Engage in collaborative discussions about animal relationships
- Paraphrase from the text
- Engage in discussions about animals in poems

Assessments

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests

Benchmark:

- Oral Reading Fluency Assessment

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Science

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DEPARTMENT: English COURSE: ELA, Grade 2

Week 1

- **Build Background & Engage in Collaborative Conversations**
  - Essential Question: How do animals survive?
- **Read & Respond to a Variety of Texts**
  - *"*Swamp Life*"*
  - *"*A Visit in the Desert*"*
  - *Sled Dogs Run*
  - *"*Cold Dog, Hot Fox*"*
- **Research and Inquiry Project**
  - Students will work in a small group to create a list about animals that live in cold and hot environments.
- 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

Week 3

- **Build Background & Engage in Collaborative Conversations**
  - Essential Question: What are features of different animal habitats?
- **Read & Respond to a Variety of Texts**
  - *"*Explore a Coral Reef*"*
  - *"*A Prairie Guard Dog*"*
  - *Turtle, Turtle Watch Out!*
  - *"*At Home on the River*"*
- **Research and Inquiry Project**
  - Students will work in a small group and create a list about animal habitats. They will then use their research to make animal and habitat cards.
- 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

Visual and Performing Arts

- **Reader's Theater**
  - "The Secret Song"
- 1.1.2.C.2- Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.).

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Technology Integration
• Students will illustrate and communicate original ideas and stories using multiple digital tools and resources such as Flipgrid, Google Slides, and Google Docs. • **9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.** • Students will develop an understanding of ownership of print and nonprint information when researching animal habitats on Pebble Go or other databases. • **9.4.2.DC.1: Explain differences between ownership and sharing of information.**
Career Education
• CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about each week's essential question. • CRP7. Students will employ valid and reliable research strategies when using Pebble Go to research animal habitats.

Time Frame	7 weeks
Topic	
Unit 3 Big Idea: Live and Learn **What have you learned about the world that surprises you?**	
Alignment to Standards	

<u>English Language Arts</u>
Foundational Skills: Reading Language
Phonics and Word Recognition
• 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.
  ○ 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.

Fluency

- 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.

Foundational Skills: Writing Language:

Sound-Letter Basics

- L.WF.2.1. Demonstrate command of the conventions of writing.
  - A. Write legibly and with sufficient fluency to support composition.
  - B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:
    - i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck
    - ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

Spelling

- 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).
  - D. Most often used words in English:
    - i. Irregular words (against, many, enough, does).
    - ii. Pattern-based words (which, kind, have).

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
  - B. Capitalize holidays, product names and geographic names.

- D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
- E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
- F. Use an apostrophe to form contractions and frequently occurring possessives.

- 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.
- 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.
  - 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).
  - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
  - D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - 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.

Reading:

- 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.
- 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.
- 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).
- 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).

- 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 how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
- 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.
- 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.
- 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.
- RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

Writing:

- W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons and information
  - A. Introduce an opinion.
  - B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
  - C. Provide a conclusion.
- 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.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.
  - D. Use concrete words and phrases and sensory details to convey experience and events.
- W.WP.2.4. With guidance and support from peers and adults, 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.RW.2.7. Engage in both collaborative and independent writing tasks 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.

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DEPARTMENT: English COURSE: ELA, Grade 2

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- utilize strategies for decoding two-syllable words in texts.
- understand grade-level text when reading.
- reread text to better understand what was read when necessary.
- read grade-level text aloud, making minimal errors.
- use an appropriate rate when reading aloud.
- utilize strategies for decoding irregularly-spelled words in texts.
- utilize strategies for decoding irregularly spelling-sound correspondence words in texts.
- use appropriate expression and inflection when reading a text aloud.
- use appropriate self-correction strategies to read words for understanding.
- identify typical vowel teams.
- demonstrate ability to pronounce and spell words with vowel teams.
- utilize strategies for decoding irregularly-spelled words in texts.
- determine if the word looks and sounds right and makes sense.

Foundational Skills: Reading Language

Phonics/Word Study

- Introduce Long a
- Blend words with Long a
- Introduce Long i: i, y, igh,ie
- Blend words with Long i
- Introduce Long o: o, oa, ow, oe
- Blend words with Long o
- Introduce Long e
- Blend words with Long e
- Introduce Long u; u_e, ew, ue, u
- Blend words with Long u: u_e, ew,ue, u

Fluency

- Expression
- Intonation
- Phrasing
- Pronunciation
- Prosody

Foundational Skills: Writing Language

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Students will

- demonstrate command of the conventions of standard English capitalization when writing.
- identify common spelling patterns.
- utilize common spelling patterns when writing.
- identify the connections of words to real-life experiences.
- define and identify collective nouns in sentences.
- use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words.
- use context clues to determine or clarify the meaning of unknown and multiple-meaning words.
- define and identify simple and compound sentences when reading and writing.
- classify sentences as simple or compound.
- use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words.
- use commas appropriate to offset greetings and closing in letters.
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- show understanding of newly acquired vocabulary (gathered from discussions as well as text).
- make purposeful language choices to communicate in an effective way.
- utilize adjectives and adverbs to describe where necessary.
- use compound words analysis to determine or clarify the meaning of unknown and multiple-meaning words.

Foundational Skills: Writing Language

- Conventions
    - Use action verbs and abbreviations
    - Use present-tense verbs and commas in a series
    - Use past-tense verbs and letter punctuation
    - Learn about the verb have and book titles
    - Combine and rearrange sentences, include sentence punctuation
- Vocabulary Acquisition
    - Acquire and use academic vocabulary
    - Demonstrate understanding of similes to understand unknown words
    - Use combination words as clues to the meaning of a word
    - Demonstrate understanding of synonyms to understand unknown words

- Use prefixes as clues to the meaning of a word
- Demonstrate understanding of antonyms

Reading Literature Text/ Informational Text

Students will

- utilize textual evidence to support thinking when asking and answering general questions.
- create questions about an important idea within the text (using who, what, where, when, why, and/or how).
- analyze how words and phrases provide meaning to a poem, story, or song.
- identify the parts of the poem that rhyme.
- identify the parts of the poem that shows the beat.
- define words and phrases specific to grade 2.
- identify the characters in the story .
- identify key details in the story.
- consider how characters are involved in a story.
- analyze their reactions to story events.
- identify how the characters solve a problem or challenges.
- examine the story's structure, identifying the introduction as the beginning and the conclusion where action ends.
- identify the most important points in the text.
- find the similarities and differences in those points when reading texts on the same topic
- identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information.
- identify which text features helps clarify important information about what is being read.
- determine how text features (e.g., subheadings, glossaries, bold print, etc) clarify understanding of the text.
- identify the main idea and overall focus of a multi-paragraph text.
- determine the main idea of the text.
- determine the important ideas in the text.
- determine the details that lead to the main idea.
- utilize information from illustrations, diagrams or images from informational text.
- explain how illustrations, diagrams or images clarify the text.
- determine the text's main purpose according to what the author wants the reader to know
- identify the main points in the text.

- find similarities and differences in those points when reading texts on the same. topic.identifying the introduction as the beginning and the conclusion where action ends.
- describe the parts of a story (beginning and end).
- describe how the parts of the story build from beginning to end.
- determine which parts show alliteration.
- examine the story's structure.
- retell stories and determine the central message found in literature from diverse cultures, including folktales and fables.
- determine what lesson of the story.

Reading Literature

- Describe the structure of a story
- Use information from text and illustration to understand
- Use information from text and illustration to understand plot, character and setting
- Ask and answer questions to demonstrate understanding of key details in a text

Reading Informational Text

- Ask and answer questions to demonstrate understanding of key details in a text
- Identify the main topic of a text
- Identify the main purpose of a text
- Describe the connection between scientific ideas
- Describe how reasons support specific points

Writing

Students will

- describe order of events using transition words (e.g. first, next, then, last).
- revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar.
- reflect on writing.
- publish writing both independently and with peers using digital tools.
- use keyboarding techniques.
- gather facts, choose best facts to use, and present facts in a clear introductory statement.
- include an introductory statement.
- incorporate facts or definitions.
- use linking words (e.g., because and, also).
- end with a closing statement.
- state an opinion and reasons that support the opinion.
- include simple and compound sentence structures.

- choose descriptive words that match thinking, feelings, and actions.
- read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research questions.
- take notes.
- utilize conferences, checklist sheets, and peer editing.

Writing

Write to Sources

- Draw evidence from narrative nonfiction
- Write opinion texts
- Write Narrative Texts
- Conduct short research
- Draw evidence from informational texts
- Draw evidence from expository text
- Write opinion texts
- Write informative text
- Write informational texts

Writing Process

- Prewrite a Fictional Narrative
- Proofread/Edit and publish an opinion letter
- Draft and revise and opinion letter
- Prewrite a book review
- Draft and revise a Book Review
- Share your writing
- Edit/Proofread and Publish an opinion

Speaking and Listening

Students will

- participate in a variety of grade-appropriate, collaborative, rich, structured conversations.
- assume various roles in conversations (e.g., participant, leader, and observer).
- use norms of conversations (e.g., eye contact, taking turns, etc).
- ask and answer questions about what a speaker is saying to clarify, gather or deepen understanding.
- demonstrate careful listening in order to describe or recount what is heard.
- describe key ideas or details from a text or presentation when presented orally.
- connect comments to build on remarks of others.

Speaking and Listening

- Build background knowledge
  - Introduce and discuss Essential Questions using the Reading/Writing Workshop Book
  - Generate words and phrases related to the Essential Question-Concept Web
- Engage in collaborative discussions
- Paraphrase from text
- Present information on topics

Assessments

Formative:
- Teacher observation (anecdotal notes)
- Exit Tickets (Writing in Response to Reading)
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:
- Weekly Tests (Approaching and On-Level)
- Spelling Tests

Benchmark:
- N/A

Alternative:
- Research and Inquiry Projects

Interdisciplinary Connections

Social Studies

Week 3

- **Build Background & Engage in Collaborative Conversations**
  - Essential Question: How can people help out their community?

- **Read & Respond to a Variety of Texts**
  - *"*Color Your Community*"*
  - *"*Lighting Lives*"*
  - *Biblioburro: A True Story from Colombia*
  - *"*The Enormous Turnip*"*
- **Research and Inquiry Project**
  - Students will work with a partner to learn more about someone who helps out in their community.
- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

Visual and Performing Arts

Week 5

- **Build Background & Engage in Collaborative Conversations**
  - Essential Question: How do you express yourself?
- **Read & Respond to a Variety of Texts**
  - "Why People Drum*"*
  - "They've Got the Beat!"
  - *Many Ways to Enjoy Music*
  - *"*A Musical Museum*"*
- **Research and Inquiry Project**
  - Students will work with a partner and learn about a musical instrument. They will find a picture of the instrument, and give a description showing how it works (possibly through a diagram), and the classification of the instrument (wind, string, brass, percussion, woodwind).
- 1.1.2.B.4- Categorize families of instruments and identify their associated musical properties.

Reader's Theater

- **o** "I'll Be the Dragon"
- 1.1.2.C.3-Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.

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- Students will identify various life roles and civic and work-related activities in the school, home, and community when reading and responding to texts about helping out in their community.
- **9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.**
- **9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.**

Technology Integration

- Students will demonstrate developmentally appropriate navigation skills in virtual environments when accessing text and literacy games on ConnectEd.
- **9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.**
- Students will illustrate and communicate original ideas and stories using multiple digital tools and resources such as Flipgrid, Google Slides, and Google Docs.
- **9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.**

Career Education

- CRP1. Students will act as a responsible and contributing citizen and employee when reading and responding to texts about how people help out their community.
- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about each week's essential question.

Time Frame	7 weeks

Topic

Unit 4 Big Idea: Our Life Our World
How do different environments make the world an interesting place?

Alignment to Standards

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English Language Arts

Foundational Skills: Reading Language

Phonics and Word Recognition

- 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.
  - 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.

Fluency

- 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.

Foundational Skills:Writing Language

Sound-Letter Basics

- L.WF.2.1. Demonstrate command of the conventions of writing.
  - A. Write legibly and with sufficient fluency to support composition.

Spelling

- 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).
  - B. Regular two- and three-syllable words that:
    - i. Combine closed, open, vowel team, vowel –r and CVe syllables

(compete; robot; violet; understand).
    - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
    - iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
  - C. Words with suffixes that require:
    - i. consonant doubling (penning, slimmed).
    - ii. dropping silent-e (smiled, paving).
  - D. Most often used words in English:
    - i. Irregular words (against, many, enough, does).
    - ii. Pattern-based words (which, kind, have).

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
  - B. Capitalize holidays, product names and geographic names.
  - C. Supply adjectives in noun phrases to make them more precise or engaging.
  - E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
  - F. Use an apostrophe to form contractions and frequently occurring possessives.
- 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.
  - 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).
  - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
  - D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Reading:

- 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.
- 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).
- 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).
- RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.
- RI.IT.2.3. Describe connections between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
- RL.TS.2.4. Describe the overall structure of a text, including how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
- 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.
- 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.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.
- 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.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

Writing:

- W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons and information
  - B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
  - C. Provide a conclusion.

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- 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.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.
- WW.WP.2.4. With guidance and support from peers and adults, 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 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.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.

Learning Objectives and Activities

Foundational Skills: Reading Language
Students will
- utilize strategies for decoding two-syllable words in texts.
- understand grade-level text when reading.
- reread text to better understand what was read when necessary.
- read grade-level text aloud, making minimal errors.
- use an appropriate rate when reading aloud.
- utilize strategies for decoding irregularly-spelled words in texts.
- utilize strategies for decoding irregularly spelling-sound correspondence words in texts.
- use appropriate expression and inflection when reading a text aloud.
- use appropriate self-correction strategies to read words for understanding.
- identify typical vowel teams.
- demonstrate ability to pronounce and spell words with vowel teams.
- utilize strategies for decoding irregularly-spelled words in texts.
- determine if the word looks and sounds right and makes sense.
- search for chunks and say them.

Foundational Skills: Reading Language

- silent letters: wr, kn, gn, mb, sc
- blend with letters wr.kn, gn, sc
- introduce r controlled vowels
- blend words with r controlled vowels
- introduce and blend r controlled vocabulary words
- introduce and blend eer, ere, ear
- introduce and blend are, air, ear, ere
- using apostrophes in contractions
- ask and questions to demonstrate understanding of key details in a text
- reading with sufficient accuracy and fluency to support comprehension.
- introduce consonant digraphs
- blend words with digraphs
- introduce three letter blends
- fluency-phrasing
- decoding two syllable words in the text
- use appropriate self-correction strategies to read words for understanding

Foundational Skills: Writing Language

Students will

- demonstrate command of the conventions of standard English capitalization when writing.
- identify common spelling patterns.
- utilize common spelling patterns when writing.
- identify the connections of words to real-life experiences.
- define and identify collective nouns in sentences.
- use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words.
- use context clues to determine or clarify the meaning of unknown and multiple-meaning words.
- define and identify simple and compound sentences when reading and writing.
- classify sentences as simple or compound.
- use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words.
- use commas appropriate to offset greetings and closing in letters.
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- show understanding of newly acquired vocabulary (gathered from discussions as well as text).
- make purposeful language choices to communicate in an effective way.

- utilize adjectives and adverbs to describe where necessary.
- use compound words analysis to determine or clarify the meaning of unknown and multiple-meaning words.

Foundational Skills: Writing Language

- use context clues to determine or clarify meaning of unknown multiple meaning words
- identify nouns in a sentence
- identify the connections of words to real-life experiences
- acquire and use academic vocabulary
- demonstrate understanding of multiple-meaning words
- demonstrate command of conventions of standard English when writing
- use reference materials to define multiple-meaning words
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- using context clues to determine or clarify word meaning for multiple-meaning words
- use an introductory statement and order events using transitions

Reading Literature Text/ Informational Text

Students will

- utilize textual evidence to support thinking when asking and answering general questions.
- create questions about an important idea within the text (using who, what, where, when, why, and/or how).
- analyze how words and phrases provide meaning to a poem, story, or song.
- identify the parts of the poem that rhyme.
- identify the parts of the poem that shows the beat.
- define words and phrases specific to grade 2.
- identify the characters in the story .
- identify key details in the story.
- consider how characters are involved in a story.
- analyze their reactions to story events.
- identify how the characters solve a problem or challenges.
- examine the story's structure, identifying the introduction as the beginning and the conclusion where action ends.
- identify the most important points in the text.
- find the similarities and differences in those points when reading texts on the same topic
- identify captions, glossaries, subheadings, bold print, electronic menus, icons,

etc. to analyze text information.
- identify which text features helps clarify important information about what is being read.
- determine how text features (e.g., subheadings, glossaries, bold print, etc) clarify understanding of the text.
- identify the main idea and overall focus of a multi-paragraph text.
- determine the main idea of the text.
- determine the important ideas in the text.
- determine the details that lead to the main idea.
- utilize information from illustrations, diagrams or images from informational text.
- explain how illustrations, diagrams or images clarify the text.
- determine the text's main purpose according to what the author wants the reader to know
- identify the main points in the text.
- find similarities and differences in those points when reading texts on the same. topic.identifying the introduction as the beginning and the conclusion where action ends.
- describe the parts of a story (beginning and end).
- describe how the parts of the story build from beginning to end.
- determine which parts show alliteration.
- examine the story's structure.
- retell stories and determine the central message found in literature from diverse cultures, including folktales and fables.
- determine what lesson of the story.

Reading Literature/Informational Text

- close reading of a complex text
- ask and answer questions to demonstrate understanding of key details in a text
- describe the connection between a series of concepts
- compare and contrast important points in two texts
- draw evidence from expository texts
- identify the main topic in a text
- describe how characters respond to challenges
- describe the structure of a story
- determine the central message in the text
- identify the main purpose of a text
- cite relevant evidence from text
- determine key details
- summarize text

- compare and contrast two points in the text
- recount folktales and discuss their theme or meaning

Writing

Students will

- describe order of events using transition words (e.g. first, next, then, last).
- revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar.
- reflect on writing.
- publish writing both independently and with peers using digital tools.
- use keyboarding techniques.
- gather facts, choose best facts to use, and present facts in a clear introductory statement.
- include an introductory statement.
- incorporate facts or definitions.
- use linking words (e.g., because and, also).
- end with a closing statement.
- state an opinion and reasons that support the opinion.
- include simple and compound sentence structures.
- choose descriptive words that match thinking, feelings, and actions.
- read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research questions.
- take notes.
- utilize conferences, checklist sheets, and peer editing.

Writing

- students will use transition words to show fluency in their writing
- revising and editing stages will be conducted with the guidance and support from adults and peers
- proofread, edit, and publish a how to text
- draw evidence from text
- write informational texts
- pre-write a fictional narrative
- conduct short research about nature
- pre-write a narrative

Speaking and Listening

Students will

- participate in a variety of grade-appropriate, collaborative, rich, structured conversations.

- assume various roles in conversations (e.g., participant, leader, and observer).
- use norms of conversations (e.g., eye contact, taking turns, etc).
- ask and answer questions about what a speaker is saying to clarify, gather or deepen understanding.
- demonstrate careful listening in order to describe or recount what is heard.
- describe key ideas or details from a text or presentation when presented orally.
- connect comments to build on remarks of others.

Speaking and Listening

- follow the agreed upon rules for discussions and building background knowledge.
- using oral vocabulary and language to discuss the essential question.
- using oral language to recount or describe key ideas or details from a text.
- paraphrase portions of stories
- engage in collaborative discussions about animal relationships
- paraphrase from the text “Where Do You Live?”
- engage in discussions about folktales
- present information on folktales and Earth’s changes

Assessments

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets (Writing in Response to Reading)
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests

Benchmark:

Alternative:

- Research and Inquiry Projects

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Interdisciplinary Connections

Social Studies

Week 1

- **Build Background & Engage in Collaborative Conversations**
  - Essential Question: What makes different parts of the world different?
- **Read & Respond to a Variety of Texts**
  - "Where Do You Live?"
  - "Alaska: A Special Place"
  - *Rain Forests*
  - "African Savannas"
- **Research and Inquiry Project**
  - Students will work in a small group to do a research project. The project will be about a region of the world they have read about, including the region's land features, plants, animals, and climate.
- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

Week 3

- **Build Background & Engage in Collaborative Conversations**
  - Essential Question: How are kids around the world different?
- **Read & Respond to a Variety of Texts**
  - "My New School"
  - "Happy New Year!"
  - *Dear Primo: A Letter to My Cousin*
  - "Games Around the World"
- **Research and Inquiry Project**
  - Students will work with a partner to learn more about games played around the world. Then they will select one game, tell what culture it is from, and write instructions for playing it.
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history

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Science
Week 2

- **Build Background & Engage in Collaborative Conversations**
  - Essential Question: How does the Earth change?
- **Read & Respond to a Variety of Texts**
  - "Earth Changes"
  - "Into the Sea"
  - *Volcanoes*
  - "To the Rescue"
- **Research and Inquiry Project**
  - Students will work with a partner to learn more about a natural event that changes the Earth.
- 2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

Visual and Performing Arts

- **Reader's Theater**
  - "A Whale of a Story"
- 1.1.2.C.3-Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.

Career Readiness, Life Literacies, and Key Skills

- Students will identify various life roles and civic and work-related activities in the school, home, and community when reading and responding to texts about children around the world.
- **9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.**

Technology Integration

- Students will demonstrate developmentally appropriate navigation skills in virtual environments when accessing text and literacy games on ConnectEd.
- **9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.**
- Students will illustrate and communicate original ideas and stories using

multiple digital tools and resources such as Flipgrid, Google Slides, and Google Docs.
- **9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.**

Career Education

- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about the week's essential question.
- CRP12. Students will work productively in teams while using cultural global competence when researching games and presenting games from around the world.

Time Frame	6 weeks

Topic

Unit 5 Big Idea: Let's Make A Difference
How can people make a difference?

Alignment to Standards

English Language Arts
Foundational Skills: Reading Language:
Phonics and Word Recognition
- 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.
  - 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.

Fluency
- 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.

Foundational Skills: Writing Language

Sound-Letter Basics

- L.WF.2.1. Demonstrate command of the conventions of writing.
  - A. Write legibly and with sufficient fluency to support composition.

Spelling

- 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).
  - B. Regular two- and three-syllable words that:
    - i. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).
    - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
    - iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
  - D. Most often used words in English:
    - i. Irregular words (against, many, enough, does).
    - ii. Pattern-based words (which, kind, have).

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
  - B. Capitalize holidays, product names and geographic names.
  - F. Use an apostrophe to form contractions and frequently occurring possessives
  - G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

DEPARTMENT: English COURSE: ELA, Grade 2

- 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.
- L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
    - C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song..
- L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
    - B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Reading:

- 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.
- 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.
- RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.
- RI.IT.2.3. Describe connections between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
- RL.TS.2.4. Describe the overall structure of a text, including how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
- 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.
- 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.
- 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.
- RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

Writing:
- W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons and information
  - A. Introduce an opinion.
  - B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
  - C. Provide a conclusion.
- 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.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..5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.
  - E. Provide a conclusion or sense of closure related to the narrated experiences or events.
- W.WP.2.4. With guidance and support from peers and adults, 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.RW.2.7. Engage in both collaborative and independent writing tasks 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.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.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.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- utilize strategies for decoding two-syllable words in texts.
- understand grade-level text when reading.
- reread text to better understand what was read, when necessary.
- read grade-level text aloud, making minimal errors.
- use an appropriate rate when reading aloud.
- utilize strategies for decoding irregularly-spelled words in texts.

- utilize strategies for decoding irregularly spelling-sound correspondence words in texts.
- use appropriate expression and inflection when reading a text aloud.
- use appropriate self-correction strategies to read words for understanding.
- identify typical vowel teams.
- demonstrate ability to pronounce and spell words with vowel teams.

Foundational Skills: Reading Language

Phonics/Word Study

- Introduce diphthongs ou, ow
- Blend words with diphthongs ou, ow
- Introduce diphthongs oy, oi
- Blend words with diphthongs oy, oi
- Introduce variant vowels /u/ and /u/
- Blend words with variant vowels /u/ and /u/
- Introduce variant vowel /o/
- Blend words variant vowel /o/
- Introduce short vowel digraphs /e/ ea; /u/ ou; /i/ y
- Blend words with short vowel digraphs /e/ ea; /u/ ou; /i/ y
- Fluency
    - Expression
    - Intonation
    - Phrasing
    - Pronunciation

Foundational Skills: Writing Language

Students will

- demonstrate command of the conventions of standard English capitalization when writing.
- identify the connections of words to real-life experiences.
- define and identify collective nouns in sentences.
- use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words.
- use context clues to determine or clarify the meaning of unknown and multiple-meaning words.
- use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words.
- use commas appropriate to offset greetings and closing in letters.
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and

adjectives.
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings by connecting words to real-life experiences.
- identify irregular plural nouns used when reading, writing, or speaking
- classify plural plural nouns as regular or irregular.
- use compound words analysis to determine or clarify the meaning of unknown and multiple-meaning words.
- identify reflexive pronouns when reading, writing, or speaking.
- classify pronouns as reflexive.
- accurately use reflexive pronouns when reading, writing, or speaking.
- use reference materials to determine or clarify the meaning of unknown and multiple-meaning words.
- define and identify collective nouns in sentences.
- articulate the purpose and use of collective nouns.
- use collective nouns in student writing, not in isolation.
- define and identify apostrophes in writing.
- articulate the purpose and use of apostrophes.
- demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing.
- compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English.

Foundational Skills: Writing Language

- Conventions
    - Use pronouns and quotation marks
    - Use the pronouns I, me, we, and us
    - Use possessive pronouns. Capitalize proper nouns
    - Use contractions and possessive pronouns
    - Use a pronoun-verb agreement, learn about book titles
- Vocabulary Acquisition
    - Acquire and use academic vocabulary
    - Demonstrate understanding of synonyms
    - Use suffixes as clues to the meaning of a word
    - Demonstrate understanding of idioms
    - Demonstrate understanding of homophones
    - Demonstrate understanding of multiple-meaning words

Reading Literature/ Informational Text

Students will

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- utilize textual evidence to support thinking when asking and answering general questions.
- create questions about an important idea within the text (using who, what, where, when, why, and/or how).
- analyze how words and phrases provide meaning to a poem, story, or song.
- identify the parts of the poem that rhyme.
- identify the parts of the poem that shows the beat.
- define words and phrases specific to grade 2.
- identify the characters in the story.
- identify key details in the story.
- consider how characters are involved in a story.
- analyze their reactions to story events.
- identify how the characters solve a problem or challenges.
- examine the story's structure, identifying the introduction as the beginning and the conclusion where action ends.
- identify the most important points in the text.
- find the similarities and differences in those points when reading texts on the same topic.
- identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information.
- identify which text features helps clarify important information about what is being read.
- determine how text features (e.g., subheadings, glossaries, bold print, etc) clarify understanding of the text.
- utilize information from illustrations, diagrams or images from informational text.
- explain how illustrations, diagrams or images clarify the text.
- determine the text's main purpose according to what the author wants the reader to know.
- identify the main points in the text.
- describe the parts of a story (beginning and end).
- describe how the parts of the story build from beginning to end .
- determine which parts show alliteration.
- retell stories and determine the central message found in literature from diverse cultures, including folktales and fables.
- determine what lesson of the story.
- recognize that characters have different points of view.
- determine how the characters think/feel about the events.
- identify any character's that have similar thinking.

- consider the character's voice when reading out loud.
- describe why a character has a different point of view in a story.
- determine how text features (e.g., subheadings, glossaries, bold print, etc.) help you understand the text.
- define words and phrases specific to grade 2.
- use context clues to determine or clarify the meaning of unknown and multiple-meaning words.
- identify how different historical events, scientific ideas, or "how to" procedures link together in a text.
- identify text details, events, or ideas that are chronological or sequential.
- retell chronological or sequential details in the appropriate order.
- compare and contrast ideas from the text.
- identify reasons that the authors uses to support the main points in a text.
- evaluate how or why the author uses the reasons to support the main points in a text.
- determine the text's main purpose according to what the author wants the reader to know.

Reading Literature

- Describe the structure of a story
- Ask and answer questions to demonstrate understanding of key details in a text
- Determine the central meaning of stories
- Acknowledge differences in the points of view of characters
- Describe how characters respond to challenges
- Acknowledge differences in characters'' point of view

Reading Informational Text

- Ask and answer questions to demonstrate understanding of key details in a text
- Identify the main purpose of a text
- Describe the connection between a series of historical events

Writing

Students will

- describe order of events using transition words (e.g. first, next, then, last).
- revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar.
- reflect on writing.
- publish writing both independently and with peers using digital tools.
- use keyboarding techniques.

- gather facts, choose best facts to use, and present facts in a clear introductory statement.
- include an introductory statement.
- incorporate facts or definitions.
- use linking words (e.g., because and, also).
- end with a closing statement.
- state an opinion and reasons that support the opinion.
- incorporate simple and compound sentence structures.
- choose descriptive words that match thinking, feelings, and actions.
- read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research questions.
- take notes.
- utilize conferences, checklist sheets, and peer editing.
- understand their role as part of a team and the work they are required to accomplish.

Writing

Write to Sources

- Write Narrative Texts
- Conduct short research
- Draw evidence from informational texts
- Write opinion texts
- Write informative text
- Draw evidence from realistic fiction
- Draw evidence from literature
- Draw evidence from fiction
- Draw evidence from expository texts
- Writing Process
    - Prewrite an Explanatory Essay
    - Draft and revise and explanatory essay
    - Proofread and edit an explanatory essay
    - Prewrite compare/contrast

Speaking and Listening

Students will

- participate in a variety of grade-appropriate, collaborative, rich, structured conversations.
- assume various roles in conversations (e.g., participant, leader, and observer).
- use norms of conversations (e.g., eye contact, taking turns, etc).

- ask and answer questions about what a speaker is saying to clarify, gather or deepen understanding.
- demonstrate careful listening in order to describe or recount what is heard.
- describe key ideas or details from a text or presentation when presented orally.
- connect comments to build on remarks of others.
- articulate ideas (both verbally and in writing) using complete sentences and ideas.
- provide details or clarifications when speaking as requested.

Speaking and Listening

- Build background knowledge
  - Introduce and discuss Essential Questions using the Reading/Writing Workshop Book
  - Generate words and phrases related to the Essential Question-Concept Web
- Engage in collaborative discussions
- Paraphrase from text
- Present information on topics
- Present information on rules

Assessments

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets (Writing in Response to Reading)
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests

Benchmark:

- DIBELS 8 Subtests:
  - Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS) & Nonsense Word Fluency-Words Read Correctly (NWF-WRC)
  - Word Reading Fluency (WRF)

- Oral Reading Fluency-Words Correct (ORF-WC) & Accuracy (ORF-ACC)
- MAZE
- LinkIt Benchmark

Alternative:
- Research and Inquiry Projects

Interdisciplinary Connections

Social Studies

Week 1

- **Build Background & Engage in Collaborative Conversations**
  - Essential Question: What do good citizens do?
- **Read & Respond to a Variety of Texts**
  - "A Boy Named Martin"
  - "A Difficult Decision"
  - *Grace for President*
  - "Helping to Make Smiles"
- **Research and Inquiry Project**
  - Students will work in a small group to describe something children can do to make a difference at school or in the community.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community

Week 2

- **Build Background & Engage in Collaborative Conversations**
  - Essential Question: How do people get along?
- **Read & Respond to a Variety of Texts**
  - "My First Day"
  - "Soccer Friends"
  - *Once Upon a Baby Brother*

- “Bully-Free Zone”
- **Research and Inquiry Project**
  - Students will work in a small group and will answer a research question about how people get along.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Week 3

- **Build Background & Engage in Collaborative Conversations**
  - Essential Question: What do heroes do?
- **Read & Respond to a Variety of Texts**
  - “A Hero On and Off Skis”
  - “César Chávez”
  - *Brave Bessie*
  - “The Legend of Kate Shelley”
- **Research and Inquiry Project**
  - Students will work in groups to learn more about an everyday or historical hero.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

Week 4

- **Build Background & Engage in Collaborative Conversations**
  - Essential Question: How can we protect the Earth?
- **Read & Respond to a Variety of Texts**
  - “Clean Water”
  - “The Art Project”
  - *The Woodcutter’s Gift*
  - “Earth’s Resources”
- **Research and Inquiry Project**
  - Students will work in a small group to learn more about recycling in order to protect Earth.
- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.

- 6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

Week 5

- **Build Background & Engage in Collaborative Conversations**
  - Essential Question: Why are rules important?
- **Read & Respond to a Variety of Texts**
  - "Town Rules"
  - "Visiting the Past"
  - *Setting the Rules*
  - "American Symbols"
- **Research and Inquiry Project**
  - Students will work in a groups to research symbols of the United States that are not explained in the week's selections. They will make a model and write a fact sheet about the symbol.
- 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.

Visual and Performing Arts

- **Reader's Theater**
  - **o** "The Search for the Magic Lake"
- 1.1.2.C.4-Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.

Career Readiness, Life Literacies, and Key Skills

- Students will read and respond to texts about being good citizens.
- **9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.**

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Technology Integration
• Students will use digital tools and online resources to explore a problem or issue when learning about recycling and protecting our Earth. • **9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.** • Students will demonstrate how reusing a product affects the local and global environment. • **9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.**
Career Education
• CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations. • CRP5. Students will consider the environmental, social and economic impacts of decisions when reading and responding to texts about protecting the Earth. • CRP1. Act as a responsible and contributing citizen and employee when reading and responding to texts about rules.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)
ELL: • Work toward longer passages as skills in English increase • Use visuals • Introduce key vocabulary before lesson • Teacher models reading aloud daily • Provide peer tutoring • Use of Bilingual Dictionary • Guided notes and/or scaffold outline for written assignments • Provide students with English Learner leveled readers.

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Supports for Students With IEPs:
- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:
- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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