

# Unit #1: Social Relationships

Content Area: **Language Arts**  
Course(s): **Grade 2**  
Time Period: **First Trimester**  
Length: **5 -6 Weeks**  
Status: **Published**

## Unit Overview

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The theme of Social Relationships was selected for a five to six week unit of study. During this unit, students will learn how people discover new things about themselves through experiences and relationships. Through the reading of realistic fiction, informational text, poetry, humorous fiction, and fables students will find that the differences amongst people make each person special. The thematic unit will incorporate language arts, social studies, and science content. The writing focus is narrative.

## STAGE 1- DESIRED RESULTS

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**The following goals, as outlined in the NJSLS, will provide a framework for preparation and instruction in English Language Arts:**

1. Understands the key ideas and details as well as the craft and structure of literary and informational texts.
2. Integrates the knowledge and ideas found in fiction and nonfiction.
3. With prompting and support, reads literature and informational texts at grade level text complexity or above.
4. Knows and applies grade level phonics and word analysis skills.
5. Reads with accuracy and fluency to support comprehension.
6. Writes and produces a variety of text types for a range of purposes.
7. Researches topics to build and present knowledge.
8. Participates in a variety of rich and structured conversations.
9. Presents knowledge and ideas in a variety of ways.
10. Gains control over many conventions of standard English grammar, usage and mechanics.
11. Uses grade-appropriate words by determining the meaning (and multiple meanings) and expands their content-area vocabulary.

## Interdisciplinary Connections

Refer to K-2 Career Readiness, Life Literacies, and Key Skills supporting document on OnCourse.

## **2016 New Jersey Students Learning Standards- Language Arts**

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### **\* Reading Literature Text**

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#### **Key Ideas and Details**

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|-----------|---|
| LA.RL.2.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.        |
| LA.RL.2.2 | Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral. |
| LA.RL.2.3 | Describe how characters in a story respond to major events and challenges using key details.  |

#### **Craft and Structure**

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| LA.RL.2.4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.   |
| LA.RL.2.5 | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections. |
| LA.RL.2.6 | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.   |

#### **Integration of Knowledge and Ideas**

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| LA.RL.2.7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| LA.RL.2.8 | (Not applicable to literature)   |
| LA.RL.2.9 | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.              |

#### **Range of Reading and Level of Text Complexity**

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| LA.RL.2.10 | Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed. |
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## **\* Reading Informational Text**

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### **Key Ideas and Details**

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| LA.RI.2.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.             |
| LA.RI.2.2 | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.                            |
| LA.RI.2.3 | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |

### **Craft and Structure**

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| LA.RI.2.4 | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.  |
| LA.RI.2.5 | Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |
| LA.RI.2.6 | Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  |

### **Integration of Knowledge and Ideas**

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| LA.RI.2.7 | Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| LA.RI.2.8 | Describe and identify the logical connections of how reasons support specific points the author makes in a text.              |
| LA.RI.2.9 | Compare and contrast the most important points presented by two texts on the same topic.                                      |

### **Range of Reading and Level of Text Complexity**

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|------------|--|
| LA.RI.2.10 | Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed. |
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## **\* Reading Foundations Skills**

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### **Phonics and Word Recognition**

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LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.2.3.A	Know spelling-sound correspondences for common vowel teams.
LA.RF.2.3.B	Decode regularly spelled two-syllable words with long vowels.
LA.RF.2.3.C	Decode words with common prefixes and suffixes.
LA.RF.2.3.D	Identify words with inconsistent but common spelling-sound correspondences.
LA.RF.2.3.E	Recognize and read grade-appropriate irregularly spelled words.

## Fluency

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LA.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.2.4.A	Read grade-level text with purpose and understanding.
LA.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
LA.RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## \* Writing

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See Writing Calendar and scope and sequence as attached documents.

## Text Types and Purposes

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LA.W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
LA.W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
LA.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

## Production and Distribution of Writing

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LA.W.2.4	(Begins in grade 3)
LA.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
LA.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

## Research to Build and Present Knowledge

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LA.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
LA.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
LA.W.2.9	(Begins in grade 4)

## **Range of Writing**

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LA.W.2.10	(Begins in grade 3)
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## **\* Speaking and Listening**

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## **Comprehension and Collaboration**

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LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.SL.2.1.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).
LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.SL.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.

## **Presentation of Knowledge and Ideas**

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LA.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LA.SL.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LA.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## **\* Language**

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## Conventions of Standard English

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LA.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.2.1.A	Use collective nouns (e.g., group).
LA.L.2.1.B	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
LA.L.2.1.C	Use reflexive pronouns (e.g., myself, ourselves).
LA.L.2.1.D	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
LA.L.2.1.E	Use adjectives and adverbs, and choose between them depending on what is to be modified.
LA.L.2.1.F	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
LA.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.2.2.A	Capitalize holidays, product names, and geographic names.
LA.L.2.2.B	Use commas in greetings and closings of letters.
LA.L.2.2.C	Use an apostrophe to form contractions and frequently occurring possessives.
LA.L.2.2.D	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
LA.L.2.2.E	Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

## Knowledge of Language

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LA.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.2.3.A	Compare formal and informal uses of English.

## Vocabulary Acquisition and Use

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LA.L.2.4	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.
LA.L.2.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.2.4.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).
LA.L.2.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
LA.L.2.4.D	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
LA.L.2.4.E	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

LA.L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.2.5.A	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
LA.L.2.5.B	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
LA.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

## **Essential Questions**

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- **How do people express their ideas and emotions in different ways?**
- **How can pets benefit our lives?**
- **What are different ways people interact with one another?**

## **Enduring Understanding**

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*Students will understand that....*

- non-fiction stories tell about real events and real people.
- poetry uses imagery and sensory details to convey messages.
- families communicate in many ways.
- narrative writing includes great descriptions that tell about one thing, place or event.
- the purpose of a friendly letter is to tell someone about something you did or something that happened to you.

## **Students will know...**

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- how to sequence events in a story
- how the author's word choice helps to supply meaning
- how to compare/contrast fables and folktales from diverse cultures
- how to determine cause/effect in informational text

- how to describe the overall structure of a story

### **Students will be able to...**

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- make, confirm and revise inferences and predictions.
- ask and answer questions.
- analyze and evaluate the connections between a series of events or ideas in a text.
- recount stories and informational text.

### **STAGE 2- EVIDENCE OF LEARNING**

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### **Formative Assessment Suggestions**

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- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Edmentum
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz



- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

## **Summative Assessments Suggestions**

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- DRA
- DRA Progress Monitoring
- Cold Reads
- Teacher-Created assessments
- Unit Tests
- Published writing samples
- Performance Based Tasks
- WTW Spelling Inventories
- Heggerty PA
- Edmentum

## **Alternative Assessments Suggestions**

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- Center Work
- Project Based Learning
- Writing Templates
- Thoughtful Tools for Assessment

## **Benchmark Assessments**

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- Journeys Benchmark Assessments Units

## **STAGE 3- LEARNING PLAN**

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## **Instructional Map**

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**Activities:**

- use graphic organizers to establish background knowledge
- create an alphabet class book displaying elements of family and community
- listen to daily read aloud with focus questions
- teach reading comprehension strategies: infer, predict, question, analyze, evaluate, summarize, and visualize
- distinguish long and short vowels when reading regularly spelled one-syllable words
- complete guided summary using retelling cards
- use of graphic organizer for story structure
- teach use of graphic organizers to compare and contrast characters and/or concepts
- vocabulary instruction including words sorts, semantic maps, use of context clues, use of pictorial clues

## **Modifications/Differentiation of Instruction**

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### **Modification Strategies**

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#### **Differentiation Strategies for Special Education Students**

- Remove unnecessary material, words, etc., that can distract from the content
- Use of off-grade level materials
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Time allowed
- Level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in “chunks”
- Varied texts and supplementary materials
- Use technology, if available and appropriate
- Varied homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language.
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill

- Provide cross-content application of concepts
- Ability to work at their own pace
- Present ideas using auditory, visual, kinesthetic, & tactile means
- Provide graphic organizers and/or highlighted materials
- Strategy and flexible groups based on formative assessment
- Differentiated checklists and rubrics, if available and appropriate

### Differentiation Strategies for Gifted and Talented Students

- Increase the level of complexity
- Decrease scaffolding
- Variety of finished products
- Allow for greater independence
- Learning stations, interest groups
- Varied texts and supplementary materials
- Use of technology
- Flexibility in assignments
- Varied questioning strategies
- Encourage research
- Strategy and flexible groups based on formative assessment or student choice
- Acceleration within a unit of study
- Exposure to more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace
- After mastery of a unit, provide students with more advanced learning activities, not more of the same activity
- Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas

### Differentiated Strategies for ELL Students

- Remove unnecessary materials, words, etc., that can distract from the content
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Gradually increase the level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in “chunks”
- Varied texts and supplementary materials, including visuals
- Use technology, if available and appropriate
- Differentiate homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language.

- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Allow students to work at their own pace
- Presenting ideas through auditory, visual, kinesthetic, & tactile means
- Role play
- Provide graphic organizers, highlighted materials
- Strategy and flexible groups based on formative assessment

### Differentiation Strategies for At Risk Students

- Remove unnecessary materials, words, etc., that can distract from the content
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Gradually increase the level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in “chunks”
- Varied texts and supplementary materials
- Use technology, if available and appropriate
- Differentiate homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Presenting ideas through auditory, visual, kinesthetic, & tactile means
- Provide graphic organizers and/or highlighted materials
- Strategy and flexible groups based on formative assessment

### **504 Plans**

Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:

- walk, breathe, eat, or sleep
- communicate, see, hear, or speak
- read, concentrate, think, or learn
- stand, bend, lift, or work

Examples of accommodations in 504 plans include:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

## **High Preparation Differentiation**

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- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups

- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Menu Assignments
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

## **Low Preparation Differentiation**

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- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options
- Jigsaw
- Mini Workshops to Extend Skills
- Mini Workshops to Re-teach
- Open-ended Activities
- Think-Pair-Share by Interest
- Think-Pair-Share by Learning Style
- Think-Pair-Share by Learning Style
- Think-Pair-Share by Readiness
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

## **Horizontal Integration- Interdisciplinary Connections**

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**Science:** Life Science (Animal Traits)

Have a discussion with students about the traits of mammals (ie; Most mammals give birth to live young and

feed their babies milk. Mammals' bodies often are covered with fur or hair and they breathe with lungs). Point out that people are mammals. Ask children to give examples of animals that are mammals.

### **Social Studies: Community**

Assist the students in identifying places in their community, such as their school. Additionally, they should identify various community members (ie; teachers) and assist them in explaining their various roles/responsibilities. Have students describe special events that take place within their community.

SOC.6.1.2.CivicsPI.4

Explain how all people, not just official leaders, play important roles in a community.

2-LS4-1.LS4.D

Biodiversity and Humans

### **Vertical Integration- Discipline Mapping**

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The curriculum map in Grades 1 – 5 focus on several domains that are developed and reviewed across units. Life science, community, social relationships, cultures and are all domains that are spiraled across the grades.

- In life science students explore animals by learning about how they communicate, their traits, habitats, life cycles and behaviors.
- Students will learn the functional processes of a community including community types, and active membership.
- Students will explore social relationships. They will find out what is important about being a friend, become aware of their feelings and emotions, gain appreciation for differences and unique characteristics of others.
- Cultural awareness is heightened through developing in-depth knowledge of history, traditional stories, historical figures and documents, and traditions.
- American History is presented through texts that include the settling and agricultural challenges faced in the west by pioneers, character traits of successful leaders and inventors, and the opinions that led to the fight for freedom and development of the American government.

### **Additional Materials**

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#### **Suggested Resources & Materials:**

#### **Journeys Paired Selections**

- *Henry and Mudge/All in the Family*
- *My Family/Family Poetry*
- *Dogs/Helping Paws*

- *Diary of a Spider/A Swallow and A Spider*
- *Teacher's Pets/See Westburg by Bus!*

## Guided Reading

- Journeys Leveled readers (Below, On, Above, ELL and Vocabulary Readers)
- Reading A-Z leveled texts
- Scholastic Leveled Readers

## Independent Reading/Research

- 100 Book Challenge Books
- Various newspapers & magazines
- Readworks texts

## Writing:

- District approved Scope and Sequence, Lesson Plans and Organizers

## Websites:

- [www.literactive.com](http://www.literactive.com)
- [www.reading.org](http://www.reading.org)
- [www.fcrr.org](http://www.fcrr.org)
- [www.roythezebra.com](http://www.roythezebra.com)
- [www.storylineonline.net](http://www.storylineonline.net)
- [www.readworks.org](http://www.readworks.org)
- [www.readinga-z.com](http://www.readinga-z.com)