

GR 2 Module 02 (Look Around and Explore!)

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **3 weeks**
Status: **Published**

Unit Overview

Module Title: Look Around and Explore!

Essential Question: How does exploring help us understand the world around us?

Standards

Module 2 Week 1

| | |
|------------------|---|
| ELA.L.RF.2.3.E | Recognize and read grade-appropriate irregularly spelled words. |
| ELA.L.RF.2.3.F | Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). |
| ELA.L.RF.2.3.G | Identify the parts of high-frequency words that are regular and the parts that are irregular. |
| ELA.L.RF.2.4.A | Read grade-level text with purpose and understanding. |
| ELA.L.RF.2.4.B | Read grade-level text orally with accuracy, appropriate rate, and expression. |
| ELA.L.RF.2.4.C | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| ELA.L.WF.2.1.A | Write legibly and with sufficient fluency to support composition. |
| ELA.L.WF.2.1.B.i | Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck. |
| ELA.L.WF.2.2.A.i | Position-based patterns (ch, -tch; k, -ck; -ge, -dge). |
| ELA.L.WF.2.2.D.i | Irregular words (against, many, enough, does). |
| ELA.L.KL.2.1.A | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |
| ELA.L.VL.2.2.A | Use sentence-level context as a clue to the meaning of a word or phrase. |
| ELA.L.VL.2.2.C | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). |
| ELA.L.VL.2.2.E | Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |
| ELA.RI.IT.2.3 | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text. |
| ELA.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. |

| | |
|-----------------|---|
| ELA.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. |
| ELA.SL.PE.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). |
| ELA.SL.PE.2.1.C | Ask for clarification and further explanation as needed about the topics and texts under discussion. |

Module 2 Week 2

| | |
|-------------------|--|
| ELA.L.RF.2.3.E | Recognize and read grade-appropriate irregularly spelled words. |
| ELA.L.RF.2.3.F | Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). |
| ELA.L.RF.2.3.G | Identify the parts of high-frequency words that are regular and the parts that are irregular. |
| ELA.L.RF.2.4.A | Read grade-level text with purpose and understanding. |
| ELA.L.RF.2.4.B | Read grade-level text orally with accuracy, appropriate rate, and expression. |
| ELA.L.WF.2.1.A | Write legibly and with sufficient fluency to support composition. |
| ELA.L.WF.2.1.B.i | Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck. |
| ELA.L.WF.2.2.A.ii | Complex consonant blends (scr, str, squ). |
| ELA.L.WF.2.2.A.v | Contractions (we'll; I'm; they've; don't). |
| ELA.L.WF.2.2.D.i | Irregular words (against, many, enough, does). |
| ELA.L.WF.2.3.F | Use an apostrophe to form contractions and frequently occurring possessives. |
| ELA.L.KL.2.1.A | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |
| ELA.L.VL.2.2.C | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). |
| ELA.L.VI.2.3.A | Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). |
| ELA.L.VI.2.3.C | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
| ELA.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. |
| ELA.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. |
| ELA.SL.AS.2.6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

Module 2 Week 3

| | |
|----------------|---|
| ELA.L.RF.2.3.E | Recognize and read grade-appropriate irregularly spelled words. |
| ELA.L.RF.2.3.F | Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). |
| ELA.L.RF.2.3.G | Identify the parts of high-frequency words that are regular and the parts that are irregular. |

| | |
|------------------|--|
| ELA.L.RF.2.4.A | Read grade-level text with purpose and understanding. |
| ELA.L.RF.2.4.B | Read grade-level text orally with accuracy, appropriate rate, and expression. |
| ELA.L.RF.2.4.C | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| ELA.L.WF.2.1.A | Write legibly and with sufficient fluency to support composition. |
| ELA.L.WF.2.2.B.i | Combine closed, open, vowel team, vowel –r and CVC syllables (compete; robot; violet; understand). |
| ELA.L.WF.2.2.D.i | Irregular words (against, many, enough, does). |
| ELA.L.KL.2.1.A | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |
| ELA.L.VL.2.2.E | Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |
| ELA.L.VI.2.3.A | Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). |
| ELA.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. |
| ELA.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. |
| ELA.RI.CT.2.8 | Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures. |
| ELA.W.WP.2.4 | With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing. |
| ELA.SL.AS.2.6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

Materials/Activities/Resources

Core materials:

- HMH Into Reading
- Schoolwide Writing

Supplemental Resources:

- Foundations
- Brainspring
- Leveled Readers
- Decodable Books

Web Site Resources:

- Ed Your Friend in Learning
- Schoolwide Writing
- Newsela
- Lexia
- Amira (K-3)
- Raz/Kids/Reading A-Z

Technology

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Newsela/Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Study Guides
- Mixed Ability Grouping

504

- In class/pull out support with special ed teacher
- Newsela/Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Study Guides
- Mixed Ability Grouping

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher

- Newsela/Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

At-Risk of Failure

- Additional time during intervention time
- Newsela/Readworks/Reading A-Z level reading passages
- Questions read aloud
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

Gifted & Talented

- Independent projects
- PEP/GEM class
- Above-Level Reading Materials

Assessment

Formative Assessments

- Teacher Observation
- Anecdotal Notes
- Lesson Quick Checks
- Exit Tickets

Summative Assessments

- Module Tests

Benchmark Assessments

- NWEA MAPs

Alternative Assessments

- Weekly Tests
- Comprehension Quizzes
- DIBels
- F & P Assessments
- Phonemic Awareness Inventories

- Module Inventories
- Phonics Skill Assessments

Interdisciplinary Connections

Science:

- **2-PS1-2** Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
- **2-PS1-1** Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
- **2-ESS2-1** Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
- **2-ESS2-2** Develop a model to represent the shapes and kinds of land and bodies of water in an area
- **2-ESS2-3** Obtain information to identify where water is found on Earth and that it can be solid or liquid.

Art:

- **2.5.2.CR1a:** Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- **2.5.2.CR1b:** Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- **2.5.2.CR3a:** Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.

Theater Standards:

Creating:

- **1.4.2.Cr1a:** Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).
- **1.4.2.Cr2a:** Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
- **1.4.2.Cr2b:** Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).
- **1.4.2.Cr3a:** With prompting and support, contribute to the adaption of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).

Performing:

- **1.4.2.Pr5a:** With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).

- 1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Pr6a: Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.

Responding:

- 1.4.2.Re7a: Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re8a: With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Social and Emotional Learning Connections

Learning Mindset: Curiosity

Career Readiness, Life Literacies, & Key Skills

Financial Literacy (9.1):

- By the end of Grade 2
 - 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.

Career Awareness, Exploration, and Preparation (9.2):

- By the end of Grade 2
 - 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Life Literacies and Key Skills (9.4):

- By the end of Grade 2
 - 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).

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
- 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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Career Ready Practices

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and culture.

