# GR 2 Module 04 (Once Upon a Time)

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 2**
Length: **3 weeks**
Status: **Published**

## Unit Overview

Module Title: Once Upon a TIme

Essential Question: What lessons can we learn from the characters in stories?

## Standards

## Module 4 Week 1

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| L.RF.2.3.C | Decode words with common prefixes and suffixes. |
| L.RF.2.3.D | Identify words with inconsistent but common spelling-sound correspondences. |
| L.RF.2.3.E | Recognize and read grade-appropriate irregularly spelled words. |
| L.RF.2.3.F | Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). |
| L.RF.2.3.G | Identify the parts of high-frequency words that are regular and the parts that are irregular. |
| L.RF.2.4.A | Read grade-level text with purpose and understanding. |
| L.RF.2.4.B | Read grade-level text orally with accuracy, appropriate rate, and expression. |
| L.RF.2.4.C | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| L.WF.2.1.A | Write legibly and with sufficient fluency to support composition. |
| L.WF.2.2.B.iii | Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less). |
| L.WF.2.2.D.i | Irregular words (against, many, enough, does). |
| L.WF.2.2.D.ii | Pattern-based words (which, kind, have). |
| L.WF.2.3.D | Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses. |
| L.KL.2.1.A | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |
| L.VL.2.2.A | Use sentence-level context as a clue to the meaning of a word or phrase. |
| 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). |
| L.VL.2.2.E | Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |

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| L.VI.2.3.A | Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). |
| 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 the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text. |
| RL.MF.2.6 | With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| 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). |
| SL.PE.2.1.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.AS.2.6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

## Module 4 Week 2

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| L.RF.2.3.D | Identify words with inconsistent but common spelling-sound correspondences. |
| L.RF.2.3.E | Recognize and read grade-appropriate irregularly spelled words. |
| L.RF.2.3.F | Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). |
| L.RF.2.3.G | Identify the parts of high-frequency words that are regular and the parts that are irregular. |
| L.RF.2.4.A | Read grade-level text with purpose and understanding. |
| L.RF.2.4.B | Read grade-level text orally with accuracy, appropriate rate, and expression. |
| L.RF.2.4.C | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| L.WF.2.1.A | Write legibly and with sufficient fluency to support composition. |
| L.WF.2.2.D.i | Irregular words (against, many, enough, does). |
| L.WF.2.2.D.ii | Pattern-based words (which, kind, have). |
| L.WF.2.3.B | Capitalize holidays, product names and geographic names. |
| L.KL.2.1.A | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |
| L.VL.2.2.E | Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |
| L.VI.2.3.A | Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). |
| 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. |

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| RL.CR.2.1 | Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers. |
| RL.IT.2.3 | Describe how characters in a story respond to major events and challenges using key details within a text. |
| RL.TS.2.4 | Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections. |
| RL.MF.2.6 | With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| SL.AS.2.6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

## Module 4 Week 3

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| L.RF.2.3.C | Decode words with common prefixes and suffixes. |
| L.RF.2.3.E | Recognize and read grade-appropriate irregularly spelled words. |
| L.RF.2.3.F | Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). |
| L.RF.2.3.G | Identify the parts of high-frequency words that are regular and the parts that are irregular. |
| L.RF.2.4.A | Read grade-level text with purpose and understanding. |
| L.RF.2.4.B | Read grade-level text orally with accuracy, appropriate rate, and expression. |
| L.WF.2.1.A | Write legibly and with sufficient fluency to support composition. |
| L.WF.2.1.B.i | Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck. |
| L.WF.2.2.B.iii | Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less). |
| L.WF.2.2.C.i | consonant doubling (penning, slimmed). |
| L.WF.2.2.D.i | Irregular words (against, many, enough, does). |
| L.WF.2.3.D | Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses. |
| L.KL.2.1.A | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |
| L.VI.2.3.A | Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). |
| 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 the connection 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 describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections. |
| RL.CT.2.8 | Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |
| W.NW.2.3.B | Provide dialogue and description of experiences and events and/or show the responses of characters to situations. |
| SL.PE.2.1.B | Build on others' talk in conversations by linking their explicit comments to the remarks of others. |

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| 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
- HMH Writing

**Supplemental Resources:**

- UFLI
- Leveled Readers
- Decodable Books

**Web Site Resources:**

- Ed Your Friend in Learning
- Lexia

## Technology

- EdHMH
- Lexia

**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.

## Assessment

**Formative Assessments**

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

**Summative Assessments**

- Module Tests

**Alternative Assessments**

- Weekly Tests
- Comprehension Quizzes
- F & P Assessments (special education)
- Module Inventories

## Accommodations & Modifications

**Special Education**

- In class/pull out support with special ed teacher
- Readworks 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
- Readworks 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
- Readworks 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
● Readworks 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

## Interdisciplinary Connections

**Social Studies:**

- **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).
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

**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: Growth Mindset

## 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).

## 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 cultures