

# 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

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Module Title: Once Upon a Time

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

## Standards

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### Module 4 Week 1

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ELA.L.RF.2.3.C	Decode words with common prefixes and suffixes.
ELA.L.RF.2.3.D	Identify words with inconsistent but common spelling-sound correspondences.
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.iii	Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
ELA.L.WF.2.2.D.i	Irregular words (against, many, enough, does).
ELA.L.WF.2.2.D.ii	Pattern-based words (which, kind, have).
ELA.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.
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.L.VI.2.3.A	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
ELA.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.
ELA.RL.IT.2.3	Describe how characters in a story respond to major events and challenges using key details within a text.
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.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.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.
ELA.SL.II.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
ELA.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.
ELA.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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ELA.L.RF.2.3.D	Identify words with inconsistent but common spelling-sound correspondences.
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.D.i	Irregular words (against, many, enough, does).
ELA.L.WF.2.2.D.ii	Pattern-based words (which, kind, have).
ELA.L.WF.2.3.B	Capitalize holidays, product names and geographic names.
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.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.IT.2.3	Describe how characters in a story respond to major events and challenges using key details within a text.
ELA.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.
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 4 Week 3

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ELA.L.RF.2.3.C	Decode words with common prefixes and suffixes.
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.B.iii	Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
ELA.L.WF.2.2.C.i	consonant doubling (penning, slimmed).
ELA.L.WF.2.2.D.i	Irregular words (against, many, enough, does).
ELA.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.
ELA.L.KL.2.1.A	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
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.IT.2.3	Describe how characters in a story respond to major events and challenges using key details within a text.
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.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.
ELA.RL.CT.2.8	Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
ELA.W.NW.2.3.B	Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
ELA.SL.PE.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.

## **Materials/Activities/Resources**

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### **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**

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**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**

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### **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

## **Accommodations & Modifications**

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### **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

## **Interdisciplinary Connections**

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### **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**

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Learning Mindset: Growth Mindset

## **Career Readiness, Life Literacies, & Key Skills**

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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**

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- **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