GR 2 Module 05 (Lead the Way)

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

Unit Overview

Module Title: Lead the Way

Essential Question: What are the qualities of a good leader?

Standards

Module 5 Week 1

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.WF.2.1.A	Write legibly and with sufficient fluency to support composition.
L.WF.2.1.B.ii	Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
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.ii	dropping silent-e (smiled, paving).
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.KL.2.1.A	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
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.
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.

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.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.AA.2.7	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
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.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.

Module 5 Week 2

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.2.2.C.i	consonant doubling (penning, slimmed).
L.WF.2.2.C.ii	dropping silent-e (smiled, paving).
L.WF.2.2.D.i	Irregular words (against, many, enough, does).
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.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).
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.
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.
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.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.AA.2.7	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
W.AW.2.1.B	Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Module 5 Week 3

L.RF.2.3.A	Know spelling-sound correspondences for common vowel teams.
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.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.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).
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).
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.
RI.PP.2.5	Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
RI.CT.2.8	Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

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.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.CivicsPI.1:** Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- **6.1.2.CivicsPI.4:** Explain how all people, not just official leaders, play important roles in a community.
- **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.
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- **6.1.2.HistoryCC.2:** Use a timeline of important events to make inferences about the "big picture" of history.
- **6.1.2.HistoryCC.3:** Make inferences about how past events, individuals, and innovations affect our current lives.

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: Seeking Challenges

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