GR 2 Module 01 (Be a Super Citizen)

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

Unit Overview

Module Title: Be a Super Citizen

Essential Question: How can being a good citizen make a difference to others?

Standards

Module 1: Be a Super Citizen

Module 1 Week 1

L.RF.2.3.B	Decode regularly spelled two-syllable words with long vowels.
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.2.1.B.i	Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck.
L.WF.2.1.B.ii	Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
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.KL.2.1.B	Compare formal and informal uses of English.
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).
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.
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.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.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.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
SL.PE.2.1.C	Ask for clarification and further explanation as needed 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.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Module 1 Week 2

L.RF.2.4.A	Read grade-level text with purpose and understanding.
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).
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.CI.2.2	Recount a text in oral and written form and determine central message (in literary texts, e.g., fables and folktales from diverse cultures).
RI.PP.2.5	Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
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.
SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Module 1 Week 3

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.A.i	Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
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.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.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.
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.
W.NW.2.3.B	Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
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.4:** Explain how all people, not just official leaders, play important roles in a community.
- **6.1.2.CivicsPI.5**: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 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: Belonging

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 cultures.