

GR 2 Module 07 (Everyone Has a Story)

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

Unit Overview

Module Title: Everyone Has a Story

Essential Question: How do our experiences shape our lives?

Standards

Module 7 Week 1

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| ELA.L.RF.2.3.B | Decode regularly spelled two-syllable words with long vowels. |
| 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.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.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.L.VI.2.3.B | Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). |
| 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. |

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

Module 7 Week 2

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| 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.iv | Vowel-r combinations (turn, star, third, four/for). |
| 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.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). |
| 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.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. |
| 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.SL.AS.2.6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

Module 7 Week 3

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| 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.A.iv | Vowel-r combinations (turn, star, third, four/for). |
| 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.D | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). |
| 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.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). |
| 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.RI.AA.2.7 | Describe and identify the logical connections of how reasons support specific points the author makes in 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.SL.PE.2.1.C | Ask for clarification and further explanation as needed about the topics and texts under discussion. |

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.

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

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

Interdisciplinary Connections

Social Studies:

- **6.1.2.HistorySE.1:** Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- **6.1.2.CivicsPI.4:** Explain how all people, not just official leaders, play important roles in a community.
- **6.1.2.CivicsCM.1:** Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- **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 adaptation 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: Resilience

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