

GR 2 Module 09 (Home Sweet Habitat)

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 4**
Length: **3 weeks**
Status: **Not Published**

Unit Overview

Module Title: Home Sweet Habitat

Essential Question: How do living things in a habitat depend on each other?

Standards

Week 1

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.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.i	Combine closed, open, vowel team, vowel –r and Cve 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.A	Use sentence-level context as a clue to the meaning of a word or phrase.
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.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.PP.2.5	Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
ELA.RI.AA.2.7	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
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).

Week 2

ELA.L.RF.2.3.A	Know spelling-sound correspondences for common vowel teams.
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.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.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.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.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.SL.PI.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
ELA.SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Week 3

ELA.L.RF.2.3.A	Know spelling-sound correspondences for common vowel teams.
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.2.1.B.i	Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck.
ELA.L.WF.2.2.A.iii	Less common vowel teams for long vowels (ow, oo, au, ou, ue).
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.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.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).
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.
ELA.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
- Schoolwide Writing
- (K-2 Foundations materials and techniques)

Web Site Resources:

- Ed Your Friend in Learning
- Schoolwide Writing
- Newsela
- Lexia
- Amira (K-3)
- Waggle (3-8)
- Reading A-Z

Technology

- Newsela
- Lexia
- Amira (K-3)
- Waggle (3-8)
- Reading A-Z
- EdPuzzle
- Screencastify
- Full list on district teacher page

Assessment

Formative Assessment

- Teacher Observation
- Comprehension Quizzes
- Running Records
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide

Summative Assessment

- Unit Test
- On Demand Pieces
- District Benchmarks
- F&P Benchmark

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

Science Connections: Animal Habitats

Social and Emotional Learning Connections

Learning Mindset: Asking for Help

21st Century Life Literacies & Key Skills

Digital Citizenship

Global and Cultural Awareness

Information and Media Literacy

Technology Literacy

Standards in Action: Climate Change

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.