

# Unit 3: Live and Learn

Content Area: **English Language Arts**  
Course(s): **Generic Course**  
Time Period: **4 weeks**  
Length: **4 Weeks**  
Status: **Published**

## Unit Overview

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All units in Wonders contain word work sections. Exclude all word work sections in each unit including spelling and phonics. All phonics and spelling units should be taught through Foundations. All foundation units can be accessed through the grade 2 ELA curriculum.

Lessons in Unit 3 will include:

- Building background
- Vocabulary
- Comprehension
- Fluency
- Independent Reading
- Writing
- Grammar
- Research and Inquiry
- Unit Assessment
- Fluency assessment

## Transfer

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- Apply various comprehension strategies to connect and make meaning with text.
- Cite evidence from the text to support meaning.
- Transfer vocabulary acquisition and usage across content.
- Grammar and vocabulary skills applied in all writing across the curriculum.
- Write to express an opinion.

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## **Meaning**

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### **Understandings**

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#### **Students will understand**

- how applied grammar skills help express ideas in opinion writing
- how to organize ideas and add voice to writing express an opinion
- key details in a text, story elements, and problem and solution.
- the purpose and meaning of prefixes, suffixes, and multiple-meaning words
- how to use verbs in grade appropriate writing

### **Essential Questions**

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#### **Students will keep considering...**

What have you learned about the world that surprises you?

- Week 1: How do the earth's forces affect us?
- Week 2: What can we see in the sky?
- Week 3: How can people help out their community?
- Week 4: How does weather affect us?
- Week 5: How do you express yourself?

### **Application of Knowledge and Skill**

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#### **Students will know...**

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##### **Students will know...**

What facts and basic concepts should students know and be able to recall?

- Authors purpose
- story elements
- similies, synonyms, compound words, prefixes

- action verbs, present-tense verbs, past- and future-tense verbs, *have*

## **Students will be skilled at...**

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### **Students will be skilled at...**

What discrete skills and processes should students be able to use?

#### **Comprehension Skills:**

- identifying author's purpose

#### **Vocabulary Skills & Phonics:**

- recognizing and decoding spelling patterns;
- recognize similies
- recognize synonyms

#### **Conventions:**

- combine and rearrange sentences
- identify action verbs

#### **Writing:**

- writing an opinion essay with support

## **Academic Vocabulary**

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### **Week 1**

focus, speed, nonfiction, reread, retell,  
objects, informational text, context clues,  
organization, verb, action verb, word order,  
abbreviations, categorize,  
author's purpose, information, headings,  
subheadings, chart, diagram, expository text,  
comparison, figurative language, simile, topic,

contractions, apostrophe, proofreading,  
revision, concluding sentence,  
evidence

## **Week 2**

fiction, idea, solution, characters, setting,  
events, plot, problem, solution, theme,  
dialogue, sequence, linking verbs, present tense verb,  
reread, retell,  
sequence, compound words,  
meaning, definition, objects, information,  
linking words, present tense, past tense,  
subject-verb agreement, comma

## **Week 3**

idea, solution, expository text, questions,  
context, context clues, nonfiction narrative,  
voice, opinion, greeting, closing, verb,  
past-tense, present-tense, future-tense, substitute,  
author's purpose, photos, captions,  
narrator, synonym, contraction, apostrophe,  
problem, solution, theme

## **Week 4**

event, cause, effect, syllable,  
context, context clues, conclusion,  
expository text, plural, singular, title,

verb, retell, reread, plural, form,  
pattern, questions, details, main idea,  
author's purpose, sidebar, subhead,  
antonym, synonym, opposite, book title,  
diagram, key details

## **Week 5**

expository text, questions,  
combine, comma, sentence, retell,  
compare, reread, main idea, key details,  
author's purpose, bar graph, prefix,  
suffix, root word, rearrange,  
caption, diagram

## **Learning Goal**

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### **Week 1**

Students will identify author's purpose and main topic and key details in an expository text.

Students will develop vocabulary through similes.

Students will identify action verbs.

Students will order ideas in a story.

### **Week 2**

Students will identify the plot of a fiction.

Students will use compound words.

Students will identify and use present-tense verbs.

Students will use linking words to show how ideas are connected in writing.

### **Week 3**

Students will ask and answer questions and identify the author's purpose and effect in a narrative nonfiction.

Students will identify and use synonyms in writing.

Students will use a past-tense and future-tense verbs appropriately.

Students will use taught strategies to write strong paragraphs.

### **Week 4**

Students will identify the author's purpose in an expository text.

Students will identify and use antonyms in text.

Students will write strong conclusions.

Students will identify syllables.

### **Week 5**

Students will ask and answer questions and main idea and key details to comprehend an expository text.

Students will figure out the meaning of a word by the prefix.

Students will combine and rearrange sentences to enhance fluency.

Students will develop sentence fluency.

### **Week 6**

Students will write a book review and or a opinion letter.

## **Comprehension Strategy**

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**SWBAT:**

### **Weeks 1 & 2: Reread**

- Reread difficult selections to increase understanding.

## Weeks 3, 4 & 5: Ask and answer questions

- Ask questions and reread parts of a text to help answer the question.

LA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.2.4.A	Read grade-level text with purpose and understanding.

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## Comprehension Skills

### SWBAT:

#### Week 1: Author's Purpose

- Reread to identify author's purpose and summarize information

#### Week 2: Plot: Sequence

- Identify story events in sequence

#### Week 3: Author's Purpose

- Use notes and text evidence to identify author's purpose and explain how context clues support the description of the author's purpose

#### Weeks 4 & 5: Main Idea and Key Details

- Summarize a text and identify main idea and key details

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Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

LA.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LA.RI.2.8	Describe and identify the logical connections of how reasons support specific

points the author makes in a text.

## **Genre**

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### **SWBAT:**

#### **Week 1: Expository Text**

- Recognize the features of expository text.

#### **Week 2: Fiction**

- Recognize the characteristics of fiction.

#### **Week 3: Narrative Nonfiction**

- Recognize the characteristics and text features of narrative nonfiction.

#### **Weeks 4 & 5: Expository Text**

- Recognize the features of expository text

LA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LA.RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

## **Vocabulary Strategies**

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### **SWBAT:**

#### **Week 1: Similies**

- Understand how author's use similies to compare two things.

#### **Week 2: Compound Words**

- Figure out the meaning of a compound word by thinking about the meanings of the two smaller words.

#### **Week 3: Synonyms**

- Identify synonyms when reading
- Replace unknown words with synonyms found in the same or nearby sentences.

#### **Week 4: Antonyms**

- looking at word relationships, like antonyms, can help readers understand ideas.

## Week 5: Prefixes

- looking at word parts, like prefixes, can help readers figure out unknown words.

Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

LA.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
LA.L.2.4.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).
LA.L.2.4.D	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
LA.L.2.5.B	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
LA.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
LA.L.4.5.C	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

## Writing Traits

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### SWBAT:

#### Week 1: Organization

- Analyze models to understand how well-ordered ideas help readers understand the writer's message.
- Write about a topic putting ideas in the order that makes the most sense.

#### Week 2: Word Choice

- Analyze expert models to identify linking words and to help them understand how ideas are connected.
- Write about a topic using linking words to connect their ideas.

#### Week 3: Voice

- Analyze models to identify opinion words and phrases an author uses to show his/her opinion.
- Write about a topic using words that express their opinion.

#### Week 4: Organization

- Analyze models to understand how good writers create strong conclusions by restating an idea or summing up important points.

- Identify what makes a conclusion strong in mentor texts.
- Write about a topic and wrap up writing by including a strong conclusion.

## Week 5: Sentence Fluency

- Understand that writers vary sentence length help make their writing interesting.
- Analyze models to identify short and long sentences.
- Write about a topic using short and long sentences.

LA.W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
LA.W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
LA.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
LA.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
LA.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## Grammar

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### SWBAT:

#### Week 1: Action Verbs

- Understand that an action verb shows action.
- Identify actions verbs in mentor texts

#### Week 2: Present-tense verbs

- Identify present-tense verbs in sentences

#### Week 3: Past- and future-tense verbs

- Identify verbs and change them to past tense.
- Add *will* to verbs to create future-tense verbs.

#### Week 4: The Verb *Have*

- Understand when to use **has** and **have** when writing and speaking.
- Determine whether to use **has** or **have** in writing.

#### Week 5: Combining and Rearranging Sentences

- Understand how to combine two simple sentences with similar ideas into one longer sentences using the words *and*, *but*, *or*, and *so*.

- Practice combining simple sentences into compound sentences.

LA.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.2.1.F	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
LA.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.2.2.B	Use commas in greetings and closings of letters.

## **Genre Writing: Opinion**

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Book Review **OR** Opinion Letter

### **SWBAT:**

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

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Work through the various stages of the writing process

LA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
LA.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

## **Research & Inquiry**

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**SWBAT: Parts of the library**

What have you learned about the world that surprises you?

- Select appropriate sources
- Record information and take notes from sources
- Organize and analyse information collected
- Synthesize and present information

LA.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.SL.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).
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.

## Formative Assessment and Performance Opportunities

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- collaborative conversations
- Conferencing
- EXACT PATH
- monitoring
- Questions and Answering
- Running Records / Fluency Checks
- Wonders Weekly Assessment

## Summative Assessment

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- Link-It Assessment
- Research and Inquiry Project
- Unit 3 Unit Assessment

## 21st Century Life and Careers

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Select all applicable standards from the Standards tab.

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready

	individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.A.CS1	Understand and use technology systems

## **Accommodations/Modifications**

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- Small Group Instruction to Preview/Review Content
- Repeated Reading of Text
- Exposure to Text (Not Cold Read)
- Slow Pacing of Instruction
- Vocabulary/Content Resource Sheet
- Visual and Digital Display as Well as Explanation of Domain Specific and Academic Vocabulary
- Use of Highlighting Tape to Draw Attention to Key Words and Phrases
- Provide Graphic Organizer/Post it Notes During Close Reading/Highlighters
- Print Text so Students can Write/Highlight Directly on Text
- Extra Time for Assessments
- Read Questions to Students Aloud
- Provide Divider for Focus
- Provide Reading Tracker
- Provide Phonics Linked Alphabet (Foundations Strip)
- Provide Reading Phone
- Scoop Fluency Passages
- Have Student Provide a Retelling
  
- Sentence Strips
- Provide Sentence Starters
- Provide List of Transition words, sight words, and commonly misspelled words
- Provide examples of grammatical concept
- Larger grid writing paper
- Graphic organizers for paragraph/essay structure
  
- Interactive Text
- Utilize Approaching Level Assessments
- Provide at Home Access to Classroom Resources
- Use eAssessment Tool to Eliminate Multiple Choice Answers
- Read Story to Students Aloud or Allow Students to Utilize Wonders Website to Read
- Utilize Approaching Level Vocabulary Words
- Change Reading Level for Individual Students Within ConnectEd
- ELL: Place Picture Cues Near Unknown Words

- Provide Definitions of Grammatical Concept
- Submit Answers in Outline Form Rather than Sentence/Paragraph Form
- Allow Students to Type Answers Rather than Write Answers
- Slant Board
- Raised Line Paper

**ELL Modifications:** Application of SIOP teaching strategies put in place including a adapting pace of verbal instruction, various representations of directions, repetition of difficult content, sentences and vocabulary, visual and digital display as well as explanation of domain specific and academic vocabulary. Verbal communication of not only concept but also language goals. Written and verbal examples given of these goals. Concepts evaluated for age level as well as cultural appropriateness based on the student's background

## **Interdisciplinary Connections**

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### **Social Studies**

#### Wonders Unit 3 Week 3: **How Can People Help Out Their Community?**

- Utilizing resources within your community and environment - Cultural Differences (discuss differences within the state of NJ and USA)

\* ***Lightning Lives:*** Arizona and New Mexico need for solar power

\* ***Biblioburro:*** Traveling library for access to books in Columbia

- Cultural Diversity and expression of events - Behaviors in different societies

SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

## **Unit Resources**

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- Interactive Read-Aloud Cards

- Leveled Readers
- Literature Anthology
- Photo Cards
- Reading Anthology
- Reading/Writing Workshop Text
- Retelling Cards
- Teacher Edition
- Workstation Activity Cards
- Writer's Workspace
- Your Turn Practice Books