

# Unit 1: Friends and Family

Content Area: **English Language Arts**  
Course(s): **Generic Course**  
Time Period: **6 weeks**  
Length: **6 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 1 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, Spelling 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
- English Language conventions of verbs

### **Essential Questions**

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Students will keep considering...

What have you learned about the world that surprises you?

- Week 1: How do friends depend on each other?
- Week 2: How are families around the world the same and different?
- Week 3: How can a pet be an important friend?
- Week 4: How do we care for animals?
- Week 5: What happens when families work together?

## **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?

- visualize
- story elements, key details
- ask and answer questions
- genre of story

- statements, questions, commands, exclamations
- comma after sequence word

## **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 key details
- use visualization strategies

#### **Vocabulary Skills:**

- use context clues to understand vocab

#### **Conventions:**

- forming grade appropriate sentences

#### **Writing:**

- writing to express a complete thought using grade appropriate vocabulary

## **Academic Vocabulary**

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### **Week 1**

actions, visualize,

characters, actions

details, fantasy, ideas, poetry,

poem, event, story, retell,

recall, sentence, statement, question

punctuation, short vowel, fluency,

capitalization, period, reflect,

ending, word parts, root words

## **Week 2**

language, visualize,  
key details, strong beginning, character,  
problem, solution, sentence, exclamation,  
command, ending, setting,  
events, realistic fiction, story structure,  
beginning, middle, root word,  
ending, brainstorm, organize, draft,  
punctuation, revise, conference,  
topic, resources, compare,  
command, expression

## **Week 3**

relationship, questions, subject,  
precise words, word choice, word order,  
greeting, closing, characters, setting, events,  
illustrations, fiction, story structure,  
beginning, middle, end, context clues,  
precise words, narrative, subjects, greeting,  
closing, rhyming poem, rhyming words, images,  
revise, conference, peer, similar, setting, events

## **Week 4**

informational text, question,  
definitions, meanings, vocabulary, context,  
context clues, organization, sequence, order,

sentence, subject, predicate, word order,  
questions, categorize, captions,  
key details, topics, text,  
informational text, narrative nonfiction,  
photographs, root word, part word,  
organization, sequence, complete sentence,  
subject, predicate, word order, compare texts,  
interview, connections, context sentences  
comma, collage, resources, share, reflect

## **Week 5**

expository text, questions,  
expand, combine, subject,  
predicate, statement, quotation marks,  
dialogue, informational text, categorize,  
ask and answer questions, possessive,  
form, ending, key details, illustrations  
phrasing, punctuation, chart,  
inflectional endings, root word, sentence,  
compare, present,  
exclamation

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## **Learning Goal**

**Learning Goals:**

Students will visualize, find key details, and story elements including theme through various genres of literature.

Students will develop vocabulary through the use of context clues.

Students will utilize skills to write a friendly letter and or a personal narrative.

### **Week One Targets:**

Students will visualize, find key details, and story elements including fantasy.

Students will utilize a statement and a question and use capitalization and punctuation.

Students will identify how an author uses an idea and details to develop a story.

### **Week Two Targets:**

Students will visualize, story elements, and locating key details through realistic fiction.

Students will appropriately commands and exclamations and use capitalization and punctuation.

Students will include a strong opening descriptive details to develop writing.

### **Week Three Targets:**

Students will ask and answer questions, and recognize story elements through fiction.

Students will identify the subject in a sentence.

Students will use precise words to replace overused or boring words in their writing.

### **Week Four Targets:**

Students will ask and answer questions, and locate key details through a narrative nonfiction.

Students will identify the predicate of a sentence.

Students will use time order words and commas in their writing.

### **Week Five Targets:**

Students will ask and answer questions, recognize main idea and key details through expository text.

Students will expand and combine sentences.

Students will develop a various sentence types in their writing.

## **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.

## **Comprehension Skills**

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**SWBAT:**

### **Week 1: Visualize**

- Form pictures (mentally) about characters, setting and events in the story

### **Week 2: Visualize**

- Form pictures (mentally) about characters, setting and events in the story

### **Week 3: Ask and Answer Questions**

- Ask and answers questions about text

### **Week 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.

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## Genre

### SWBAT:

#### Week 1: Fantasy

- Recognize characteristics of a fantasy.

#### 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

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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.2.1	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: Inflectional Endings

- Identify inflectional endings.

#### Week 2: Root Words

- Identify root word.

#### Week 3: Context Clues

- Use context clues to understand vocabulary

#### Week 4: Root Words

- Identify root words

#### Week 5: Inflectional Endings

- Identify inflectional endings.

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**

### **SWBAT:**

## **Week 1: Statements and Questions**

- Identify statements and questions

## **Week 2: Present-Tense Verbs**

- Identify commands and exclamations

## **Week 3: Subjects**

- Identify subjects

## **Week 4: Predicates**

- Identify predicates

## **Week 5: Expanding and Combining 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: Narrative**

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### **Personal Narrative, Friendly Letter**

#### **SWBAT:**

- 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.
- Use commas in greetings and closings of letters.
- 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.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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 analuse information collected
- Synthesize and present infomation

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
- self-evaluation
- Wonders Weekly Assessment
- writing checklists / conferencing

## Summative Assessment

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- Link-It Assessment
- Research and Inquiry Project
- Unit 1 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.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
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
TECH.8.1.5.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

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## Accommodations/Modifications

## **Accommodations**

- Small Group Instruction to Preview/Review Content
- Repeated Reading of Text in Varied Forms
- 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

## **For Grammar/Writing**

- 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

## **Modifications**

- 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
- Provide Simpler Vocabulary Words for Unit (See Approaching Level Vocabulary Words)
- Change Reading Level for Individual Students Within ConnectEd
- ELL: Place Picture Cues Near Unknown Words

## **For Grammar/Writing**

- Fill in the Blank or Multiple Choice Grammar Questions
- 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:** Utilize Wonders English Learner Workspace

Application of SIOP teaching strategies put in place including a slower 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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### **Science:**

Unit 1: Plant and Animal Survival

- Wonders Unit 1.3 - **How Can a Pet Be a Friend?:** Pets and Responsibility
  - Wonders Unit 1.4 - **How Do We Care for Animals?:** Responsible Citizens
- (Connections: Animal Needs - Animal Habitats)

### **Social Studies:**

- Wonders Unit 1.1: Community, Working Together
- Wonders Unit 1.3: Pets and Responsibility; Owning a Pet
- Wonders Unit 1.4: Responsible Citizens: Meeting the Needs of Pets

SCI.2-LS4-1

Make observations of plants and animals to compare the diversity of life in different habitats.

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.

## **Unit Resources**

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- Interactive Read-Aloud Cards
- Leveled Readers
- Literature Anthology
- Photo Cards

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