

# Unit 4: Our Life/Our World

Content Area: **English Language Arts**  
Course(s): **Generic Course**  
Time Period: **2 marking periods**  
Length: **10 Weeks**  
Status: **Published**

## Unit Overview

---

All units in Wonders contain word work section. 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 4 will include:

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

## Transfer

---

- 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 idea or tell a story.
- 

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**

---

## **Understandings**

---

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.
- how to use grade appropriate verb tenses

## **Essential Questions**

---

Students will keep considering...

How do different environments make the world an interesting place?

- Week 1: What makes different parts of the world different?
- Week 2: How does the Earth change?
- Week 3: How are kids around the world different?
- Week 4: How can we understand nature?
- Week 5: What excites us about nature?

## **Application of Knowledge and Skill**

---

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

---

Students will know...

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

- story elements

- compare and contrast strategies
- similies, synonyms, compound words, prefixes
- linking verbs, action verbs, irregular verbs, contractions
- connections within text:cause and effect

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

---

Students will be skilled at...

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

Comprehension Skills:

- compare and contrast strategies

Vocabulary Skills & Phonics:

- recognizing and decoding spelling patterns;
- recognize synonyms

Conventions:

- combining sentences
- identify action verbs

Writing:

- writing to express an opinion connecting ideas and concluding strongly.

## **Academic Vocabulary**

---

**Week 1:**

location, region, blend, silent

topic, facts, expository text,

linking verb, the verb "to be",

present tense, reread, prefix,

silent, suffix, form, connections, compare,

contrast, key details, main topic, illustration,

punctuation marks, title,

compound word, subheadings, caption,  
revise, edit, conference, proper noun

## **Week 2:**

properties, reread, informational text,  
blend, helping verb, quotation marks, dialog,  
inflectional endings, cause, effect,  
main topic, key details, phoneme substitution,  
expository text, subhead, bold print, context  
clues, compare, texts, time order words,  
main verb

## **Week 3:**

common, realistic fiction,  
visualization, voice feelings, topic,  
irregular verb, past tense, titles,  
substitute, details, compare, contrast,  
sequence, plural, noun, simile, contrast,  
topic, information, event, story structure,  
characters

## **Week 4:**

similarities, folktale,  
visualize, illustrations, ideas, character,  
develop, irregular verb, past tense,  
theme, setting, plot,  
compare, contrast, drama, dialogue, blend,

character development, revise

### **Week 5:**

poem, visualize, syllable, blend, free verse, alliteration,  
repetition, simile, sensory words, draft, contraction,  
apostrophe, syllable, form, suffix, form, line, theme,  
key details, summary, phrasing, punctuation, compare,  
evidence, revise, edit, apostrophe, present

## **Learning Goal**

---

### **Week 1**

Students will compare and contrast facts in an expository text.

Students will use compound words in writing.

Students will identify and use linking verbs.

Students will focus and stay on a topic in their writing.

### **Week 2**

Students will compare cause and effect in an expository text..

Students will utilize context clues in order to develop comprehension.

Students will identify and understand usage of helping verbs.

Students will apply time order words in writing.

### **Week 3**

Students will utilize visualization and cause and effect of a realistic fiction.

Students will identify and apply similes.

Students will identify irregular verbs.

Students will use a personal voice to show feelings in writing.

#### **Week 4**

Students will use visualization and theme to help comprehend a drama.

Students will identify root words to assist in word meaning.

Students will understand irregular verbs.

Students will identify and utilize strong character traits and how they help tell their story.

#### **Week 5**

Students will identify and use repetition in free verse poetry.

Students will identify and apply similes in writing.

Students will identify and decompose contractions.

Students will know how to use irregular verbs.

Students will use how to use sensory words in writing.

#### **Week 6**

Students will learn and practice how to write a fictional narrative and/or poetry.

### **Comprehension Strategy**

---

SWBAT:

Week 1& 2: Reread

- Reread difficult selections to increase understanding.

Week 3 & 4: Visualize

- Use text and illustrations to form pictures of important details in a story.

Week : Visualize

- Recognize the features of free verse poetry
- Read similes or other figurative language in free verse poetry to help visualize the topic

LA.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures 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

---

SWBAT:

Week 1: Connections within Text: Compare and Contrast

- Identify clue words that signify a compare (such as *like*, *alike*, *just as*, and *also*)
- Identify clue words that signify a contrast (*on the other hand*, *different*, *but* and *unlike*)

Week 2: Connections within Text: Cause and Effect

- Identify cause and effects

Week 3: Plot: Compare and Contrast

- Compare and contrast characters and events

Week 4: Theme

- Identify the theme of a folktale/drama

Week 5: Theme

- Identify the theme of a poem

---

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.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
LA.RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
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.2.3	Describe the connection between a series of historical events, scientific ideas or concepts,

or steps in technical procedures in a text.

## Genre

---

SWBAT:

Week 1 & 2: Expository Text

- Recognize the characteristics and text features of expository text.

Week 3: Realistic Fiction

- Recognize the features of realistic fiction.

Week 4: Folktale / Drama

- Recognize the features of drama and folktales

Week 5: Poetry/Free Verse

- Recognize the features of free verse poetry

---

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.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
LA.RL.1.6	Identify who is telling the story at various points in a text.
LA.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
LA.RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
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

---

SWBAT:

Week 1: Compound Words

- Figure out meanings of compound words based on using the smaller words and context clues.

Week 2: Context Clues



- Determine the meanings of unknown words using context clues.

### Week 3: Similes

- Identify items being compared using the words *like* or *as*.

### Week 4: Root Words

- Separate a root word from its suffix.
- Determine the meaning of a root word and its ending to figure out the word's meaning.

### Week 5: Similes

- Identify and use similes.

---

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.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.2.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
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.2.6	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).

## Writing Traits

---

### SWBAT:

#### Week 1: Ideas

- Understand that writers focus their topic
  - all information tells about the topic
  - leave out any facts that are not related to the topic
  - include enough details to fully explain the topic to their audience

#### Week 2: Word Choice

- Analyze expert models to identify time-order words to help them understand sequence of events.
- Write about a topic using time-order words.

#### Week 3: Voice

- Understand that writers show feeling to give readers a clear understanding of their message.
- Analyze models to identify words and descriptions that tell how a reader feels about a topic.
- Write about a topic using voice to show feeling.

#### Week 4: Ideas

- Analyze models to understand how good writers develop strong characters by:
  - using dialogue to help characters come alive
  - show feelings, thoughts, and actions of a character
  - show how a character responds to events in a story or play
- Write about a topic and develop character by rewriting an ending to a play.

#### Week 5: Word Choice

- Understand that writers use sensory words to help readers create a picture in their minds.
- Analyze models to identify sensory words.
- Write about a topic using sensory words.

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.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
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: Linking Verbs

- Understand that a linking verb connects a subject to the rest of the sentence.
- Identify linking verbs in mentor texts

#### Week 2: Helping verbs

- Understand that helping verbs help another verb to show action.
- Identify helping verbs in sentences and tell which action they are helping to show.

#### Week 3 & 4: Irregular Verbs

- Understand that *-ed* is usually added to a word to make it past tense.
- Understand the irregular verbs *go*, *do*, *run*, *come*, and *hide*.

- Make sentences with irregular words

## Week 5: Contractions

- Understand that some contractions are made by combining a verb with the word *not*.
- Rewrite parts of a sentence to create a contraction.

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.
LA.L.2.2.A	Capitalize holidays, product names, and geographic names.
LA.L.2.2.C	Use an apostrophe to form contractions and frequently occurring possessives.
LA.L.2.2.D	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

## Genre Writing: Narrative Text

---

Fictional Narrative **OR** Poem

SWBAT:

- discuss an expert model
- develop narrative texts
- work through the various stages of the writing process
- continuously revise their writing
- conference with peers and teachers
- publish writing

LA.RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
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.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.
LA.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
LA.SL.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LA.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## Research & Inquiry

---

SWBAT: Research a poem and create a visual display

- Choose a topic
- Select appropriate resources
- keep track of ideas
- create a visual display

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).

## Formative Assessment and Performance Opportunities

---

- Conferencing
- Exact Path
- monitoring
- Questions and Answering
- Running Record
- self-evaluation
- Wonders Weekly Assessment

## Summative Assessment

---

- Benchmark Assessment
- Link It Assessment
- Research and Inquiry Project
- Unit 4 Assessment

## 21st Century Life and Careers

---

Select all applicable standards from the Standards tab.

CRP.K-12.CRP5.1

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the 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.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
TECH.8.2.2.B.1	Identify how technology impacts or improves life.
TECH.8.2.2.B.CS1	The cultural, social, economic and political effects of technology.
TECH.8.2.2.B.CS2	The effects of technology on the environment.
TECH.8.2.2.E.CS1	Computational thinking and computer programming as tools used in design and engineering.

## **Accommodations/Modifications**

---

### **Accommodations**

- 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

### 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:** 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**

### **Science: Unit 3: Earth's Surface**

-Wonders Unit 4.1: -Weather -Habitats -Landforms

\*Alaska: Arctic Landforms

\*Rainforest Habitat

\*Both Stories: Weather in different habitats

Wonders Unit 4.2 -Weather -Quick and Slow Changes to Surface -Bodies of Water/Landforms

\*Into the Sea: Erosion, Bodies of Water

\*Volcanoes: Quick Land Changes; Landforms

\*To the Rescue: Wildfires, Quick Land Changes

-Wonders Unit 4.4:

### **Social Studies**

-Wonders 4.1: -Landforms/Map Skills

\*Alaska: Glaciers and Arctic Landforms

\*Rainforest: Natural Resources for Living

-Wonders 4.2 : -Landforms -Promoting Safety through Procedures

\*Volcanoes- Landforms

\*To the Rescue: Safety

-Wonders 4.3: -Cultural Diversity

\*Happy New Year: Difference between New Year Celebration in China vs. New York City

\*Dear Primo: Lifestyle similarities and differences between children in Mexico and USA

SCI.2-ESS2-1	Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
SCI.2-ESS2-3	Obtain information to identify where water is found on Earth and that it can be solid or liquid.
SCI.2-ESS2-2	Develop a model to represent the shapes and kinds of land and bodies of water in an area.
SCI.2-ESS1-1	Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
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

---

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

