

Unit 6: How on Earth?

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

Unit Overview

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 6 will include:

- Building background
- Vocabulary
- Comprehension
- 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 opinion.

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

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.
- the purpose and meaning of prefixes, suffixes, and multiple-meaning words
- English Language conventions of verbs

Essential Questions

Students will keep considering...

What keeps our world working?

- Week 1: What do myths help us understand about plants?
- Week 2: How do we use energy?
- Week 3: Why is teamwork important?
- Week 4: How do we use money?
- Week 5: Where can your imagination take you?

Application of Knowledge and Skill

Students will know...

Students will know...

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

- Main Idea and key details
- Author's purpose
- story elements
- similies, synonyms, compound words, prefixes

- adjectives, adverbs

Students will be skilled at...

Students will be skilled at...

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

Comprehension Skills:

- identifying author's purpose
- Identify main idea and key details

Vocabulary Skills

- recognize and use similies, synonyms
- using context clues

Conventions:

- combine and rearrange sentences
- identify adjectives and adverbs

Writing:

- writing to express an opinion connecting ideas and concluding strongly with support

Academic Vocabulary

Week 1:

develop, stages, myth, reread,

organization, adjectives

theme, point of view, expression, context clues,

compound words, opening, compare, discuss,

comma, series

Week 2:

content word, topic, article, capital letter,

proper noun, reread, retell, prefix, suffix,
author's purpose,, cause, effect, diagram, label,
subheading, paragraph clue, content word, compare,

Week 3:

supporting details,
prewrite, draft, adjective, compare, apostrophe, expository text,
blend, contraction, possessive, form, suffix, root word,
main idea, key details, sequence, , pronunciation,
map, map key, root, language, synonym, antonym, opposite,
subheadings, caption, revise, edit, possessive noun, evidence,
present, analyze

Week 4:

money, purpose, main idea, summarize, syllable, retell, summarize,
adverb, prepositional phrase, retell, compare, event, problem, solution,
key details, reverse, subheading, paragraph clue, adverb,
conclusion, myth, flow chart, conclusion, prepositional phrase

Week 5:

poem, visualize, syllable, verse, theme,
point of view, expression, rhyme, metaphor, compare,
adjective, adverb punctuation, word choice, imagery,
opinion

Learning Goal

Week 1

Students will identify theme in a myth

Students will extend their knowledge of adjectives.

Students will apply strong openings to their writing .

Week 2

Students will identify author's purpose of an expository text and use text structure compare and contrast.

Students will apply strong vocabulary to their writing

Week 3

Students will apply text structure main idea and key details to summarize text

Students will identify adjectives that compare

Students will apply details to their writing to support the main idea.

Week 4

Students will apply text structure problem and solution to comprehend expository text.

Students will extend their knowledge of adverbs and prepositional phrases.

Students will apply a strong conclusion to their writing.

Week 5

Students will summarize rhyming poetry using point of view

Students will extend and use metaphors in writing

Week 6

Students will write a summary and a research report..

Comprehension Strategy

SWBAT:

Week 1 & 2: Reread

- Reread difficult selections to increase understanding.

Week 3, 4 & 5: Ask and answer questions

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

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.
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.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.

Comprehension Skills

SWBAT:

Week 1: Theme

- Reread to identify author's purpose and summarize information

Week 2: Author's Purpose

- Reread to identify author's purpose

Week 3: Main Idea and Key Detail

- Identify main idea and key detail

Week 4: Connections with text: Problem and Solution

- Identify problem and solution

Week 5: Point of View

- Identify Point of View
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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.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.
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.

Genre

SWBAT:

Week 1: Literature: Myth

- Recognize the features of a myth.

Week 2, 3 & 4: Informational Text: Expository Text

- Recognize the characteristics of expository text.

Week 5: Poetry: Rhyming Poem

- Recognize the features of rhyming poem
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Select all applicable standards from the Standards tab.

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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
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LA.RI.2.7	text efficiently. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a 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.

Vocabulary Strategies

SWBAT:

Week 1: Context Clues

- Understand how to use sentence clues

Week 2: Paragraph Clues

- Understand how to use paragraph clues

Week 3: Greek and Latin Roots

- Identify root words
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Week 4: Paragraph Clues

- Understand how to use paragraph clues

Week 5: Metaphors

- Identify Metaphors

Select all applicable standards from the Standards tab.

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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).

Writing Traits

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.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.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.

Grammar

SWBAT:

Week 1: Adjectives

- Understand that an adjective describes nouns

Week 2: Articles and *This, That, These and Those*

- Identify articles
- Identify *this, that, those and these* as special adjectives

Week 3: Adjectives that compare

- Understand that an adjective describes nouns

Week 4: Adverbs and Prepositional phrases

- Understand when to use adverbs and prepositional phrases

Week 5: Adjectives and Adverbs

- Understand when to use adjectives and adverbs

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

Book Review **OR** Opinion Letter

SWBAT:

- develop opinion texts
- work through the various stages of the writing process
- continuously revise their writing
- conference with peers and teachers
- publish writing

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.
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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.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.

Research & Inquiry

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

- collaborative conversations
- Conferencing
- Exact Path
- monitoring
- Questions and Answering
- Running Records
- self-evaluation
- Wonders Weekly Assessment

Summative Assessment

- Benchmark
- LinkIt Assessment
- Research and Inquiry Project
- Unit 6 Unit Assessment

21st Century Life and Careers

Select all applicable standards from the Standards tab.

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.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
TECH.8.1.2.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.2.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.

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

Social Studies

Wonders 6.3 -Teamwork

*Dive Teams: Working together to explore underwater

*Astronaut Handbook: -Survival Skills - Safety -Teamwork

Wonders 6.4 -Economics

*The Life of a Dollar Bill: Learn how the dollar bill circulates

*Money Madness: Money Words and Trading Goods before currency

	society.
SOC.6.1.4.B.CS6	Advancements in science and technology can have unintended consequences that impact individuals and/or societies.
SOC.6.1.4.C.1	Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
SOC.6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
SOC.6.1.4.C.4	Describe how supply and demand influence price and output of products.
SOC.6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
SOC.6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
SOC.6.1.4.C.CS1	People make decisions based on their needs, wants, and the availability of resources.
SOC.6.1.4.C.CS2	Economics is a driving force for the occurrence of various events and phenomena in societies.

Unit Resources

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