

# Unit 5: Let's Make a Difference

Content Area: **English Language Arts**  
Course(s): **Generic Course**  
Time Period: **8 weeks**  
Length: **8 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 5 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...

How can people make a difference?

- Week 1: What do good citizens do?
- Week 2: How do people get along?
- Week 3: What do heroes do?
- Week 4: How can we protect Earth?
- Week 5: Why are rules important?

## 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?

- story elements
- similes, synonyms, compound words, prefixes
- contractions, pronouns

## **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:

- recognizing similes, synonyms

Conventions:

- combine and rearrange sentences
- identify action verbs

Writing:

- writing to express an opinion

## **Academic Vocabulary**

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Week 1:

summarize, descriptive details, topic, draft, pronoun,  
singular, quotation marks, dialogue,  
plural, point of view,  
character, theme, intonation realistic fiction,  
first person, root word, suffix, descriptive details,  
compound words, comparison, revise, edit, conference

Week 2:

summarize, fictional, pronoun,  
subject, vary length, sentence fluency, predicate  
substitute, point of view, sentence length, capitalize, theme,  
fiction, story structure, idiom, figurative language,

context clue, topic, information,  
organize, compare, discuss, vary sentence length

#### Week 3:

summarize, key ideas, reread, retell,  
capital letter, pronoun, proper noun, apostrophe,  
contraction, order, sequence, author's purpose, apostrophe,  
contraction, biography, synonym,  
actions, compare

#### Week 4:

fiction, syllable, linking words,  
cause and effect, reread, contraction, possessive pronoun,  
prediction, confirm, revise, problem,  
solution, point of view, dialogue, homophone, linking words,

#### Week 5:

expository text, prediction, voice, formal, informal, pronoun,  
verb, present-tense, agree, capitalization, informational text,  
predictions, ending, confirm, revise, cause, effect, voice, noun, reverse,  
pronunciation, multiple-meaning word, context clues, revise, edit,

## **Learning Goal**

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#### Week 1

Students will understand summarization, point of view, and figurative language through realistic fiction.

Students will develop vocabulary through context clues and suffixes.

Students will understand the use of pronouns.

Students will use descriptive details when revising writing.

## Week 2

Students will summarize, interpret point of view, interpret figurative language and theme through fiction.

Students will develop vocabulary through context clues and idioms.

Students will understand the use of subject pronouns.

Students will apply varied sentence length when describing events in writing.

## Week 3

Students will summarize, recognize and locate sequence of events, and recognize author's purpose through a biography.

Students will develop vocabulary through context clues and synonyms.

Students will understand the use of possessive pronouns.

Students will use sequence of events in writing and when revising writing.

## Week 4

Students will understand how to make predictions, recognize story plot, and point of view through fiction.

Students will develop vocabulary through context clues and homophones.

Students will understand the use of contractions with possessive pronouns.

Students will apply linking words to connect ideas in writing.

## Week 5

Students will make, confirm, and revise predictions, and recognize and interpret cause and effect through expository text.

Students will develop vocabulary through context clues and multiple-meaning words.

Students will understand how to use pronoun-verb agreement.

Students will use formal and informal voice in writing.

## Week 6

The student will write grade-appropriate informative/explanatory text to examine a topic and convey ideas and information clearly.

The student will demonstrate command of the conventions (2nd grade) English grammar and usage in context when writing or speaking

The student will describe the main idea and key details of a grade-appropriate text from details in the text.

## Comprehension Strategy

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SWBAT:

Week 1 2, & 3: Summarize

- Summarize stories.
- Use reading strategies to increase understanding.

Week 4 & 5: Make Predictions

- Make confirm and revise predictions

LA.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
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 & 2: Point of View

- understand that some stories are told from the point of view of a character in the story.
- a character's point of view can change during a story.
- different characters in a story can have different points of view.

Week 3: Connections Within Text: Sequence

- Author's organize ideas in sequence.
- look for sequence words to help them understand when events happened

#### Week 4: Plot: Problem and Solution

- Identify problem and solution

#### Week 5: Connections Within Text: Cause and Effect

- Understand and identify cause and effect.

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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.2.3	Describe how characters in a story respond to major events and challenges using key details.
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.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

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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.

##### Week 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: Similies

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

Week 2: Compound Words

- Figure out the meaining of a compiund 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.

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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.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

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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 how 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: Pronouns

- Understand pronouns take the place of nouns

Week 2: Pronouns: *I* and *Me*, *We* and *Us*

- Identify pronouns in sentences
- Understand *I* requires capitalization

Week 3: Possessive Pronouns

- Identify possessive pronouns

Week 4: Contractions

- Identify contractions

Week 5: Pronoun-verb agreement

- Practice pronoun-verb agreement .

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:

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

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.
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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 Record
- self-evaluation
- Wonders Weekly Assessment

## Summative Assessment

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- Benchmark Assessment
- End of Year Running Record Level 28
- LinkIt Assessment
- Research and Inquiry Project

## 21st Century Life and Careers

Select all applicable standards from the Standards tab.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
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.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
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.
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.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.CS1	Understand and use technology systems

## 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**

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### **Social Studies**

Wonders 5.1 -Citizenship, Human Rights, Rules -Morality -Politics

\*A Difficult Decision: Making moral choices

\*Grace for President: Elections, Electoral Votes, Democracy, Rules,

Wonders 5.2 -Character Education

Wonders 5.3 -Protecting Peoples Rights -Responsible Citizens -Economics -Equality

\*Cesar Chavez: -Fairness for Migrant Workers Rights - Fair Wages

\*Brave Bessie: First African American Pilot

Wonders 5.5 -Creation of USA -Historical Documents and Events

\*Visiting the Past: Declaration of Independence and Symbols of the United States

\*Setting the Rules: Constitution

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.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
SOC.6.1.4.A.CS3	American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
SOC.6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.4.D.CS9	Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
SOC.6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
SOC.6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

## **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