Sept. Gr. 2 Unit 5: Historical Fiction

Content Area: **English**
Course(s):
Time Period: **September**
Length: **Year long**
Status: **Published**

Unit Overview

Students will read historical, factual accounts of events.

Enduring Understandings

Reading history allows us to understand what has happened in the world in the past.

Essential Questions

How do we read Historical texts successfully to understand history?

Appreciation:

• Why do people read? • What do people read? • What are the benefits of reading? • How does reading affect your life?

Reading Strategies:

• How do readers prepare for reading? • What are readers thinking about as they read? • What can a reader do when they don't understand? • What impact does fluency have on comprehension? • Why are strategies important?

Responses to Literature:

• How does reading influence us?• Why do we need to evaluate what we read? Readers develop a deeper understanding through reflection of text. • How do readers reflect and respond? • What connections do readers make? • How might being able to recognize literary features help in appreciating and interpreting literature?

Vocabulary:

• What is the purpose of communication? • Where do words or phrases come from? • How does word choice affect meaning?

Research:

• How is information organized? • Why is information organized in different ways? New information may result in a new idea or a change of stance. • Why do we ask questions?

Effective communication

• How does the audience influence the format of your writing? • How does the purpose influence the format of your writing? Writing Process Writers have a purpose for writing. • Why do we write? • How is your style of writing influenced by purpose? • What is the importance of sharing? Writing is a multi-stage process. • How do we approach writing? • How does each step in the process impact your writing? Writing is a reflective process. • How do we evaluate writing? • How can we use evaluation and reflection to improve our writing? Grammar & Mechanics Written communication and proper grammar mechanics promote fluency of communication. • What is the purpose of applying grammar and mechanics skills?

Spelling:

• Why is it important to use correct spelling? • How can usage of spelling rules and patterns improve written communication? • What are the benefits of using resources to improve your spelling? Handwriting Legibility improves communication. • What role does handwriting play in communication?

Listening: Listening skills are critical for learning and communicating.

• How do you listen? • What impact does listening have? Speaking People communicate through speaking. • How do you speak effectively? • In what ways are ideas communicated orally? Viewing Visual materials enhance understanding. • How do the visual materials send messages? • How do visuals impact our thoughts and actions? • How does one analyze and evaluate visual materials

Instructional Strategies & Learning Activities

Unit 5 Title: Persuasive Writing

Shared Reading	Guided Reading		Word Study/Phonics
RI.2.1,RI.2.3, RI.2.5, RI.2.6, RI.2.8, Ri.2.9, SL.2.2, SL.2.3, SL.2.5, SL.2.1 □ Read factual historical accounts Compare and contrast. □ Review concepts of character traits, setting, and introduce concept • of plot. □ Model making text-to-self connections and	RL.2.3, RL.2.7, RI.2.4, RI.2.7, SL.2.1, SL.2.6 □ Independently read chapter books according to ability □ Read informational books according to ability. □ Encourage students to make text to self-connections and text-to-text connections. □ Utilize the Guided Reading Checklist and		See Fundations curriculum

text-to-text connections.	teach to target skills each student needs to gain.		

CONTENT AREA: English Language Arts	GRADE: 2	UNIT #: 5	UNIT NAME: Persuasive Writing

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	Show comprehension of an event found in an informational text by asking and answering questions about key details such as *who, what, where, when, why* and *how.*	RL.2.1
2	Recall and describe the central message, lesson, or moral of a story, including fables and folktales from diverse cultures.	RL.2.2
3	Describe how characters respond to major story events and challenges.	RL.2.3
4	Describe the structure of a story, including a description of the introduction and closing action.	RL.2.5
5	Read with expression, a change in voice tone and demeanor to acknowledge differences in characters' point of view.	RL.2.6
6	Use print or digital text and illustrations to develop understanding of a story's characters, setting, or plot.	RL.2.7
7	Compare and contrast two or more versions of the same story written from the perspective of two different cultures or authors.	RL.2.9
8	Read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.2.10
9	Determine the focus of specific paragraphs within informational text and the main topic of a text, including what the author wants to answer, explain, or describe.	RI.2.2; RI.2.6
10	Using informational texts, describe connections between technical procedures.	RI.2.3
11	Use context clues and text features to determine the meaning of words and phrases relevant to a grade two topic or subject.	RI.2.4
12	Explain how a specific image (e.g., graphic, diagram) adds to text comprehension and clarifies information.	RI.2.7
13	Compare and contrast the most important points presented by two texts on the same topic.	RI.2.9
14	Read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.2.10
15	Apply vowel pattern pronunciation generalizations to correctly read	RF.2.3.b,c

	two-syllable words with long vowels, vowel digraphs, vowel dipthongs, and r-controlled vowels.	
16	Decode words with common prefixes (e.g., un-dis-re-) and suffixes (e.g., -ful, less, -er).	RF.2.3.d
17	Identify common irregularly spelled words (e.g., *bread, love, would, could, their, there, none, both*).	RF.2.3.e
18	Read grade-appropriate texts irregularly spelled words.	RF.2.3.f
19	Read grade-level text with purpose and understanding.	RF.2.4.a
20	Read grade-level text orally with accuracy, appropriate rate, and expression.	RF.2.4.b
21	Use decoding skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.2.4.c
22	Write an opinion piece focused on a clearly stated opinion or a topic including reasons supporting the opinion, linking words to connect ideas, and a closing sentence.	W.2.1
23	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	W.2.5
24	With guidance and support, work with a group to produce and publish a piece using digitals (e.g., wiki).	W.2.6
25	Work with a group to research a topic and generate ideas for a writing project.	W.2.7
26	Write a response to a question based on experiences recalled or information gathered from provided sources.	W.2.8
27	Use collective nouns (e.g., family), reflexive pronouns (e.g., yourself), adjectives, and adverbs appropriately when speaking and writing.	L.2.1.a,c,e
28	Use frequently occurring irregular plural nouns (e.g., feet, children), and the past tense of common irregular verbs (e.g., sat, told) appropriately when speaking and writing.	L.2.1.b,d
29	Produce, expand, and rearrange complete simple and compound sentences.	L.2.1.f
30	Capitalize holidays, product names, and geographic names when writing.	L.2.2.a
31	Use an apostrophe to form contractions and frequently occurring possessives when writing.	L.2.2.c
32	Use learned spelling pattern to write words (e.g., cage-badge; boy-boil).	L.2.2.d
33	Compare writing that is formal and writing that is informal.	L.2.3.a
34	Determine the meaning of unfamiliar words and phrases using sentence-level context clues.	L.2.4.a
35	Use a dictionary and glossary, both print and digital to determine or clarify the meanings of words and phrases.	L.2.4.e
36	Identify real-life connections between words and their use (e.g., *describe foods that are sweet*).	L.2.5.a
37	Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).	L.2.5.b
38	Respond, one at a time, to topics of discussion regarding a read text, build	SL.2.1.a,b,c

	on input provided by peers, and ask for additional information from peers as needed.	
39	Recount or describe key story details or facts of a text (shared orally or through other media).	SL.2.2
40	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	SL.2.4
41	Speak in complete sentences when appropriate to task or situation in order to provide information to others.	SL.2.6
42	Define a newly formed word in which a prefix was added using the meaning of the prefix and root word.	L.2.4.b
43	Apply the knowledge of common root words to understand the meaning of unfamiliar words with the same root.	L.2.4.c

Integration of Career Readiness, Life Literacies and Key Skills

Students will be exposed to careers in the past, and discuss what those careers look like today.

9.4.2.CI	Creativity and Innovation
9.1.2.CAP	Career Awareness and Planning
	Different types of jobs require different knowledge and skills.
	Brainstorming can create new, innovative ideas.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.GCA	Global and Cultural Awareness
	Individuals from different cultures may have different points of view and experiences.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
9.4.2.TL.2	Create a document using a word processing application.

Technology and Design Integration

Students will interact with Smartboard, Ipads, Chromebooks and document camera.

CS	Computing Systems
	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

	Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.

Interdisciplinary Connections

This unit links information about history and its important figures to reading and writing.

SOC.6.1.4	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.4.A.CS10	In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
SOC.6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Differentiation

Based on invidual need, teachers will offer additional support though conferencing, modified mentor text, peer support and individualized mini-lessons.

Advanced learners will be offered more rigorous mentor texts to emulate, teacher conferences and reference materials to support in-depth writing endeavors, based on choice.

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Based on invidual need, teachers will offer additional support though conferencing, modified mentor text, peer support and individualized mini-lessons.

Advanced learners will be offered more rigorous mentor texts to emulate, teacher conferences and reference materials to support in-depth writing endeavors, based on choice.

Modifications & Accommodations

IEP accommodations, and modifications will be in place, and teacher assigned modifications and accommodations will be assigned, assessed, and monitored.

Follow IEP accommodations and differentiate materials, project requirements as needed.

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

DRA and Aimsweb

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Writing on Demand (one a month)

Reading on Demand (one a month)

Guided Reading Checklists

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Writing on Demand (one a month)

Reading on Demand (one a month)

Guided Reading Checklists

Instructional Materials

o *Rigby Series of Leveled Readers*

o *The Magic Tree House Series* (Mary Pope Osborne)

o *Horrible Harry Series of Books (*Suzy Kline)

o *Scott Foresman Science Leveled Readers* (non-fiction)

 Poetry

o "At the Seaside" (Robert Louis Stevenson)

o "Foreign Lands" (Robert Louis Stevenson)

o "My Bed is a Boat" (Robert Louis Stevenson)

o "The Land of Counterpane" (Robert Louis Stevenson)

o "The Land of Story Books" (Robert Louis Stevenson)

o "The Pied Piper of Hamelin" (Robert Browning) (E) (Read Aloud)

o "Where Go the Boats?" (Robert Louis Stevenson)

 Caps for Sale: A Tale of a Peddler (Esphyr Slobodkina)

 *The Paperbag Princess (*Robert Munsch)

Earrings! by Judith Viorst

Hey, Little Ant by Phillip M. Hoose

I Wanna Iguana by Karen Kaufman Orloff

I Wanna New Room by Karen Kaufman Orloff

The True Story of the Three Little Pigs by Jon Scieszka

The Perfect Pet by Margie Palatini

Dear Mrs. LaRue: Letters from Obedience School (LaRue Books) by Mark Teague

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.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.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.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
LA.RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
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.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the 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.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
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.
LA.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
LA.RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
LA.RF.2.3.B	Decode regularly spelled two-syllable words with long vowels.
LA.RF.2.3.C	Decode words with common prefixes and suffixes.
LA.RF.2.3.D	Identify words with inconsistent but common spelling-sound correspondences.
LA.RF.2.3.E	Recognize and read grade-appropriate irregularly spelled words.
LA.RF.2.4.A	Read grade-level text with purpose and understanding.
LA.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
LA.RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.2.5	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.2.7	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.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
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.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LA.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.L.2.2.A	Capitalize holidays, product names, and geographic names.
LA.L.2.2.B	Use commas in greetings and closings of letters.
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).
LA.L.2.2.E	Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.
LA.L.2.3.A	Compare formal and informal uses of English.
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.E	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
LA.L.2.5.A	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
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).