Unit 1

Content Area: **Language Arts**
Course(s): **E/LA 2**
Time Period: **Marking Period 1**
Length: **MP1**
Status: **Published**

Essential Questions

- What does it mean to be a good friend? (Text Set: The Importance of Friendship)
  - What is important about being a family? (Text Set: Caring For Each Other)
  - What does it mean to fit in or belong someplace? (Text Set: Finding Your Way in a New Place)
  - What are characteristics specific to this author or illustrator that supports the meaning of the text? (Text Set: Tomi dePaola: Writing For Life)
  - Why is it important for people to write about personal memories? (Text Set: Memory Stories)
  - What are the common characteristics of the genre that support the meaning of the text? (Text Set: Genre Study - Narrative Nonfiction)

Big Ideas

Core Concepts:

- The Importance of Friendship
- Caring For Each Other
- Finding Your Way in a New Place
- Tomi dePaola: Writing For Life
- Memory Stories
- Exploring Narrative Nonfiction

Mini Lessons:

- LA U12-Studying Narrative Nonfiction
- LA U6- Understanding Fiction and Nonfiction Genres
- WAR U1- Introducing a Reader's Notebook
- LA U3-Studying Authors and Illustrators (RML1)
- LA U2- Expressing Opinions About Books
- LA U4- Giving a Book Talk
- WAR U2- Using a Reader's Notebook
- WAR U3- Writing Letters About Reading
- LA U26- Studying Illustrations in Fiction Books
- SAS U2- Solving Words

Core Writing: Informative/Explanatory

- Informational Paragraph process piece
- Instructions

- Narrowing a Research Report—47
- Notetaking—48, 143, 144
- Research Report—49, 50

Core Reading/Anchor Texts:

Bugs A to Z, The Bugliest Bug, Bugs for Lunch, When Lightning Comes in a Jar, Cactus Hotel, A Log's Life, Salmon Stream, Think of an Eel, Frogs, Dolphins, Penguins, Dogs, Cats, Last Stop on Market Street, Something Beautiful, The Gardener, Jamaica Louise James, Wanda's Roses, Sam and the Lucky Monkey, The Birthday Swap, Those Shoes, My Rows and Piles of Coins, Berlioz the Bear, Town Mouse Country Mouse, Comet's Nine Lives, Honey...Honey...Lion!, The Empty Pot, How Chipmunk Got His Stripes, The Treasure, Nine-in-One Grr! Grr!, Why the Sky is Far Away: A Nigerian Folktale, Tops and Bottoms, Zomo the Rabbit: A Trickster Tale from West Africa, Jabuti the Tortoise: A Trickster Tale from the Amazon, The Turtle and the Monkey, Borreguita and the Coyote

Cross-Curricular Integration

Integration Area: Science (Exploring the Natural World and Beauty)

RI.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.

ESS2 Earth's Systems

ESS2.1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact

ESS2.2 Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

Activity :

Read about the different types of weather/ complete weather experiments through stations

CSDT Technology Integration

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.

Activity:

Students will use their Chromebooks to create a document on Google Docs where they will write sentences using their spelling words and high frequency words for the week.

Diversity Integration

LGBTQ

What is important about being a family?

The Adventures of Honey and Leon, Alan Cuming (ebook)- Library Media selection only

Enduring Understandings

Anchor Standards

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it;cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed

Literature

RL.2.1 [M] Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.

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

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.

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialiogue aloud

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.

RL.2.10 [M] Read and comprehend literature, including stories and poetry, at grade level text complexity or above

with scaffolding as needed at the high end of the range.

Informational Text

RI.2.3 [M] Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.6 [M] Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

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

Foundational Skills

RF.2.3a [M] Know spelling-sound correspondence for common vowel teams.

RF.2.3b Decode regularly spelled two syllable words with long vowels.

RF.2.3c [M] Decode words with common prefixes and suffixes.

RF.2.3d Identify words with inconsistent but common spelling-sound correspondences.

RF.2.3e [M] Recognize and read grade-appropriate irregularly spelled words.

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

RF.2.4a Read grade-level text with purpose and understanding.

RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression.

RF.2.4c [M] Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language

L.2.1f 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)

L.2.2b Use commas in greetings and closings of letters.

L.2.2d Generalize learned spelling patterns when writing words (e.g., cage à badge; boy **à**boil.)

L.2.3a Compare formal and informal uses of English.

L.2.4a [M] Use sentence-level context as a clue to the meaning of a word of phrase.

L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional.)

L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy.

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.)

Speaking and Listening

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.

SL.2.1a 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).

SL.2.1b Build on others' talk in conversations by linking their explicit comments to the remarks of others.

SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

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.

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Writing

W.2.3 [M] 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.

W.2.6 [M] With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Resources

Fountas and Pinnell Classroom

- Guided Reading Grade 2
- Interactive Read Along Grade 2
- Reading Mini-Lessons Grade 2
- Word Study Grade 2