Unit 4

Content Area: **Language Arts**
Course(s): **E/LA 2**
Time Period: **Marking Period 4**
Length: **MP4**
Status: **Published**

Essential Questions

- What is a writer's reason for writing a biography? (Text Set: Simple Biography)
- How does an author or illustrator make decisions to interest readers? (Text Set: Gail Gibbons: Exploring the World Through Nonfiction)
- Why is it important to learn about the Earth? (Text Set: Exploring the Natural World: The Earth)
- What makes a community? (Text Set: Living and Working Together: Community)
- Why is it important to learn about the animals in our world? (Text Set: Exploring the Natural World: Birds)
- What makes fantasy fun to read? (Text Set: Amazing Places: The World of Fantasy)
- What is the writer's reason for writing? (Text Set: Exploring Realistic Fiction)
- How does an author or illustrator make decisions to interest readers? (Text Set: Steven Jenkins: Exploring the Animal World)

Big Ideas

Text Sets:

- Simple Biography
- Gail Gibbons: Exploring the World Through Nonfiction
- Exploring the Natural World: The Earth
- Living and Working Together: Community
- Exploring the Natural World: Birds
- Amazing Places: The World of Fantasy
- Exploring Realistic Fiction
- Steve Jenkins: Exploring the Animal World

Mini Lessons:

- LA U25- Thinking About Character Change
- WAR U4- Writing About Fiction in a Reader's Notebook (RML7)
- LA U13- Understanding Simple Biography
- LA U3- Studying Authors and Illustrators
- LA U15- Thinking About the Topic in Nonfiction Books
- WAR U5- Writing About Nonfiction in a Reader's Notebook (RML1-RML3)
- LA U7- Thinking About the Author's Message
- SAS U4- Summarizing
- LA U8- Thinking About the Author's Purpose
- LA U9- Analyzing the Writer's Craft
- LA U14- Noticing How Authors Organize Nonfiction
- WAR U5- Writing About Nonfiction in a Reader's Notebook (RML4-RML6)
- LA U17- Using Text Features to Gain Information

- LA U16- Learning from Illustrations/Graphics
- WAR U5- Writing About Nonfiction Books in a Reader's Notebook (RML7 & RML8)
- LA U20- Understanding Fantasy
- LA U18- Studying Realistic Fiction
- LA U2- Expressing Opinions About Books (RML5 & RML6)
- LA U3- Studying Authors and Illustrators (RML1 & RML3)
- LA U10- Looking Closely at Print

Core Writing: Informational Research

- Narrowing a Research Report—47
- Notetaking—48, 143, 144
- Research Report—49, 50
- Using the Internet to Locate Information—82
- Research Report process piece

Core Reading/Anchor Texts: Zora Hurston and the Chinaberry Tree, Celia Cruz, Queen of Salsa, Manfish: A Story of Jacques Cousteau, Snowflake Bentley, The Pot That Juan Built, Penguins!, Giant Pandas, The Honey Makers, The Moon Book, Our Big Home: An Earth Poem, On Earth, River Story, Volcano Rising, Tiny Creatures: The World of Microbes, Chinatown, For You are a Kenyan Child, Stella Louella's Runaway Book, Armando and the Blue Tarp School, The Library, The Barn Owls, White Owl, Barn Owl, Feathers: Not Just for Flying, Bird Talk: What Birds are Saying and Why, Rainbow Crow, Cloudy with a Chance of Meatballs, The Secret Shortcut, The Magic Hat, Hey, Al, June 29, 1999, Big Moon Tortilla, No Dogs Allowed!, Happy Like Soccer, Amelia's Road, Never Smile at a Monkey *And 17 Other Important Things To Remember, Animals in Flight, I See a Kookaburra!: Discovering Animal Habitats around the World, Biggest, Strongest, Fastest, Animal Dads

CRLLKS- 21st Century

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Connection: When reading Exploring Different Cultures Text Set, students will learn about different types of teachers/schools around the world. Teachers can also guide students to think about and discuss why school is important.

Cross-Curricular Integration

Integration Area: Social Studies

6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.

Activity:

(Read Aloud: Armando and the Blue Tarp School) Students will explore on google maps how students in other countries get to school. Students will be able to see where the countries are located on the map, and take a virtual tour to see more pictures. Students will choose one country and complete a Venn diagram to compare and contrast it to schools in the United States.

CSDT Technology Integration

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the internet enables individuals to connect with others worldwide.

Activity:

As a whole group students will research ways to raise money for different causes. Students will use Scholastic News to get some ideas and brainstorm ways to create their own fundraiser for a cause. Students will also create an online story map of their community to show how everyone works together.

Enduring Understandings

Anchor Standards

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5. Analyze the structure of text, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and

proficiently with scaffolding as needed

Literature

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.

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

RL.2.7 [M] Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.9 [M] Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

Informational Text

RI.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.

RI.2.2 [M] Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

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

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

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.

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

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

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

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.

Foundational Skills

RF.2.3 [M] Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.3b [M] Know spelling-sound correspondences for common vowel teams.

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

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

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

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

Language

L.2.1 [M] Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish.)

L.2.1c [M] Use reflexive pronouns (e.g., myself, ourselves.)

L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told.)

L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.1f [M] 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.2.2 [M] Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

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

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

L.2.2e [M] Consult print and digital resources, including beginning dictionaries, as needed to check and correct spelling.

L.2.4 [M] 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.

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

L.2.4b [M] Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell.)

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

L.2.5 [M] Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.2.5b [M] Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., think, slender, skinny, scrawny.)

L.2.6 [M] 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 other's 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.2.2 Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

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.

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.

W.2.7 [M] 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.)

W.2.8 [M] Recall information from experiences or gather information from provided sources to answer a question.

Resources

Fountas and Pinnell Classroom

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