Unit 5 - Our Incredible Earth

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

In this unit, students read to explore the essential question "How does Earth change?" and will learn about how the surface of the Earth changes. They learn about features of the Earth and how weather, natural events, and volcanic eruption change the Earth's surface. They read longer informational texts and determine how the details relate to each key idea about a topic. The unit integrates theme-based poetry and drama to make connections across genres. In writing, students write procedural (how-to) books that include instructions, a materials list, sequential steps and graphics/illustrations in order to teach others how to complete a chosen task

Enduring Understandings

How does Earth change?
What are some of Earth’s changing features?
How do natural events change the Earth?
How does weather change Earth?
How does a volcano eruption change Earth?
What can rocks reveal about how Earth changes?
How do readers learn information about a topic across texts and multimedia?
How do writers teach someone how to do something using instructions, steps, and graphics?

Essential Questions

Readers learn more about a topic by reading, comparing and contrasting, and synthesizing information from multiple texts.
Writers use instructions, steps and graphics to explain a process.
Writers use procedural (how-to) texts to teach people.

Learning Objectives

READING
Monitor their understanding of a text and make adjustments when it breaks down
Connect main ideas about a topic and the key details that support each one
Know and use various informational text features
Compare and contrast the information in two texts about the same topic
WRITING
Write informative/explanatory how-to books

Name a topic and supply facts/steps about the topic using precise language
LANGUAGE
Demonstrate command of the conventions of standard English grammar and usage
SPEAKING AND LISTENING
Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic

INFORMATIONAL
Monitoring comprehension
Identifying main idea and supporting details
Comparing and contrasting texts
WRITING
Generating ideas
Using instructions, steps, and graphics to explain a process
Using precise language to make information clear

Read and discuss Infographics: Earth's Features, The Grand Canyon, Lightning, Earth Erupts, Famous Rocks

Standards: Content

L.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
L.RF.2.3.A	Know spelling-sound correspondences for common vowel teams.
L.RF.2.3.B	Decode regularly spelled two-syllable words with long vowels.
L.RF.2.3.C	Decode words with common prefixes and suffixes.
L.RF.2.3.D	Identify words with inconsistent but common spelling-sound correspondences.
L.RF.2.3.E	Recognize and read grade-appropriate irregularly spelled words.
L.RF.2.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
L.RF.2.3.G	Identify the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
L.RF.2.4.A	Read grade-level text with purpose and understanding.
L.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.WF	Foundational Skills: Writing Language
L.WF.2.1	Demonstrate command of the conventions of writing.
L.WF.2.1.A	Write legibly and with sufficient fluency to support composition.
L.WF.2.1.B	Write the most common graphemes (letters or letter groups) for each phoneme, for example:
L.WF.2.1.B.i	Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck.
L.WF.2.1.B.ii	Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
L.WF.2.2	Demonstrate command of the conventions of encoding and spelling.
L.WF.2.2.A	Regular, single-syllable words that include:

L.WF.2.2.A.i	Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
L.WF.2.2.A.ii	Complex consonant blends (scr, str, squ).
L.WF.2.2.A.iii	Less common vowel teams for long vowels (ow, oo, au, ou, ue).
L.WF.2.2.A.iv	Vowel-r combinations (turn, star, third, four/for).
L.WF.2.2.A.v	Contractions (we'll; I'm; they've; don't).
L.WF.2.2.A.vi	Homophones (bear, bare; past, passed).
L.WF.2.2.A.vii	Plurals and possessives (its, it's).
L.WF.2.2.B	Regular two- and three-syllable words that:
L.WF.2.2.B.i	Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).
L.WF.2.2.B.ii	Are compounds comprising familiar parts (houseboat; yellowtail).
L.WF.2.2.B.iii	Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
L.WF.2.2.C	Words with suffixes that require:
L.WF.2.2.C.i	consonant doubling (penning, slimmed).
L.WF.2.2.C.ii	dropping silent-e (smiled, paving).
L.WF.2.2.D	Most often used words in English:
L.WF.2.2.D.i	Irregular words (against, many, enough, does).
L.WF.2.2.D.ii	Pattern-based words (which, kind, have).
	Sentence Composition (Grammar, Syntax, and Punctuation)
L.WF.2.3	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
L.WF.2.3.A	With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
L.WF.2.3.B	Capitalize holidays, product names and geographic names.
L.WF.2.3.C	Supply adjectives in noun phrases to make them more precise or engaging.
L.WF.2.3.D	Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
L.WF.2.3.E	Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
L.WF.2.3.F	Use an apostrophe to form contractions and frequently occurring possessives.
L.WF.2.3.G	With assistance, link sentences into a simple, cohesive paragraph with a main idea.
L.KL.2.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.KL.2.1.A	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
L.KL.2.1.B	Compare formal and informal uses of English.
L.VL.2.2	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.VL.2.2.A	Use sentence-level context as a clue to the meaning of a word or phrase.
L.VL.2.2.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).
L.VL.2.2.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

L.VL.2.2.D	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
L.VL.2.2.E	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
L.VI.2.3	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.VI.2.3.A	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
L.VI.2.3.B	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
L.VI.2.3.C	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
R	Reading
RL.CR.2.1	Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
RL.CI.2.2	Recount a text in oral and written form and determine central message (in literary texts, e.g., fables and folktales from diverse cultures).
RI.CI.2.2	Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
RL.IT.2.3	Describe how characters in a story respond to major events and challenges using key details within a text.
RI.IT.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
RL.TS.2.4	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
RI.TS.2.4	Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
RL.PP.2.5	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RI.PP.2.5	Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
RL.MF.2.6	With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RI.MF.2.6	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.AA.2.7	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
RL.CT.2.8	Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
RI.CT.2.8	Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
W	Writing
W.AW.2.1	With prompts and support, write opinion pieces to present an idea with reasons or

	information.
W.AW.2.1.A	Introduce an opinion.
W.AW.2.1.B	Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
W.AW.2.1.C	Provide a conclusion.
W.IW.2.2	Write informative/explanatory texts to examine a topic and convey ideas and information.
W.IW.2.2.A	Introduce a topic clearly.
W.IW.2.2.B	Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
W.IW.2.2.C	Provide a conclusion.
W.NW.2.3	Write narratives based on real or imagined experiences or events with basic story elements.
W.NW.2.3.A	Orient the reader by establishing a situation and introducing characters; organize an event sequence.
W.NW.2.3.B	Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
W.NW.2.3.C	Use transitional words to manage the sequence of events.
W.NW.2.3.D	Use concrete words and phrases and sensory details to convey experience and events.
W.NW.2.3.E	Provide a conclusion or sense of closure related to the narrated experiences or events.
W.WP.2.4	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
W.WP.2.4.A	Identify audience and purpose before writing.
W.WP.2.4.B	Participate in self-evaluation of written work.
W.WP.2.4.C	With feedback and digital or print tools such as a primary dictionary, find and correct errors.
W.WR.2.5	Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
W.SE.2.6	Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
SL	Speaking and Listening
SL.PE.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.PE.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).
SL.PE.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
SL.PE.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.II.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.ES.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.PI.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.UM.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.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Standards: Interdisciplinary

9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.GeoPP.1	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
6.1.2.GeoGI.1	Explain why and how people, goods, and ideas move from place to place.
6.1.2.GeoGI.2	Use technology to understand the culture and physical characteristics of regions.
2-ESS1-1	Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

Assessment Evidence

Formative	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
Alternative & Benchmark	Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes. Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA
Assessment Evidence Resource	

Instructional Resources

Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, myView Student

Interactive, myView Teacher Resources, Leveled Readers, Online Platform Readings: Introducing Landforms, from How Water Shapes the Earth; from How Earthquakes Shape the Earth, Where Do They Go in Rain or Snow?, Volcano Wakes Up! Poetry, Rocks! Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad		Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
X	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

	Self-Awareness	X	Relationship Skills
X	Responsible Decision-Making	X	Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness	X	Technology Literacy		Planning and Budgeting
	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
X	Information and Media Literacy		Digital Citizenship	X	Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		