Unit 2 - Nature's Wonder

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

Unit Overview

In this unit, students read informational texts to answer the essential question, "What patterns do we see in nature?" Students read texts in a variety of genres (informational texts, fiction texts and realistic fiction texts) for a sustained period of time and learn to recognize the structure of these texts. Topics include patterns in observable nature such as seasons, migration, and plant and animal life cycles. Students will read informational texts throughout this unit and establish a purpose for reading. In writing, students will write a list article (a type of informative writing in which authors list numbered details that support a main idea). Students will study how writers write informative texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.

Enduring Understandings

Readers make meaning of informational texts to gain new knowledge.
Readers use the structure of informational text and text features to determine key ideas.
Writers communicate information to the reader by adding details (using both words and graphics)

Essential Questions

What patterns do we see in nature?
What patterns can we see on a prairie?
How does a tree show patterns as seasons change?
How do patterns of behavior in animals help keep their young safe?
How can we learn about the world by reading informational texts?
What migration patterns do we see in some animals?
How can we use text features to locate details in an informational texts?

Learning Objectives

READING
Ask and answer questions to demonstrate in-depth understanding of the key details of an informational text
Analyze the structure of an informational text
Determine key ideas
Determine and clarify the meaning of unknown words by using context clues and the glossary

WRITING
Write an informational list article in which they develop a plan, include details that support a main idea, and

use text features to enhance meaning
Write legibly and with sufficient fluency to support composition.

LANGUAGE
Collaborate with peers to discuss the information that is presented in a range of texts

INFORMATIONAL TEXT
Text structure of informational texts
Text features to find key details
Asking and answering questions using content/specific vocabulary
Determining key ideas
Making and confirming predictions

REALISTIC FICTION
Setting and plot
Visualizing details

FICTION
Describing and understand characters
Read and discuss Infographics: See How They Grow, Grassy Places, Circles of Seasons, Animals and Their Young, and Animals on the Move
Climate Change – How have migration patterns changed due to climate and geography changing?

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.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.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.2.3	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.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.A	Use sentence-level context as a clue to the meaning of a word or phrase.
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.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).
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.
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.CT.2.8	Compare and contrast two informational versions of the same idea or topic by different

	authors or authors from different cultures.
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.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.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.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Standards: Interdisciplinary

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.
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).
9.4.2.TL.7	Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).
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.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
8.2.2.ITH.3	Identify how technology impacts or improves life.
8.2.2.ITH.4	Identify how various tools reduce work and improve daily tasks.
6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
6.1.2.HistorySE.2	Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
6.3.2.GeoGI.1	Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

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 - A Green Kid’s Guide to Watering Plants, A Home on the Prairie, The Seasons of Arnold’s Apple Tree, What’s in the Egg, Little Pip?, Amazing Migrations 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		Social Awareness
X	Self-Management		

21st Century Skills & Themes

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