**Grade 2 Integrated ENL/ELA**

**My View Unit 1 Title:**  You Are Here

**IB Transdisciplinary Theme Connections: How We Organize Ourselves**

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| Week 1: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
| How Many Stars in the Sky? | What can we understand about a place when we look at it closely? | Inquirer ([TE p. T30](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/56)): Have students use the Infographic on Student Interactive pp. 14-15 to generate questions about the night sky and then choose one to investigate. Throughout Week 1, investigate their questions. (See [Extension Activities](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/178cb2a1-6e98-3135-b431-0015f76ecb6d/67/lesson/6661fe74-b73f-3615-8cde-0df362ed5798/67/content/cb620702-0ae1-3c95-b839-887fb95bdb18/68) on pp. 56-60 in the Resource Download Center) | Tier 1:   * which, each, than   Tier 2:   * backyard, treehouse, searchlights, daylight   Tier 3:   * affect, compare, different, location, region |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.  S: 2SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  R: 2RF3a: Distinguish long and short vowels when reading regularly spelled one-syllable words  W: 2W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question. | **L**: Active Listening For Setting ([TE p. T24](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/50))  **S**: Identifying Realistic Fiction ([TE p. T30](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/56))  **R**: Long and Short Vowels ([TE p. T19](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/44))  **W**: Describe and Understand the Setting of “How Many Stars in the Sky? ([TE p. T61](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/86)) | \*Use supports such as sentence frames to recognize and use the high-frequency words which, each, than. \*Show comprehension of text by identifying the setting and characters in realistic fiction. \*Use visual support to identify setting. \*Write using newly acquired vocabulary about places  \*Learn relationships of sounds and letters in words with short vowel sounds.  ([Language Awareness Handbook](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/resources/content/8005d024-0be3-3584-a625-315f9fac85cf/67) pp. 8-9) | Text:  Seeing Stars ([Student Interactive p. 15](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/62)) Leveled Readers ([TE p. T28-T29](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/54))  Videos: [Characters and Setting Video](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/lesson/9cb2cdd8-cf5d-38ec-a98a-0b9a59b2118f/33/content/cd519d9d-2d0f-3987-b4a5-8de663af22f2/33) [BrainPOP Short Vowels](https://jr.brainpop.com/readingandwriting/phonics/shortvowels/)  Organizers:  T-Chart Setting Graphic Organizer ([Student Interactive p.42](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/86)) |
| Week 2: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
| Maybe Something Beautiful | How can people improve their neighborhoods? | Thinker ([TE p.133](file:///Users/daniela920/Downloads/3rd%20Grade%20Level%20Meeting%20Minutes%205-12-21.docx)) Ask and Answer Questions: Active readers ask and answer questions to understand the characters and events in a story. | Tier 1:   * called, long, most   Tier 2:   * joy, rhythm, scurried, shadows, splattered   Tier 3:   * affect, compare, different, location, region |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic  S: 2SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  R: 2RF3a: Distinguish long and short vowels when reading regularly spelled one-syllable words.  W: 2W1: Write an opinion about a topic or personal experience, using clear reasons and relevant evidence. | **L**: Listen for Long and Short Vowels ([TE p. T82-T83](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/108)) Listening Comprehension ([TE pp. 86-87](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/112))  **S**: Use previously learned vocabulary to describe places in the neighborhood ([TE p. T85](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/110))  **R**: Introduce The Text ([TE pp.98-99](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/124))  **W**: Write to Sources ([TE pp. 138-139](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/164)) | \*Recognize high frequency words and use the words in sentences \*Describe characters in realistic fiction  \*Ask and give information about characters in realistic fiction  \*Use newly acquired vocabulary to talk about places  \*Learn relationships of sounds and letters in English to pronounce and spell words with long vowels  \*Use supports, such as graphic organizers to take notes and record ideas for writing ([Language Awareness Handbook](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/resources/content/8005d024-0be3-3584-a625-315f9fac85cf/67) pp. 10-11) | Text: Maybe Something Beautiful ([Student Interactive p.61](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/124)) Leveled Readers ([TE pp. 92-93](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/118))  Videos: [Realistic Fiction Video](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/af67db47-236f-37cc-97cb-46b7b41c4697/33/lesson/065a5197-c3ff-3310-b1cb-975b774186ca/29/content/41c11713-1e77-35a5-913a-3aa30ed7fd8b/29)  Organizers:  Describe and Understand Characters ([Student Interactive p. 80](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/150))  Ask and Answer Questions Chart ([Student Interactive p.81](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/158)) |
| Week 3: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
| Places We Go | How does living in a community help people? | Communicator ([TE p. 203](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/228))  Discuss how the places in your community are the same/different as the ones you read about this week. Remember: Don’t interrupt. Listen carefully to the ideas of others. | Tier 1:   * more, things, sound   Tier 2:   * community, services, librarian, supermarkets, hospital   Tier 3:   * affect, compare, different, location, region |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.  S: 2SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  R: 2R3: In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)  W: 2W2: Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section. | **L**: Listening for Rhyming Words ([TE pp.146-147](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/172)) Listening Comprehension ([TE pp. 150-151](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/176))  **S**: Identifying Informational Texts Discussion ([TE p.158](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/184))  **R**: Introduce the Text ([TE p. 163](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/188))  **W**: Describe the place you live ([TE p. 180](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/206)) | \*Monitor recognition and reinforce correct pronunciation of words with consonant blends  \*Identify main idea and details to discuss types of communities  \*Describe general meaning, main points and details in informational text  \*Participate in a group conversation  \*Use context clues to figure out the meaning of new words  \*Identify and write compound sentences  ([Language Awareness Handbook](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/resources/content/8005d024-0be3-3584-a625-315f9fac85cf/67) pp. 12-13) | Text:  Places We Go ([Student Interactive p.99](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/188)) Leveled Readers ([TE pp. 156-157](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/182))  Videos:  [Informational Text Video](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/af67db47-236f-37cc-97cb-46b7b41c4697/33/lesson/065a5197-c3ff-3310-b1cb-975b774186ca/29/content/e3ad5d22-14e8-3f10-9b43-8150c97462b3/29)  [BrainPOP Rhyming Words](https://jr.brainpop.com/readingandwriting/phonics/rhymingwords/)  Organizers:  T-Chart for Informational Text ([TE p.152](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/178)) |
| Week 4: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
| Poetry | How do different places make us feel? | Inquirer ([TE p.222](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/248)) Question and Investigate: Have students use the infographic on Student Interactive p.129 to generate questions about different places to live. Then, have them list specific questions about living in these places. Throughout the week, have students conduct research about one question. | Tier 1:   * great, before, means   Tier 2:   * lonely, stamp, scolding, spread, might   Tier 3:   * affect, compare, different, location, region |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  S: 2SL6: Express thoughts, feelings, and ideas clearly, adapting language according to context.  R: 2RF4a: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.  W: 2W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge. | **L**: Hearing Rhyming Words ([TE p. 211](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/236)) Listening Comprehension ([TE p. 214](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/240))  **S**: Discuss Poetry ([TE p.222](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/248))  **R**: Introduce the Text ([TE p.227](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/252))  **W**: Write Words with Consonant Digraphs ([TE p.224](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/250)) | \*Language Support TPR ([TE p.213](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/238))  \*Identify relationships between sounds and letters in rhyming words  \*Show comprehension of poetry through basic reading skills  \*Develop sight vocabulary and language structures in poetry  \*Share opinions about a poem  \*Use newly acquired vocabulary to talk about places  \*Recognize sentence types and use end punctuation correctly  \*Revise writing by adding details  ([Language Awareness Handbook](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/resources/content/8005d024-0be3-3584-a625-315f9fac85cf/67) pp. 14-15) | Text:  Poem: City Sights ([Student Interactive p.128](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/238)) Poetry ([Student Interactive p.137](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/252))  Leveled Readers ([TE p.220-221](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/246))  Videos:  [Poetry: Rhythm and Rhyme](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/af67db47-236f-37cc-97cb-46b7b41c4697/33/lesson/065a5197-c3ff-3310-b1cb-975b774186ca/29/content/c071b6aa-0892-3882-bb63-653d01e7ac84/29) [BrainPOP Poems](https://jr.brainpop.com/readingandwriting/writing/poems/)  Organizers:  Poetry Anchor Chart ([TE p.217](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/242)) |
| Week 5: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
| You Can’t Climb A Cactus | How can a new place help us change and grow? | Inquirer ([TE p.278](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/304))  Question and Investigate: Have students use the infographic on Student Interactive pp. 158-159 to generate ideas of two states they could compare and contrast. Throughout the week, have them conduct research about the states. | Tier 1:   * follow, form, show   Tier 2:   * excited, favorite, tour, guide, explore   Tier 3:   * affect, compare, different, location, region |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.  S: 2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text. (RI&RL)  R: 2RF3b: Decode short and long vowel sounds in two-syllable words.  W: 2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. | **L**: Listening Comprehension ([TE pp. 270-271](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/296))  **S**: Add and Remove Sounds ([TE p.267](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/292)) Discuss “A New Home” ([TE p.278](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/304))  **R**: Pre-Reading Supports “You Can’t Climb A Cactus ([TE p. 283](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/308))  **W**: Summarize the story to a partner ([TE p. 293](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/318)) | \*Learn and use verbs in the past  \*Give information about the plot, setting, and characters in realistic fiction.  ([Language Awareness Handbook](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/resources/content/8005d024-0be3-3584-a625-315f9fac85cf/67) pp. 16-17) | Text:  Leveled Readers ([TE pp.276-277](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/302))  You Can’t Climb A Cactus ([Student Interactive p. 167](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/308))  Videos: [Realistic Fiction Problem/Solution](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/af67db47-236f-37cc-97cb-46b7b41c4697/33/lesson/065a5197-c3ff-3310-b1cb-975b774186ca/29/content/47403bcb-339f-3862-8b7f-7834e706d6b1/29)  [BrainPOP Desert](https://jr.brainpop.com/science/habitats/desert/)  Organizers:  Realistic Fiction Anchor Chart ([TE p.273](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/298)) |

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| **Summative Assessments/Task** |
| **Entering and Emerging**  **Students Will: Compare Across Texts** Read aloud the Essential Question: *How do different places affect us?*  Ask students what places they like to go to in their neighborhoods. List names for these places, and prompt students to discuss how they feel in these settings. Encourage them to use routine language  such as *happy, good,* and *excited.*  **Explore and Plan** Have pairs practice using the word *because* in simple sentences. Then have them complete the sentence frame: *The author wants to save the movie theater because* \_\_\_\_\_\_\_\_\_\_.  **Fishing With Grandpa – Summative Assessment (**[**Summative Assessment Manual pp. 95-97**](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/91afb70d-7ee3-3cc3-b07c-9cf24e2e916a/67/content/68504ccc-07d4-35e0-8c0c-2c01e59a79ae/69)**)** |
| **Transitioning and Expanding**  **Students Will:**  **Compare Across Texts**  Have students name a place in the community. Have them tell a partner what they know about the place using common, routine words. Tell partners to compare their places and list  words they both used. Have students make a TChart on a sheet of paper. Direct them to write  words in each column that describe one place in the community. Have them discuss how the  places are alike and different using these comparison words: *both, but,*and *and.*  **Explore and Plan** Have students state the author’s opinion and two reasons the author gives to support this opinion. Ask students if they agree or disagree with the author. Have them support their opinions using sentence frames such as: *I agree/disagree because*\_\_\_\_\_\_\_\_\_\_ *.*  **Writing – Summative Assessment (**[**Summative Assessment Manual p. 104**](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/91afb70d-7ee3-3cc3-b07c-9cf24e2e916a/67/content/68504ccc-07d4-35e0-8c0c-2c01e59a79ae/69)**)** |

**Grade 2 Integrated ENL/ELA**

**My View Unit 2 Title:**  Nature’s Wonders

**IB Transdisciplinary Theme Connections: Sharing The Planet**

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| Week 1: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
| A Green Kid’s Guide To Watering Plants | What patterns can we notice in a garden? | Inquirer ([TE p. T30](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/676))  Question and Investigate: Have students use the infographic on Student Interactive pp. 216-217 to generate questions about parts of a plant and then choose one to investigate.    Inquirer ([TE p. T53](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/698)) Ask and Answer Questions: Have students highlight a text detail that they might understand better if they asked a question about it. Ask students to write a question about the detail. Students share their questions and help answer together. | Tier 1:   * different, between   Tier 2:   * arrange, certain, most, soggy, place   Tier 3:   * behavior, design, evidence, identify, similar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic  S: 2SL1b: Build on others’ talk in conversations by linking their comments to the remarks of others through multiple exchanges  R: 2RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.  W: 2W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge | **L**: Phonological Awareness: Add and Remove Sounds ([TE p. T19](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/664)) Listening Comprehension: Patterns on the Prairie ([TE p. T23](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/668))  **S**: Spoken Language: Explore the Diagram ([TE p. T21](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/666))  **R**: Text Structure: Cause/Effect ([TE p. T25](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/670))  **W**: Listing the Steps in a Process ([TE p. T63](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/single/page/709/toc)) | \* Decode and write contractions using will and not  \* Ask and give information to monitor comprehension  \* Use language structures to describe the sequence of steps in a process  \* Ask and give information to determine cause and effect  \* Use new vocabulary to talk about Nature’s Wonders  \* Use visual support such as two-column charts to write contractions  \* Use sentence frames to talk about singular and plural nouns  ([Language Awareness Handbook pp. 19-20](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/resources/content/8005d024-0be3-3584-a625-315f9fac85cf/67)) | Text:  A Green Kid’s Guide To Watering Plants ([Student Interactive p. 225](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/680))  Leveled Readers ([TE pp. T28-T29](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/674))  Videos: [Patterns Around Us](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/resources/content/9909aa79-6e21-396c-81d0-72e216cc5d15/70) [BrainPOP Contractions](https://jr.brainpop.com/readingandwriting/word/contractions/)  Organizers:  T-Chart: Cause/Effect |
| Week 2: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
| A Home on the Prairie | What patterns can we see on a prairie? | Inquirer ([TE p. T96](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/742))  Questions and Investigate: Have students use the infographic on Student Interactive pp. 256-257 to generate questions about the plants and animals that live on prairies. During the course of the week, students can research this topic and record their findings. | Tier 1:   * kind, change, air   Tier 2:   * prairie, habitat, grazers, burrows, colonies   Tier 3:   * behavior, design, evidence, identify, similar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 2RF3: Know and apply phonics and word analysis skills in decoding words.  S: 2L4e: Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.  R: 2R6: Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)  W: 2W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge. | **L**: Listen For Changes in Words ([TE p. T85](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/730)) Listening Comprehension ([TE pp. T88-T89](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/734))  **S**: Enhance Spoken English: Grassy Places ([TE p. T87](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/732))  **R**: Using A Glossary ([TE p. T114](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/760))  Vowel Digraphs ([TE p. T116](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/762))  **W**: Monitor Understanding: Text Features ([TE pp. T122-T123](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/768)) | \*Recognize sounds used in words with vowel digraphs  \*Show comprehension of informational text by identifying main idea and details  \*Use visual and contextual support to learn new vocabulary in informational texts  \*Show comprehension of informational text by identifying the main idea and details  \*Identify synonyms for academic words  \*Decode Words with Long /a/  \*Recognize the spelling of irregular nouns  ([Language Awareness Handbook pp. 21-22](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/resources/content/8005d024-0be3-3584-a625-315f9fac85cf/67)) | Text: Leveled Readers ([TE pp. T94-T95](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/740)) A Home On The Prairie ([Student Interactive p.265](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/746))  Videos: [Information Texts: Text Features](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/af67db47-236f-37cc-97cb-46b7b41c4697/33/lesson/065a5197-c3ff-3310-b1cb-975b774186ca/29/content/816e373c-3a5a-3f74-b764-c562b52a8133/29)  [BrainPOP Long A](https://jr.brainpop.com/readingandwriting/phonics/longa/)  Organizers:  4 Column Chart: Grassy Places ([TE p. T87](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/732))  Anchor Chart Informational Texts ([TE p. T91](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/736))  Web Diagram Vocabulary ([TE p. T101](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/746)) |
| Week 3: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
| The Seasons of Arnold’s Apple Tree | How does a tree show patterns as seasons change? | Inquirer ([TE p. T156](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/802)) Investigate: Have students refer to the poem on Student Interactive pp. 290-291 and then find other poems related to the seasons. | Tier 1:   * animal, point, study   Tier 2:   * carefully, quietly, rustle, glow, decorates   Tier 3:   * behavior, design, evidence, identify, similar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.  S: 2SL1c: Ask for clarification and further explanation as needed about topics and texts under discussion  R: 2R7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)  W: 2L4a: Use sentence-level context as a clue to the meaning of a word or phrase. | **L**: Listening Comprehension: Season to Season ([TE pp. T148-T149](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/794))  **S**: Recognizing Changes in Words: Changing Phonemes ([TE p. T145](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/790)) Explore the Poem: Discussion ([TE p. T147](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/792))  **R**: Reading Strategies ([TE p. T161](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/806))  **W**: Writing Sentences with –ly Words ([TE p. T184](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/830)) | \*Recognize and use high frequency words  \*Describe and understand setting in realistic fiction  \*Use visual support to talk about plot  \*Ask and answer questions about plot and setting in realistic fiction  \*Use context clues to determine the meaning of new academic words  \*Decode words with ie  \*Recognize and Understand Common and Proper Nouns ([Language Awareness Handbook pp. 23-24](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/resources/content/8005d024-0be3-3584-a625-315f9fac85cf/67)) | Text: Leveled Readers ([TE pp. T154-T155](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/800)) The Season’s of Arnold’s Apple Tree ([Student Interactive p. 299](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/806))  Videos: [Realistic Fiction: Theme](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/af67db47-236f-37cc-97cb-46b7b41c4697/33/lesson/065a5197-c3ff-3310-b1cb-975b774186ca/29/content/962488c5-7ba1-3f6d-a321-c1c7be82a20d/29) [BrainPOP Seasons](https://jr.brainpop.com/science/weather/seasons/)  Organizers:  Realistic Fiction Anchor Chart ([TE p. T151](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/796)) |
| Week 4: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
| What’s in the Egg, Little Pip? | How do patterns of behavior in animals help keep their young safe? | Inquirer ([TE p. T226](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/872))  Question and Investigate: Have students use the infographic on Student Interactive pp. 334-335 to generate questions about how animal parents protect their babies and then choose a question to investigate. Throughout the week, have them conduct research about the question. | Tier 1:   * letter, answer, page   Tier 2:   * oval, waddle, huddle, flock   Tier 3:   * behavior, design, evidence, identify, similar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 2SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  S: 2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  R: 2RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.  W: 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other). | **L**: Explore the Infographic: Animals and Their Young ([TE p. T217](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/862))  Listening Comprehension: Joey and His Pouch ([TE pp. T218-T219](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/864))  **S**: Phonological Awareness: Manipulate Sounds ([TE pp. T214-T215](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/860)) Describe An Animal ([TE p. T220](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/866))  **R**: Unpacking Complex Sentences ([TE p. T234](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/878))  **W**: Respond and Analyze ([TE pp. T254-T255](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/900)) | \*Identify relationships between sounds and letters to decode words with long e  \*Talk about character traits in fictional texts  \*Make inferences about characters and events in fictional texts  \*Use text evidence to answer a prompt  \*Use new vocabulary to talk about Nature’s Wonders  \*Identify relationships between sounds and letters in words with long e  \*Recognize and use possessive nouns  ([Language Awareness Handbook pp. 25-26](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/resources/content/8005d024-0be3-3584-a625-315f9fac85cf/67)) | Text:  Leveled Readers ([TE pp. T224-T225](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/870)) What’s In The Egg, Little Pip? ([TE p. T231](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/876))  Videos:  [Fiction](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/af67db47-236f-37cc-97cb-46b7b41c4697/33/lesson/065a5197-c3ff-3310-b1cb-975b774186ca/29/content/9a2cd690-d408-3e69-8192-3802a847a06b/29) [BrainPOP Long E](https://jr.brainpop.com/readingandwriting/phonics/longe/)  Organizers:  Fiction Anchor Chart ([TE p. T221](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/866)) Concept Map ([TE p. T231](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/876)) |
| Week 5: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
| Amazing Migrations | What migration patterns do we see in some animals? | Inquirer ([TE p. T296](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/942))  Question and Investigate: Have students use the infographic on Student Interactive pp. 378-379 to generate questions about migration, and then choose one question to investigate. Throughout the week, have students conduct research about the question. | Tier 1:   * near, food, try   Tier 2:   * climate, generation, insect, mammal, migration   Tier 3:   * behavior, design, evidence, identify, similar |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.  S: 2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  R: 2R6: Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL  W: 2W1: Write an opinion about a topic or personal experience, using clear reasons and relevant evidence. | **L**: Listening Comprehension: When Animals Do Not Migrate ([TE pp. T288-T299](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/934))  **S**: Manipulate Sounds: Changing Phonemes ([TE pp. T284-T285](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/930))  Discussion: Explore the Infographic ([TE pp. T286-T287](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/932))  **R**: Pre-Reading Amazing Migrations ([TE pp. T300-T301](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/946))  **W**: Monitor Understanding: Text Features ([TE pp. T324-T325](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/970)) | \*Recognize high frequency words and use them in sentences  \*Ask and answer questions about informational texts  \*Use text features to enhance and confirm understanding of informational texts  \*Express opinions in collaborative discussions  \*Use new vocabulary to talk about Nature’s Wonders  \*Identify relationships between sounds and letters in words with the long o sound  \*Recognize and use collective nouns in sentences  ([Language Awareness Handbook pp. 27-28](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/resources/content/8005d024-0be3-3584-a625-315f9fac85cf/67)) | Text: Leveled Readers ([TE pp. T294-T295](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/940)) Amazing Migrations: Butterflies, Bats, and Birds ([Student Interactive p. 387](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/946))  Videos: [BrainPOP Long O](https://jr.brainpop.com/readingandwriting/phonics/longo/) [BrainPOP Migration](https://jr.brainpop.com/science/animals/migration/)  Organizers:  Informational Text Anchor Chart ([TE p. T291](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/936)) |

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| **Summative Assessments/Task** |
| **Entering and Emerging**  **Students Will:**  \*Research trees and the patterns in tree bark.  **Compare Across Texts** Have student pairs read and complete the sentence frame: I already know about \_\_\_\_\_ which can help me understand patterns in nature. Have students work in groups to list nature words. Prompt students to use these words to discuss their experiences in nature.  **Explore and Plan**  Have students work in pairs to complete the Main Ideas and Details graphic organizer on Student Interactive p. 422. Explain that a main idea is the most important idea. Ask students which is the main idea of the article: Tides come in patterns, or Oceans have lots of water.  **Going Hiking – Summative Assessment (**[**Summative Assessment Manual pp. 108-109**](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/883433ab-d159-37e9-9631-04f0531410d6/67/content/d429d5aa-0653-3192-8cc4-8fffc6856b2c/68)**)** |
| **Transitioning and Expanding**  **Students Will:**  \*Write a Fact Sheet about the patterns that tree bark makes.  **Compare Across Texts** Have students work in pairs to list nature words. Prompt students to use these words to discuss their experiences in nature.  Have students review the images of nature patterns from the unit texts. Have students use complete sentences to discuss the patterns.  **Explore and Plan**  Tell students that the main idea of a text is the most important idea. Have the student pairs confer to determine the main idea and how they know.  **Writing – Summative Assessment (**[**Summative Assessment Manual p. 114**](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/883433ab-d159-37e9-9631-04f0531410d6/67/content/d429d5aa-0653-3192-8cc4-8fffc6856b2c/68)**)** |

**Grade 2 Integrated ENL/ELA**

**My View Unit 3 Title:**  Our Traditions

**IB Transdisciplinary Theme Connections: Who We Are**

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| Week 1: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
| Fables | What lessons can we learn from traditional tales? | Inquirer ([TE p. T30](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1318))  Question and Investigate: Have students use the infographic on Student Interactive pp.16-17 to generate questions about fables and fairy tales. Then have them choose a question to investigate. Throughout the week, have them conduct research about the question. | Tier 1:   * eyes, earth, thought   Tier 2:   * rage, hopes, contentment, alarm, disappoints   Tier 3:   * communication, culture, purpose, belief, maintain |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  S: 2SL2: Recount or describe key ideas or details of diverse texts and formats.  R: 2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)  W: 2W4: Create a response to a text, author, theme or personal experience. | **L**: Listening Comprehension- The Lion and the Mouse ([TE pp. T22-T23](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1310))  **S**: Phonics: Long I Spellings ([TE p. T19](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1306))  Traditional Tales: Summarize Each Story ([TE p. T21](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1308)) Pronunciation ([TE p. T48](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1336))  **R**: Fables- Retelling A Story ([TE p. T24](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1312))  **W**: Responding to Questions About Theme ([TE p. T56](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1344)) | \*Identify relationships between sounds and letters in words with long i  \*Show comprehension of fables by recognizing the moral  \*Identify key ideas  \*Determine and discuss the theme of a fable \*Learn new vocabulary about traditions  \*Identify relationships between sounds and letters in words with long i  \*Identify and use present-tense verbs  ([Language Awareness Handbook pp. 31-32](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/883433ab-d159-37e9-9631-04f0531410d6/67/content/f9ce30f6-55cd-36c2-a10a-fb28efa5727a/67)) | Text: Leveled Readers ([TE pp. T28-T29](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1316)) Fables ([Student Interactive p.25](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1322))  Videos:  [Fables](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/af67db47-236f-37cc-97cb-46b7b41c4697/33/lesson/065a5197-c3ff-3310-b1cb-975b774186ca/29/content/c6293ef8-9521-33e4-9017-65fe61a934ca/29)  [BrainPOP Long I](https://jr.brainpop.com/readingandwriting/phonics/longi/)  Organizers:  Fables Anchor Chart ([TE p. T24](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1312)) |
| Week 2: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
| The Legend of the Lady Slipper | What stories do people tell to understand the world around them? | Inquirer ([TE p. T90](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1378)) Inquiry: Have students use the infographic on Student Interactive p. 50 to generate questions about the Ojibwes and their legends and choose one to investigate. Throughout the week, have them conduct research about the question. | Tier 1:   * along, few, head   Tier 2:   * admiration, exhausted, medicines, messenger, moccasins   Tier 3:   * communication, culture, purpose, belief, maintain |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.  S: 2SL1b: Build on others’ talk in conversations by linking their comments to the remarks of others through multiple exchanges.  R: 2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)  W: 2RF3d: Recognize and identify root words and common suffixes and prefixes. | **L**: Listening Comprehension- Thunder and Lightning ([TE pp. T82-T83](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1370))  **S**:Discuss the Infographic ([TE p. T81](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1368)) Discuss Author’s Purpose ([TE pp. T126-T127](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1414))  **R**: Retell with sentence frames ([TE p. T84](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1372))  **W**:Word Work with Comparative Endings ([TE p. T120](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1408)) | \*Use high frequency words  \*Ask and give information to confirm understanding  \*Discuss author’s purpose  \*Write an opinion paragraph  \*Learn and use new vocabulary  \*Use comparatives and superlatives  \*Recognize and use past and future tense verbs.  ([Language Awareness Handbook pp. 33-34](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/883433ab-d159-37e9-9631-04f0531410d6/67/content/f9ce30f6-55cd-36c2-a10a-fb28efa5727a/67)) | Text: Leveled Readers ([TE pp. T88-T89](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1376)) The Legend of the Lady Slipper ([Student Interactive p.59](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1382))  Videos:  [Legends](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/af67db47-236f-37cc-97cb-46b7b41c4697/33/lesson/065a5197-c3ff-3310-b1cb-975b774186ca/29/content/25fe154b-e3cb-395a-b70a-42b29c64ea3b/29) [BrainPOP Author’s Purpose](https://jr.brainpop.com/readingandwriting/comprehension/authorspurpose/)  Organizers:  Graphic Organizer ([TE p. T81](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1368)) Legends Anchor Chart ([TE p. T85](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1372)) |
| Week 3: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
| Interstellar Cinderella and Cendrillon: An Island Cinderella | How can a traditional story be told in different ways? | Inquirer ([TE p. T160](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1448))  Question and Investigate: Have students use infographic on Student Interactive pp. 94-95 as a stimulus for thinking of a folktale they wish to investigate. Throughout the week, have them conduct research about the origin of the folktale and other versions that may exist. | Tier 1:   * something, example, paper   Tier 2:   * stranded, mechanic, blossoms, expensive, forgave   Tier 3:   * communication, culture, purpose, belief, maintain |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.  S: 2SL2: Recount or describe key ideas or details of diverse texts and formats.  R: 2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text. (RI&RL)  W: 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other). | **L**: Listening Comprehension- The Princess and the Peanuts ([TE pp. T152-T153](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1440))  **S**: Telling A Story ([TE pp. T150-T151](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1438)) Retelling A Story ([TE p. T154](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1442))  **R**: r-controlled vowels ([TE p. T162](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1450))  Pre-Reading Support ([TE p. T165](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1452))  **W**:Compare and Contrast Stories ([TE pp. T196-T197](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1484)) | \*Identify relationships between sounds and letters in words with r-controlled vowels  \*Talk about a problem and solution in a folktale  \*Visualize details  \*Talk about an opinion  \*Use context clues to learn new vocabulary  \*Spell words with r-controlled vowels  \*Recognize and use irregular past-tense verbs  ([Language Awareness Handbook pp. 35-36](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/883433ab-d159-37e9-9631-04f0531410d6/67/content/f9ce30f6-55cd-36c2-a10a-fb28efa5727a/67)) | Text: Leveled Readers ([TE pp. T158-T159](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1446)) Interstellar Cinderella ([Student Interactive p. 103](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1452)) Cendrillon: An Island Cinderella ([Student Interactive p. 117](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1466))  Videos:  [Fairy Tales](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/af67db47-236f-37cc-97cb-46b7b41c4697/33/lesson/065a5197-c3ff-3310-b1cb-975b774186ca/29/content/cce4fd54-5371-395b-aa23-703c6912fda8/29)  [BrainPOP Bossy R](https://jr.brainpop.com/readingandwriting/phonics/bossyr/)  Organizers:  Folktale Anchor Chart ([TE p. T155](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1442)) |
| Week 4: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
| The Abenaki | What makes a Native American tradition? | Inquirer ([TE p. T230](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1518))  Question and Investigate: Ask students to think about traditions of the Wabanaki people. Have students work to generate questions about these traditions. Tell students to choose one question and conduct the research needed to answer it. | Tier 1:   * often, important, took   Tier 2:   * natural, society, cure, traditions, respect   Tier 3:   * communication, culture, purpose, belief, maintain |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.  S: 2L6: 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).  R: 2R3: In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)  W: 2RF3a: Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams). 2RF3b: Decode short and long vowel sounds in two-syllable words. | **L**: Listening Comprehension- Greetings Around the World ([TE pp. T222-T223](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1510))  **S**:Discussing Informational Text ([TE p. T230](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1518)) Discuss Author’s Purpose ([TE pp. T256-T257](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1544))  **R**: Reading Diphthongs ([TE p. T218-T219](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1506))  **W**:Reading and Writing Diphthongs ([TE p. T232](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1520)) | \*Identify relationships between sounds and letters in words with diphthongs  \*Show comprehension of structure in informational texts  \*Discuss author’s purpose  \*Plan and organize a report  \*Analyze word parts to learn new vocabulary about traditions  \*Spell words with ou, ow, oi, oy  \*Recognize and use subject-verb agreement  ([Language Awareness Handbook pp. 37-38](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/883433ab-d159-37e9-9631-04f0531410d6/67/content/f9ce30f6-55cd-36c2-a10a-fb28efa5727a/67)) | Text: Leveled Readers ([TE pp. T228-T229](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1516))  The Abenaki ([Student Interactive p. 147](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1522))  Videos:  [Folktales](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/af67db47-236f-37cc-97cb-46b7b41c4697/33/lesson/065a5197-c3ff-3310-b1cb-975b774186ca/29/content/3c7a82b1-e41b-33ea-923b-30d4e24ac3ca/29) [BrainPOP Subject Verb Agreement](https://jr.brainpop.com/readingandwriting/sentence/subjectandverbagreement/)  Organizers:  Venn Diagram: Long Ago/Today ([TE p. T221](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1508)) Informational Texts Anchor Chart ([TE p. T225](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1512)) |
| Week 5: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
| My Food, Your Food | How does food help make a tradition? | Inquirer ([TE p. T290](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1578)) Question and Investigate: Have students use the infographic on Student Interactive pp. 172-173 to generate questions about traditional foods and then choose one question to investigate. Throughout the week, have students conduct research about the question. | Tier 1:   * hear, idea, enough   Tier 2:   * cultures, plan, products, spicy, ingredients   Tier 3:   * communication, culture, purpose, belief, maintain |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  S: 2SL1b: Build on others’ talk in conversations by linking their comments to the remarks of others through multiple exchanges.  R: 2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text. (RI&RL)  W: 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other). | **L**:Read Aloud of Infographic ([TE p. T281](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1568)) Listening Comprehension- How To Make Glitter Slime ([TE pp. T282-T283](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1570))  **S**:Pronouncing Vowel Sounds ([TE pp. T278-T279](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1566))  **R**: Procedural Text- Sequence ([TE p. T284](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1572))  Pre-Reading Support ([TE p. T285](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1582))  **W**: Respond and Analyze the Story ([TE pp. T316-T317](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1604)) | \*Recognize and use high-frequency words  \*Show comprehension of text features in multimodal texts  \*Understand text features \*Discuss multimodal texts  \*Use new vocabulary to talk about traditions  \*Spell words with vowel teams  \*Recognize and use adverbs  ([Language Awareness Handbook pp. 39-40](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/883433ab-d159-37e9-9631-04f0531410d6/67/content/f9ce30f6-55cd-36c2-a10a-fb28efa5727a/67)) | Text:  Leveled Readers ([TE pp. T288-T289](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1576)) My Food, Your Food ([Student Interactive p. 181](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1582))  Videos: [Procedural Text](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/af67db47-236f-37cc-97cb-46b7b41c4697/33/lesson/065a5197-c3ff-3310-b1cb-975b774186ca/29/content/b08ba51e-4be7-355c-b299-e86aedba26ea/29)  [My Food, Your Food](https://www.savvasrealize.com/community/search/content/7a331b98-15fa-3711-aee7-73c5d5976803/67?keywords=food%20video)  Organizers:  Procedural Text Anchor Chart ([TE p. T285](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1572)) |

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| **Summative Assessments/Task** |
| **Entering and Emerging**  **Students Will:**  \*give their opinions on why they think the school should celebrate a new tradition  **Compare Across Texts** Explain to students that one wayto build understanding of new vocabulary is to access what they already know about atopic.  Have students discuss what they know about traditions.Draw a T-Chart. On the left side, write “My Traditions.” On the right side, write “Traditions in the United States.” Have students fill in each side of the T-chart.  **Explore and Plan**  Help students evaluate information in the article by having pairs read and complete the Topic, Opinion, and Reasons graphic organizer.  Write these sentence frames and have students complete them orally: The author’s opinion in “Blanket Toss!” is \_\_\_\_\_\_\_\_\_\_\_. One reason that supports this opinion is \_\_\_\_\_\_\_\_\_\_\_.  **Folktales – Summative Assessment (**[**Summative Assessment Manual pp. 34-35**](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/4e4fc582-9846-30bc-904b-ba67e6a18d00/67/content/f1786b56-b9e6-3a60-b59a-c1ca7e33140e/68)**)** |
| **Transitioning and Expanding**  **Students Will:**  \*write letters to the principal about traditions they think the school should celebrate or recognize  **Compare Across Texts**  Read aloud the Essential Question: *What makes a tradition?* Have partners discuss the Essential Question and list words related to the theme on a sheet of paper during discussions. Prompt students to discuss their cultural traditions. **Explore and Plan**  Guide students to create their own simple sentences to tell about the topic, opinion, and reasons in “Blanket Toss!”  **Writing – Summative Assessment (**[**Summative Assessment Manual p. 40**](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/4e4fc582-9846-30bc-904b-ba67e6a18d00/67/content/f1786b56-b9e6-3a60-b59a-c1ca7e33140e/68)**)** |

**Grade 2 Integrated ENL/ELA**

**My View Unit 4 Title:**  Making A Difference

**IB Transdisciplinary Theme Connections: Sharing The Planet**

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| Week 1: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
| Who Says Women Can’t Be Doctors? The Story of Elizabeth Blackwell | How can others inspire us to reach a goal? | Inquirer ([TE p. T30](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1960)) Question and Investigate: Have students use the infographic on Student Interactive pp. 236-237 to generate questions about people who are the first to do something important. Throughout the week, have them investigate a person’s life to determine its potential as narrative nonfiction.  Thinker ([TE p. T45](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1974))  Ask and Answer Questions: Good readers ask questions as they read to help them understand purpose and meaning. Remind students that question words include *who, what, where, when, why,* and *how*. Students can ask questions to find out the reason something happened, or to find out more about an event or character.  Have students read paragraph 21 from the story “Who Says Women Can’t Be Doctors?” and highlight text on page 255 they can ask a question about. Then have students use a question word from the list to ask a question about the text | Tier 1:   * sometimes, mountains, young   Tier 2:   * allowed, challenge, determined, refused, accept   Tier 3:   * discuss, connect, responsible, equal, improve |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.  S: 2SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  R: 2RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension  W: 2W1: Write an opinion about a topic or personal experience, using clear reasons and relevant evidence. | **L**: Listening Comprehension: Jackie Robinson Opening the Doors ([TE pp. T22-T23](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1952))  **S**: Discuss the Infographic ([TE pp. T20-T21](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1950)) Describe the life of a person ([TE p. T24](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1954))  **R**: Pre-Reading Support ([TE p. T34](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1964))  **W**: Respond and Analyze: How did Elizabeth Blackwell change medicine? ([TE p. T56](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1986)) | \* Recognize and use high frequency words  \* Identify sequence of events  \* Ask and answer questions  \* Express opinions about texts  \* Use new vocabulary to talk about making a difference  \* Spell words with closed syllables VC/V  \* Recognize and use adjectives and adverbs  ([Language Awareness Handbook pp. 41-42](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/883433ab-d159-37e9-9631-04f0531410d6/67/content/f9ce30f6-55cd-36c2-a10a-fb28efa5727a/67)) | Text: Leveled Readers ([TE pp. T28-T29](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1958)) Who Says Women Can’t Be Doctors? The Story of Elizabeth Blackwell ([Student Interactive p. 245](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1964))  Videos:  [Biography](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/af67db47-236f-37cc-97cb-46b7b41c4697/33/lesson/065a5197-c3ff-3310-b1cb-975b774186ca/29/content/8758d27d-5104-3c91-be67-bcba54f04f45/29) [BrainPOP Biography](https://jr.brainpop.com/readingandwriting/writing/biography/)  Organizers:  2 Column Chart: Syllables ([TE p. T18](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1948))  Biography Anchor Chart ([TE p. T25](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/1954)) |
| Week 2: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
| Building on Nature: The Life of Antoni Gaudi | How can our creations affect others? | Inquiry ([TE p. T98](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2028))  Question and Investigate: Have students use Student Interactive pp. 278-279 to generate questions about buildings and choose one to investigate. Throughout the week, have them conduct research about the question.  Thinker ([TE p. T112](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2042))  **THINK ALOUD:** As I read, I wonder how Gaudí figured out how to build all of his designs. I read on p. 296 that Gaudí tried to figure out how to build a chapel underground. How did he finally figure it out after 10 years? I see that he built an upside-down model. I wonder why building something upside-down would help him solve the problem. | Tier 1:   * being, song, talk   Tier 2:   * observes, architects, monuments, creations, arches   Tier 3:   * discuss, connect, responsible, equal, improve |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 2RF3a: Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams). 2RF3b: Decode short and long vowel sounds in two-syllable words.  S: 2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.  R: 2L4d: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).  W: 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other). | **L**: Listening for Long Vowel Sounds and Syllables ([TE p. T87](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2016)) Listening Comprehension ([TE pp. T90-T91](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2020))  **S**:Discuss the infographic ([TE p. T88-T89](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2018))  **R**: Retell to expand vocabulary ([TE pp. T92-T93](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2022))  Pre-Reading Support ([TE pp. T102-T103](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2032))  **W**: Retell and Summarize the story ([TE p. T123](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2052)) | \* Understand the relationship between sounds and letters in open syllable words  \* Talk about information in pictures  \* Use visual and linguistic support to understand information in a biography  \* Express opinions in writing  \* Expand vocabulary by identifying antonyms for academic words  \* Spell words with open syllables V/CV  \* Recognize and use comparative and superlative adjectives  ([Language Awareness Handbook pp. 43-44](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/883433ab-d159-37e9-9631-04f0531410d6/67/content/f9ce30f6-55cd-36c2-a10a-fb28efa5727a/67)) | Text: Leveled Readers ([TE pp. T96-T97](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2026)) Building On Nature: The Life of Antoni Gaudi ([Student Interactive p. 287](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2032))  Videos:  [BrainPOP: Biography](https://www.brainpop.com/english/writing/biography/movie)  [BrainPOP Compound Words](https://jr.brainpop.com/readingandwriting/word/compoundwords/)  Organizers:  Biography Anchor Chart ([TE p. T93](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2022))  2 Column Chart: Gaudi ([TE p. T123](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2052)) |
| Week 3: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
| The Garden of Happiness | What can people do to make a difference in their communities? | Inquirer ([TE p. T166](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2096))  Question and Investigate: Have students use the infographic on Student Interactive pp. 320-321 to generate questions about how people can make a difference in their communities. Throughout the week, have them conduct research to find answers.  Thinker ([TE p. T173](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2102)) **THINK ALOUD** The text on this page mentions characters in the story and what they are doing. I should stop to ask myself questions about this.  Who are the characters I’ve met so far?  What are they doing? | Tier 1:   * above, family, music   Tier 2:   * drooped, faded, inhaled, mural, plots   Tier 3:   * discuss, connect, responsible, equal, improve |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.  S: 2SL2: Recount or describe key ideas or details of diverse texts and formats.  R: 2RF3d: Recognize and identify root words and common suffixes and prefixes.  W: 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other). | **L**: Listening Comprehension: Making A Difference in Your Community ([TE pp. T158-T159](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2088))  **S**:Discuss: Explore the Infographic ([TE pp. T156-T157](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2086))  **R**: Decode Words With Suffixes ([TE p. T154-T155](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2084))  Pre-Reading Support ([TE pp. T170-T171](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2100))  **W**: Summarize the Story ([TE p. T179](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2108)) | \* Understand the meaning of suffixes to learn new words  \* Identify and talk about characteristics of realistic fiction  \* Analyze and talk about comparisons  \* Share ideas about improving a community \* Use context clues to learn new vocabulary  \* Spell words with suffixes  \* Recognize and use commas in dates and letters  ([Language Awareness Handbook pp. 45-46](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/883433ab-d159-37e9-9631-04f0531410d6/67/content/f9ce30f6-55cd-36c2-a10a-fb28efa5727a/67)) | Text: Leveled Readers ([TE pp. T164-T165](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2094))  The Garden of Happiness ([Student Interactive p.329](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2100))  Videos:  [BrainPOP Community Helpers](https://jr.brainpop.com/socialstudies/communities/communityhelpers/)  [BrainPOP Context Clues](https://www.brainpop.com/english/studyandreadingskills/contextclues/)  Organizers:  Realistic Fiction Anchor Chart ([TE p. T161](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2090)) |
| Week 4: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
| One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia | How can people work together to solve a problem? | Inquirer ([TE p. T236](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2166))  Question and Investigate: Have students use the infographic on Student Interactive pp. 364-365 to generate questions about ways old things might be reused or recycled. Tell students to use one question from the list. Throughout the week, have students conduct the research needed to answer the question. | Tier 1:   * color, questions, area   Tier 2:   * scents, useless, crumble, plastic, garbage   Tier 3:   * discuss, connect, responsible, equal, improve |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.  S: 2SL6: Express thoughts, feelings, and ideas clearly, adapting language according to context.  R: 2RF3d: Recognize and identify root words and common suffixes and prefixes.  W: 2W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge. | **L**: Listening Comprehension- Shoes and Hands Across the World ([TE pp. T228-T229](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2158))  **S**: Discuss: Old Stuff, New Uses ([TE pp. T226-T227](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2156))  Speak To Build Vocabulary ([TE p. T230](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2160))  **R**: Decoding Words with Prefixes ([TE p. T224-T225](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2154))  Pre-Reading Support ([TE p. T240](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2170))  **W**: Summarize the Main Events of the Story ([TE p. T254](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2184)) | \* Recognize and use high-frequency words  \* Talk about the elements of a biography  \* Identify text structure in realistic fiction  \* Retell a text to confirm and enhance comprehension  \* Use knowledge of word parts to figure out unfamiliar words  \* Spell words with prefixes  \* Recognize and use pronouns  ([Language Awareness Handbook pp. 47-48](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/883433ab-d159-37e9-9631-04f0531410d6/67/content/f9ce30f6-55cd-36c2-a10a-fb28efa5727a/67)) | Text: Leveled Readers ([TE pp. T234-T235](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2164))  One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia ([Student Interactive p. 373](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2170))  Videos: [BrainPOP: Reduce, ReUse, Recycle](https://jr.brainpop.com/science/conservation/reducereuserecycle/)  [BrainPOP Prefixes](https://jr.brainpop.com/readingandwriting/word/prefixes/)  Organizers:  Biography Anchor Chart ([TE p. T231](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2160)) |
| Week 5: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
| Kids Can Be Big Helpers | How can you get involved to improve your community? | Inquirer ([TE p. T306](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2236))  Question and Investigate: Have students use the infographic on Student Interactive pp. 408-409 to generate questions about ways they can get involved in their community and then choose one question to investigate. Throughout the week, have students conduct research about the question.  Caring ([TE p. T315](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2244))  Cross-Curricular Connection: The benefits of giving are numerous. According to studies, kids who volunteer do better in school. They begin to understand the importance of good citizenship and responsibility. Giving to charity or helping others builds confidence and self-worth in the giver. Kids have many options for community service. They can donate food to someone less fortunate, visit grandparents at a senior center, or hold a balloon raffle and give the proceeds to an animal shelter. Have students connect this information to pp. 420–421 of the *Student Interactive,* as well as to the infographic on pp. 408–409. | Tier 1:   * horse, problem, complete   Tier 2:   * volunteers, skill, organizing, participate, shelter   Tier 3:   * discuss, connect, responsible, equal, improve |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.  S: 2R7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)  R: 2R6: Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)  W: 2SL2: Recount or describe key ideas or details of diverse texts and formats. | **L**:Listening Comprehension- Volunteering Helps Everyone ([TE pp. T298-T299](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2228))  **S**: [Decode](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2224) Words With Syllable Patterns ([TE pp. T294-T295](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2224))  Discuss the Infographic ([TE pp. T296-T297](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2226))  **R**: Language Structures- Divide Words into Syllables ([TE p. T308](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2238))  Pre-Reading Support ([TE pp. T310-T311](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2240))  **W**: Express Opinions using Sentence Frames ([TE p. T300](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2230)) | \* Understand the relationship between letters and sounds in words with the VCCV syllable pattern.  \* Talk about the main argument and supporting details in a persuasive text  \* Use pictures and text features to confirm understanding of text  \* Make and discuss a personal connection to a text  \* Use new vocabulary to talk about making a difference  \* Spell words with prefixes  \* Recognize and use reflexive pronouns  ([Language Awareness Handbook pp. 49-50](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/883433ab-d159-37e9-9631-04f0531410d6/67/content/f9ce30f6-55cd-36c2-a10a-fb28efa5727a/67)) | Text:  Leveled Readers ([TE pp. T304-T305)](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2234)  Kids Can Be Big Helpers ([Student Interactive p. 417](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2240))  Videos:  Organizers:  Persuasive Text Anchor Chart ([TE p. T301](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2230)) Graphic Organizer- Organizing Information ([TE p. T318](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2248)) |

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| **Summative Assessments/Task** |
| **Entering and Emerging**  **Students Will:**  \*collect items from their lives to share and use to create a group time capsule  **Compare Across Texts**  Have students complete these sentence frames: *A need in my school is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I could help with this need by \_\_\_\_\_\_\_\_\_\_\_\_* .  Encourage students to use routine classroom language.  **Explore And Plan**  Review the terms: *central idea, details, facts, examples,* and *definitions*. Use these words to guide a discussion about the article “Let’s Connect!” Provide sentence frames: *The main idea is \_\_\_\_\_. One detail is \_\_\_\_\_.*  **Jane Goodall – Summative Assessment (**[**Summative Assessment Manual pp. 59-61**](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/4e4fc582-9846-30bc-904b-ba67e6a18d00/67/content/f1786b56-b9e6-3a60-b59a-c1ca7e33140e/68)**)** |
| **Transitioning and Expanding**  **Students Will:**  \*write letters to themselves about the time capsule project  **Compare Across Texts**  Have students use the list of words related to helping others to write short sentences about helping in their classroom or school. Encourage students to use language needed for classroom communication.  **Explore And Plan**  Use words such as *central idea, details, facts, examples,*and *definitions* to discuss the article “Let’s Connect!” Say: The central idea is the most important idea in an article. What is the central idea of “Let’s Connect!”? What is one detail? What is one fact from the article?  **Writing – Summative Assessment (**[**Summative Assessment Manual pp. 68**](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/4e4fc582-9846-30bc-904b-ba67e6a18d00/67/content/f1786b56-b9e6-3a60-b59a-c1ca7e33140e/68)**)** |

**Grade 2 Integrated ENL/ELA**

**My View Unit 5 Title:**  Our Incredible Earth

**IB Transdisciplinary Theme Connections: How The World Works**

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| Week 1: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
| Introducing Landforms | What are some of Earth’s changing features? | Inquirer ([TE p. T30](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2610))  Organize and Investigate: Have students use the infographic on Student Interactive pp. 466-467 to generate questions about “The Grand Canyon.” Throughout the week, have them conduct research on one question. | Tier 1:   * heard, door, sure   Tier 2:   * coast, plains, canyons, volcano, desert   Tier 3:   * destroy, environment, reaction, balance, resources |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.  S: 2SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  R: 2R6: Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)  2RF3e: Read all common high-frequency words by sight.  W: 2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text. (RI&RL) | **L**:Listening Comprehension: The Grand Canyon ([TE pp. T22-T23](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2602))  **S**: Discuss the Infographic: Earth’s Features ([TE pp. T20-T21](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2600))  **R**: Decode Homographs ([TE pp. T18-T19](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2598)) Pre-Reading Support ([TE pp. T34-T35](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2614)) Text Features: Captions ([TE p. T41](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2620))  **W**: Writing Supporting Details ([TE p. T24](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2604)) | \* Recognize and understand homographs  \* Identify elements of informational texts  \* Use visuals and linguistic support to identify connections in a text  \* Ask for clarification in discussions about informational texts  \* Learn and use new vocabulary  \* Spell homographs  \* Recognize and use prepositions and prepositional phrases  ([Language Awareness Handbook pp. 52-53](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/883433ab-d159-37e9-9631-04f0531410d6/67/content/f9ce30f6-55cd-36c2-a10a-fb28efa5727a/67)) | Text: Leveled Readers ([TE pp. T28-T29](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2608))  Introducing Landforms ([Student Interactive p. 475](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2614))  Videos:  [Facts and Details](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/lesson/9cb2cdd8-cf5d-38ec-a98a-0b9a59b2118f/33/content/ee4f92f7-288a-3a05-b45c-c0707549dbd2/33) [Homographs Video](https://www.bing.com/videos/search?q=homographs+video&qpvt=homographs+video&view=detail&mid=18966EDCD757B96699F318966EDCD757B96699F3&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dhomographs%2Bvideo%26qpvt%3Dhomographs%2Bvideo%26FORM%3DVDRE)  Organizers:  Informational Text Anchor Chat ([TE p. T25](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2604)) |
| Week 2: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
| How Water Shapes The Earth/ How Earthquakes Shape The Earth | How do natural events change the Earth? | Knowledgeable ([TE p. T102](file:////Users/daniela920/Downloads/THINK%20ALOUD%20I%20ask%20myself%20howwater%20shapes%20the%20Earth.%20In%20the%20text%20we%20readlast%20week,%20I%20learned%20several%20ways%20watershapes%20landforms.%20How%20quickly%20do%20thesechanges%20happen%3f))  Ask Questions While Reading: example- **THINK ALOUD** I ask myself how water shapes the Earth. In the text we read last week, I learned several ways water shapes landforms. How quickly do these changes happen? | Tier 1:   * become, across, during   Tier 2:   * ruin, disasters, damage, flows, amount   Tier 3:   * destroy, environment, reaction, balance, resources |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.  S: 2SL2: Recount or describe key ideas or details of diverse texts and formats.  R: 2RF3e: Read all common high-frequency words by sight.  W: 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other). | **L**: Listening Comprehension: Volcanoes ([TE pp. T88-T89](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2668))  **S**:Discuss the Infographic: The Grand Canyon ([TE pp. T86-T87](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2666))  **R**: Words With Double Consonants ([TE pp. T84-T85](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2664)) Pre-Reading Support ([TE pp. T100-T101](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2680))  **W**:Compare Using “Like, Both, Different, and But” ([TE p. T90](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2670))  Retell/Summarize Using Sentence Frames ([TE p. T111](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2690)) | \* Recognize and use high-frequency words  \* Use text features to discuss informational texts  \* Compare and contrast information to gain deeper understanding  \* Use notes and academic vocabulary to paraphrase information from a text  \* Learn and use new vocabulary  \* Identify syllables in words with double consonants  \* Understand and use contractions  ([Language Awareness Handbook pp. 54-55](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/883433ab-d159-37e9-9631-04f0531410d6/67/content/f9ce30f6-55cd-36c2-a10a-fb28efa5727a/67)) | Text: Leveled Readers ([TE pp. T94-T95](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2674)) How Water Shapes The Earth ([Student Interactive p. 515](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2680))  Videos:  [BrainPOP Oceans](https://www.brainpop.com/socialstudies/geography/oceans/) [BrainPOP Earthquakes](https://www.brainpop.com/science/earthsystem/earthquakes/)  Organizers:  Informational Text Anchor Chart ([TE p.T91](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2670)) |
| Week 3: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
| Where Do They Go In Rain Or Snow? | How does weather change Earth? | Inquirer ([TE p. T164](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2744))  Question and Investigate: Have students use the infographic on Student Interactive pp. 548-549 to generate questions about weather and choose one to investigate. Throughout the week, have them conduct research on the question.  Thinker ([TE p. T171](file:////Users/daniela920/Downloads/THINK%20ALOUDAs%20I%20read,%20I%20think%20aboutthe%20predictions%20I%20made%20about%20the%20text.%20Thetitle%20told%20me%20that%20the%20story%20would%20be%20aboutwhat%20animals%20do%20in%20rain%20and%20snow.%20This%20partof%20the%20text%20is%20called%20When%20Rain%20Falls.%20Sofar,%20my%20prediction%20matches%20the%20text:%20I%20amreading%20about%20animals%20and%20what%20they%20dowhen%20it%20rains.))  **THINK ALOUD** As I read, I think about the predictions I made about the text. The title told me that the story would be about what animals do in rain and snow. This part of the text is called *When Rain Falls.* So far, my prediction matches the text: I am reading about animals and what they do when it rains. | Tier 1:   * hours, products, happened   Tier 2:   * den, slippery, surface, underground, survive   Tier 3:   * destroy, environment, reaction, balance, resources |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.  S: 2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)  R: 2RF3: Know and apply phonics and word analysis skills in decoding words.  W: 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other). | **L**: Listening Comprehension: Preparing For The Storm ([TE pp. T156-T157](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2736))  **S**: Decode Words with Vowel Sounds Spelled aw, au, augh, al ([TE pp. T152-T153](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2732))  Discuss the Infographic: Lightning ([TE pp. 154-T155](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2734))  **R**: Identifying Dramatic Elements ([TE p. T158](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2738))  Pre-Reading Support ([TE pp. T168-T169](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2748))  **W**: Respond and Analyze Using Sentence Frames ([TE p. T189](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2766)) | \* Learn relationships between sounds and letters  \* Ask and answer questions to enhance comprehension  \* Identify elements of drama  \* Share ideas in collaborative discussions  \* Use context clues or to learn and use academic words  \* Identify relationships between sound sand letters in English spelling patterns  \* Use commas to separate items in a list  ([Language Awareness Handbook pp. 56-57](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/883433ab-d159-37e9-9631-04f0531410d6/67/content/f9ce30f6-55cd-36c2-a10a-fb28efa5727a/67)) | Text: Leveled Readers ([TE pp. T162-T163](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2742))  Where Do They Go In Rain Or Snow? ([Student Interactive p. 559](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2748))  Videos: [BrainPOP Spring](https://jr.brainpop.com/science/weather/spring/)  [BrainPOP Winter](https://jr.brainpop.com/science/weather/winter/)  Organizers:  Drama Anchor Chart ([TE p. T159](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2738)) |
| Week 4: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
| Volcano Wakes Up! | How does a volcano eruption change Earth? | Inquirer ([TE p. T228](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2808))  Ask students to generate questions about volcanoes and choose one to investigate. Throughout the week, have students conduct research required to answer the question. | Tier 1:   * measure, remember, early   Tier 2:   * lava, construction, cinders, crater, detour   Tier 3:   * destroy, environment, reaction, balance, resources |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.  S: 2SL2: Recount or describe key ideas or details of diverse texts and formats.  R: 2L4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).  W: 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other). | **L**: Listening Comprehension: Volcano Sleeps ([TE pp. T220-T221](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2800))  **S**: Retell/Summarize the Infographic: Earth Erupts ([TE pp. T218-T219](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2798))  **R**: Practice Seeing, Hearing, and Reading Poems ([TE p. T222](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2802))  Pre-Reading Support ([TE pp. T232-T233](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2812))  **W**:Writing About Environmental Print ([TE p. T239](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2818)) | \* Recognize and use high-frequency words  \* Talk about the structure of a poem  \* Talk about structure, illustrations, and environmental print in a poem  \* Use sources to write poetry  \* Use word parts to understand new words  \* Identify relationships between sounds and letters in English spelling patterns  \* Identify and use compound subjects and predicates  ([Language Awareness Handbook pp. 58-59](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/883433ab-d159-37e9-9631-04f0531410d6/67/content/f9ce30f6-55cd-36c2-a10a-fb28efa5727a/67)) | Text: Leveled Readers ([TE pp. T226-T227](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2806))  Volcano Wakes Up! ([Student Interactive p. 595](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2812))  Videos:  [BrainPOP Volcanoes](https://www.brainpop.com/science/earthsystem/volcanoes/) [BrainPOP Fast Land Changes](https://jr.brainpop.com/science/land/fastlandchanges/)  Organizers:  Poetry Anchor Chart ([TE p. T223](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2802)) |
| Week 5: | My View Essential Question | IB Learner Profiles | Tiered Vocabulary |
| Rocks | What can rocks reveal about how Earth changes? | Inquirer ([TE p. T296](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2876))  Question and Investigate: Have students use the infographic on Student Interactive pp. 628-629 to generate questions about rocks and choose one question to investigate. Throughout the week, have students conduct research about the question. | Tier 1:   * listen, covered, several   Tier 2:   * minerals, layers, magma, fossils, soil   Tier 3:   * destroy, environment, reaction, balance, resources |
| Next Generation Standards | Language Development Activities | Scaffolds and Supports | Resources and Materials |
| L: 2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.  S: 2SL6: Express thoughts, feelings, and ideas clearly, adapting language according to context.  R: 2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text. (RI&RL)  W: 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other). | **L**:Listening Comprehension: Ayers Rock ([TE pp. T286-T287](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2868))  **S**:Discuss the Infographic: Famous Rocks ([TE pp. T286-T287](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2866))  **R**: Decode Abbreviations ([TE pp. T284-T285](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2864))  Pre-Reading Support: Rocks! ([TE pp. T300-T301](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2880))  **W**:Decode and Write Abbreviations ([TE pp. T298-T299](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2878)) Summarize Using Sentence Frames ([TE p. T309](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2888)) | \* Recognize and use abbreviations  \* Discuss informational texts in collaborative interactions  \* Identify the main idea in a text  \* Share information in cooperative learning interactions  \* Use academic language in conversations  \* Spell abbreviations  \* Work with peers to spell words correctly  ([Language Awareness Handbook pp. 60-61](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/883433ab-d159-37e9-9631-04f0531410d6/67/content/f9ce30f6-55cd-36c2-a10a-fb28efa5727a/67)) | Text:  Leveled Readers ([TE pp. T294-T295](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2874))  Rocks! ([Student Interactive p. 637](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2880))  Videos:  [BrainPOP Rocks and Minerals](https://jr.brainpop.com/science/land/rocksandminerals/)  Organizers:  Informational Text Anchor Chart ([TE p. T291](https://reader.savvasrealize.com/#/book/B2M03MKY03/view/spread/page/2870)) |

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| **Summative Assessments/Task** |
| **Entering and Emerging**  **Students Will:**  \*record infomercials with sound and visuals  **Compare Across Texts** Help students acquire basic and grade-level vocabulary about Earth by drawing a web with “Facts About Earth” in the center and three empty, outer circles.  Help students generate facts about Earth. Write them in the outer circles. Have students identify new words. Use the words in simple sentences to emphasize meanings.  **Explore And Plan**  Help students read ‘‘Player One,’’ analyze the language, and explain it with increasing specificity and detail.  Work with students to complete the following sentence frame: *Two persuasive words in the article are*  \_\_\_\_\_\_\_ *and* \_\_\_\_\_\_\_. Have students use the words in their own sentences.  **Get Ready For An Earthquake – Summative Assessment (**[**Summative Assessment Manual pp. 72-73**](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/ec465543-0403-3f77-8765-403ca945d066/67/content/57c50969-a542-39f7-b88c-e30b85e231bf/68)**)** |
| **Transitioning and Expanding**  **Students Will:**  \*write a persuasive infomercial about Earth  **Compare Across Texts** Have students list facts about Earth. Write them in the outer circles. Have partners identify new vocabulary and use the words in complex sentences.  **Explore And Plan**  Guide students to highlight persuasive language while they read the article. After reading, have students find partners and discuss the words that they highlighted, explaining why they found this language persuasive.  **Writing – Summative Assessment (**[**Summative Assessment Manual p. 78**](https://www.savvasrealize.com/community/program/15394639-28c4-3d42-b617-f031a7793a4c/66/tier/ec465543-0403-3f77-8765-403ca945d066/67/content/57c50969-a542-39f7-b88c-e30b85e231bf/68)**)** |