

**ELA COMMON CORE CURRICULUM UNIT\***  
**North Smithfield School Department**

**TITLE OF UNIT:** [Relationships](#)

**GRADE :** [2](#)

**LENGTH OF TIME:** Approximately 8 weeks

**OVERVIEW OF UNIT:**

Students will explore a variety of relationships within the world around them by reading fiction and non-fiction texts. Students will make connections between their lives and the characters in literary texts as well as explore the concept of community and varied cultures in non-fiction texts.

**STANDARDS: Common Core ELA Standards**

Reading RL/R.I 1-10	Writing W. 1-10	Speaking & Listening SL. 1-6	Language L. 1-6
<ul style="list-style-type: none"> <li><input type="checkbox"/> Literature &amp; Informational</li> <li><input type="checkbox"/> Key Ideas and Details</li> <li><input type="checkbox"/> Craft and Structure</li> <li> </li> <li><input type="checkbox"/> Integration of Knowledge</li> <li><input type="checkbox"/> Range of Reading</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Text Types and Purposes</li> <li><input type="checkbox"/> Production and Distribution</li> <li> </li> <li><input type="checkbox"/> Research to Build and Present Knowledge</li> <li><input type="checkbox"/> Range of Writing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Comprehension and Collaboration</li> <li><input type="checkbox"/> Presentation of Knowledge and Ideas</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Knowledge of Language</li> <li><input type="checkbox"/> Vocabulary Acquisition Use</li> </ul>

**FOCUS ELA STANDARDS:** [see curriculum](#) \_\_\_\_\_ [for specific standards, e.g. RL. 8.1, RI 8.2, W 8.1, etc.](#)

**Reading**

- Ask and answer questions “Who, What, etc.” [RL 2.1](#)
- Recount stories, including fables and folktales, to determine central message [RL 2.2](#)
- Describe how characters in a story respond to events [RL 2.3](#)
- Describe the overall structure of a story [RL 2.5](#)
- Differences in points of view of characters when reading aloud [RL 2.6](#)
- Use information gained from illustrations to create meaning [RL 2.7](#)
- Compare/contrast 2+ versions of the same story [RL 2.9](#)
- Read/comprehend literature in the grades 2-3 complexity band proficiently [RL 2.10](#)
- Ask and answer questions “Who, What, etc.” [RI.2.1](#)
- Identify the main topic of a text [RI.2.2](#)
- Describe the connection between historical events, scientific ideas, or steps in a technical procedure in a text [RI.2.3](#)
- Determine the meaning of words and phrases [RI.2.4](#)
- Know and use text features (e.g., captions, bold print) [RI.2.5](#)
- Identify the main purpose of a text [RI.2.6](#)
- Describe how reasons support specific points the author makes [RI.2.8](#)
- Compare/contrast the most important points of two texts on the same topic [RI.2.9](#)
- Read and comprehend informational texts in the grades 2-3 text complexity band [RI.2.10](#)
- Know and apply grade-level phonics and word analysis skills in decoding words [RF.2.3](#)
- Read with sufficient accuracy and fluency to support comprehension [RF.2.4](#)

**Writing**

- Opinion Writing [W 2.1](#)
- Informative Writing [W 2.2](#)
- Narrative Writing [W 2.3](#)
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing [W 2.5](#)
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers [W 2.6](#)
- Recall information from experiences or gather information from provided sources to answer a question [W 2.8](#)

**Speaking and Listening**

- Participate in collaborative conversations [SL 2.1](#)
- Recount or describe key ideas or details [SL 2.2](#)
- Ask and answer questions about what a speaker says [SL 2.3](#)
- Tell a story or recount an experience [SL 2.4](#)
- Produce complete sentences when appropriate to task [SL 2.6](#)

**Language**

- Conventions [L 2.1-2.3](#)
- Word Meaning and Relationships [L 2.4-2.6](#)

# ELA COMMON CORE CURRICULUM UNIT\*

## North Smithfield School Department

### Applied Learning Standards:

problem solving

communication

critical thinking

reflection/ evaluation

### Expectations for Student Learning (High School only):

#### ENDURING UNDERSTANDING:

How do relationships positively influence our daily lives?

#### PRIOR KNOWLEDGE:

- a basic understanding of peer and family relationships

#### STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

- Students will analyze fictional text structure (character, setting, plot, problem/solution).
- Students will identify main idea/controlling idea in a text.
- Students will write narrative pieces in response to text as well as an extended narrative writing piece.
- Students will analyze and write grammatically correct sentences.
- Students will define and analyze related words using context clues.

#### SUGGESTED WORKS:

##### Fiction

- "David's New Friends" and complementing leveled texts
- "Mr. Putter and Tabby Pour the Tea" and complementing leveled texts
- "My Name is Yoon" and complementing leveled texts

##### Poetry

- "No Dragons For Tea" – Treasures Interactive Read-Aloud Anthology with Plays, Picture Storybook?

##### Nonfiction

- "Meet Rosina" and complementing leveled texts
- "Sarah Morton's Day"
- "Samuel Eaton's Day"

#### ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS: see curriculum introduction [Curriculum ELA grade 7NS.docx](#)

- |                               |                                |                                     |                          |
|-------------------------------|--------------------------------|-------------------------------------|--------------------------|
| 1. Argument writing           | 6. Informational text response | 11. Multi-media/technology          | 16. Research project     |
| 2. Class discussion           | 7. Informative writing         | 12. Narrative writing               | 17. Vocabulary word wall |
| 3. Dramatization/role playing | 8. Journal                     | 13. Non- linguistic representations | 18. Writer's notebook    |
| 4. Grammar and usage          | 9. Literature response         | 14. Note taking and summarizing     | 19. Word Study           |
| 5. Graphic organizers         | 10. Media appreciation         | 15. Oral presentation               |                          |

- Class discussion/literature response:** Students will make personal connections to the text ("David's New Friends", "Mr. Putter and Tabby Pour the Tea", "Meet Rosina", "My Name is Yoon", "Sarah Morton's Day", and "Samuel Eaton's Day") and examine point of view.
  - o Example: How can change affect a person? How are your feelings about the first day of school similar or different to David's feelings?
  - o Example: What is your idea of a perfect pet? Is it the same as or different from Mr. Putter's idea of a perfect pet?
  - o Example: Discuss point of view in reference to "No Dragons For Tea".
- Narrative writing:** Students will write a personal narrative about a small moment.
- Class discussion/informational text response:** Students will identify main ideas and details, character and setting, and plot, as well as cause/effect relationships within text.

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- Example: What is the main idea of the story? What are key details that support the main idea?
- Example: In “Sarah Morton’s Day” and “Samuel Eaton’s Day”, how are the characters’ lives similar? How are they different? How is a Pilgrim child’s life similar to a child’s life today?
- **Multi-media/technology:** Students will explore a Pilgrim Plantation (<http://www.plimoth.org/learn/just-kids>) Students will make connections using Mayflower Voyagers informational DVD.
- **Graphic Organizers:** Students will analyze text structure through the use of graphic organizers (character and setting, analyze plot, main idea and details, Venn diagram)

#### HIGHER ORDER THINKING SKILLS: Web’s Depth of Knowledge 2 – 4 or Bloom’s Taxonomy

##### Web’s Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

##### Bloom’s Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

#### ADDITIONAL RESOURCES:

- *Common Core Curriculum Maps*, Josey-Bass, publisher
- Common Core Standards <http://www.ride.ri.gov/instruction/commoncore.aspx>
- Treasures Additional Resources <http://stageforlearning.com/thirddownloads.asp>

#### VOCABULARY

- “David’s New Friends” – tomorrow, different, groan, excited, carefully, whisper
- “Mr. Putter and Tabby Pour the Tea” – share, wonderful, company, delighted, thinning, enjoyed
- “Meet Rosina” – deaf, language, signing, cultures, relatives, celebrate
- “My Name is Yoon” – settled, wrinkled, practiced, cuddle, favorite, patient

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LESSON PLAN for UNIT \_\_\_\_\_

LESSONS

- Lesson # 1 Summary:
  
- Lesson #2 Summary:
  
- Lesson #3 Summary:

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OBJECTIVES for LESSON # \_\_\_\_\_

- Materials/Resources:**
  
- Procedures:**
  - Lead –in
  
  - Step by step
  
  - Closure
  
- Instructional strategies:**
  
- Assessments:**
  - **Formative**
  
  
  - **Summative**