

Project GLAD
Santa Ana Unified School District
Endangered Animals Of North America
Level Two

I DE A Pages

I. UNIT THEME

- Animals need food, water, air and homes
- Animals face many threats to their survival.
- Humans impact on the environment through pollution and overuse of resources.

II. FOCUS AND MOTIVATION

- Inquiry chart: What do you know about endangered animals?/
What do you wonder about endangered animals?
- Big book
- Observation charts
- Conservationist awards
- Chants
- Personal interaction: Have you ever felt in danger? Where and why?

III. CLOSURE

- Process all charts, especially inquiry and observation
- Complete personal inquiry
- Sketch and write
- Letter to parents
- Letter to an organization such as Wildlife Federation

IV. CONCEPTS

CONTENT STANDARDS

Life Sciences

2. Plants and animals have predictable life cycles. As a basis for understanding this concept:

a. *Students know* that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.

- b. *Students know* the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.
- c. *Students know* many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.
- d. *Students know* there is variation among individuals of one kind within a population.

Investigation and Experimentation

4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- a. Make predictions based on observed patterns and not random guessing.
- b. Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.
- c. Compare and sort common objects according to two or more physical attributes (e. g., color, shape, texture, size, weight).
- d. Write or draw descriptions of a sequence of steps, events, and observations.
- e. Construct bar graphs to record data, using appropriately labeled axes.
- f. Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects.
- g. Follow oral instructions for a scientific investigation.

HISTORY/ SOCIAL SCIENCE:

2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).
2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional

indicator, scale, and date.

3. Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.

4. Compare and contrast basic land use in urban, suburban, and rural environments in California.

V. Vocabulary

life cycle	habitat	species
protection	adapt	biodiversity
extinct	endangered	threatened
rate	evolution	conservation
pollution	disease	exploitation
reserve	predator	prey
birds	fish	reptiles
mammals	compass	legend
Mexico	Canada	United States
North America	Pacific Ocean	Atlantic Ocean
Gulf of Mexico	spawning	redd
roe	milt	migration
fry	bull	cow
plains	scavenger	omnivore
herbivore	carnivore	

VI. ENGLISH LANGUAGE ARTS STANDARDS

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Decoding and Word Recognition

1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.

1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = *su/ per*; vowel-consonant/consonant-vowel = *sup/ per*).

1.3 Decode two-syllable nonsense words and regular multisyllable words.

- 1.4 Recognize common abbreviations (e.g., *Jan., Sun., Mr., St.*).
- 1.5 Identify and correctly use regular plurals (e.g., *-s, -es, -ies*) and irregular plurals (e.g., *fly/ flies, wife/ wives*).
- 1.6 Read aloud fluently and accurately and with appropriate intonation and expression.

Vocabulary and Concept Development

- 1.7 Understand and explain common antonyms and synonyms.
- 1.8 Use knowledge of individual words in unknown compound words to predict their meaning.
- 1.9 Know the meaning of simple prefixes and suffixes (e.g., *over-, un-, -ing, -ly*).
- 1.10 Identify simple multiple-meaning words.

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal.

Structural Features of Informational Materials

- 2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 State the purpose in reading (i. e., tell what information is sought).
- 2.3 Use knowledge of the author's purpose(s) to comprehend informational text.
- 2.4 Ask clarifying questions about essential textual elements of exposition (e.g., *why, what if, how*).
- 2.5 Restate facts and details in the text to clarify and organize ideas.
- 2.6 Recognize cause-and-effect relationships in a text.

2.7 Interpret information from diagrams, charts, and graphs.

2.8 Follow two-step written instructions.

3.0. Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Narrative Analysis of Grade-Level-Appropriate Text

3.1 Compare and contrast plots, settings, and characters presented by different authors.

3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.

3.3 Compare and contrast different versions of the same stories that reflect different cultures.

3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.

Writing

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose.

Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Organization and Focus

1.1 Group related ideas and maintain a consistent focus.

Penmanship

1.2 Create readable documents with legible handwriting.

Research

1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).

Evaluation and Revision

1.4 Revise original drafts to improve sequence and provide more descriptive detail.

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade two outlined in Writing Standard 1.0, students:

2.1 Write brief narratives based on their experiences:

- a. Move through a logical sequence of events.
- b. Describe the setting, characters, objects, and events in detail.

2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

1.1 Distinguish between complete and incomplete sentences.

1.2 Recognize and use the correct word order in written sentences.

Grammar

1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

Punctuation

1.4 Use commas in the greeting and closure of a letter and with dates and

items in a series.

1.5 Use quotation marks correctly.

Capitalization

1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.

Spelling

1.7 Spell frequently used, irregular words correctly (e.g., *was, were, says, said, who, what, why*).

1.8 Spell basic short-vowel, long-vowel, *r*-controlled, and consonant-blend patterns correctly.

Listening and Speaking

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).

1.2 Ask for clarification and explanation of stories and ideas.

1.3 Paraphrase information that has been shared orally by others.

1.4 Give and follow three-and four-step oral directions.

Organization and Delivery of Oral Communication

1.5 Organize presentations to maintain a clear focus.

1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).

1.7 Recount experiences in a logical sequence.

1.8 Retell stories, including characters, setting, and plot.

1.9 Report on a topic with supportive facts and details.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American

English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade two outlined in Listening and Speaking Standard 1.0, students:

2.1 Recount experiences or present stories:

- a. Move through a logical sequence of events.
- b. Describe story elements (e.g., characters, plot, setting).

2.2 Report on a topic with facts and details, drawing from several sources of information.

VII. ENGLISH LANGUAGE DEVELOPMENT STANDARDS

ELD Standards

Grades K-2

Listening and Speaking

Beginning ELD level

Comprehension

Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).

Answer simple questions with one- to two-word responses. Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).

Comprehension and Organization and Delivery of Oral Communication

Independently use common social greetings and simple repetitive phrases (e.g., "Thank you," "You're welcome").

Early intermediate ELD level

Comprehension

Begin to be understood when speaking but may have some inconsistent use of Standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as *he* or *she*). Ask and answer questions by using phrases or simple sentences.

Comprehension and Organization and Delivery of Oral Communication

Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects. Orally communicate basic

needs (e.g., May I get a drink?). Recite familiar rhymes, songs, and simple stories.

Intermediate ELD level

Comprehension

Ask and answer instructional questions by using simple sentences. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.

Comprehension and Organization and Delivery of Oral Communication

Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third person singular, male and female pronouns). Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.

Early advanced ELD level

Comprehension Listen attentively to stories and information and orally identify key details and concepts. **Comprehension and Organization and Delivery of Oral Communication**

Retell stories in greater detail by including the characters, setting, and plot. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. Ask and answer instructional questions with more extensive supporting elements (e.g., Which part of the story was the most important?).

Advanced ELD level

Comprehension Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts. Demonstrate an understanding of idiomatic expressions (e.g., Give me a hand) by responding to such expressions and using them appropriately.

Comprehension and Organization and Delivery of Oral Communication

Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others. Consistently use appropriate ways of speaking and writing that vary

according to the purpose, audience, and subject matter. Narrate and paraphrase events in greater detail by using more extended vocabulary. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.

Reading Word Analysis

Beginning ELD level

Concepts About Print, Phonemic Awareness, and Vocabulary and Concept Development

Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language.

Early intermediate ELD level

Concepts About Print, Phonemic Awareness, and Vocabulary and Concept Development

Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants. *English-Language Arts Content Standards Kindergarten:*

Phonemic Awareness 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/). 1.10 I identify and produce rhyming words in response to an oral prompt. **Grade One: Phonemic Awareness**

1.4 Distinguish initial, medial, and final sounds in single-syllable words. Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., *a* in *cat* and final consonants). *English-Language Arts Content Standards Kindergarten: Phonemic Awareness 1.7* Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/). 1.10 I identify and produce rhyming words in response to an oral prompt. **Grade One: Phonemic Awareness 1.4** Distinguish initial, medial, and final sounds in single-syllable words. **Intermediate ELD level**

Phonemic Awareness

Pronounce most English phonemes correctly while reading aloud. *English-Language Arts Content Standards Kindergarten: Phonemic Awareness 1.7* Track (move sequentially from sound to sound) and represent the number,

sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/). **Grade One: Phonemic Awareness** 1.5 Distinguish long- and short vowel sounds in orally stated single-syllable words (e.g., *bit/ bite*). 1.6 Create and say a series of rhyming words, including consonant blends. 1.7 Add, delete, or change target sounds to change words (e.g., change *cow* to *how; pan* to *an*). 1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = *cat*; /f/l/a/t/ = *flat*). 1.9 Segment single syllable words into their components (e.g., /c/a/t/ = *cat*; /s/p/l/a/t/ = *splat*; /r/i/ch/ = *rich*).

Decoding and Word Recognition

Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text. **English-Language Arts Content Standards Grade Two: Decoding and Word Recognition** 1.4 Recognize common abbreviations (e.g., *Jan., Sun., Mr., St.*).

Recognize and name all uppercase and lowercase letters of the alphabet. **English-Language Arts Content Standards Kindergarten** 1.1 I identify the front cover, back cover, and title page of a book. 1.2 Follow words from left to right and from top to bottom on the printed page. 1.3 Understand that printed materials provide information. 1.4 Recognize that sentences in print are made up of separate words. 1.5 Distinguish letters from words. **Grade One** 1.1 Match spoken words to printed words. 1.3 I identify letters, words, and sentences.

Concepts About Print

Recognize and name all uppercase and lowercase letters of the alphabet. **English-Language Arts Content Standards Kindergarten** 1.1 I identify the front cover, back cover, and title page of a book. 1.2 Follow words from left to right and from top to bottom on the printed page. 1.3 Understand that printed materials provide information. 1.4 Recognize that sentences in print are made up of separate words. 1.5 Distinguish letters from words. **Grade One** 1.1 Match spoken words to printed words. 1.3 I identify letters, words, and sentences.

Early advanced ELD level

Phonemic Awareness and Decoding and Word Recognition

Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). **English-Language Arts Content Standards Kindergarten: Phonemic Awareness** 1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g.,

vowel-consonant, consonant-vowel, or consonant-vowel consonant). 1.9 Blend vowel-consonant sounds orally to make words or syllables. 1.11 Distinguish orally stated one syllable words and separate into beginning or ending sounds. 1.12 Track auditorily each word in a sentence and each syllable in a word. 1.13 Count the number of sounds in syllables and syllables in words.

Grade Two 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel consonant- vowel = *su/per*, vowel consonant/ consonant-vowel = *sup/per*). 1.3 Decode two-syllable nonsense words and regular multisyllable words. 1.5 Identify and correctly use regular plurals (e.g., *-s*, *-es*, *-ies*) and irregular plurals (e.g., *fly/flies*, *wife/wives*). 1.6 Read aloud fluently and accurately and with appropriate intonation and expression. **Grade One: Decoding and Word Recognition** 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words. 1.11 Read common, irregular sight words (e.g., *the*, *have*, *said*, *come*, *give*, *of*). 1.12 Use knowledge of vowel digraphs and *r*-controlled letter sound associations to read words. 1.13 Read compound words and contractions. 1.14 Read inflectional forms (e.g., *-s*, *-ed*, *-ing*) and root words (e.g., *look*, *looked*, *looking*). 1.15 Read common word families (e.g., *-ite*, *-ate*). 1.16 Read aloud with fluency in a manner that sounds like natural speech. Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or simple text.

Phonemic Awareness and Decoding and Word Recognition

English-Language Arts Content Standards Kindergarten: Decoding and Word Recognition 1.14 Match all consonant and short-vowel sounds to appropriate letters. 1.15 Read simple one-syllable and high-frequency words (i.e., sight words). 1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).

Advanced ELD level

Decoding and Word Recognition

Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). **English-Language Arts Content Standards Kindergarten** 1.14 Match all consonant and short vowel sounds to appropriate letters. 1.15 Read simple one-syllable and high-frequency words (i.e., sight words). 1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle). **Grade One** 1.10 Generate the sounds from all the

letters and letter patterns, including consonant blends and long and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words. 1.11 Read common, irregular sight words (e.g., *the, have, said, come, give, of*). 1.12 Use knowledge of vowel digraphs and *r*-controlled letter sound associations to read words. 1.13 Read compound words and contractions. 1.14 Read inflectional forms (e.g., *-s, -ed, -ing*) and root words (e.g., *look, looked, looking*). 1.15 Read common word families (e.g., *-ite, -ate*). 1.16 Read aloud with fluency in a manner that sounds like natural speech. **Grade Two** 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = *su/per*; vowel-consonant/consonant-vowel = *sup/per*). 1.3 Decode two-syllable nonsense words and regular multisyllable words. 1.4 Recognize common abbreviations (e.g., *Jan., Sun., Mr., St.*). 1.5 Identify and correctly use regular plurals (e.g., *-s, -es, -ies*) and irregular plurals (e.g., *fly/flies, wife/wives*).

Reading

Fluency and Systematic Vocabulary Development

Beginning ELD level

Vocabulary and Concept Development

Read aloud simple words (e.g., nouns and adjectives) in stories or games.

English-Language Arts Content Standards Kindergarten 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods). Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play). Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).

Vocabulary and Concept Development

(The standards are also addressed in Listening and Speaking.) Demonstrate comprehension of simple vocabulary with an appropriate action. Retell simple stories by using drawings, words, or phrases.

Early intermediate ELD level

Vocabulary and Concept Development

Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings. Read simple vocabulary, phrases, and sentences independently. Read aloud an increasing number of English words.

Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.*

Intermediate ELD level

Vocabulary and Concept Development

Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.* Use decoding skills to read more complex words independently. *English-Language Arts Content Standards Grade One*

1.17 Classify grade appropriate categories of words (e.g., concrete collections of animals, foods, toys). Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts). *English-Language Arts Content Standards Kindergarten*

1.18 Describe common objects and events in both general and specific language. Apply knowledge of content-related vocabulary to discussions and reading.

Vocabulary and Concept Development and Decoding and Word Recognition

Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., *remove, jumping*).

Early advanced ELD level

Vocabulary and Concept Development Recognize simple antonyms and synonyms (e.g., *good, bad; blend, mix*) in stories or games. Use simple prefixes and suffixes when they are attached to known vocabulary. *English-Language Arts Content Standards Grade Two* 1.9 Know the meaning of simple prefixes and suffixes (e.g., *over-, un-, -ing, -ly*).

Vocabulary and Concept Development Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.

Advanced ELD level

Vocabulary and Concept Development

Explain common antonyms and synonyms. *English-Language Arts Content Standards Grade Two* 1.7 Understand and explain common antonyms and synonyms. Recognize words that have multiple meanings in texts. *English-Language Arts Content Standards Grade Two* 1.10 Identify simple multiple-meaning words. Apply knowledge of academic and social vocabulary to achieve independent reading. *English-Language Arts Content Standards Grade Two* 1.8 Use knowledge of individual words in unknown compound words to predict their meaning.

Read aloud with appropriate pacing, intonation, and expression narrative and expository texts.

Decoding and Word Recognition

English-Language Arts Content Standards Kindergarten

1.14 Match all consonant and short vowel sounds to appropriate letters. 1.15 Read simple one-syllable and high-frequency words (i.e., sight words). 1.16 Understand that as letters change, so do the sounds (i.e., the alphabetic principle). **Grade One** 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words. 1.11 Read common, irregular sight words (e.g., *the, have, said, come, give, of*). 1.12 Use knowledge of vowel digraphs and *r*-controlled letter sound associations to read words. 1.13 Read compound words and contractions. 1.14 Read inflectional forms (e.g., *-s, -ed, -ing*) and root words (e.g., *look, looked, looking*). 1.15 Read common word families (e.g., *-ite, -ate*). 1.16 Read aloud with fluency in a manner that sounds like natural speech. **Grade Two** 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = *su/per*; vowel-consonant/consonant-vowel = *sup/per*). 1.3 Decode two-syllable nonsense words and regular multisyllable words. 1.4 Recognize common abbreviations (e.g., *Jan., Sun., Mr., St.*). 1.5 Identify and correctly use regular plurals (e.g., *-s, -es, -ies*) and irregular plurals (e.g., *fly/flies, wife/wives*)

Reading Comprehension

Beginning ELD level

Comprehension

Respond orally to stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures). Respond orally to stories read aloud, giving one- or two-word responses (e.g., Brown Bear to factual comprehension questions). Draw pictures from one's own experience related to a story or topic (e.g., community in social studies). Understand and follow simple one step directions for classroom activities.

Comprehension and Analysis of Grade- Level-Appropriate Text

Identify, using key words or pictures, the basic sequence of events in stories read aloud.

Early intermediate ELD level

Comprehension Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions. Draw and label

pictures related to a story topic or one's own experience. Understand and follow simple two step directions for classroom activities.

Comprehension and Analysis of Grade- Level-Appropriate Text

Orally identify, using key words or phrases, the basic sequence of events in text read aloud. Draw logical inferences from a story read aloud.

Intermediate ELD level

Comprehension and Analysis of Grade- Level-Appropriate Text

Read stories and respond orally in simple sentences to factual comprehension questions about the stories. While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter headings. Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences.

Comprehension

Write captions or phrases for drawings related to a story. Understand and follow some multiple step directions for classroom-related activities.

Early advanced ELD level

Comprehension and Analysis of Grade- Level-Appropriate Text

Read text and use detailed sentences to identify orally the main idea and use the idea to draw inferences about the text. Read stories and orally respond to them by answering factual comprehension questions about cause-and-effect relationships. Write a brief summary (three or four complete sentences) of a story.

Comprehension Read and use basic text features, such as the title, table of contents, and chapter headings. **Comprehension and Analysis of Grade- Level-Appropriate Text and Expository Critique**

Read stories and texts from content areas and respond orally to them by restating facts and details to clarify ideas.

Advanced ELD level

Comprehension and Analysis of Grade- Level-Appropriate Text

Prepare an oral or a written summary by using various comprehension strategies (e.g., generate and respond to questions, draw inferences, compare information from several sources) with literature and content area texts.

Comprehension and Analysis of Grade- Level-Appropriate Text and Expository Critique

Locate and use text features, such as the title, table of contents, chapter headings, diagrams, and index.

Literary Response and Analysis

Beginning ELD level

Narrative Analysis of Grade-Level- Appropriate Text

(The standards are also addressed in Reading Comprehension) Listen to a story and respond orally in one or two words to factual comprehension questions. Draw pictures related to a work of literature identifying setting and characters.

Early intermediate ELD level

Narrative Analysis of Grade-Level- Appropriate Text

(The standards are also addressed in Reading Comprehension.) Respond orally to factual comprehension questions about stories by answering in simple sentences. Recite simple poems.

Narrative Analysis of Grade-Level- Appropriate Text

Identify orally the setting and characters by using simple sentences and vocabulary.

Intermediate ELD level

Narrative Analysis of Grade-Level- Appropriate Text

(The standards are also addressed in Word Analysis, Fluency, and Systematic Vocabulary Development.) Use expanded vocabulary and descriptive words in oral and written responses to simple texts.

Narrative Analysis of Grade-Level- Appropriate Text

(The standards are also addressed in Reading Comprehension.) Read simple poetry and use simple sentences in answering factual comprehension questions.

Early advanced ELD level

Structural Features of Literature

Read short poems and orally identify the basic elements (e.g., rhythm and rhyme).

Narrative Analysis of Grade-Level- Appropriate Text and Literary Criticism

Read a literary selection and orally identify the literary elements of plot, setting, and characters. Read a story and identify the beginning, middle, and end.

Advanced ELD level

Narrative Analysis of Grade-Level- Appropriate Text *(The standards are also addressed in Reading Comprehension.)* Read a variety of children's literature and respond to it both orally and in writing. **Structural Features of Literature**

Describe the elements of poetry (e.g., rhythm, rhyme, alliteration).

Narrative Analysis of Grade-Level- Appropriate Text and Literary Criticism

Compare and contrast different authors' use of literary elements.

Writing

Strategies and Applications

Beginning ELD level

Penmanship Copy the English alphabet legibly.

Penmanship and Organization and Focus

Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week).

Organization and Focus

Write a few words or phrases about an event or character from a story read by the teacher. Write a phrase or simple sentence about an experience generated from a group story.

Early intermediate ELD level

Organization and Focus Write simple sentences about events or characters from familiar stories read aloud by the teacher. Write simple sentences by using key words posted and commonly used in the classroom (e.g., labels, number names, days of the week, and months (e.g., Today is Tuesday).

Organization and Focus, Evaluation and Revision

Write one to two simple sentences (e.g., I went to the park).

Intermediate ELD level

Organization and Focus

Write short narrative stories that include the elements of setting and characters. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms. Following a model, proceed through the writing process to independently write short paragraphs of at least three lines. Write simple sentences appropriate for language arts and other content areas (e.g., math, science, social studies).

Organization and Focus Write a friendly letter of a few lines.

Early advanced ELD level

Organization and Focus

Write short narratives that include elements of setting, characters, and events. Proceed through the writing process to write short paragraphs that maintain a consistent focus. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies). Write a formal letter.

Organization and Focus, Evaluation and Revision

Produce independent writing with consistent use of standard grammatical forms. (Some rules may not be followed.)

Advanced ELD level

Organization and Focus

Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies). Write short narratives that describe the setting, characters, objects, and events.

Organization and Focus, Evaluation and Revision Produce independent writing by

Using correct grammatical forms. Proceed through the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.

English–Language Conventions

Beginning ELD level

Capitalization Use capitalization when writing one's own name.

Early intermediate ELD level

Capitalization Use capitalization to begin sentences and for proper nouns.

Punctuation Use a period or question mark at the end of a sentence.

Punctuation, Capitalization, and Spelling

Edit writing for basic conventions (e.g., capitalization and use of periods) and make some corrections.

Intermediate ELD level

Capitalization, Punctuation, and Spelling

Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.

Sentence Structure, Grammar, and Spelling

Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).

Early advanced ELD level

Capitalization, Punctuation, and Spelling

Produce independent writing that may include some periods, correct spelling, and inconsistent capitalization.

Sentence Structure, Grammar, and Spelling

Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement).

Punctuation, Capitalization, and Spelling

Edit writing to check some of the mechanics of writing (e.g., capitalization and periods). **English-Language Arts Content Standards Grade One: Spelling** 1.8 Spell three and four-letter short-vowel words and grade-level appropriate sight words correctly. **Grade Two** 1.7 Spell frequently used, irregular words correctly (e.g., *was, were, says, said, who, what, why*).

Advanced ELD level

Sentence Structure and Grammar

Use complete sentences and correct word order.

Grammar Use correct parts of speech, including correct subject/verb agreement.

Capitalization, Punctuation, and Spelling

Edit writing for punctuation, capitalization, and spelling.

Sentence Structure, Grammar, Punctuation, Capitalization, and Spelling

Produce writing that demonstrates a command of the conventions of Standard English.

VIII. MATH/ SCIENCE/ SOCIAL STUDIES SKILLS

- Map skills
- Use of reference books
- Group problem solving and decision making
- Inferences and generalizations based on written material

IX. RESOURCES AND MATERIALS – Non Fiction

This is our Earth, Laura Lee Benson

Kenneth Lilly's Animals, Wildlife Around the World, Joyce Pope

Endangered Animals, Zoobooks

Will We Miss Them? Endangered Species, Alexandra Wright

And Then There Was One, The Mysteries of Extinction, Margery Facklam

A River Ran Wild, Lynne Cherry

Underwater Life: The Oceans, Dean Morris

Tammy Turtle: A Tale of Saving Sea Turtles, Suzanne Tate

RESOURCES AND MATERIALS- internet

Wildlife Conservation Society <http://wcs.org>

National Wildlife Federation www.nwf.org

Zoological Society of San Diego www.sandiegozoo.org

National Geographic Society www.nationalgeographic.com

Project GLAD
Santa Ana Unified School District
Endangered Animals of North America
2nd Grade
Unit Planning Pages

- I. Focus/Motivation
 - Conservationist awards
 - Big books- *The Important Book of Endangered Animals*
The Salmon Book
 - Children's books
 - Poetry and chanting
 - Inquiry Chart
 - Observation Charts
 - Picture file card sort (Endangered vs. Extinct)

- II. Input
 - Read aloud: *Will We Miss Them?*
 - 10:2 lecture with primary language groups
 - Graphic organizer of causes of endangerment
 - Pictorials: North American Map
Salmon Life-Cycle Pictorial
Sea Turtle Pictorial
Condor Pictorial
Bison Pictorial
 - Narrative Input: Sea Turtle
 - Primary language preview/review
 - Animal cards, picture file for key concept

- III. Guided Oral Practice
 - Poetry, chanting
 - Choral reading
 - 10:2
 - T graph for Social Skills: Responsibility
 - Daily review and processing of charts
 - Picture file card sorts
 - Model story map
 - Sentence Patterning Chart

- Observation Charts
- Process Grid

IV. Reading/Writing

A. Group Frames

- story mapping
- expository text
- model editing and revising
- poetry frames

B. Co-op Groups

- sentence patterning with word cards
- ear to ear reading with poetry booklet
- cooperative group strip paragraph
- Team Tasks: North America map, turtle narrative, animal web, sentence patterning chart, animal pictorials, flip chant
- expert groups
- flexible groups for ELL reinforcement, primary language, reading instruction, skill reinforcement

C. Individual Choices/Portfolio

- learning logs
- interactive journals
- individual tasks: poetry frames, pictorials, strip paragraphs

D. Writer's Workshop

- mini lessons
- plan, share, write, revise, edit, and publish
- conferencing
- Author's chair

V. Extended Activities for Integration

- Conservationist posters
- Kid Pix presentation
- Life Cycle of Salmon Play

VI. Closure

- Portfolio conferences
- Group presentations
- Process charts and inquiry

