Grade 2: Unit 1

Big Idea: There are different kinds of communities.

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|  | **Lesson 1**  Why is the order of events in a story important? | **Lesson 2**  How are families alike and different? | **Lesson 3**  Why might an author write a story? | **Lesson 4**  What might cause a story character to change? | **Lesson 5**  What clues tell you where and when a story takes place? |
| **Reading Standards** | Literature 2, 3, 5, and 6 | Informational 1 and 9 | Literature 2, 3, 5, and 6 | Literature 2, 3, 5, and 6 | Literature 2, 3, 5, and 6 |
| **Writing Standards** | *The Writing Community (Being a Writer)*  Writing 3: Narrative Writing  Writing 5: Strengthening our writing | | | | |
| **Language Standards** | Subjects and Predicates | Complete Sentences  Using a Glossary | Statements and Questions  Multiple Meaning Words | Collective Nouns (ECC)  Context Clues | Base Words and Endings -ed and -ing |
| **Foundational Standards** | Phonics: Short Vowels a, i and CVC Syllable Pattern  Fluency: Accuracy | Phonics: Short Vowels o, u, e and CVC Syllable Pattern  Fluency: Accuracy | Phonics: Long Vowels a, i and Sounds for c  Fluency: Accuracy | Phonics: Long Vowels o, u, e and Sounds for g  Fluency: Intonation | Phonics: Consonant Blends with r, l, and s  Fluency: Phrasing |
| **Speaking & Listening** | Speaking and Listening 6: Using complete sentences | | | | |
| **Social**  **Studies Standards** | Our Community  *Behavioral Sciences/The Individual and Society:* identify important places in a community, describe what people do in a community, research information about the local community from newspapers  *History/Historical Analysis:* record observations about the local community*,* construct maps that display information about the local community using a compass rose, labels and a map key*,* identify the features of urban, rural, and suburban communities, compare and contrast features of different types of communities, identify advantages and disadvantages of different types of communities*,* design a fictional community | | | | |
| **Health**  **Content** | Mental & Emotional Health  Health Teacher Lessons: I’m Unique (1, 2, 4); People We Admire (1, 3, 4); How to Listen (1, 2, 3, 4); Conflict Resolution (1, 2, 3, 4, 5)  Books: Friendliness; Respect; Caring; Politeness; Tolerance; Forgiveness | | | | |

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| **Reading Literature Standards**  **Journeys Lessons 1, 3, 4, 5 and**  **Extending the CC – Unit 1 (ECC)** | **Reading Informational Standards**  **Journeys Lesson 2** |
| Literature 2: Recount stories, including fables, folktales from diverse cultures and determine their central message, lesson, or moral.   * I can determine the central message, lesson or moral of a story, fable or folktale. * I can identify key details in a story that support the central message, lesson or moral of a story. * I can retell a story by stating the central message, and supporting this message using key details. | Informational 1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.   * I know that I can use nonfiction texts to answer my questions about a topic. * I can ask meaningful questions about nonfiction texts that I’m reading. * I can pick out key details to answer my questions. * I can use key details from a text to draw conclusions about what I’m reading. |
| Literature 3: Describe how characters in a story respond to major events and challenges.   * I can identify and describe the characters in a story. * I can identify the major events and challenges in a story, including what happened and why it happened (cause/effect). * I can describe how the character responds to the major event or challenge in a story. |
| Literature 5: Describe the overall structure of a story, including describing how the beginning introduces the story and how the ending concludes the action.   * I can recognize plot of a story, including the beginning, middle and end. * I can retell the beginning or introduction of a story. * I can describe the purpose of the introduction in a story. * I can retell the ending or conclusion of a story. * I can describe the purpose of the conclusion in a story. | Informational 9: Compare and contrast the most important points presented by two texts on the same topic. *\*\*an additional text will be needed\*\**   * I can identify key details from a text on a given topic. * I can read two texts on this topic and identify key details. * I can compare and contrast the key details of the two texts. |
| Literature 6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.   * I can identify who is telling the story. (character or narrator) * I can recognize that characters in a story speak differently by changing my voice when reading aloud. |
| **Focusing our Instruction** | |
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**\*\* Standards listed in bold indicate mastery and the final time this standard will be included in a unit study.**  
\*\* Underlined words indicate academic vocabulary for instruction.

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| **Writing Standards**  ***The Writing Community***  **(Being a Writer)** | **Language Standards**  **Journeys Lessons 1-5 and**  **Extending the CC – Unit 1 (ECC)** |
| Writing 3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.   * I can recount an interesting event or sequence of events, from start to finish, using descriptive details. * I can create a narrative that includes:   + a recount of an interesting event or sequence of events.   + words that describe the actions, thoughts, and feelings in my piece.   + signal words to show the order in which things happened.   + an ending or conclusion that lets my reader know the event, or sequence of events, is finished. | Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * I can recognize and use collective nouns when writing and speaking. (ECC) * I can identify the parts of a complete sentence and use this knowledge when I’m writing and speaking. (Lessons 1 and 2) * I can identify and produce statements and questions. (Lesson 3) |
| Writing 5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.   * I can use suggestions from my classmates and teachers to strengthen my writing. * I can revise and edit my work to make my writing clear enough for my readers to understand. | Language 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.   * I can use a glossary to help me find the meaning of unknown words. (Lesson 2) * I can look for clues in a sentence to help me figure out the meaning of a word. (Lessons 3 and 4) * I can use what I know about base words to help me find the meaning of words with an –ed or –ing ending. (Lesson 5) |

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| **Foundational Standard 3 – Phonics**  **Journeys Lessons 1-5** | **Foundational Standard 4 – Fluency**  **Journeys Lessons 1-5** |
| Foundational 3:   * I can recognize and read sight words. (Lessons 1-5) * I can blend, read and write words with the long and short vowel sounds a, i, o, u and e. (Lessons 1-5) * I can blend, read and write words with the CVC pattern. (Lessons 1 and 2) * I can blend, read and write words with the hard and soft sound for c. (Lesson 3) * I can blend, read and write words with the hard and soft sound for g. (Lesson 4) * I can blend, read and write words with r, l, and s consonant blends. (Lesson 5) | Foundational 4:   * I can recognize words quickly and make my reading sound natural when I read aloud. (Lesson 1) * I can think about the meaning of the words I’m reading in order to help me better understand. (Lesson 2) * I can stop if something I read aloud does not make sense. I can go back to reread and determine what does make sense. (Lesson 3) * I can change my voice as I’m reading aloud to help me better understand the meaning. (Lesson 4) * I can look for punctuation clues to help me know how to “chunk” words into phrases and sentences when I’m reading aloud. (Lesson 5) |

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| **Speaking & Listening Standards**  **Journeys Lessons 1-5** |
| Speaking and Listening 6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.   * I can produce complete sentences in order to provide details or clarification when appropriate. |