Grade 2: Unit 2

Big Idea: Nature can teach us many things.

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|  | **Lesson 6** How can chapter headings help you? | **Lesson 7**What helps you make decisions about a character? | **Lesson 8**How do you know what a story is about? | **Lesson 9**What can you learn from the way a character acts? | **Lesson 10**How do you know if something is a fact or an opinion? |
| **Main Selection & Genre** | *Animals Building Homes*Informational Text | *The Ugly Vegetables*Realistic Fiction | *Super Storms*Informational Text | *How Chipmunk Got His Stripes*Folktale | *Jellies*Informational Text |
| **Reading Standards** | Informational 2, 5, 7 and 8 | Literature 1 and 3 | Informational 2, 5, 7 and 8 | Literature 1 and 3 | Informational 2, 5, 7 and 8 |
| **Writing Standards** | *Telling More (Being a Writer)*Writing 2: Informative WritingWriting 8: Using sources and my own experiences |
| **Language Standards** | Plural NounsBase Words and Prefixes un- and re- | Proper NounsHomophones | VerbsCompound Words | VerbsSynonyms | VerbsBase Words and Suffixes -er, -est |
| **Foundational Standards** | Phonics: Common Final Blends nd, ng, nk, nt, ft, xt, mpFluency: Expression | Phonics: Double Consonants and ckFluency: Accuracy | Phonics: Consonant Digraphs and Base Words and Endings –s, -ed, -ingFluency: Rate | Phonics: Base Words and Endings –ed, -ing and CV Syllable PatternFluency: Phrasing | Phonics: ContractionsFluency: Stress |
| **Speaking & Listening**  | *See Overarching Standards for Speaking and Listening 1* |
| **Science** | Air and Weather |
| **Health** | Community & Environmental Health |

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| **Reading Literature Standards** **Journeys Lessons 7, 9 and****Extending the CC – Unit 2 (ECC)** | **Reading Informational Standards** **Journeys Lessons 6, 8 and 10**  |
| Literature 1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.* I can tell the difference between questions that ask: who (character), what (event), when (time), where (place), why (reason or purpose) and how (event).
* I can ask meaningful questions about texts that I’m reading.
* I can identify key details in a text to answer my questions.
* I can use what the author tells me to answer who, what, when, where, why and how questions and to draw conclusions.
 | Informational 2: Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.* I can identify the topic of a multi paragraph text.
* I can identify the focus of each paragraph in a multi paragraph text.
* I can identify details that support the topic of each paragraph.
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| Informational 5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.* I can identify text features in nonfiction text. (boldface print)
* I can identify the purpose of text features in nonfiction text.
* I can locate key information efficiently using text features while reading nonfiction text.
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| 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.
* I can describe how the character responds to the major event or challenge in a story.
 | Informational 7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.* I understand that pictures and images in nonfiction text give me information.
* I can use pictures and images to help me understand important information in a text.
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| Informational 8: Describe how reasons support specific points the author makes in a text.* I can identify the author’s point.
* I can identify reasons, or facts and opinions, the author gives me to support their specific point.
* I can describe how these reasons support the author’s specific point.
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| **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*****Telling More*** **(Being a Writer)** | **Language Standards** **Journeys Lessons 6-10** |
| Writing 2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.* I can select a topic to inform or explain to my readers.
* I can provide facts and definitions to support my reader’s understanding of the topic I am writing about.
* I can create a piece that informs or explains a topic that includes:
	+ an introduction of my topic.
	+ facts and definitions that support my topic.
	+ a conclusion that lets my reader know my piece is complete.
 | Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.* I can identify and change the spelling of plural nouns that “don’t follow the rules” by adding –s or –es. (Lesson 6)
* I can use complete sentences when I write. (Lesson 7)
* I can identify and use past tense verbs when writing. (Lessons 8 and 10)
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| Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.* I can capitalize proper nouns. (Lesson 7)
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| Writing 8: Recall information from experiences or gather information from provided sources to answer a question.* I can recall information from my own experiences to support my writing.
* I can gather information from sources my teacher gives me to support my writing.
 | 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 what I know about base words to help me find the meaning of additional words. (Lessons 6 and 10)
* I can look for clues in a sentence to help me figure out the meaning of words that sound the same but are spelled differently. (Lesson 7)
* I can use what I know about the individual words that go together to form a compound word, to determine its meaning. (Lesson 8)
* I can use clues from a sentence to figure out if two words are synonyms and have a similar meaning. (Lesson 9)
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| **Foundational Standard 3 – Phonics****Journeys Lessons 6-10** | **Foundational Standard 4 – Fluency****Journeys Lessons 6-10** |
| Foundational 3:* I can recognize and read sight words. (Lessons 6-10)
* I can blend, read and write words with the final blends nd, ng, nk, nt, ft, xt and mp. (Lesson 6)
* I can blend, read and write words with double consonants and ck. (Lesson 7)
* I can blend, read and write words with the consonant digraphs th, sh, wh, ch, tch and ph. (Lesson 8)
* I can blend, read and write words with the endings –s, -ed and –ing. (Lessons 8 and 9)
* I can blend, read and write words with open and closed syllables. (Lesson 9)
* I can blend, read and write contractions, knowing that the apostrophe takes the place of some letters. (Lesson 10)
 | Foundational 4:* I can use expression in my voice to show feelings while I’m reading aloud. (Lesson 6)
* I can make connections to words I’ve heard before to help me figure out the meaning of words I do not know when I’m reading aloud. (Lesson 7)
* I can read aloud at a “just right” speed to help me understand what I am reading. (Lesson 8)
* I can look for punctuation clues to help me know how to “chunk” words into phrases and sentences when I’m reading aloud. (Lesson 9)
* I can stress certain words in a sentence to help me make sense of what I’m reading. (Lesson 10)
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| **Speaking & Listening Standards****Journeys Lessons 6-10** |
| *See Overarching Standards for Speaking and Listening 1* |