Grade 2: Unit 3

Big Idea: We learn from each other.

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|  | **Lesson 11**  What helps you make a decision about a character? | **Lesson 12**  How do you find important story characters? | **Lesson 13**  Why do authors write different kinds of texts? | **Lesson 14**  How do you know when story ideas are important? | **Lesson 15**  What might cause a story character to change? |
| **Main Selection & Genre** | *Click, Clack, Moo Cows That Type*  Humorous Fiction | *Violet’s Music*  Realistic Fiction | *Schools Around the World*  Informational Text | *Helen Keller*  Biography | *Officer Buckle and Gloria*  Humorous Fiction |
| **Reading Standards** | Literature 1, 3 and 5 | Literature 1, 3 and 5 | Informational 2, 6 and 7 | Informational 2, 6 and 7 | Literature 1, 3 and 5 |
| **Writing Standards** | *Letter Writing (Being a Writer)*  Writing 3: Narrative Writing | | | | |
| **Language Standards** | Kinds of Sentences (ECC)  Commas when Writing a Letter  Prefixes pre- and mis- | Kinds of Sentences (ECC)  Figurative Language - Idioms | Quotation Marks  Using a Dictionary (ECC) | Proper Nouns (ECC)  Suffix -ly | Dictionary Entry (ECC) |
| **Foundational Standards** | Phonics: Base Words and Endings -s and -es  Fluency: Expression | Phonics: Vowel Digraphs ai and ay  Fluency: Intonation | Phonics: Vowel Digraphs ee and ea  Fluency: Stress | Phonics: Long o (o, oa, ow)  Fluency: Natural Pauses | Phonics: Compound Words and The Schwa Vowel Sound  Fluency: Accuracy |
| **Speaking & Listening** | Speaking & Listening 4: Tell a story or recount and experience | | | | |
| **Social**  **Studies** | Communities’ Needs and Wants | | | | |
| **Health** | Mental & Emotional Health | | | | |

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| **Reading Literature Standards**  **Journeys Lessons 11, 12 and 15** | **Reading Informational Standards**  **Journeys Lessons 13, 14 and**  **Extending the CC – Unit 3 (ECC)** |
| 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. |
| 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. | **Informational 6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.**   * **I can tell the difference between texts that were written to answer, to explain, or to describe.** * **I can identify the author’s main purpose for writing a text.** |
| **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 the 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 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.** |
| **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**  ***Letter Writing***  **(Being a Writer)** | **Language Standards**  **Journeys Lessons 11-15 and**  **Extending the CC – Unit 3 (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 different kinds of sentences. (Lessons 11, 12 and ECC) |
| Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * I can use commas correctly when writing a letter. (Lesson 11) * I can use quotation marks to show that someone is speaking. (BUILDING CAPACITY FOR GRADE 3 LANGUAGE 2) (Lesson 13) * I can capitalize proper nouns. (Lessons 14 and ECC) * I can use a dictionary to help me check and correct my spelling. (ECC) |
| 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 words that have the prefixes pre- and mis-. (Lesson 11) * I can look for clues in a sentence to help me figure out the meaning of idioms, or a saying that means something different from the meaning of individual words. (Lesson 12) * I can use a dictionary to help me find the meaning of unknown words. (Lessons 13, 15 and ECC) * I can use what I know about base words to help me find the meaning of words that have the suffix –ly. (Lesson 14) |

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| **Foundational Standard 3 – Phonics**  **Journeys Lessons 11-15** | **Foundational Standard 4 – Fluency**  **Journeys Lessons 11-15** |
| Foundational 3:   * I can recognize and read sight words. (Lessons 11-15) * I can blend, read and write words with the endings -s and -es. (Lesson 11) * I can blend, read and write words with the vowel digraphs ai and ay. (Lesson 12) * I can blend, read and write words with the vowel digraphs ee and ea. (Lesson 13) * I can blend, read and write words with the long o sound spelled with o, oa and ow. (Lesson 14) * I can blend, read and write compound words. (Lesson 15) * I can blend, read and write words with the schwa vowel sound. (Lesson 15) | Foundational 4:   * I can use expression in my voice to show feelings while I’m reading aloud. (Lesson 11) * I can make my voice go up and down to show the mood of a story. (Lesson 12) * I can stress certain words in a sentence to help me make sense of what I’m reading. (Lesson 13) * I can look for groups of words that go together to help me know when to pause and take a breath. (Lesson 14) * I can connect the words in a sentence to show that they are supposed to go together. (Lesson 15) |

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| **Speaking & Listening Standards**  **Journeys Lessons 11-15** |
| Speaking and Listening 4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.   * I can speak audibly to tell a story or recount experiences with appropriate facts and details. |