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 LetterPrefixes pre- and mis- | Kinds of Sentences (ECC)Figurative Language - Idioms | Quotation MarksUsing a Dictionary (ECC) | Proper Nouns (ECC)Suffix -ly | Dictionary Entry (ECC) |
| **Foundational Standards** | Phonics: Base Words and Endings -s and -esFluency: Expression | Phonics: Vowel Digraphs ai and ayFluency: Intonation | Phonics: Vowel Digraphs ee and eaFluency: Stress | Phonics: Long o (o, oa, ow)Fluency: Natural Pauses | Phonics: Compound Words and The Schwa Vowel SoundFluency: 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.
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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, 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.**
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| **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.**
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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*****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)
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| 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)
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| 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.
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