Grade 2: Unit 4

Big Idea: We can all make a difference.

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|  | **Lesson 16**  When might a character need help solving a problem? | **Lesson 17**  What words show the order of events in a story? | **Lesson 18**  What makes a character interesting? | **Lesson 19**  What can you learn from signs in your community? | **Lesson 20**  How can stories be alike and different? |
| **Reading Standards** | Literature 2, 3, 6 and 7 | Literature 2, 3, 6 and 7 | Literature 2, 3, 6 and 7 | Literature 2, 3, 6 and 7 | Literature 2, 3, 6 and 7 |
| **Writing Standards** | *Opinion Writing Supplement (Being a Writer)*  Writing 1: Opinion Writing | | | | |
| **Language Standards** | Pronouns (ECC)  Homographs | Subject-Verb Agreement  Antonyms | The Verb *Be*  Suffixes -y and -ful | Commas in Dates and Places (\*review)  Synonyms | Commas in a Series (\*review)  Prefix over- |
| **Foundational Standards** | Phonics: Base Words and Endings -ed, -ing  Fluency: Rate | Phonics: Long i (i, igh, ie, y)  Fluency: Stress | Phonics: Long e Sound for y  and Changing y to i  Fluency: Expression | Phonics: Words with ar  Fluency: Phrasing | Phonics: Words with or, ore  Fluency: Intonation |
| **Speaking & Listening** | Speaking and Listening 2: Recount key ideas or details from a story read aloud | | | | |
| **Social**  **Studies**  **Standards** | Participating in Our Community  *Political Science/Citizens and Democracy:* identify the people who make and carry out rules in the community*,* explain what effect following community rules (at a park, in a school, in a museum, at stores, etc.) has on the common good*,* identify ways to be good citizens  *History/Historical Thinking:* research leaders from your community’s past and explain how his/her contributions impacted your community  *History/Historical Analysis:* identify problems from your community’s past and describe how these were solved  *History/Historical Change:* brainstorm good-citizenship actions that students could perform in the community, identify the contributions of individuals to U.S. history and culture*,* identify good citizens in the community and design statues to honor them*,* identify problems and possible solutions in various communities | | | | |
| **Health**  **Content** | Community & Environmental Health  Health Teacher Lessons: The Environment and the Community  Books: What Can We Do About Pollution?; Exploring Our Impact on the Environment; Our Earth: Helping Out; What Can WE Do About Endangered Animals?; Food; Our Earth: Saving Water; Water; What Can We Do About Acid Rain?; What Can We Do About Global Warming?; What Can We Do About Oil Spill and Ocean Pollution? | | | | |

(\*Skills identified as review are not articulated in the grade level language standards. These skills should be instructed based on student need.)

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| **Reading Literature Standards**  **Journeys Lessons 16-20** | **Reading Informational Standards**  **None** |
| Literature 2: Recount stories, including fables, folktales from diverse cultures and determine their central message, lesson, or moral.   * I can determine the lesson of a story. * I can identify important details that support the lesson of a story. * I can retell the story by stating the lesson and support my retelling using key details. |  |
| 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. |
| **Literature 6: Acknowledge differences in the points of view of characters, including by speaking in different voices 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.** |
| **Literature 7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**   * **I can explain the characters, setting or plot using information I gained from the illustrations and words in print.** |
| **Focusing our Instruction** | |
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**\*\* Standards listed in bold indicate 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**  ***Opinion Writing Supplement***  **(Being a Writer)** | **Language Standards**  **Journeys Lessons 16-20 and**  **Extending the CC – Unit 4 (ECC)** |
| Writing 1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.   * I can select a topic and develop my opinion of the topic. * I can provide reasons to support my opinion of the selected topic. * I can create opinion pieces that include:   + an introductory statement that has my topic and the opinions I have formed.   + linking words (because, and, also) to connect my opinions and reasons.   + a concluding statement that provides closure. | Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * I can recognize and use reflexive pronouns when I write. (Lessons 16 and ECC) * I can use verbs correctly when writing (REVIEW OF GRADE 1 LANGUAGE 1) (Lessons 17 and 18) |
| 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 context clues to determine the correct meaning of homographs. (Lesson 16) * I can use context clues to determine the correct meaning of antonyms. (Lesson 17) * I can use what I know about base words to figure out the meaning of words with the suffixes –y and –ful. (Lesson 18) * I can use context clues to determine the correct meaning of synonyms. (Lesson 19) * I can use what I know about base words to figure out the meaning of words with the prefix over-. (Lesson 20) |

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| **Foundational Standard 3 – Phonics**  **Journeys Lessons 16-20** | **Foundational Standard 4 – Fluency**  **Journeys Lessons 16-20** |
| Foundational 3:   * I can recognize and read sight words. (Lessons 16-20) * I can blend, read, and write words ending with –ed and -ing. (Lesson 16) * I can blend, read and write words with the long i sound spelled with i, igh, ie and y. (Lesson 17) * I can blend, read and write words with the long e sound spelled with y. (Lesson 18) * I can blend, read and write words with the ar vowel pattern. (Lesson 19) * I can blend, read and write words with the or and ore vowel patterns. (Lesson 20) | Foundational 4:   * I can read at a “just right” speed to help me understand what I am reading. (Lesson 16) * I can change my voice as I’m reading aloud to help me better understand the meaning. (Lessons 17 and 20) * I can use expression in my voice to show feelings while I’m reading aloud. (Lesson 18) * I can look for punctuation clues to help me know how to “chunk” words into phrases and sentences when I’m reading aloud. (Lesson 19) |

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| **Speaking & Listening Standards**  **Journeys Lessons 16-20** |
| Speaking and Listening 2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.   * I can recount key ideas or details from a variety of sources, including information presented orally. |