Grade 2: Unit 5

Big Idea: Living things change over time.

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|  | **Lesson 21** How do you know which facts are important? | **Lesson 22**What can you learn from a character’s words and actions? | **Lesson 23**What helps you make a decision about a character? | **Lesson 24**How can one event in a story cause another to happen? | **Lesson 25**What steps would you take to plant a garden? |
| **Main Selection & Genre** | *Penguin Chick*Narrative Nonfiction | *Gloria Who Might Be My Best Friend*Realistic Fiction | *The Goat in the Rug*Narrative Nonfiction | *Half-Chicken*Folktale | *How Groundhog’s Garden Grew*Fantasy |
| **Reading Standards** | Informational 1, 2 and 3 | Literature 1 and 2 | Informational 1, 2 and 3 | Literature 1 and 2 | Literature 1 and 2\*\*Connect to Science: Informational 1, 2 and 3 |
| **Writing Standards** | *Nonfiction (Being a Writer)*Writing 2: Informative WritingWriting 7: Research |
| **Language Standards** | AdjectivesDictionary Entry  | AdjectivesIdioms | Irregular VerbsMultiple-Meaning Words | Irregular Action VerbsAntonyms | Irregular Action VerbsUsing Context |
| **Foundational Standards** | Phonics: Words with er and Words with ir, urFluency: Phrasing | Phonics: Homophones and Base Words and Endings –er, -estFluency: Accuracy | Phonics: Suffixes –y, -ly, -ful and Final Stable Syllables-tion, -tureFluency: Rate | Phonics: Prefixes re-, un-, over-, pre-, mis- andSilent ConsonantsFluency: Expression | Phonics: Words with au, aw, al, o, aFluency: Phrasing |
| **Speaking & Listening** | Speaking and Listening 3: Ask and answer questions to gather information |
| **Science** | Solids and Liquids |
| **Health** | Physical Activity, Injury Prevention, Anatomy  |

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| **Reading Literature Standards** **Journeys Lessons 22, 24, and 25**  | **Reading Informational Standards****Journeys Lessons 21, 23, 25 (\*\*Connect to Science) and****Extending the CC – Unit 5 (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 a text I am reading.**
* **I can pick out 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.**
 | **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.**
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| **Literature 2: Recount stories, including fables, folktales from diverse cultures and determine their central message, lesson, or moral.*** **I can tell the difference between a fable and a folktale.**
* **I can determine the moral or lesson learned in a fable or story.**
* **I can determine the central message in a folktale or story.**
* **I can identify important details that support the central message, lesson, or moral.**
* **I can retell the story by stating the central message and explaining what happened and why it happened.**

  | **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 by locating key details.**
* **I can describe how the focus of each paragraph is related to the main topic.**
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| Informational 3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.* I can recognize signal words that indicate the connection between two ideas (e.g., before, after, first, last, next, then).
* I can describe the connection between two ideas in a text using signal words.
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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*****Nonfiction*** **(Being a Writer)** | **Language Standards** **Journeys Lessons 21-25** |
| 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 use adjectives and adverbs to provide detailed descriptions in my writing. (Lessons 21 and 22)
* I can recognize and use irregular verbs to show that something happened in the past in my writing. (Lessons 23, 24 and 25)
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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 a dictionary to help me define an unknown word. (Lesson 21)
* I can use context clues to help me determine the meaning of an idiom or saying that means something different from the meanings of the individual words. (Lesson 22)
* I can use context clues to help me determine the meaning of words that have more than one correct meaning. (Lesson 23)
* I can use context clues to help me determine the meaning of antonyms. (Lesson 24)
* I can use context clues to determine the meaning of words. (Lesson 25)
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| Writing 7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).* I can participate in a research project to write about a topic with my classmates.
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| **Foundational Standard 3 – Phonics****Journeys Lessons 21-25** | **Foundational Standard 4 – Fluency****Journeys Lessons 21-25** |
| Foundational 3:* I can recognize and read sight words. (Lessons 21-25)
* I can blend, read and write words with the r-controlled vowel patterns: -er, -ir and -ur. (Lesson 21)
* I can blend, read, and write words ending with –er and -est. (Lesson 22)
* I can blend, read, and write homophones. (Lesson 22)
* I can blend, read and write words ending with –tion and -ture. (Lesson 23)
* I can blend, read and write words with the suffixes: -y, -ly and -ful. (Lesson 23)
* I can blend, read and write words with the prefixes: re-, un-, over-, pre- and mis-. (Lesson 24)
* I can blend, read and write words with silent consonants. (Lesson 24)
* I can read, blend and write words with the au, aw, al, o and a patterns. (Lesson 25)
 | Foundational 4:* I can look for punctuation clues to help me know how to “chunk” words into phrases and sentences when I’m reading aloud. (Lessons 21 and 25)
* I can monitor my comprehension when I read and go back to reread if something doesn’t make sense. (Lesson 22)
* I can read at a “just right” speed to help me make sense of what I am reading. (Lesson 23)
* I can use expression in my voice to show feeling while I’m reading aloud. (Lesson 24)
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| **Speaking & Listening Standards****Journeys Lessons 21-25** |
| Speaking and Listening 3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.* I can ask and answer questions to clarify, gather information, or deepen my understanding of a topic or issue.
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