Grade 2: Unit 5

Big Idea: Living things change over time.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 Writing  Writing 7: Research | | | | |
| **Language Standards** | Adjectives  Dictionary Entry | Adjectives  Idioms | Irregular Verbs  Multiple-Meaning Words | Irregular Action Verbs  Antonyms | Irregular Action Verbs  Using Context |
| **Foundational Standards** | Phonics: Words with er and Words with ir, ur  Fluency: Phrasing | Phonics: Homophones and Base Words and Endings –er, -est  Fluency: Accuracy | Phonics: Suffixes –y, -ly, -ful and Final Stable Syllables -tion, -ture  Fluency: Rate | Phonics: Prefixes re-, un-, over-, pre-, mis- and Silent Consonants  Fluency: Expression | Phonics: Words with au, aw, al, o, a  Fluency: Phrasing |
| **Speaking & Listening** | Speaking and Listening 3: Ask and answer questions to gather information | | | | |
| **Science** | Solids and Liquids | | | | |
| **Health** | Physical Activity, Injury Prevention, Anatomy | | | | |

|  |  |
| --- | --- |
| **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.** |
| **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.** |
| 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. |
| **Focusing our Instruction** | |
|  |  |

**\*\* 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.

|  |  |
| --- | --- |
| **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) |
| 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) |
| 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. |

|  |  |
| --- | --- |
| **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) |

|  |
| --- |
| **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. |