Grade 2: Unit 6

Big Idea: A surprise can change your life.

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|  | **Lesson 26**  Why is it helpful to know the setting of a story? | **Lesson 27**  How do you know if something is a fact or an opinion? | **Lesson 28**  What can you learn from headings and captions? | **Lesson 29**  What clues help you understand a story character? | **Lesson 30**  How is life now the same as and different from life long ago? |
| **Main Selection & Genre** | *The Mysterious Tadpole*  Fantasy | *The Dog That Dug for Dinosaurs*  Biography | *Working in Space*  Informational Text | *Two of Everything*  Folktale | *Now & Ben*  Informational Text |
| **Reading Standards** | Literature 3 and 9 | Informational 3, 5, 8 and 9 | Informational 3, 5, 8 and 9 | Literature 3 and 9 | Informational 3, 5, 8 and 9 |
| **Writing Standards** | *Poems and Words (Being a Writer)*  Writing 4: Variety of Purposes (building capacity for Grade 3) | | | | |
| **Language Standards** | Contractions  Multiple-Meaning Words | Adverbs (ECC)  Synonyms | Possessive Nouns  Using Roots (ECC \*only\*) | Possessive Pronouns  Antonyms | Prepositions  Dictionary |
| **Foundational Standards** | Phonics: Words with oo, ew, ue, ou  Fluency: Accuracy | Phonics: Words with oo and Possessive Nouns  Fluency: Intonation | Phonics: Vowel Diphthongs ow, ou  Fluency: Phrasing | Phonics: Reading Longer Words with Long Vowels a and i and  Vowel Diphthongs oi, oy  Fluency: Expression | Phonics: Reading Longer Words with Long Vowels o and e and Final Stable Syllable -le  Fluency: Rate |
| **Speaking & Listening** | Speaking and Listening 5: Create an audio recording of a story or poem | | | | |
| **Science** | Insects | | | | |
| **Health** | Tobacco, Alcohol & Other Drugs | | | | |

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| **Reading Literature Standards**  **Journeys Lessons 26, 29 and**  **Extending the CC – Unit 6 (ECC)** | **Reading Informational Standards**  **Journeys Lessons 27, 28, and 30** |
| **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.** | **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.** |
| **Informational 5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.**   * **I can identify text features in a nonfiction text. (captions)** * **I can identify the use of the text features in a nonfiction text.** * **I can locate key information efficiently using text features while reading a nonfiction text.** |
| **Literature 9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.**   * **I can read two versions of the same story and locate key details that are important to each version.** * **I can discuss how the culture impacts the way the story is told.** * **I can compare and contrast two versions of the same story.** | **Informational 8: Describe how reasons support specific points the author makes in a text.**   * **I can identify the author’s point.** * **I can identify reasons, or facts and opinions, the author gives me to support their specific point.** * **I can describe how these reasons support the author’s specific points.** |
| **Informational 9: Compare and contrast the most important points presented by two texts on the same topic.**   * **I can identify key details from a text on a given topic.** * **I can read two texts on this topic and identify key details.** * **I can compare and contrast the key details of the two texts.** |
| **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**  ***Poems and Words***  **(Being a Writer)** | **Language Standards**  **Journeys Lessons 26-30 and**  **Extending the CC – Unit 6 (ECC)** |
| Writing 4 (Grade 3): With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   * I can write for a variety of purposes and create a piece that is appropriate for my task, purpose and audience. (BUILDING CAPACITY FOR GRADE 3) | 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. (Lesson 27 and ECC) |
| Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * I can form a contraction using two words I know and an apostrophe. (Lesson 26) * I can use apostrophes to show possession in my writing. (Lessons 28 and 29) |
| 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 words that have more than one correct meaning. (Lesson 26) * I can use context clues to determine the meaning of synonyms. (Lesson 27) * I can use context clues to determine the meaning of antonyms. (Lesson 29) * I can use a dictionary to help me define an unknown word. (Lesson 30) * I can determine the meaning of a new word by finding a root word I know. (ECC) |

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| **Foundational Standard 3 – Phonics**  **Journeys Lessons 26-30** | **Foundational Standard 4 – Fluency**  **Journeys Lessons 26-30** |
| Foundational 3:   * I can recognize and read sight words. (Lessons 26-30) * I can read, blend and write words with the vowel teams oo, ew, ue and ou. (Lesson 26) * I can read, blend and write words with the vowel team oo. (Lesson 27) * I can read, blend and write words that show ownership with an ‘s. (Lesson 27) * I can read, blend, and write words with the vowel teams ow and ou. (Lesson 28) * I can read, blend and write two syllable words with long vowel sounds. (Lessons 29-30) * I can read, blend and write words with the vowel teams oi and oy. (Lesson 29) * I can read, blend and write words with the final stable syllable –le. (Lesson 30) | Foundational 4:   * I can recognize words quickly and make my reading sound natural when I read aloud. (Lesson 26) * I can change my voice as I’m reading aloud to help me better understand the meaning. (Lesson 27) * I can look for punctuation clues to help me know how to “chunk” words into phrases and sentences when I’m reading aloud. (Lesson 28) * I can use expression in my voice to show feeling while I’m reading aloud. (Lesson 29) * I can read at a “just right” speed to help me understand what I am reading. (Lesson 30) |

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| **Speaking & Listening Standards**  **Journeys Lessons 26-30** |
| Speaking and Listening 5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.   * I can create audio recordings of stories or poems. * I can add drawings or visual displays to stories or experiences to clarify ideas, thoughts, and feelings. |