

Nature Walk

What is in the world around us?

Standards Checklist

Reading: Literature

Key Ideas and Details

- RL.2.1 Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Craft and Structure

- RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Integration of Knowledge and Ideas

- RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Range of Reading and Level of Text Complexity

- RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text

Key Ideas and Details

- RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within a text.

Craft and Structure

- RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5 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.

- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

- RI.2.8 Describe how reasons support specific points the author makes in a text.

Range of Reading and Level of Text

- RI.2.10 By the end of the year read, and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards: Foundational Skills

Phonics and Word Recognition

- RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.
- RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.
- RF.2.3f Recognize and read grade-appropriate irregularly spelled words.
- RF.2.4a Read on-level text with purpose and understanding.
- RF.2.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive reading.
- RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading, as necessary.

****need writing, speaking and listening, and language standards added

Writing

Text Types and Purposes

- W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

- W.2.7 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.)
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards

Comprehension and Collaboration

- SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.1a Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.)
- SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.
- SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 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.
- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.5 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 feeling.
- SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

Conventions of Standard English

- L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g. The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.)
- L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

- L.2.4 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.
- L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g. birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark)
- L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

Literary Texts:

Stories

- Henry and Mudge and the Starry Night -realistic fiction
- Owl Moon -realistic fiction
- Fables -traditional literature

Poems

Nature I s

Owls

Informational Texts:

- Exploring Parks with Ranger Dockett
- Owls
- Weekly Scholastic News
- Science based book (supplemental week)

Strategies:

Reading Literature

Week One

Reading

Introduce the nature theme with the story *Henry and Mudge and the Starry Night*. During this story, students will be introduced to the graphic organizer, a Venn Diagram, to learn how to compare and contrast the two main character's adventures in each chapter of the book. (RL.2.1, RL.2.2,RL.2.5,RL.2.7,RL.2.10,RF.2.3,RF.2.4,RF.2.4a,RF.2.4b,RF.2.4c)

Writing, Language

To launch the theme, students will take a nature walk to collect or list items seen or found in nature. The students will write an expository paragraph about what they found or saw in nature on their walk. Students will complete a story map. The students will use a completed story map to write a book report with guidance and support from the teacher. The students will use the book to identify compound words. Students will learn to identify the four types of sentences. (W2.2,W2.5,L.2.1,L.2.1f,L.2.2,L.2.4d)

Reading Informational

Week Two

Reading

During the story *Ranger Dockett* students will work in groups to complete the main idea activity "rooted in a good book" story organizer. Each group will be given different paragraphs/pages to identify the main idea and supporting details. (RI .2.1,RI .2.2,RI .2.4,RI .2.6,RI .2.8,RI .2.10,RF.2.3,RF.2.4, RF.2.4a,RF.2.4b,RF.2.4c)

Writing, Language

Each group will be given a story organizer from another group. The students will use the organizer to write an expository paragraph. Students will continue to practice identifying and writing the four types of sentences. Each student will create a four section foldable to record one type of sentence in each section. The students will be introduced to antonyms to help their understanding of word relationships. (W.2.2,W.2.7,L.2.1, L.2.1f, L.2.2,L.2.5)

Reading Literature & Reading Informational

Week Three

Reading

Students will read two different selections *Owl Moon* and *Owls* to compare and contrast the similarities and differences of each story (practice book page 172). Students will identify the main idea and supporting details of each paragraph while reading *Owls*. During this week the students will also be engaged in a study of owls. The students will create a lapbook to record the different facts learned during their study.

(RL.2.1,RL.2.2,RL.2.7,RL.2.10,RI .2.1,RI .2.2,RI .2.3,RI .2.4,RI .2.6,RI .2.8,RI .2.10, RF.2.3,RF.2.4, RF.2.4a,RF.2.4b,RF.2.4c)

Writing, Language

Using the facts learned during the study of owls and the student created lapbook, the students will write an expository paragraph. The students will review identifying and using compound words, antonyms, and multiple-meaning words. The students will continue practicing writing and identifying the four types of sentences. (W2.2,W2.7,W.2.8,L.2.1,L.2.1f,L.2.2,L.2.4, L.2.4d,L.2.5))

Reading Literature

Week Four

Reading

Students will be introduced to fables during this week. The students will learn to retell fables and determine their message, or moral. During self-selected reading teachers will read aloud various tall tales. Through discussions students will learn about the elements of a tall tale. (RL.2.1, RL.2.2,RL.2.10, RF.2.3,RF.2.4, RF.2.4a,RF.2.4b,RF.2.4c)

Writing, Language

Students will write an expository paragraph about fables. Students should include the vocabulary words in their writing. The students will learn to identify and correct sentences with more than one noun and verb.

(W.2.2,L.2.1,L.2.1f,L.2.2)

Reading Informational

Supplemental Week

This week should be done *before* the theme wrap up. This week should replace Around the Pond, but the spelling and language skills will be the same.

Reading

Teachers will select an informational text to read during this week to help students understand scientific ideas and concepts. Focus will be placed on identifying the main idea and supporting details. Students will also listen to a teacher read aloud and/or read other books on the same topic to compare and contrast what is learned from each book. (RI .2.1,RI .2.2,RI .2.4,RI .2.5, RI .2.6,RI .2.8,RI .2.10,RF.2.3,RF.2.4, RF.2.4a,RF.2.4b,RF.2.4c)

Writing, Language

Students will write an expository piece using multiple sources on the scientific topic chosen for the week. Students will learn to determine the definition of words with multiple meanings based on second grade content. (W.2.2,W.2.7,W.2.8,L.2.1,L.2.2,L.2.4)

Assessment:

Each week the students will be given a vocabulary and comprehension test on the weekly story.

Technical Vocabulary:

- Compare
- Contrast
- Expression
- Fantasy
- Fluency
- Point of View
- Real
- Tall Tale
- Venn Diagram

Graffiti Writing Project

This writing project can be used anytime during this theme. The objective of this writing project is to introduce and practice asking good questions. The project will begin as a whole group activity. The teacher will post a nature scene picture in the classroom or on the smart board. The teacher will guide the students and make a class chart of good questions about the picture.

The second part of this activity involves posting several nature pictures on poster board/large paper around the room. Give students a sticky note for each picture. Have students walk around the room looking at each picture and write a question about each picture on the sticky notes. Once everyone has finished writing their questions each student should place their sticky note question on the correct picture. (W.2.5, L.2.2, L2.3)

Theme 3: Communities

What do different communities have to offer?

Standards Checklist

Reading: Literature

Key Ideas and Details

- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Craft and Structure

- RL.2.4 Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

- RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

- RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Range of Reading and Level of Text Complexity

- RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text

Key Ideas and Details

- RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

- RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5 Know and use various text features (e.g. captions, bold print, subheading, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

- RI.2.7 Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8 Describe how reasons support specific points the author makes in a text.
- RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text

- RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

Phonics and Word Recognition

- RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words
- RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.
- RF.2.3b Know spelling-sound correspondences for additional common vowel teams.
- RF.2.3c Decode regularly spelled two-syllable words with long vowels.
- RF.2.3d Decode words with common prefixes and suffixes.
- RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.
- RF.2.3f Recognize and read grade-appropriate irregularly spelled words.

Fluency

- RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

- RF.2.4a Read on-level text with purpose and understanding.
- RF.2.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

Text Types and Purposes

- W.2.3 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.

Production and Distribution of Writing

- W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

- W.2.7 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.)
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards

Comprehension and Collaboration

- SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- SL.2.1a Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.)
- SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.
- SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 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.
- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.5 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 feeling.
- SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

Conventions of Standard English

- L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2.1a Use collective nouns (e.g. groups)
- L.2.1b Form and use frequently occurring irregular plural nouns (e.g. feet, children, teeth, mice, fish)

- L.2.1c Use reflexive pronouns (e.g. myself, ourselves)
- L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g. The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.)
- L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.2.2a Capitalize holidays, product names, and geographic names.
- L.2.2b Use commas in greetings and closings of letters.
- L.2.2d Generalize learned spelling patterns when writing words (e.g. cage & badge; boy & boil)
- L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

- L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.2.3a Compare formal and informal uses of English

Vocabulary Acquisition and Use

- L.2.4 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.
- L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. addition, additional)
- L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g. birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark)
- L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

- L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.
- L.2.5a Identify real-life connections between words and their use (e.g. describe foods that are spicy or juicy.)
- L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g. When other kids are happy that makes me happy.)

Resources:

Literary Texts:

Chinatown

Big Bushy Mustache

Jamaica Louise James

Informational Texts:

A Trip to the Firehouse

Strategies:

Reading Literature

Week One

In the story *Chinatown* students will retell details learned about the Chinese American culture. Students can complete story maps and summarize in their own words the overall story structure.

Using the text, the students can find nouns including irregular plural nouns and reflexive pronouns. Students will be introduced to narrative writing. (RL.2.1, RL.2.2, RL.2.4, RL.2.7, RL.2.10.

RF.2.3, RF.2.3a, RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3f, RF.2.4,

RF.2.4a, RF.2.4b, RF.2.4c, W.2.3, W.2.5, L.2.1, L.2.1a, L.2.1b, L.2.1c, L.2.2, L.2.2a, L.2.2b, L.2.3, L.2.4, L.2.5, L.2.5a)

Week Two

Students will be introduced to finding the main idea of a multiparagraph text along with supporting details in the story *A Trip to the Firehouse*. The students will use diagrams to contribute to their understanding of the different types of fire trucks and label the parts of a fire truck. Students will continue to identify and use common, proper, plural, and reflexive pronouns. The students will use the leveled readers to work in groups and participate in jigsaw reading. Write a friendly letter to the firemen thanking them for the field trip. (RI .2.1, RI .2.2, RI .2.4, RI .2.5, RI .2.6, RI .2.7, RI .2.8, RI .2.9, RI .2.10, RF.2.3, RF.2.3a, RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3f, RF.2.4, RF.2.4a, RF.2.4b, RF.2.4c, L.2.1, L.2.1a, L.2.1b, L.2.1c, L.2.2, L.2.2a, L.2.2b, L.2.3, L.2.4, L.2.5, L.2.5a)

Week Three

In the story *Big Bushy Mustache* the students will discuss how some problems have more than one solution. The students will work on finding solutions to common problems and discuss the ways the main character tries to solve his problem. During writing the students will compose a narrative about a time they had a problem and how they solved the problem. (RL.2.1, RL.2.2, RL.2.3, RL.2.10, RF.2.3, RF.2.3a, RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3f, RF.2.4, RF.2.4a, RF.2.4b, RF.2.4c, W.2.3, W.2.5, W.2.6, W.2.8, L.2.1, L.2.2)

Week Four

After reading the story *Jamaica Louise James*, students will make a foldable comparing the different ways characters responded to the major events in the story. Students will

compare and contrast our community with Jamaica's. The students can use a graphic organizer as a writing web to write about their community. Students will write a friendly letter to Jamaica congratulating her on her award. (RL.2.1, RL.2.5, RL.2.6, RL.2.10, RF.2.3, RF.2.3a, RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3f, RF.2.4, RF.2.4a, RF.2.4b, RF.2.4c, L.2.1, L.2.2, L.2.2b, W.2.3)

Week Five

A nonfiction selection will be used with the skills for the theme wrap up.

Assessments:

Each week the students will be given a vocabulary and comprehension test on the weekly story.

Technical Vocabulary:

- Body
- Capitalization
- Closing
- Compare
- Compound
- Contrast
- Editing
- Narrative
- Figurative
- Friendly letter
- Greeting
- Revision
- Time Order Words
- Dictionary

Theme 4: Amazing Animals

What makes an amazing character?

Standards Checklist

Reading: Literature

Key Ideas and Details

- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.3 Describe how characters in a story respond to major events and challenges.

Craft and Structure

- RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

- RL.2.7 Use information gained from the illustrations and words in a print or Range of Reading and Level of Text Complexity
- RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text

Key Ideas and Details

- RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

- RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

- RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5 Know and use various text features (e.g. captions, bold print, subheading, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

- RI.2.7 Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8 Describe how reasons support specific points the author makes in a text.

Range of Reading and Level of Text

- RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

Phonics and Word Recognition

- RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words
- RF.2.3b Know spelling-sound correspondences for additional common vowel teams.

- RF.2.3e I identify words with inconsistent but common spelling-sound correspondences.
- RF.2.3f Recognize and read grade-appropriate irregularly spelled words.

Fluency

- RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.2.4a Read on-level text with purpose and understanding.
- RF.2.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

Text Types and Purposes

- W.2.1 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.

Production and Distribution of Writing

- W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

- W.2.7 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.)

- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards

Comprehension and Collaboration

- SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.1a Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.)
- SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.
- SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 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.
- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.5 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 feeling.
- SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

Conventions of Standard English

- L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2.1a Use collective nouns (e.g. groups)
- L.2.1b Form and use frequently occurring irregular plural nouns (e.g. feet, children, teeth, mice, fish)
- L.2.1c Use reflexive pronouns (e.g. myself, ourselves)
- L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g. sat, hid, told)
- L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.2.2a Capitalize holidays, product names, and geographic names.

Knowledge of Language

- L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

- L.2.4 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.
- L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- L.2.5b Distinguish shades of meaning among closely related verbs (e.g. toss, throw, hurl) and closely related adjectives (e.g. thin, slender, skinny, scrawny.)

Resources:

Literary Texts:

Officer Buckle and Gloria
The Great Ball Game
Little Grunt and the Big Egg

Informational Texts:

Ant
Mighty Dinosaurs
Dinosaur science tub

Biographies

Ellen Ochoa
Theodore Roosevelt
Wilma Rudolph

Strategies:

Week One

Using the story *Officer Buckle and Gloria* the students will use the illustrations to gain information about the plot. Students will be introduced to idioms and complete a writing activity where they will choose an idiom to illustrate. The students will work on making a list of safety tips to follow at school and home. They can use this list to write an expository piece of writing. Students will continue to learn about reflexive pronouns. Students can compose a friendly letter to Officer Buckle thanking him for speaking at their school. (RL.2.1, RL.2.3, RL.2.5, RL.2.7, RL.2.10, RF.2.3, RF.2.3e, W.2.2, W.2.5, L.2.1c, L.2.2)

Week Two

In the story *The Ant* students will identify the main purpose of the nonfiction text and give supporting details. Students can fill in a KWL chart on ants and search online for answers to their questions. The students will complete an expository paragraph on what they have learned about ants. The students will write two opinion pieces from different points of view after hearing the read aloud *Hey Little Ant*. (RI .2.1, RI .2.2, RI .2.4, RI .2.5, RI .2.6, RI .2.8, RI .2.10, RF.2.3, W.2.1, W.2.2)

Week Three

Students will be introduced to what a folktale is with the story *The Great Ballgame* . The students will compare the different points of view of the characters when deciding if the bat should be an animal or a bird. Students can write an opinion piece about whether they think the bat should be an animal or a bird. (RL.2.2, RL.2.5, RF.2.3b, RF.2.3f, W.2.1)

Week Four

Students will read two different texts on the same topic. In the story *Little Grunt and the Big Egg* the students will acknowledge the different points of view of the characters about the decision of the dinosaur staying or leaving. In the nonfiction selection, *Might Dinosaurs*, students will use the heading to identify the main idea and supporting details. Using additional informational texts the students will compare and contrast the different information learned from varying texts on the same topic. The students will write an expository piece on information learned from the readings.

Week Five

Students will be introduced to biographies. After reading biographies the students will be able to make connections

between a series of historical events. The students will be involved in researching about someone they are interested in learning about, record information, and write a biography after completing their research. The students will write a bio poem about themselves. (RI .2.1, RI .2.3, RI .2.4, RI .2.5, RI .2.10, W.2.2, W.2.6, RF.2.3b, RF.2.3f)

Assessments:

Each week the students will be given a vocabulary and comprehension test on the weekly story.

Technical Vocabulary:

- Action
- Autobiography
- Biography
- Conclusion
- Linking words (transition words)
- Opinion piece
- Record
- Scan
- Time order words

Choices

How do the choices we make affect our life?

Standards Checklist

Reading: Literature

Key Ideas and Details

- RL.2.1 Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

- RL.2.3 Describe how characters in a story respond to major events and challenges.

Craft and Structure

- RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
- RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Integration of Knowledge and Ideas

- RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Range of Reading and Level of Text Complexity

- RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text

Key Ideas and Details

- RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within a text.
- RI.2.3

Craft and Structure

- RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5 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.
- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

- RI.2.8 Describe how reasons support specific points the author makes in a text.
- RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text

- RI.2.10 By the end of the year read, and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards: Foundational Skills

Phonics and Word Recognition

- RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.
- RF.2.3c
- RF.2.3e I identify words with inconsistent but common spelling-sound correspondences.
- RF.2.3f Recognize and read grade-appropriate irregularly spelled words.

Fluency

- RF.2.4a Read on-level text with purpose and understanding.
- RF.2.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive reading.
- RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading, as necessary.

Writing

Text Types and Purposes

- W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Production and Distribution of Writing

- W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

- W.2.7 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.)

- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Language

Conventions of Standard English

- L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g. The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.)
- L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

- L.2.5a I identify real-life connections between words and their use (e.g. describe foods that are spicy or juicy.)

Speaking and Listening Standards

Comprehension and Collaboration

- SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.1a Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.)
- SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.
- SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 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.
- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

- SL.2.5 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 feeling.
- SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Literary Texts:

Stories

- Dragon Gets By
- Julius
- Mrs. Brown Went to Town (a rhyming story)
- George and Martha: The Surprise

Poems

- Crayons
- New Kid On The Block
- ABC/Second Grade
- Balanced Diet
- The Hippopotamus
- Hippopotamus Sandwich
- Focus on Poetry unit

Informational Texts:

- Hippos
- When Words Hurt (Scholastic News)
- It's Easy to Be Polite: Why Manners Are Important (T146-147; telephone etiquette)
- Weekly Scholastic News

Strategies:

Reading Literature

Week One

Using the story *Dragon Gets By* students will discuss the story elements of beginning, middle, end, characters, and setting. The students will complete a story map as a whole class activity. Discussions during this story will include determining the lesson the main character Dragon should have learned, the

bad choices Dragon made, and how he inappropriately responded to each event in the story. Students' attention will be drawn to the illustrations to aid comprehension of the setting and the character's feelings. (RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.7, RL.2.10, RF.2.4a, RF.2.4b, RF.2.4c)

Writing, Language

Students will work on identifying complete sentences, writing complete sentences, and expanding sentences. The class will create a shared writing ABC Healthy Choices class book. Students will use context as a clue to understand the meaning of homophones. (W.2.5, W.2.7, L.2.1, L.2.1f, L.2.2, L.2.4d)

Week Two

After reading the story *Julius*, students will work on completing a story map with a partner. The map will focus on the story elements of beginning, middle, end, characters, and setting. Discussions during this story will include Maya's point of view about Julius and the different point of view of Maya's parents about Julius. Students will use the illustrations and the story to understand the characters, setting, and plot have both real and fantasy elements. (RL.2.1, RL.2.5, RL.2.6, RL.2.7, RL.2.10, RF.2.4a, RF.2.4b, RF.2.4c)

Writing, Language

Expository writing will be introduced. Students will write an expository paragraph about pigs or pets making real-life connections. Writing sentences will continue with the introduction of naming parts to be called nouns. Students will distinguish the meaning of closely related words, synonyms. (W.2.2, L.2.1f, L.2.5a, L.2.5b)

Week Three

The poem *Balanced Diet* will be used to introduce how poets tell a story. The poem's similar message to *Dragon Gets By* will be an example of how poems can have a message like a story, but the rhythms of a poem make it fun to listen to. The discussion will also focus on poetry containing the same key details stories do (i.e. who, what, where, when, why, and how). *Mrs. Brown Went to Town* is a rhyming story used during this week to further demonstrate how rhythm can supply meaning to a story. This story will continue the theme of how characters respond to events while students are introduced to predicting outcomes. (RL.2.1, RL.2.3, RL.2.4, RL.2.5, RL.2.10, RF.2.4a, RF.2.4b, RF.2.4c)

Writing, Language

Students will continue working on expository writing with farm animals. Alliteration will be introduced during the reading of *Mrs. Brown Went to Town*. During writing the class will work on adding words to an animal name to form a silly sentence, using alliteration. (TE223 and see alliteration packet) The students will be introduced to the action part of a sentence to be called verb. Students will clarify the meaning of multiple meaning words based on grade level content. (W2.2, RL.2.4, L2.1f, L2.4, L.2.5a)

Week Four

This week will include two reading selections. The first, *George and Martha: The Surprise* will review the elements of fantasy discussed throughout the theme. Story discussions will also include the point of view of each character and how each character responds to the conflict in the story. The second reading selection will be the non-fiction text *Hippos*. The students will use the text, digital sources on the smart board, and reading materials supplied by the teacher to learn about the hippopotamus and mammals. During this study, the students will craft a lapbook to record and collect the information learned. (RL2.1, RL2.3, RL2.6, RL2.10, RI 2.1, RI 2.4, RI 2.5, RI 2.6, RI 2.10, RF.2.4a, RF.2.4b, RF.2.4c)

Writing, Language

Using the student created lapbook, students will write an expository paragraph. Students will review previously mentioned standards in weeks 1-3. (W2.2, L.2.1, L.2.1f, L2.2, L2.4, L2.4a, L2.5, L.2.5a)

Week Five

Students will be engaged in a week long study of the poetry genre. They will begin to understand when they read a poem; they are reading a poet's description of something. Students will be asked to think about what the

writer of a particular poem wants them to see or feel. Discuss with the students whether a poet is telling about objects, animals, places, people, or feelings.

Poetry Book Launch

Starting the *first week* of school, students will begin to develop an ongoing, year long, project. Poems will be placed in a poetry notebook where students will create illustrations to demonstrate their understanding of close reading in poetry. Students will also write about their understanding of the poems under their illustrations. The poems in this notebook will be used to introduce, teach, and review poetry concepts. (RL.2.1, RL. 2.4, RL.2.10, RF.2.4a, RF.2.4b, RF.2.4c)

Writing

Students will write an expository piece using the weekly vocabulary. The students will be engaged in various poetry writing activities (haiku, list poems, etc.) Instruction will be focused on students understanding a sentence has one noun and one verb. Students will correct run-on sentences by creating two shorter sentences with correct end marks and capitalization. (RL2.4, W2.2, L.2.3)

Assessment:

Each week the students will be given a vocabulary and comprehension test on the weekly story.

Week three students will be assessed on completing a story map for the story *Mrs. Brown Went to Town*.

Students will be assessed on their ability to identify word families, with common and inconsistent spelling patterns. (i.e. rhyming words)

Technical Vocabulary:

- Alliteration
- Author
- Beginning
- Chapter
- Conclusion
- Digital graphic organizer
- Digital sources
- Ending

- Illustrator
- Introduction
- Main Idea
- Paragraph
- Poet
- Repetition
- Research
- Rhyme
- Rhythm
- Shared writing
- Spelling patterns
- Fantasy
- Characters