

Harrison Township School District

"Where Bright Futures Begin"

Grade: 2
Course: English Language Arts
Theme: Responsibility

Unit #: 5
Trimester: III
Week(s): 25 through 30

Essential Questions

- What does it mean to be responsible?
 - Why should we be responsible for doing a good job?
 - How can we be responsible community members?
 - How can we be responsible animal owners?
 - How can we be responsible friends and neighbors?
 - How can we be responsible when we make a mistake?



Enduring Understandings

- ✓ People being responsible for doing a good job do everything the job requires; help each other; communicate with each other; take pride in their work.
- ✓ Responsible community members solve problems, help and respect each other.
- ✓ Responsible animal owners provide care for the animal; give attention to the animal; train the animal.
- ✓ Friends and neighbors communicate with one another, help and respect each other.
- ✓ Rules have a purpose and there are consequences when rules are broken.



Reading Standards

Reading Standards for Literature:

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Describe how characters in a story respond to major events and challenges.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, settings, or plot.

Reading Standards for Informational Text:

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Reading Standards – Foundational Skills:

- Know and apply grade-level phonics and word analysis skills in decoding words.
 - Know spelling-sound correspondences for additional common vowel teams.
 - Decode words with common prefixes and suffixes.
 - Identify words with inconsistent but common spelling-sound correspondences.
 - Recognize and read grade-appropriate irregularly spelled words.
- Read with sufficient accuracy and fluency to support comprehension.
 - Read on-level text with purpose and understanding.
 - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Writing Standards

- 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.
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Language Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use an apostrophe to form contractions and frequently occurring possessives.
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Compare formal and informal uses of English.
- 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.
 - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
 - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- Demonstrate understanding of word relationships and nuances in word meanings.
- 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*).

Speaking and Listening Standards

- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - 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).
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 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.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations).