

Harrison Township School District

“Where Bright Futures Begin”

Grade: 2
Course: English Language Arts
Theme: Our Changing World

Unit #: 4
Trimester: II
Week(s): 19 through 24

Essential Questions

- How do things change? How do they stay the same?
 - How can familiar things help us with changes?
 - How do plants change over time?
 - Why are some changes difficult?
 - How do changes in the weather affect us?



Enduring Understandings

- ✓ Changes can be difficult, a bit scary, and comforting.
- ✓ Plants have a growth cycle; need sun, rain, and nutrients; provide food and beauty.
- ✓ Understand the different kinds of soil; how kinds of soil are formed; the interrelationships of plants, animals, people, and soil.
- ✓ Change can take us to places we have never been; make us look at ourselves in new ways; open us to new opportunities.
- ✓ Changes in weather affect our lives; weather changes can be unexpected; we need rain for plants to grow.



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.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- 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.
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- 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.
- 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 regularly spelled two-syllable words with long vowels.
 - Decode words with common prefixes and suffixes.
- 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 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.
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- 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.
 - Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watch the movie; The action movie was watched by the little boy).
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use commas in greeting and closings of letters.
- 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.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- Demonstrate understanding of word relationships and nuances in word meanings.
 - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- 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).
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.