

Harrison Township School District

“Where Bright Futures Begin”

Grade: 2
Course: English Language Arts
Theme: Creative Ideas

Unit #: 3
Trimester: II
Week(s): 13 through 18

Essential Questions

- What does it mean to be creative?
 - When does support from others help with a creative idea?
 - In what creative ways do we communicate?
 - How can creative thinking solve a problem?
 - When does a creative idea lead to a surprise?
 - Where do creative ideas come from?



Enduring Understandings

- ✓ Support from others helps creative ideas turn into inventions and helps get projects completed.
- ✓ We communicate in creative ways through speaking, writing, signs and symbols, and actions and behaviors.
- ✓ Creative thinking can solve problems when we use something in a different way and we have a good plan.
- ✓ Creative ideas can lead to surprises when we share with others, help others, and use clever thinking.
- ✓ Creative ideas come from research, working together, new ways of thinking, and improving something.



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.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- 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
- Describe how reasons support specific points the author makes in a text.

Reading Standards – Foundational Skills:

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - Blend and segment onsets and rimes of single-syllable spoken words.
- Know and apply grade-level phonics and word analysis skills in decoding words.
 - Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - Know spelling-sound correspondences for additional common vowel teams.
 - Decode regularly spelled two-syllable words with long vowels.
 - Recognize and read grade-appropriate irregularly spelled words.
- Read with sufficient accuracy and fluency to support comprehension.
 - 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 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.

Language Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- 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 knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- Demonstrate understanding of word relationships and nuances in word meanings.
 - 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).
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 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).