

Harrison Township School District

“Where Bright Futures Begin”

Grade: 2
Course: English Language Arts
Theme: Working Together

Unit #: 2
Trimester: I
Week(s): 7 through 12

Essential Questions

- How can we work together?
 - How can we help each other in dangerous situations?
 - How has working together changed history?
 - How can we work together to meet people’s needs?
 - Why is it a good idea to work together?
 - How can we work together to solve problems?



Enduring Understandings

- ✓ There are many dangerous situations in the world and many ways that each of us can help.
- ✓ Working together has changed history, involves many people, and has made many positive changes.
- ✓ Meeting the needs of people requires many decisions and requires the work of many people.
- ✓ Working together solves problems, provides safety and protection, helps us survive, and helps get the job done.
- ✓ When we work together we resolve conflicts, share responsibility and work, spend time with others, and help those in need.



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 how characters in a story respond to major events and challenges.
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

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

Reading Standards – Foundational Skills:

- 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.
 - 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 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.
- 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).

Language Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Use collective nouns (e.g., group).
 - Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - 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.
 - Capitalize holidays, product names, and geographic names.
 - Use an apostrophe to form contractions and frequently occurring possessives.
- Use words and phrases acquired through conversations, reading, and being read to, and responding to texts

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.