

Harrison Township School District

“Where Bright Futures Begin”

Grade: 2
Course: English Language Arts
Theme: Exploration

Unit #: 1
Trimester: I
Week(s): 1 through 6

Essential Questions

- What can we learn from exploring new places and things?
 - What can we learn by exploring different communities?
 - What can we learn by exploring space?
 - What can we discover by exploring nature?
 - What can we learn by exploring the desert?
 - How does exploration help us find answers?



Enduring Understandings

- ✓ Different communities are both alike and different, have both plants and wildlife, and have children who feel the same about school.
- ✓ Exploring space is done by astronauts, requires high-tech equipment, and could be done by anyone who is interested.
- ✓ Exploring nature includes the skies and space, water, forests, and our neighborhoods.
- ✓ The desert gets very little rain, is home to many animals, and has plants that need little water.
- ✓ We can explore questions by exploring new places, reading books, and asking others for help.



Reading Standards

Reading Standards for Literature:

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

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

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.
 - 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 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.
- 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 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.
- 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.
- 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).
- 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).
- 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).