

Grade: 2 Subject: Literacy	Unit 5: Neighborhood News
Big Idea/Rationale	<ul style="list-style-type: none"> • In this theme, children discover that members of a community are connected in a variety of ways. They see that each person in a community plays a part in making that community special. • Students will have opportunities for practice in reading using leveled texts and the Literacy Centers model • Students will draft, revise, and edit writing using the Writing Process model, employing the 6 Traits of Effective Writing
Enduring Understandings	<ul style="list-style-type: none"> • Every member of a community is vital to the success of that community. • Reading is an active process; it is the key to knowledge and to understanding our world and ourselves. • Reading is a lifetime skill that enhances learning and enjoyment. • Reading comprehension is built on a solid foundation of word recognition, context, and sentence structure. • Good readers select and utilize appropriate strategies to help them understand text • Readers use language, structure, and context clues to identify the meaning of words in text. • Good readers compare, infer, synthesize, and make connections to make text personally relevant and meaningful. • Knowing the setting and the sequence of story events helps leads to improved comprehension. • A reader can understand a character’s feelings by examining the character’s actions and relating them to his/her own experiences and feelings. • Stories can be based in reality or fantasy. • Words and phrases bring meaning to a topic. • Text features (captions, bold face print, etc.) can improve the understanding of informational text. • Two texts can have similarities and differences about one topic. • Writing is a process, not a result. • Writing is a way for people to communicate and express ideas. • We are all writers. • People write for different purposes and audiences. • By using the rules of capitalization, punctuation, and spelling, we become clear communicators. • Reading comprehension is built on a solid foundation of word recognition, context, and sentence structure. • Writing is a process, not a result.

<p>Essential Questions</p>	<ul style="list-style-type: none"> • How do individuals in a community add to the success of that community. • How can reading help me learn more about the world and about myself? • How can I tell a character’s feelings from clues in a story? • How can I tell if a story is real or make believe? • Why is it important to know the setting and sequence of events in a story? • What do readers do when they do not understand everything in a text? • How does word choice impact overall meaning of the text? • How can I tell what sound a vowel makes? • How do I figure out a word I do not know? • What are the most effective strategies a reader can use to decode and learn new words? • How can a readers use text features to support comprehension? • How do readers construct meaning from text? • What choices can a writer make to improve a piece? • How can I communicate ideas to others? • Where can I get ideas for writing? • What strategies can I apply to help me to spell words correctly? • What are the most effective strategies a reader can use to decode and learn new words? • What choices can a writer make to improve a piece?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Read a variety of genres. • Continue to develop fluency and comprehension in more complex texts. • Continue to identify story elements both written and orally. • Become familiar with and begin to utilize new story and extended vocabulary. • Use text features to determine meaning of informational text. • Continue to utilize the writing process and six traits (Ideas, Organization, conventions) to write descriptive, informative, and narrative sentences. • Introduce verbs. • Model desired writing behaviors. • Publish a non-fiction research report for writing portfolio. • Use journal writing for practice, critical thinking, skill development, and reflection. • Increase phonological awareness and application of spelling conventions including: <ul style="list-style-type: none"> ▪ Unit 12—double vowel syllable type, sounds of oi, oy, review of all syllable types, trick words ▪ Unit 13—double vowel syllable type, sounds of oa, oe, ow, review of suffix endings, homophones, trick words. ▪ Unit 14—double vowel syllable type, sounds of ou, ow, sound choices for ou and ow, trick words.
<p>Standards</p>	<ul style="list-style-type: none"> • RL.2.1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.

- RL.2.3. Describe how characters in a story respond to major events and challenges.
- RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- RI.2.5. 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.
- RI.2.6. 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.
- RI.2.7. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.8. Describe how reasons support specific points the author makes in a text.
- RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.
- RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RF.2.3. 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.

- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade-appropriate irregularly spelled words.
- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
 - Read grade-level text with purpose and understanding.
 - Read grade-level text orally with accuracy, appropriate rate, and expression.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- W.2.1. 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.
- W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.3. 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.
- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.1. 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).
 - Build on others' talk in conversations by linking their comments to the remarks of others.
 - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3. 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.
- SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

- L.2.1. 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*).
 - Use reflexive pronouns (e.g., *myself, ourselves*).
 - Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
 - 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 watched the movie; The action movie was watched by the little boy*).
- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Capitalize holidays, product names, and geographic names.
 - Use commas in greetings and closings of letters.
 - Use an apostrophe to form contractions and frequently occurring possessives.
 - Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Compare formal and informal uses of English.
- L.2.4. 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.
 - 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.
- L.2.5. Demonstrate understanding of figurative language, 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*).

	<ul style="list-style-type: none"> • L.2.6. 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., <i>When other kids are happy that makes me happy</i>).
<p>Materials/Resources</p>	<ul style="list-style-type: none"> • Rigby Readers • Harcourt Collections <ul style="list-style-type: none"> ▪ Just in Time student text ▪ Just in Time Practice Book ▪ Take Home Books ▪ Guided Reading Library ▪ Challenge Library • Wright Group leveled readers • Trade Books from Second Grade Library • 6 Traits Writing • <i>The Continuum of Literacy Learning</i> by Fountas and Pinnell • Wilson/Fundations support materials • Computer Software <ul style="list-style-type: none"> ▪ Reader Rabbit ▪ Reading Blaster • http://www.harcourtschool.com/menus/collections/gr2 • http://www.fundations.com/ • Second Grade Website List