

A Long Journey to Freedom

In this fourth six-week unit of second grade, students read informational text and fictionalized accounts of the African-American journey to freedom.

Essential Question

What do you need to remember when you are writing a narrative?

Reading Standards for Literature	Resources, Materials , Activities & Assessments
<p>Craft and Structure 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.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>-Guided Reading Level Books -Super Teacher -Reading A to Z -Reader Theater Activities -Books of different plays</p>
Reading Standards for Informational Text	
<p>Key Ideas and Details RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Craft and Structure 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. Integration of Knowledge and Ideas RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>-Guided Reading Level Books -AR Books -Library Books -Newspapers -Magazines -Menus</p>
Writing Standards	

<p>Text Types and Purposes</p> <p>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.</p> <p>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.</p> <p>Production and Distribution of Writing</p> <p>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.</p>	<p>-Step-Up-To-Writing</p> <p>-Dry Erase Boards</p> <p>-Education City</p> <p>-Brain Pop</p> <p>-Smartboard Activities</p> <p>-Sentence Strips</p>
Speaking and Listening Standards	
<p>Comprehension and Collaboration</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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.</p> <p>Presentation of Knowledge and Ideas</p> <p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>-Audio Recording</p> <p>-Book Talk</p> <p>-Retell</p>
Language Standards	
<p>Conventions of Standard English</p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>a. Use collective nouns (e.g., group).</i></p> <p><i>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</i></p> <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>a. Capitalize holidays, product names, and geographic names.</i></p> <p><i>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</i></p> <p>Knowledge of Language</p> <p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><i>a. Compare formal and informal uses of English.</i></p> <p>Vocabulary Acquisition and Use</p>	<p>-Education City</p> <p>-Brain Pop</p> <p>-Chart paper</p> <p>-Smartboard Activities</p> <p>-Grammar Tales</p>

<p>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.</p> <p><i>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</i></p> <p><i>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</i></p> <p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><i>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</i></p> <p>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., When other kids are happy that makes me happy).</p>	
<p>Required Independent Reading Texts:</p>	
<p>Authentic Assessments:</p>	