

A Season for Chapters

In this first six-week unit of second grade, students read chapter books by Cynthia Rylant, informational texts, and poetry--all related to the four seasons.

Essential Question
What is challenging about a chapter book?

Reading Standards for Literature	Resources, Materials , Activities & Assessments
<p>Key Ideas and Details RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <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.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<ul style="list-style-type: none"> -Guided Reading Level Books -Super Teacher web site -Reading A to Z web site -Weather Chart -Weather Channel web site
Reading Standards for Informational Text	
<p>Key Ideas and Details RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>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.</p>	<ul style="list-style-type: none"> -Guided Reading Level Books -Super Teacher web site -Reading A to Z web site -Newspaper for weather forecast -Library Books -A R Books

Writing Standards	
<p>Text Types and Purposes 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.</p> <p>Production and Distribution of Writing 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>Research to Build and Present Knowledge W.2.7 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). W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>-Step Up To Writing</p>
Speaking and Listening Standards	
<p>Comprehension and Collaboration 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. <i>a. 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).</i> 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>-Book Talk -Retell</p>
Language Standards	
<p>Conventions of Standard English L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</i> <i>f. 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).</i> L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>c. Use an apostrophe to form contractions and frequently occurring possessives.</i> <i>c. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</i></p>	<p>-The Hail Story by Jenny Giles -The Seasons of Arnold's Apple Tree by Gail Gibbons -The Mitten by Jan Brett -The Hat by Jan Brett</p>

<p>Knowledge of Language L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Vocabulary Acquisition and Use L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. <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>Required Independent Reading Texts:</p>	
<p>Authentic Assessments:</p>	