

# The Wild West

**In this second six-week unit of second grade, students read literature set in the “Wild West”: chapter books, informational texts, songs, tall tales, and fairy tales.**

**Essential Question: How do stories change when the setting changes?**

<b>Reading Standards for Literature</b>	<b>Resources, Materials , Activities &amp; Assessments</b>
<p><b>Key Ideas and Details</b>                      RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><b>Craft and Structure</b>                      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><b>Integration of Knowledge and Ideas</b>                      RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>-Guided Reading Level Books                      -Super Teacher web site                      -Reading A to Z web site</p>
<b>Reading Standards for Informational Text</b>	
<p><b>Key Ideas and Details</b>                      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.</p> <p><b>Craft and Structure</b>                      RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.                      RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>-Guided Reading Level Books                      -Super Teacher web site                      -Reading A to Z web site</p>
<b>Writing Standards</b>	

<p><b>Text Types and Purposes</b>  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><b>Production and Distribution of Writing</b>  W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>Research to Build and Present Knowledge</b>  W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	-Step Up To Writing
<b>Speaking and Listening Standards</b>	
<p><b>Comprehension and Collaboration</b>  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>b. Build on others' talk in conversations by linking their comments to the remarks of others.</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>	-Book Talk -Retell
<b>Language Standards</b>	
<p><b>Conventions of Standard English</b>  L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  <i>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</i>  L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <i>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</i></p> <p><b>Knowledge of Language</b>  L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>Vocabulary Acquisition and Use</b>  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.  <i>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</i></p>	<u>John Henry</u> by Julius Lester <u>Mike Fink</u> by Steven Kellogg <u>Snow White and the Seven Dwarfs</u> <u>The Little Red Hen</u>
<b>Required Independent Reading Texts:</b>	
<b>Authentic Assessments:</b>	