

Hand-Me-Down Tales From Around the World

In this fifth six-week unit of second grade, students use the poetry of Robert Louis Stevenson to examine a wide variety of folktales and informational books about the world.

Essential Question
Why do we hand down stories?

Reading Standards for Literature	Resources, Materials , Activities & Assessments
<p>Key Ideas and Details RL.2.2 Recount stories, including fables and folktales from diverse cultures, and Determine their central message, lesson, or moral.</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. 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>Integration of Knowledge and Ideas 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.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>Range of Reading and Level of Text Complexity 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.</p>	<ul style="list-style-type: none"> -Guided Reading Level Books -Super Teacher -Reading A to Z -Poetry Book -Fables and Folk Tales -Book of Songs

<p align="center">Reading Standards for Informational 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. RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>Integration of Knowledge and Ideas RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>Range of Reading and Level of Text Complexity 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.</p>	<ul style="list-style-type: none"> -Guided Reading Level Books -AR Books -Library Books -Image Diagram
<p align="center">Writing Standards</p> <p>Text Types and Purposes 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.2.3 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>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).</p>	<ul style="list-style-type: none"> -Step-Up-To-Writing -Dry Erase Boards -Education City -Brain Pop -Smartboard Activites
<p align="center">Speaking and Listening Standards</p> <p>Comprehension and Collaboration 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.</p> <p>Presentation of Knowledge and Ideas SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 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>	<ul style="list-style-type: none"> -Audio Recordings -Book Talk -Retell

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>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</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>Vocabulary Acquisition and Use</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>a. Use sentence-level context as a clue to the meaning of a word or phrase.</i></p>	<p>-Education City</p> <p>-Brain Pop</p> <p>-Chart paper</p> <p>-Smartboard Activities</p>
<p>Required Independent Reading Texts:</p>	
<p>Authentic Assessments:</p>	