

Building Bridges with Unlikely Friends

In this third six-week unit of second grade, students explore both literal and figurative bridges

Essential Question

How can stories teach us life lessons?

| Reading Standards for Literature | Resources, Materials , Activities & Assessments |
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| <p>Key Ideas and Details RL.2.3 Describe how characters in a story respond to major events and challenges.</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.</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.</p> | <p>-Guided Reading Level Books - Reading A to Z website -Super Teacher Web site</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.</p> <p>Craft and Structure 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>-Guided Reading Level Books -Reading A to Z website -Super Teacher Website</p> |
| 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.</p> <p>Production and Distribution of Writing 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.</p> | <p>-Step Up To Writing</p> |

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| 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>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</i></p> <p>Presentation of Knowledge and Ideas SL.2. 6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> | <p>-Book Talk -Read with peers and adults</p> <p>requested detail or clarification.</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>a. Use collective nouns (e.g., group).</i> L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>b. Use commas in greetings and closings of letters.</i> <i>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</i></p> <p>Vocabulary Acquisition and Use 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>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</i> <i>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</i> 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>-<u>Charlotte’s Web</u> by E.B. White</p> |
| Required Independent Reading Texts: | |
| Authentic Assessments: | |