



Building Bridges with Unlikely Friends

"How can stories teach us to build bridges?"

In this third six-week unit of second grade, students explore both literal and figurative bridges through the theme of building bridges.

Reading Standards for Literature

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.

RL.2.2 **Recount stories**, including fables and folktales from **diverse cultures**, and **determine their central message**, lesson, or moral.

RL.2.3 Describe how characters in a story respond to major events and challenges.

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.

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.

Reading Standards for Informational Text

Key Ideas and Details

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.

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.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

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.

RI.2.8 Describe how reasons support specific points the author makes in a text.

Reading Standards: Foundational Skills

Print Concepts

RF.2.1 Taught in Grade 1: Demonstrate understanding of the organization and basic features of print.

New Standard a. *Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph. (Spiral Up Phonics does not provide instruction for this standard.)*

Phonological Awareness (Absence of Print)

RF.2.2 Taught in Grade 1: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

New Standard a. *Distinguish vowels (long, short, variant) in spoken one-syllable words. (Spiral Up Phonics does not provide instruction for this standard.)*

Phonics and Word Recognition

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Identify words with inconsistent but common letter-sound correspondences (e.g., doll/roll, though/cough/rough, love/rove, have/save, some/dome, near/bear, soot/loot, were/here, shall/tall, own/town, hour/tour, want/plant). (Spiral Up Phonics does not provide instruction for this standard.)

b. Know letter/sound correspondences including distinguishing long and short vowel sounds

- *Diphthongs (e.g., oi, oy, ou, ow)*
- *R-controlled vowels (e.g., er, ir, ur, ar, or)*
- *Additional common vowel teams (e.g., ei, ie, igh)*
- *Regularly spelled one-syllable words*

c. Recognize and read grade-appropriate irregularly spelled words.

New Standard *e. Decode words that follow the six syllable types*

- *Closed syllable*
- *Open syllable*
- *Vowel-consonant-e*
- *Vowel teams*
- *R-controlled vowel*
- *Consonant-le*

f. Decode regularly spelled two-syllable words with long vowels.

Fluency

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards**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.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

New Standard *c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.)*

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.

Speaking and Listening Standards

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.

c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

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.

Language Standards

Conventions of Standard English

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

c. Form and use irregular verbs.

New Standard f. *Use conjunctions to form compound subjects and predicates.*

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize holidays, product names, and geographic names.

c. Use commas in greetings and closings of letters.

d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

- *Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.*
- *Reference spelling patterns chart to clarify types of spelling patterns.*

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.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

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).

d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

c. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

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).