



A Long Journey to Freedom

“How does reading about the past help me understand the present and make better decisions?”

“Why is it important for writers to recount historical events?”

In this fourth six-week unit of second grade, students read informational text and fictionalized accounts of the African-American journey to freedom.

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.2.6 Acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Reading Standards: Foundational Skills**Phonological Awareness (Absence of Print)**

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

NEW Standard b. Delete phonemes in the initial, medial, and final positions of spoken words including blends.

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*).

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

d. Decode words with common prefixes and suffixes.

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 on-level text with purpose and understanding

b. Read grade-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.2.3 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.

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.

Research to Build and Present Knowledge

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

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.

- 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).*
- b. Build on others' talk in conversations by linking their comments to the remarks of others.*
- 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.

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.

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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 regular and irregular verbs.*
- d. Use reflexive pronouns (e.g., myself, ourselves).*

New Standard *g. Use prepositions correctly.*

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

- 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.

- 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).*
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).*