



Hand-Me-Down Tales From Around the World

“How do texts & images reveal culture?”

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.

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.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and ending concludes the action.

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.

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.

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.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the 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.

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

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.

Reading Standards: Foundational Skills

Phonological Awareness (Absence of Print)

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-appropriate irregularly spelled words.

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 grade-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.

Speaking and Listening Standards

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.

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.

Language Standards**Conventions of Standard English**

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

b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish) and collective nouns (e.g., group).

New Standard *g. Use prepositions correctly.*

h. Produce, expand, and rearrange complete simple sentences (e.g., The boy watched the movie; the little boy watched the movie in the afternoon, in the afternoon, the little boy watched the movie.)

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

*a. Capitalize holidays, produce names, and **geographic names**.*

b. Use an apostrophe to form contractions and frequently occurring possessives.

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.

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

a. Sort words into categories based on multiple attributes (e.g., A large apple can be categorized by its color, size, and as a fruit.) to gain a sense of the concept that items can be categorized by more than one characteristic.

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).