



# Taking Care of Ourselves

“How does text structure affect how I read?”

“How can I make connections between the texts I read?”

In this sixth six-week unit of second grade, students will enjoy a wide range of reading and practice informative/explanatory writing while studying human body systems.

## Reading Standards for Literature

### Key Ideas and Details

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.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the 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.

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.2.8 Describe how an author uses reasons to support particular points in a text.

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

## Reading Standards: Foundational Skills

**Spiral Up Phonics does not provide instruction for the blue highlighted standards.**

### Phonological Awareness (Absence of Print)

**NEW Standard** RF.2.2b. 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 on-level text orally with accuracy, appropriate rate, and expression on successive readings.*

*c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*

## Writing Standards

### 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.

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.

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.2.7 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).

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.

*d. Use reflexive pronouns (e.g., myself, ourselves).*

*e. Use adjectives and adverbs, and choose between them depending on what is to be modified.*

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

**New Standard** *g. Use prepositions correctly.*

*h. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).*

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

*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.*

*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).*

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

*e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.*

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

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

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

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).