

# The Wild West

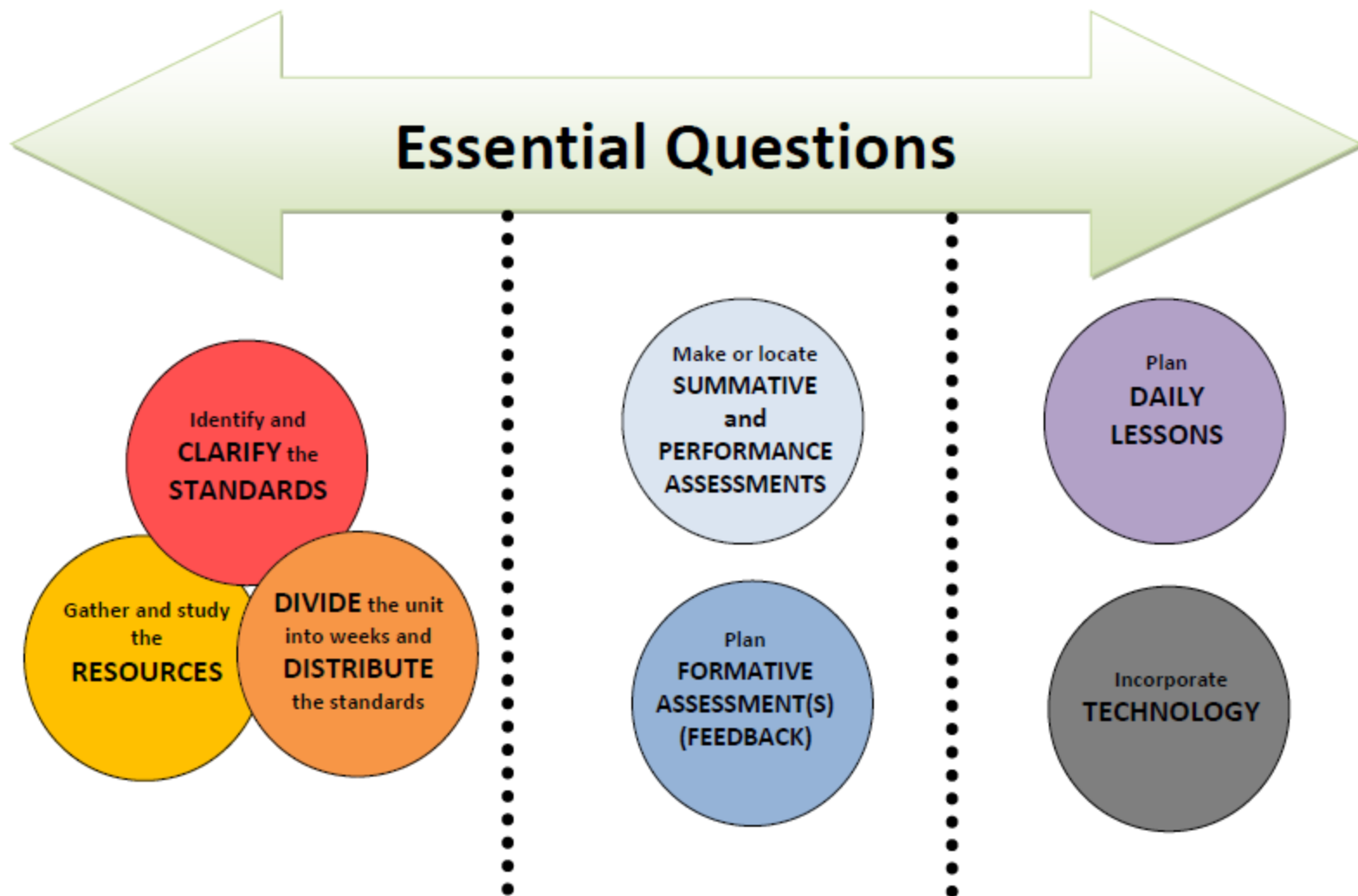
2<sup>nd</sup> Grade Unit 2



## Unit Planning Team-

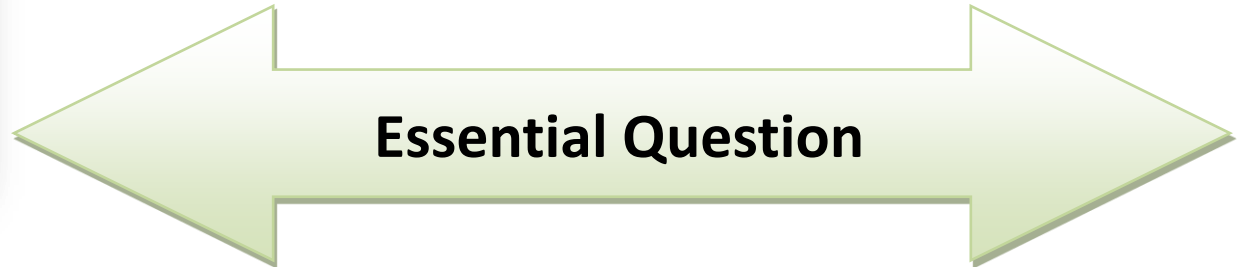
Maribeth Williams (OW), Nicole Scott (BG), Jamie Cook (WS),  
Karen Maloney (RJ), Della Hutcheson (ES)

## Backward Unit Planning 1.0



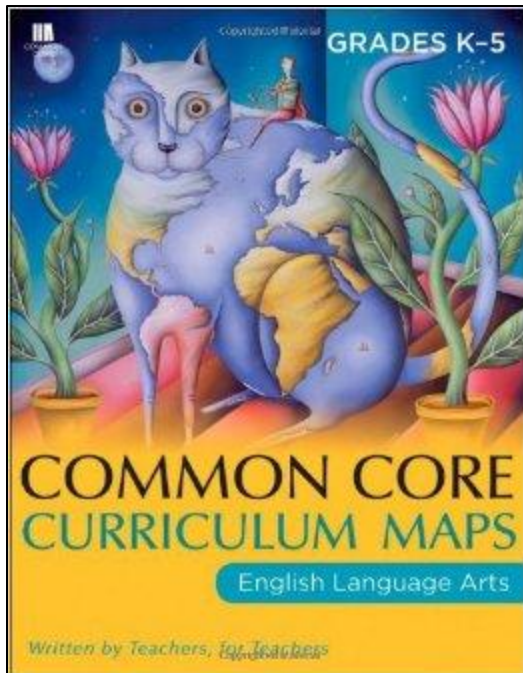


# The Wild West

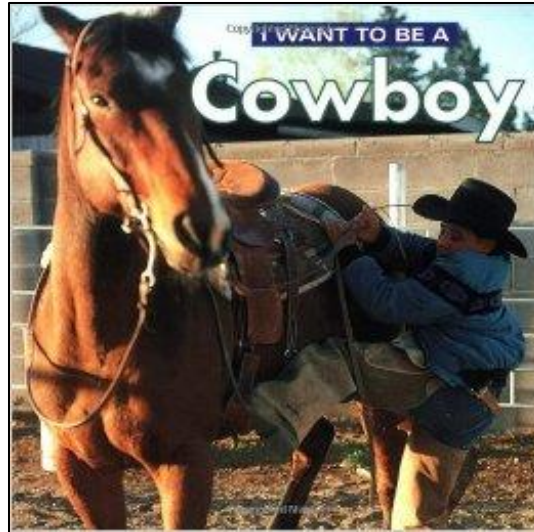


***How do characters and setting affect a story?***

***Why is it important for writers to ask and answer questions?***



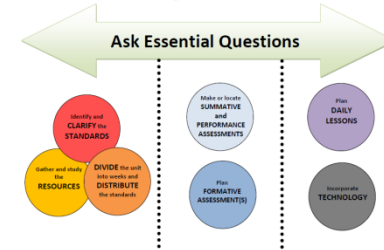
# New Text



14 additional copies



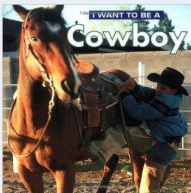
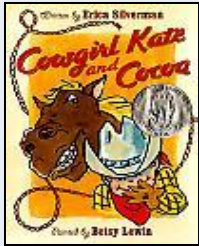
Week	Standards	Texts
<div data-bbox="59 172 123 843" data-label="Section-Header"> <div>1</div> <div>(Entire Literacy Block)</div> </div>	<p><b>**Apply and assess these 2 standards from Unit 1 with Unit 2 texts:</b></p> <p>Ask and answer questions (who, what, where, when) (RL2.1) <b>TCR- Question Cards</b></p> <p>Describe the overall structure of the story (RL2.5)</p> <p>Identify the main topic of specific paragraphs in a text. (RI2.2)</p> <p><b>**These standards will be used in a cowboy word booklet throughout this unit using various texts: TCR- Cowboy Language Booklet</b></p> <p>Describe how words and phrases supply rhythm and meaning in a story, poem, or song. (RL2.4)</p> <p>Demonstrate understanding of word relationships, nuances, and word meanings. (L2.5)</p> <p>Collective nouns (L2.1a)</p>	<p>During “reading” lesson</p> <div data-bbox="898 189 1400 462" data-label="Image"> </div> <p>During “writing” lesson</p> <div data-bbox="977 554 1174 763" data-label="Image"> </div> <p>During “reading” lesson</p> <div data-bbox="898 949 1367 1396" data-label="Image"> </div>
<div data-bbox="59 1003 150 1382" data-label="Section-Header"> <div>2</div> <div>(Entire Literacy Block)</div> </div>	<p>Describe how characters in a story respond to major events and challenges (RL2.3)</p> <p>Identify the main topic of specific paragraphs in a text. (RI2.2)</p> <p>Produce and expand complete simple sentences. (L2.1f) <b>TCR- Mentor Sentences</b></p>	

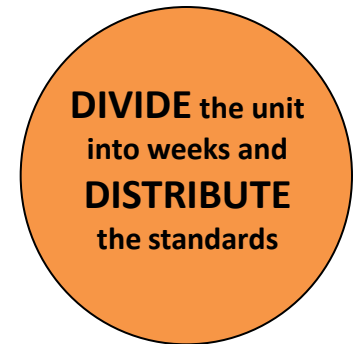
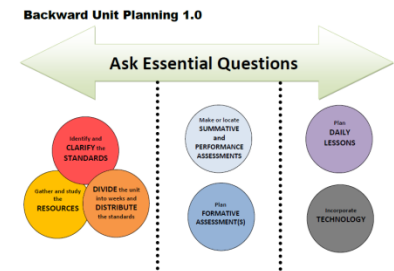


**DIVIDE** the unit  
into weeks and  
**DISTRIBUTE**  
the standards

**TCR= Teacher  
Created Resources**

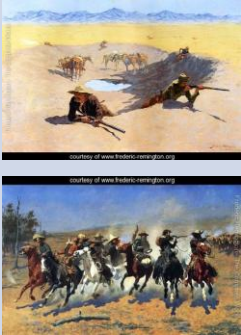
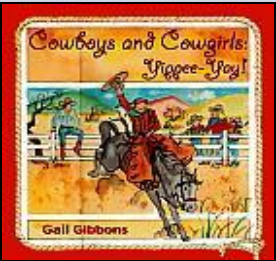


Week	Standards	Texts
4 (continued)	<p>Introduces topic, uses facts to develop points, and provides a concluding statement. (W2.2)</p> <p>Participate in shared research and writing projects. (W.2.7)  <b>TCR- Research Graphic Organizer &amp; Publishing Paper</b></p>	<p>See additional resources for adapted biographies and templates.</p>
5	<p>Describe how reasons support specific points an author makes in a text. (RI2.8)  <b>TCR- RI.2.8</b></p> <p>Identify the main purpose of a text. (RI2.6)</p> <p>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W2.5)</p> <p>Produce and expand complete simple sentences. (L2.1f) <b>TCR- Mentor Sentences</b>            Use words and phrases (including adjectives and adverbs) to describe. (L2.6)</p>	<div>   </div> <p>May have alternate covers</p>

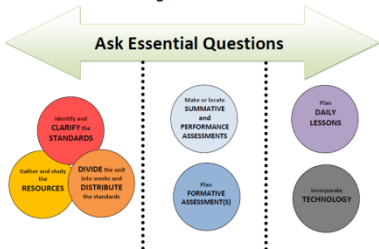


**TCR= Teacher Created Resources**

# (Entire Literacy Block) 6

Week	Standards	Texts
	<p>Use information gained from the illustrations and words to demonstrate understanding of its characters and setting. (RL2.7)</p> <p>TCR- frames for discussion &amp; interactive notebooks</p> <p>Know and use various text features to locate key facts in and information in a text efficiently. (RI2.5)</p> <p>Compare formal and informal uses of English. (L2.3a)</p>	<p>"Home on the Range" song Last page of <u>A Boy Called Slow</u></p>  <p>2 art prints</p>  <p>See Cowboy Language/Our Language sort</p>

Backward Unit Planning 1.0

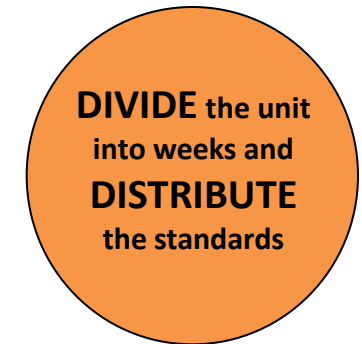
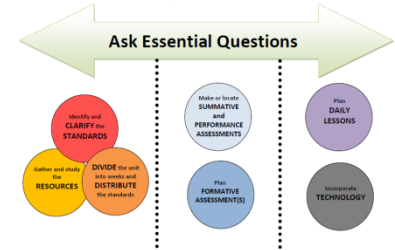


TCR= Teacher  
Created Resources

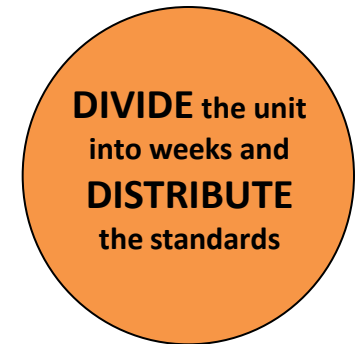
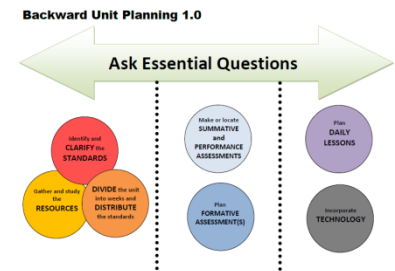


Week	Standards	Essential Questions
1 (Entire Literacy Block)	<p><b>**Apply and assess these 2 standards from Unit 1 with Unit 2 texts:</b></p> <p>Ask and answer questions (who, what, where, when) (RL2.1)</p> <p>Describe the overall structure of the story (RL2.5)</p> <p>Identify the main topic of specific paragraphs in a text. (RI2.2)</p> <p><b>**These standards will be used in a cowboy word booklet throughout this unit using various texts:</b></p> <p>Describe how words and phrases supply rhythm and meaning in a story, poem, or song. (RL2.4)</p> <p>Demonstrate understanding of word relationships, nuances, and word meanings. (L2.5)</p> <p>Collective nouns (L2.1a)</p>	
2 (Entire Literacy Block)	<p>Describe how characters in a story respond to major events and challenges (RL2.3)</p> <p>Identify the main topic of specific paragraphs in a text. (RI2.2)</p>	

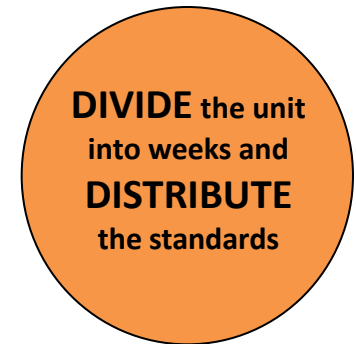
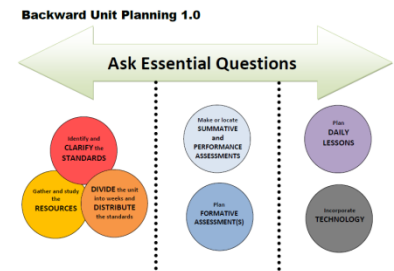
Backward Unit Planning 1.0



Week	Standards	Essential Questions
3	<p>Compare and contrast two or more versions of the same story. (RL2.9)</p> <p>Participate in shared research and writing projects. (W.2.7)</p>	<p><b>How do characters and setting affect a story?</b></p>
4	<p>Recount stories and determine their central message or lesson. (RL 2.2)</p> <p>SL 2.4 and SL2.6 (Use sentence frames in additional resources for speaking/listening prompts)</p> <p>Introduces topic, uses facts to develop points, and provides a concluding statement. (W2.2)</p> <p>Participate in shared research and writing projects. (W.2.7)</p>	



Week	Standards	Essential Questions
5	<p>Describe how reasons support specific points an author makes in a text. (RI2.8)</p> <p>Identify the main purpose of a text. (RI2.6)</p> <p>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W2.5)</p> <p>Produce and expand complete simple sentences. (L2.1f)</p> <p>Use words and phrases (including adjectives and adverbs) to describe. (L2.6)</p>	
6	<p>Use information gained from the illustrations and words to demonstrate understanding of its characters and setting. (RL2.7)</p> <p>Know and use various text features to locate key facts in and information in a text efficiently. (RI2.5)</p>	





Della Hutcheson, Karen Maloney, Nicole Scott, Jamie Cook, and  
Maribeth Williams