



A Season for Chapters

ESSENTIAL QUESTION

"Why is sequence important?"

In this first six-week unit of second grade, students read chapter books by Cynthia Rylant, informational texts, and poetry--all related to the four seasons.

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.

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.

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.2.5 Know and use various text features (e.g., captions, bold print, subheadings, **glossaries, indexes**, electronic menus, icons) to locate key facts or information in a text efficiently.

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 **a. Distinguish vowels (long, short, variant) in spoken one-syllable words.** (Spiral Up Phonics does not provide instructions 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 instructions 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 on-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.2.1 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.

Research to Build and Present Knowledge

W.2.7 Participate in shared research and writing projects (e.g., read a variety of print and/or digital sources 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.

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.2.6 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.

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

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, product names, and geographic names.

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.

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.

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).