



# The Wild West

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

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

In this second six-week unit of second grade, students read literature set in the "Wild West": chapter books, informational texts, songs, tall tales, and fairy tales.

## 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. *(Begin by identifying interesting words and phrases)*

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

### 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.

**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.2.5** 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.

**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.

## Reading Standards: Foundational Skills

### Print Concepts

**RF.2.1** Taught in Grade 1: Demonstrate understanding of the organization and basic features of print.

**New Standard a.** Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph. (Spiral Up Phonics does not provide instruction for this standard.)

### 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 instruction 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 instruction 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
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**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
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**f.** Decode regularly spelled two-syllable words using syllable division patterns

### 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 in grade level text 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) (Spiral Up Phonics does not provide instruction for this standard.)

### 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 as appropriate for Grade 2 when writing or speaking.

*e. Use adjectives and adverbs, and choose between them depending on what is to be modified. Use determiners, noun markers, to add specificity (e.g., a, an, the, many, few, each, every, this, that, these, those).*

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

*h. Produce, expand, and rearrange complete single 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.

*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).*
- 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.

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