

English Language Arts – *Draft* Grade 2 – Unit 5
Based on 2011 MA English Language Arts Curriculum Framework

Unit 5: Around the World

Duration: TBD

Essential Questions:

Enduring Understandings:

Standards

STANDARDS:

ELA

Reading Literature

RL2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.MA.8.A. Identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.

RL9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational Text

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RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI8: Describe how reasons support specific points the author makes in a text.

RI10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Foundational Skills

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 to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

MA.3.A. Write stories or poems with dialogue.

W6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Speaking & Listening

SL5: 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.

Language

L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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L4: 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.

- 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*).

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*).

L6. 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*).

Social Studies

2.1 On a map of the world, locate all of the continents: North America, South America, Europe, Asia, Africa, Australia, and Antarctica. (G)

2.2 Locate the current boundaries of the United States, Canada, and Mexico. (G)

2.3 Locate the oceans of the world: the Arctic, Atlantic, Indian, Pacific, and Southern Oceans. (G)

2.4 Locate five major rivers in the world: the Mississippi, Amazon, Volga, Yangtze, and Nile. (G)

2.5 Locate major mountains or mountain ranges in the world such as the Andes, Alps, Himalayas, Mt. Everest, Mt. McKinley, and the Rocky Mountains. (G)

2.6 Explain the difference between a continent and a country and give examples of each. (G)

2.7 On a map of the world, locate the continent, regions, or countries from which students, their parents, guardians, grandparents, or other relatives or ancestors came. With the help of family members and the school librarian, describe traditional food, customs, sports and games, and music of the place they

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came from. (G, C)

2.8 With the help of the school librarian, give examples of traditions or customs from other countries that can be found in America today. (G, C)

2.9 With the help of the school librarian, identify and describe well-known sites, events, or landmarks in at least three different countries from which students' families come and explain why they are important. (H, G, C)

Reading 3-5 short texts	Reading 1 extended text	Writing Routine writing	Writing 4-6 Analyses	Research Project 1 Research project	Narrative 1-2 Narratives
Examples: <i>Understand a Map</i> <i>Map Facts</i> <i>One Language, Many Nations</i>	<i>This Changing Earth (J)</i>	Examples: Reader's Notebook Writer's Notebook	Examples: Reader's Notebook Reader's Response		

Resources including activities

Literature:

Me On The Map, Joan Sweeney
Whoever You Are, Mem Fox

Informational Text:

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<i>Assessments</i>
Running Records Benchmark Writing Rubric

SAMPLE