



## TPSD Grade 2 Parent Syllabus Units 9-12, Third Nine Weeks

### Unit 9: Our Changing World

**Unit Summary:** Students will read *Life Cycle of a Pumpkin* to learn how plants change over time. The text *Soil* will open conversations centered on the different kinds of soil, how it is formed, and the interrelationship of plants, animals, people, and soil.

Students support their Reading foundational skills by reading and identifying the main idea of a text or a specific paragraph. Text features are used to find information quickly. Students are reading words with irregular spelling and using the context to decode and understand any unknown words. Writing an Informative piece begins with reading examples of informative text and deciding what parts give us specific information about a subject.

#### Performance Skills:

- I can describe how words give rhythm and meaning to a story.
- I can state the focus of paragraphs within a text.
- I can explain why the author includes certain details.
- I can use adjectives or adverbs to make a sentence clear.
- I can identify and capitalize proper nouns.
- I can write an informative piece about a text I've read.
- I can add descriptions or rearrange sentences to create new sentences.
- I can use context clues to figure out the meaning of an unknown word.

#### Academic Vocabulary/Words to Understand:

Regular beats, alliteration, rhyme, rhythm, text features, adjectives, adverbs, context clues, informational

### Unit 10: Changes in the World

**Unit Summary:** The Reading Street book *The Night the Moon Fell* helps students understand that changes may be difficult but may also offer us new opportunities. *The First Tortilla* shares how the change in weather can affect our lives in different ways. Students also understand that some weather changes may be unexpected.

Reading foundational skills now include retelling fables or folktales, along with explaining the lesson in the story. Students will enjoy using different character voices, as well as identifying the ideas that individual characters have. A focus in this unit allows students to explain how two words are similar but can have different meanings. Pronouns, adjectives, and adverbs are continually reviewed and used in writing and speaking.

#### Performance Skills:

- I can retell a fable or folktale and state the lesson.
- I can tell the important details about how a story begins and ends.
- I can use the illustration and text to tell about the setting, characters, and plot of a story.
- I can tell which facts are the same or different in two texts on the same subject.
- I can read fluently and with expression.
- I can use plural nouns that don't follow specific rules.
- I can explain how two words are similar but can have slightly different meanings.
- I can connect my comments to what others have said.
- I can ask questions when I don't understand.

#### Academic Vocabulary/Words to Understand:

Informational, genre, fable, folk tale, culture, central message, moral, expression, dialogue, pronoun, antonym, synonym

## Unit 11: Responsibility

**Unit Summary:** *Fire Fighter!*, when read by students, will help them understand the importance of being responsible for doing a good job. They will read that responsible friends respect each other, communicate with and help each other, and always include everyone. *Carl the Complainer* is based on community members helping to solve problems in a respectful manner.

Students will acknowledge how characters act when something happens in a story. Close reading to identify why the author includes certain details in a text supports a clear understanding of supporting details. Informative writing has students introducing a topic, using facts to develop points, and including a concluding statement or section.

### Performance Skills:

- I can describe how characters act when things happen in a story.
- I can use text and illustrations to tell about the setting, characters, and plot of a story.
- I can tell how stories by different authors or from different places are alike and different.
- I can state the focus of the paragraphs within a text.
- I can use strategies to find the meaning of unknown words.
- I can write an informative piece with an introduction, facts, and concluding statement.

### Academic Vocabulary/Words to Understand:

Informative, conflict, plot, compare, contrast, author's purpose, collective nouns, vowel teams, reflexive pronouns

## Unit 12: Having Responsibility

**Unit Summary:** For this unit, students will read *Bad Dog, Dodger!* and *Horace and Morris, but mostly Delores* to understand the responsibilities of having a pet and how friends and neighbors can be responsible to each other.

To continue building Reading foundational skills, students are reading on-level text with fluency, purpose, and understanding. Writing Informative papers are now seen as a complete piece and are shared with peers after editing and revising.

### Performance Skills:

- I can tell different ideas characters have.
- I can ask questions to show I understand important details in a story.
- I can read and understand text at my grade level.
- I can put events or ideas in order and explain how they go together.
- I can use apostrophes in contractions and to show possession.
- I can edit to make my writing clearer.
- I can revise my writing to make sure I stay on topic.
- I can work with others to learn and write about a topic.

### Academic Vocabulary/Words to Understand:

Informative, questioning, problem/solution, concluding statement, revise, edit



