2nd Grade Unit 5 Title: Solving Problems through Technology	Estimated Time Frame: 15 days

Essential Standards: RF.2.3, RF.2.4, RI.2.2, RI.2.4, RI.2.6, RI.2.7, RI.2.9, RI.2.10, HW.2.1, C.2.1, L.2.1, L.2.2, L.2.4
Supporting Standards: RI.2.1, RI.2.3, RL.2.5, L.2.3
Assessment: **FCPS Unit Assessments** and Pear Codes
End of Unit Common Assessed Standards: RI.2.4, RI.2.6, RI.2.9 **All essential standards will be assessed by the end of the year.*

Pacing Guide and Frameworks	Additional Supporting Links
Pacing Guide Launch Unit: Foundation and Routines Unit 1: Life Science Unit 2: Character Matters Unit 3: Government and Citizenship Unit 4: Perspectives in Literature Unit 5: Technology and Society Unit 6: Themes Across Cultures Unit 7: History, Culture, and Geography Unit 8: Earth Science Unit 9: Economics Unit 10: Physical Science	Kentucky Academic Standards Academic Language for ELA Frameworks Glossary Benchmark Advance Foundational Scope and Sequence Grade Level Question Stems Literacy Guidance Document FFCPS Social-Emotional-Behavioral Standards Sample Writing Timelines Elementary Intellectual Preparation Cycle Comprehensive Literacy Planners with KAS Unit Internalization Note-catcher Lesson Internalization Note-catcher Benchmark Resources Menus

Big Ideas	Vibrant Learning Opportunities
• People are constantly inventing new things to solve problems. • Inventions are often inspired by nature. • Anyone can be an inventor.	Project-based Opportunities Inquiry-based Project: Research an Invention Additional Springboard Opportunities

Essential Question	Literacy Practices
• Where do ideas for inventions come from?	1. Recognize that text is anything that communicates a message. 2. Employ, develop, and refine schema to understand and create text. 3. View literacy experiences as transactional, interdisciplinary and transformational.

	4. Utilize receptive and expressive language arts to better understand self, others, and the world. 5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. 6. Collaborate with others to create new meaning. 7. Utilize digital resources to learn and share with others. 8. Engage in specialized, discipline-specific literacy practices. 9. Apply high-level cognitive processes to think deeply and critically about text. 10. Develop a literacy identity that promotes lifelong learning.

KAS Standards Prerequisite Skills/Misconceptions	Samples of Learning Intentions/Samples of Success Criteria	Considerations/Common Misconceptions ❗ Indicates a misalignment to Kentucky Academic Standards 🔷 Indicates a consideration for planning and instruction.

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know phoneme-grapheme correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Encode regularly spelled two-syllable words with long vowels. e. Identify, decode, encode and know the meaning of words with the most common prefixes and derivational suffixes. f. Identify words with inconsistent but common phoneme-grapheme correspondences. **Prerequisite Skills:** - Identify consonant digraphs - Apply consonant digraphs when I decode new words - Decode one-syllable words - Decode words with -e and long vowel sounds - Determine the number of syllables in a word - Read words with inflectional endings - Identify blends	**Learning Intention:** We are learning to decode and encode words using phonics rules and word patterns. **Success Criteria:** • I can tell the difference between long and short vowels in one-syllable words. • I can identify common vowel teams and say their correct vowel sounds. • I can accurately read (decode) and spell (encode) regular two-syllable words with long vowels. • I can identify, read, spell, and determine the meaning of words using common prefixes. • I can identify, read, spell, and determine the meaning of words using common and suffixes. • I can identify and read words with common, unexpected spelling patterns.	**Considerations/Common Misconceptions:** 🔷 Follow the Benchmark Phonics Scope and Sequence. 🔷Explicitly teach the differences between digraphs and blends. 🔷Explicitly teach both directions at the complex phonics and word analysis skills, —helping students connect visual letter patterns to sounds when decoding (reading), and sound structures to letter patterns when encoding (spelling). - **Decoding** (Reading): Moving from visual print to spoken sounds— Guide students to translate print into mental visual images and sounds by reading one-syllable short/long vowel words, common vowel teams, two-syllable long vowel words, common affixes with their meanings, and words with inconsistent sound-spelling patterns. - **Encoding** (Spelling): Moving from auditory sounds to visual/kinesthetic print — Guide students to translate internal visual concepts and auditory sounds back into print by spelling one-syllable short/long vowel words, common vowel teams, two-syllable long vowel words, words with common affixes, and high-frequency words with inconsistent sound-spelling patterns. ❗ Structure practice so every decoding task is mirrored by an encoding task.

RF.2.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read a variety of grade-level texts (including but not limited to decodables) with purpose and understanding. b. Orally read grade-level text fluently on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. d. Read irregularly spelled high-frequency words with automaticity and accuracy. **Prerequisite Skills:** - Fluently read and comprehend 1st grade level texts using context to confirm or self-correct word recognition and understanding - Identify irregularly spelled words - Read irregularly spelled words in a text	**Learning Intention:** We are learning to read fluently on grade-level to support comprehension. **Success Criteria:** • I can read grade-level text with purpose. • I can read grade-level text with understanding. • I can fluently read grade-level text orally. • I can use context to confirm or self-correct word recognition and understanding. • I can read words that do not follow regular spelling patterns quickly and correctly.	**Considerations/Common Misconceptions:** 🔷 Follow the Benchmark Phonics Scope and Sequence. 🔷Texts in Benchmark increase in complexity throughout the year as students gain more skills through instruction within the program scope and sequence. 🔷Differentiate between Decodable Readers and Grade-Level Complex Texts based on the specific instructional purpose: - Decodable texts used primarily as a support tool for students needing explicit practice with complex, multisyllabic decoding patterns. - Grade-Level Complex Texts serve as the main driver for both oral reading fluency (rate, accuracy, prosody) and independent comprehension.
RI.2.2 Identify implicit and explicit information from an informational text to determine the central idea of a text. **Prerequisite Skills:** *With prompting and support..* - Identify the key details in a text - Use key details to identify the central idea of a text - Understand text is written with a purpose (inform, persuade, entertain) - Understand that a central idea can be inferred from the key details in a text - Understand that a summary is composed of key details	**Learning Intention:** We are learning how implicit and explicit information helps me understand a text. **Success Criteria:** • I can identify implicit information from an informational text. • I can identify explicit information from an informational text. • I can explain the difference between explicit and implicit information. • I can use explicit and implicit information to determine the central idea. • I can explain how the implicit and explicit information supports the central idea.	**Considerations/Common Misconceptions:** 🔷 Use the term “central idea” to align to KAS. 🔷 Benchmark does not teach the terms implicit and explicit. They must be intentionally taught.

- Recognize key details from a text or summary (distinguishing key details from extraneous details)		
RI.2.4 Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text. **Prerequisite Skills:** - Identify words and phrases that show feelings - Identify words that appeal to the senses - Explain how words and phrases in a story that appeal to the senses helps me understand the events in a story	**Learning Intention:** We are learning to determine the meaning of academic words and phrases. **Success Criteria:** ● I can identify academic words and phrases. ● I can determine the meaning of academic words and phrases in a 2nd grade text. ● I can use context clues to explain the meaning of academic words and phrases. **Learning Intention:** We are learning how academic words and phrases shape meaning in a 2nd grade text. **Success Criteria:** ● I can explain how academic words and phrases in 2nd grade texts shape meaning in the text.	**Considerations/Common Misconceptions:**
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text. **Prerequisite Skills:** - Describe information I gather from pictures or other illustrations in a text. - Describe information I gather from words in a text. - Use words and pictures to help me to describe point of view in a text.	**Learning Intention:** We are learning to identify the main purpose of a text and recognize how this purpose shapes the information and details throughout the text. **Success Criteria:** ● I can use key details to determine what the author wants to explain. ● I can use key details to determine what the author wants to answer. ● I can use key details to determine what the author is describing in a text.	**Considerations/Common Misconceptions:** 🔷"PIE"- Persuade, Entertain and Inform is no longer part of this standard.

- Use words and pictures to help me understand perspective in a text. - Understand how words and pictures help me to understand the purpose of a text.	• I can analyze the content to distinguish between the author's purpose to answer, explain or describe. • I can identify how the purpose shapes the text.	
RI.2.7 Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text. **Prerequisite Skills:** - Identify the visuals from a text - Describe the key details ideas using visuals in an informational text - Identify details in the text - Describe the key ideas in an informational text using the details and visuals	**Learning Intention:** We are learning to identify information gained from words and visuals in a text. **Success Criteria:** • I can describe visuals in a text. • I can describe information from words in a text. • I can identify information that is found in both visuals and text. **Learning Intention:** We are learning to explain how words and visuals from a text contribute to understanding of a text. **Success Criteria:** • I can describe how words and visuals work together to help me understand what I am reading.	**Considerations/Common Misconceptions:** 🔷The purpose of this standard is to to combine information from pictures and words to build a fuller understanding. 🔷Pairs well with RI.2.2 and RI.2.3.
RI.2.9 Describe the relationship between information from two or more texts on the same theme or topic. **Prerequisite Skills:** - Identify the theme of a text - Identify the topic of a text - Tell how two texts about the same theme or topic are alike	**Learning Intention:** We are learning to describe the relationship between information from two or more texts on the same theme or topic. **Success Criteria:** • I can accurately identify the main theme or topics explored in multiple texts. • I can explain the big ideas in each text using my own words. • I can give reasons why I think these ideas are important.	**Considerations/Common Misconceptions:** 🔷 Students are familiar with comparing/contrasting within one text; the new learning is comparing/contrasting across multiple texts.

RI.2.10 Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently. **Prerequisite Skills:** *(No prerequisite strategies for Units 1-6 as students are being exposed to the individual comprehension strategies.)*	**Learning Intention:** We are learning how to flexibly use a variety of comprehension strategies to comprehend and analyze complex texts and stories. **Success Criteria:** • I can identify when a topic or word in a text is new to me. • I can gather clues and new facts so a text makes sense. • I can think about what I already know about a topic before and during reading. • I can apply my knowledge on a topic to what the text says. • I can use the strategy of asking questions to comprehend and analyze the text or story. • I can use the strategy of creating mental images to comprehend and analyze the text or story. • I can use the strategy of rereading to comprehend and analyze the text or story.	**Considerations/Common Misconceptions:** 🔷 Metacognitive strategies practiced in unit 5 are drawing inferences, read out loud to support comprehension, distinguishing between important and unimportant information, and reading more slowly to think about the words.
HW.2.1 Introduce formation of all upper- and lowercase cursive letters. **Prerequisite Skills:** - Print all uppercase and lowercase letters.	**Learning Intention:** We are learning how to form all uppercase and lowercase letters in cursive. **Success Criteria:** • I can form all uppercase letters in cursive. • I can form all lowercase letters in cursive.	**Considerations/Common Misconceptions:** ❗ Cursive handwriting in not included in the main components of Benchmark Advance, but must be taught in compliance with Kentucky Senate Bill 167. 🔷Benchmark provides this Cursive Practice Pages Packet for you to print and use with your students.

C.2.1 Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. **a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.** **b. Introduce the topic, followed by opinion statement, and create an organizational structure.** **c. Provide reasons with details to support the opinion.** **d. Use grade-appropriate transitions to connect sentences and paragraphs.** **e. Provide a concluding section.** f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. **Prerequisite Skills:** - Demonstrate understanding of what it means to have an opinion, along with reasons why (I like ____ because___and____) - Verbally state an opinion on a personal topic and back up opinion with sound reasons	**Learning Intention:** We are learning to write an opinion piece. **Success Criteria:** ● I can understand the purpose of the prompt. ● I can organize my thoughts on paper. ● I can write a topic sentence that states my opinion. ● I can provide reasons to support my opinion. ● I can organize my writing into Reason 1, Reason 2 and Reason 3 to support my topic. ● I can use transition words in my writing. ● I can write a conclusion for my topic. I can restate the prompt in my conclusion. ● I can strengthen my writing by editing spelling errors, punctuation, and word choice. ● I can use a rubric to analyze my writing. ● I can improve my writing by collaborating with peers. ● I can improve my writing by adding details through writing and pictures.	**Considerations/Common Misconceptions:** 🔷Note the new learning added into the second-grade version of this standard. Now, students must add reasons to support their opinion. This standard requires their writing to become more sophisticated through writing an opinion statement (b), and creating an organizational structure. 🔷Teach in conjunction with RI. 2.6 and RI.2.8. 🔷Children will follow different paths when it comes to recording their stories and ideas. Stages of Emergent Writing Development may be helpful in identifying a particular student's stage of writing development, and in deciding what to teach to gradually take the student to a higher level. 🔷The bold print in the standard indicate strategies being taught in unit 5. Remaining areas will be addressed in the other units.
L.2.1 In writing or speaking, demonstrate appropriate use of: a. collective nouns. b. frequently occurring irregular nouns. c. reflexive pronouns.	**Learning Intention:** We are learning how to use words appropriately when speaking and writing sentences. **Success Criteria:** ● I can identify verbs.	**Considerations/Common Misconceptions:** 🔷 Students should understand that a sentence is a complete thought or idea. 🔷 Students should transition from orally producing a sentence to writing sentences.

d. past tense of frequently occurring irregular verbs. e. adjectives and adverbs in sentence formation. **f. producing**, expanding and rearranging **complete simple** and compound **sentences**. **Prerequisite Skills:** - Identify and name nouns - Identify and use pronouns in complete sentences - Identify and name adjectives and adverbs - Write simple sentences	• I can identify past tense of verbs. • I can identify past tense of irregular verbs. • I can use past tense irregular verbs in my writing. • I can communicate in complete simple sentences. • I can expand on my sentences. • I can rearrange parts of my sentences to change their order while keeping the meaning clear. • I can check my sentences to make sure they are complete.	🔷The **bold print** in the standard indicate strategies being taught in unit 5. Remaining areas will be addressed in the other units.
L.2.2 When writing: **a. Capitalize proper nouns, including but not limited to holidays, product names, and geographic names.** b. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog). **c. Use apostrophe to form contractions and possessives.** **d. Generalize spelling patterns (graphemes).** **e. Use reference materials to self-check and correct spelling.** **Prerequisite Skills:** - Identify the types of punctuation - Capitalize proper nouns. (not limited to dates and names of people) - Appropriately use a period, question mark, and exclamation mark in my writing - Use commas when writing the date	**Learning Intention:** We are learning how to appropriately capitalize proper nouns and use punctuation when writing sentences. **Success Criteria:** • I can identify proper nouns • I can capitalize proper nouns. • I can capitalize holidays in my writing. • I can capitalize product names in my writing. • I can capitalize geographical names in a sentence. **Learning Intention:** We are learning how to use an apostrophe to form contractions and possessives. **Success Criteria:** • I can form a contraction using two words and an apostrophe. • I can form a possessive word using an apostrophe.	**Considerations/Common Misconceptions:** 🔷The **bold print** in the standard indicate strategies being taught in unit 5. Remaining areas will be addressed in the other units.

- Use commas to separate single words in a series - Encode words using common spelling patterns - Spell irregular words - Alphabetical order	**Learning Intention:** We are learning to spell words. **Success Criteria:** ● I can use phonemic awareness and spelling conventions to write words I do not know. ● I can use spelling patterns to write irregular words. ● I can use reference materials to self-check and correct spelling.	
L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, **a. Use sentence-level context as a clue to the meaning of a word or phrase.** b. Determine the meaning of the new choosing flexibly from an array of strategies. word formed when a known prefix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. **d. Use knowledge of the meaning of individual words to predict the meaning of compound words.** e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases. f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. **Prerequisite Skills:** - Identify root words, prefixes, suffixes - Alphabetical order (for dictionary usage)	**Learning Intention:** We are learning how to determine the meaning of words and phrases. **Success Criteria:** ● I can use context clues to determine the meaning of a word. **Learning Intention:** We are learning to use words and phrases from earlier conversations, books read or dictionaries/glossaries to help us clarify the meaning of unknown words. **Success Criteria:** ● I can identify a compound word. ● I can use my knowledge to help me predict the meaning of compound words.	**Considerations/Common Misconceptions:** 🔷The **bold print** in the standard indicate strategies being taught in unit 5. Remaining areas will be addressed in the other units.

- Ability to monitor reading in order to pause when encountering a new or unknown word - Identify nouns and verbs		

Supporting Standards (connected essentials)

- **RI.2.1** Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct meaning from the text.
- **RI.2.3** Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.
- **RL.2.5** Describe how parts of the text contribute to the overall structure of stories, poems and dramas (e.g., beginning, middle and end of stories; lines and stanzas in poems; and acts/scenes in dramas).
- **L.2.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.**
    - a. Compare academic and non-academic uses of language.