Name of Unit: **Grade 2 ELA Unit 2: Early Asian Civilizations**	
Grade	**2**
Unit of Study	**Unit 2: Early Asian Civilizations**
Length of Unit	**18 days**

Missouri Learning Standards

2.R.2.A.a Describe setting, problems, solutions (plot), sequence of events, and the big idea, moral, or lesson.
2.R.2.A.b Describe main characters in works of fiction, including their traits, motivations, and feelings.
2.R.2.A.e Explain how the story changes based on who is telling the story
2.R.2.A.f Compare and contrast the differences in points of view of characters and how stories are narrated.
2.R.1.A Develop and demonstrate reading skills in response to text by:
2.R.1.A.a using text features to make and confirm predictions, explain why confirmed
2.R.1.A.b.asking and responding to relevant questions
2.R.1.A.c Seeking clarification, and using information/facts and details about stories and other texts and supporting answers with evidence from text
2.R.1.A.d retelling a story's beginning, middle, and end and determine its central message, lesson, or moral.
2.R.3.A Read, infer, and draw conclusions to
2.R.3.A.a-identify the main idea of sections of text and distinguish it from the topic
2.R.3.A.b Demonstrate understanding by locating facts to answer and/or ask questions.
2.R.3.A.d explain common graphic features to assist in the interpretation of text
2.R.3.A.e follow written multi-step directions
2.R.3.A.f describe connections between and state the order of events or ideas
2.R.3.B read infer, and draw conclusions to:
2.R.3.B.a explain why a text is fiction or nonfiction
2.R.3.B.b ask and answer questions to clarify meaning
2.R.3.B.c explain examples of sensory details
2.R.3.C.a explain main ideas and supporting details
2.R.3.C.b Describe the connection between events, and retell sequence of events.
2.R.3.C.e Compare and contrast the most important points presented by text on the same topic
2.RF.3.A.f reading words with common prefixes and suffixes
2.W.1.A.a brainstorming and recording key ideas using a graphic organizer
2.W.1.B.a sequencing ideas into clear and coherent sentences
2.W.1.B.b Generating paragraphs with one main idea.
2.W.1.B.c creating evidence of a beginning, middle and end
2.W.1.B.d addressing an appropriate audience

2.W.1.C.a Strengthen writing as needed by revising main idea, word choice, sentence construction, event order, audience, and voice.
2.W.1.C.b edit for language conventions
2.W.2.B.a introduce a topic or text being studied, using complete sentences
2.W.2.B.b use facts and definitions to develop points in generating paragraphs
2.W.2.B.c use specific words that are related to the topic and audience
2.W.2.B.d use linking words and phrases to signal event order
2.W.2.B.e create a concluding sentence or paragraph
2.W.2.C.a-establish a situation/topic based on the student's experience or imagination
2.W.2.C.b-introduce a main character and setting
2.W.2.C.c-develop sensory details
2.w.2.C.d-follow a logical sequence of events using complete sentences to create a beginning/middle/end
2.w.2.C.e -use linking/transition words to signal event order
2.w.2.c.f- use specific words that are related to the topic and audience.
2.W.3.A.a-generate a list of open-ended questions about a topic of interest
2.W.3.A.b - create an individual question about a topic.
2.W.3.A.c-use own questions to find information on a topic
2.W.3.A.d-gather evidence from available sources, literary and informational
2.W.3.A.e-record basic information from literary and informational texts in a simple visual format
2.W.3.A.f present and evaluate information in written and oral reports or displays, using previously established teacher/student criteria
2.L.1.A Apply standard English grammar in speech and written form.
2.L.1.A.a use nouns and pronouns in writing
2.L.1.A.c Use common irregular nouns.
2.R.1.B Understand the development of vocabulary
2.R.1.B.a Using prefixes, root words, and suffixes to determine the meaning of words.
2.R.1.B.f Distinguishing meaning among closely related verbs and adjectives.
2.R.1B.g Recognizing that some words have literal and non-literal meanings.
2.R.1B.h Using conversational, general academic, and domain-specific words and phrases.
2.R.1.C Determine the relevant connections between
2.R.1.C.a text to text (text ideas, including similarities and differences regarding information and relationships in fiction and nonfiction
2.R.1.C.b text to world (text ideas regarding experiences in the world
2.L.1.A.g Use adjectives and adverbs in sentences.
2.R.1.D read independently for multiple purposes over sustained periods of time by
2.R.1.D.a reading text that is developmentally appropriate
2.R.1.D.b produce evidence of reading

https://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards

Unit 2: Learning Targets
I can identify the parts of the plot- beginning, middle and end.
I can explain the difference between fiction and non-fiction.
I can describe the main character in works of fiction, including their traits, motivations, and feelings.
I can compare and contrast different versions of the same story.
I can explain how the story changes based on who is telling the story.
I can use information/facts and details to support answers from the text.
I can describe how rhythm, rhyme, and repetition create imagery in poetry.
I can demonstrate understanding by locating facts to answer and/or ask questions.
I can identify the main idea.
I can describe the connection between events and retell the sequence of events.
I can use text features to locate specific information.
I can identify problems and solutions.
I can use text features to locate specific information.
I can locate facts to answer or ask questions.
I can use common irregular nouns.
I can use adjectives and adverbs.
I can use prefixes, root words, and suffixes to determine the meaning of words.
I can distinguish meaning among closely related verbs and adjectives.

Intervention and Enrichment
Enrichment: guest speakers; hold a class Chinese New Year celebration; read a trade book that supports the domain content; have students pretend they worked on The Great Wall of China; act out one of the stories; write about the silk making process; make a Chinese Clock **Intervention**: reframe open ended questions as simple yes/no questions or provide students with a specific sentence frame; have students dictate answers to an adult or work with a peer

Assessments	
MLS (Learning Goal)	**Description or Location**
• 2.SL.3.A.b- Confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions • 2.R.1B- Develop an understanding of vocabulary.	At Pausing point give mid Domain Assessment Early Asian Civilizations At end of Unit give Vocabulary and Domain Unit 2 Assessment

Vocabulary			
<u>Lesson 1</u> Common Cultivate **Fertile** Indus River Irrigation canals <u>Lesson 2</u> Bustling Nestles Recede **Source** <u>Lesson 3</u> Existence Hinduism **Represents** Sacred <u>Lesson 4</u> Contrary Devour Distracted Pious **unjust**	<u>Lesson 5</u> Bawl Grope Marvel Observation **Resembles** <u>Lesson 6</u> Archer **Custom** Diwali Prosperity <u>Lesson 7</u> Buddhism **Conquer** Suffering Venture <u>Lesson 8</u> Plateaus Silt **Sorrow** Yangtze River Yellow River	<u>Lesson 9</u> Character **Durable** Remarkable <u>Lesson 10</u> Cork **Praise** Regret Scowl <u>Lesson 11</u> Barriers **Emerge** **plunged** trade	<u>Lesson 12</u> **Defense** Intervals Span Transport <u>Lesson 13</u> **Eager** Example Sages <u>Lesson 14</u> Adhering Banished Grudges **prosperous**

Instructional Materials
Amplify CKLA

https://amplify.com/programs/amplify-core-knowledge-language-arts/

Additional Instructional Resources

*Knowledge 1-6 Activity Book pages 31-32 and 57-58 Take Home page
Amplify Trade Books:
Shante Keys and the New Year's Peas
Sam and the Lucky Money
Love and Roasted Chicken: A Trickster Tale from the Andres Mountain
Berry Magic
This Next New Year
The Boy and the Bindi
Brush of the Gods
She's Got This
Surfer of the Century: The Life of Duke Kahanamoku
G is the Gold Medal: An Olympics Alphabet

Reflections for Future Revisions