

**Grade Two English Language Arts  
Unit 1 Reading**

<b>Subject(s)</b>	Reading Language Arts
<b>Unit of Study</b>	Building a Community of Readers – Unit 1
<b>Pacing</b>	20 days + (0 days needed for re-teaching/enrichment)

**Overarching Standards (OS)**

**CCR.2.RL.10** By the end of the year, **READ** and **COMPREHEND** literature, including stories, poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**CCR.2.RI.10** By the end of the 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.

**CCR.2.L.3** **USE** knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCR.2.L.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.

**CCR.2.L.5** **DEMONSTRATE** understanding of word relationships and nuances in word meanings.

**CCR.2.L.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).

**Priority and Supporting CCSS**

**CCR.2.RL.1** **ASK** and **ANSWER** questions such as who, what, where, when why and how to demonstrate understanding of key details in a text.

**CCR.2.RL.7** **USES** texts and illustrations to gain understanding of characters, settings, and plots.

**CCR.2.SL.1** **PARTICIPATE** in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CCR.2.SL.1a** **FOLLOW** agreed-upon rules for discussion (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).

**CCR.2.SL.1b** **BUILD** on others' talk in conversations by linking their comments to the remarks of others.

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<b>Concepts (What students need to know)</b>	<b>Skills (What students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>
<p><b>RL.1</b></p> <ul style="list-style-type: none"> <li>• Story parts</li> <li>• Predictions</li> <li>• 5 W's and H questions (<i>who , what, where, when, why and how</i>)</li> </ul>	<p><b>RL.1</b> <b>ASK/ANSWER</b> (questions to demonstrate understanding of key details)</p>	4,3
<p><b>RL.7</b></p> <ul style="list-style-type: none"> <li>• How to use information from illustrations</li> <li>• Versions of text (e.g., written, print, digital)</li> <li>• Story details (e.g., character, setting, plot)</li> </ul>	<p><b>RL.7</b> <b>USE</b> (information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot)</p>	3
<p><b>SL.1b</b></p> <ul style="list-style-type: none"> <li>• topic</li> <li>• comments of others</li> <li>• remark</li> </ul>	<p><b>SL.1b</b> <b>BUILD</b> (on others' talk in conversation)</p>	6
	<p><b>LINK</b> (comments to remarks of others)</p>	4

<b>Essential Questions</b>	<b>Corresponding Big Ideas</b>
<ol style="list-style-type: none"> <li>1. What does it mean and look like to work with others?</li> <li>2. How do I use what I know to help me figure out what I don't know?</li> <li>3. What do good readers do?</li> </ol>	<ol style="list-style-type: none"> <li>1. Good readers use a variety of strategies to make sense of the ideas and details presented in text.</li> <li>2. Understanding is improved when you share ideas with one another.</li> </ol>

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<b>Learning Activities</b>	
<p><b><u>Focus of Unit</u></b></p> <ul style="list-style-type: none"><li>• Asking and answering questions about key details</li><li>• Using illustrations and words to understand story parts (print and digital text)</li><li>• Building on and linking conversations with others</li><li>• Building good habits for reading and a reading community (promote daily independent reading)</li></ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"><li>• Teachers may select how to incorporate the use of technology in order for students to demonstrate their understanding of skills within the unit. Teachers should also use audio versions of text in addition to print material and follow with guided discussions (i.e., <a href="http://www.storylineonline.net">www.storylineonline.net</a> offers a variety of texts that students may listen to).</li><li>• Students will compile resources that have been used throughout the unit to create individual reading folders (e.g., resources such as reading lists, decoding strategies, comprehension strategies, self-reflections) to be used throughout the school year.</li><li>• See interdisciplinary note at end of unit for ideas for art integration.</li></ul> <p><b><u>Activities</u></b></p> <ul style="list-style-type: none"><li>• Students will ask and answer questions about key details building on conversations and linking their ideas to the remarks of others to help build good reading habits. Students will participate in discussions with others and follow agreed upon rules.</li><li>• Introduce classroom rules for discussion and create an anchor chart with the students to identify agreed upon rules for discussion during the literacy block (e.g. gain the floor in a respectful way, speaking one at a time, listening to others with care, etc.).</li><li>• Explain to students that throughout the year they will be reading and talking about different genres of reading. Talk about how to select appropriate books for reading (e.g., five-finger rule, high interest books,</li></ul>	<p style="text-align: center;"><b><u>Teacher Notes</u></b></p>

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fiction vs. fiction, etc...). Discuss what strategies good readers use during reading. Support students with selecting individual reading goals. **Note:** See sample chart for reading strategies.

<b>“Thinking About Reading”</b>	
<b>We are learning strategies that readers use to help read words and understand what we are reading</b>	
<b>What do readers do to help them understand and enjoy reading?</b>	<b>What do readers do when they come to a word they do not know?</b>

- Follow *Making Meaning* lesson, Unit 1, Week 1, Days 1-3, pages 2-14 focusing on building a community of readers including discussions about treating others with kindness and having respect for our differences. Link discussions back to classroom rules (gain the floor in a respectful way, speaking one at a time, listening to others with care, etc.). **Note:** Additional classroom conversation prompts can include: (SL.1, SL.1a)
  - *I agree/disagree with \_\_\_\_\_ because...*
  - *Billy predicted \_\_\_\_\_ and I think \_\_\_\_\_*
- Continue to model for students how to read text closely by tracking the text and using the reading strategies discussed in the classroom (i.e., predicting, questioning, inferring, visualizing). During reading, look for key details in the text (story elements/parts) and demonstrate how to “mark” the text to show textual evidence. Model how to collect evidence from the text using a variety of graphic organizers (i.e., 5 W’s, Nancy Boyles’ story part cards). Discussion and journal prompts may include:
  - Who are the main characters?
  - What is the setting of the story? When and where does it take place?
  - What is the main problem/conflict?
  - How does the problem/conflict get solved?
  - How does the story end?
  - What are you picturing/visualizing now?
  - What can you infer about how the character is feeling now? Why?

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- Explain to students that often the illustrations in the text and the words author uses often provide clues and information about the characters, the setting and the plot of a text. Read a selection of a book focusing on the characters, the setting, or the plot. For example, while reading withhold from showing the illustrations. Students respond to what they have heard by creating a sketch or a drawing. Students should be encouraged to focus on unfamiliar concepts and share them in an illustration. Students should share their illustrations.
- Provide time for students to read or listen to a text and participate in small group discussions focusing on key details of literary text including careful examination of the illustrations and the words the author uses. Students should use graphic organizers (story maps which include plot) or illustrations to capture the key details and information gained from illustrations and words from text. Encourage students to use appropriate discussion and listening strategies.
- For independent practice and/or to assess student understanding using a teacher created rubric that is shared with students prior to the task: (RL. 1)
  - Students will read independently and will collect key details from their text using a graphic organizer or a reading response journal and then share out with class.
  - Students can select a key detail from a text and create an illustration (drawing or on computer) to show the important details.
  - Students can complete visual representations of *who, what, where, why, when, and how*. Students can then label or write about pictures.
  - Students can create a book advertisement or a book review and then share with the class.
- For independent practice and/or to assess student understanding of RL7:
  - Students can create wanted posters of the main characters in their story. Students will label the qualities of the characters.
  - Students can illustrate pictures of the setting in the story including background details.
  - Students can create a scrapbook page showing key details while making reference to characters, setting and events.

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Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

**Additional**

- Guided Discovery of Texts
- Response Journals
- Book Talks: Turn and Talk/Think-Pair-Share (Accountable Talk)
- Projects

**Vocabulary**

**Character-** a person, thing or animal in a story, poem, play, book or movie

**Collaborate-** to work together or cooperate on a task

**Comment-** a remark or written note that explains or gives an opinion

**Discussion-** a conversation or exchange of views

**Idea-** a thought or plan carefully formed in the mind

**Plot-** the actions or events in a story, book, play or movie

**Remark-** a casual statement or comment

**Rule-** an agreed upon statement that is followed

**Setting-**the time and place of a story

**Story-** a narrative designed to interest, amuse or instruct the reader

**Text-**the actual words in a written selection

**Text purpose-**the author's intention for the text

**Topic-**the main thought or subject of written work

**Type of text-** the category of text determined by its purpose, features and language

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Assessment	Performance Task
<p><b><u>Formal</u></b> -DRA -MAP</p> <p><b><u>Informal</u></b> -Running Records -Speaking/ listening checklist -Teacher observations/ Anecdotal notes -Student work from unit activities including rubrics and exit tickets</p>	TBD

Instructional Strategies
<p><b>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</b></p>

Resources	Technology Resources
<p><b><u>Instructional</u></b> -Leveled Texts for Fiction -Fiction Texts -Anchor texts:</p> <ul style="list-style-type: none"> <li>• <u>The Dot</u> by Peter H. Reynolds (500L)</li> <li>• <u>Ish</u> by Peter H. Reynolds (440L)</li> <li>• <u>McDuff Moves In</u> by Rosemary Wells From <i>Making Meaning</i></li> <li>• “The Library” in <i>Poppleton</i> by Cynthia Rylant from <i>Making Meaning</i></li> </ul>	<p><a href="http://www.storylineonline.net">www.storylineonline.net</a></p> <p><a href="http://www.readwritethink.com">www.readwritethink.com</a></p>

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<p>-Suggested Texts:</p> <ul style="list-style-type: none"><li>• <u>Owen</u> by Kevin Henkes (retelling; char./prob./sol.)</li><li>• <u>It's Mine</u> by Leo Lionni (retelling; char./prob./sol.; author's message)</li><li>• <u>Oliver Button is a Sissy</u> by Tomie dePaola (author's message; char./prob./sol.)</li><li>• <u>The Day Jimmy's Boa Ate the Wash</u> by Trinka Hakes Noble</li><li>• <u>A Color of His Own</u> by Leo Lionni</li></ul> <p>-Student Work</p> <p>-Teacher prompts for determining meanings of unknown words and phrases</p> <p>-Language Arts Curriculum Addendum</p> <p>-<i>Write Away</i> by Great Source</p> <p><b><u>Teacher</u></b></p> <p>-Supporting Resources for Unit</p> <p>-Language Arts Curriculum Addendum</p> <p>-<i>That's a Great Answer</i> by Nancy Boyles</p> <p>-<i>Guided Reading</i> by Fountas and Pinnell</p> <p>-<i>The Power of Retelling</i> by Vikki Benson</p> <p>-Student Assessment</p> <p>-<i>Write Away</i> by Great Source</p> <p>-<i>Making Meaning</i></p>	
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**Interdisciplinary Connections**

-Art teacher can provide a close reading of the text, Ish by Peter H. Reynolds. See lesson plan at [www.literacyhead.com](http://www.literacyhead.com) for sequence of questions where students discuss the illustrations to help them think about the terms, *process* versus *product*.



**Grade Two English Language Arts  
Unit 2 Reading**

<b>Subject(s)</b>	Reading Language Arts
<b>Unit of Study</b>	Understanding Stories – Unit 2
<b>Pacing</b>	15 Total Days: 12 Instructional Days + (3 days for re-teaching/enrichment)

**Overarching Standards (OS)**

**CCR.2.RL.10** By the end of the year, **READ** and **COMPREHEND** literature, including stories, poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**CCR.2.L.3** **USE** knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCR.2.L.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.

**CCR.2.L.5** **DEMONSTRATE** understanding of word relationships and nuances in word meanings.

**CCR.2.L.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).

**Priority and Supporting CCSS**

**CCR.2.RL.1** **ASK** and **ANSWER** such questions as who, what, where, when, why, and how to demonstrate understanding of key details in text.

**CCR.2.RL.2** **RECOUNT stories**, including fables and folktales from diverse cultures, and **DETERMINE** their central message, lesson, or moral.

**CCR.2.RL.3** **DESCRIBE** how characters in a story respond to major events and challenges.

**CCR.2.RL.5** **DESCRIBE** the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**CCR.2.SL.2** **RECOUNT** or **DESCRIBE** key ideas or details from a text read aloud or information presented orally or through other media.

**CCR.2.SL.3** **ASK** and **ANSWER** questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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**CCR.2.L.3a COMPARE formal and informal uses of English.**  
**CCR.2.L.4a USE sentence –level context as a clue to the meaning of a word or phrase.**  
 CCR.2.L.4d USE knowledge of the meaning of individual words to PREDICT the meaning of compound words.

<b>Concepts (What students need to know)</b>	<b>Skills (What students need to be able to do)</b>	<b>Bloom’s Taxonomy Levels</b>
<p><b>RL.2</b></p> <ul style="list-style-type: none"> <li>• features of literary text</li> <li>• recounting of stories</li> <li>• characteristics of fables and folktales from diverse cultures</li> <li>• central message, lesson, moral</li> <li>• characteristics of a good retelling</li> </ul>	<p><b>RL.2</b>  <b>RECOUNT</b> (stories, including fables and folktales from diverse cultures)</p> <p><b>DETERMINE</b> (central message/lesson/moral)</p>	<p>2</p> <p>4</p>
<p><b>RL.3</b></p> <ul style="list-style-type: none"> <li>• Important details</li> <li>• Story and play elements               <ul style="list-style-type: none"> <li>○ Plot (major events)</li> <li>○ Challenge/conflict (problem/solution)</li> <li>○ Character’s actions</li> <li>○ Setting (time and place)</li> </ul> </li> </ul>	<p><b>RL.3</b>  <b>IDENTIFY</b> (characters and major events)  <b>DESCRIBE</b> (how characters in a story respond to major events and challenges)</p>	<p>2</p> <p>2</p>
<p><b>SL.3</b></p> <ul style="list-style-type: none"> <li>• topic</li> <li>• information</li> <li>• questions</li> </ul>	<p><b>SL.3</b>  <b>ASK</b> and <b>ANSWER</b> (questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a</p>	<p>4,3</p>

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<p><b>L.3a</b></p> <ul style="list-style-type: none"> <li>formal English (business)</li> <li>informal English (formal)</li> </ul> <p><b>L.4a</b></p> <ul style="list-style-type: none"> <li>prior knowledge</li> <li>multiple meaning of words</li> <li>context clues (e.g., definitions, examples)</li> <li>photos, illustrations, diagrams</li> </ul>	<p>topic)</p> <p><b>L.3a</b> <b>COMPARE</b> (formal and informal uses of English)</p> <p><b>L.4a</b> <b>USE</b> (sentence-level context clues to meaning of word or phrase)</p>	<p>2</p> <p>3</p>
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Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> <li>1. What do good readers do?</li> <li>2. Author’s choice: Why does it matter?</li> <li>3. What makes collaboration meaningful?</li> <li>4. When a word does not make sense, what can I do?</li> </ol>	<ol style="list-style-type: none"> <li>1. Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</li> <li>2. Good readers understand that the overall structure of a text can help them make meaning of what they have read.</li> <li>3. Comprehension is enhanced through a collaborative of sharing and evaluating ideas.</li> <li>4. Effective readers and writers use knowledge of the structure and context of language to acquire, clarify and appropriately use vocabulary.</li> </ol>

Learning Activities	
<p><b>Focus of Unit</b></p> <ul style="list-style-type: none"> <li><u>Recounting Stories</u> and Determining Lesson (Focus on Story) while clarifying understanding</li> <li>Describing how characters respond to events and challenges</li> </ul>	<p><b>Teacher Notes</b></p>

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- Formal vs. Informal use of language
- Context Clues

**Activities**

- Students will recount stories, including specific details from the story, and determine the central message/lesson. (RL.2)
  - Review elements of fiction and the author’s purpose for writing fictional stories. Lead a discussion about genres, including realistic fiction, fantasy, fables, and folktales. Create an anchor chart for fiction that includes specific genres. Note: The anchor chart will be added to in future units.
  - Follow *Making Meaning*, Unit 4, Week 2, Days 1-3, pages 118-128 focusing on exploring text structure in narrative texts, including problem and solution. Model and think aloud how to identify the story parts using Nancy Boyles’ large story part cards and how to retell the beginning, middle and end of the story. (e.g., *enlarged graphic organizers for story parts, enlarged graphic organizer for beginning, middle, and end*).
  - During small group instruction and independent reading, provide opportunities for student to read and record thinking in graphic organizers. Students will share oral or written retellings with others (e.g., story maps). Note: As students practice retelling stories, begin to discuss difference between retelling and paraphrasing.
- Students will describe how characters respond to major events or challenges.
  - Model for students how characters react to events in stories. Discuss what it means when a character has to face a challenge and how they may handle that challenge. Ideas include creating an Events Graphic Organizer where the teacher provides the major event and the students fill in how the characters reacted to that event. Also include any challenges or obstacles that character may have had to face and how they handled that challenge.
  - Working in pairs, students read common texts to identify key events and characters and

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discuss feelings and/or actions that characters display in response to events. Students can track their thinking in journals or complete a Character Analysis chart such as the one completed in the whole group.

- Students will use sentence level context clues to figure out the meaning of unknown words.
  - During reading, teacher will identify tier 2 vocabulary words and model using context to figure out the meaning of the words.
    - *Is there another word that comes before/ after this word that gives a hint at the meaning?*
    - *What is another word that would make sense here?*
  - Use a dictionary to check the meaning of words and determine if the appropriate synonym was identified.
  
- Students will ask and answer 5W and H questions to demonstrate understanding of stories.
  - Teacher will review the 5W and H asking words and allow students to practice asking and answering questions that begin with the 5Ws and H.
  - Teacher will discuss and model answers for written responses to text. Teacher will model how to “echo” the question when answering questions both orally and in writing.
  - Teacher will model how to locate information in a text to answer the 5 W’s and H questions using a graphic organizer.
  - Students use 5 W’s and H organizers to locate and record information about specific texts such as:
    - The drawing of a hand with each finger representing one of the 5 W’s. The palm of the hand has a heart that represents the central message, lesson or moral.
  - Teacher will read aloud a grade 2 text and model “Thick (think about it) questions and Thin (right there) questions” for student to answer.
    - *Thin questions*: surface level/literal level questions
      - *Who was the main character in the story?*
      - *Where did the story take place?*

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- *When did the story take place?*
- *Thick questions:* require deeper thinking and inferring skills
  - *Why did the character react that way?*
  - *How did the character feel during this part of the story? How do you know?*
  - *What would you have done if you were in the same situation?*
- Students will continue to identify character traits to describe characters and look for evidence in the story to support their answers.
  - *When does the character demonstrate that feeling/trait?*
  - *Why does the character act that way?*
  - *What does the character do to show he/she has that trait?*
  - *What does the character say to show he/she has that trait?*
- Students listen to media presentations (audio versions of texts) to identify key details and ideas.
  - Provide opportunities for students to ask follow up questions after listening to presentations (e.g., morning meeting, sharing, literature circles, or discussions related to topics presented in class).
- Students will compare formal versus informal uses of language.
  - Discuss the meaning of formal and informal language and give examples of when to use each kind of language (e.g. use informal language when speaking to their family or friends on the playground; use formal language when writing a report or answering questions in class).
  - Brainstorm different times for when to use each kind of language.
  - Look for examples of informal language when reading texts in class (e.g., Junie B. Jones by Barbara Park and Denise Brunkus: Read aloud and chart examples of informal uses of English).
  - Role-play different situations in which formal and informal is appropriate.
  - Create messages for different audiences using appropriate format: formal or informal (e.g., friendly letter, business letter).

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- Students will predict the meaning of a compound word by thinking about the meaning of the individual words that make up the compound word. (Unit 3 Lesson 3 in *Fundamentals of Grammar*)
  - Provide samples of compound words and discuss what a compound word is.
  - Read If you were a Compound Word by Trisha Speed Shaskan.
  - Teacher will pause often to talk about compound words and the word parts discussing their meanings. Begin to have students point out compound words in text.
  - Encourage students to use knowledge about the meaning of individual words to predict the meaning of selected compound words.
  - Continue to look for compound words in texts read in class. Have students predict the meaning of the words by thinking aloud about the individual words.
    - *What do you think this word means? How do you know?*
  - Create visual representations and label word parts to show new compound words.

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

**Additional**

- Response Journals
- Book Talks: Turn and Talk/Think-Pair-Share
- Projects

**Vocabulary**

**Challenge-** a difficult task or problem that a character may have to overcome

**Character-** a person, thing or animal in a story, poem, play, book or movie

**Compare-** to tell how two or more things or ideas are alike

**Compound word-** a new word formed when two words are joined

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**Context clue-** a hint about the meaning of a word found by rereading other words in the sentence  
**Detail-**a small part of a whole; specific information about the main idea  
**Ending/Closing-**the last or final part of a story, poem, play or book  
**Event-** a happening in a story, book, play or poem  
**Introduction (Beginning)-** the first part of a story, poem, play or book  
**Key idea-**the single most important part or a whole or thought  
**Lesson-**a principle the author intends to teach the reader  
**Media-** a way of communicating information  
**Message-**the point, moral or meaning of a story, book, play or poem  
**Middle-**the section of a story, book, play or poem in between the beginning and the end  
**Moral-**a lesson learned from a story or an event  
**Paraphrasing-** to retell or restate in one’s own words  
**Recount-**to tell in detail  
**Setting-**the time and place of a story  
**Story-**A narrative, either real or imaginary, designed to interest, amuse or instruct the reader or hearer  
**Topic-** the main thought or subject of written work

Assessment	Performance Task
<p><b><u>Formal</u></b>            -Retelling rubrics            -Reading Response using 4-point district rubric for comprehension            -DRA</p> <p><b><u>Informal</u></b>            -Anecdotal notes            -Teacher observations            -Student work from unit activities (graphic organizers, student journal)            -Running records</p>	<p>TBD</p>



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**Instructional Strategies**

**See Appendix A for Additional Instructional Research Based and Differentiated Strategies**

Resources	Technology Resources
<p><b><u>Instructional</u></b>            -Fiction Stories            -Leveled Fiction            -Anchor Texts:</p> <ul style="list-style-type: none"> <li>• <u>If you were a Compound Word</u> by Trisha Speed Shaskan (820L) <i>Fundamentals of Grammar Lesson</i></li> <li>• <u>Owl Moon</u> by Jane Yolen (630L) (personal experience narrative)</li> </ul> <p>-Suggested Texts:</p> <ul style="list-style-type: none"> <li>• <u>Junie B. Jones</u> by Barbara Park and Denise Brunkus (400L)</li> <li>• <u>Stellaluna</u> by Janell Cannon (550L)</li> <li>• <u>Jeb Scarecrow’s Pumpkin Patch</u> by Jana Dillon (630L)</li> </ul> <p>*See unit 1 for additional titles            -Student Work            -Teacher prompts for determining meanings of unknown words and phrases            -Language Arts Curriculum Addendum            -<i>Write Away</i> by Great Source</p> <p><b><u>Teacher</u></b>            -Supporting Resources for Unit            -Language Arts Curriculum Addendum            -<i>That’s a Great Answer</i> by Nancy Boyles</p>	<p><a href="http://www.schoolwidenetwork.com">www.schoolwidenetwork.com</a></p> <p>Reading A to Z</p>

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| <ul style="list-style-type: none"><li>-<i>Guided Reading</i> by Fountas and Pinnell</li><li>-<i>The Power of Retelling</i> by Vikki Benson</li><li>-Student Assessment</li><li>-Fundamentals of Grammar</li><li>-<i>Write Away</i> by Great Source</li></ul> |  |
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<b>Interdisciplinary Connections</b>	

**Grade Two English Language Arts  
Unit 3 Reading**

<b>Subject(s)</b>	Reading Language Arts
<b>Unit of Study</b>	Elements of Fiction – Unit 3
<b>Pacing</b>	20 Instructional Days + 5 days for re-teaching/enrichment

Overarching Standards (OS)
<p><b>CCR.2.RL.10</b> By the end of the year, <b>READ</b> and <b>COMPREHEND</b> literature, including stories, poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>CCR.2.RI.10</b> By the end of the year, <b>READ</b> and <b>COMPREHEND</b> 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.</p> <p><b>CCR.2.L.3</b> <b>USE</b> knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>CCR.2.L.4</b> <b>DETERMINE</b> or <b>CLARIFY</b> the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.</p> <p><b>CCR.2.L.5</b> <b>DEMONSTRATE</b> understanding of word relationships and nuances in word meanings.</p> <p><b>CCR.2.L.6</b> <b>USE</b> 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).</p>

Priority and Supporting CCSS
<p><b>CCR.2.RL.2</b> <b>RECOUNT</b> stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><b>CCR.2.RL.5</b> <b>DESCRIBE</b> the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><b>CCR.2.RL.6</b> <b>ACKNOWLEDGE</b> differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p><b>CCR.2.SL.2</b> <b>RECOUNT</b> or <b>DESCRIBE</b> key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>CCR.2.L.5b</b> <b>DISTINGUISH</b> shades of meaning among closely related verbs and closely related adjectives.</p>

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<b>Concepts (What students need to know)</b>	<b>Skills (What students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>
<p><b>RL.2</b></p> <ul style="list-style-type: none"> <li>• features of literary text</li> <li>• recounting of stories</li> <li>• characteristics of fables and folktales from diverse cultures</li> <li>• central message, lesson, moral</li> <li>• characteristics of a good retelling</li> </ul>	<p><b>RL.2</b> <b>RECOUNT</b> (stories, including fables and folktales from diverse cultures)</p> <p><b>DETERMINE</b> (central message/lesson/moral)</p>	<p>2</p> <p>4</p>
<p><b>RL.6</b></p> <ul style="list-style-type: none"> <li>• Point of view</li> <li>• Character</li> <li>• Author's purpose</li> <li>• Voice tone, rate and loudness</li> <li>• Dialogue</li> </ul>	<p><b>RL.6</b> <b>ACKNOWLEDGE</b> (differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud)</p>	<p>2</p>
<p><b>SL.2</b></p> <ul style="list-style-type: none"> <li>• how to recount</li> <li>• key ideas</li> <li>• details</li> </ul>	<p><b>SL.2</b> <b>RECOUNT/DESCRIBE</b> (key ideas or details from a text read aloud or information presented orally or through other media)</p>	<p>2,1</p>
<p><b>L.5b</b></p> <ul style="list-style-type: none"> <li>• verbs</li> <li>• adjectives</li> <li>• similar meanings</li> </ul>	<p><b>L.5b</b> <b>DISTINGUISH</b> (shades of meaning among closely related verbs and adjectives).</p>	<p>2</p>

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Essential Questions	Corresponding Big Ideas
1. What strategies do good readers use? 2. What makes a good story?	1. Good readers use a variety of strategies to make sense of key ideas and details presented in text. 2. Analyzing the structure of a text allows the reader to gain insight and strengthen understanding.

Learning Activities							
<p><b><u>Focus of Unit</u></b></p> <ul style="list-style-type: none"> <li>• Recounting stories and determining central message, lesson or moral (fables/folktales)</li> <li>• Recognizing literal and non-literal language (tall tales)</li> <li>• Describing connections between words and rhythm/meaning</li> </ul> <p><b><u>Activities</u></b></p> <ul style="list-style-type: none"> <li>• Students will recount stories, including fables and folktales, and determine their central message, lesson, or moral.               <ul style="list-style-type: none"> <li>○ Review elements of fiction stories (refer back to anchor chart from unit 2).</li> <li>○ Introduce the genres of fables and folktales. Define what makes a story a fable or a folktale and begin to discuss the elements of both. Record elements on anchor chart to use as a reference while reading fables and folktales. Explain to students that these types of stories are written to convey a moral and to help think about life-long lessons. Define moral.</li> <li>○ Read examples of folktales and fables (e.g., written, audio, and visual). Identify parts of the story that make it a folktale or a fable. Use chart to identify traits of each fable / folktale and provide examples.</li> </ul> </li> </ul>	<p><b><u>Teacher Notes</u></b></p>						
<table border="1" style="margin: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">The Very Greedy Dog</th> </tr> <tr> <th style="text-align: center;">Elements of Fables</th> <th style="text-align: center;">Evidence from the text</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• Often have animals as characters</li> <li>• Lesson has to do with overcoming</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• The dog is the main character.</li> <li>• The dog's weakness is that he is</li> </ul> </td> </tr> </tbody> </table>		The Very Greedy Dog		Elements of Fables	Evidence from the text	<ul style="list-style-type: none"> <li>• Often have animals as characters</li> <li>• Lesson has to do with overcoming</li> </ul>	<ul style="list-style-type: none"> <li>• The dog is the main character.</li> <li>• The dog's weakness is that he is</li> </ul>
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<p>weakness</p> <ul style="list-style-type: none"> <li>• Bad trait usually causes character's downfall which leads to <b>moral</b></li> </ul>	<p>very greedy and always wants more. He tries to take the food away from the other animals.</p> <ul style="list-style-type: none"> <li>• At the end the dog loses his bone because of his greediness.</li> </ul>	
<ul style="list-style-type: none"> <li>○ Model how to mark the parts of the text that notes why a character may be changing or why this is important in the story, looking for clues that will help to learn more about the characters. Stress for students that different characters change the tone of their voices depending on what is happening in the story. Discussion prompts include: <ul style="list-style-type: none"> <li>▪ <i>What is happening here?</i></li> <li>▪ <i>What do you notice about the character? (Gestures)</i></li> <li>▪ <i>How is the character feeling at this point and why do you think that?</i></li> <li>▪ <i>What is the character saying here? Why do you think?</i></li> <li>▪ <i>How could we describe the character so far? Why?</i></li> <li>▪ <i>Think about the character. How would the character say this part? Why?</i></li> </ul> </li> <li>○ During reading, stop often and paraphrase what has been read so far without using the book. <ul style="list-style-type: none"> <li>▪ <i>Paraphrase means to tell the story in your own words.</i></li> </ul> </li> <li>○ After reading, go back and discuss what happened in the beginning, middle, and end of the story and discuss the lesson or moral of the fable/folktale. <ul style="list-style-type: none"> <li>▪ <i>Think about the story parts: character, setting, problem, events, solution, ending.</i></li> <li>▪ <i>Figure out the message the author was trying to share with reader.</i></li> <li>▪ <i>Use details from the beginning, middle, and end of the story to explain the message, lesson, or moral.</i></li> </ul> </li> <li>○ Recount events of stories, fables or folktales with a partner or in writing using a graphic organizer. Students could summarize stories orally or act out stories in groups.</li> <li>○ For independent practice and/or to assess student understanding: (RL.2) <ul style="list-style-type: none"> <li>➤ Diary entry to describe what it would be like if you were ...,</li> </ul> </li> </ul>		

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- Write a letter to a friend to tell them about the fable using information from notes.
- Paraphrase the fable/folktale in your own words.
- What happens in this folktale? What lesson does this folktale teach?
- What happens in this fable and what is the moral?
- Explain why you think the author wrote this fable/folktale. Use evidence from the text in your response.

- For independent and/or to assess student understanding: (RL.6)

- Students can practice reader's theater to then share with the class focusing on using their voices to represent the characters.
- Students can create character descriptions by using character trait words to describe each main character. Students can then complete a character trait sheet that will focus on the characters and their points of views.
- Students can create a cartoon strip by drawing a cartoon strip to show one character's point of view and which include speech bubbles. Students should read their strips changing their tone of voice based on what is said in the speech bubbles and the moods of the character.
- Students can create character avatar from a book at [www.voki.com](http://www.voki.com). Voices can be recorded and recited back as the character. Note: Teacher must create an account for students without registering for individual accounts.

- Students will recognize that words and phrases have literal and non-literal meanings and distinguish shades of meaning among closely related verbs and closely related adjectives.
  - Introduce the genre of tall tales by explaining how they are stories about a special kind of hero that is bigger than life. Connect to folktale. Explain that even though the story is based on a real person, the person is *exaggerated* to be stronger or bigger than any real hero could ever be. Define hero.
  - Read a tall tale about a hero. Think about parts of the story that are so amazing we know it is not really true (exaggerations). Stop often and model what you are picturing/visualizing. Explain that authors often use exaggeration in their stories to help readers get a clearer

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picture about what they are reading. During reading, use Post It notes or highlighting tape to identify parts of the text that could be real and parts of the story that are fantasy. (e.g., Label R for real and F for fantasy, different colored highlighting). **Note:** May want to watch a tall tale and talk about how the two versions are the same and different, highlighting the exaggerated parts.

- Discuss how sometimes words and phrases have literal and non-literal meanings and how authors often use different shades of meanings for verbs and adjectives. Discuss reasons why. Find examples in the text where the author uses words or phrases that are not meant to be literal (e.g. so hungry I could eat a horse) as well as shades of meaning.
  - *The text said Paul Bunyan was an enormous man. How is the word enormous different than large? What other word could have been used?*
  - *What do you think the author is trying to tell you here? Why do you think that?*
- Keep a list of the different words the author uses to help you get a better picture in your head.
- After reading or watching a tall tale, students can meet in small groups to discuss what they noticed about these tall tales (e.g., examples of exaggeration, an event that could be real, an event that is a fantasy).
- Possible journal entries:
  - Draw/label a picture of the main character to help write about him/her.
  - Give example of exaggerated sentences and explain why the author chose those words and phrases. Add a drawing to show the exaggeration.
  - Record examples of the different verbs and adjectives that were found in the tall tale. Record the page numbers that you found them on.
  - Create a flip book to recount parts of the tall tales.

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.



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**Vocabulary**

**Adjectives-** a part of speech that describes a person, place, thing or idea

**Author's Purpose-** the reason or reasons an author has for writing a selection

**Character-** a person, thing or animal in a story, poem, play, book or movie

**Character trait-** a description of a character that may include physical appearance, personality, speech, behavior, thoughts or feelings with other characters

**Context clue-** a hint about the meaning of a word found by rereading other words in the sentence

**Dialogue-** a conversation between two or more persons

**Detail-** a small part of a whole; specific information about the main idea

**Ending/Closing-** the last or final part of a story, poem, play or book

**Event-** a happening in a story, book, play or poem

**Fable-** a short tale used to teach a lesson often with animals as character

**Introduction (Beginning)-** the first part of a story, poem, play or book

**Lesson-** a principle the author intends to teach the reader

**Message-** the point, moral or meaning of a story, book, play or poem

**Middle-** the section of a story, book, play or poem in between the beginning and the end

**Moral-** a lesson learned from a story or an event

**Paraphrasing-** to retell or restate in one's own words

**Point of view-** the way an author tells a story

**Recount-** to tell in detail

**Setting-** the time and place of a story

**Similarity-** a way in which two or more things are alike

**Story-** A narrative, either real or imaginary, designed to interest, amuse or instruct the reader or hearer

**Tall Tale-** a type of American folktale tale that combines facts with "outrageous" fiction

**Verbs-** a part of speech that expresses action

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Assessment	Performance Task
<p><b><u>Formal</u></b> -DRA -Rubric</p> <p><b><u>Informal</u></b> -Anecdotal Notes -Teacher Observations/Notes -Student Work from Unit Activities -Running Records -Rubric</p>	TBD

Instructional Strategies
<p><b>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</b></p>

Resources	Technology Resources
<p><b><u>Instructional</u></b> -Stories, Fables, Folktales -Leveled Texts -Anchor Text:</p> <ul style="list-style-type: none"> <li>• <i>Fables</i> by Arnold Lobel</li> <li>• <i>John Henry: An American Legend</i> by Ezra Jack Keats</li> <li>• <i>Paul Bunyan</i>, retold and illustrated by Steven Kellogg</li> <li>• <i>Pecos Bill</i>, retold and illustrated by Steven Kellogg</li> <li>• <i>Sally Ann Thunder</i>, retold and illustrated by Steven Kellogg</li> </ul>	<p><a href="http://www.starfall.com">www.starfall.com</a> Videos of fables and tall tales Reading A to Z</p> <p><a href="http://www.voki.com">www.voki.com</a></p>

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<p>-Additional Text Suggestions:</p> <ul style="list-style-type: none"><li>• <i>Tikki Tikki Tembo</i> retold by Arlene Mosel</li><li>• <i>Arrow to the Sun</i> by Gerald McDermott</li><li>• <i>Why Mosquitoes Buzz in People's Ears</i> by Verna Aardema</li><li>• <i>The Bunyans</i> by Audrey Wood</li><li>• <i>Mike Fink</i>, retold and illustrated by Steven Kellogg</li><li>• <i>Swamp Angel</i> by Anne Isaacs</li></ul> <p>-Graphic Organizers -Student Work -Language Arts Addendum -<i>Write Away</i> by Great Source</p> <p><b><u>Teacher</u></b></p> <p>-Supporting Resources for Unit -Language Arts Curriculum Addendum -<i>That's A Great Answer</i> by Nancy Boyles -<i>Guided Reading</i> by Fountas and Pinnell -The Power of Retelling by Vikki Benson -Student Assessment -<i>Write Away</i> by Great Source</p>	
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<b>Interdisciplinary Connections</b>	

**Grade Two English Language Arts  
Unit 4 Reading**

<b>Subject(s)</b>	Reading Language Arts
<b>Unit of Study</b>	Reading For Information – Unit 4
<b>Pacing</b>	15 Total Days: 12 Instructional Days + 3 days for re-teaching/enrichment

**Overarching Standards (OS)**

**CCR.2.RL.10** By the end of the year, READ and COMPREHEND literature, including stories, poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**CCR.2.RI.10** By the end of the 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.

**CCR.2.L.3** USE knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCR.2.L.4** DETERMINE or CLARIFY the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.

**CCR.2.L.5** DEMONSTRATE understanding of word relationships and nuances in word meanings.

**CCR.2.L.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).

**Priority and Supporting CCSS**

**CCR.2.RI.1** ASK and ANSWER such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**CCR.2.RI.2** IDENTIFY the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

**CCR.2.RI.4** DETERMINE the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

**CCR.2.SL.2** RECOUNT or DESCRIBE key ideas or details from a text read aloud or information presented orally or through other media.

**CCR.2.SL.3** ASK and ANSWER questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**CCR.2.L.3a** COMPARE formal and informal uses of English.

**CCR.2.L.4a** USE sentence –level context as a clue to the meaning of a word or phrase.

**CCR.2.L.4d** USE knowledge of the meaning of individual words to predict the meaning of compound words.

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<b>Concepts (What students need to know)</b>	<b>Skills (What students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>
RI.2 <ul style="list-style-type: none"> <li>• Informational Text</li> <li>• Main topic</li> <li>• Difference between main topic and key details</li> <li>• Focus of specific paragraphs</li> </ul>	<b>RI.2</b> <b>IDENTIFY</b> (main topic of multi-paragraph informational text) <b>IDENTIFY</b> (focus of specific paragraphs within the text)	 1  1
RI.4 <ul style="list-style-type: none"> <li>• Word choice</li> <li>• Words and phrases</li> <li>• Context clues</li> <li>• Picture/Graphic clues</li> <li>• Literal and non-literal language</li> <li>• Simple figurative language (e.g., simile and metaphor)</li> </ul>	<b>RI.4</b> <b>USE</b> (context clues to help determine meaning of unknown words) <b>RECOGNIZE</b> (words and phrases that contain literal and non-literal meanings) <b>IDENTIFY</b> (figurative language) <b>DETERMINE</b> (meaning of words and phrases in a text relevant to a Grade 2 topic or subject area)	 3  1  1  4
SL.3 <ul style="list-style-type: none"> <li>• Topic</li> <li>• Information</li> <li>• Questions</li> </ul>	<b>SL.3</b> <b>ASK/ANSWER</b> (questions about what a speaker says in order to clarify comprehension, gather information or deepen understanding of a topic)	 4,3
L.4a <ul style="list-style-type: none"> <li>• Prior knowledge</li> <li>• Multiple meanings of words</li> <li>• Context clues (e.g., definitions, examples)</li> <li>• Photos, illustrations, diagrams</li> </ul>	<b>L.4a</b> <b>USE</b> (sentence level context as a clue to the meaning of a new word or phrase)	 3

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<b>Essential Questions</b>	<b>Corresponding Big Ideas</b>
<ol style="list-style-type: none"> <li>1. What do good readers do?</li> <li>2. How does the author’s choice impact an audience?</li> <li>3. How do I use what I know to figure out what I don’t know?</li> </ol>	<ol style="list-style-type: none"> <li>1. Informational texts can have multi-paragraphs that work together to inform readers about a topic.</li> <li>2. Good readers actively seek meaning of unknown words and phrases to clarify understanding of informational texts.</li> <li>3. Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</li> </ol>

<b>Learning Activities</b>	
<p><b><u>Focus of Unit</u></b> (Informational texts including those that are part of the Writing Unit: Gail Gibbons Author Study from <i>Fundamentals of Writing</i>)</p> <ul style="list-style-type: none"> <li>• Identifying main topic of specific and multi-paragraphs</li> <li>• Determine word meanings on Grade 2 topics</li> <li>• Ask and answer questions about what speaker says</li> <li>• Using context clues</li> </ul> <p><b><u>Activities</u></b></p> <p><b><u>Notes:</u></b></p> <ol style="list-style-type: none"> <li>1. Throughout the unit, students can identify what text features were found and where in the text was it found (e.g., checklist for text features such as a bookmark). Students can present and share their learning of text features with the class in a formal manner (e.g., poster, mini-book, foldable).</li> <li>2. Focus on content specific vocabulary strategies throughout the unit. Explain to students that there are key vocabulary words that they will look for while reading to help them notice the important parts of a text. Model how to use strategies to figure out new words (e.g., using context clues, picture clues, rereading) while highlighting those words in the text. Discuss word meanings and how they connect to the text. Students can record new vocabulary in a notebook adding term, level of understanding, student description and visual representation or on a word map.</li> </ol>	<p style="text-align: center;"><b><u>Teacher Notes</u></b></p>

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- Students will identify features of informational text and will identify main topic of multi-paragraph text as well as specific paragraphs within the text. **Note:** Begin with a short text with few paragraphs and then move to a text that contains multiple paragraphs.
  - As an introductory lesson, follow *Making Meaning*, Unit 9, Week 1, Days 1-3, pages 318-334 focusing on exploring important ideas in a text using inferring skills.
  - Begin to discuss text features for non-fiction (e.g., table of contents, glossary, headings, bold type, index, photographs, diagrams, labels, captions, and maps). Provide opportunities for students to meet in small groups and explore informational text (e.g., math, science and social studies texts, articles and digital sources).
  - Introduce informational texts that have various text features. Build background knowledge and model how to make predictions in informational text. (e.g., KWL)
    - *Look at the title page? What do you think the author wants you to learn about? Why?*
    - *Look at the lay-out of this text? How will it help you to get ready for reading?*
    - *What do you think this text will be about? Why?*
    - *What do you know about the topic already?*
  - Pause often after reading a small section of the text and model what active reading looks like including how to **summarize**. Encourage students to turn and talk with a partner.
    - *Now, what have I just read so far?*
    - *I thought I new something about... but after reading this part I now think...*
    - *I learned that...*
    - *Here the focus is...*
  - Begin to discuss the details in each paragraph and mark the text to show what these details are all about (e.g., blue whales, humpback whales, orcas alerts the reader that these are Types of Whales to show how the details align with the heading). Link what was just read to help anticipate what may come next. After reading, review the main topics/ideas and discuss the important details that support those main topics/ideas.
  - Provide opportunities for students to read both independently and in small groups focusing and marking the text for important vocabulary and noting the important parts of the text. Students can then share topics that they are reading.

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- Possible response journals:
  - What is the main topic/idea of this section/paragraph? Provide details to support this.
  - What is the main topic/idea of the article/text? Provide details to support this.
  - Why do you think \_\_\_\_\_ (title) is a good title for the article/text?
  - Draw and write about some new facts that you just learned about.

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

**Additional**

- Response Journals
- Book Talks: Turn and Talk/Think-Pair-Share
- Projects
- Presentations
- Vocabulary Notebooks

**Vocabulary**

**Context clue-** a hint about the meaning of a word found by reading the other words in the sentence or paragraph

**Detail-** a small part of a whole; specific information about the main idea

**Figurative language-** a way of creating interesting images with words by using language that has deeper meaning than what the word actually says

**Focus-** the main point or idea

**Information-** knowledge or facts learned about a subject

**Informational Text-** a selection written to inform

**Key detail/idea-** the single most important part of a whole or a thought

**Main idea-** the most important thought or message in a paragraph or story

**Multiple-meaning word-** a word that has more than one meaning

**Predict-** to state what a person thinks will happen in the future

**Topic-** the main thought or subject of written work



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Assessment	Performance Task
<p><b><u>Formal</u></b> -Rubric -DRA</p> <p><b><u>Informal</u></b> -Running records -Anecdotal notes -Teacher observations -Student work from unit activities -Rubric</p>	TBD

Instructional Strategies
<p><b>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</b></p>

Resources	Technology Resources
<p><b><u>Instructional</u></b> -Informational texts (including Math, Science and Social Studies) -Leveled Informational Texts -Anchor Texts:</p> <ul style="list-style-type: none"> <li>• “Wild Rides” article by Lev Grossman found in <i>Making Meaning</i> (page 323)</li> <li>• Summer of the Shark found in <i>Making Meaning</i> (page 328)</li> </ul>	<p>Successmaker  <a href="http://www.schoolwidedfundamentals.com">www.schoolwidedfundamentals.com</a>  <a href="http://www.nea.org/tools/18412.htm">www.nea.org/tools/18412.htm</a>  <a href="http://www.aspca.org/kids">www.aspca.org/kids</a></p>

**Grade Two English Language Arts  
Unit 4 Reading**

<ul style="list-style-type: none"><li>• “A Nose for the Arts” found in <i>Making Meaning</i> (page 334)</li><li>• <u>Bats: Creatures of the Night</u> by Joyce Milton (510L)</li><li>• Gail Gibbons Texts from Author Study in <i>Fundamentals of Writing</i></li><li>• <i>Time for Kids</i> Kit</li></ul> <p>-Additional Text Suggestions</p> <ul style="list-style-type: none"><li>• <u>A Look at Spiders</u> by Jerald Halpern (490L)</li></ul> <p>-Student Work</p> <p>-Language Arts Curriculum Addendum</p> <p>-<i>Write on Track</i> by Great Source</p> <p>-<i>Making Meaning</i></p> <p><b><u>Teacher</u></b></p> <p>-Supporting Resources for Unit</p> <p>-Language Arts Curriculum Addendum</p> <p>-<i>That’s a Great Answer</i> by Nancy Boyles</p> <p>-<i>Guided Reading</i> by Fountas and Pinnell</p> <p>-Student Assessment</p> <p>-<i>Fundamentals of Writing: Gail Gibbons Author Study</i></p> <p>-<i>Write on Track</i> by Great Source</p> <p>-<i>Making Meaning</i></p>	
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<b>Interdisciplinary Connections</b>
Science and Social Studies Topics

**Grade Two English Language Arts  
Unit 5 Reading**

<b>Subject(s)</b>	Reading Language Arts
<b>Unit of Study</b>	Elements of Nonfiction – Unit 5
<b>Pacing</b>	20 Instructional Days + 5 days for re-teaching/enrichment

**Overarching Standards (OS)**

**CC2.RL.10** By the end of the year, READ and COMPREHEND literature, including stories, poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**CC2.RI.10** By the end of the 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.

**CC2.L.3** USE knowledge of language and its conventions when writing, speaking, reading, or listening.

**CC2.L.4** DETERMINE or CLARIFY the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.

**CC2.L.5** DEMONSTRATE understanding of word relationships and nuances in word meanings.

**CC2.L.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).

**Priority and Supporting CCSS**

**CC2.RI.5** KNOW and USE various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**CC2.RI.7** EXPLAIN how specific images (e.g., diagram showing how a machine works) contribute to and clarify a text.

**CC2.SL.2** RECOUNT or DESCRIBE key ideas or details from a text read aloud or information presented orally or through other media.

**CC2.SL.3** ASK and ANSWER questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**Grade Two English Language Arts  
Unit 5 Reading**

<b>Concepts (What students need to know)</b>	<b>Skills (What students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>
RI.5 <ul style="list-style-type: none"> <li>• Text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons)</li> <li>• Key facts</li> <li>• How to locate</li> </ul>	<b>RI.5</b> <b>KNOW</b> (text features) <b>USE</b> (text features to locate key facts or information in a text)	1 3
RI.7 <ul style="list-style-type: none"> <li>• Key ideas (information)</li> <li>• Graphics/images/illustrations (e.g., photographs, diagrams, charts, maps)</li> </ul>	<b>RI.7</b> <b>EXPLAIN</b> (how specific images contribute to and clarify text)	2
SL.3 <ul style="list-style-type: none"> <li>• Topic</li> <li>• Information</li> <li>• Questions</li> </ul>	<b>SL.3</b> <b>ASK/ANSWER</b> (questions about what a speaker says in order to clarify comprehension, gather information or deepen understanding of a topic)	4,3

<b>Essential Questions</b>	<b>Corresponding Big Ideas</b>
1. How can text features help me understand what I am reading? 2. Why is it important to collaborate with others?	1. Good readers use text features to make meaning from their reading. 2. Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.

<b>Learning Activities</b>	
<b><u>Focus of Unit</u></b> <ul style="list-style-type: none"> <li>• Using text features to locate key facts/information</li> <li>• Explaining how images add/clarify understandings</li> <li>• Ask and answer questions to clarify or deepen understanding</li> </ul>	<b><u>Teacher Notes</u></b>

**Grade Two English Language Arts  
Unit 5 Reading**

**Activities**

- Students will know and use various text features to locate key facts or information in a text and will explain how images contribute to the overall meaning.
  - Follow Making Meaning,
    - Unit 8, Week 1, Days 1-3, pages 260-275 focusing on exploring text features and identifying what was learned. \*Anchor chart will be created during Day 1.
    - Unit 8, Week 2, Days 1-3, pages 276-288 focusing on using schema to make sense of non-fiction text.
    - Unit 8, Week 3, Days 1-3, pages 290-296 focusing on exploring text features in articles and functional texts identifying what they have learned.

**\*Note:** Anchor chart will be created as part of the Unit of Study. See sample below:

Feature	Description
Heading	Usually found at top of page or paragraph; usually printed in bold print or colored font; describes the topic or paragraph in a one- or two- word phrase
Table of Content	Found near the front of the text
Glossary	Found at the end of the text; lists the topics in the text
Index	Identifies where to find specific information in the text
Captions	One or two sentences that describe an illustration or photograph; usually appears underneath the picture, but sometimes above or to the side of it
Labels	Often added to photographs or illustrations to provide more information to the reader
Photographs	Adds visual images to the page to provide support for the written text
Icons	Graphics used to represent an object or a task

- Provide opportunities for students to read independently and in small groups to explore how various text features helps them to improve their comprehension. Note: Students can use a non-fiction elements check list to locate text features in non-fiction texts or give examples of those text features in a journal to explain how they helped them as a

**Grade Two English Language Arts  
Unit 5 Reading**

<p>reader. Students can share information learned from reading and encourage others to ask questions to help clarify understanding.</p> <p><u>Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.</u></p> <p><b>Additional</b></p> <ul style="list-style-type: none"> <li>• Think-Pair-Share/Turn and Talk</li> <li>• Text Feature Flip Book</li> <li>• Posters of Text Features</li> <li>• Class Books</li> <li>• Text Feature Book</li> </ul>	
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<b>Vocabulary</b>
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<p><b>Definition-</b> the meaning of a word</p> <p><b>Detail-</b> a small part of a whole</p> <p><b>Fact-</b> a statement that can be proven true</p> <p><b>Idea-</b> a thought or plan carefully planned in the mind</p> <p><b>Image-</b> a representation of a person or thing; a picture in the mind</p> <p><b>Information-</b> knowledge or facts learned about a subject</p> <p><b>Text feature-</b> an element that stands out from other parts of text to help the reader understand information</p> <p><b>Topic-</b> the main thought or subject of written work</p>
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Assessment	Performance Task
<p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-Rubric</li> <li>-DRA</li> </ul>	TBD

**Grade Two English Language Arts  
Unit 5 Reading**

<p><b><u>Informal</u></b>          -Running records          -Anecdotal notes          -Teacher observations          -Student work from unit activities          -Rubric</p>	
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<b>Instructional Strategies</b>
<b>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</b>

Resources	Technology Resources
<p><b><u>Instructional</u></b>          -Informational texts (including Math, Science and Social Studies)          -Leveled Informational Texts          -Anchor Texts:</p> <ul style="list-style-type: none"> <li>• <u>Snails</u> by Monica Hughes from <i>Making Meaning</i></li> <li>• <u>Bend and Stretch</u> by Pamela Hill Nettleton from <i>Making Meaning</i></li> <li>• Articles and Functional Texts (list can be found on page 290 from <i>Making Meaning</i>)</li> <li>• <u>A Look at Spiders</u> by Jerald Halpern (490L)</li> </ul> <p>-Additional Text Suggestions</p> <ul style="list-style-type: none"> <li>• <u>Sunshine and Shadows</u> Delta Science Readers</li> <li>• <u>Time for Kids kit</u></li> </ul>	<p>Successmaker  <a href="http://www.schoolwidefundamentals.com">www.schoolwidefundamentals.com</a></p>

**Grade Two English Language Arts  
Unit 5 Reading**

<ul style="list-style-type: none"><li>• <u>Animal Hide and Seek</u> by Barbara Taylor (710L)</li><li>• <u>Spectacular Spiders</u> by Linda Glaser (590L)</li><li>• <u>The Book About Dangerous Animals</u> by Melvin and Gilda Berger (520L)</li></ul> <p>-Student Work -Language Arts Curriculum Addendum -<i>Write Away</i> by Great Source -<i>Making Meaning</i></p> <p><b><u>Teacher</u></b> -Supporting Resources for Unit -Language Arts Curriculum Addendum -<i>That's a Great Answer</i> by Nancy Boyles -<i>Guided Reading</i> by Fountas and Pinnell -Student Assessment -<i>Write Away</i> by Great Source -<i>Making Meaning</i></p>	
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<b>Interdisciplinary Connections</b>
Teachers can use non-fiction texts from science units.



**Grade Two English Language Arts  
Unit 6 Reading**

<b>Subject(s)</b>	Reading Language Arts
<b>Unit of Study</b>	Understanding Characters In and Across Texts – Unit 6
<b>Pacing</b>	25 Instructional Days + 5 days for re-teaching/enrichment

**Overarching Standards (OS)**

**CCR.2.RL.10** By the end of the year, **READ** and **COMPREHEND** literature, including stories, poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**CCR.2.RI.10** By the end of the 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.

**CCR.2.L.3** **USE** knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCR.2.L.4** **DETERMINE** or **CLARIFY** the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.

**CCR.2.L.5** **DEMONSTRATE** understanding of word relationships and nuances in word meanings.

**CCR.2.L.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).

**Priority and Supporting CCSS**

**CCR.2.RL.3** **DESCRIBE** how characters in a story respond to major events and challenges.

**CCR.2.RL.4** **DESCRIBE** how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**CCR.2.RL.6** **ACKNOWLEDGE** differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**CCR.2.SL.3** **ASK** and **ANSWER** questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**CCR.2.L.4b** **DETERMINE** the meaning of the new word formed when a known prefix is added to a known word.

**CCR.2.L.5a** **IDENTIFY** real-life connections between words and their use.

**CCR.2.L.5b** **DISTINGUISH** shades of meaning among closely related verbs and closely related adjectives.

**Grade Two English Language Arts  
Unit 6 Reading**

<b>Concepts (What students need to know)</b>	<b>Skills (What students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>
<p>RL.3</p> <ul style="list-style-type: none"> <li>• Important details</li> <li>• Story and play elements               <ul style="list-style-type: none"> <li>○ Plot (major events)</li> <li>○ Challenge/conflict (problem/solution)</li> <li>○ Character's actions</li> <li>○ Setting (time and place)</li> </ul> </li> </ul> <p>RL.4</p> <ul style="list-style-type: none"> <li>• Word Choice</li> <li>• Literal and non-literal meaning</li> <li>• Figurative language (e.g., similes and metaphors)</li> <li>• Literary devices (e.g., regular beats, alliteration, rhymes, repeated lines)</li> <li>• Feelings words/mood</li> </ul> <p>RL.6</p> <ul style="list-style-type: none"> <li>• Point of view</li> <li>• Character</li> <li>• Author's purpose</li> <li>• Voice tone, rate and loudness</li> <li>• Dialogue</li> </ul> <p>SL.3</p> <ul style="list-style-type: none"> <li>• topic</li> <li>• information</li> <li>• questions</li> </ul>	<p><b>RL.3</b>  <b>IDENTIFY</b> (characters and major events)  <b>DESCRIBE</b> (how characters in a story respond to major events and challenges)</p> <p><b>RL.4</b>  <b>DESCRIBE</b> (how words and phrases supply rhythm and meaning in a story, poem, or song)</p> <p><b>RL.6</b>  <b>ACKNOWLEDGE</b> (differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud)</p> <p><b>SL.3</b>  <b>ASK/ANSWER</b> (questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic)</p>	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>4,3</p>

**Grade Two English Language Arts  
Unit 6 Reading**

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> <li>1. Am I clear about what I just read and how do I know?</li> <li>2. How do I seek meanings of unknown words and phrases to clarify what I am reading?</li> <li>3. How does understanding point of view help me to understand what I am reading?</li> </ol>	<ol style="list-style-type: none"> <li>1. Good readers understand that characters can change and respond to major events and challenges.</li> <li>2. Authors make purposeful language choices to create meaning in stories and poems.</li> <li>3. An author's purpose for writing a text affects what he/she writes.</li> </ol>

Learning Activities	
<p><b>Focus of Unit</b> (Stories, Plays and Songs) <b>Note:</b> Pacing should be seven days for poetry while the emphasis should be on RL.3 and RL.6</p> <ul style="list-style-type: none"> <li>○ How characters respond to change/challenges and acknowledging characters' points of view</li> <li>○ Describing how words/phrases impact meaning</li> <li>○ Clarifying understanding</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>● Students will describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.               <ul style="list-style-type: none"> <li>○ As an introductory lesson, follow <i>Making Meaning</i>, Unit 3, Week 1, Days 1-3, pages 68-79 focusing on informally using schema and inferring skills to visualize and to make sense of text.</li> <li>○ Using additional suggested poetry, review literary elements that authors use to add meaning to a story or poem (e.g. rhyming, repetitive lines, rhythm, feeling/sensory words, alliteration, similes, metaphors). Create an anchor chart defining these elements. Use anchor chart to record examples of each element. See example below:</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Teacher Notes</b></p>

**Grade Two English Language Arts  
Unit 6 Reading**

Literary element	Definition	Example
Rhyming		
Repetitive lines		
Rhythm		
Feeling / sensory words		
Alliteration		
Simile		
Metaphor		

- Discuss literary elements and how they add to the meaning of a text while reading poems and stories in class.
  - *Why does the author repeat the words \_\_\_\_\_?*
  - *How does the author of the poem use the words \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ (alliteration)?*
  - *Find an example of a simile. How does the simile help you create a picture in your mind?*
- Have students read a variety of poems using rhythm and fluency. Students can choral read poems or read aloud with a partner.
- Students will describe how characters respond to major events and challenges and will acknowledge differences in the points of view of characters.
  - Review story parts of fictional texts, focusing on problem and solution. Discuss how characters often face one or many challenges throughout the course of a book. Define the word challenge and have students discuss challenges that they have overcome in their own lives.
  - Follow *Making Meaning*, Unit 3, Week 2, Days 1-3, pages 80-90 focusing on visualizing to make sense of text and informally using schema and inferring and Unit 4, Week 1, Days 1-2,

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Unit 6 Reading**

pages 108-114 focusing on making inferences to understand characters' feelings, motivations and actions. Students will informally explore text structure in narrative text including character and plot. Emphasize how characters respond to challenges (e.g. angry, sad, frustrated) and how their character traits contribute to their reactions and their choices. Create chart showing evidence from the texts. See sample below.

Character / trait	Challenge	Reaction / Outcome

- Introduce the term point of view. Discuss how different characters may have a different perspective or point of view based on their character traits and experiences. Explain that a character's choices and actions are affected by his/her point of view.
- Read texts to model and discuss point of view including character traits, what the character says, and what the character does (e.g., Two Bad Ants or The Three Little Pigs). Model how different voices for characters show their point of view and character traits. Explain that characters make choices based on their point of view. Compare the choices that two different characters make in a text. Discuss how the traits of each character affected his/her choices:
  - *How were the stories alike? What were the differences between the stories?*
  - *How did the point of view of the narrator change the way you viewed each character? Give specific examples from the story to support your answer.*
- Provide opportunities for students to read independently and in small groups to share examples of how characters faced challenges and exhibited differing points of view. Students can discuss and explain why they think the characters acted the way they did or made the choices that they made. Students can debate about why they agree with their character and defend their position using details from the story.
- Possible discussion and journal entries:
  - How did \_\_\_\_\_ respond to the challenge in the story? Use details from

**Grade Two English Language Arts  
Unit 6 Reading**

the story to explain your answer.

- How did the character's response affect the outcome in the story? Explain your answer using specific events from the text.
- How did the character react to \_\_\_\_? Explain why the character acted this way using information from the story to support your answer.
- How was \_\_\_\_\_'s reaction different from another character? Why was their reaction different? Support your answer using details from the text.

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

**Additional**

- Response Journals
- Book Talks: Turn and Talk/Think-Pair-Share
- Projects
- Reader's Theatre

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**Vocabulary**

**Alliteration-** the repetition of beginning sounds of words

**Author's purpose-** the reason or reasons an author has for writing a selection

**Beat-** A type of rhythm in music

**Character-** a person, thing or animal in a story, poem, play, book or movie

**Character trait-** a description of a character that may include physical appearance, personality, speech, behavior, thoughts or feelings with other characters

**Dialogue-** a conversation between two or more persons

**Event-** a happening in a story, book, play or poem

**Feeling words-** words that convey how a character feels

**Illustration-** a picture used to explain or decorate

**Issue-** a topic of discussion

**Key idea-**the single most important part or a whole or thought

**Plot-** the actions or events in a story, book, play or movie

**Point of view-** the way an author tells a story

**Recount-**to tell in detail

**Repetition-** when an author uses the same word or words more than once to emphasize an idea

**Rhyme-** to have the same or similar ending sounds

**Rhythm-** a repeating pattern of sound found in poems and songs

**Sensory Words-** words an author uses to relate to the five senses

**Setting-**the time and place of a story

**Simile-** a comparison of two things using *like* or *as*

**Story-**A narrative, either real or imaginary, designed to interest, amuse or instruct the reader or hearer

**Topic-** the main thought or subject of written work

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Unit 6 Reading**

Assessment	Performance Task
<p><b><u>Formal</u></b> -DRA -Rubric</p> <p><b><u>Informal</u></b> - Anecdotal notes -Teacher observations -Student work from unit activities -Running records -Rubric</p>	TBD

Instructional Strategies
<p><b>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</b></p>

Resources	Technology Resources
<p><b><u>Instructional</u></b> -Stories, Plays, Songs -Leveled Texts</p> <p><b><u>Anchor texts:</u></b></p> <ul style="list-style-type: none"> <li>• Poems from <i>Sing a Song of Poetry, Grade 2</i> by Fountas and Pinnell</li> <li>• A Tree is Nice by Janice May Udry from <i>Making Meaning</i></li> <li>• “My Baby Brother” in <u>Fathers, Mothers, Sisters, Brothers: A Collection of Family Poems</u> by Maryann Hobbeman from <i>Making Meaning</i></li> </ul>	<p>Successmaker</p> <p>Reader’s Theatre websites: <a href="http://www.aaronshep.com">www.aaronshep.com</a></p>



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Unit 6 Reading**

- “Dry Skin” in Poppleton and Friends by Cynthia Rylant from Making Meaning
- What Mary Jo Shared by Janice May Udry from *Making Meaning*
- Dear Mrs. LaRue: Letters from Obedience School by Mark Teague (500L) (point of view)
- The Monster Who Ate My Peas by Danny Schnitzlein (610L) (responding to challenges, repeated lines, rhythm)

Suggested Texts:

Dr. Seuss texts such as:

- Bartholemew and the Oobleck (500L) (point of view / responding to challenges)
- Horton Hears a Who (490L) (point of view / responding to challenges / repeated lines)
- Horton Hatches the Egg (460L) (point of view / responding to challenges / repeated lines)
- Voices in the Park by Anthony Browne
- The Three Little Pigs by Roberto Piumini and Nicoletta Costa (700L)
- The True Story of the 3 Little Pigs by Jon Scieszka (570L)
- The Lorax (560L)
- Two Bad Ants by Chris Van Allsburg
- Luka’s Quilt by Georgia Guback
- Emily’s Art by Peter Catalanotto

-Student Work

-Language Arts Addendum

-*Write Away* by Great Source

-*Building Fluency through Reader’s Theatre* by Teacher

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Unit 6 Reading**

Created Press

- Sing a Song of Poetry: A Teaching Resource for Phonics, Word Study, and Fluency* by Fountas and Pinnell
- Making Meaning*

**Teacher**

- Supporting Resources for Unit
- Language Arts Curriculum Addendum
- That's A Great Answer* by Nancy Boyles
- Guided Reading* by Fountas and Pinnell
- The Power of Retelling by Vikki Benson
- Student Assessment
- Write Away* by Great Source
- Building Fluency through Reader's Theatre* by Teacher Created Press
- Sing a Song of Poetry: A Teaching Resource for Phonics, Word Study, and Fluency* by Fountas and Pinnell
- Meaning Meaning*

**Interdisciplinary Connections**

Music teacher will teach the importance of rhythm and regular beats to the meaning of a song during music.

**Grade Two English Language Arts  
Unit 7**

<b>Subject(s)</b>	Reading Language Arts
<b>Unit of Study</b>	Messages and Meanings in Fiction – Unit 7
<b>Pacing</b>	15 Instructional Days + 5 days for re-teaching/enrichment

**Overarching Standards (OS)**

**CCR.2.RL.10** By the end of the year, Read and COMPREHEND literature, including stories, poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**CCR.2.RI.10** By the end of the 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.

**CCR.2.L.3** USE knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCR.2.L.4** DETERMINE or CLARIFY the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.

**CCR.2.L.5** DEMONSTRATE understanding of word relationships and nuances in word meanings.

**CCR.2.L.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).

**Priority and Supporting CCSS**

**CCR.2.RL.6** ACKNOWLEDGE differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**CCR.2.RL.7** USE information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.

**CCR.2.RL.9** COMPARE and CONTRAST two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

**CCR.2.SL.2** RECOUNT or DESCRIBE key ideas or details from a text read aloud or information presented orally or through other media.

**CCR.2.SL.3** ASK and ANSWER questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**CCR.2.L.4b** DETERMINE the meaning of the new word formed when a known prefix is added to a known word.

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Unit 7**

CCR.2.L.5a IDENTIFY real-life connections between words and their use.  
CCR.2.L.5b DISTINGUISH shades of meaning among closely related verbs and closely related adjectives.

<b>Concepts (What students need to know)</b>	<b>Skills (What students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>
<p>RL.7</p> <ul style="list-style-type: none"> <li>• How to use information from illustrations</li> <li>• Versions of text (e.g., written, print, digital)</li> <li>• Story details (e.g., character, setting, plot)</li> </ul>	<p><b>RL.7</b> <b>USE</b> (information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot)</p>	3
<p>RL.9</p> <ul style="list-style-type: none"> <li>• Compare/Contrast</li> <li>• Author</li> <li>• Culture</li> <li>• Central message/lesson</li> <li>• Setting</li> <li>• Plot</li> <li>• Character traits</li> <li>• Text to text connections</li> </ul>	<p><b>RL.9</b> <b>COMPARE and CONTRAST</b> (versions of the same story by different authors/different cultures)</p>	2
<p>SL.2</p> <ul style="list-style-type: none"> <li>• Key ideas/details</li> <li>• Topic</li> <li>• Media</li> </ul>	<p><b>SL.2</b> <b>RECOUNT/DESCRIBE</b> (key ideas or details from a text read aloud or information presented orally or through other media)</p>	2

**Grade Two English Language Arts  
Unit 7**

Essential Questions	Corresponding Big Ideas
1. Why do readers compare and contrast stories?	1. Readers compare and contrast themes, settings and plots to understand the author's message.

Learning Activities																										
<p><b>Focus of Unit</b> (Various stories from different cultures)</p> <ul style="list-style-type: none"> <li>• Comparing and contrasting versions of same story by different authors/cultures</li> <li>• Using illustrations and words to understand story parts (print and digital text)</li> <li>• Recounting key ideas (based on oral presentation)</li> </ul> <p><b>Activities</b></p> <p><b>Note:</b> During this unit, review point of view.</p> <ul style="list-style-type: none"> <li>• Students will use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot. Students will compare and contrast versions of the same story by different authors and from different culture.               <ul style="list-style-type: none"> <li>○ Read two different versions of the same story using familiar texts (e.g., fairy tales) to identify and record the story parts for each while pointing out how the illustrations vary in each text and how those illustrations help to support the story. See example that follows:</li> </ul> </li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Title</th> <th style="text-align: left;">Characters</th> <th style="text-align: left;">Setting</th> <th style="text-align: left;">Problem</th> <th style="text-align: left;">Solution</th> </tr> </thead> <tbody> <tr> <td>Cinderella</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Yeh-Shen – Chinese Cinderella</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Korean Cinderella</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Mufaro's Beautiful Daughters</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>○ Compare the story elements within each version by using a Venn diagram, t-chart, or story parts graphic organizer. Lead a class discussion to compare the story elements within each version.</li> </ul>	Title	Characters	Setting	Problem	Solution	Cinderella					Yeh-Shen – Chinese Cinderella					Korean Cinderella					Mufaro's Beautiful Daughters					<p style="text-align: center;"><b>Teacher Notes</b></p>
Title	Characters	Setting	Problem	Solution																						
Cinderella																										
Yeh-Shen – Chinese Cinderella																										
Korean Cinderella																										
Mufaro's Beautiful Daughters																										

## Grade Two English Language Arts Unit 7

- *How are the characters the same? How are they different?*
- *Are the settings the same or different? How do you know?*
- *Describe how the problems in the two stories were alike / different.*
- *Were the endings the same or different?*
- *Did the differences in the story change the overall message? How?*
- Possible **independent** journal entries:
  - After reading versions of the same \_\_\_\_\_ (genre) by different authors, explain how they are alike and different using information from the text.
  - How are the \_\_\_\_\_ stories from \_\_\_\_\_ and the \_\_\_\_\_ the same?
  - How are the \_\_\_\_\_ stories from \_\_\_\_\_ and \_\_\_\_\_ different?

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

### Additional

- Response Journals
- Book Talks: Turn and Talk/Think-Pair-Share
- Projects

### Vocabulary

**Author's purpose-** the reason or reasons an author has for writing a selection

**Character-** a person, thing or animal in a story, poem, play, book or movie

**Character trait-** a description of a character that may include physical appearance, personality, speech, behavior, thoughts or feelings with other characters

**Compare-** to tell how two or more things or ideas are alike

**Contrast-** to tell how two or more things or ideas are different

**Grade Two English Language Arts  
Unit 7**

**Detail-**a small part of a whole; specific information about the main idea  
**Dialogue-** a conversation between two or more persons  
**Event-** a happening in a story, book, play or poem  
**Illustration-** a picture used to explain or decorate  
**Key idea-**the single most important part of a whole or thought  
**Media-** a way of communicating information  
**Plot-** the actions or events in a story, book, play or movie  
**Point of view-** the way an author tells a story  
**Recount-**to tell in detail  
**Setting-**the time and place of a story  
**Story-**A narrative, either real or imaginary, designed to interest, amuse or instruct the reader or hearer  
**Topic-** the main thought or subject of written work

Assessment	Performance Task
<p><b><u>Formal</u></b>            -DRA            -Rubric</p> <p><b><u>Informal</u></b>            - Anecdotal notes            -Teacher observations            -Student work from unit activities            -Running records            -Rubric</p>	<p>TBD</p> <p><i>Students can rewrite a fairytale using the same story parts but with different characters and/or different setting. Students will draw illustrations to support the story parts.</i></p>

**Instructional Strategies**

**See Appendix A for Additional Instructional Research Based and Differentiated Strategies)**

**Grade Two English Language Arts  
Unit 7**

Resources	Technology Resources
<p><b><u>Instructional</u></b></p> <p>-Various stories from different cultures</p> <p>-Leveled Texts</p> <p>-Anchor Texts:</p> <ul style="list-style-type: none"> <li>• <u>Cinderella</u> by Charles Perrault</li> <li>• <u>Mufaro’s Beautiful Daughters</u> by John L. Steptoe (720L)</li> <li>• <u>Yeh-Shen: Chinese Cinderella</u> by Ai-Ling Louie (840L)</li> <li>• <u>Korean Cinderella</u> by Shirley Climo (700L)</li> </ul> <p><b><u>Suggested Texts:</u></b></p> <ul style="list-style-type: none"> <li>• <u>The Three Pigs</u> by David Wiesner (how pictures tell a story)</li> <li>• <u>The Three Little Pigs</u> by Roberto Piumini and Nicoletta Costa (700L)</li> <li>• <u>The True Story of the 3 Little Pigs</u> by Jon Scieszka (570L)</li> <li>• <u>Teaching with Cinderella Stories from Around the World,</u> by Kathleen M. Hollenbeck</li> <li>• <u>Cinder Edna,</u> By Ellen B. Jackson and Kevin O’Malley</li> <li>• <u>Cindy Ellen: A Western Cinderella,</u> by Susan Lowell</li> <li>• <u>The Persian Cinderella,</u> by Shirley Climo</li> <li>• <u>Egyptian Cinderella</u> by Shirley Climo (620L)</li> <li>• <u>Cendrillon: A Caribbean Cinderella</u> by Robert SanSouci (540L)</li> <li>• <u>Dinorella</u> by Pamela Duncan Edwards (530L)</li> <li>• <u>Cinderella Penguin</u> by Janet Perlman (680L)</li> <li>• <u>Goldilocks and the Three Bears</u></li> <li>• <u>Three Billy Goats Gruff</u></li> <li>• <u>Jack and the Beanstalk</u></li> </ul> <p>-Language Arts Curriculum Addendum</p> <p>-<i>Write Away</i> by Great Source</p>	<p>Successmaker</p>



**Grade Two English Language Arts  
Unit 7**

<p><b><u>Teacher</u></b> -Supporting Resources for Unit -Language Arts Curriculum Addendum -<i>That's a Great Answer</i> by Nancy Boyles -<i>Guided Reading</i> by Fountas and Pinnell -<i>The Power of Retelling</i> by Vikki Benson -Student Assessment -<i>Write Away</i> by Great Source</p>	
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<b>Interdisciplinary Connections</b>	

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**Grade Two English Language Arts  
Unit 8 Reading**

<b>Subject(s)</b>	Reading Language Arts
<b>Unit of Study</b>	Author's Messages in Nonfiction – Unit 8
<b>Pacing</b>	25 Instructional Days + 5 days for re-teaching/enrichment

Overarching Standards (OS)
<p><b>CCR.2.RL.10</b> By the end of the year, <b>READ</b> and <b>COMPREHEND</b> literature, including stories, poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>CCR.2.RI.10</b> By the end of the year, <b>READ</b> and <b>COMPREHEND</b> 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.</p> <p><b>CCR.2.L.3</b> <b>USE</b> knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>CCR.2.L.4</b> <b>DETERMINE</b> or <b>CLARIFY</b> the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.</p> <p><b>CCR.2.L.5</b> <b>DEMONSTRATE</b> understanding of word relationships and nuances in word meanings.</p> <p><b>CCR.2.L.6</b> <b>USE</b> 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).</p>

Priority and Supporting CCSS
<p><b>CCR.2.RI.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>CCR.2.RI.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>CCR.2.RI.8</b> Describe how reasons support specific points the author makes in a text.</p> <p><b>CCR.2.RI.9</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>CCR.2.SL.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>CCR.2.SL.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>CCR.2.L.4a</b> Use sentence –level context as a clue to the meaning of a word or phrase.</p>

**Grade Two English Language Arts  
Unit 8 Reading**

**CCR.2.L.5a Identify real-life connections between words and their use.**  
 CCR.2.L.5b Distinguish shades of meaning among closely related verbs and closely related adjectives.

<b>Concepts (What students need to know)</b>	<b>Skills (What students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>
RI.3 <ul style="list-style-type: none"> <li>• Key ideas/concepts, events, steps in technical texts</li> <li>• Key features of content-specific texts (e.g., science and social studies) based on text features (e.g., events, steps and procedures)</li> <li>• Simple transition words (e.g., <i>first, because, on the other hand</i>) for informational texts</li> <li>• Connections between events, ideas or concepts</li> </ul>	<b>RI.3</b> <b>DESCRIMINATE</b> (between different types of informational texts based on the text features) <b>DESCRIBE</b> (the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures)	3  2
RI.6 <ul style="list-style-type: none"> <li>• Author's purpose</li> <li>• How a text answers a question</li> <li>• How a text explains an idea or a process</li> <li>• How a text describes an individual or an event</li> </ul>	<b>RI.6</b> <b>IDENTIFY</b> (the main purpose of a text, including what the author wants to answer, explain or describe.	2,4
RI.9 <ul style="list-style-type: none"> <li>• Compare/contrast</li> <li>• Important points</li> </ul>	<b>RI.9</b> <b>COMPARE/CONTRAST</b> (the most important points presented by two texts on the same topic)	4
L.5a <ul style="list-style-type: none"> <li>• Function of words</li> <li>• Real-life connections between words</li> </ul>	<b>L.5a</b> <b>IDENTIFY</b> (real life connections between words and their use (e.g., describe foods that are <i>juicy</i> )	2

**Grade Two English Language Arts  
Unit 8 Reading**

<b>Essential Questions</b>	<b>Corresponding Big Ideas</b>
<ol style="list-style-type: none"> <li>1. What strategies can I use to help me understand informational texts?</li> <li>2. Why is it important to know about why an author writes an informational text?</li> <li>3. What are the important points in a text and what will I learn from them?</li> </ol>	<ol style="list-style-type: none"> <li>1. Good readers use connections between events, ideas/concepts and steps to understand informational texts.</li> <li>2. The author's purpose affects what he or she writes.</li> <li>3. Authors provide information on topics in different ways.</li> </ol>

<b>Learning Activities</b>	
<p><b><u>Focus of Unit</u></b> (Social Studies, <b>Science</b> and Technical Texts such as <b>How-To Books</b>)</p> <ul style="list-style-type: none"> <li>• Connections between events, ideas and steps</li> <li>• Main purpose of texts and comparing and contrasting points in two texts in same topic</li> <li>• Connections between words and their use</li> </ul> <p><b><u>Activities</u></b></p> <p>Note: Throughout the unit, students will need to identify real life connections between words and their use (e.g., life cycles, animals that goes through metamorphosis and animals that do not).</p> <ul style="list-style-type: none"> <li>• Students will discriminate between different types of informational texts based on their structure and features to help them identify the main purpose of a text. (Note: Domain-specific vocabulary should be heavily incorporated throughout this unit.)               <ul style="list-style-type: none"> <li>○ Review purpose of non-fiction texts (to learn about a topic) and author's purpose for writing non-fiction (to teach about a topic). Discuss that there are different types of non-fiction texts that have different purposes. Brainstorm different kinds of texts that give information (e.g. books, magazines, newspapers, internet articles, recipes, charts, graphs, timelines, how-to books, directions, street signs).</li> <li>○ Discuss how different types of informational texts are structured in different ways.</li> </ul> </li> </ul>	<p style="text-align: center;"><b><u>Teacher Notes</u></b></p>

**Grade Two English Language Arts  
Unit 8 Reading**

Introduce the idea that key words in a text can give clues about the structure of the text and the author’s purpose for writing the text. Create an anchor chart for the types and structures of informational texts.

Structure	Definition	Signal words	Example
<b>Cause-Effect</b>	When one event causes something else to happen	If/then, because, due to, since, as a result, consequently	
<b>Compare and Contrast</b>	Tell how two things are the same and how they are different	Like, just as, similar, both, also, too, unlike, different, but	
<b>Description</b>	Describes the traits / features of a person, place, or thing		
<b>Time order Chronological order Sequence</b>	Tells events/things in the order in which they happened	Before, first, during, after, then, next, finally, last, now	

- Follow *Making Meaning*, Unit 8, Week 3, Day 3, pages 308-314 focusing on examples of functional text representing sequencing and chronological order. Use additional text suggestions to discuss the structure of each text while encouraging students to note the signal words in the text. **Note:** See resource section for text suggestions. Emphasize the author’s purpose and chart responses:
  - *What questions does the author want to answer in this article/text? Why do you think that?*
  - *What is the author’s purpose? What was the author trying to teach you?*
  - *What process does the author want to explain? What information from the article supports your thinking?*
  - *What does the author want to describe and how do you know?*

**Grade Two English Language Arts  
Unit 8 Reading**

Model how to use text structure graphic organizers that are matched to each type of text structure (e.g. venn-diagram for compare / contrast, t-chart for description, timeline for sequencing or for events in history).

- Provide opportunities for students to read a variety of short articles and record information in appropriate graphic organizers. Students will discuss the structure of the text, the author’s purpose and what they have learned.
  - *How would you categorize this informational text? What words did the author use to help you make your decision?*

**Note:** Students can represent new learning with visual representations such as diagrams, timelines, schedules and direction.

- Students will compare and contrast the most important points presented by two texts on the same topic.
  - Read two texts on the same topic. Before reading, predict what information may be learned from each of the text. During reading, model how to collect and record important facts from each text.

**Note:** Discuss how the features and structures used in each text provide different information:

- *How were the texts different? How were they the same?*
- *How did each author present the information?*
- *What types of text features did each author use?*
- *Which structure / text features help you to understand better? Why?*

- Provide opportunities for students to read two texts on the same topic. Students will collect and record the most important points that they learned from each text using a graphic organizer.

See example below:

Book 1 – Important points / facts	Book 2 – Important points / facts
1.	1.
2.	2.
3.	3.
4.	4.

**Grade Two English Language Arts  
Unit 8 Reading**

- Students will participate in class discussions to compare how the important points in two texts are the same and how they are different. Students will provide evidence from each text to explain how and why different information was gained.
  - *Both books talked about* \_\_\_\_\_.
  - *In the first book, I learned* \_\_\_\_\_.
  - *In the second book, I learned* \_\_\_\_\_.

Extension: Students can complete independent projects using various text structures to show what was learned (e.g., poster, flipbooks). Students can share their new learning with the class.

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

**Additional**

- Response Journals
- Book Talks: Turn and Talk/Think-Pair-Share
- Projects
- Word Walls
- Vocabulary Mapping/Vocabulary Journals

**Grade Two English Language Arts  
Unit 8 Reading**

<b>Vocabulary</b>
<p><b>Author’s purpose</b>- the reason or reasons an author has for writing a selection</p> <p><b>Compare</b>- to tell how two or more things or ideas are alike</p> <p><b>Concept</b>- a general idea or understanding</p> <p><b>Connection</b>- an association or a relationship; a link</p> <p><b>Contrast</b>- to tell how two or more things or ideas are different</p> <p><b>Point</b>- the most important idea</p> <p><b>Process</b>- a series of actions or steps to achieve a result</p> <p><b>Step</b>- an action to achieve a goal</p> <p><b>Topic</b>- the main thought or subject of written work</p>

<b>Assessment</b>	<b>Performance Task</b>
<p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-DRA</li> <li>-Rubric</li> </ul> <p><b>Informal</b></p> <ul style="list-style-type: none"> <li>-Running Records</li> <li>-Teacher Observations</li> <li>-Anecdotal Notes</li> <li>-Student Work from Unit Activities</li> </ul>	TBD

<b>Instructional Strategies</b>
<p><b>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</b></p>

<b>Resources</b>	<b>Technology Resources</b>
<p><b>Instructional</b></p> <ul style="list-style-type: none"> <li>-Informational texts (Social Studies, Science and Technical Texts)</li> <li>-Leveled Informational Texts</li> </ul>	<p>Successmaker</p> <p>See links in science curriculum</p>



**Grade Two English Language Arts  
Unit 8 Reading**

**-Anchor Texts:**

- Science Texts from Science Curriculum (Plants and Animals)
- “Classic Smoothie” (page 313) and “The City Zoo” (page 314) from *Making Meaning* (Sequencing and Chronological order)
- “Wild Again” articles from Time for Kids Kit: Science Card number 5 (Cause and Effect)
- “Lightening Kills” from Time for Kids Kit: Science Card number 7 (Description)
- “A New School” from Time for Kids Kit: Language Arts Card number 2 (Comparison)

**-Additional Text Suggestions**

- *Time for Kids* Exploring Non-fiction kit

**-Student Work**

-Language Arts Curriculum Addendum

-*Write Away* by Great Source

-*Making Meaning*

**Teacher**

-Supporting Resources for Unit

-Language Arts Curriculum Addendum

-*That’s a Great Answer* by Nancy Boyles

-*Guided Reading* by Fountas and Pinnell

-Student Assessment

-*Write Away* by Great Source

-*Making Meaning*

**Links to multiple animal life cycles:**

<http://www.uen.org/themepark/cycles/animal.shtml>

**Grade Two English Language Arts  
Unit 8 Reading**

**Interdisciplinary Connections**

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