

## Unit Focus

Students will continue to be motivated and engaged in reading and writing in this unit. Students will read books with favorite characters and explore well-loved series thoughtfully and repeatedly to figure out how and why readers see themselves and people they know in the characters they read about. Students will take part in guided reading and independent reading will include a variety of genres throughout the school year. The read aloud is a time when students will practice the thinking and talking about texts that leads them to future success in writing about reading. Entries in reading response journals will include conversations with partners for rehearsal before the drawing, labeling and writing takes place.

**Reading Skills:** Visualizing, Inferring

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>Common Core</b> <i>English Language Arts: 2</i></p> <ul style="list-style-type: none"> <li>• Reading Literature               <ul style="list-style-type: none"> <li>○ Describe how characters in a story respond to major events and challenges. (<i>CCSS.ELA-LITERACY.RL.2.3</i>)</li> <li>○ Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (<i>CCSS.ELA-LITERACY.RL.2.6</i>)</li> <li>○ Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (<i>CCSS.ELA-LITERACY.RL.2.7</i>)</li> </ul> </li> <li>• Know and apply grade-level phonics and word analysis skills in decoding words. (<i>CCSS.ELA-LITERACY.RF.2.3</i>)               <ul style="list-style-type: none"> <li>○ Distinguish long and short vowels when reading regularly spelled one-syllable words. (<i>CCSS.ELA-LITERACY.RF.2.3.A</i>)</li> <li>○ Know spelling-sound correspondences for additional common vowel teams. (<i>CCSS.ELA-LITERACY.RF.2.3.B</i>)</li> <li>○ Decode regularly spelled two-syllable words with long vowels. (<i>CCSS.ELA-LITERACY.RF.2.3.C</i>)</li> <li>○ Recognize and read grade-appropriate</li> </ul> </li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Comprehend and engage with a variety of texts in order to become independent critical thinkers (Analyzing)</p> <p>T2 Engage in evidence-based discourse to consider multiple perspectives on a shared text. (Alternate Perspectives)</p> <p>T3 Evaluate the author's message and purpose citing text evidence to support conclusions. (Analyzing)</p> <p>T4 Know and apply phonics patterns to read and write multisyllabic words and words with complex consonants and inflected endings.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i></p> <p>U1 Readers monitor their comprehension and use strategies when meaning breaks down.</p> <p>U2 Readers use character actions, feelings and thoughts to interpret traits.</p> <p>U3 Critical readers reflect on and question the text, consider different perspectives to examine author's message.</p> <p>U4 Readers support and elaborate on their interpretation with description and detail (both textual evidence and schema).</p> <p>U5 Theme: Readers learn about themselves and others through the examination of characters and problems.</p> <p>U6 Phonics patterns are used to decode and encode multisyllabic words</p>	<p><i>Students will keep considering...</i></p> <p>Q1 What is this text really about? What do the characters learn? How does this teach me about my life?</p> <p>Q2 What's this character like on the inside? How do I know? (genre-based)</p> <p>Q3 Do I like this character? Why or why not? Do I care about what happens to him/her?</p> <p>Q4 How does working with more complex words help us grow as readers and writers?</p>	

## Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p>irregularly spelled words. (CCSS.ELA-LITERACY.RF.2.3.F)</p> <ul style="list-style-type: none"> <li>• Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (CCSS.ELA-LITERACY.SL.2.1)               <ul style="list-style-type: none"> <li>○ Follow agreed-upon rules for discussions (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). (CCSS.ELA-LITERACY.SL.2.1.A)</li> <li>○ Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS.ELA-LITERACY.SL.2.1.B)</li> <li>○ Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS.ELA-LITERACY.SL.2.1.C)</li> </ul> </li> <li>• Speaking &amp; Listening               <ul style="list-style-type: none"> <li>○ Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS.ELA-LITERACY.SL.2.2)</li> <li>○ 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. (CCSS.ELA-LITERACY.SL.2.3)</li> </ul> </li> </ul> <p><b>Student Growth and Development 21st Century Capacities Matrix</b></p> <p><i>Critical Thinking</i></p> <ul style="list-style-type: none"> <li>• Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. <i>MM.1.2</i></li> </ul> <p><i>Global Thinking</i></p> <ul style="list-style-type: none"> <li>• Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews. <i>MM.5.2</i></li> </ul>	<p><i>Students will know...</i></p> <p>K1 Fiction stories use predictable structures.</p> <p>K2 Fiction stories often use animal character with human traits</p> <p>K3 Vocabulary: Character Trait, Character Feeling, Illustration, Dialogue, Inference, Description, Action, Internal, External, Visualize, Sensory Detail, Most Important Event, multisyllabic words, complex consonants, inflected endings, hard and soft consonants, plural(s)</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Reading scenes closely to visualize.</p> <p>S2 Making personal connections to character feelings.</p> <p>S3 Making inferences based on character thoughts, actions, dialogue and feelings</p> <p>S4 Acting out scenes using text evidence to support interpretation.</p> <p>S5 Reading action words closely to make inferences.</p> <p>S6 Making character timelines</p> <p>S7 Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>S8 Know spelling-sound correspondences for additional common vowel teams.</p> <p>S9 Decode regularly spelled two-syllable words with long vowels.</p> <p>S10 Recognize and read grade-appropriate irregularly spelled words.</p>