

Unit Focus

First graders read many folk tales and created their own tales which they wrote and then produced as readers' theatre. They are familiar with the genre and know that many tales use a good vs. evil structure to teach readers a lesson. You'll expand students' knowledge of traditional literature with a focus on fables, trickster tales and pourquoi tales in this unit. Readers will continue to choose independent books in a variety of genres. They will track how characters change and grow and navigate the unassigned dialogue that appears in these levels.

Reading Skills: Critiquing, Making Connections - Personal/World/Text

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core <i>English Language Arts: 2</i></p> <ul style="list-style-type: none"> • Reading Literature <ul style="list-style-type: none"> ○ Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <i>(CCSS.ELA-LITERACY.RL.2.1)</i> ○ Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <i>(CCSS.ELA-LITERACY.RL.2.2)</i> ○ Describe how characters in a story respond to major events and challenges. <i>(CCSS.ELA-LITERACY.RL.2.3)</i> ○ 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> • Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and 	<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. (Alternate Perspectives, Collective Intelligence)</p> <p>T2 Engage in evidence-based discourse to consider multiple perspectives on a given topic. (Alternate Perspectives, Collective Intelligence)</p> <p>T3 Evaluate the author's message and purpose citing text evidence to support conclusions and create products. (Product Creation)</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i></p> <p>U1 Readers use text structures and features to understand, question, and interpret text.</p> <p>U2 Critical readers reflect on and question the text, consider different perspectives to examine author's message.</p> <p>U3 Readers support and elaborate on their interpretation with description and detail (both textual evidence and schema).</p> <p>U4 Theme: Traditional tales teach readers real life lessons across time and cultures..</p>	<p><i>Students will keep considering...</i></p> <p>Q1 What life lessons do traditional tales teach me?</p> <p>Q2 Why read more than one version of a story? How does my thinking change when I see another perspective on a lesson? How does my conversation with other readers change my perspective?</p> <p>Q3 Theme: How do readers think about narrative genres to predict and understand an author's message?</p>	

Stage 1: Desired Results - Key Understandings

<p>adults in small and larger groups. <i>(CCSS.ELA-LITERACY.SL.2.1)</i></p> <ul style="list-style-type: none"> ○ Build on others' talk in conversations by linking their comments to the remarks of others. <i>(CCSS.ELA-LITERACY.SL.2.1.B)</i> <p>• Speaking & Listening</p> <ul style="list-style-type: none"> ○ 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. <i>(CCSS.ELA-LITERACY.SL.2.3)</i> <p>Student Growth and Development 21st Century Capacities Matrix</p> <p><i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> • Collective Intelligence: Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. <i>MM.3.1</i> • Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose. <i>MM.3.2</i> <p><i>Global Thinking</i></p> <ul style="list-style-type: none"> • Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews. <i>MM.5.2</i> 	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p>K1 Traditional tales reflect the values of the culture of the author.</p> <p>K2 Traditional tales are passed down through oral traditions of storytelling</p> <p>K3 Content Vocabulary: fable, folktale, fairy tale, Trickster, pourquoi tale personification, lesson/moral, good vs. evil, character traits, flat characters, round characters, narrator, setting, point of view, problem, solution, first person, third person, wisdom</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Self-monitoring for engagement and meaning;</p> <p>S2 Decoding using grade level spelling patterns and syllabication;</p> <p>S3 Making connections and explaining how the connection aids comprehension;</p> <p>S4 Reading with prosody to reflect comprehension;</p> <p>S5 Using punctuation to phrase reading;</p> <p>S6 Using context to confirm or self-correct word recognition and understanding, rereading as necessary;</p> <p>S7 Asking and answering questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue</p> <p>S8 Identifying the lesson in a traditional tale.</p>