

**Crawfordsville Community Schools
Course Description**

**Making Connections
Grade 2 - High Ability**

MASTER 3/24/2023

NARRATIVE DESCRIPTION

The second-grade high-ability student in language arts will be exposed to a wide variety of reading experiences including picture books, chapter books, reference books, magazines, and digital content. Students will explore a variety of genres to help them become independent readers, explore new ideas, and appreciate the world around them. Students will be given opportunities to work as a whole class, in small groups, and independently in order to develop good communication skills and become independent learners.

Students will listen to mentor texts, be provided with time and assistance to pursue their own reading interests and engage with challenging texts while developing oral and written response skills. Additionally, students will read selections from the Jr. Great Book to develop skills in Socratic discussion and learn how to respond to an open-ended essay question.

Critical thinking and independent research skills will be emphasized in group work and independently. Students will utilize the Six Traits of Writing to become independent writers. They will also use the natural link between reading and writing to expand their skills in both areas. Reading and writing will also be integrated into other content areas, such as social studies and science.

Formal grammar instruction will be introduced through daily language reviews and specific teacher-designed lessons. *Building Language* will introduce the students to Latin stems to expand vocabulary and help students decode and understand multisyllabic words. The *Building Spelling Skills* series will allow students to have individualized spelling lists based on spelling inventories and application in writing.

DIFFERENTIATED DISTRICT-WIDE GOALS

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

The high-ability students will participate in an individualized, leveled reading program using various genres that will utilize small-group instruction to support each student’s reading, comprehension, and vocabulary development. The program will help students develop greater control over the reading process through the development of reading strategies that assist in decoding and constructing meaning.

DIFFERENTIATED LEARNER OBJECTIVES

The second-grade high-ability student in language arts will participate in Socratic discussions and written responses to improve their ability to listen and communicate with others.

The second-grade high-ability student in language arts will create a quarterly portfolio of writing that demonstrates a variety of writing skills.

The second-grade high-ability student in language arts will produce a research project using the Big Six Research Process.

The second-grade high-ability students will practice oral communication by explaining thoughts, presenting ideas, and retelling stories.

COURSE CONCEPTS

People communicate through reading, writing, listening, and speaking in order to express ideas and learn from each other.

Reading a wide variety of books and genres will help us learn new information, provide entertainment, understand points of view, engage in critical thinking, and become more empathetic.

Developing writing skills will help us express our opinion, pass on information clearly, and communicate effectively.

UNITS

<u>THEMES</u>	<u>LENGTH OF TIME</u>
Appreciating Creativity	9 weeks
Words To Live By	9 weeks
Fact and Fiction	9 weeks
Finding Inspiration	9 weeks

EVALUATION

The Socratic discussion participation will be evaluated using a checklist.

Reading response, comprehension, and selected written work will be evaluated using a formal grading system based on points that translate into letter grades.

The quarterly writing portfolio will be evaluated by the teacher and the student using personal writing conferences and/or rubrics, which will be translated into a standards-based grade.

The research project will be evaluated using a teacher-created rubric.

SELECTED RESOURCES

Teacher Resources

Chris, Jerry. *A Beginner's Guide to Socratic Seminar*. Unionville, NY: Royal Fireworks, Press, 2007.

Epic! Creations Inc. "Epic - Books for Kids." *Epic - Books for Kids*, www.getepic.com/sign-in.

Junior Great Books: Series 3, Teacher Edition. Chicago, IL: Great Books Foundation, 2006. Print.

Literacy Pro. lit-pro-us.scholastic.com/educator/home.

Meredith Nicholson guided reading library

Moor, Jo Ellen. *Building Spelling Skills Grade 3*. Monterey, CA: Evan Moor, 2004. Digital.

Moor, Jo Ellen. *Building Spelling Skills Grade 4*. Monterey, CA: Evan Moor, 2004. Digital.

Moor, Jo Ellen. *Building Spelling Skills Grade 5*. Monterey, CA: Evan Moor, 2004. Digital.

Ray, Katie Wood. *Study driven A Framework for Planning Units of Study in the Writing Workshop*. Portsmouth, NH: Heinemann, 2006

Ruzzo, Karen Mary Ann Sacco. *Significant Studies for Second Grade*. Reading and writing investigations for Children Portsmouth, NH: Heinemann, 2004

Scholastic News for Kids

Smekens Kristina and Maureen Scane. *Launching the Writer's Workshop. Grades 3-12*. 2nd ed. Smekens Education Solutions 2011.

Student Resources

Epic! Creations Inc. “Epic - Books for Kids.” *Epic - Books for Kids*, www.getepic.com/sign-in.

Junior Great Books: Series 3, Book One. Chicago, IL: Great Books Foundation, 2006. Print.

Junior Great Books: Series 3, Book Two. Chicago, IL: Great Books Foundation, 2006. Print.

Literacy Pro. lit-pro-us.scholastic.com/educator/home. Digital.

Scholastic News for Kids

Thompson, Michael Clay. *Building Language Student Edition*. Unionsville, NY: Royal Fireworks Press, 2003. Print

Thompson, Michael Clay. *Grammar Island Student Edition*. Unionsville, NY: Royal Fireworks Press, 2002. Print

STATE STANDARDS

(Critical Standards in both ***Bold and Italics***)

RF.1: LEARNING OUTCOME FOR READING FOUNDATIONS - Develop, build, and apply knowledge of foundational reading skills

- 2.RF.1: Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.

RF.2: PRINT CONCEPTS - Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories.

- 2.RF.2.1: Students are expected to build upon and continue applying concepts learned previously.
- 2.RF.2.2: Students are expected to build upon and continue applying concepts learned previously.
- 2.RF.2.3: Students are expected to build upon and continue applying concepts learned previously.
- 2.RF.2.4: Students are expected to build upon and continue applying concepts learned previously.

RF.3: PHONOLOGICAL AWARENESS

Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds

- 2.RF.3.1: Students are expected to build upon and continue applying concepts learned previously.

- 2.RF.3.2: Students are expected to build upon and continue applying concepts learned previously.
- 2.RF.3.3: Students are expected to build upon and continue applying concepts learned previously.
- 2.RF.3.4: Students are expected to build upon and continue applying concepts learned previously.
- 2.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.

RF.4: PHONICS - Decode and read words by applying phonics and word analysis skills

- 2.RF.4.1: Students are expected to build upon and continue applying concepts learned previously.
- **2.RF.4.2: Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.**
- **2.RF.4.3: Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.**
- 2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).
- 2.RF.4.5: Know and use common word families when reading unfamiliar words (e.g., -ale, -est, -ine, -ock).
- 2.RF.4.6: Read multisyllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.

RF.5: FLUENCY - Demonstrate accuracy and fluency when reading

- 2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

RL.1: LEARNING OUTCOME FOR READING LITERATURE - Read and comprehend a variety of literature independently and proficiently

- **2.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.**

RL.2: KEY IDEAS AND TEXTUAL SUPPORT - Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes

- 2.RL.2.1: Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.

- **2.RL.2.2: *Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.***
- 2.RL.2.3: Describe how characters in a story respond to major events and how characters affect the plot.
- 2.RL.2.4: Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.

RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION

Build comprehension and appreciation of literature, using knowledge of literary structure and point of view

- 2.RL.3.1: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action
- 2.RL.3.2: Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.

RL.4: CONNECTION OF IDEAS - Build comprehension and appreciation of literary elements and themes and analyze how sensory tools impact meaning

- 2.RL.4.1: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- 2.RL.4.2: Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.

RN.1: LEARNING OUTCOME FOR READING NONFICTION - Read and comprehend a variety of nonfiction independently and proficiently

- 2.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.

RN.2: KEY IDEAS AND TEXTUAL SUPPORT - Extract and conduct meaning from nonfiction texts using a range of comprehension skills

- **2.RN.2.1: *Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.***
- **2.RN.2.2: *Identify the main idea of a multiparagraph text and the topic of each paragraph.***
- 2.RN.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.

RN.3: FEATURES AND STRUCTURES - Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective

- 2.RN.3.1: Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.
- 2.RN.3.2: Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.
- 2.RN.3.3: Identify what the author wants the reader to answer, explain, or describe in the text.

RN.4: CONNECTION OF IDEAS - Build understanding of nonfiction texts by verifying points and making connections between topics and ideas

- 2.RN.4.1: Describe how an author uses facts to support specific points in a text.
- 2.RN.4.2: Compare and contrast the most important points presented by two texts on the same topic.
- 2.RN.4.3: Standard begins at sixth grade.

RV.1: LEARNING OUTCOMES FOR READING VOCABULARY - Build and apply vocabulary using various strategies and sources

- 2.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

RV.2: VOCABULARY BUILDING - Use strategies to determine and clarify words and understand their relationship

- **2.RV.2.1: Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.**
- 2.RV.2.2: Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).
- 2.RV.2.3: Standard begins at sixth grade.
- 2.RV.2.4: Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.
- 2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS - Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meaning of words and their uses

- 2.RV.3.1: Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.
- 2.RV.3.2: Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.

- 2.RV.3.3: Standard begins at third grade.

W.1: LEARNING OUTCOME FOR WRITING - Write effectively for a variety of tasks, purposes, and audiences

- 2.W.1: Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

W.2: HANDWRITING - Demonstrate the ability to write legibly

- **2.W.2.1: Write legibly by forming letters correctly and spacing words and sentences properly.**
- 2.W.2.2: Students are expected to build upon and continue applying concepts learned previously.

W.3: WRITING GENRES - Develop writing skills by writing for different purposes and to specific audiences or people

- 2.W.3.1: Write a logically connected paragraph or paragraphs that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.
- **2.W.3.2: Write a paragraph or paragraphs on a topic or main idea that introduce a topic, provide facts and details about the topic, and provide a concluding statement.**
- **2.W.3.3: Develop topics for friendly letters, stories, poems, and other narrative purposes that:**
 - **Include a beginning.**
 - **Use temporal words to signal event order (e.g., first of all).**
 - **Provide details to describe actions, thoughts, and feelings.**
 - **Provide an ending.**

W.4: THE WRITING PROCESS - Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others

- 2.W.4: Apply the writing process to –
 - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.
 - Use available technology to produce and publish legible documents.

W.5: THE RESEARCH PROCESS - Build knowledge about the research process and the topic under study by conducting short research

- 2.W.5: With support, conduct short research on a topic.
 - Find information on a topic of interest (e.g., cardinals).
 - Identify various visual and text reference sources.
 - Organize, summarize, and present the information, choosing from a variety of formats.

W.6: CONVENTIONS OF STANDARD ENGLISH - Demonstrate command of the conventions of standard English

- **2.W.6.1: Demonstrate command of English grammar and usage, focusing on:**
- **2.W.6.1a: Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.**
- **2.W.6.1b: Verbs –**
 - *Writing sentences that use the past tense of frequently occurring irregular verbs.*
 - *Understanding the functions of different types of verbs (e.g., action, linking) in sentences.*
- 2.W.6.1c: Adjectives/Adverbs – Writing sentences that use adjectives and adverbs.
- 2.W.6.1d: Prepositions – Standard begins at fourth grade.
- 2.W.6.1e: Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.
- 2.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:
- **2.W.6.2a: Capitalization**
 - *Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.*
- **2.W.6.2b: Punctuation –**
 - *Correctly using a period, question mark, or exclamation mark at the end of a sentence.*
 - *Using an apostrophe to form contractions and singular possessive nouns.*
 - *Using commas in greetings and closings of letters, dates, and to separate items in a series.*
- 2.W.6.2c: Spelling
 - Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant- blend patterns.
 - Generalizing learned spelling patterns (e.g., word families) when writing words.
 - Correctly spelling common irregularly- spelled grade- appropriate high frequency words.

SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING - Develop and apply effective communication skills through speaking and active listening

- 2.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

SL.2: DISCUSSION AND COLLABORATION - Develop and apply reciprocal communication skills by participating in a range of collaborative discussions

- 2.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- 2.SL.2.2: Standard begins in third grade.
- 2.SL.2.3: Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.
- 2.SL.2.4: Ask for clarification and further explanation as needed about the topics and texts under discussion.
- 2.SL.2.5: Build on others' talk in conversations by linking comments to the remarks of others.

SL.3: COMPREHENSION - Develop and apply active listening and interpretation skills using various strategies

- 2.SL.3.1: Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 2.SL.3.2: Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.

SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS - Develop and apply the skills to communicate ideas effectively in a variety of situations

- 2.SL.4.1: Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.
- 2.SL.4.2: Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.
- 2.SL.4.3: Give and follow multi-step directions.

ML.1: LEARNING OUTCOME FOR MEDIA LITERACY - Develop an understanding of media and the roles and purposes of media

- 2.ML.1: Recognize the role of the media in informing, persuading, entertaining, and transmitting culture.

ML.2: MEDIA LITERACY - Recognize the purpose of media and the ways in which media can have influences

- 2.ML.2.1: Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.
- 2.ML.2.2: Standard begins in fifth grade.

Crawfordsville Community Schools
Skeletal Unit Plan
7-2022
Language Arts
Unit 1 (9 weeks)

Appreciating Creativity
High-Ability grade 2

DIFFERENTIATED DISTRICT-WIDE GOALS

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become an independent producer of original and successful products that will satisfy individual and societal needs.

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The high-ability students will participate in an individualized, leveled reading program using various genres that will utilize small-group instruction to support each student's reading, comprehension, and vocabulary development. The program will help students develop greater control over the reading process through the development of reading strategies that assist in decoding and constructing meaning.

DIFFERENTIATED LEARNER OBJECTIVES

The second-grade high-ability student in language arts will identify award-winning authors and explore creativity in a wide variety of texts.

The second-grade high-ability student in language arts will create writing and illustrations inspired by award-winning authors and compile them into a Caldecott pocketbook portfolio.

The second-grade high-ability student in language arts will demonstrate his/her understanding of creativity in writing by using his/her strengths to create original works of writing in a variety of genres.

MAJOR CONCEPTS

Experiencing a wide variety of creativity in literature can inspire us to improve our own reading and writing.

Identifying and understanding creativity in literature will provide examples to enable students to become creative thinkers, problem solvers, and writers.

Developing our own creativity will help us express ourselves and communicate our unique abilities.

CONTENT OUTLINE

- I. Creativity is an important element in award-winning literature and mentor books.
 - A. Authors use creativity in the plot, storylines, characters, illustrations, and layout.
 - B. Different types of literature exhibit different types of creativity.
 - 1. Fiction gives free rein to creativity in each aspect of the story.
 - 2. The author of non-fiction must use creativity in deciding the most effective way to present material for the intended audience.
 - C. Evidence of creativity in the actual prose may be seen in the use of exaggeration, fantasy, ambiguity, metaphors, analogies, comparisons, alliteration, and onomatopoeia.
- II. Creativity in writing can provide readers with important life lessons
 - A. Literature provides opportunities for us to reflect and inspires us to think in new ways.
 - B. Literature helps us learn to empathize with other people.
 - C. Nonfiction provides us with the opportunity to utilize and apply new information.
- III. Developing our own creativity will help us explore ideas and expand our possibilities.
 - A. Developing an idea in our mind demands considering a range of possibilities.
 - B. Determining the best solution develops our sense of reasoning and evaluation.
 - C. Being creative about the best way to reach an audience improves our communication with others.

DIFFERENTIATED ACTIVITIES

INTRODUCTORY ACTIVITIES

Students will write self-introductions and create paper dolls of themselves incorporating unique talents and interests. They will display the finished product and discuss commonalities and diversity. (2.RV.1, 2.W.1, 2.W.2.1, 2.W.3.2, 2.W.3.3, 2.SL.1, 2.SL.2.1, 2.SL.2.3, 2.SL.2.4, 2.SL.2.5, 2.SL.4.1)

Students will research Caldecott award-winning authors and illustrators. (2.RF.3.1, 2RF 3.2, 2RF.3.3, 2.RF.3.4, 2.RF.3.5, 2.RF.4.1, **2RF4.2**, **2RF4.3**, 2RF4.4, 2.RF4.5, 2.RF.4.6, **2.RL.1**, 2.RL.2.1, **2.RL.2.2**, 2.RL.2.3, 2RL.4.1, 2.RN.1, **2.RN.2.1**, **2.RN.2.2**, 2.RN.4.1, 2.RN.4.2, **2.RV.2.1**, 2.RV.2.2, 2.RV.2.4, 2.RV, 2.W.5)

Students will analyze artwork, features, and illustrations in picture books and discuss how visual images can provide greater understanding of the text . (2.RF.3.1, 2RF 3.2, 2RF.3.3, 2.RF.3.4, 2.RF.3.5, 2.RF.4.1, **2RF4.2**, **2RF4.3**, 2RF4.4, 2.RF4.5, 2.RF.4.6, **2.RL.1**, 2.RL.2.1, **2.RL.2.2**, 2.RL.2.3, 2.RL.4.1, 2.RN.1, **2.RN.2.1**, **2.RN.2.2**, 2.RN.4.1, 2.RN.4.2, **2.RV.2.1**, 2.RV.2.2, 2.RV.2.4,)

Students will listen to mentor texts, identify story elements, structure, and organization. Comprehension will be demonstrated through a reader’s response journal, (2.RL.2.1, **2. RL.2.2**, 2.RL.2.3, 2.RL.2.4, 2RL.3.1, 2.RV.3.2, 2.W.1, **2.W.2. 1**, 2.SL.1, 2.SL.3.1, 2.SL.3.2)

Students will listen to a book such as *What do Authors Do?* by Eileen Christlowe or *How This Book was Made* by Adam Rex. Students will take part in a group discussion on how a book is created. (2.RN.2.3, 2.RN.3.1, 2.RN.3.2, 2.RN.3.3 2.RV.3.2, 2.SL.1, 2.SL.2.1, 2.SL.2.3, 2.SL.2.4, 2.SL.2.5, 2.SL.4.1,)

Students will explore rhythm and rhyme in literature by listening to resources such as *Anna Banana: 101 Jump Rope Rhymes* by Joanna Cole. (2.RV.3.1,2.SL.1, 2.SL.3.1, 2.SL.3.2)

Students will listen to mentor texts to explore and identify examples of literary devices such as repetition, personification, metaphors, analogies, alliteration, and onomatopoeia. (2RV3.1, 2RV.3.2, 2.SL.1, 2.SL.3.1, 2.SL.3.2)

DEVELOPMENTAL ACTIVITIES

Students will listen to a story, such as *The Wish Tree* by Katherine Applegate, *The Tale of Desperaux* by Kate DiCamillo, or *Three Good Deeds* by Vivian van Velde and identify how the author uses creativity in the development of characters. (2.RF.2,1, 2RF2.2, 2RF2.3, 2.RL.2.3, 2RL 3.2, 2.SL.1, 2.SL.2.1, 2.SL.2.3, 2.SL.2.4, 2.SL.2.5, 2.SL.4.1)

Students will illustrate a short story and compare their ideas with a partner. (2.RL.4.12.SL.2.1, 2.SL.2.3, 2.SL.2.4, 2.SL.2.5,)

Students will listen to and read a variety of books from the Caldecott collection and take part in a group discussion on story elements, figurative language, and illustrations. (2.RF.3.1, 2RF 3.2, 2RF.3.3, 2.RF.3.4, 2.RF.3.5, 2.RF.4.1, **2RF4.2**, **2RF4.3**, 2RF4.4, 2.RF4.5, 2.RF.4.6, **2.RL.1**, 2.RL.2.1, **2.RL.2.2**, 2.RL.2.3, 2RL.4.1, 2.RN.1, **2.RN.2.1**, **2.RN.2.2**, 2.RN.4.1, 2.RN.4.2, **2.RV.2.1**, 2.RV.2.2, 2.RV.2.4, 2.RV.1 2.SL.1, 2.SL.2.1, 2.SL.2.3, 2.SL.2.4, 2.SL.2.5, 2.SL.4.1)

Students will participate in Reader’s Theater adaptations of picture books and traditional folklore. (2.RF.3.1, 2RF 3.2, 2RF.3.3, 2.RF.3.4, 2.RF.3.5, 2.RF.4.1, **2RF4.2**, **2RF4.3**, 2RF4.4, 2.RF4.5, 2.RF.4.6, **2.RL.1**, 2.RL.2.1, **2.RL.2.2**, 2.RL.2.3, 2.RN.1, **2.RN.2.1**, **2.RN.2.2**, 2.RN.4.1, 2.RN.4.2, **2.RV.2.1**, 2.RV.2.2, 2.RV.2.4, 2.RF.5)

Students will compare and contrast several variations of a traditional fairy tale such as The Little Red Hen, The Three Little Pigs, or The Gingerbread Boy. (2.RF.3.1, 2RF 3.2, 2RF.3.3, 2.RF.3.4, 2.RF.3.5, 2.RF.4.1, **2RF4.2**, **2RF4.3**, 2RF4.4, 2.RF4.5, 2.RF.4.6, **2.RL.1**, 2.RL.2.1, **2.RL.2.2**, 2.RL.2.3, 2.RN.1, **2.RN.2.1**, **2.RN.2.2**, 2.RN.4.1, 2.RN.4.2, **2.RV.2.1**, 2.RV.2.2, 2.RV.2.4, 2.RL.2.2SL.2.1, 2.SL.2.3, 2.SL.2.4, 2.SL.2.5)

CULMINATING ACTIVITIES

Students will research Caldecott Award-winning authors and illustrators. They will create stories and artwork inspired by Caldecott Award-winning authors and illustrators and compile them into a Caldecott pocketbook portfolio. Students will then evaluate and select pieces from the portfolio to share with peers. (2.W.1, **2.W.2**, **2.W.3**, 2.W.4, **2.W.6.1**, **2.W.6.2**, SL.2.1, 2.SL.2.3, 2.SL.2.4, 2.SL.2.5,)

Students will collaborate with a small group and create a reader's theater script, puppet show, or comic strip adapted from a familiar story or song. They will share presentations with other students. (2.W.1, **2.W.2**, **2.W.3**, 2.W.4, **2.W.6.1**, **2.W.6.2**, SL.2.1, 2.SL.2.3, 2.SL.2.4, 2.SL.2.5,)

Students will create an original story to share with peers and parents. (2.W.1, **2.W.2**, **2.W.3**, 2.W.4, **2.W.6.1**, **2.W.6.2**, SL.2.1, 2.SL.2.3, 2.SL.2.4, 2.SL.2.5,)

Students will create and publish a classroom book of jump rope rhymes. Students will read the original rhyme orally as the author jumps rope to his/her rhyme. (2.W.1, **2.W.2**, **2.W.3**, 2.W.4, **2.W.6.1**, **2.W.6.2**)

Students will self-select fiction and nonfiction books and respond independently. Responses will include writing a book review, writing a letter to a character, analyzing a fiction book, analyzing a non-fiction book, and responding to a magazine article. (2.RF.3.1, 2RF 3.2, 2RF.3.3, 2.RF.3.4, 2.RF.3.5, 2.RF.4.1, **2RF4.2**, **2RF4.3**, 2RF4.4, 2.RF4.5, 2.RF.4.6, **2.RL.1**, 2.RL.2.1, **2.RL.2.2**, 2.RL.2.3, 2.RN.1, **2.RN.2.1**, **2.RN.2.2**, 2.RN.4.1, 2.RN.4.2, **2.RV.2.1**, 2.RV.2.2, 2.RV.2.4, 2.W.3.1)

Students will read and respond to assigned literature.

(2.RF.3.1, 2RF 3.2, 2RF.3.3, 2.RF.3.4, 2.RF.3.5, 2.RF.4.1, **2RF4.2**, **2RF4.3**, 2RF4.4, 2.RF4.5, 2.RF.4.6, **2.RL.1**, 2.RL.2.1, **2.RL.2.2**, 2.RL.2.3, 2.RN.1, **2.RN.2.1**, **2.RN.2.2**, 2.RN.4.1, 2.RN.4.2, **2.RV.2.1**, 2.RV.2.2, 2.RV.2.4)

Students will write their own variation of "The Gingerbread Man" by choosing unique story elements to develop their ideas. Students will share stories with the class. (2.W.1, **2.W.2**, **2.W.3**, 2.W.4, **2.W.6.1**, **2.W.6.2**, SL.2.1, 2.SL.2.3, 2.SL.2.4, 2.SL.2.5,)

EVALUATION

The Caldecott pocket portfolios inspired by award-winning literature will be evaluated by the teacher with feedback given during individual conferences. Points for participation and completion will be awarded.

The group writing projects will be evaluated informally through student and teacher feedback.

Original stories will be evaluated by the teacher using a point-based rubric.

Jump rope rhymes will be evaluated on a point system based on participation and completion.

Reading responses, including comprehension tests, will be evaluated by the teacher based on a point system.

SELECTED RESOURCES

TEACHER RESOURCES

Adam Rex. *How This Book Was Made: Based on a True Story.* , 2016. Print. Linde, Barbara. *Readers' Theater Grade 3,4,and 5.* Monterey CA: Evan Moor, 2003.

Anderson, Carl. *How's It Going?: A Practical Guide to Conferring with Student Writers.* , 2000. Internet resource.

Junior Great Books: Series 3, Book One. Chicago, IL: Great Books Foundation, 2006. Print.

Marcus, Leonard S. *A Caldecott Celebration: Six Artists and Their Path to the Caldecott.* Walker Books for Young Readers, 1999.

Moore, Jo Ellen. *Literature Pockets Caldecott Winners.* Grades 1-3 and Grades 4-6. Monterey, CA: Evan Moor Publishing, 2001.

SELECTED MENTOR BOOKS AND READ ALOUDS

Andrews, Troy, Bryan Collier, and Dion Graham. *Trombone Shorty*. , 2017. Print.

Applegate, Katherine. *Wishtree*. , 2022. Print.

DiCamillo, Kate, and Timothy B. Ering. *The Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup and a Spool of Thread*. , 2019. Print.

Hatkoff, Isabella, Craig Hatkoff, P Kahumbu, and Peter Greste. *Owen & Mzee: The True Story of a Remarkable Friendship*. New York: Scholastic Press, 2007. Print.

Keating, Jess. *Pink Is for Blobfish: Discovering the World's Perfectly Pink Animals*. NY: Random House USA Inc, 2019. Print.

Lester, Helen. *Author A True Story*., 1997. Print.

Mazer, Anne, and Steve Johnson. *The Salamander Room*. , 1994. Print.

Rylant, Cynthia. *An Angel for Solomon Singer*. Paw Prints, 2009. Print.

Steig, William, and Lindsay Crouse. *Brave Irene*. , 2020. Print.

Step toe, Javaka, and Ron Butler. *Radiant Child: The Story of Young Artist Jean-Michel Basquiat*. , 2019. Print.

Vande, Velde V. *Three Good Deeds*. New York: Scholastic, 2008. Print.

STUDENT RESOURCES

Classroom collection of Caldecott winners

Classroom library/student book boxes

Cole, Joanna. *Anna Banana 101 Jump Rope Rhymes*. New York, NY: Scholastic, 1989.

Crawfordsville District Public Library

Junior Great Books: Series 3, Book One. Chicago, IL: Great Books Foundation, 2006.print.

Meredith Nicholson School Library

Online resources such as *Epic* and *Scholastic Lit Pro*

Teacher created response journal and response forms

Crawfordsville Community Schools
Skeletal Unit Plan
9-2022
Language Arts
Unit 2 (9 weeks)

Words To Live By
High-Ability grade 2

DIFFERENTIATED DISTRICT-WIDE GOALS

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

The high-ability students will participate in an individualized, leveled reading program using various genres that will utilize small-group instruction to support each student's reading, comprehension, and vocabulary development. The program will help students develop greater control over the reading process through the development of reading strategies that assist in decoding and constructing meaning.

DIFFERENTIATED LEARNER OBJECTIVES

The second-grade high-ability student in language arts will understand that cultures and individuals create stories to pass on traditions, values, and beliefs.

The second-grade high-ability student in language arts will identify morals, lessons, and themes in traditional literature

The second-grade high-ability student in language arts will create narrative writing inspired by traditional literature and personal experiences.

MAJOR CONCEPTS

Traditional folklore and contemporary literature can serve as a means of transmitting culture and mores from one generation to the next

Reading, listening, and discussing stories by individuals and cultures different from our own can help us develop perspective and appreciate differences.

Traditional literature has been adapted and recorded to entertain readers and share culture and beliefs with new audiences.

CONTENT OUTLINE

I. Stories are universal

- A. Every culture has stories to tell.
- B. Stories form the basis for how we think about the world and live our lives.

II. Stories help us understand our world, our community, and ourselves.

- A. Authors choose specific words and language to express themselves when writing stories
- B. Discussing and responding to stories in writing helps us find deeper meaning and understanding of stories.
- C. Understanding an author's perspective can give us a greater understanding of a story or idea.

III. We can use our own experiences to create stories and share them with others.

DIFFERENTIATED ACTIVITIES

INTRODUCTORY ACTIVITIES

Students will be text detectives and identify evidence in a story to support their answers to text based questions. (2.RF.1, 2.RF.2.1, 2.RF2.2, 2.RF2.3, 2.RF.2.4, 2.RF.3.1, 2.RF.3.2, 2.RF.3.3, 2.RF.3.4, 2.RF.3.5, 2.RF4.1, **2.RF.4.2**, 2.RF.4.3, 2.RF.4.4, 2.RF.4.5, 2.RF.4.6, **2.RL1**, 2RN.1, **2.RN2.1**, **2.RN2.2**, 2.RN.2.3, 2.RN3.1, 2.RN3.2, 3.RF.3.3, 2.RN4.1.)

Students will read poems and identify literary elements such as alliteration. (2.RF.1, 2.RF2.1, 2.RF.2.2, 2.RF.2.3, 2.RF.2.4, 2.RF3.1, 2.RF.3.2, 2.RF.3.3, 2.RF.3.5, 2.RF4.1, **2.RF.4.2**, 2.RF.4.3, 2.RF.4.4, 2.RF.4.5, 2.RF.4.6, 2RV.3.1, 2.RV3.2)

Students will consider the author's perspective and point of view of characters when reading and responding in writing.

(2.RF.1, 2.RF.2.1, 2.RF.2.2, 2.RF.2.3, 2.RF.2.4, 2.RF3.1, 2.RF.3.2, 2.RF.3.3, 2.RF.3.5 , 2.RF4.1, **2.RF.4.2**, 2.RF.4.3, 2.RF.4.4, 2.RF.4.5, 2.RF.4.6, **2.RL.1**, 2.RL.2.1, **2.RL.2.2**, 2.RL2.3, 2.RL2.4, 2.RL.3.2, 2.RL, **2.W.2.1**, 2.W.2.2, 2.W.3.1, **2.W.3.2**, **2.W.3.3**)

Students will use a glossary to define and use vocabulary words in a sentence. (2.RV.2.5)

Students will practice procedures for participating in group discussion about literature. (2.SL.1, 2.SL.2.1,2.SL.2.2, 2.SL.2.2, 2.SL.2.3)

Students will participate in reader’s theater of traditional and contemporary stories. (2.RF.1, 2.RF2.1, 2.RF.2.2, 2.RF.2.3, 2.RF.2.4 , 2.RF3.1, 2.RF.3.2, 2.RF.3.3, 2.RF.3.4, 2.RF.3.5, 2.RF4.1, **2.RF.4.2**, 2.RF.4.3, 2.RF.4.4, 2.RF.4.5, 2.RF.4.6, 2.RF.5)

Students will Listen to ***In November*** by Cynthia Rylant and discuss the use of language to create mental images. (2.SL.1, 2.SL2.1, SL2.2, 2SL.2.3, 2SL.2.4, 2.SL.2.5)

Students will define gratitude and appreciation in their own words. (2.RV.1, **2.RV.2.1**, 2.RV.3.1)

Students will read Native American folklore and legends. (2.RF.1, 2.RF2.1, 2.RF.2.2, 2.RF.2.3, 2.RF.2.4, 2.RF3.1, 2.RF.3.2, 2.RF.3.3, 2.RF.3.4, 2.RF. 3.5, 2.RF4.1, **2.RF.4.2**, 2.RF.4.3, 2.RF.4.4, 2.RF.4.5, 2.RF.4.6, **2.RL.1**, 2.RL.2.1, **2.RL.2.2**, 2.RL2.3, 2.RL2.4 , 2.RL.4.1, 2.RL.4.2)

Students will create a list of favorite memories in December. (2.W.1, **2.W.2.1**, 2.W.2.2, 2.W.4, **2.W.6.1**, **2.W.6.2**)

Students will read and view background information about children’s author, Patricia Polacco. (2.RF.1, 2.RF2.12, 2.RF.2.2, 2.RF.2.3, 2.RF.2.4, 2.RF3.1, 2.RF.3.2, 2.RF.3.3, 2.RF.3.4, 2.RF4.1, **2.RF.4.2**, 2.RF.4.3, 2.RF.4.4, 2.RF.4.5, 2.RF.4.6, 2.RN.1, 2.W.5)

Students will read and identify story elements in a traditional folktale, such as The Gingerbread Boy. (2.RF.3.1, 2RF 3.2, 2RF.3.3, 2.RF.3.4, 2.RF.3.5, 2.RF.4.1, **2RF4.2**, **2RF4.3**, 2.RF4.4, 2.RF4.5, 2.RF.4.6, **2.RL.1**, 2.RL.2.1, **2.RL.2.2**, 2.RL.2.3, 2.RN.1, **2.RN.2.1**, **2.RN.2.2**, 2.RN.4.1, 2.RN.4.2, **2.RV.2.1**, 2.RV.2.2, 2.RV.2.4, 2.RL.2.2SL.2.1, 2.SL.2.3, 2.SL.2.4, 2.SL.2.5)

DEVELOPMENTAL ACTIVITIES

Students will participate in guided Socratic discussions after listening to and independently reading selections from Jr. Great Book. (2.RF.3.1, 2RF 3.2, 2RF.3.3, 2.RF.3.4, 2.RF.3.5, 2.RF.4.1, **2.RF.4.2**, **2.RF.4.3**, 2RF4.4, 2.RF4.5, 2.RF.4.6, **2.RL.1**, 2.RL.2.1, **2.RL.2.2**, 2.RL.2.3, 2.RL.3.1, 2.RL3.2, 2RL.4.1, **2.RV.2.1**, 2.RV.2.2, 2.RV.2.4, 2.RV.2.5, 2.SL.1, 2.SL.2.1, 2.SL.2.3, 2.SL.2.4, 2.SL.2.5, 2.SL.4.1)

Students will create Weekend News reports based on personal experiences. (2.W.1, 2.W.2.1, 2.W.2.2, 2.W.3.1, **2.W.3.2**, **2.W.3.3**)

Students will use alliteration and other literary devices in their own writing. (2.RV.3.1, **2.W.2.1**, 2.W.2.2, **2.W.6.1**, **2.W.6.2**, 2.W.4)

Students will compare and contrast characters, settings, and events in a wide selection of Patricia Polacco books.(2.RF.3.1, 2.RF.3.2, 2.RF.3.3, 2.RF.3.4, 2.RF.3.5, 2.RF.4.1, **2.RF4.2, 2.RF4.3**, 2.RF4.4, 2.RF4.5, 2.RF4.6, **2.RL.1**, 2.RL.2.1, **2.RL.2.2**, 2.RL.2.3, 2.RL.2.4, 2.RL3.1, 2.RL3.2, 2.RL.4.1, 2.RL.4.2, **2.RV.2.1**, 2.RV.2.2, 2.RV.2.4, 2.RL.2.2SL.2.1, 2.SL.2.3, 2.SL.2.4, 2.SL.2.5)

Students will discuss how an author’s experiences influence their writing. (2.SL.1, 2.SL.3, 2.SL.4, 2.SL.5)

Students will compare and contrast variations of a traditional folktale, such as The Gingerbread Man. (2.RF.3.1, 2.RF.3.2, 2.RF.3.3, 2.RF.3.4, 2.RF.3.5, 2.RF.4.1, **2.RF4.2, 2.RF4.3**, 2.RF.4.4, 2.RF4.5, 2.RF4.6, **2.RL.1**, 2.RL.2.1, **2.RL.2.2**, 2.RL.2.3, **2.RV.2.1**, 2.RV.2.2, 2.RV.2.4, 2.RL.2.2SL.2.1, 2.SL.2.3, 2.SL.2.4, 2.SL.2.5)

Students will author, edit and publish their own *In December* book. (2.W.1, **2.W.2, 2.W.3**, 2.W.4, **2.W.6.1, 2.W.6.2**)

CULMINATING ACTIVITIES

After discussion, students will use evidence from the text to write an essay in response to an open-ended question. (2.W.1, 2.W.2.1, 2.W.2.2, 2.W.3.1, **2.W.3.2, 2.W.3.3**, 2.W.4, **2.W.6.1, 2.W.6.2**, 2.SL.1, 2.SL.2.1, 2.SL.2.3, 2.SL.2.4, 2.SL.2.5, 2.SL.3.1, 2.SL.3.2,)

Students will participate in reader’s theater based on Patricia Polacco books. (2.RF.1, 2.RF2.1, 2.RF.2.2, 2.RF.2.3, 2.RF.2.4, 2.RF3.1, 2.RF.3.2, 2.RF.3.3, 2.RF.3.4, 2.RF.3.5, 2.RF4.1, **2.RF4.2**, 2.RF.4.3, 2.RF.4.4, 2.RF.4.5, 2.RF.4.6, 2.RF.5)

Students will create a Thankful Journal. (2.RV.1, **2.RV.2.1**, 2.RV.3.1, 2.W.1, **2.W.2.1**, 2.W.2.2, 2.W.3.1, **2.W.3.2, 2.W.3.3, 2.W.6.1, 2.W.6.2**)

Students will engage in a simulation activity to explore the rich historical context of Indigenous and Colonial experiences.(**2.RN2.2**, 2.RN.2.3, 2.RN.3.2, 2.RN.3.3, 2.RN.4.2, 2.SL.2.1, 2.ML.1, 2.ML.2.1)

Students will demonstrate their understanding of story elements by creating a variation of a story such as The Gingerbread Boy. (2.RL.3.1, 2.RL.3.2, 2.RL.4.2, 2.W.2.1, 2.W.2.2, 2.W.3.1, **2.W.3.2, 2.W.3.3**, 2.W.4, **2.W.6.1, 2.W.6.2**)

Students will share In December books with classmates and family members. (2.SL.4.1, SL.4.2)

EVALUATION

The original story inspired by traditional folklore will be evaluated by the teacher using a point-based rubric.

The response essays will be evaluated by the teacher through the use of a checklist.

The Patricia Polacco Reader's Theater presentation will be evaluated by teacher observation.

The Thankful Journals will be evaluated by the teacher through students and teacher feedback.

The simulation activity will be evaluated by students and teacher through an interactive quiz game, such as Kahoot, with instant feedback.

The adaptation of a traditional folktale will be evaluated by the teacher using a point based rubric.

SELECTED RESOURCES

TEACHER RESOURCES

Junior Great Books: Series 3, Book One. Chicago, IL: Great Books Foundation, 2006. Print.

[Plimoth Patuxet Museums | You Are the Historian Game](#)

SELECTED MENTOR BOOKS AND READ ALOUDS

Compestine Ying Chang and Serra Sebastià. *The Runaway Wok : A Chinese New Year Tale*. Dutton Children's Books 2011.

Compestine Ying Chang and Tungwai Chau. *The Runaway Rice Cake*. 1st ed. Simon & Schuster Books for Young Readers 2001.

Ernst Lisa Campbell. *The Gingerbread Girl*. First ed. Dutton Children's Books 2006.

Ernst Lisa Campbell. *The Gingerbread Girl Goes Animal Crackers*. 1st ed. Dutton Children's Books 2011.

Ketteman Helen and Will Terry. *Señorita Gordita*. AV² By Weigl 2014.

Polacco Patricia. *Chicken Sunday*. PaperStar 19981992.

Polacco Patricia. *Christmas Tapestry*. Puffin Books 20082002.

Polacco Patricia. *The Keeping Quilt*. 25th anniversary ed. Simon & Schuster Books for Young Readers 2013.

Polacco Patricia. *Meteor!* Putnam & Grosset Group 19961978.

Polacco Patricia. *My Rotten Red-Headed Older Brother* Putnam & Grosset Group 1996

Polacco Patricia. *Thunder Cake*. Putnam & Grosset 1997.

Rylant Cynthia and Jill Kastner. *In November*. Harcourt Brace 2000.

Squires Janet and Holly Berry. *The Gingerbread Cowboy*. First ed. Laura Geringer Books an Imprint of HarperCollinsPublishers 2006.

Takayama Sandi and Pat Hall. *The Musubi Man : Hawai'i's Gingerbread Man*. Bess Press 1996.

STUDENT RESOURCES

Classroom library/student book boxes

Junior Great Books: Series 3, Book One. Chicago, IL: Great Books Foundation, 2006.print.
[Plimoth Patuxet Museums | You Are the Historian Game](#)

Nicholson Elementary Library

Polacco Patricia. *Gifts of the Heart*. G.P. Putnam's Sons an Imprint of Penguin Group (USA) 2013.

Polacco Patricia. *The Trees of the Dancing Goats*. 1st Aladdin Paperbacks ed. Aladdin Paperbacks 20001996.

Polacco Patricia. *Uncle Vova's Tree*. Philomel Books 1989.

Polacco Patricia. *Welcome Comfort*. Philomel Books 1999.

Crawfordsville Community Schools
Skeletal Unit Plan
3-2023
Language Arts
Unit 3 (9 weeks)

Fact and Fiction
High-Ability grade 2

DIFFERENTIATED DISTRICT-WIDE GOALS

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

The high-ability students will participate in an individualized, leveled reading program using various genres that will utilize small-group instruction to support each student's reading, comprehension, and vocabulary development. The program will help students develop greater control over the reading process through the development of reading strategies that assist in decoding and constructing meaning.

DIFFERENTIATED LEARNER OBJECTIVES

The second-grade high-ability student in language arts will identify text features and structures while engaging with a variety of nonfiction texts.

The second-grade high-ability student in language arts will understand and apply the research process while collaborating with other students.

The second-grade high-ability student in language arts will demonstrate an understanding of basic story structure and elements when creating narrative stories.

The second-grade high-ability student in language arts will use storytelling techniques to present a story from the oral tradition with classmates.

MAJOR CONCEPTS

Reading and listening to nonfiction about other cultures, places, and ideas helps us develop awareness, empathy, and compassion for others and reflect on our own contributions to society.

Nonfiction texts contain text features and structures that help us understand facts and information.

The research process often leads to new questions, new ideas, and changes or confirms our thoughts and actions.

Storytelling is the oldest form of human communication.

CONTENT OUTLINE

I. Reading and listening to nonfiction fosters continuous learning about ourselves, others, and our place in the world

- A. Nonfiction helps build background knowledge
- B. Nonfiction builds content vocabulary
- C. Nonfiction helps students make connections to the natural world
- D. Nonfiction exposes students to new ideas

II. Nonfiction text features help organize and find important information

- A. Table of Contents, Index, Glossary
- B. Subtitles
- D. Illustrations, photographs, labels, and captions
- F. Graphics and maps
- G. Bold and italics

III. The research process provides a framework for locating, organizing, and disseminating information

- A. Task definition
- B. Information seeking
- C. Locate resources
- D. Find information
- E. Synthesis (understand, utilize, form an opinion, create something new)
- F. Reflection

IV. Storytelling provides students with the opportunity to integrate communication skills with reading and writing concepts.

- A. Storytelling gives students an opportunity for oral speaking in a fun and entertaining way.

B. Storytelling reinforces important foundational reading and writing elements such as introductions, beginning, middle, and end, and conclusions.

C. Storytelling conveys culture, themes in literature, and provides background knowledge for common references tied to folktales.

DIFFERENTIATED ACTIVITIES

INTRODUCTORY ACTIVITIES

Students will read about the significance of celebrating the beginning of a new year in a variety of cultures. (2.RF.1, 2.RF.2, 2.RF.3, 2.RF.4.1, **2.RF.4.2**, **2.RF.4.3**, 2.RF.4.4, 2.RF.4.5, 2.RF.4.6, 2..RN.1, **2.RN.2.1**, **2.RN.2.2**, 2.RN.2.3, 2.RN.3, 2.RN.4, 2.RV.1, **2.RV.2.1**, 2.RV.2.2, 2.RV.2.4)

Students will discuss strengths and weaknesses this school year. (2.SL.2.1, 2.SL.2.3, 2.SL.2.3, 2.SL.2.4, 2.SL.2.5, 2.SL.3.1, 2.SL.3.2)

Students will review the text features of nonfiction reading and writing. (2.SL.3.1, 2.SL.3.2)

Students will listen to biographies and discuss the elements and format. (2.SL.1, 2.SL.3.1, 2.SL.3.2)

Students will be introduced to the steps of the Big Six research process in a group research project about the polar regions.(2.RN.1, **2.RN.2.1**, **2.RN.2.2**, 2.RN.2.3, 2.RN.3.1, 2.RN.3.2, 2.RN.3.3, 2.RN.4.1, 2.RN.4.2, 2.RV.1, **2.RV.2.1**, 2.RV.3.2, 2.W.1, **2.W.2.1**, 2.W.3.2, 2.W.4, 2.W.5, 2.SL.1)

Students will view a presentation on nonfiction text features. (2.RN.1, **2.RN.2.1**, **2.RN.2.2**, 2.RN.2.3, 2.RN.3.1, 2.RN.3.2, 2.RN.3.3, 2.RN.4.1, 2.RN.4.2, 2.RV.1, **2.RV.2.1**, 2.RV.3.2, 2.W.1, **2.W.2.1**, **2.W.3.2**, 2.W.4, 2.W.5, 2.SL.1)

Students will identify the elements of a descriptive, expository, narrative, persuasive paragraph.(2.W.3.1, **2.W.3.2**, **2.W.3.3**)

Students will read about groundhogs and the traditions of Groundhog Day. (2.RN.1, **2.RN.2.1**, **2.RN.2.2**, 2.RN.2.3, 2.RN.3.1, 2.RN.3.2, 2.RN.3.3, 2.RN.4.1, 2.RN.4.2)

Students will listen to and read a variety of folktales and create story maps for retelling. (2.RF.1, 2.RL.1, **2.RL.2.1**, **2.RL.2.2**, 2.RL.2.3, 2.RL.2.4, 2.RL.3.1, 2.RL.3.2, 2.RL.4.1, 2.RL.4.2)

Students will read and listen to a variety of Irish folklore and identify the leprechaun as a key character. (2.RF.1, **2.RL.1**, 2.RL.2.1, **2.RL.2.2**, 2.RL.2.3, 2.RL.2.4, 2.RL.3.1, 2.RL.3.2, 2.RL.4.1, 2.RL.4.2)

DEVELOPMENTAL ACTIVITIES

Students will share stories about how they celebrated the beginning of a new year. (2.SL.2.1, 2.SL.2.3, 2.SL.2.3, 2.SL.2.4, 2.SL.2.5, 2.SL.3.1, 2.SL.3.2)

Students will decode, define, and discuss the word resolution. (2.RF.4.6, 2.RV.1, **2.RV.2.1**, 2.RV.2.5, 2.SL.2.1, 2.SL.2.2, 2.SL.2.3, 2.SL.2.4, 2.SL.2.5)

Students will decode and discuss a list of character traits. (2.RF.4.6, 2.RV.1, **2.RV.2.1**, 2.RV.2.5, 2.SL.2.1, 2.SL.2.2, 2.SL.2.3, 2.SL.2.4, 2.SL.2.5)

Students will create a list of positive character traits and other attributes for each of their classmates. (**2.W.2.1**, 2.W.6.1C)

Students will read and listen to the biographies of influential individuals such as Martin Luther King, Jr, who changed the world. (2.RN.1, **2.RN.2.1**, **2.RN.2.2**, 2.RN.2.3, 2.RN.3.1, 2.RN.3.2, 2.RN.3.3, 2.RN.4.1, 2.RN.4.2, 2.SL.1)

Students will listen to and read stories about children who have created positive change. (2.RN.1, **2.RN.2.1**, **2.RN.2.2**, 2.RN.2.3, 2.RN.3.1, 2.RN.3.2, 2.RN.3.3, 2.RN.4.1, 2.RN.4.2, 2.SL.1)

Students will create Weekend News reports based on personal experiences. (2.W.1, **2.W.2.1**, 2.W.2.2, 2.W.3.1, **2.W.3.2**, **2.W.3.3**)

Students will participate in a matching activity to identify nonfiction text features. (RN2.3.1)

Students will view video footage about the Polar Regions and record observations. (2ML.2.1, 2ML.2.2, 2.W.1)

Students will identify text evidence to answer specific questions about the Polar Regions. (2.RF.1, 2.RF.2.1, 2.RF.2.2, 2.RF.2.3, 2.RF.2.4, 2.RF.3.1, 2.RF.3.2, 2.RF.3.3, 2.RF.3.4, 2.RF.3.5, 2.RF.4.1, **2.RF.4.2**, 2.RF.4.3, 2.RF.4.4, 2.RF.4.5, 2.RF.4.6, **2.RL.1**, 2RN.1, **2.RN.2.1**, **2.RN.2.2**, 2.RN.2.3, 2.RN.3.1, 2.RN.3.2, 3.RF.3.3, 2.RN.4.1)

Students will use print and digital resources to conduct research about the Polar Regions. (2.RF.3.1, 2RF.3.2, 2.RF.3.3, 2.RF.3.4, 2.RF.3.5, 2.RF.4.1, **2RF.4.2**, **2RF.4.3**, 2RF.4.4, 2.RF.4.5, 2.RF.4.6, 2.RN.1, **2.RN.2.1**, **2.RN.2.2**, 2.RN.4.1, 2.RN.4.2, **2.RV.2.1**, 2.RV.2.2, 2.RV.2.4, 2.RV, 2.W.5)

Students will write a paragraph using paragraph puzzles to sort and organize sentences into a paragraph. (2.W.3.1, 2.W.3.2, 2.W.3.3)

Students will compare and contrast the main characters in a variety of Groundhog Day stories. (2.RF.3.1, 2.RF.3.2, 2.RF.3.3, 2.RF.3.4, 2.RF.3.5, 2.RF.4.1, **2.RF.4.2**, **2.RF.4.3**, 2.RF.4.4, 2.RF.4.5, 2.RF.4.6, **2.RL.1**, 2.RL.2.1, **2.RL.2.2**, 2.RL.2.3, 2.RL.2.4, 2.RL.3.1, 2.RL.3.2, 2.RL.4.1, 2.RL.4.2, **2.RV.2.1**, 2.RV.2.2, 2.RV.2.4, 2.RL.2.2SL.2.1, 2.SL.2.3, 2.SL.2.4, 2.SL.2.5)

Students will watch video clips of storytellers. (2RL.3.1, 2RL.3.2, 2RL.4.1, 2RL.4.2, 2.ML.1, 2.ML.2.1)

Students will compare and contrast leprechaun character traits in a variety of stories. (2.RF.3.1, 2.RF.3.2, 2.RF.3.3, 2.RF.3.4, 2.RF.3.5, 2.RF.4.1, **2.RF.4.2**, **2.RF.4.3**, 2.RF.4.4, 2.RF.4.5, 2.RF.4.6, **2.RL.1**, 2.RL.2.1, **2.RL.2.2**, 2.RL.2.3, 2.RL.2.4, 2.RL.3.1, 2.RL.3.2, 2.RL.4.1, 2.RL.4.2, **2.RV.2.1**, 2.RV.2.2, 2.RV.2.4, 2.RL.2.2SL.2.1, 2.SL.2.3, 2.SL.2.4, 2.SL.2.5)

CULMINATING ACTIVITIES

Students will participate in a deductive reasoning activity utilizing globes, maps, graphs, charts and other nonfiction features to learn about how children around the world celebrate the beginning of a new year. (2.RN.1, **2.RN.2.1**, **2.RN.2.2**, 2.RN.2.3, 2.RN.3.1, 2.RN.3.2, 2.RN.3.3, 2.RN.4.1, 2.RN.4.2, 2.SL.1)

Students will select a character trait word or descriptive word as their one word resolution. (2.RF.4.6, 2.RV.1, **2.RV.2.1**, 2.RV.2.5, 2.SL.2.1, 2.SL.2.2, 2.SL.2.3, 2.SL.2.4, 2.SL.2.5, 2.W.6.1c)

Students will receive a valentine containing all of the character traits and descriptive words suggested by classmates. (2.W.4, 2.W.6.1C)

Students will read and respond in writing to articles about kids who have been dedicated to make changes in their schools, community, and world. (2.RF.3.1, 2RF.3.2, 2.RF.3.3, 2.RF.3.4, 2.RF.3.5, 2.RF.4.1, **2RF.4.2**, **2RF.4.3**, 2RF.4.4, 2.RF.4.5, 2.RF.4.6, 2.RN.1, **2.RN.2.1**, **2.RN.2.2**, 2.RN.4.1, 2.RN.4.2, **2.RV.2.1**, 2.RV.2.2, 2.RV.2.4, 2.W.3.1)

Students will work in collaborative groups or individually to create murals or posters demonstrating their knowledge or one area of their research.(2.RN.3.1, 2.2.RN.4.1, 2.RN.4.2, **2.W.2.1**, 2.W.5, 2.SL.4.2)

Students will work independently or collaboratively to write research papers. (2.W.1, **2.W.2.1**, 2.W.3.1, **2.W.3.2**, 2.W.4, 2.W.5, **2.W.6.1**, **2.W.6.1a**, **2.W.6.1b**, 2.W.6.1c, 2.W.6.1d, 2.W.6.1e, 2.W.6.2, **2.W.6.2a**, **2.W.6.2b**, 2.W.6.2c)

Students will write a variety of paragraphs independently. (2.W.1, **2.W.2.1**, 2.W.3.1, **2.W.3.2**, **2.W.3.3**)

Students will demonstrate their understanding of story elements by writing Groundhog Day stories.(2.RL.3.1, 2.RL.3.2, 2.RL.4.2, **2.W.2.1**, 2.W.2.2, 2.W.3.1, **2.W.3.2**, **2.W.3.3**, 2.W.4, **2.W.6.1**, **2.W.6.1a**, **2.W.6.1b**, 2.W.6.1c, 2.W.6.1d, 2.W.6.1e, **2.W.6.2**)

Students will use storytelling techniques to learn a story to tell the class. (**2.RL.2.2**, 2.SL.4.1)

Students will develop their own leprechaun character in a narrative story. (2.RL.3.1, 2.RL.3.2, 2.RL.4.1, 2.RL.4.2, **2.W.2.1**, 2.W.2.2, 2.W.3.1, **2.W.3.2**, **2.W.3.3**, 2.W.4, **2.W.6.1**, **2.W.6.1a**, **2.W.6.1b**, 2.W.6.1c, 2.W.6.1d, 2.W.6.1e, **2.W.6.2**))

Students will utilize research on the country of Ireland in the setting of their leprechaun story. (2.RL.4.1, 2.RN.1, **2.RN.2.1**, **2.RN.2.2**, 2.W.5)

EVALUATION

Reading responses will be evaluated by the teacher using a point system.

Writing pieces will be evaluated using a rubric to determine if word work, grammar, and writing process are below, at, or above expectations.

The research activities will be evaluated through teacher observation and checklists.

The storytelling presentation will be evaluated by teacher observation, checklists, and positive peer share sessions.

SELECTED RESOURCES

TEACHER RESOURCES

Classroom Library

Crawfordsville Public Library

Epic! Creations Inc. "Epic - Books for Kids." *Epic - Books for Kids*, www.getepic.com/sign-in.

Junior Great Books: Series 3, Book One. Chicago, IL: Great Books Foundation, 2006. Print.

Literacy Pro. lit-pro-us.scholastic.com/educator/home.

Nicholson School Library

Reading A-Z

Scholastic News

The teacher created leprechaun and groundhog bitmoji slide

The teacher created virtual field trip to Ireland for St. Patrick's Day, Punkitawney, Pennsylvania, and Arctic/Antarctica

SELECTED MENTOR BOOKS AND READ ALOUDS

Bateman Teresa and Kelly Murphy. *Fiona's Luck*. Charlesbridge 2007.

Pearlman Robb and Brett Helquist. *Groundhog's Day Off*. Bloomsbury Publishing USA 2016.

Shute Linda. *Clever Tom and the Leprechaun : An Old Irish Story*. Scholastic 1990/1988.

Waters Skye. *Arctic Adventure*. HarperCollins Children's Books 2011.

Waters Skye. *Land of Snow*. Harpercollins 2010.

Wojciechowski Susan and Tom Curry. *A Fine St. Patrick's Day*. 1st Dragonfly books ed.

Wright Maureen and Amanda Haley. *Grumpy Groundhog*. First ed. Two Lions/Amazon Publishing 2014.

STUDENT RESOURCES

Classroom library/student book boxes

Epic! Creations Inc. "Epic - Books for Kids." *Epic - Books for Kids*, www.getepic.com/sign-in.

Junior Great Books: Series 3, Book Two. Chicago, IL: Great Books Foundation, 2006.print.

Nicholson Elementary Library

Stone, Lynn M. *The Arctic*. Ruorke, 1996. Print

Stone, Lynn M. *The Antarctic*. Ruorke, 1996. Print

Taylor Barbara and Geoff Brightling. *Arctic & Antarctic*. Rev. ed. DK Pub 2012.

Crawfordsville Community Schools
Skeletal Unit Plan
March 23rd, 2022
Language Arts
Unit Four

Finding Inspiration
High-Ability Grade 2

DIFFERENTIATED DISTRICT-WIDE GOALS

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

The high-ability students will participate in an individualized, leveled reading program using various genres that will utilize small-group instruction to support each student's reading, comprehension, and vocabulary development. The program will help students develop greater control over the reading process through the development of reading strategies that assist in decoding and constructing meaning.

DIFFERENTIATED LEARNER OBJECTIVES

The second-grade high-ability student in language arts will study and compare accomplished individuals in order to engage in class discussion and realize accomplishments are affected by life experiences.

The second-grade high-ability student in language arts will identify personal strengths and ways strengths can have positive impacts on their classroom, school, and community.

The second-grade high-ability student in language arts will research the key factors contributing to the success of an influential person. Students will research and create a project to share.

The second-grade high-ability student in language arts will interview an important person and create a biography of the person.

The second-grade high-ability student in language arts will be able to explain the connections between the character traits and actions of a character in a fictional story.

MAJOR CONCEPTS

Knowing an influential person's story can inspire us to do great things.

Learning about an individual's strengths, weaknesses, victories, and challenges can inspire us to think about how our accomplishments can benefit our family, classroom, school, and community.

An important person in your life can play a positive role in developing strengths, setting goals, and achieving accomplishments

CONTENT OUTLINE

I. Inspiration is the process of being mentally stimulated to imagine, create, invent, improve, and innovate.

II. Biographies provide a unique opportunity for the reader to be inspired by a person's accomplishments

A. Examining the story of a person's life provides the background to his/her accomplishments

1. Childhood
2. Adulthood
2. Education
3. Original ideas
4. Strengths and weaknesses
5. Inspirations
6. Achievements
7. Hardships

B. Reading biographies can provide opportunities to identify common threads necessary for accomplishment.

1. All accomplishments require an idea first.
2. Most accomplishments require dedication to the idea.
3. Accomplishments that fulfill a societal need are often recognized.

III. Learning and recording the important events in an influential person's life can help inspire us to accomplish our own goals.

IV. Examining and understanding the character traits of fictional characters can help us understand the things that motivate us and others.

DIFFERENTIATED ACTIVITIES

This pool of activities has been designed to differentiate the curriculum for high-ability students. You may choose from this list or add new and original activities.

INTRODUCTORY ACTIVITIES

Students will listen to and study the lyrics to a song, such as Unwritten, that describes personal motivation and inspiration. (2.SL.3.1)

Students will define the word “inspire” and discuss people, ideas, and things, that are inspirational
2.RV.2.1, 2.RV.2.5

Students will create a list of strengths or skills they would like to develop.
2.W.1, 2.W.2.1

Students will read articles and books about kids who have made important contributions to their classroom, school, or community. They will discuss important character traits and qualities that helped the kids make a difference.
2.RN.2.1, 2. RN.2.2, 2RV.2.1

Students will listen to a fiction story with a strong leading character and discuss the main literary elements and character traits in the story.
2.SL.1, 2.SL.2.1, 2.SL.3.1, 2RL.2.2

Students will make connections between fictional characters and their accomplishments. Share with a partner/share with the class.
2.SL.2.1, 2.SL.2.3, 2.SL.2.5

DEVELOPMENTAL ACTIVITIES

Students will refer to their list of strengths and brainstorm a list of ways they could contribute to their classroom, school, or community.
2..2.1, 2.W.3.3

Students will read a fiction book or story and identify the character traits of a character. They will discuss how these traits affected the character’s words and actions with a partner.
2.RF.4.2, 2.RF.4.3, 2.RL.1

Students will match quotes with characters in the read-aloud or independent reading fiction book. They will then work with a partner to illustrate the quotes.
2.RL.2.3

Students will interview a family member or important person in their life and take notes.
2.SL.2.3, 2.SL.2.5, 2.SL.3.2, 2.W.5

CULMINATING ACTIVITIES

Students will create a top ten list of important things people should know about them.

2.W.3.3, 2.W.6.1a, 2.W.6.1b, 2.W.6.2a, 2.W.6.2b

Students will write an original story with a strong main character. They will illustrate their work and produce a book for sharing.

2.W.2.1, 2.W.3.2, 2.W.3.3, 2.W.6.1a, 2.W.6.1b, 2.W.6.2a, 2.W.6.2b

Students will read a biography of an interesting person whose accomplishments contributed to society. They will identify the characteristics this person needed to succeed. They will record the strengths, weaknesses, and life experiences that led to the person's success. Students will share their ideas and findings in a trifold presentation.

2.RN.2.1, 2.RN.2.2, 2.W.5, 2.W.3.2,

Students will use interview notes to create a biography of an important person in your life

2.W.3.2

Students will write a letter to a person who inspires them.

2.W.2.1, 2.W.3.3

EVALUATION

The “top ten list” of personal strengths will be evaluated by the teacher using a rubric.

The trifold presentation of an accomplished person of interest will be evaluated by the teacher using a rubric.

The written biography of an important person will be evaluated by the teacher using a teacher-created checklist.

The original work of fiction with a strong leading character will be shared with the class and receive peer feedback and teacher observation notes.

SELECTED RESOURCES

TEACHER RESOURCES

Bedingfield, Natasha. *Unwritten*. New York, NY: Epic/Phonogenic, 2005. Sound recording.

DiCamillo, Kate. *Because of Winn-Dixie*. , 2021. Print.

Junior Great Books: Series 3, Book One. Chicago, IL: Great Books Foundation, 2006. Print.

Sundem, Garth. *The Doggy Dung Disaster & Other True Stories: Regular Kids Doing Heroic Things Around the World.* Minneapolis, MN: Free Spirit Pub, 2007. Print.

STUDENT RESOURCES

DiCamillo, Kate. *Because of Winn-Dixie.* , 2021. Print.

Junior Great Books: Series 3, Book One. Chicago, IL: Great Books Foundation, 2006. Print.

McDonough, Yona Z. *Who Was Rosa Parks?* New York: Grosset and Dunlap, 2016. Print.

Who Was _____? Series. New York: Grosset and Dunlap. Print.