

ELA UNIT PLAN # 1: 2nd Grade

Subject	ELA	School/Teachers:	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length:	24 Days, 22 Instructional Days

KY STANDARDS DOCUMENT

PRIMARY RESOURCE

INSTRUCTIONAL CALENDAR W/CRITICAL AREAS

COMMON ASSESSMENT PLANNING

UNIT OVERVIEW

Standards

What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct meaning from the text. (6 Days)

RI.2.2 Identify implicit and explicit information from a summary to determine the central idea of a text. (8 Days)

RI.2.3 Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text. (8 Days)

L.2.1a Demonstrate appropriate use of collective nouns.

L.2.1b Demonstrate appropriate use of frequently occurring irregular nouns.

L.2.2a Capitalize proper nouns, including but not limited to holidays, product names and geographic names.

Critical Areas

What must be the focus of instructional time during this unit?

Reading helps me understand myself, other people, and new ideas.

People read to gain new information.

Progressions

What is the students' prior knowledge? What are the next steps?

Building on the 1st grade knowledge of:

- RL 1.1: Ask and answer questions about key details in a text.
- RI 1.2: Identify the main topic, and retell key details in a text.

Texts are organized by authors to emphasize information and help readers make meaning and understand what they are reading.	• RI 1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. Moving toward the 3rd grade knowledge of: • RI 3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • RI 3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea. • RI 3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Concepts: What do students need to know? What are readers thinking about as they read? What do readers do when they don't understand? Why do we ask questions? What does the author want me to learn? How does the author organize information and make it easy to follow? What connections do readers make while they are reading?	Skills: What do students need to do? RI.2.1- ☐ Demonstrate understanding of character ☐ Ask questions ☐ Answer who, what, where, when, why questions ☐ Understand key details ☐ Identify main ideas and key details within the text RI.2.2- ☐ Identify main topic within a multi paragraph text ☐ Identify the topic sentence of each paragraph in a text ☐ Determine how each paragraph supports the main topic being addressed by the author ☐ Identify main ideas, key details in a multi- paragraph text ☐ Understand how to recount details in a multi paragraph text ☐ Identify the focus of specific paragraphs that support the main topic of a text. RI.2.3- ☐ Identify the historical events that occurred in a text ☐ Compare and contrast scientific ideas or concepts ☐ Demonstrate understanding of the sequence of historical events ☐ Describe the connection between a series of steps from a procedure ☐ Describe how one event, scientific event, or step in a procedure influences another

Interdisciplinary Literacy Practices

☐ LP. 1. Recognize that text is anything that communicates a message. ☐ LP. 2. Employ, develop, and refine schema to understand and create text. ☐ LP. 3. Review literacy experiences as transitional, interdisciplinary and transformational. ☐ LP. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. ☐ LP. 5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks.	☐ LP. 6. Collaborate with others to create new meaning. ☐ LP. 7. Utilize digital resources to learn and share with others. ☐ LP. 8. Engage in specialized, discipline-specific literacy practices. ☐ LP. 9. Apply high level cognitive processes to think deeply and critically about text. ☐ LP. 10. Develop a literacy identity that promotes lifelong learning.
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PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.2.1 Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct meaning from the text	I am learning to... - Ask and answer such questions as who, what, when, where, why, and how - make and support logical inferences	So I am able to... - identify the key details of a text - construct meaning from the text	I ... - can answer the 5 w's and how of a text. - can make logical inferences and meaning from a text and support those inferences with key details.

	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)	Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
☐		•
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.	
4 Days	- Asking yourself questions that will help you understand the passage- Who or what is this story about? Where did it take place? What is happening now? - Why do you think the author included that detail? - Where in the passage did you find that key detail? - How do you know that is a key detail? - What details are important in order to tell the story? - How do the key details make a difference at the end of the passage?	
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions	
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PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.2.2 Identify implicit and explicit information from a summary to determine the	I am learning to... identify information (clearly stated and suggested) from a summary	So I am able to... determine the central idea of a text	I ... - can identify details that are both clearly stated and those that are suggested in the text - use these details to determine the central idea of the text.

central idea of a text.			
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
☐			•
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
10 Days	• What is the main idea of this text? • What is the topic sentence in this paragraph? • What additional details does the author give us in this paragraph that helps us understand the main topic? • Construct the main ideas of multiple paragraphs in a text • Is there a map or graphic organizer or journal that you can use to keep track of the main ideas of each paragraph? • List some of the supporting details found in this multi-paragraph text. • What is the focus of this paragraph?		
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions		
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PLANNING FOR CLARITY				
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?	
RI.2.3 Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text	I am learning to... Describe the connections between individuals, historical events, scientific ideas or concepts in a text	So I am able to... make meaning of informational text that I read.	I ... can describe connections in informational text	
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results	
☐				
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.			
12 Days	- How did inventing _____ change history? - How did the life of (historical figure) affect people today? - Which step would you do first? Which would you do last? - How has _____ changed over time? ☐ Show me how scientific ideas or concepts are the same and how they are different? - Using a timeline sequence the historical events - Compare the historical events to your present life. Is the past important? What can we learn from the past? - Why is it important to do step 1 in a technical procedure before step 3?			

	- What do you think would happen if you did not follow the steps in order? - Explain the relationship between _____ and _____.
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions

Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.					
Day 1	Day 2	Day 3	Day 4	Day 5	
Day 6	Day 7	Day 8	Day 9	Day 10	
Day 11	Day 12	Day 13	Day 14	Day 15	
Day 16	Day 17	Day 18	Day 19	Day 20	
Day 21	Day 22	Day 23	Day 24		

Student Reflections on Unit

Plus $\oplus$	Delta Δ

Teacher Reflections on Unit

Plus $\oplus$	Delta Δ

Rx Ideas:

Unit Vocabulary		
Term:	Definition:	Additional Information:

ELA UNIT PLAN # 2: 2nd Grade

Subject	ELA	School/Teacher:	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length:	26 Days, 24 Instructional Days

KY STANDARDS DOCUMENT

PRIMARY RESOURCE

INSTRUCTIONAL CALENDAR W/CRITICAL AREAS

COMMON ASSESSMENT PLANNING

UNIT OVERVIEW

Standards

What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)

RL.2.1 Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text. (6 Days)

RL.2.2 Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures. (10 Days)

RI.2.3 Describe how characters in a story respond to major events and challenges in order to make meaning of the story development. (8 Days)

C.2.3 Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

L.2.1c Demonstrate appropriate use of reflexive pronouns.

L.2.1e Demonstrate appropriate use of adjectives and adverbs in sentence formation.

L.2.2b Demonstrate appropriate use of commas in varied communication formats (letter, email, blog).

L.2.2c Use apostrophe to form contractions.

Critical Areas What must be the focus of instructional time during this unit?	Progressions What is the students' prior knowledge? What are the next steps?
Authors can use fiction to show that people all over the world have similar feelings and experiences. Fiction explores characters and how they face events and problems. Central messages and morals fables and folktales help us to understand other people and teach us a lesson. Fables and folktales are simple stories that entertain us and teach us a lesson. Characters in fables are usually animals. Fiction uses characters, setting, plot, and problems to tell a story.	Building on the 1st grade knowledge of: • RL.1.1: Ask and answer questions about key details in a text. • RL.1.2: Retell stories, including key details, and demonstrating understanding of their central message or lesson. • RL.1.3: Describe characters, settings, and major events in a story, using key details. Moving toward the 3rd grade knowledge of: • RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text. • RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Concepts: What do students need to know? Why have some fables and folktales lasted for hundreds of years? How do characters in a story help us learn about ourselves? What connections do readers make while they are reading? How does knowing the characters, setting, and events help us understand the story better? How does knowing the characters, settings, and events help us enjoy the story more? How does an author make characters come alive? Why do characters face problems?	Skills: What do students need to do? RL.2.1- ☐ Students Ask questions (who, what, where, when, why) ☐ Understand which details are more important to the story. ☐ Demonstrate how the key details support or move the story forward RL.2.2- ☐ Retell details from stories, fables, folktales from different cultures. ☐ Identify fables and folktales for diverse cultures. ☐ Define diverse cultures. ☐ Determine the 'big idea' about the lesson or moral of story. ☐ Synthesize the message and connect to other stories or lessons. RL.2.3- ☐ Understand sequence of events in a story ☐ Identify major and minor events in a story ☐ Identify major and minor characters in a story ☐ Describe how characters face different events and challenges in story ☐ Understand that characters change as a result of what happens during the story.

Interdisciplinary Literacy Practices

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| ☐ LP. 1. Recognize that text is anything that communicates a message.
☐ LP. 2. Employ, develop, and refine schema to understand and create text.
☐ LP. 3. Review literacy experiences as transitional, interdisciplinary and transformational.
☐ LP. 4. Utilize receptive and expressive language arts to better understand self, others, and the world.
☐ LP. 5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks. | ☐ LP. 6. Collaborate with others to create new meaning.
☐ LP. 7. Utilize digital resources to learn and share with others.
☐ LP. 8. Engage in specialized, discipline-specific literacy practices.
☐ LP. 9. Apply high level cognitive processes to think deeply and critically about text.
☐ LP. 10. Develop a literacy identity that promotes lifelong learning. |
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PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.2.1 Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.	I am learning to... - Ask and answer such questions as who, what, when, where, why, and how - make and support logical inferences	So I am able to... - identify the key details of a text - construct meaning from the text	I ... - can answer the 5 w's and how of a text. - can make logical inferences and meaning from a text and support those inferences with key details.
Suggested Formative Assessment(s) with Instructional Adjustments Based on Results			
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Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.
4 Days	- Who is this story about? - Where did it take place? - Which of these details is really important to the story? - How does knowing where the story takes place help us understand the story? - Where in the passage did you find that key detail? - How do you know that is a key detail? - What might you want to know about...? - Don't forget to ask yourself/partner: - What does this character want? - Who are the main characters? - What is the author trying to tell the audience? - What is the main message of the story?
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions

PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.2.2 Identify implicit and explicit information from a summary to determine the author's message, lesson learned	I am learning to... Identify details (clearly stated and suggested) to help me make meaning of the text	So I am able to... learn the lesson of the fable, folktale, or other story.	I... - can identify details in a story, fable or folktale that are both clearly stated and those that are suggested - can use these details to determine the author's message or lesson to be learned

and/or moral, including but not limited to fables and folktales from diverse cultures			
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)	Suggested Formative Assessment(s) with Instructional Adjustments Based on Results	
☐			•
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
10 Days	• What is the central message in this story, fable, or folktale? • Determine and verbalize the problem/conflict and resolution in the story, fable, or folktale. • What is the moral of the story? fable? folktale? • How is this story, fable, folktale different from what you already know? • Where does this story come from?		
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions		
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PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.2.3 Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.	I am learning to... Describe how characters in a story respond to important events and challenges	So I am able to... make meaning of the story's development	I... - can describe character's responses to major events in a story - can use the character's responses to make meaning of the story's development
☐	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		
Estimated Time on Standard: 13 Days	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
	- Retell the story in sequential order. - Who are the major and minor characters? - How do the major/minor characters respond to important challenges in the story? - What effect do the events in the story have on the characters? - What decision could the characters have responded to differently? - How does the character change? How did the author use it to demonstrate that change?		
Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions			

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Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.

Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10
Day 11	Day 12	Day 13	Day 14	Day 15
Day 16	Day 17	Day 18	Day 19	Day 20
Day 21	Day 22	Day 23	Day 24	Day 25
Day 26				

Student Reflections on Unit

Plus ➕	Delta Δ

Teacher Reflections on Unit

Plus ➕	Delta Δ

Rx Ideas:

Unit Vocabulary		
Term:	Definition:	Additional Information:

ELA UNIT PLAN # 3: 2nd Grade

Subject	ELA	School/Teacher:	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length:	24 Days, 22 Instructional Days

KY STANDARDS DOCUMENT

PRIMARY RESOURCE

INSTRUCTIONAL CALENDAR W/CRITICAL AREAS

COMMON ASSESSMENT PLANNING

UNIT OVERVIEW

Standards

What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)

RI.2.4 Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade level text. (7 Days)

RI.2.5 Identify and describe informational text structures, including sequence/chronological and descriptive structures and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure. (10 Days)

RI.2.6 Identify the main purpose of text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text. (5 Days)

L.2.1d Demonstrate appropriate use of past tense of frequently occurring irregular verbs.

L.2.2c Use apostrophe to form possessives

L.2.2e Use reference materials to self-check and correct spelling.

L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.2.4e Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.

Critical Areas

What must be the focus of instructional time during this unit?

Progressions

What is the students' prior knowledge? What are the next steps?

Texts are organized by authors to emphasize information and help readers make meaning and understand what they are reading.	Building on the 1st grade knowledge of: • RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • RI.1.5: Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. • RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Moving toward the 3rd grade knowledge of: • RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade three topic or subject area. • RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. • RI.3.6: Distinguish their own point of view from that of the author of a text
Concepts: What do students need to know? Why is it important to make sure I understand what different words and phrases mean? What does the author want me to learn? How does the author organize information and make it easy to follow? What connections do readers make while they are reading?	Skills: What do students need to do? RI.2.4- ☐ Determine the meaning of root words in a text ☐ Determine the meaning of new words using prefixes and suffixes ☐ Identify the meaning of compound words ☐ Use glossaries and dictionaries to clarify the meaning of words and phrases in all content areas ☐ Understand that sometimes when a word is used in a phrase the meaning of the word may change RI.2.5- ☐ Demonstrate understanding of text features: captions, bold print, subheadings, glossaries, electronic menus, icons and indices. ☐ Show understanding of key facts or information in the text RI.2.6- ☐ Identify main purpose of text according to what the author is answering. ☐ Identify the author's main purpose of text to answer what the author wants to describe. ☐ Describe the point of view of author of a text.
Vocabulary and Notations: What content vocabulary words and notations are essential?	Tools & Technology:

***Terms and Definitions listed at the end of the document *Terms and Definitions are taken from the iReady "Glossary of Terms: Academic Talk Words and Phrases" these terms and definitions should be used in an effort to develop common language across the grade level.			What teacher tools/technology are needed for this unit? What student tools/technology are needed for this unit?	
RI.2.4 Root Word Compound Word Prefix Suffix Dictionary Digital Dictionary	RI.2.5 Bold Print Subheading Caption Icons Glossary Index	RI.2.6 Main Purpose Author's Intent Description Explanation Passage	Instruction:	Assessment:
Common Unit Assessment(s) & Scoring Agreement(s) How will we know if our students have mastered the unit standards?				
A link to our unit assessment(s) A link to our scoring agreement(s) A link to proctoring norms				
Anchor Chart(s):				

Interdisciplinary Literacy Practices

☐ LP. 1. Recognize that text is anything that communicates a message. ☐ LP. 2. Employ, develop, and refine schema to understand and create text. ☐ LP. 3. Review literacy experiences as transitional, interdisciplinary and transformational. ☐ LP. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. ☐ LP. 5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks.	☐ LP. 6. Collaborate with others to create new meaning. ☐ LP. 7. Utilize digital resources to learn and share with others. ☐ LP. 8. Engage in specialized, discipline-specific literacy practices. ☐ LP. 9. Apply high level cognitive processes to think deeply and critically about text. ☐ LP. 10. Develop a literacy identity that promotes lifelong learning.
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PLANNING FOR CLARITY				
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?	
RI.2.4 Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade level text.	I am learning to... determine the meaning of a word	So I am able to... - analyze how word choices shape meaning in a text - comprehend what I am reading	I can... - read the text. - define the root word - define the meaning of the suffix or prefix - determine the meaning of the word/phrase - use context clues	
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results	
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Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.			
10 Days	- Explain and/or demonstrate how to look up words in a dictionary using the first two letters of a word - What will you do if you come to a word you don't know? - Remember to look at our poster if you need help understanding a word. - What strategies can you use to help find out what a word means? - How does the particular meaning of the same word change in different contexts? - Explain the meaning of the word that includes a prefix or suffix from the text. - Did you try using the computer's dictionary to find the meaning of the word?			

	Additional Practice/Reteaching Resources
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Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.2.5 Identify and describe informational text structures, including sequence/chronological and descriptive structures and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	I am learning to... - Identify and describe text structures (i.e. sequence/chronological) - Describe the logical connection between sentences and paragraphs	So I am able to... - better understand the text. - understand how the sentences/paragraphs support the overall structure	I Can... - read the text. - identify how the author organized the informational text - explain the structure (sequence/chronological, descriptive) and cite evidence to support my explanation

	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)	Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
☐		
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.	
13 Days	- Can you find _____ feature in the text? - Identify the index, glossary, a heading, and labels. - Are there any words that are written in bold print? Why do you think the author wrote that word in bold? - Where would you find a glossary or index in your book, or search terms on your computer? - Retell key facts from text. ☐ Under the subheading of _____, find a key fact. - Why are icons important and how do they help us locate key facts? - On the computer can you find the icon that means undo, save, help? - I will show you some icons you tell me what they mean.	
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions	

PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.2.6 Identify the main purpose of text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text	I am learning to... identify the main purpose of a text	So I am able to... - understand what the author wants to answer, explain, or describe - understand how the content of the text supports the author's purpose	I Can... - Read the text. - Summarize the author's intent/purpose in writing the text (to answer, explain, or describe) - Cite evidence from the text to support my answer
☐	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
			•
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
5 Days	- What is the author's intent in this text? - What does the author explain or describe in this passage? - Describe the information the author gives you in the text. - After reading the text, what information did the author describe to you? Summarize the author's intent.		

	- Determine the author's _____ (description, explanation) from the text. - In the text we just read is the author trying to explain, describe or answer something. What makes you think that?
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions

Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.					
Day 1	Day 2	Day 3	Day 4	Day 5	
Day 6	Day 7	Day 8	Day 9	Day 10	
Day 11	Day 12	Day 13	Day 14	Day 15	
Day 16	Day 17	Day 18	Day 19	Day 20	
Day 21	Day 22	Day 23	Day 24		

Student Reflections on Unit

Plus $\oplus$	Delta Δ

Teacher Reflections on Unit

Plus $\oplus$	Delta Δ

Rx Ideas:

Unit Vocabulary		
Term:	Definition:	Additional Information:

ELA UNIT PLAN # 4: 2nd Grade

Subject	ELA	School/Teacher:	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length:	21 Days, 19 Instructional Days

COMMON ASSESSMENT PLANNING

INSTRUCTIONAL CALENDAR W/CRITICAL AREAS

PRIMARY RESOURCE

KY STANDARDS DOCUMENT

UNIT OVERVIEW

Standards

What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)

RL.2.4 Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes, and/or repeated lines, supply rhythm and shape meaning in a story, poem or song. (9 Days)

RL.2.5 Describe how parts of the text contribute to the overall structure of poems, stories, and dramas, including my not limited to linear, non-linear and circular structures. (5 Days)

RL.2.6 With prompting and support, acknowledge differences in the perspectives of characters, including by speaking a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text. (5 Days)

L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (un, re, pre)

L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root.

L.2.5b Distinguish the shades of meaning among closely related verbs (toss, throw, hurl) and closely related adjectives (thin, slender).

Critical Areas

What must be the focus of instructional time during this unit?

Fiction explores characters and how they face events and problems.

Progressions

What is the students' prior knowledge? What are the next steps?

Building on the 1st grade knowledge of:

- **RL.2.4- RL 1.4:** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Fiction uses characters, setting, plot, and problems to tell a story. Fiction helps me to understand myself sometimes. Making connections helps me to understand a text.	• RL.2.5- RL 1.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. • RL.2.6- RL 1.6: Identify who is telling the story at various points in a text. Moving toward the 3rd grade knowledge of: • RL.2.4- RL 3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language • RL.2.5- RL 3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. • RL.2.6- RL3.6: Distinguish their own point of view from that of the narrator or those of the characters.
Concepts: What do students need to know? How does knowing the characters, setting, and events help us understand the story better? How does knowing the characters, settings, and events help us enjoy the story more? How does an author make characters come alive? Why do characters face problems? How does the point of view impact the story?	Skills: What do students need to do? • RL.2.4- □ Distinguish between words and phrases □ Identify literal and nonliteral words & phrases. □ Distinguish the "cadence" of spoken language □ Ability to hear same and/or differing sounds in words □ Ability to see and hear the pattern of the spoken language □ Know that alliteration means words start with the same or similar sounds □ Know that often authors repeat the same lines for emphasis or effect • RL.2.5- □ Identify the structure of the story. □ Describe how the beginning introduces the story. □ Describe the action that takes place in the middle of the story. □ Describe how the ending concludes the action. □ Know that actions in the story help lead to a resolution • RL.2.6- □ Understand and identify point of view □ Distinguish one character's point of view from another character's □ Understand character's voice in literature □ Distinguish between characters' voices when reading aloud □ Use different voices for different characters (e.g., high, gruff, low excited) □ Define point of view. □ Recognize dialogue to determine who is speaking.
Vocabulary and Notations: What content vocabulary words and notations are essential? ***Terms and Definitions listed at the end of the document	Tools & Technology: What teacher tools/technology are needed for this unit? What student tools/technology are needed for this unit?

*Terms and Definitions are taken from the iReady "Glossary of Terms: Academic Talk Words and Phrases" these terms and definitions should be used in an effort to develop common language across the grade level.			
RL.2.4 Distinguish Alliteration Emphasis Rhyme Rhythm Repetition	RL.2.5 Analyze Text Paragraph Section Chapter	RL.2.6 Point of View Opinion Dialogue Contrast	Instruction: Student Toolbox: Assessment:
Common Unit Assessment(s) & Scoring Agreement(s) How will we know if our students have mastered the unit standards?			
A link to our unit assessment(s) A link to our scoring agreement(s) A link to proctoring norms			
Anchor Chart(s):			

Interdisciplinary Literacy Practices

- ☐ LP. 1. Recognize that text is anything that communicates a message.
- ☐ LP. 2. Employ, develop, and refine schema to understand and create text.
- ☐ LP.3. Review literacy experiences as transitional, interdisciplinary and transformational.
- ☐ LP.4. Utilize receptive and expressive language arts to better understand self, others, and the world.
- ☐ LP.5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks.

- ☐ LP.6. Collaborate with others to create new meaning.
- ☐ LP.7. Utilize digital resources to learn and share with others.
- ☐ LP.8. Engage in specialized, discipline-specific literacy practices.
- ☐ LP.9. Apply high level cognitive processes to think deeply and critically about text.
- ☐ LP.10. Develop a literacy identity that promotes lifelong learning.

PLANNING FOR CLARITY				
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?	
RL.2.4 Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes, and/or repeated lines, supply rhythm and shape meaning in a story, poem or song.	I am learning to... Describe how words and phrases (beats, alliteration, rhymes, or repeated lines) supply rhythm and add meaning to text	So I am able to... better understand the intended meaning of a story, poem, or song.	I can... - read the text. - identify special ways the author uses sounds and words in the text (beats, alliteration, rhymes, or repeated lines). - identify rhyming words and examples of alliteration with given letters/sounds - describe how these special ways of writing add meaning to the text	
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results	
☐				
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.			
13 Days	☐ Can you identify words that rhyme ☐ What is difference between a word, a phrase, or a sentence? ☐ Find a sentence that shows an example of alliteration. ☐ Can you come up with a sentence where all the words start with the letter ____? ☐ Identify words that rhyme ☐ Identify and clap the rhythm in a stanza			

	• ☐ Do you see any repetition in this story, poem, or song? • ☐ Why do you think the author repeated that line? • ☐ How do you know this is a poem and not a story?
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions
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PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.2.5 Describe how parts of the text contribute to the overall structure of poems, stories, and dramas, including my not limited to linear, non-linear and circular structures.	I am learning to... • Describe how parts of a text contribute to the overall structure of stories, poems, and dramas	So I am able to... • better understand the meaning of the text.	I Can... • read the text. • identify key parts/components of the text and explain how they support the overall structure • determine the overall structure of the text (linear, non-linear, or circular).
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
☐			•

Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.
5 Days	• ☐ Describe the beginning, middle, and end of the story • ☐ What are the character's problems? • ☐ Read to your partner the section where the character's problem begins to be solved? • ☐ How does the character solve the problem? • ☐ Look at this section, why did the author add _ ? • ☐ Analyze this paragraph, what is the author trying to tell you? • ☐ What information does the author include at the beginning of the story that helps you understand the rest of the story? • ☐ In which part of the story does most of the action occur?
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions
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PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.2.6 With prompting and support, acknowledge differences in the perspectives of characters, including by speaking a different voice for each	I am learning... • that characters in a story can have different points of view	So I am able to... • explain how each character thinks and feels about what happens in the text • explain how different perspectives shape the content of the text	I Can... • identify characters in the story and explain the different perspectives of each character • change my voice to show different characters and reflect their viewpoints when reading dialog

character when reading dialogue aloud, and how those perspectives shape the content of the text.			
☐	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)	Suggested Formative Assessment(s) with Instructional Adjustments Based on Results	
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
5 Days	• ☐ Describe the difference between the two character's points of view? • ☐ Can you change your voice so it sounds like the character might sound? • ☐ What makes the characters say or act differently? • ☐ Why was it important for the author to use dialogue? • ☐ How are the characters different or alike? • ☐ What contrast can you make between the characters? • ☐ Would you think the same way as the character does? Why? Why not?		
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions		

Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time

expectation and sequence of learning targets.				
Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10
Day 11	Day 12	Day 13	Day 14	Day 15
Day 16	Day 17	Day 18	Day 19	Day 20
Day 21				

Student Reflections on Unit

Plus ➕	Delta Δ

Teacher Reflections on Unit

Plus ➕	Delta Δ

Rx Ideas:

Term:	Definition:	Additional Information:

ELA UNIT PLAN # 5: 2nd Grade

Subject	ELA	School/Teacher:	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length:	26 Days, 24 Instructional Days

COMMON ASSESSMENT PLANNING

INSTRUCTIONAL CALENDAR W/CRITICAL AREAS

PRIMARY RESOURCE

KY STANDARDS DOCUMENT

UNIT OVERVIEW

Standards

What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)

RI.2.7 Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text. (9 Days)

RI.2.8 Describe how reasons support specific claims the author makes in a text. (5 Days)

RI.2.9 Describe the relationship between information from two or more texts on the same theme or topic. (5 Days)

***RI.2.10** By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. (5 Days)

L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known root word (dis, mis)

L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words.

L.2.5a Identify real-life connections between words and their use (e.g. describe foods that are spicy or juicy).

Critical Areas

What must be the focus of instructional time during this unit?

Progressions

What is the students' prior knowledge? What are the next steps?

Authors use a combination of words and visual elements to help their readers better understand their message. Authors give reasons to help support what they are saying. Finding similarities and differences in texts helps readers to better understand a topic.	Building on the 1st grade knowledge of: - RI.2.7- RI 1.7: Use the illustrations and details in a text to describe its key ideas. - RI.2.8- RI 1.8: Identify the reasons an author gives to support points in a text. - RI.2.9- RI 1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). Moving toward the 3rd grade knowledge of: - RI.2.7- RI 3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). - RI.2.8- RI 3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). - RI.2.9- RI 3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.
Concepts: What do students need to know? What does the author want me to learn? How does the author use reasons and evidence to support what he is saying? Why is it important to read more than one book on a topic? How does comparing and contrasting texts help me to understand a topic better?	Skills: What do students need to do? - RI.2.7- ☐ Use pictures and diagrams to gather information for clarification of meaning ☐ Describe how illustrations help you understand more about the text and the person, place, thing or idea the text is about ☐ Connect illustrations with the message ☐ Discuss how specific images add to and clarify informational text. - RI.2.8- ☐ Be able to justify author's main points. ☐ Know how to link people and their ideas ☐ Know that an author writes to share what he/she thinks ☐ Know that authors use details to help make a point ☐ Understand that authors try to explain their thinking ☐ Know that an author may have more than one reason to explain his thinking - RI.2.9- ☐ Analyze texts ☐ Identify the points the author is making ☐ Identify the key details presented ☐ Compare the important points in two informational texts on the same topic. ☐ Contrast the important points in two informational texts on the same topic. ☐ State the biggest difference between the two texts? ☐ State which piece of text do you like best? Why?
Vocabulary and Notations:	Tools & Technology:

Interdisciplinary Literacy Practices

☐ LP. 1. Recognize that text is anything that communicates a message. ☐ LP. 2. Employ, develop, and refine schema to understand and create text. ☐ LP. 3. Review literacy experiences as transitional, interdisciplinary and transformational. ☐ LP. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. ☐ LP. 5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks.	☐ LP. 6. Collaborate with others to create new meaning. ☐ LP. 7. Utilize digital resources to learn and share with others. ☐ LP. 8. Engage in specialized, discipline-specific literacy practices. ☐ LP. 9. Apply high level cognitive processes to think deeply and critically about text. ☐ LP. 10. Develop a literacy identity that promotes lifelong learning.
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PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.2.7 Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text.	I am learning to... Identify and explain information gained from visuals and words in a text	So I am able to... gain a deeper understanding of the text.	I can... - read the text. - identify the information the words tell in the text - identify what information the visuals show (pictures and diagrams) - explain how this information helps you better understand the text.
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
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Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.	
13 Days	☐ How does reading the chart, diagram help you understand what the author is trying to say? ☐ What information did you gather from that ____ diagram that aided your understanding? ☐ Restate the important facts from the chart or graph using the ____ ? . ☐ What examples can you find to ____ ? ☐ What conclusions can you draw? ☐ How can you make use of these facts and graphs?	
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions	
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PLANNING FOR CLARITY		
Standard #	(What) Learning Targets using student-friendly language	(How) Success Criteria

		Real-world application, connections to other disciplines, or building block to next steps	What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.2.8 Describe how reasons support specific claims the author makes in a text.	I am learning to... Describe how reasons support claims in a text	So I am able to... - better comprehend the text - evaluate the author's argument in a text	I Can... - read the text - identify a claim made by the author - determine the reason(s) the author gives to explain the claim - describe how the reason(s) support the author's claim citing evidence from the text
☐	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
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Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
5 Days	☐ What does the writer think about the problem? ☐ Explain in your own words the reasons that support the author's main purpose. ☐ Why do you think the author wrote that? ☐ What evidence did the author use to support his/her main purpose? ☐ Did the author justify his/her ideas? ☐ Why did the author write this piece?		
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions		
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PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.2.9 Describe the relationship between information from two or more texts on the same theme or topic.	I am learning to... Describe the information from two or more texts on the same topic	So I am able to... - understand that I can get information from more than one source - compare and contrast texts that I read. - gain a better understanding of the text/topic	I Can... - read the text - compare information from multiple sources on a given topic - contrast information from multiple sources on a given topic - describe what is learned by comparing and contrasting two or more texts
☐	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		
☐	Suggested Formative Assessment(s) with Instructional Adjustments Based on Results		
☐	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
Estimated Time on Standard: 5 Days	☐ What is the text about? ☐ What are the key details ☐ Read both texts. What is the difference between them? (contrast) ☐ How are the two pieces a like? (compare) ☐ Can you fill in the Thinking Map showing the similarities and differences between the two texts? ☐ How were the illustrations used in both books? ☐ What did the illustration in the books tell you? ☐ Can you tell your partner what is the same/different about what you are reading?		

	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions	
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Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.					
Day 1	Day 2	Day 3	Day 4	Day 5	
Day 6	Day 7	Day 8	Day 9	Day 10	
Day 11	Day 12	Day 13	Day 14	Day 15	
Day 16	Day 17	Day 18	Day 19	Day 20	
Day 21					

Student Reflections on Unit

Plus ➕	Delta Δ

Teacher Reflections on Unit

Plus ➕	Delta Δ

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Rx Ideas:

Unit Vocabulary		
Term:	Definition:	Additional Information:

ELA UNIT PLAN #6: 2nd Grade

Subject	ELA	School/Teacher:	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length:	23 Days, 20 Instructional Days

KY STANDARDS DOCUMENT

PRIMARY RESOURCE

INSTRUCTIONAL CALENDAR W/CRITICAL AREAS

COMMON ASSESSMENT PLANNING

UNIT OVERVIEW

Standards

What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)

RL.2.7 Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting, and plot. (5 Days)

RL.2.9 Compare/contrast two or more versions of the same story by different authors or from different cultures. (13 Days)

***RL.2.10** By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. (5 Days)

L.2.1f Demonstrate appropriate use of producing, expanding, and rearranging complete simple and compound sentences.

L.2.3a Compare formal and informal uses of English.

L.2.5a Demonstrate understanding of words by relating them to their synonyms and antonyms.

Critical Areas

What must be the focus of instructional time during this unit?

Fiction uses characters, setting, plot, and problems to tell a story.

Progressions

What is the students' prior knowledge? What are the next steps?

Building on the 1st grade knowledge of:

Authors can use fiction to show that people all over the world have similar feelings and experiences. Illustrations help readers to visual characters, emotions, events, and problems.	• RL.2.7- RL 1.7: Use illustrations and details in a story to describe its characters, settings, or events. • RL.2.9- RL 1.9: Compare and contrast the adventures and experiences of characters in stories. Moving toward the 3rd grade knowledge of: • RL.2.7- RL 3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). • RL.2.9- RL 3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Concepts: What do students need to know? How do characters in a story help us learn about ourselves? How do illustrations add to the meaning of the text?	Skills: What do students need to do? • RL.2.7- ☐ Analyze text information & illustrations to understand deeper meaning of the story ☐ Use opportunities to explore books or stories as digital text. ☐ Explain characters based on illustrations and words in print. ☐ Explain setting based on illustrations and words in print. ☐ Explain plot based on illustrations and words in print. ☐ Understand characters from illustrations and words in digital text. ☐ Understand setting from illustrations and words in digital text. ☐ Understand plot from illustrations and words in digital text. • RL.2.9- ☐ Compare and contrast the same text different authors ☐ Compare and contrast selected text from different cultures ☐ Identify characters of two or more versions of the same story written by different authors.
Vocabulary and Notations: What content vocabulary words and notations are essential? ***Terms and Definitions listed at the end of the document	Tools & Technology:

*Terms and Definitions are taken from the iReady "Glossary of Terms: Academic Talk Words and Phrases" these terms and definitions should be used in an effort to develop common language across the grade level.		What teacher tools/technology are needed for this unit? What student tools/technology are needed for this unit?	
RL.2.7 Illustrations Character Setting Plot Digital Text	RL.2.9 Compare Contrast Author Culture Theme Story Interpretation	Instruction:	Assessment:
Common Unit Assessment(s) & Scoring Agreement(s) How will we know if our students have mastered the unit standards?			
A link to our unit assessment(s) A link to our scoring agreement(s) A link to proctoring norms			
Anchor Chart(s):			

Interdisciplinary Literacy Practices

- | | |
|--|---|
| ☐ LP. 1. Recognize that text is anything that communicates a message. | ☐ LP. 6. Collaborate with others to create new meaning. |
| ☐ LP. 2. Employ, develop, and refine schema to understand and create text. | ☐ LP. 7. Utilize digital resources to learn and share with others. |
| ☐ LP. 3. Review literacy experiences as transitional, interdisciplinary and transformational. | ☐ LP. 8. Engage in specialized, discipline-specific literacy practices. |
| ☐ LP. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. | ☐ LP. 9. Apply high level cognitive processes to think deeply and critically about text. |
| ☐ LP. 5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks. | ☐ LP. 10. Develop a literacy identity that promotes lifelong learning. |

PLANNING FOR CLARITY				
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?	
RL.2.7 Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting, and plot.	I am learning to... Evaluate illustrations and words in a print or non-print text (media)	So I am able to... demonstrate understanding of characters, setting, and plot	I can... - read the text, print or non-print - identify and explain the characters, setting, and plot of the story based on the illustrations and words	
☐			Suggested Formative Assessment(s) with Instructional Adjustments Based on Results	
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.			
13 Days	☐ What clues do the illustrations in the story provide to help you understand the setting in the story? ☐ What clues do the illustrations in the story provide to help you understand the characters in the story? ☐ What clues do the illustrations in the story provide to help you understand the plot of the story? ☐ What did you learn about the characters setting, or plot from the words the author used?			
Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions				

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PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.2.9 Compare/contrast two or more versions of the same story by different authors or from different cultures.	I am learning to... Compare and contrast two or more versions of the same story	So I am able to... - analyze how different authors tell the same story in different ways - explore cultural influences on different versions of the same story	I Can... - read the texts - identify details that are the same/different in each text (compare/contrast) - describe why the authors told the same story in different ways - identify cultural differences between the stories
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
☐			•

Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.
5 Days	• ☐ Why do you think the authors created their own version of the same story? • ☐ What are some of the differences you notice in the two stories? • ☐ Did the authors change the main ideas in their versions of the story? • ☐ Compare and contrast the differences in the authors' interpretation. • ☐ Which culture (country) is represented in this story? • ☐ What is the relationship between the two stories? • ☐ What would have happened in the story if the cultural setting was different?
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions
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Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.				
Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10
Day 11	Day 12	Day 13	Day 14	Day 15
Day 16	Day 17	Day 18	Day 19	Day 20
Day 21	Day 22	Day 23		

Student Reflections on Unit

Plus ➕	Delta Δ
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Teacher Reflections on Unit

Plus $\oplus$	Delta Δ

Rx Ideas:

Unit Vocabulary		
Term:	Definition:	Additional Information:

