

Reading: Literature Grade 2

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate the ability to read and interpret increasingly complex literary print and non-print texts for pleasure and enrichment in order to make meaning of text.***

Content Standards:

Phonics and Word Recognition

- RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency

- RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

Key Ideas and Details

- RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.2.3 Describe how characters in a story respond to major events and challenges.

Craft and Structure

- RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialog aloud.

Integration of Knowledge and Ideas

- RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Transfer

Students will be able to independently use their learning to make sense of stories they read and share their own.

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

- effective readers use a variety of strategies to make sense of key ideas and details presented in text.
- analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.
- to gain a keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.
- word analysis and decoding skills are foundational for success as a reader.
- fluent readers accurately process print with expression at an appropriate rate.
- students who are college and career ready read and interpret a variety of complex texts with confidence and independence.

ESSENTIAL QUESTIONS

- ***How do authors help readers understand?***

Acquisition

Students will know...

- that narratives are written for a specific purpose: to entertain or share a story.
- that graphic organizers are helpful tools for organizing thoughts and ideas.
- how to retell stories in detail to demonstrate understanding of the central message or lesson.
- how to identify and describe characters, setting and major events in a story using details and illustrations.

Students will be skilled at...

- distinguishing long and short vowels when reading regularly spelled one-syllable words.
- spelling-sound correspondences for additional common vowel teams.
- decoding regularly spelled two-syllable words with long vowels.
- decoding words with common prefixes and suffixes.
- identifying words with inconsistent but common spelling-sound correspondences.

● RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. <u>Range of Reading and Level of Text Complexity</u> ● RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. <u>Vocabulary Acquisition and Use</u> ● L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. ● L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. ● L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	● that poems or songs have words and phrases that create beat, alliteration, rhymes and repetition. ● that stories have a beginning, middle and end. ● that illustrations support a story.	● recognizing and reading grade-appropriate irregularly spelled words. ● reading grade-level text with purpose and understanding. ● reading grade-level text orally with accuracy, appropriate rate, and expression on successive readings. ● using context to confirm or self-correct word recognition and understanding, rereading as necessary. ● asking and answering questions before, during, and after reading a text. ● identifying who (i.e. the first-person narrator), what, where, when, why, and how to answer questions about key details in a text. ● recounting stories, including fables and folktales from diverse cultures, and determining their central message, lesson, or moral. ● describing how characters respond to major events and challenges in a story. ● identifying words and phrases that create a beat, alliteration, or rhyme in a story, poem or song. ● describing how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. ● identifying playful uses of a language including riddles, puns, jokes, nonsense words and tongue twisters in stories, poems or songs. ● describing how characters, setting, and action are introduced in a story. ● identifying a story's problem and its resolution. ● describing the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. ● describing how the events at the end of a story let me know what happened to the characters.
---	--	--

		● identifying a character's opinions or ideas. ● defining point of view. ● identifying a character's point of view in a story. ● showing different points of view by changing their voice when they read dialogue for each character. ● demonstrating differences in the points of view of characters, including speaking in a different voice for each character when reading dialogue aloud. ● drawing simple conclusions about characters, settings, and major events in a text using details from the text and illustrations. ● explaining how illustrations and words in a story help describe the characters, setting or plot. ● comparing and contrasting two or more versions of the same story. ● using reading strategies to help understand difficult complex texts. ● using sentence-level context as a clue to the meaning of a word or phrase. ● determining the meaning of a new word when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). ● using a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). ● using knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). ● using glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words or phrases. ● identifying real-life connections between words and their use (e.g., describe foods that are spicy or juicy). ● distinguishing shades of meaning among closely related verbs (e.g., toss, throw, hurl)
--	--	--

		and closely related adjectives (e.g., thin, slender, skinny, scrawny). • using new words and phrases when speaking and writing. • using adjectives and adverbs to describe.
Content Area Literacy Standards		21st Century Skills
Applicable		• <i>communicate clearly</i> • <i>think creatively</i> • <i>reason effectively</i> • <i>collaborate with others</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	