



Grade 2 - Unit 3 Reading - Noticing Patterns - A Cynthia Rylant Author Study

Unit Focus

In *Noticing Patterns-A Cynthia Rylant Author Study*, students deepen comprehension through an author study of Cynthia Rylant and other selected texts, learning how authors develop themes through characters, relationships, and everyday experiences. Students explore how writers create meaning from small, everyday moments and how these moments can carry significant emotional and thematic weight. Through close reading and discussion, they begin to notice patterns across texts by the same author and start to engage in early comparative thinking across texts and authors. This unit also supports students in seeing reading and writing as connected acts of meaning-making, where authors make intentional choices to shape their stories and messages.

Instruction is grounded in the Science of Reading, integrating systematic instruction in phonics, vocabulary, fluency, and comprehension to support the development of skilled, independent readers and writers. Students engage in structured literacy instruction through Foundations, which provides explicit instruction in word recognition and encoding; Bookworms, which builds background knowledge, vocabulary, and comprehension through read-alouds and shared reading; and Geodes, which allows students to apply phonics skills in connected, decodable texts to build fluency and accuracy. Teachers provide differentiated targeted practice across the five pillars of literacy.

Students engage with high-quality texts by Cynthia Rylant that build knowledge, vocabulary, and comprehension while supporting close reading of grade-level standards, including *Henry and Mudge: The First Book*, *Silver Packages*, *In November*, *The Old Woman Who Names Things*, *Snow*, *An Angel for Solomon Singer*, *The Ticky-Tacky Doll*, *The Relatives Came*, *A Night in the Country*, *Every Living Thing*, and *When I Was Young in the Mountains*.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer			
Common Core English Language Arts: 2 <ul style="list-style-type: none">Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (CCSS.ELA-LITERACY.RL.2.1)Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (CCSS.ELA-LITERACY.RL.2.4)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. (CCSS.ELA-LITERACY.RL.2.10)Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS.ELA-LITERACY.RF.2.3.A)Know spelling-sound correspondences for additional common vowel teams. (CCSS.ELA-LITERACY.RF.2.3.B)Decode regularly spelled two-syllable words with long vowels. (CCSS.ELA-LITERACY.RF.2.3.C)Decode words with common prefixes and suffixes. (CCSS.ELA-LITERACY.RF.2.3.D)	<i>Students will be able to independently use their learning to...</i> T1 Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers. T2 Through the intentional use of elaboration and author's craft techniques, develop ideas to engage the intended audience for a specific purpose. T3 Use the cyclical writing process to produce and publish clear and coherent writing in which the development and organization are appropriate to a variety of audiences, purposes and messages.			
	Meaning			
	<table><tr><th>Understanding(s)</th><th>Essential Question(s)</th></tr><tr><td><i>Students will understand that...</i> U1 Authors often repeat important ideas, characters, and patterns in their books, and noticing these patterns helps readers understand what the author cares about. U2 Sounds, letters, and patterns work together to support decoding and spelling of words. U3 Vocabulary knowledge supports making meaning from text and deepening understanding. U4 Reading accurately, smoothly, and with expression helps readers focus on meaning and better understand the text.</td><td><i>Students will keep considering...</i> Q1 How can noticing patterns in an author's books help me understand what matters to the author? Q2 How do sounds, letters, and patterns work together to help me read and spell words? Q3 How does reading smoothly and accurately help me understand what I read? Q4 How can the words I know help me understand what I read?</td></tr></table>	Understanding(s)	Essential Question(s)	<i>Students will understand that...</i> U1 Authors often repeat important ideas, characters, and patterns in their books, and noticing these patterns helps readers understand what the author cares about. U2 Sounds, letters, and patterns work together to support decoding and spelling of words. U3 Vocabulary knowledge supports making meaning from text and deepening understanding. U4 Reading accurately, smoothly, and with expression helps readers focus on meaning and better understand the text.
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Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<ul style="list-style-type: none"> Identify words with inconsistent but common spelling-sound correspondences. (CCSS.ELA-LITERACY.RF.2.3.E) Recognize and read grade-appropriate irregularly spelled words. (CCSS.ELALITERACY.RF.2.3.F) Read grade-level text with purpose and understanding. (CCSS.ELA-LITERACY.RF. 2.4.A) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. (CCSS.ELALITERACY.RF.2.4.B) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.ELALITERACY.RF.2.4.C) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS.ELA-LITERACY.SL.2.1.A) Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS.ELA-LITERACY.SL.2.1.B) Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS.ELA-LITERACY.L.2.4.A) Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/ retell). (CCSS.ELA-LITERACY.L.2.4.B) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). (CCSS.ELA-LITERACY.L.2.4.C) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (CCSS.ELA-LITERACY.L.2.4.D) Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). (CCSS.ELALITERACY.L.2.5.A) Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). (CCSS.ELALITERACY.L.2.5.B) <p>Madison Public Schools Profile of a Graduate</p> <ul style="list-style-type: none"> Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2) Product Creation: Effectively use a medium to communicate important information. (POG.3.2) 	<p><i>Students will know...</i></p> <p>K1 Texts can be compared to identify similarities and differences.</p> <p>K2 An author's collection of works can reveal repeated topics, ideas, characters, and messages that are important to them.</p> <p>K3 Authors are influenced by the people, places, things, and problems that are important to them.</p> <p>K4 Author's use figurative language and repeated phrases to convey meaning.</p> <p>K5 Pictures and words work together to communicate ideas.</p> <p>K6 Authors use specific vocabulary to signal mood, tone, and meaning.</p> <p>K7 Sounds, letters, and spelling patterns work together to form words, supporting accurate reading and spelling.</p> <p>K8 Reading with accuracy, fluency, and expression supports understanding of text.</p> <p>K9 Vocabulary supports understanding of text and builds deeper meaning.</p> <p>K10 Foundations:</p> <ul style="list-style-type: none"> Review vowel-consonant e syllables S says /s/ and /z/ Spelling option procedures Two- syllable words with closed and vowel consonant e syllables Suffix - ive Open syllable type y as a vowel Combining open syllable with closed and vowel consonant e syllables Additional syllable division rules y, ly, ty suffixes R-controlled syllable types Sounds of ar and or 	<p><i>Students will be skilled at...</i></p> <p>S1 Comparing and contrasting characters, settings, ideas, and messages across multiple texts and an author's works.</p> <p>S2 Explaining how an author's experiences, interests, or important ideas may influence their writing.</p> <p>S3 Identifying patterns across an author's books, including repeated topics, characters, ideas, and messages.</p> <p>S4 Identifying and using close reading to Interpret descriptive and figurative language such as simile, personification, and alliteration.</p> <p>S5 Using illustrations and text together to explain what is happening in the story.</p> <p>S6 Explaining how specific words and phrases contribute to rhythm or meaning.</p> <p>S7 Decoding unfamiliar words and spelling words correctly using their knowledge of sounds, letters, and patterns.</p> <p>S8 Reading aloud with accuracy, smoothness, and expression to focus on comprehension.</p> <p>S9 Using known words, context clues, and new vocabulary to understand and make meaning from texts.</p>