

Unit Focus

Students will be immersed in the work of Cynthia Rylant to model how writers choose topics from everyday experiences and write about them in many ways. Readers will work collaboratively to make important connections between Rylant texts and the problems and feelings characters experience. Students will take part in guided reading and independent reading.

Reading Skills: Making Connections, Interpreting

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core <i>English Language Arts: 2</i></p> <ul style="list-style-type: none"> • Reading Literature <ul style="list-style-type: none"> ○ Describe how characters in a story respond to major events and challenges. (CCSS.ELA-LITERACY.RL.2.3) ○ 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) ○ Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (CCSS.ELA-LITERACY.RL.2.5) ○ Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (CCSS.ELA-LITERACY.RL.2.6) ○ Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (CCSS.ELA-LITERACY.RL.2.7) • Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS.ELA-LITERACY.RF.2.3) <ul style="list-style-type: none"> ○ Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS.ELA- 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Comprehend and engage with a variety of texts in order to become independent critical thinkers (Analyzing, Synthesizing)</p> <p>T2 Engage in evidence-based discourse to consider multiple perspectives on a shared text. (Analyzing, Synthesizing)</p> <p>T3 Evaluate the author's message and purpose citing text evidence to support conclusions. (Analyzing, Synthesizing)</p> <p>T4 Spell multisyllabic words, understand common long-vowel spellings, and break big words into parts to read.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i></p> <p>U1 Readers use character actions, feelings and thoughts to interpret traits.</p> <p>U2 Critical readers reflect on and question the text, consider different perspectives to examine author's message.</p> <p>U3 Readers support and elaborate on their interpretation with description and detail (both textual evidence and schema)</p> <p>U4 Readers set goals for themselves as writers by studying the work of mentor authors.</p> <p>U5 Theme: Readers analyze an author's' collected works in order to interpret what is truly important to the author.</p> <p>U6 Phonics patterns are used to decode and encode multisyllabic words</p>	<p><i>Students will keep considering...</i></p> <p>Q1 What is this text really about? How do I know?</p> <p>Q2 How is my ongoing collaboration with other readers influencing my thinking?</p> <p>Q3 Theme: How do territories drive an author?</p> <p>Q4 How does working with more complex words help us grow as readers and writers?</p>	

Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p><i>LITERACY.RF.2.3.A)</i></p> <ul style="list-style-type: none"> ○ Know spelling-sound correspondences for additional common vowel teams. (<i>CCSS.ELA-LITERACY.RF.2.3.B)</i> ○ Decode regularly spelled two-syllable words with long vowels. (<i>CCSS.ELA-LITERACY.RF.2.3.C)</i> ○ Identify words with inconsistent but common spelling-sound correspondences. (<i>CCSS.ELA-LITERACY.RF.2.3.E)</i> ○ Recognize and read grade-appropriate irregularly spelled words. (<i>CCSS.ELA-LITERACY.RF.2.3.F)</i> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (<i>CCSS.ELA-LITERACY.SL.2.1)</i> <ul style="list-style-type: none"> ○ Build on others' talk in conversations by linking their comments to the remarks of others. (<i>CCSS.ELA-LITERACY.SL.2.1.B)</i> ○ Ask for clarification and further explanation as needed about the topics and texts under discussion. (<i>CCSS.ELA-LITERACY.SL.2.1.C)</i> ● 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. (<i>CCSS.ELA-LITERACY.L.2.4)</i> <ul style="list-style-type: none"> ○ Use sentence-level context as a clue to the meaning of a word or phrase. (<i>CCSS.ELA-LITERACY.L.2.4.A)</i> <p>Student Growth and Development 21st Century Capacities Matrix</p> <p><i>Critical Thinking</i></p> <ul style="list-style-type: none"> ● Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. <i>MM.1.2</i> ● Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose. <i>MM.1.3</i> 	<p><i>Students will know...</i></p> <p>K1 Readers compare texts to see what is the same and what is different.</p> <p>K2 An author's collection of works shows what topics and ideas 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 Families and homes are varied.</p> <p>K5 Content Vocabulary: interpreting, perspective, point of view, personal connection, text to text connection, setting, author's message, theme, figurative language, repeating line, simile, metaphor descriptive language, sensory details, envisionment, Appalachia, coal mining, life cycle, diphthongs/whiners, analogy, schwa</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Creating character time lines</p> <p>S2 Visualizing</p> <p>S3 Identifying character feelings</p> <p>S4 Comparing and contrasting characters, settings, ideas and messages over multiple texts;</p> <p>S5 Making personal, text to text and text to world connections;</p> <p>S6 Using close reading to Interpret descriptive and figurative language;</p> <p>S7 Describing how characters in a story respond to major events and challenges</p> <p>S8 Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>S9 Know spelling-sound correspondences for additional common vowel teams.</p> <p>S10 Decode regularly spelled two-syllable words with long vowels.</p> <p>S11 Identify words with inconsistent but common spelling-sound correspondences.</p> <p>S12 Recognize and read grade-appropriate irregularly spelled words.</p>