



Grade 2 - Unit 3 Reading & Writing - Under the Influence of an Author

Unit Focus

Students are immersed in the work of Cynthia Rylant in order 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 to the problems and feelings characters experience. Students analyze the work of Rylant and others through thoughtfully selected texts and pairs of texts for inquiry work. Throughout this unit, students are provided time to choose books to read independently, while the teacher instructs guided reading groups, meets with strategy groups, and confers with individual readers and writers. The focus in writer's workshop is on memoir, students using all they learn from their author study of Cynthia Rylant.

Student release of responsibility is highlighted through the project based learning bend at the end of the unit. Students collaboratively work in groups to transfer what they've learned through their analysis of Rylant's work to another author of their choice.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer			
Standards <ul style="list-style-type: none">Common Core<ul style="list-style-type: none">English Language Arts: 2<ul style="list-style-type: none">Reading Literature<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)Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS.ELA-LITERACY.RF.2.3)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)	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 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.</p> <p>T2 Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers.</p> <p>T3 Listen, exchange, evaluate, and build upon ideas.</p> <p>T4 Through the intentional use of elaboration and author's craft techniques, develop ideas to engage the intended audience for a specific purpose.</p>			
	Meaning			
	<table><tr><th>Understanding(s)</th><th>Essential Question(s)</th></tr><tr><td><p><i>Students will understand that...</i></p><p>U1 Readers support their conclusions (inferences and interpretations) by citing appropriate details within the text.</p><p>U2 Readers recognize that words and phrases can have literal or figurative meaning.</p><p>U3 Writers integrate their thoughts with evidence from authors/texts (and provide proper citations).</p></td><td><p><i>Students will keep considering...</i></p><p>Q1 What do good readers do?</p><p>Q2 How do I support and prove my thinking?</p><p>Q3 How do the techniques/craft moves authors use impact the meaning of the text?</p><p>Q4 How do I collect, organize, and analyze information from multiple sources?</p></td></tr></table>	Understanding(s)	Essential Question(s)	<p><i>Students will understand that...</i></p> <p>U1 Readers support their conclusions (inferences and interpretations) by citing appropriate details within the text.</p> <p>U2 Readers recognize that words and phrases can have literal or figurative meaning.</p> <p>U3 Writers integrate their thoughts with evidence from authors/texts (and provide proper citations).</p>
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Stage 1: Desired Results - Key Understandings

- 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.ELA-LITERACY.RF.2.3.F)*
- Read with sufficient accuracy and fluency to support comprehension. *(CCSS.ELA-LITERACY.RF.2.4)*
- 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.ELA-LITERACY.RF.2.4.B)*
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. *(CCSS.ELA-LITERACY.RF.2.4.C)*
- Writing
- Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. *(CCSS.ELA-LITERACY.W.2.3)*
- Recall information from experiences or gather information from provided sources to answer a question. *(CCSS.ELA-LITERACY.W.2.8)*
- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. *(CCSS.ELA-LITERACY.SL.2.1)*
- 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)*
- 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. *(CCSS.ELA-LITERACY.L.2.4)*
- 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)*
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings. *(CCSS.ELA-LITERACY.L.2.5)*

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 Readers compare texts to see what is the same and what is different.

K2 An author's collection of works shows what topics and ideas are important to them.

K3 Authors are influenced by the people, places, things, and problems that are important to them.

K4 Repeating ideas can convey a message to an audience

K5 Writers write about what is important to them

K6 Phonics patterns are used to decode and encode multisyllabic words

Skill(s)

Students will be skilled at...

S1 Comparing and contrasting characters, settings, ideas and messages over multiple texts;

S2 Making personal, text to text and text to world connections;

S3 Using close reading to Interpret descriptive and figurative language such as simile, personification, and alliteration.

S4 Organizing information to create an effective narrative

S5 Review vowel-consonant e syllables

S6 S says /s/ and /z/

S7 Spelling option procedures

S8 Two- syllable words with closed and vowel consonant e syllables

S9 Suffix - ive

S10 Open syllable type

S11 y as a vowel

S12 Combining open syllable with closed and vowel consonant e syllables

S13 Additional syllable division rules

S14 y, ly, ty suffixes

Stage 1: Desired Results - Key Understandings

- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). *(CCSS.ELA-LITERACY.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.ELA-LITERACY.L.2.5.B)*
- Language
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). *(CCSS.ELA-LITERACY.L.2.6)*

Madison Public Schools Profile of a Graduate

- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. *(POG.1.2)*
- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. *(POG.3.1)*
- Product Creation: Effectively use a medium to communicate important information. *(POG.3.2)*