

# Jefferson City Public Schools

## Rigorous Curriculum Design

### Unit Planning Organizer

<b>Subject(s)</b>	ELA
<b>Grade/Course</b>	2
<b>Unit of Study</b>	Unit 1- Personal Narrative
<b>Pacing</b>	Timeframe: 1st Quarter ____ total days (____ instructional days, ____ buffer days)

#### “Unwrapped” Priority Common Core State Standards SKILLS and concepts

- 2.RL.1 ASK and ANSWER such questions as who, what, where, when, why, and how to DEMONSTRATE understanding of key details in a text.
- 2.RL.2 RECOUNT stories, including fables and folktales from diverse cultures, and DETERMINE their central message, lesson, or moral.
- 2.W.3. 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.
- 2.SL.4 TELL a story or RECOUNT an experience with appropriate facts and relevant, descriptive details, SPEAKING audibly in coherent sentences.
- 2.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.
- c. USE reflexive pronouns (e.g., myself, ourselves).
- d. FORM and USE the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- f. PRODUCE, EXPAND, and REARRANGE complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- 2.L.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.
- a. USE sentence-level context as a clue to the meaning of a word or phrase.

<b>“Unwrapped” Skills</b> (students need to be able to do)	<b>“Unwrapped” Concepts</b> (students need to know)	<b>Bloom’s Taxonomy Levels</b> (for each skills)	<b>DOK</b> (for overall standard)
2.RL.1 ASK and ANSWER  DEMONSTRATE	<ul style="list-style-type: none"> <li>• who, what, when, why, and how</li> <li>• understanding of key details</li> </ul>	2 - Understand  2 - Understand	1 <i>Recall</i>
2.RL.2 RECOUNT  DETERMINE	<ul style="list-style-type: none"> <li>• stories</li> <li>• central message, lesson or moral</li> </ul>	1 - Remember  2 - Understand	2 <i>Skills &amp; Concepts</i>
2.W.3 WRITE  RECOUNT  DESCRIBE  USE  PROVIDE	<ul style="list-style-type: none"> <li>• narratives</li> <li>• event or short sequence of events</li> <li>• actions, thoughts or feelings</li> <li>• temporal words</li> <li>• closure</li> </ul>	3 - Apply  2 - Understand  2 - Understand  3 - Apply  2 - Understand	3 <i>Strategic Thinking &amp; Reasoning</i>
2.SL.4 TELL/RECOUNT  SPEAK	<ul style="list-style-type: none"> <li>• a story/an experience</li> <li>• audibly in coherent sentences</li> </ul>	1 - Remember  1 - Remember	1 <i>Recall</i>
2.L.1 DEMONSTRATE  • USE  • FORM  • PRODUCE/EXPAND/REARRANGE	<ul style="list-style-type: none"> <li>• conventions</li> <li>• reflexive pronouns</li> <li>• past tense irregular verbs</li> <li>• complete, simple &amp; compound sentences</li> </ul>	3 - Apply	2 <i>Skills &amp; Concepts</i>

2.L.4 DETERMINE/CLARIFY	<ul style="list-style-type: none"> <li>• unknown and multiple meaning words</li> </ul>	4 - Analyze	3 <i>Strategic Thinking &amp; Reasoning</i>
CHOOSE <ul style="list-style-type: none"> <li>• USE</li> </ul>	<ul style="list-style-type: none"> <li>• flexible strategies</li> <li>• sentence-level context</li> </ul>	3 - Apply	

Supporting Standards
<p>2.RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>    a. Capitalize holidays, product names, and geographic names.</p> <p>    d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>2.L.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.</p> <p>    c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>

### Overarching Standards

2.RL.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.

2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

2.L.6 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).

### Reading Foundational Standards

2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Read words with inflectional endings
- g. Recognize and read grade-appropriate irregularly spelled words.

2.RF.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Essential Questions

### Corresponding Big Ideas

What is a central message and how would you determine the central message?	The central message tells what the author wants us to learn through the characters.
How can we, as authors, convey our central message to our readers?	Writers can convey a central message by sharing a personal experience in which they learned a lesson.
<p>Check for understanding: Central Message</p> <ul style="list-style-type: none"> <li>● Quad C: What details in the story support the central message? Cite examples to support the message.</li> <li>● Quad B: What lesson is this story teaching you?</li> <li>● Quad D: Create an illustration/summary to teach you kindergarten buddy the central message of your story.</li> </ul>	<p>Ask &amp; Answer Questions:</p> <ul style="list-style-type: none"> <li>● Quad A: Who are the characters in the story?</li> <li>● Quad A: What is the setting?</li> <li>● Quad A: What are the most important events that happened in the story?</li> <li>● Quad B: How is the character like someone you know?</li> <li>● Quad B: Can you show me how this setting helps place you in the world of this story?</li> <li>● Quad B: How can asking and answering questions help me understand the text?</li> <li>● Quad B: Why is it important to share a story in order?</li> <li>● Quad B: Why is it important to share stories about our lives?</li> <li>● Quad C: How are the characters in the story alike? How are they different?</li> <li>● Quad D: Develop interview questions to ask the main character in order to find out more about their situation.</li> </ul>