



Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / ELA 2* / Grade 2 (ELA Regional Curriculum)

Tuesday, November 6, 2012, 1:25PM



Module 1: Literature-Unlocking the Text (Week 1, 6 Weeks)

Stage 1: Desired Results

FOCUS Common Core Learning Standards	SUPPORTING Common Core Learning Standards
<p>FOCUS CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, 2nd Grade , Reading: Literature Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> ▪ 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> ▪ 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <ul style="list-style-type: none"> ▪ 3. Describe how characters in a story respond to major events and challenges. <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <ul style="list-style-type: none"> ▪ 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. 	<p>SUPPORTING CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, NYS: 2nd Grade , Reading: Literature Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <ul style="list-style-type: none"> ▪ 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <ul style="list-style-type: none"> ▪ 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <ul style="list-style-type: none"> ▪ 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>FOCUS CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, 2nd Grade , Writing Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <ul style="list-style-type: none"> ▪ 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>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>

- 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- 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.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Responding to Literature

11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

- 11. Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.

FOCUS CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, 2nd Grade , Speaking and Listening

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

- 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

SUPPORTING CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, NYS: 2nd Grade , Reading: Foundational Skills

Phonics and Word Recognition

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. Recognize and read grade-appropriate irregularly spelled words.

Fluency

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.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SUPPORTING CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, NYS: 2nd Grade , Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 5. With guidance and support from adults

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

and peers, focus on a topic and strengthen writing as needed by revising and editing.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- 8. Recall information from experiences or gather information from provided sources to answer a question.

SUPPORTING CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, NYS: 2nd Grade , Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- 1a. 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).
- 1b. Build on others' talk in conversations by linking their comments to the remarks of others.
- 1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- 1d. Seek to understand and communicate with individuals from different cultural backgrounds.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- 2. Recount or describe key ideas or details from a text read aloud or information

presented orally or through other media.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SUPPORTING CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, NYS: 2nd Grade , Language Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 1a. Use collective nouns (e.g., group).
- 1b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- 1c. Use reflexive pronouns (e.g., myself, ourselves).
- 1d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- 1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- 1f. 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. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 2a. Capitalize holidays, product names, and geographic names.
- 2b. Use commas in greetings and closings of letters.
- 2c. Use an apostrophe to form contractions and frequently occurring possessives.
- 2d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- 2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 3a. Compare formal and informal uses of English.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- 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.

- 4a. Use sentence-level context as a clue to the meaning of a word or phrase.
- 4b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- 4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- 4d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- 4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- 5. Demonstrate understanding of word relationships and nuances in word meanings.
- 5a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- 5b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- 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).



Concepts

Macro-concepts:

- Literal understanding of text
- Inferential understanding of text
- Writing with evidence

Micro-concepts:

- Questioning
- Central message
- Major events & character response
- Opinion writing
- Narrative writing
- Shared research projects

Enduring Understandings

Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world in which we live. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.



<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=1699&Content=126749>

Critical Content

Skills

RL 2.1 , 2.10

- Asking and answering questions help to build comprehension/understanding of stories read.
- Understanding key details helps to build comprehension/understanding of stories read.

RL2.2 , 2.10

- Stories including fables and folktales from diverse cultures have a central message, lesson or moral

RL2.3 , 2.10

- Characters in stories may change based upon the events in the story.

RL 2.1, 2.10

▪ **Questioning**

- Ask/answer a who question
- Ask/answer a what question
- Ask/answer a when question
- Ask/answer a where question
- Ask/answer a why question
- Ask/answer a how question
- Use key details from text to ask/answer who, what when, where, why and how questions
- Identify the key details in text

RL 2.2, 2.10

- Retell a story including character, setting and major events
- Stories have a central theme

W 2.1

- Opinion writing includes the introduction of the topic, states an opinion, provides reasons to support the opinion and has a concluding statement.

W 2.3

- Narrative writing consists of a recounting of a well-developed single event or a sequence of events, have a clear beginning, middle and end; includes details to describe actions, thoughts, feelings uses the writing uses transition words to connect ideas.

W 2.7

- Research projects use information from various sources.

W 2.11

- Connections can be made across and within genres

SL 2.4

- Tell or retell an experience or story using complete sentences, descriptive and relevant details and facts in an appropriate tone of voice.

SL 2.6

- Complete spoken sentences with appropriate details aligned to a specific task are used to answer a specific question or to clarify

- Fables teach a moral
- Folktales teach a lesson

RL 2.3, 2.10

- Describe how characters respond to major events and challenges

RL 2.10

- Read and comprehend literature within the grade 2 -3 text complexity band.

W 2.1

- Understand the difference between a fact and opinion
- Introduce the topic or book about which you are writing your opinion
- State your opinion
- Use reasons to support your opinion
- Use linking words to connect opinions and reasons (because, and, also)
- Write a concluding statement or section *to your opinion piece*

W 2.3

- Define/review the elements of narrative writing
- Create a sequence of events
- Describe characters actions, thoughts and feelings
- Writing has a clear beginning, middle and end
- Know and use transition/temporal words (first, next, last, then)
- Include details to support actions, thoughts and feelings

W 2.7

- Collectively read a variety of texts on a single topic
- Working as a class or in small groups collect ideas by researching a variety of sources including observations
- Within a class or small group shared writing experience, put researched ideas in sentences to share new learning or information.

W 2.11

- Respond to an author or theme by creating a poem, dramatization, art work, or personal response

SL 2.4

- Speak in complete sentences
- Include descriptive and relevant details when speaking
- Include facts when speaking
- Using an appropriate tone of voice for the audience

SL 2.6

- Understands the question being asked
- Provides an answer that is on topic in a complete sentence including appropriate/relevant details.

Vocabulary

central message, major events, main topic, key details, ideas, opinion, reason, linking words, concluding statement, narrative, recount, transition words, temporal words, diverse cultures, relevant, coherent sentence, clarification, folktale, fable, complex text, moral of story

Stage 2: Assessment Evidence**Assessments****Module 1: Formative Assessments****Formative: Performance: Skill Demonstration**

The format of the assessment may/will include anecdotal notes, observation and checklists. During guided reading instruction, the teacher will prompt students individually to respond to the following questions:

- What are you thinking about the character right now? (What makes you think that?)
- What might the character be thinking or feeling right now? (How do you know? Where does it say that? Show me...)
- Why do you think the character did (or said) that?
- How did the character change during the story?

These observations may take place over a series of lessons or weeks (within a module).

Student responses will be recorded to guide instructional decision making.

Other formative assessment options:

- Have the students create a feelings map – tell how does the character feel at the beginning of the story, in the middle of the story, at the end of the story; students can share their ideas using words, pictures or both
- Have students identify the big events from the story read and tell how a character reacts to that event.
- Students in the class could prepare a PowerPoint presentation of a story read; each student would be asked to prepare a slide for each character and the beginning, middle and end of the story.

Module 1: Summative Assessments**Summative: Test: Common**

Summative Assessment Framework Components:

- The teacher will identify a piece of quality children’s literature to use for this assessment.
- The literature will either be read by the student or read to the students based upon text complexity.
- The teacher will create a bank of 5 – 10 multiple choice questions that are text dependent and focus on literal comprehension skills.
- Teacher will write a short response question (a who, what, when, where, why or how question) that is text dependent and requires the students to use details to support their answers.
- Teacher will create a graphic organizer to be completed by the students to show how their favorite character changes through the course of the story.

My favorite character is _____.

Part of the storyWhat my favorite character did in this part of the story

Beginning _____

Middle _____

End _____

- Student will write a response to the following prompts:

Option 1:

“ Tell me if you like this story or if you don’t like this story.Use reasons or details from the story to support your answer.”

Option 2:

“Tell me your favorite part of this story.Use reasons or details from the story to support your answer.”

Stage 3: Learning Plan

Learning Activities	Resources
	See links for additional resources  Grade 2: ELA Regional CCLS  Grade 2 Resources.docx

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