

Unit 08: Literature Appreciation-Grade 2

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 3**
Length: **8-10 sessions throughout the school year**
Status: **Published**

Brief Summary of Unit

Second grade students will be exposed to various types of literature using various methods and resources to develop literature appreciation throughout the school year. Books will include SEL titles to help teach empathy and increase self-awareness, academic achievement, and positive behaviors both in and out of the classroom. Students will also be exposed to inclusion titles to help students understand what it's like for people who are different than them. Various resources will also be used to expose the second graders to the many types of literature genres available for recreational and educational purposes.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision Date: June 2021

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

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| LA.RL.2.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| LA.RL.2.2 | Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral. |
| LA.RL.2.3 | Describe how characters in a story respond to major events and challenges using key |

details.

- LA.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
- LA.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- LA.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- LA.RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- LA.RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
- LA.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- LA.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- LA.RI.2.7 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- I
Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
 - I.A.1 Formulating questions about a personal interest or a curricular topic.
 - I.A.2 Recalling prior and background knowledge as context for new meaning.
 - I.B.1 Using evidence to investigate questions.
 - I.C.1 Interacting with content presented by others.
 - I.C.2 Providing constructive feedback.
 - I.C.3 Acting on feedback to improve.
 - I.D.1 Continually seeking knowledge.
 - I.D.2 Engaging in sustained inquiry.
 - I.D.3 Enacting new understanding through real-world connections.
- V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes
 - V.A.3 Engaging in inquiry-based processes for personal growth.
 - V.C.1 Expressing curiosity about a topic of personal interest or curricular relevance
- II
Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
 - II.A.1 Articulating an awareness of the contributions of a range of learners.
 - II.A.2 Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.
 - II.B.1 Interacting with learners who reflect a range of perspectives.
 - II.B.3 Representing diverse perspectives during learning activities.
 - II.C
Learners exhibit empathy with and tolerance for diverse ideas by:
 - II.C.2 Contributing to discussions in which multiple viewpoints on a topic are expressed.
 - II.D
Learners demonstrate empathy and equity in knowledge building within the global learning community by:

II.D.2	Demonstrating interest in other perspectives during learning activities.
II.D.3	Reflecting on their own place within the global learning community.
IV.B.1	Seeking a variety of sources.
IV.B.2	Collecting information representing diverse perspectives.
SJ.1	Students will develop positive social identities based on their membership in multiple groups in society.
SJ.3	Students will recognize that people’s multiple identities interact and create unique and complex individuals.
SJ.4	Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
SJ.5	Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
SJ.6	Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
SJ.8	Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
SJ.9	Students will respond to diversity by building empathy, respect, understanding and connection.
SJ.12	Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
SJ.15	Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
SJ.16	Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
SJ.17	Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
SJ.18	Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
SJ.AC.K-2.16	I care about those who are treated unfairly.
SJ.AC.K-2.17	I can and will do something when I see unfairness—this includes telling an adult.
SJ.AC.K-2.18	I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don’t like something they say or do.
SJ.AC.K-2.19	I will speak up or do something if people are being unfair, even if my friends do not.
SJ.AC.K-2.20	I will join with classmates to make our classroom fair for everyone.
SJ.DI.K-2.6	I like being around people who are like me and different from me, and I can be friendly to everyone.
SJ.DI.K-2.7	I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.
SJ.DI.K-2.8	I want to know about other people and how our lives and experiences are the same and different.
SJ.DI.K-2.9	I know everyone has feelings, and I want to get along with people who are similar to and different from me.
SJ.DI.K-2.10	I find it interesting that groups of people believe different things and live their daily lives in different ways.
SJ.ID.K-2.4	I can feel good about myself without being mean or making other people feel bad.

SJ.ID.K-2.5	I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.
SJ.JU.K-2.11	I know my friends have many identities, but they are always still just themselves.
SJ.JU.K-2.12	I know when people are treated unfairly.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
III.A.1	Demonstrating their desire to broaden and deepen understandings.
III.A.2	Developing new understandings through engagement in a learning group.
III.B.2	Establishing connections with other learners to build on their own prior knowledge and create new knowledge
III.C.2	Involving diverse perspectives in their own inquiry processes.
III.D.1	Actively contributing to group discussions.
III.D.2	Recognizing learning as a social responsibility.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals

SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
TECH.8.1.2.A.CS1	Understand and use technology systems.
TECH.8.1.2.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.2.E.CS1	Plan strategies to guide inquiry
TECH.8.2.2.A.CS2	The core concepts of technology.

Essential Questions

- How are books categorized by genres?
- How are works of nonfiction written in order for a reader to connect to another's personal experience?
- How can I understand and appreciate all types of literature genres?
- How can literature help me empathize with characters that are different than me?
- How can literature help me understand the world around me?
- How can reading become a foundational skill for learning, personal growth, and enjoyment?
- What are biographies?
- What are some different formats that you can read books?
- What is a literature genre?

Students Will Know/Student Will Be Skilled At

- Demonstrating active listening skills.
- Identifying the differences between genre type.
- Listening to literature read aloud enhances understanding.
- Participating in read aloud and storytelling experiences.

- Reading is an activity that can facilitate personal growth and enjoyment.
- Responding to literature with retellings, predictions, discussions.
- Select literature that meets a personal need/interest.
- There are different genres in literature.
- To find connections between themselves and characters in the book.
- To recognize when a character is being treated unfairly.
- Using illustrations and familiar words to create meaning from text by questioning, reflecting, responding and evaluating.

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in media is evidenced through benchmark assessments as part of the media specialist's Student Growth Objective (SGO). Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

- Formative-Students compare a book in print and another format (ebook/video/audio book)
- Formative-Students will access and navigate through an ebook.
- Formative-Students will answer questions about characters and compare characters from other familiar stories.
- Formative-Students will develop and state an opinion regarding a piece of literature
- Formative-Students will identify the genre of a particular book
- Formative-Students will listen attentively to books read aloud
- Summative-Students will independently locate various genres within the library media center.

Learning Plan

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Media Specialists at the elementary level design their own unique lesson plans in order to incorporate the essential questions provided in this unit. The order in which this information is presented is dependent upon

the variables specific to each elementary school community. For example, students may be called to the carpet for a lesson followed by guided practice, then independent practice. After the lesson, students will check out books. Library Media time ends with an electronic story or students going to a makerspace station.

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- Compare books of different genres.
- Compare books they have read.
- Instruct and reinforce the appropriate skills necessary to be effective listeners while a story is being read aloud.
- Introduce key vocabulary: title, fiction, nonfiction, poetry, biography, author, illustrator, illustrations, ebook, audiobook, genre, series.
- Mini lesson may include: Differentiating between literature genres, Identifying characteristics of literature genres, Where are different literature genres located in the library media center?, Read kindness or SEL stories, Read books and compare different characters, Look at different characters and compare them to ourselves, Read books and describe the how book character is being mistreated and explain why, Choosing appropriate texts for a student's need.
- Preview the essential questions and connect to learning throughout the unit.
- Select resources for recreational and informational purposes.
- Share books by favorite authors and illustrators.
- Utilize relevant fiction and nonfiction books, audiobooks, ebooks, and related videos.

Materials

The materials used in this course allow for integration of a variety of instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Suggested Supplemental Resources:

Bullies Never Win (Cuyler) -[Google Slides](#)

How Full is Your Bucket? For Kids (Rath)

Elmer, the Patchwork Elephant (McGee)

Hurty Feelings (Lester)

[A Little Spot of Kindness](#) (Youtube)

To Introduce Literature Genres-Joe *Bright and the Seven Genre Dudes* (Hopkins)

A Pocketful of Poems (Grimes) Poetry

Pocket Poems (Katz) Poetry

The Talking Eggs (Souci) Folktale

One Grain of Rice (Demi) Folktale

Amelia Bedelia (Parish) Humor

Epossumondas (Salley) Humor

The Year of Billy Miller (Henkes) Humor

A Fine, Fine School (Creech) Realistic Fiction

Blackout (Rocco) Realistic Fiction

The Web Files (Palatini) Mystery

Detective LaRue (Teague) Mystery

Flat Stanley (Brown) Fantasy

Miss Smith's Incredible Storybook (Garland) Fantasy

Wilma Unlimited (Krull) Biography

Balloons over Broadway: The True Story of the Puppeteer of Macy's Parade (Logan) Biography

14 Cows for America (Deedy) Nonfiction

Winnie: The True Story of the Bear Who Inspired Winnie-the-Pooh (Appleby) Nonfiction

- Interactive board technology (Smart Panel)
- Media specialist produced interactive materials/presentations/visual aids
- Ongoing collaboration with teachers regarding units taught within the classroom
- Quality LMC collection of print and nonprint relevant resources
- Utilize to introduce unit: Joe Bright and the Seven Genre Dudes (Hopkins)

Suggested Strategies for Accommodations and Modifications

[Content specific accommodations and modifications as well as Career Ready Practices are listed here](#) for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

