Sept. Gr. 2: Unit 2: Character Study/Folklore

Content Area: **English**
Course(s):
Time Period: **September**
Length: **Year long**
Status: **Published**

Unit Overview

Characters and folklore

Enduring Understandings

Appreciation: Reading expands understanding of the world, its people and oneself.

Reading Strategies: Readers use strategies to construct meaning.

Responses to Literature: Authors write with different purposes in mind.

Vocabulary: People communicate through words.

Research: People rely on a variety of resources to obtain information.

Effective communication relies on the usage of proper forms.

Spelling: Conventional spelling promotes common understanding.

Listening: Listening skills are critical for learning and communicating.

Essential Questions

Appreciation:

• Why do people read? • What do people read? • What are the benefits of reading? • How does reading affect your life?

Reading Strategies:

• How do readers prepare for reading? • What are readers thinking about as they read? • What can a reader do when they don't understand? • What impact does fluency have on comprehension? • Why are strategies important?

Responses to Literature:

• How does reading influence us?• Why do we need to evaluate what we read? Readers develop a deeper understanding through reflection of text. • How do readers reflect and respond? • What connections do readers make? • How might being able to recognize literary features help in appreciating and interpreting literature?

Vocabulary:

• What is the purpose of communication? • Where do words or phrases come from? • How does word choice affect meaning?

Research:

• How is information organized? • Why is information organized in different ways? New information may result in a new idea or a change of stance. • Why do we ask questions?

Effective communication

• How does the audience influence the format of your writing? • How does the purpose influence the format of your writing? Writing Process Writers have a purpose for writing. • Why do we write? • How is your style of writing influenced by purpose? • What is the importance of sharing? Writing is a multi-stage process. • How do we approach writing? • How does each step in the process impact your writing? Writing is a reflective process. • How do we evaluate writing? • How can we use evaluation and reflection to improve our writing? Grammar & Mechanics Written communication and proper grammar mechanics promote fluency of communication. • What is the purpose of applying grammar and mechanics skills?

Spelling:

• Why is it important to use correct spelling? • How can usage of spelling rules and patterns improve written communication? • What are the benefits of using resources to improve your spelling? Handwriting Legibility improves communication. • What role does handwriting play in communication?

Listening: Listening skills are critical for learning and communicating.

• How do you listen? • What impact does listening have? Speaking People communicate through speaking. • How do you speak effectively? • In what ways are ideas communicated orally? Viewing Visual materials enhance understanding. • How do the visual materials send messages? • How do visuals impact our thoughts and actions? • How does one analyze and evaluate visual materials

Instructional Strategies & Learning Activities

Shared Reading	Guided Reading	Word Study/Phonics
RI.2.1,RI.2.3, RI.2.5, RI.2.6, RI.2.8, Ri.2.9, SL.2.2, SL.2.3, SL.2.5, SL.2.1 □ Define the term characters and setting. □ Discuss characters. Examine character traits	RL.2.3, RL.2.7, RI.2.4, RI.2.7, SL.2.1, SL.2.6 □ Read informational texts to answer the questions who, what, when, why, and how.	See Fundations curriculum

(inside/outside) and their point of view when telling a story in first person. □ Read tall tales and learn the distinct characteristics of this type of tale. □ Compare and contrast an original fairy tale with one that has been re-written in a different setting and from different points of view. □ Read multiple perspectives on a different factual topic. (Colonial expansion from White and Native American perspectives) □ Read informational texts to answer the questions who, what, when, why, and how.	□ Read chapter books paying attention to the varied voices • of the characters. □ Determine the author's purpose of a text: entertain or educate/inform □ Continue to self select books that are on student's independent reading level □ Utilize the Guided Reading Checklist and teach to target skills each student needs to gain.	

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Describe how characters in a story respond to major events and challenges.	RL.2.3
2	Examine the illustrations, individual word choices or phrases within a story (print or digital) to describe character traits, setting or plot.	RL.2.7
3	Ask and answer questions pertaining to who, what, when, and where using key details or facts from the text.	RI.2.1
4	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	RI.2.2
5	Describe connections between a series of historical events, scientific ideas or concepts, or procedures in a text.	RI.2.3
6	Identify and use various text features (e.g., *captions*), to locate key facts or information and to determine the meaning of	RI.2.4; RI.2.5

	words and phrases relevant to a grade two topic.	
7	Identify the main purpose of a text and what the author wants to answer, explain, or describe.	RI.2.6
8	Describe an image (e.g., picture, graphic) from a text and explain how the image contributes and clarifies the text.	RI.2.7
9	Describe how reasons support specific points the author makes in a text.	RI.2.8
10	Compare and contrast the most important points presented by two texts on the same topic.	RI.2.9
11	Read regularly spelled one-syllable words correctly by distinguishing long and short vowels.	RF.2.3.a
12	• Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for vowel digraphs (e.g. *ai, ea, ee,* ***ie, oa, oo***). • Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for vowel diphthongs (e.g. ***au, ou/ow****, oi/oy)*. • Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for r-controlled vowels (e.g. ***ar****, er, ir,* ***or,*** *ur)*. • Apply vowel pattern pronunciation generalizations to read words with these vowel digraphs, vowel diphthongs, and r-controlled vowels.	RF.2.3.b
13	Decode regularly spelled two-syllable words with long vowels.	RF.2.3.c
14	Sight-read grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy, and expression.	RF.2.3.f
15	Read grade-level text with purpose and understanding.	RF.2.4.a
16	Apply decoding skills and use punctuation as cues to read grade-level text with appropriate rate, and expression.	RF.2.4.b
17	Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.2.4.c
18	Apply the writing process to develop an informative/explanatory text including facts and definitions derived from research and a closing statement.	W.2.2; W.2.8
19	Work with a group to research a topic and generate ideas for an informational paragraph.	W.2.7
20	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing and checking and correcting spelling using beginning dictionaries and other reference materials.	W.2.5; L.2.2.e
21	With guidance and support, produce and publish a writing piece using digital tools (e.g., a wiki).	W.2.6
22	Develop textual connections and meaning through book discussions and ask questions to clarify understanding while maintaining a respectful interchange and balanced participation in a group setting.	SL.2.1.a,b,c

23	Recount or describe key ideas and details from a text or information presented in any form (e.g., read aloud, movie, book on tape).	SL.2.2
24	Ask and answer questions about information presented to clarify comprehension, gain more information, or deepen understanding.	SL.2.3
25	Tell a story using coherent sentences, appropriate facts and relevant, descriptive details, speaking audibly.	SL.2.4; SL.2.6
26	Produce audio recordings of stories or poems, adding drawings or visual displays of experiences appropriately to clarify ideas, thoughts, and feelings.	SL.2.5
27	Use collective nouns (e.g., team), reflexive pronouns (e.g., myself), adjectives, and adverbs appropriately when writing or speaking.	L.2.1. a, c, e
28	Compose a friendly letter in which commas are used correctly in a greeting and closing.	L.2.2.b
29	Check the spelling and clarify the meaning of words or phrases using a print or digital dictionary.	L.2.2.e; L.2.4.e

Integration of Career Readiness, Life Literacies and Key Skills

9.4.2.CI	Creativity and Innovation
9.1.2.CAP	Career Awareness and Planning
	Different types of jobs require different knowledge and skills.
	Brainstorming can create new, innovative ideas.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
	Individuals should practice safe behaviors when using the Internet.
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
9.4.2.GCA	Global and Cultural Awareness
	Individuals from different cultures may have different points of view and experiences.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
9.4.2.TL.2	Create a document using a word processing application.

Technology and Design Integration

Students will interact with Smartboard, Ipads, Chromebooks and document camera.

	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections

Language Arts and its skills connect to all disciplines.

SOC.6.1.4	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
SOC.6.1.4.D.CS4	The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.

Differentiation

Based on invidual need, teachers will offer additional support though conferencing, modified mentor text, peer support and individualized mini-lessons.

Advanced learners will be offered more rigorous mentor texts to emulate, teacher conferences and reference materials to support in-depth writing endeavors, based on choice.

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Based on invidual need, teachers will offer additional support though conferencing, modified mentor text, peer support and individualized mini-lessons.

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Modifications & Accommodations

IEP accommodations, and modifications will be in place, and teacher assigned modifications and accommodations will be assigned, assessed, and monitored.

Follow IEP accommodations and differentiate materials, project requirements as needed.

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 modifications will be followed

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

DRA and Aimsweb

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion

Teacher observation

chicklists

worksheets

teacher made assessment

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Writing on Demand (one a month)

Reading on Demand (one a month)

Guided Reading Checklists

- DRA (as needed)

Instructional Materials

Additional Optional Resources:

o *Rigby Series of Leveled Readers*

o *The Magic Tree House Series* (Mary Pope Osborne)

o *Horrible Harry Series of Books (*Suzy Kline)

o *Scott Foresman Science Leveled Readers* (non-fiction)

***It's The Great Pumpkin Charlie Brown! (*Charles Schultz)**

***The Lion and The Mouse* (Aesop's Fables)**

***The Lion and the Mouse* by Jerry Pickney**

Standards

LA.RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
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.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.2.3	Describe the connection between a series of historical events, scientific ideas or concepts,

	or steps in technical procedures in a text.
LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
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.
LA.RI.2.8	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
LA.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
LA.RF.2.3.A	Know spelling-sound correspondences for common vowel teams.
LA.RF.2.3.B	Decode regularly spelled two-syllable words with long vowels.
LA.RF.2.3.C	Decode words with common prefixes and suffixes.
LA.RF.2.4.A	Read grade-level text with purpose and understanding.
LA.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
LA.RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
LA.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
LA.W.2.7	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).
LA.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.SL.2.1.A	Follow agreed-upon norms 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).
LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.SL.2.3	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.
LA.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LA.SL.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LA.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide

	requested detail or clarification.
LA.L.2.1.A	Use collective nouns (e.g., group).
LA.L.2.1.C	Use reflexive pronouns (e.g., myself, ourselves).
LA.L.2.1.E	Use adjectives and adverbs, and choose between them depending on what is to be modified.
LA.L.2.2.B	Use commas in greetings and closings of letters.
LA.L.2.2.E	Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.
LA.L.2.4.E	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.