Nov. Gr.1 SW Fiction Reading Unit

Content Area: **English**
Course(s):
Time Period: **November**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Readers of all ages are drawn to fiction, and it may very well be the genre students are most likely to choose as they search through a library or bookstore. Fiction stories are typically the stories your students will be most familiar with. These are the stories they remember hearing when they were younger—the stories told and retold from generation to generation, from one culture to another. Each story takes you on a journey, an adventure, and an experience with memorable characters and events. The world is full of stories, and through stories we learn about ourselves and others.

Enduring Understandings

By reading and studying different types of fiction (fantasy, traditional, and realistic), students will develop an understanding of various forms, features, and purposes of fiction. Their reading of fiction texts will be enhanced by an understanding of the narrative structure, story elements, and themes associated with each particular type of fiction writing. Students will also learn and apply specific reading skills and strategies that will enable them to visualize magical lands, infer characters' feelings and traits, identify the author's message, and actively engage with the texts they read.

Essential Questions

How is fiction different from non-fiction? What are the purposes of reading a work of fiction? How does what we read affect the way we think and feel? What are the key elements of fiction and are they common among works of this genre?

Instructional Strategies & Learning Activities

Interactive Read-Aloud Lessons

Lesson 1: Exploring the Wonders of Fiction uses Super-Completely and Totally the Messiest! by Judith Viorst, The Ugly Duckling adapted by Jerry Pinkney, and A Sick Day for Amos McGee by Philip C. Stead. Rationale: Readers understand that fiction texts are created from the authors' imaginations and are not true. Students will learn about the fiction genre and be introduced to the three types of fiction texts: traditional literature, fantasy, and realistic fiction. Common Core State Standards: RL.2.1, RL.2.7, RL.2.10, SL.2.1, SL.2.6, L.2.1, L.2.3, L.2.6 Skills and Strategies: Text

and Genre Features/Structure, Using Schema, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 2: Understanding the Narrative Structure of Fiction uses Little Red Riding Hood: A Newfangled Prairie Tale by Lisa Campbell Ernst. Rationale: Readers recognize that fiction stories follow a chronological structure with a sequence of events that unfold over time. Students will learn how to demonstrate understanding of fictional stories by using the text's structure to retell the key details that occurred in the beginning, middle, and end of the story. Common Core State Standards: RL.2.1, RL.2.2, RL.2.5, RL.2.9, RL.2.10, SL.2.1, SL.2.2, SL.2.6, L.2.1, L.2.3, L.2.6 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: A Closer Look at Folktale Elements uses Tony's Bread by Tomie dePaola. Rationale: Readers recognize that folktales are stories that have been passed down from generation to generation by storytellers all around the world. Students will enhance their enjoyment and understanding of this genre by learning to recognize the common elements in traditional folktales. Common Core State Standards: RL.2.1, RL.2.4, RL.2.10, SL.2.1, SL.2.2, SL.2.6, L.2.1, L.2.3, L.2.6, W.2.3 Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: Visualizing: Bringing the Text to Life uses The Ugly Duckling adapted by Jerry Pinkney. Rationale: Readers appreciate how a writer's use of descriptive language helps bring the story to life. Students will learn how to use the rich literary language of folktales to create mental images or visualize what is taking place, and make inferences about what will happen next in the text. Common Core State Standards: RL.2.1, RL.2.4, RL.2.7, RL.2.10, SL.2.1, SL.2.6, L.2.1, L.2.3, L.2.6 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: What Is the Theme or Author's Message? uses The Ugly Duckling adapted by Jerry Pinkney. Rationale: Readers recognize that authors of traditional tales often impart an important life lesson or universal theme for their audience to ponder. Students will learn how to use their background knowledge and evidence from the text to draw conclusions or infer the author's message or theme. Common Core State Standards: RL.2.1, RL.2.2, RL.2.10, SL.2.1, SL.2.2, SL.2.6, L.2.1, L.2.3, L.2.6, W.2.3 Skills and Strategies: Questioning, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Knowing Your Characters uses Super-Completely and Totally the Messiest! by Judith Viorst. Rationale: Readers of fiction closely follow the main character(s) as the story unfolds. Students will learn how to use the details in the text to gain a better understanding of the characters' traits, problems, actions, and feelings. Common Core State Standards: RL.2.1, RL.2.3, RL.2.6, RL.2.10, SL.2.1, SL.2.6, L.2.1, L.2.3, L.2.6 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 7: Connecting Across Texts uses The Wolf's Story: What Really Happened to Little Red Riding Hood by Toby Forward and Little Red Riding Hood: A Newfangled Prairie Tale by Lisa Campbell Ernst. Rationale: Readers of fiction notice patterns and make text-to-text connections as they read a variety of texts. Students will learn how to identify and compare the similarities and

differences between texts with similar story elements. Common Core State Standards: RL.2.1, RL.2.3, RL.2.5, RL.2.7, RL.2.10, SL.2.1, SL.2.6, L.2.1, L.2.3, L.2.6, W.2.3 Skills and Strategies: Using Schema, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: Solving the Problem uses The Wolf's Story: What Really Happened to Little Red Riding Hood by Toby Forward. Rationale: Readers of fiction identify the character's problem or conflict at the beginning of a story and follow the action to its resolution. Students will learn how writers use transition or temporal words to show time passing or changing and to help readers follow the action. Common Core State Standards: RL.2.1, RL.2.3, RL.2.9, RL.2.10, SL.2.1, SL.2.2, SL.2.6, L.2.1, L.2.3, L.2.6 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Mini-Lessons

Lesson 1: Characters Face Challenges: Lessons Learned uses "The Most Valuable Treasure: A Norwegian Folktale" retold by T.V. Padma from Highlights® Magazine from the Fiction Shared Texts. Rationale: Readers recognize that characters in traditional literature face challenges and, as the conflict or tension is resolved, often learn an important lesson or universal message. Students will learn how to reflect upon the main character's journey to resolve his or her problem and infer the important message or life lesson to be learned. Common Core State Standards: RL.2.1, RL.2.2, RL.2.3, RL.2.10, SL.2.1, SL.2.6, L.2.1, L.2.3, L.2.6 Skills and Strategies: Text and Genre Features/Structure, Questioning, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: Characters May Change uses The Wolf's Story: What Really Happened to Little Red Riding Hood by Toby Forward and "The Most Valuable Treasure: A Norwegian Folktale" retold by T.V. Padma from Highlights® Magazine from the Fiction Shared Texts. Rationale: Readers recognize that conflicts and experiences often cause a character to change over the course of a story. Students will deepen their appreciation of fiction texts by learning to identify and contrast characters' traits at the beginning of a story and at the end when the action concludes. Common Core State Standards: RL.2.1, RL.2.3, RL.2.5, RL.2.10, SL.2.1, SL.2.2, SL.2.6, L.2.1, L.2.3Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: What Does It Mean? uses Tony's Bread by Tomie dePaola. Rationale: Readers recognize that fiction writers use rich descriptive language to create vivid images for their readers. Students will learn how to monitor for meaning and determine the meaning of new or unfamiliar words using context clues, including text language, punctuation, and illustrations. Common Core State Standards: RL.2.4, RL.2.7, RL.2.10, SL.2.1, SL.2.6, L.2.1, L.2.3, L.2.6 Skills and Strategies: Using Schema, Making Inferences, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Engaging in Discussion/Collaborating

Lesson 4: Reading Response: Making Connections uses "Imogene's Egg" by Eve Bunting from Ladybug Magazine from the Fiction Shared Texts. Rationale: Readers make connections to the texts they are reading by comparing them to their life experiences, other texts, and/or events in the world around them. Students will learn that making connections, discussing them, and writing about their reading enhances comprehension and appreciation of texts. Focus Common Core State Standards: RL.2.1, RL.2.2, RL.2.10, SL.2.1, SL.2.6, L.2.1, L.2.3, L.2.6, W.2.3 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Engaging in Discussion/Collaborating

Lesson 5: Setting a Tone: How Do You Feel? uses A Sick Day for Amos McGee by Philip C. Stead

and Little Red Riding Hood: A Newfangled Prairie Tale by Lisa Campbell Ernst. Rationale: Readers understand that fiction writers set a tone for their stories by using words, punctuation, and illustrations to make their readers feel a certain way. Students will learn how to identify their mood or emotional response to a text and to support their response with specific evidence from the text. Common Core State Standards: RL.2.1, RL.2.4, RL.2.10, SL.2.1, SL.2.6, L.2.1, L.2.3, L.2.6 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance, Engaging in Discussion/Collaborating

Lesson 6: Characters' Points of View uses "Abigail, Enough!" by Wendi Silvano from Highlights® Magazine from the Fiction Shared TextsRationale: Readers understand that various characters in a text may express their opinions from different vantage points. Students will learn how to identify the clues in a text, including the choice of words, punctuation, and accompanying illustrations, to determine different characters' points of view. Common Core State Standards: RL.2.1, RL.2.6, RL.2.10, SL.2.1, SL.2.6, L.2.1, L.2.3, L.2.6 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Dialogue Moves the Story Along uses Little Red Riding Hood: A Newfangled Prairie Tale by Lisa Campbell Ernst and "Abigail, Enough!" by Wendi Silvano from Highlights® Magazine from the Fiction Shared Texts. Rationale: Readers understand the importance of dialogue in enhancing their understanding of a text. Students will learn how fiction writers use description and dialogue to reveal important information about the characters and move the plot along. Common Core State Standards: RL.2.1, RL.2.6, RL.2.10, SL.2.1, SL.2.6, L.2.1, L.2.3, L.2.6 Skills and Strategies: Text and Genre Features/Structure, Visualizing, Making Inferences, Determining Importance,Engaging in Discussion/Collaborating

Lesson 8: How to Read a Play or Drama uses "The Lost Sock" by Jeffery B. Fuerst from Highlights® Magazine from the Fiction Shared Texts. Rationale: Readers recognize the similarities and differences between the text features of narrative stories and drama scripts, the written version of plays. Students will learn how to use the important text features of a drama script to read and/or perform a play with understanding. Common Core State Standards: RL.2.1, RL.2.5, RL.2.6, RL.2.10, SL.2.1, SL.2.6, L.2.1, L.2.3, L.2.6 Skills and Strategies: Text and Genre Features/Structure, Visualizing, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 9: Reading Closely as the Plot Unfolds uses "The Leaky Robot" by Rebecca Kraft Rector from Highlights® Magazine from the Fiction Shared Texts. Rationale: Readers understand the need to read a text closely, stopping to ask questions to clarify their understanding and make predictions as the plot unfolds. Students will learn strategies for self-questioning and making predictions to help them think more deeply about their reading and enhance their understanding of the text. Common Core State Standards: RL.2.1, RL.2.5, RL.2.7, RL.2.10, SL.2.1, SL.2.6, L.2.1, L.2.3, L.2.6, W.2.3 Skills and Strategies: Text and Genre Features/Structure, Questioning, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 10: Painting a Picture With Literary Language uses The Wolf's Story: What Really Happened to Little Red Riding Hood by Toby Forward and The Ugly Duckling adapted by Jerry Pinkney. Rationale: Readers recognize that fiction writers often use nonliteral language to enhance their text descriptions. Students will learn how to determine the meaning of different types of figurative language expressions to enhance understanding of a text. Common Core State Standards: RL.2.1, RL.2.4, RL.2.7, RL.2.10, SL.2.1, SL.2.6, L.2.1, L.2.3, L.2.6 Skills and Strategies: Visualizing, Making Inferences, Synthesizing, Finding Word Meaning (Vocabulary), Engaging in

Discussion

Integration of Career Readiness, Life Literacies and Key Skills

9.1.2.CAP	Career Awareness and Planning
9.4.2.CI	Creativity and Innovation
	Brainstorming can create new, innovative ideas.
	Different types of jobs require different knowledge and skills.
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.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.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).
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).
	Digital tools have a purpose.
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
9.4.2.TL.2	Create a document using a word processing application.

Interdisciplinary Connections

Mentor Texts and individual leveled reading choices in the launching unit make natural connections to social studies.

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:

Student strengths and weaknesses will be assessed and monitored, and individualized/differentiated learning will be assigned as appropriate. Level appropriate text will be provided as deemed appropriate.

Additional leveled text will be made available and offered to students requiring additional challenge. Assignments may vary from the traditional.

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 modifications and accommodations will be used to assist those students in need of a different approach to the subject matter. Student strengths and weaknesses will be assessed and monitored, and individualized/differentiated learning will be assigned as appropriate.

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:

During reading and writing workshop, students spend the majority of their time reading and/or writing independently. During this independent practice, teachers confer with individual students in order to

learn their strengths and challenges, build confidence and self-awareness, and teach specific reading/writing strategies or behaviors each student needs most. What teachers observe and say gets recorded for later reflection and instructional planning. The Schoolwide Conference Form can be used to document conferences with students in class. Also available for use are:

Worksheets associated with the unit

Discussion

Teacher made assessments

Anecdotal records

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:

explained in Formative assessements, during reading and writing workshop, students spend the majority of their time reading and/or writing independently. During this independent practice, teachers confer with individual students in order to learn their strengths and challenges, build confidence and self-awareness, and teach specific reading/writing strategies or behaviors each student needs most. What teachers observe and say gets recorded for later reflection and instructional planning. The Schoolwide Conference Form can be used to document conferences with students in class. Additional assessments in the Schoolwide program can be used as well as teacher-made assessments.

Students will read the stories “Robin’s Best Nest” by Susan Zeller Smith from Highlights® Magazine and “Peacock and Crow” retold by Lana Krumwiede from Highlights® Magazine in order to answer

selected and constructed response questions.

Instructional Materials

In addition to the graphic organizers found in the program to assist with the lessons, the Launching Unit will use mentor and shared texts. They are as follows:

Little Red Riding Hood: A Newfangled Prairie Tale by Lisa Campbell Ernst This book tells a well-known, traditional tale, but with a brand new twist; it's set in the prairie of Oklahoma! Students will become familiar with narrative text structure, following Little Red Riding Hood's story from beginning to end to see how she resolves her problem of the pesky wolf who wants to eat her muffins. The colorful line-and-wash painted characters add to the playfulness of this comical tale. It is an excellent text to use for retelling, as most students are familiar with the traditional version.

A Sick Day for Amos McGee by Philip C. Stead This book is the students' first introduction to fantasy fiction, showing how a story that seems to be about real-life people and places can suddenly take a whimsical turn and become fantasy when the animals begin to play. In this adorable story, a gentle man cares for the animals at the city zoo, but when he is sick, it is the animals who care for him. Students will also use this text to explore how fiction writers set a tone for their stories by carefully choosing words, punctuation, and illustrations to make their readers feel a certain way. The illustrations are composed of soft colors and occasional bits of red and are positioned on the white space to move the story along and emphasize the themes of friendship and loyalty.

Super-Completely and Totally the Messiest! by Judith Viorst This book relates the realistic fiction story of a young girl named Sophie who, according to her big sister Olivia, absolutely can't do anything without making a total mess. The story is told from the point of view of the much neater Olivia, who cannot understand why Sophie can't be more perfect, like her. Using this interesting narration, students are able to identify the different characters' traits and points of view about keeping things neat. It is a delightful story that will resonate with students of all ages and provides an engaging text for teaching about inferring characters' traits and understanding their points of view.

Tony's Bread by Tomie dePaola This book relates the ancient Italian tale of how one very famous type of bread, panettone, came to be. The story helps students learn that traditional tales have been around a long time, are passed down orally, and come from all over the world. Students will learn that folktales often include regional words appropriate to the culture from which the tale originated. Author Tomie dePaola includes many Italian words peppered throughout the text. Students will learn how to use context and punctuation clues, as well as the illustrations, to determine the meaning of unknown words and phrases. The Ugly Duckling adapted by Jerry Pinkney This book is a beautifully illustrated, traditional tale that allows students to begin visualizing scenes unfolding through the rich, detailed, literary language and striking watercolor illustrations. Students will follow the duckling through the stages of his journey, connecting with the sensorial details and heartfelt tone. Students are also introduced to the idea that fiction books can teach a life lesson, or moral, such as the one in this story: that the duckling never gave up and was rewarded in the end for his determination and strength of will.

The Wolf's Story: What Really Happened to Little Red Riding Hood by Toby Forward Toby Forward offers yet another version of the traditional Little Red Riding Hood tale. This time, readers explore the traditional tale as it is told from thewolf's point of view. Students will identify the wolf's problem

and follow his retelling of the events, which are told through a flashback in time and progress to the story's resolution. Students will focus on the transition and temporal words that identify how time is passing or changing; this will help them follow the action in the story and determine when it takes place— before, during, or after the famous scene in which Little Red Riding Hood is frightened by the wolf and the woodsman comes to the rescue.

"Abigail, Enough!" by Wendi Silvano from Highlights® Magazine This is the perfect text to use to teach the importance of making connections as a reader. Almost all students can relate to Abigail, who is driving her family crazy with her nonstop jumping and gymnastic antics. What students haven't heard "Enough!" directed toward them? Students will also begin to recognize characters' different points of view and how fiction writers use description and dialogue to reveal information about the characters and to move the plot along.

"Imogene's Egg" by Eve Bunting from Ladybug Magazine This is an endearing story about a boy who thinks he is secretly helping a neighbor and her hen, Imogene, with his daily visits to the chicken coop. But Imogene has a secret agenda all her own, resulting in a surprising ending for all. Students will find many opportunities to make text-to-self, text-to-text, and text-to-world connections to gain a greater appreciation of the story.

"The Leaky Robot" by Rebecca Kraft Rector from Highlights® Magazine This is a fantastical story that begins with an ordinary moment and transforms into an extraordinary tale. Mr. Moon had ordered a rowboat, only to answer his doorbell and find a robot at the front door of his little house by the lake rather than the rowboat he'd ordered. Students will learn how to read closely and make predictions about how they think the story will eventually unfold based upon clues in the text. Will Mr. Moon send the robot back, or does Zap, the robot, seem to be convincing Mr. Moon that he is indeed better than a rowboat? Students will want to read other fantasy stories after experiencing the fun of letting their imaginations fly!

"The Lost Sock" by Jeffrey B. Fuerst from Highlights® Magazine This text introduces students to the genre of dramatic theatre. The simply written play about a sock that has lost his brother is easy to read and perform and serves as a perfect example for teaching young students how reading a play or drama script is different from reading a narrative fiction text. Students will learn the genre vocabulary, as well as how to interpret the text features included in a play script (e.g., how to identify who is speaking and act out the stage directions) when performing the play.

"The Most Valuable Treasure: A Norwegian Folktale" retold by T.V. Padma from Highlights® Magazine This story allows students to continue their examination of traditional literature and the different challenges that characters in these stories must overcome. In this beautiful tale, Halvor wishes to give his mother the best possible life, only to discover that she already believes she has the best life because she shares it with him. Students will learn how to ask questions to clarify their thinking and understanding as the plot is unfolding and to infer the important lesson or universal message upon the conclusion of the tale.

Standards

LA.RL.2	Reading Literature Text
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.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
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.
	Integration of Knowledge and Ideas
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.W.2.3	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.
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.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.2.3.A	Compare formal and informal uses of English.
LA.L.2.6	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).