Introduction of Course

Content Area: **Language Arts**
Course(s):   **Lang. Arts**
Time Period: **Sample Time Period**
Length: **1**
Status: **Published**

Introduction of Course

Second Grade Reading

Required

Arleth, Eisenhower, Truman, Wilson

Full Year

A balanced literacy approach will be used to ensure that students are given opportunities to grow as both a reader and a writer. Through the use of a Daily 5 workshop model and curricular materials from Fountas and Pinnell's Classroom (herein referred to as FPC), students will be exposed to various genres, strategies, and activities that will allow them to develop their abilities at their own pace. Minimal time is spent in a whole group setting and students are provided with daily, sustained time to read and write independently, while also having the necessary support from their teacher and peers. In addition, the Writers' Workshop units tie into their fields of study allowing for cross curricular cohesion.

The Daily 5 model contains the following three components:

Mini-Lesson (10-15 minutes) Choose 3 mini-lessons per day between phonics, spelling & word study and reading.

- FPC Interactive Read Aloud (IRA)
- FPC Phonics, Spelling & Word Study lesson (PSW): Each of the concepts/lessons in the Scope & Sequence must be covered during the given trimester. Teachers may choose the order of lessons and the length of times needed for concepts. Classroom teachers will determine the weeks that each sight word is taught.
- Skill or strategy driven lessons derived from the Mini Lesson Book or Model Curriculum. This same skill/strategy will be applied in students' reading. Mini- lessons may also include the shared reading or read aloud to help model the skill with authentic literature.
- Teachers may choose the order of reading mini lesson lessons and IRAs within each unit.

Independent or Collaborative work (20-minute intervals) While the teacher is working with a guided reading group, remaining students are working independently or collaboratively at one of five suggested stations.

- Read to Self- Students are reading independently and practicing the skill/strategy that was presented during the mini lesson. All students should have book bags with at least 5 books: 3 books at their independent level and 2 choice books.
- Word Work- Students are independently working on their unit words from FPC phonics and using them in meaningful contexts.
- Work on Writing- Students are developing writing conventions and skills presented in Writer's Workshop lessons.
- Respond to Literature – Writing activities are given that allow students to respond to a previously read text from Guided Reading or the Interactive Read Aloud.
- Listen to Reading- Students are given opportunity to listen to texts specific to their reading level to build fluency and vocabulary as well as demonstrate comprehension.
- Read to Someone-Students are working with partners on their reading fluency and comprehension. Students are practicing the skill/strategy presented during mini lesson. This should be used sparingly as part of Listen to Reading.

Guided Reading Lessons: Teacher led, targeted instruction in small group setting.

- FPC Guided Reading Materials and Lessons. Scholastic bookroom titles may also be used.

- Meet with groups based on students' **<u>instructional</u>** DRA level, no more than 5 students in a group, for 15 to 20 minutes.

Assessment: The use of various formative assessments is encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.

- DRA assessments are given at the start of the year (September) and at the end of the school year (May/June).
- PMA and running record assessments should be administered between DRAs in order to promote student growth throughout the year.
- Cold Read Assessments found on LinkIt!
- DRA On Grade Level Projections (independent level):
  - Level 16 – September
  - Level 18 – October/November
  - Level 20 – December
  - Level 20 – January/February
  - Level 24 – March
  - Level 24 – April
  - Level 28 – June

<u>In order to demonstrate a cohesive and complete implementation plan, the following general suggestions are provided:</u>

- The Writer's Workshop curriculum should be completed in the order of the scope and sequence.
- Homework, when assigned, should be relevant and reflective of the current teaching taking place in the classroom. Every student should have 20 minutes of reading at night. Logs and/or reading responses should be used.
- Organizational strategies should be in place that allows the students the ability to take the information gained in the classroom and put into terms that are relevant to them.
- Instruction should be differentiated to allow students the best opportunity to learn.

Modifications to the curriculum should be included that address students with Response To Intervention (RTI), Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plan)

Unit 1: Learning Together and Becoming Readers

Content Area: **Language Arts**
Course(s): **Lang. Arts**
Time Period: **September**
Length: **4 weeks**
Status: **Published**

Summary of the Unit

All the books in this text set are about the importance of friendship and caring for the members of our families. These stories talk about how to be a good friend and family member, and that sometimes people need to make sacrifices. Throughout this unit, students will work on their foundational skills of reading behaviors and the proper procedures for the classroom literacy block. They will begin to examine rhyming texts, discuss story elements and practice retelling a story to their teacher, as well as, classmates. Teachers can refer to the management lessons found in The Reading Minilessons Book for additional launching lessons.

Enduring Understandings

- Every member of the classroom community feels included, safe, and respected.
- Every member of the school community has something to contribute.
- People in a family take care of each other.
- There are different kinds of families, and people in families are different from each other.
- Friend's support and care about each other.
- Your friends have qualities that you appreciate.

Essential Questions

- What are some ways that you contribute to your school community?
- What does it mean to be a good friend?
- What is important about being a family?

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Trimester 1 Benchmark, DRA, PMA, Running Records, Reading Records, Cold read assessment.

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor

charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Making Connections
- Making Predictions
- Identify and Describe Story Elements (characters/setting)
- Retell a story (beginning, middle, end)

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

-*The Importance of Friendship*

-*Caring for Each Other: Family*

Optional Related Read Alouds (can be used in between FPC texts):

- *The Invisible Boy*
- *My Mouth is a Volcano*
- *Giraffes Can't Dance*
- *The Man Between Two Towers*

Chart paper & drawing materials

Readers Notebook

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Asses
Identify student reading levels DRA: 1-2 weeks	Ask and answer questions about fiction and non-fiction that can be supported with evidence both written and orally, offering elaboration and detail.	Administer DRA assessments	DRA
Interactive Read Alouds			
Discuss how sotries relate to our lives IRA: 1 mini lesson per book	-Discuss why Sophie's parents do not want Wendell back using examples from the text. -Explain the problem Sophie has with Wendell -Interperate the lesson the characters learn -Discuss when and how he problem is solved.	**A Weekend With Wendell** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** *Shared/Interactive Writing* *Independent Response to Reading* **Horrace Morris but Mostly Dolores** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-***	-Observation through dis anecdotal notes -Respond to Reading inc and shared writing activi -Reading conference not guided reading - Graphic Organizers - Exit Tickets

		Shared/Interactive Writing	
		Independent Response to Reading	
	-Identify how characters change	**First Come the Zebra**	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
		-Read the Text	
	-Discuss that realistic fiction texts have settings from many different places throughout the world.	*-Discuss the Text*	
		Respond to the Text-	
		Shared/Interactive Writing	
		Independent Response to Reading	
	-Discuss the theme of loss and friendship	**The Old Woman Who Named Things**	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
	-Predict what the old woman might do based on text evidence	*-Read the Text*	
		-Discuss the Text	
		Respond to the Text-	
		Shared/Interactive Writing	
		Independent Response to Reading	
	-Use illustrations to understand how characters are feeling and how those feelings change	**Pecan Pie Baby**	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
	-Tell the problem and solution Gia faces.	*-Read the Text*	
		-Discuss the Text	
		Respond to the Text-	
		Shared/Interactive Writing	
		Independent Response to Reading	

	-Interprete the message of the story		
	-Discuss text to self connections to the events and characters.	**Super Completely and Totally the Messiest** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing *Independent Response to Reading*	
	-Compare the characters and events from Big Red Lollipop to one's own life.		
	-Discuss the relationships between characters using text evidence to support thinking.	**Super Completely and Totally the Messiest** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing *Independent Response to Reading*	
	-Make connections to one's own life. -Discuss the relationships between characters using text evidence to support thinking.		
	-Discuss the relationships between characters using text evidence to support thinking. -Interpret the message of the story.	**Two Mrs. Gibsons** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing *Independent Response to Reading*	

		The Wednesday Surprise	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
		-Read the Text	
		-Discuss the Text	
		Respond to the Text-	
		Shared/Interactive Writing	
		Independent Response to Reading	

Mini Lessons			
Daily 5 Launch	-Learn procedures for independent reading, including the use of the classroom library or individual book boxes or bags. -Learn how to pick a good fit book. -Illustrate the importance of picking a good fit book -Discuss expectations for accountable talk. -Discuss expectations for accountable talk. -Illustrate the importance of picking	Mini Lesson: "I Chart" Read to self Mini Lesson: "I-PICK" Mini Lesson: Discuss two ways to read a book. Create anchor chart with students to show the ways to read a book. "3 ways to read a book" 1.Reading Words 2.Reading Pictures Mini Lesson: Discuss the last way to read a book. Discuss expectations for accountable talk. Create anchor chart with students to show the ways to read a book. "3 ways to read a book" 1.Reading Words 2.Reading Pictures 3.Introduce and model the third: Retell Familiar Text.	-Use *Assess Learning* to behaviors that demonstra of the goal. -Observation through dis /anecdotal notes -Respond to Reading inc and shared writing activi -Reading conference notes from g reading - Graphic Organizers - Exit Tickets

	a good fit book.	
		Mini Lesson: Teacher will model the "Good Fit Shoes Lesson" (found on pages 31-32 of *The Daily 5* book) to illustrate the importance of picking a good fit book as well as illustrating that everyone's good fit book is different.
	-Learn expectations for lindependent reading time	Mini Lesson: Teacher will use interactive modeling to show the right way and wrong way to read to self.
	-Identify the appropriate times to interrupt small group instruction.	Mini Lesson: Teacher will create an anchor chart to illustrate the appropriate times to interrupt small group instruction. Teacher will introduce visual small group reminder (crown, boa, light ect.)
	-Demonstrate expectations for listening during whole or small group instruction.	Mini Lesson: MGT.U!.RML1 • Mini lesson • Have a try • Summarize and apply • Share
	-Identiify a smart spot for reading.	Mini Lesson: Different people concentrate best in different environments. Chosing a reading spot is very important -Jennifer Serravallo reading strategies book 2.1
	-Learn how to transition from one activity to another in the classroom.	Mini Lesson: MGT.U2.RML1 • Mini lesson • Have a try • Summarize and apply • Share
	-Discuss the student and teacher expectations for word work	Mini Lesson: "I-Chart" Word Work

	-Learn how to handle materials and supplies	Mini Lesson: Teacher will model correct and incorrect ways to use word work materials. *This is a generative lesson and should be repeated until all Word Work activities have been introduced, modeled, and practiced	
	-Learn how to manage voice levels.	Mini Lesson: MGT.U1.RML2 • Mini lesson • Have a try • Summarize and apply • Share	
	-Learn how to handle materials and supplies	Mini Lesson: MGT.U2.RML2 • Mini lesson • Have a try • Summarize and apply • Share	
	-Learn to keep books and materials organized for independent work time	Mini Lesson: MGT.U2.RML3 • Mini lesson • Have a try • Summarize and apply • Share	
	-Identify student and teacher expectations during work on writing	Mini Lesson: **-I-Chart**: Work on Writing -Write student responses to student and teacher behaviors.	
	-Identify various tools used during work on writing.	-Model correct/incorrect writing behaviors.	
	-Learn that sometimes people abandon books after a good try	Mini Lesson: Work on writing tools. Teacher will introduce the tools to be used during work on writing (Google Classroom, Writer's Workshop folders, etc.) *This is a generative lesson and should be repeated until Raz-Kids has been	

		introduced, modeld, and practiced.	
	-Discuss that our words can affect others.	Mini Lesson: MGT.U2.RML8 • Mini lesson • Have a try • Summarize and apply • Share	
	-Learn how to follow directions and transition from one activity to the next.	Mini Lesson:Anchor Chart Discuss with students that the words they use must always be appropritate in vocabulary and meaning.	
	-List the student and teacher responsibilities during listen to reading.	Mini Lesson: MGT.U3.RML5 • Mini lesson • Have a try • Summarize and apply • Share	
	-Develop guidelines for turn and talk based on experiences talking about books.	Mini Lesson: **I-Chart Listen to Reading** Teacher will discuss and list teacher and student expectations for listen to reading.	
	- Demonstrate the proper use of Raz Kids during Daily 5	Mini Lesson: LA.U1.RML1 • Mini lesson • Have a try • Summarize and apply • Share	
		Mini Lesson: Teacher will use interactive modeling in order to show how to log onto Raz Kids, as well as model the correct and incorrect ways to listen to a story. *This is a generative lesson and should be repeated until Raz-Kids has been introduced, modeld, and practiced.	

LA.RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
SOC.6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
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.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.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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.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.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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.
SOC.6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary such as school, bus, friend, family, teacher, oral sentence frames to help children respond etc.

Special Education- Break story into pieces, stopping to act out classroom activities that the characters are doing. Create a daily schedule on sentence strips. Have students illustrate each piece of the day and put it in order on a pocket chart. Role play friendships with several different scenarios. Give students a brown bag to fill with meaningful items to their family. Have each child do a show

and tell with the objects they brought in.

Gifted Students- Make a two-column chart. On one side draw members of the classroom community (students, teachers, principal, lunch aides, nurse, etc.). On the other side, tell why they are important. Write to a pen pal in another city, state, or country. Learn family history. Interview a family member about their history.

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Starfall

Work on Writing options: Google Classroom

storiestogrowby.org/readers-theater-play-scrips

Cross Curricular/21st Century Connections

9.2 21stCentury Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Unit 2: Exploring Stories From Personal Memories

Content Area: **Language Arts**
Course(s): **Lang. Arts**
Time Period: **October**
Length: **5 Weeks**
Status: **Published**

Summary of the Unit

In this unit, students will begin to notice the author's point of view. Students are beginning to learn behaviors and procedures that support the reading process and the literacy block. This unit will build on those behaviors and begin to introduce written responses to reading in a developmentally appropriate way. Students will begin to understand the structure of the plot of a story, as well as compare and contrast fiction and nonfiction books throughout these text sets. The books in these sets will help children think about what it means to belong in a place as well as understanding that authors sometimes write from their memories.. Using these texts, students will make inferences about characters and settings. Some of the books will also help the students connect specific meanings of a given text to their own lives.

Enduring Understandings

- You feel you belong to a place when you understand the culture.
- You feel you belong in a place when you have something to contribute.
- People's past influences their future.
- Important memories can be a resource for ideas.
- Writers use a repertoire of strategies that enables them to vary form and style, to write for different purposes, audiences, and contexts.

Essential Questions

- What does it mean to fit in or belong someplace?
- Why is it important for people to write memory stories?
- How does an author or illustrator make decisions to interest readers?

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Trimester 1 Benchmark, DRA, PMA, Running records, Reading records, Cold read assessments.

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor

charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Predicting
- Visualizing
- Questioning
- Making Connections
- Summarizing

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

-*Finding your way in a new place*

-*Memory stories*

-*Author Study: Tomi dePaola-Writing from life*

Chart paper & drawing materials

Readers Notebook

storiestogrowby.org/readers-theater-play-scrips

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Asse
		Interactive Read Alouds	
Recognize that stories come from memories	-Recognize how the setting reflects diverse places, languages, and	**Grandfather Counts Read Aloud:**	-Use *Assess Learning* to behaviors that demonstr

IRA **1 Mini Lesson** **per book**	cultures	Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* **Respond to the Text-** Shared/Interactive Writing Independent Wrting ‗	of the goal. -Observation through di anecdotal notes
	-Refer to important information and details and use as evidence in discussion to support statements.	**Have a Good Day Café Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing Independent Wrting	-Respond to Reading in and shared writing activ -Reading conference no guided reading - Graphic Organizers
	-Refer to important information and details and use as evidence in discussion to support statements. -Interprate the significance of events in the plot	**Home At Last Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing Independent Wrting **Roses For Gita Read Aloud:**	- Exit Tickets

	-Use information from illustrations to support discussions	Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Wrting	
	-Question Cynthia Rylant's attitude towards living in the mountains	**<u>Mango, Abuela, and Me Read Aloud:</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Wrting	
	-Question to create deeper understanding of <u>BigMama's</u>.	**<u>When I was Young in the Mountains Read Aloud:</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text*	
	-Discuss the character's feelings and motivations seen through their thoughts, dialogue, and behavior.	***Respond to the Text-*** Shared/Interactive Writing Independent Wrting	
	-Understand that Elizabeth Fitzgerald Howard is telling about something that happened in her life	**<u>BigMamas Read Aloud:</u>** Utilize the IRA folder to complete the following steps:	

-Use details from illustrations to support discussion	*-Introduce the Text* *-Read the Text* *-Discuss the Text*	
-Identify the organization of <u>I Love Saturdays y Domingos</u>	***Respond to the Text-*** Shared/Interactive Writing Independent Wrting	
-Identify and discuss importand and interesting information	**<u>Aunt Flossie's Hat Read Aloud:</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text*	
-Use details from illustrations to support discussion	*-Discuss the Text* ***Respond to the Text-***	
-Infer Pat Mora's attitude toward feeling different	Shared/Interactive Writing Independent Wrting	
-Infer Tomi and other character's intentions, feelings, and motivations.	**<u>I Love Saturdays y Domingos Read Aloud:</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text*	
-Infer Tomi's character traits from the story	*-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Wrting	
-Discuss the significance of events in	**<u>The Rainbow Tulip Read Aloud:</u>**	

	the plot. -Infer Tomi's intentions, feelings, and motivations	Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Wrting	
	-Infer and discuss Strega Nona and Big Anthony's character traits based on dialogue and action -Predict what will happen next.	**<u>The Art Lesson Read Aloud:</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Wrting	
	-Recall important details about the Egyptian setting as shown in the illustrations -Discuss opinions about the story and support with evidence		
	-Infer and discuss Bill and Pete's character traits based on dialogue and action -Predict what will happen next.	**<u>Nana Upstairs Nana Downstairs Read Aloud:</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Wrting	

		Strega Nona Read Aloud: Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Wrting **Bill and Pete Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Wrting **Bill and Pete Go Down the Nile Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text*	

		-Read the Text	
		-Discuss the Text	
		Respond to the Text-	
		Shared/Interactive Writing	
		Independent Wrting	

Mini Lessons			
Thinking and talking about books 3 Mini Lessons	-Identify title, title page, author and illustrator in a book	Mini Lesson: LA.U1.RML 5 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Use *Assess Learning* to behaviors that demonstr of the goal. -Observation through di anecdotal notes
	-Express thinking about a text and support one's thinking with text evidence.	Mini Lesson: LA.U1.RML 2 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Respond to Reading in and shared writing activ -Reading conference no guided reading
	-Identify the importance of using think marks when reading -List appropriate types of think marks	Mini Lesson: LA.U1.RML4 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	- Graphic Organizers - Exit Tickets
Understanding Plot	-Recognize a simple plot with problem and solution		-Use *Assess Learning* to

4 Mini Lessons		Mini Lesson: LA.U22.RML1 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	behaviors that demonstr of the goal. -Observation through di anecdotal notes -Respond to Reading in and shared writing activ -Reading conference n guided reading - Graphic Organizers - Exit Tickets
	-Define what the climax of a story is	Mini Lesson: Teacher will create an anchor chart to show the relation between the plot of a story and a roller coaster. Teacher will model using the roller coaster to support retelling of the plot.Lesson 5.4 in Jennifer Serravallo's reading strategies book. Mini Lesson: LA.U22.RML2 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	
	-Discuss how a story leads up to and changes after the climax	Mini Lesson: LA.U22.RML3 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	
	-Identify that stories have a beginning, a series of events, a problem, climax, and solution.		
Monitoring Searching and Self Correcting 2 Mini Lessons	-Use information from meaning, syntax, and visual information to solve unknown words.	Mini Lesson: SAS.U1.RML1 - *Mini Lesson* - *Have a Try* - *Summarize and Apply*	-Use *Assess Learning* to behaviors that demonstr of the goal. -Observation through di anecdotal notes

		• *Share*	-Respond to Reading in[...] and shared writing activ[...]
			-Reading conference no[...] guided reading
		Mini Lesson: SAS.U1.RML2	- Graphic Organizers
	-Identify the speaker of dialogue	• *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	- Exit Tickets
Understanding character's feelings, motivations, and intentions 5 Mini Lessons	-Discuss character's feelings and motivations using their thoughts, dialogue and behavior as evidence.	Mini Lesson: LA.U23.RML1 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share* _ Mini Lesson: LA.U23.RML2	-Use *Assess Learning* to [...] behaviors that demonstr[...] of the goal. -Observation through di[...] anecdotal notes -Respond to Reading in[...] and shared writing activ[...]
	-Infer character's feelings through thoughts	• *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Reading conference no[...] guided reading - Graphic Organizers - Exit Tickets
		Mini Lesson: LA.U23.RML3 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	
	-Discuss how character's actions help to understand feelings	Mini Lesson: LA.U23.RML4 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	
	-Discuss that what the character says	Mini Lesson: LA.U23.RML5 • *Mini Lesson* • *Have a Try*	

	and does influences what they want	• *Summarize and Apply* • *Share*	
	-Predict what a character will do next based on what they already know about them.		
Understanding Fiction and Non-fiction genres 4 Mini Lessons	Examine that fiction books are made up stories	Mini Lesson: LA.U6.RML1 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Use *Assess Learning* to behaviors that demonstr of the goal. -Observation through di anecdotal notes -Respond to Reading in and shared writing activ -Reading conference no guided reading - Graphic Organizers - Exit Tickets
	-Discuss there are different types of fiction books	Mini Lesson: LA.U6.RML2 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	
		Mini Lesson: LA.U6.RML3 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	
	-Explain the characteristics of non-fiction as a genre	Mini Lesson: LA.U6.RML4 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	

	-Discuss there are different types of non-fiction books.		
<u>Author Study</u> 1 Mini Lesson	-Identify that an author's work is recognizable across multiple books.	<u>Mini Lesson:</u> LA.U3.RML 1 Tomi dePaola • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Use *Assess Learning* t... behaviors that demonstr... of the goal. -Observation through di... anecdotal notes -Respond to Reading in... and shared writing activ... -Reading conference no... guided reading - Graphic Organizers - Exit Tickets

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.
SOC.6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
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.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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.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.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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.
SOC.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
SOC.6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
SOC.6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
SOC.6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary into oral sentence frames to help children respond etc. Role play. Invite children to talk about a time they did not belong, and role play different scenarios. Use graphic organizer to talk about the memories at the heart of the stories in the set.

Special Education- Break story into pieces, stopping to act out classroom activities that the characters are doing. Role play. Invite children to talk about a time they did not belong, and role play different scenarios. Use graphic organizer to talk about the memories at the heart of the stories in the set.

Gifted Students- Research student's own culture and discuss how that has impacted their families life. Write a story from the point of view of a family member. Take a trip around the world. Have children chose a country, and gather information about that country, including foods, tradition, clothing, language and holidays. Storyboard a meaningful event using StoryBoard That!

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Starfall

Work on Writing options: Google Classroom, Storyboard That!

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Cross Curricular/21st Century Connections

9.2 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Unit 3: Exploring the World Around You

Content Area: **Language Arts**
Course(s): **Adv. Concepts in Com. Sci. (s), Lang. Arts**
Time Period: **November**
Length: **5 weeks**
Status: **Published**

Summary of the Unit

In this unit, students will begin to recognize the differences between fiction and nonfiction, as well as the differences between different types of nonfiction. They will also examine the author's purpose for writing. The students will be introduced to using a reader's notebook when reading independently. Students will practice identifying opinions of books as well as supporting their opinions with text evidence.

Enduring Understandings

- There is an organization and order to the natural world, and insects are part of them.
- Insects are a useful and meaningful part of everyday life.
- People write for many different purposes.

Essential Questions

- Why is it important to learn about the animals in our world?
- What's the writer's reason for writing?
- How does an author or illustrator make decisions to interest readers?

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Trimester 1 Benchmark, DRA, PMA, Running Records, Reading Records, Cold read assessment.

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Predicting
- Visualizing
- Questioning
- Making Connections

- Summarizing

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

-*Exploring the Natural World: Insects*

-*Exploring Narrative Nonfiction Texts*

-*Seymour Simon: A Scientific Eye*

Chart paper and drawing materials

Readers Notebook

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Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Asse
		Interactive Read Alouds	
Discuss new information learned from non fiction **IRA** 1 mini lesson per book	-Infer Dilly's character traits based on thoughts and actions -Use details from the illustrations to support understanding.	**The Bugliest Bug Read Aloud:** Utilize the IRA folder to complete the following steps: -*Introduce the Text* -*Read the Text* -*Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing	-Use *Assess Learning* to behaviors that demonstr of the goal. -Observation through di anecdotal notes -Respond to Reading in

		Independent Writing	and shared writing activ -Reading conference no guided reading - Graphic Organizers - Exit Tickets
	-Tell important information about bug eating animals -Identify content that refelects understanding of the physical world -Analyze the author's use of playful poetic language.	**Bugs for Lunch Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Writing	
	-Infer the message of the story -Discuss how the author uses literal and figurative language.	**When Lightning Comes in a Jar Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent writing	

	-Identify the author's use of poetic language. -State new information about the saguaro cactus.	**Cactus Hotel Read Aloud:** Utilize the IRA folder to complete the following steps: -*Introduce the Text* -*Read the Text* -*Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent writing	
	-Recall the important events in the text in temporal sequence. -Discuss the author's use of interesting language.	**A Log's Life Read Aloud:** Utilize the IRA folder to complete the following steps: -*Introduce the Text* -*Read the Text* -*Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent writing **Salmon Stream Read Aloud:** Utilize the IRA folder to complete the following steps: -*Introduce the Text* -*Read the Text* -*Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent writing	
	-Tell the important factual		

	information about salmon.	
	-Understand the author's use of poetic language.	**Think of an Eel Read Aloud:** Utilize the IRA folder to complete the following steps: -*Introduce the Text* -*Read the Text* -*Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent writing
	-Identify and discuss important and interesting information about eels -Discuss the author's use of poetic language.	**Frogs Read Aloud:** Utilize the IRA folder to complete the following steps: -*Introduce the Text* -*Read the Text* -*Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent writing
	-Use background knowledge of animals to understand the topic of frogs -Identify and discuss important and interesting information about frogs	**Dolphins Read Aloud:** Utilize the IRA folder to complete the following steps: -*Introduce the Text* -*Read the Text* -*Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent writing

	-Use background knowledge of animals to understand the topic of dolphins -Identify and discuss important and interesting information about dolphins	**Penguins Read Aloud:** Utilize the IRA folder to complete the following steps: -*Introduce the Text* -*Read the Text* -*Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent writing	
	-Use background knowledge of animals to understand the topic of penguins -Identify and discuss important and interesting information about penguins	**Dogs Read Aloud:** Utilize the IRA folder to complete the following steps: -*Introduce the Text* -*Read the Text* -*Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent writing	
	-Use background knowledge of animals to understand the topic of dogs -Identify and discuss important and interesting information about dogs	**Cats Read Aloud:** Utilize the IRA folder to complete the following steps: -*Introduce the Text* -*Read the Text* -*Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent writing	

	-Use background knowledge of animals to understand the topic of cats -Identify and discuss important and interesting information about cats		

<div align="center">Mini Lessons</div>

Studying Narrative Nonfiction 1 Mini Lesson	-Define narrative nonfiction and understand it works across all examples -Identify content that refelects understanding of the physical world -Analyze the author's use of playful poetic language.	Mini Lesson: LA.U12.RML2 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Use *Assess Learning* to behaviors that demonstr of the goal. -Observation through di anecdotal notes -Respond to Reading in and shared writing activ -Reading conference no guided reading - Graphic Organizers - Exit Tickets
Introducing A Reader's Notebook 2 Mini Lessons	-Identify and record the title and author of each book read independently. -Identify and record the genre of a book that was read.	Mini Lesson: WAR.U1.RML2 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share* Mini Lesson: WAR.U1.RML3 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Use *Assess Learning* to behaviors that demonstr of the goal. -Observation through di anecdotal notes -Respond to Reading in and shared writing activ -Reading conference no guided reading - Graphic Organizers - Exit Tickets

Thinking About Where Stories Take Place 3 Mini Lessons	-Infer where a story takes place based on the pictures and words -Identify that settings are distant in time and place -Understand the setting of a story and infer why it is important	Mini Lesson: LA.U21.RML1 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share* Mini Lesson: LA.U21.RML2 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share* Mini Lesson: LA.U21.RML3 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	-Use *Assess Learning* t behaviors that demonstr of the goal. -Observation through di anecdotal notes -Respond to Reading in and shared writing activ -Reading conference no guided reading - Graphic Organizers - Exit Tickets
Expressing Opinions About Books 5 Mini Lessons	-Propose an opinion of a book and support it with evidence	Mini Lesson: LA.U2.RML1 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share* Mini Lesson: LA.U21.RML2 - *Mini Lesson*	-Use *Assess Learning* behaviors that demonstr of the goal. -Observation through di anecdotal notes -Respond to Reading in and shared writing activ -Reading conference no guided reading - Graphic Organizers - Exit Tickets

	-Propose an opinion of an author and support it with evidence	• *Have a Try* • *Summarize and Apply* • *Share*	
		Mini Lesson: LA.U21.RML3 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	
	-Express opinions about how a character acts and relates to ones own life	Mini Lesson: LA.U21.RML4 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	
	-Express opinons about whether a character seems real	Mini Lesson: LA.U21.RML5 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	
	-Express opinons about whether a problem seems real		
Author's Study 1 Mini Lesson	-Identify that an author's work is recognizable across multiple books.	Mini Lesson: LA.U3.RML 1 Seymour Simon • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Use *Assess Learning* behaviors that demonstr of the goal. -Observation through di anecdotal notes -Respond to Reading in and shared writing activ -Reading conference no guided reading

			- Graphic Organizers
			- Exit Tickets

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.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
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.
SCI.2-LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
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.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.2.9	Compare and contrast the most important points presented by two texts on the same topic.
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.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary. Observe insects in a natural setting. Draw and label an insect's body and label it's anatomy. Use technology to learn more. Guide students in an internet search about particular insects.

Special Education- Break story into pieces, stopping to act out what characters are doing. Observe insects in a natural setting. Draw and label an insect's body and label it's anatomy. Use technology to learn more. Guide students in an internet search about particular insects.

Gifted Students- Students can research a new animal and create a display of new information learned. Observe insects in a natural setting. Draw and label an insect's body and label it's anatomy. Use technology to learn more. Guide students in an internet search about particular insects. Make connections about how insects are helpful to the natural world as well as to humans.

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Starfall

Work on Writing options: Google Classroom

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Cross Curricular/21st Century Connections

9.2 21stCentury Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Unit 4: Beauty in the World Around Us

Content Area: **Language Arts**
Course(s): **Lang. Arts**
Time Period: **December**
Length: **3 Weeks**
Status: **Published**

Summary of the Unit

In this unit, students will begin to learn about the beauty found in the world. They will become engaged through thought-provoking questions about finding the beauty in the details, as well as the beauty of giving to others. The students will learn how to use the illustrations to learn more about the story. Students will practice writing independently in a readers notebook to show their understanding of books read.

Enduring Understandings

- Beauty can be found in even the most unexpected places.
- You can appreciate your world in a new way.
- Someone may need something more than you do.
- Knowing you have helped someone can make you feel good too.

Essential Questions

- What does it mean to find beauty in the world around you?
- Why is it important to be generous to others?

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Trimester 1 Benchmark, DRA, PMA, Running Records, Reading Records, Cold Read assessments

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Predicting
- Visualizing
- Questioning
- Making Connections

- Summarizing

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

-*Finding Beauty in the World Around You*

-*The Pleasure of Giving*

Chart paper and drawing materials

Readers Notebook

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Unit Plan

Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchm Assessments
		Interactive Read Alouds	
Inferring messages from stories	-Infer the messages in the Last Stop on Market Street	**Last Stop on Market Street Read Aloud:** Utilize the IRA folder to complete the following steps:	-Use *Assess Learning* to behaviors that demonstra of the goal.

IRA		-*Introduce the Text*	-Observation through dis[...] anecdotal notes
I Mini Lesson per book	-Identify how the boy changes and infer reasons based on the plot	-*Read the Text*	-Respond to Reading ind[...] and shared writing activit[...]
		-*Discuss the Text*	-Reading conference not[...] guided reading
		Respond to the Text-	
		Shared/Interactive Writing	- Graphic Organizers
		Independent Writing	- Exit Tickets
	-Infer the messages in Something Beautiful		
	-Identify how the girl changes and infer reasons based on the plot	**Something Beautiful Read Aloud:**	
		Utilize the IRA folder to complete the following steps:	
		-*Introduce the Text*	
		-*Read the Text*	
		-*Discuss the Text*	
		Respond to the Text-	
	-Infer the messages in The Gardner.	Shared/Interactive Writing	
		Independent Writing	
	-Discuss what characters are feeling from their expressions and actions.		
	-Understand settings that are distant in time and place	**The Gardner Read Aloud:**	
		Utilize the IRA folder to complete the following steps:	
		-*Introduce the Text*	
		-*Read the Text*	
		-*Discuss the Text*	
		Respond to the Text-	
	-Infer the messages in Jamaica Louise James.	Shared/Interactive Writing	
		Independent Writing	
	-Discuss what characters are feeling from their expressions and actions.		
IRA			

	-Infer the messages in Wanda's Roses.	**Jamaica Louise James Read Aloud:**	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
		-Read the Text	
		-Discuss the Text	
	-Discuss what characters are feeling from their expressions and actions.	***Respond to the Text-***	
		Shared/Interactive Writing	
		Independent Writing	
	-Infer the message about giving and gratitude.	**Wanda's Roses Read Aloud:**	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
		-Read the Text	
		-Discuss the Text	
	-Identify how Sam changes and understand why from events in the plot.	***Respond to the Text-***	
		Shared/Interactive Writing	
		Independent Writing	
	-Discuss what characters are feeling from their expressions and actions.		
	-Infer the message about giving and gratitude.		
		Sam and the Lucky Money Read Aloud:	
		Utilize the IRA folder to complete the following steps:	
	-Discuss the significance of events in the plot	*-Introduce the Text*	
		-Read the Text	
		-Discuss the Text	
		Respond to the Text-	
		Shared/Interactive Writing	
		Independent Writing	

	-Infer the message about giving and gratitude and wants vs. needs -Discuss the significance of events in the plot -Recall important details about the Tanzanian setting. -Infer messages about saving and helpin	**The Birhtday Swap Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent writing **Those Shoes Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent writing **My Rows and Piles of Coins Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text*	

		Respond to the Text- Shared/Interactive Writing Independent writing	
Mini Lessons			
<u>Using A Reader's Notebook</u> 2 Mini Lessons	-Create a list of books to recommend to others -Express an opinion in the form of a book recommendation	<u>Mini Lesson:</u> WAR.U2.RML2 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share* <u>Mini Lesson:</u> WAR.U2.RML3 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share* -	-Use *Assess Learning* to behaviors that demonstra of the goal. -Observation through dis anecdotal notes -Respond to Reading ind and shared writing activit -Reading conference notes from gu reading - Graphic Organizers - Exit Tickets
<u>Studying Illustrations In Books</u> 5 Mini Lessons	-State information from the pictures in fiction books. -Identify characters' feelings based on their expressions or gestures.	<u>Mini Lesson:</u> LA.U26.RML1 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share* <u>Mini Lesson:</u> LA.U26.RML2 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share* <u>Mini Lesson:</u> LA.U26.RML3 - *Mini Lesson* - *Have a Try* - *Summarize and Apply*	-Use *Assess Learning* to behaviors that demonstra of the goal. -Observation through dis anecdotal notes -Respond to Reading ind and shared writing activit -Reading conference notes from gu reading - Graphic Organizers

		• *Share*	
	-Identify the small details in pictures and how they reveal information about a character.	Mini Lesson: LA.U26.RML5 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	- Exit Tickets
	-Discuss how the tone of a book is created by the illustrator's choice of colors.	Mini Lesson: LA.U26.RML6 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	
	-Discuss how an illustrator shows the passage of time through illustrations.		

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.
CAEP.9.2.4.A	Career Awareness
SOC.6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.3.4.C.1	Develop and implement a group initiative that addresses an economic issue impacting children.
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.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.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.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.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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.
SOC.6.1.4.A.3	Determine how "fairness," "equality," and the "common good" have influenced new laws and policies over time at the local and national levels of United States government.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary. Take a walk around the school building and have students notice places they find beautiful, and other places that are not so beautiful. Brainstorm mays to add beauty to those places. Create a giving tree. Every time a student shows generosity, have them add a leaf to the tree. Explain that giving does not mean giving away things.

Special Education- Break story into pieces, stopping to act out what characters are doing. Take a walk around the school building and have students notice places they find beautiful, and other places that are not so beautiful. Brainstorm mays to add beauty to those places. Create a giving tree. Every time a student shows generosity, have them add a leaf to the tree. Explain that giving does not mean giving away things.

Gifted Students- Have students discuss ways to find beauty in the world around them. Have students present their ideas to the class. Take a walk around the school building and have students notice places they find beautiful, and other places that are not so beautiful. Brainstorm mays to add beauty to those places. Create a giving tree. Every time a student shows generosity, have them add a leaf to the tree. Explain that giving does not mean giving away things. Talk about people the children know who have made a difference in their community. Have children interview that person about the ways they give to their community.

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Starfall

Work on Writing options: Google Classroom

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Cross Curricular/21st Century Connections

9.2 21stCentury Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Unit 5: Exploring Folktales and Animal Stories

Content Area: **Language Arts**
Course(s): **Lang. Arts**
Time Period: **January**
Length: **5 Weeks**
Status: **Published**

Summary of the Unit

In this unit, students will begin to understand the characteristics of folktales. They will learn that a folktale is an oral tradition passed down from generation. They will retell stories by summarizing the important differences between characters, such as, how they look, dress, eat, or celebrate. Students will also examine character traits and how to support those traits with textual evidence.

Enduring Understandings

- Folktales show the things that different cultures have in common
- People write for many different purposes
- Understanding different cultures helps us to understand the world around us
- You can learn valuable lessons from folktales.

Essential Questions

- Why are folktales important to people?
- How does an author make decisions to interest readers?

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Trimester 2 Benchmark, DRA, PMA, Running Records, Reading Records, cold read assessment

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Predicting
- Visualizing
- Questioning
- Making Connections

- Summarizing

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

-*Exploring Trickster Tales*

-*Exploring Different Cultures:Folktales*

--*Jan Brett: Creating Imaginary Worlds*

Chart paper and drawing materials

Readers Notebook

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Unit Plan

Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchma Assessments
		Interactive Read Alouds	

| IRA-Discuss animal stories and folktales

1 Mini Lesson per book | -Discuss a plot with multiple events

-Use evidence from the text to support predictions | **Tops and Bottoms Read Aloud:**

Utilize the IRA folder to complete the following steps:

 -*Introduce the Text*

-*Read the Text*

-*Discuss the Text*

Respond to the Text-

Shared/Interactive Writing

Independent Writing | -Use *Assess Learning* to id behaviors that demonstrate of the goal.

-Observation through discu anecdotal notes |
|---|---|---|---|
| | -Use evidence from the text to support statements about the wisdom gained by Zomo

-Compare Zomo the Rabbit to Tops and Bottoms based on the idea of trickery. | Zomo The Rabbit Read Aloud:

Utilize the IRA folder to complete the following steps:

 -*Introduce the Text*

-*Read the Text*

-*Discuss the Text*

Respond to the Text-

Shared/Interactive Writing

Independent Writing | -Respond to Reading inder and shared writing activitie

-Reading

conference notes from gui reading

- Graphic Organizers

- Exit Tickets |
| | -Understand the concept of an origin tale

-Discuss a plot with multiple events or episodes | **Jabuti the Tortoise Read Aloud:**

Utilize the IRA folder to complete the following steps:

 -*Introduce the Text*

-*Read the Text*

-*Discuss the Text*

Respond to the Text-

Shared/Interactive Writing

Independent Writing | |
| | -Compare trickster tales.

-Discuss the recurring theme of trickery | | -Use *Assess Learning* to id behaviors that demonstrate of the goal. |

		The Turtle and the Monkey Read Aloud:	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
		-Read the Text	
		-Discuss the Text	
		Respond to the Text-	
		Shared/Interactive Writing	
	-Discuss and recall the important events in sequence.	Independent Writing	
	-Question to deeper understand the story.		
		Borreguita and the Coyote Read Aloud:	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
		-Read the Text	
		-Discuss the Text	
		Respond to the Text-	
		Shared/Interactive Writing	
	-Discuss the important ideas relevant to one's own world.	Independent Writing	
	-Formulate a prediction of what will happen next when Ping's seed does not grow.	**The Empty Pot Read Aloud:**	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
		-Read the Text	
		-Discuss the Text	
		Respond to the Text-	
	-Interpret the relationship between		

	brown squirrel and bear as revealed through dialogue and behavior.	Shared/Interactive Writing Independent Writing
	-Recall important information about the setting long ago in Eastern Europe. -Tell a summary of the text.	**How Chipmunk Got His Stripes Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Writing
	-Recognize and understand that fiction texts may have different settings that reflect a wide range of diverse places, languages , and cultures. -Compare to other folktales read aloud.	**The Treasure Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Writing
	-Understand that the lesson can be applied to one's own life. -Notice how the illustrations go together with the text in a meaningful	**Nine -In-One Grr! Grr! Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text*

	way.	*-Read the Text*
		-Discuss the Text
		Respond to the Text-
		Shared/Interactive Writing
		Independent Writing
	-Interpret the lesson in the story	
	-Express opinions about characters in the story.	
		<u>Why the Sky is Far Away Read Aloud:</u>
		Utilize the IRA folder to complete the following steps:
		-Introduce the Text
		-Read the Text
		-Discuss the Text
		Respond to the Text-
	-Interpret the lesson in the story.	Shared/Interactive Writing
		Independent Writing
	-Recognize how Jan Brett creates humor with her words and illustrations.	
		<u>Berlioz the Bear Read Aloud:</u>
		Utilize the IRA folder to complete the following steps:
		-Introduce the Text
		-Read the Text
	-Understand the characteristics of fantasy.	*-Discuss the Text*
		Respond to the Text-
	-Proprose what will happen next.	Shared/Interactive Writing
		Independent Writing

	-Interpret Honeyguide's and Badger's traits based on though, dialogue, and behavior. -Interpret the lesson in the story.	**Town Mouse Country Mouse Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Writing **Comet's Nine Lives Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-*** Shared/Interactive Writing Independent Writing **Honey...Honey...Lion! Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* ***Respond to the Text-***	

		Shared/Interactive Writing Independent Writing	

		Mini Lessons	
<u>Writing About Fiction Books</u> 3 Mini Lessons	-Use a diagram to show the important parts of a story in sequence.	<u>Mini Lesson:</u> WAR.U4.RML1 *Mini Lesson* *Have a Try* *Summarize and Apply* *Share* -	-Use *Assess Learning* to id behaviors that demonstrate of the goal. -Observation through discu anecdotal notes
	-Draw and label the setting of a story.	<u>Mini Lesson:</u> WAR.U4.RML2 *Mini Lesson* *Have a Try* *Summarize and Apply* *Share* -	-Respond to Reading indep and shared writing activiti -Reading conference notes from guid reading
	-Use a story map to show important information in a story.	<u>Mini Lesson:</u> WAR.U4.RML3 *Mini Lesson* *Have a Try* *Summarize and Apply* *Share*	- Graphic Organizers - Exit Tickets
<u>Noticing Text</u>	-Understand and use the front flap	<u>Mini Lesson:</u> LA.U11.RML1	-Use *Assess Learning* to id behaviors that demonstrate

Features 3 Mini Lessons	and back cover of a book.	• *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	of the goal. -Observation through discu anecdotal notes
	-Understand the purpose of a book's dedication page.	Mini Lesson: LA.U11.RML2 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Respond to Reading indep and shared writing activiti -Reading conference notes from gui reading
	-Understand an author page gives information about an author.	Mini Lesson: LA.U11.RML6 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	- Graphic Organizers - Exit Tickets
Studying Trickster Tales 5 Mini Lessons	-Understand the characteristics of trickster tales.	Mini Lesson: LA.U19.RML1 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Use *Assess Learning* to id behaviors that demonstrate of the goal. -Observation through discu anecdotal notes
	-Create a definition of what a trickster tale is.	Mini Lesson: LA.U19.RML2 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Respond to Reading indep and shared writing activiti -Reading conference notes from gui reading
	-Understand the main character of a trickster tale outsmarts other characters.	Mini Lesson: LA.U19.RML3 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	- Graphic Organizers - Exit Tickets
		Mini Lesson: LA.U19.RML4 • *Mini Lesson*	

		• *Have a Try* • *Summarize and Apply* • *Share*	
	-Understand the same types of characters occur over and over in trickster tales.	Mini Lesson: LA.U19.RML5 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	
	-Interpret the lesson in trickster tales.		
<u>Understanding</u> <u>Character Traits</u> 6 Mini Lessons	-Identify the difference between interal and external traits.	Teacher will create an anchor chart illustrating the difference between external and internal traits.	-Use *Assess Learning* to id behaviors that demonstrate of the goal. -Observation through discu anecdotal notes
	-Identify character's physical characteristics.	Mini Lesson: LA.U24.RML1 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Respond to Reading indep and shared writing activiti -Reading
	-Interpret character's traits as revealed through their inner thoughts.	Mini Lesson: LA.U24.RML2 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	conference notes from gui reading - Graphic Organizers
	-Interpret character's traits as revealed through their dialogue.	Mini Lesson: LA.U24.RML3 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	- Exit Tickets
		Mini Lesson: LA.U24.RML4 • *Mini Lesson* • *Have a Try*	

	-Interpret character's traits as revealed through their behavior.	• *Summarize and Apply* • *Share* Mini Lesson: LA.U24.RML5 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	
	-Interpret character's traits through what other characters say or think about them.		
Writing About Characters 2 Mini Lessons	-Use a web to describe characters.	Mini Lesson: WAR.U4.RML5 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Use *Assess Learning* to id behaviors that demonstrat of the goal. -Observation through disc anecdotal notes
	-Compare and contrast characters.	Mini Lesson: WAR.U4.RML6 • *Mini Lesson* • *Have a Try* • *Summarize and Apply* • *Share*	-Respond to Reading inde and shared writing activiti -Reading conference notes from gui reading - Graphic Organizers - Exit Tickets

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.
CAEP.9.2.4.A	Career Awareness
SOC.6.3.4.C.1	Develop and implement a group initiative that addresses an economic issue impacting children.
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.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.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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.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.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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.
SOC.6.1.4.A.3	Determine how "fairness," "equality," and the "common good" have influenced new laws and policies over time at the local and national levels of United States government.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary. Share cultures. Have students bring in a few items that represent their own family's cluture. Children can share with the class and discuss why these items are important.

Special Education- Break story into pieces, stopping to act out what the characters are doing. Share cultures. Have students bring in a few items that represent their own family's cluture. Children can share with the class and discuss why these items are important.

Gifted Students- Students can create their own trickster tale using storybird. Create a "cultural passport" to log all the countries they encounter when reading folktales. Explore other cultures. Have children examine and describe how the illustrations in each folktale are different and how that can relate to each culture. Children can choose to learn more about one of the cultures and create their own illustration of some aspect of that culture.

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Starfall

Work on Writing options: Google Classroom

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Cross Curricular/21st Century Connections

9.2 21[st]Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Unit 6: Learning a Lesson From Humorous Characters

Content Area: **Language Arts**
Course(s): **Lang. Arts**
Time Period: **February**
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

In this unit, students will further their understanding that lessons can be learned from the characters we meet in stories. Characters have something to teach us even when they are humorous. They will begin to understand how characters change throughout a story. Students will begin to summarize the stories they have read, as well as begin to use non-fiction text features.

Enduring Understandings

- Humor can be used to entertain.
- People write for many different purposes
- Authors and illustrators make choices about the characters they create.

Essential Questions

- What makes books funny?
- How does an author or illustratior make decisions to interest readers?

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Trimester Benchmark, DRA, PMA, Running Records, Reading Records, Cold read assessment.

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Predicting
- Visualizing
- Questioning
- Making Connections

- Summarizing

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

Build vocabulary (IRA, Guided Reading)

Resources:

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

-Humorus Characters

-Helen Lester: Learning a Lesson

Chart paper and drawing materials

Readers Notebook

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Unit Plan

Topic/ Selection	General Objectives	Instructional Activities	Suggested Benchm Assessment
		Interactive Read Alouds	
Interpreting lessons from	-Understand a simple plot with	**Tacky the Penguin Read Aloud:**	-Use *Assess Learning* to behaviors that demonst

humorous characters	problem and solution.	Utilize the IRA folder to complete the following steps:	meeting of the goal.
1 Mini Lesson Per IRA		*-Introduce the Text*	
	-Identify when the problem is solved.	*-Read the Text*	-Observation through d anecdotal notes
		-Discuss the Text	
		Respond to the Text-	-Respond to Reading in and shared writing acti
		Shared/Interactive Writing	
			-Reading
	- Understand a simple plot with problem and solution.	**Three Cheers for Tacky Read Aloud:**	conference notes from reading
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
	-Identify when the problem is solved.	*-Read the Text*	- Graphic Organizers
		-Discuss the Text	
	-Make connections among texts that have the same author, illustrator, setting, and characters.	*Respond to the Text-*	- Exit Tickets
		Shared/Interactive Writing	
	- Understand a simple plot with problem and solution.		
	-Identify when the problem is solved.	**Edward the Emu Read Aloud:**	
		Utilize the IRA folder to complete the following steps:	
	-Make connections among texts that have the same author, illustrator, setting, and characters.	*-Introduce the Text*	
		-Read the Text	
		-Discuss the Text	
		Respond to the Text-	
		Shared/Interactive Writing	
humorous characters			
1 Mini Lesson Per IRA			

	- Understand a simple plot with problem and solution. -Identify when the problem is solved. -Make connections among texts that have the same author, illustrator, setting, and characters.		
	- Understand a simple plot with problem and solution. -Identify when the problem is solved. -Express opinions about the characters in the story and support with evidence.	**Edwina the Emu Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
	- Understand a simple plot with problem and solution. -Identify when the problem is solved. -Express opinions about the characters in the story and support with evidence.	**Miss Nelson is Missing Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	

	-Interpret the significance of events in a plot.
	
	-Identify how Wodney's character changes and infer reasons from events in the plot.
	
	-Interpret the lesson in Listen Buddy.
	
	-Gain new information from text and illustrations.
	
	-Identify the dedication.
	
	-Interpret the lesson Gruntly learns.
	
	-Identify Gruntly's change and infer why from events in the plot.
	
	-Understand the events of the story could not happen in real life.
		Miss Nelson is Back Read Aloud:
		
		Utilize the IRA folder to complete the following steps:
		
		  -Introduce the Text
		
		-Read the Text
		
		-Discuss the Text
		
		 Respond to the Text-
		
		Shared/Interactive Writing
		
		Hooway for Wodney Wat Read Aloud:
		
		Utilize the IRA folder to complete the following steps:
		
		  -Introduce the Text
		
		-Read the Text
		
		-Discuss the Text
		
		 Respond to the Text-
		
		Shared/Interactive Writing
		
		Listen Buddy Read Aloud:
		
		Utilize the IRA folder to complete the following steps:
		
		  -Introduce the Text	

	-Tell the important events from the story	*-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
	-Understand that this is a true story about Helen Lester's life that she wrote.		
	-Discuss Helen Lester's purpose for writing. -Interpret the importance of Helen Lester's accomplishments	**All for Me and None for All Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
		Princess Penelope's Parrot Read Aloud: Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
		Author: A True Story Read Aloud: Utilize the IRA folder to complete the following steps: *-Introduce the Text*	

		-Read the Text *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
Mini Lessons			
<u>Thinking about character change.</u> 3 Mini Lessons	-Recognize characters can have multiple dimentions.	<u>Mini Lesson:</u> LA.U25.RML2 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share* -	-Use *Assess Learning*to behaviors that demonst meeting of the goal. -Observation through d anecdotal notes -Respond to Reading in and shared writing acti
	-Identify when a character learns a lesson and how the lesson relates to one's own life.	<u>Mini Lesson:</u> LA.U25.RML3 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share* -	-Reading conference notes from reading - Graphic Organizers
	-Identify character change and infer reasons from events of the plot.	<u>Mini Lesson:</u> LA.U25.RML4 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	- Exit Tickets
<u>Writing about fiction books in a reader's notebook</u> 1 Mini Lesson	-Write about when characters change or learn a lesson.	<u>Mini Lesson:</u> WAR.U4.RML7 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	-Use *Assess Learning*to behaviors that demonst meeting of the goal. -Observation through d anecdotal notes

			-Respond to Reading in and shared writing acti -Reading conference notes from reading - Graphic Organizers
<u>Summarizing</u> 6 Mini Lessons	-Tell the important events of a text in sequence. -Tell the most important ideas in a informational text. -Summarize fiction texts using sentence starters.	<u>Mini Lesson:</u> SAS.U4.RML1 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share* - <u>Mini Lesson:</u> SAS.U4.RML2 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share* - <u>*Repeat these lessons as necessary with additional texts*</u> - Summarizing with somebody, wanted, but, so, then. Reading strategy 5.16 in Jennifer Serravallo reading strategies book.	-Use *Assess Learning* to behaviors that demonst meeting of the goal. -Observation through d anecdotal notes -Respond to Reading in and shared writing acti -Reading conference notes from reading - Graphic Organizers
<u>Using Text Features</u> 4 Mini Lessons	-Discuss that readers need to synthesize new information from visuals. -Understand the purpose of	Teacher will use a mentor text (such as A Log's Life) to explain that when a reader sees a visual, they need to stop and think: What new info am I learning and why is it important? *Jennifer Serravallo strategy 10.9* - <u>Mini Lesson:</u> LA.U17.RML1	-Use *Assess Learning* to behaviors that demonst meeting of the goal. -Observation through d anecdotal notes -Respond to Reading in

	headings as an organizational tool.	- *Mini Lesson*	and shared writing acti
		- *Have a Try*	
		- *Summarize and Apply*	-Reading
	-Understand the purpose of the table of contents as an organizational tool.	- *Share*	conference notes from reading
		Mini Lesson: LA.U17.RML2	- Graphic Organizers
		- *Mini Lesson*	
		- *Have a Try*	
	-Identify when authors include information in a sidebar.	- *Summarize and Apply*	
		- *Share*	
		Mini Lesson: LA.U17.RML3	
		- *Mini Lesson*	
		- *Have a Try*	
		- *Summarize and Apply*	
		- *Share*	

LA.RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
SOC.6.3.4.C.1	Develop and implement a group initiative that addresses an economic issue impacting children.
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.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.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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.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.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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.
SOC.6.1.4.A.3	Determine how "fairness," "equality," and the "common good" have influenced new laws and policies over time at the local and national levels of United States government.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary. Children can draw their own humerous characters, and describe their facial expressions and movements and how that makes it humerous.

Special Education- Break story into pieces, stopping to act out activities that the characters are doing. Children can create comic strips and draw the characters and what they do first, next, and last.

Gifted Students- Have students record summaries of their favorite books to share with other students. Role play funny scenes. Children can work in groups to act out skits that feature humerous characters.

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Starfall

Work on Writing options: Google Classroom

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Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Unit 7- Simple Biographies and Facing Personal Challenges

Content Area: **Language Arts**
Course(s):   **Lang. Arts**
Time Period: **March**
Length: **5 Weeks**
Status: **Published**

Summary of the Unit

In this unit, students will begin to understand the characteristics of Bob Grahams writing that captures everyday moments of childhood. They will learn how his stories are illustrated usually with pen, chalk, and watercolors, and incorporate a comic strip format. They will identify author's point of view through poetry while comparing and contrasting two texts.

Enduring Understandings

- You can learn about yourself through other people and characters.
- Sometimes you have to face challenges in order to help someone else.
- It takes determination to achieve your goals.
- Biographies make you think about your own life.

Essential Questions

- What is a writer's reason for writing a biography?
- Why is it important to face challenges?
- Why is determination important?

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Trimester Benchmark, DRA, PMA, Running Records, Reading Records, Cold read Assessment.

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Predicting
- Visualizing

- Questioning
- Making Connections
- Summarizing

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

Build vocabulary (IRA, Guided Reading)

Resources: Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

-*Simple Biographies*

-*Facing Challenges*

-*The importance of Determination*

Chart paper and drawing materials

Readers Notebook

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Unit Plan

Suggested Timeline per topic			Suggested Benchma Assessments

	General Objectives	Instructional Activities	
		Interactive Read Alouds	
1 Mini Lesson per book	-Understand that a biography is the story of a person's life written by someone else.	**Zora Hurston and the Chinaberry Tree Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text*	-Use *Assess Learning* to ide behaviors that demonstrate of the goal.
	-Identify that nonfiction texts may be set in a variety of places and times.	*-Read the Text* *-Discuss the Text*	-Observation through discu anecdotal notes
		Respond to the Text- Shared/Interactive Writing	-Respond to Reading indep and shared writing activiti
	-Notice and understand text resources including nonfiction text features.		-Reading conference notes from guid reading
	-Identify that nonfiction texts may be set in a variety of places and times.	**Celia Cruz: Queen of Salsa Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text*	- Graphic Organizers
		-Read the Text	- Exit Tickets
		-Discuss the Text *Respond to the Text-*	
	-Notice and understand text resources including nonfiction text features.	Shared/Interactive Writing	
	-Identify that nonfiction texts may be set in a variety of places and times.		
		Manfish: A Story of Jacques Cousteau Read Aloud: Utilize the IRA folder to complete the following steps: *-Introduce the Text*	
	-Question topics encountered in nonfiction texts.	*-Read the Text* *-Discuss the Text* *Respond to the Text-*	
	- Notice and understand text resources including nonfiction text features.	Shared/Interactive Writing	

	- Question topics encountered in nonfiction texts.		
		Snowflake Bentley Read Aloud:	
	- Notice and understand text resources including nonfiction text features.	Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
		-Read the Text	
		-Discuss the Text	
		Respond to the Text-	
	-Recall details about the examples of courage.	Shared/Interactive Writing	
	-Interpret the story's message.	**The Pot That Juan Built Read Aloud:**	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
		-Read the Text	
		-Discuss the Text	
	-Discuss how the illustrations and graphics go together with the text to show the movement of the roller coaster ride.	*Respond to the Text-*	
		Shared/Interactive Writing	
	-Understand the humor in the words and illustrations.	**Courage Read Aloud:**	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
	-Synthesize new ideas and concepts from hearing the story read aloud.	*-Read the Text*	
		-Discuss the Text	
	-Recall important details about how Mirette and Bellini face challenges.	*Respond to the Text-*	
		Shared/Interactive Writing	

	-Express opinions about Suki's courage and support it with text evidence.	**Roller Coaster Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing
	-Understand simple problems that occur in everyday life.	
	-Recall details of the setting.	**Mirrette on the High Wire Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing
	-Discuss how illustrations and graphics go together in a meaningful way.	
	-Interpret the girl's intentions, feelings, and motivations as revealed through thought, dialogue, behavior, and what others think or say about her.	**Suki's Kimono Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing
	-Compare Earrings! To one's own life.	
	-Recognize important information and details, and use evidence to support statements.	**Abuela's Weave Read Aloud:** Utilize the IRA folder to complete the following steps:

	-Compare Brontorina to one's own life.	*-Introduce the Text*	
		-Read the Text	
		-Discuss the Text	
		Respond to the Text-	
		Shared/Interactive Writing	
	- Recognize important information and details, and use evidence to support statements.		
	-Understand that fiction texts may have settings that reflect a wide range of diverse places, cultures, and languages.	**Earrings! Read Aloud:**	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
		-Read the Text	
		-Discuss the Text	
		Respond to the Text-	
	-Understand Meg Medina's purpose for writing.	Shared/Interactive Writing	
	-Interpret the importance of ideas relevant to their world.		
		Brontorina Read Aloud:	
		Utilize the IRA folder to complete the following steps:	
	-Recognize important information and details, and use evidence to support statements.	*-Introduce the Text*	
		-Read the Text	
		-Discuss the Text	
	-Identify interesting language used throughout the text.	*Respond to the Text-*	
		Shared/Interactive Writing	

		Brave Irene Read Aloud:	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
		-Read the Text	
		-Discuss the Text	
		Respond to the Text-	
		Shared/Interactive Writing	
		Tia Iso Wants a Car Read Aloud:	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
		-Read the Text	
		-Discuss the Text	
		Respond to the Text-	
		Shared/Interactive Writing	
		Galimoto Read Aloud:	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
		-Read the Text	
		-Discuss the Text	
		Respond to the Text-	
		Shared/Interactive Writing	
	Mini Lessons		

| Thinking about the topic in nonfiction

7 mini lessons | -Understand that in a nonfiction book a writer presents facts about a single topic.

-Identify the main topic and subtopics. | Mini Lesson: LA.U15.RML 1

- *Mini Lesson*

- *Have a Try*

- *Summarize and Apply*

- *Share* | -Use *Assess Learning* to id behaviors that demonstrate of the goal.

-Observation through discu anecdotal notes |
|---|---|---|---|
| | -Interpret the author's attitude toward the topic. | Mini Lesson: LA.U15.RML 2

- *Mini Lesson*

- *Have a Try*

- *Summarize and Apply*

- *Share*

-

- | -Respond to Reading indep and shared writing activitie

-Reading

conference notes from guic reading

- Graphic Organizers

- Exit Tickets |
| | -Interpret the importance of a topic. | Mini Lesson: LA.U15.RML 3

- *Mini Lesson*

- *Have a Try*

- *Summarize and Apply*

- *Share* | |
| | -Compare and contrast information about a topic in one text to information in another.

-Recall prior knowledge before reading. | Mini Lesson: LA.U15.RML 4

- *Mini Lesson*

- *Have a Try*

- *Summarize and Apply*

- *Share*

-

Mini Lesson: LA.U15.RML 5

- *Mini Lesson*

- *Have a Try*

- *Summarize and Apply*

- *Share* | |
| | -Identify new information after reading. | | |

		Mini Lesson: LA.U15.RML 6
		
		 - *Mini Lesson*
		
		 - *Have a Try*
		
		 - *Summarize and Apply*
		
		   - *Share*
		
		 -
		
		 Mini Lesson: LA.U15.RML 7
		
		 - *Mini Lesson*
		
		 - *Have a Try*
		
		 - *Summarize and Apply*
		
		   - *Share*	

Understand Simple Biography
 	
 3 Mini Lessons
	-Understand a biography is the story of a person's life.
	
	 -Understand biographies are told in chronological order.
	
	 -Interpret the importance of a subject's accomplishments.
		Mini Lesson: LA.U13.RML 1
		
		 - *Mini Lesson*
		
		 - *Have a Try*
		
		 - *Summarize and Apply*
		
		   - *Share*
		
		 -
		
		 -
		
		 Mini Lesson: LA.U13.RML 2
		
		 - *Mini Lesson*
		
		 - *Have a Try*
		
		 - *Summarize and Apply*
		
		   - *Share*
		
		 -
		
		 -
		
		 Mini Lesson: LA.U13.RML 3
		
		 - *Mini Lesson*
		
		 - *Have a Try*
		
		 - *Summarize and Apply*
		
		   - *Share*
			-Use *Assess Learning* to id… behaviors that demonstrat… of the goal.
			
			 -Observation through disc… anecdotal notes
			
			 -Respond to Reading inde… and shared writing activiti…
			
			 -Reading
			
			 -conference notes from gu… reading
			
			 - Graphic Organizers
			
			 - Exit Tickets

Writing about nonfiction in a reader's notebook 3 Mini Lessons	-Tell about prior knowledge and new information.	Mini Lesson: WAR.U5.RML1 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	-Use *Assess Learning* to ide behaviors that demonstrate of the goal. -Observation through discu anecdotal notes
	-Formulate new questions in response to new information.	 Mini Lesson: WAR.U5.RML2 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	-Respond to Reading indep and shared writing activiti -Reading
	-Sketch and label to represent information learned from text.		conference notes from guic reading
		Mini Lesson: WAR.U5.RML3 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	- Graphic Organizers - Exit Tickets
Thinking about the author's message 4 Mini Lessons	-Interpret the author's message in fiction.	Mini Lesson: LA.U7RML1 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	-Use *Assess Learning* to ide behaviors that demonstrate of the goal. -Observation through discu anecdotal notes
	-Interpret the author's message in nonfiction.	Mini Lesson: LA.U7RML2 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	-Respond to Reading indep and shared writing activiti -Reading
	-Identify that more than one author can have the same universal		conference notes from guic

	understanding.	-	reading
		Mini Lesson: LA.U7.RML3	
	-Identify how illustrations can support the author's message.	- *Mini Lesson*	- Graphic Organizers
		- *Have a Try*	
		- *Summarize and Apply*	- Exit Tickets
		- *Share*	
		-	
		Mini Lesson: LA.U7.RML4	
		- *Mini Lesson*	
		- *Have a Try*	
		- *Summarize and Apply*	
		- *Share*	

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.2.3	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.
SOC.6.3.4.C.1	Develop and implement a group initiative that addresses an economic issue impacting children.
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.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.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.RL.2.3	Describe how characters in a story respond to major events and challenges using

	key details.
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.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.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.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.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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.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.
SOC.6.1.4.A.3	Determine how "fairness," "equality," and the "common good" have influenced new laws and policies over time at the local and national levels of United States government.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary. Brainstorm a list of character traits and qualities that they notice from people in the biography set. Students can use arrows to identify what qualities they see in themselves and what they want to become. Students can interview eachother about challenges they have faced and what they have learned about themselves.

Special Education- Break story into pieces, stopping to act out what characters are doing. Brainstorm a list of character traits and qualities that they notice from people in the biography set. Students can use arrows to identify what qualities they see in themselves and what they want to become. Students can interview eachother about challenges they have faced and what they have learned about themselves.

Gifted Students- Students can create a biography of someone in their life (family member, teacher, coach).Students can write a biography about a person who has made a positive impact in their life. Students can interview the person and include questions from their childhood, school age, and adult life. Students can interview eachother about challenges they have faced and what they have learned about themselves.

Suggested Technological Innovations/Use

Suggested Technological Innovations/ Use:

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Starfall

Work on Writing options: Google Classroom

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Cross Curricular/21st Century Connections

9.1 21[st]Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Unit 8- Exploring the Natural World Through Nonfiction

Content Area: **Language Arts**
Course(s): **Lang. Arts**
Time Period: **April**
Length: **3 weeks**
Status: **Published**

Summary of the Unit

In this unit, students will begin to learn about different animals, as well as, planet Earth. They will realize that authors write with a purpose and why that is important to the reader. Students will evaluate text features in non-fiction texts, compare and contrast different nonfiction texts, and discuss the organization of nonfiction texts.

Enduring Understandings

- Learning about how the natural world works helps you understand how everything in nature is connected.
- Everyone and everything in nature plays an important role.
- Authors write with a purpose to make reading interesting.

Essential Questions

- How does an author or illustrator make decisions to interest readers?
- Why is it important to learn about the Earth?

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Trimester 3 Benchmark, DRA, PMA, Running Records, Reading Records, Cold Read Assessments

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Predicting
- Visualizing
- Questioning
- Making Connections

- Summarizing

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

Build vocabulary (IRA, Guided Reading)

Resources: Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

-*Gail Gibbons: Exploring the World Through Nonfiction*

-*Exploring the Natural World: The Earth*

Chart paper and drawing materials

Readers Notebook

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Unit Plan

Topic Suggested Timeline	General Objectives	Instructional Activities	Suggested Benchm Assessments
Interactive Read Alouds		
Understanding the natural world around us 1 Mini Lesson per IRA	-Understand Gail Gibbons has a purpose for writing. -Interpret Gail Gibbons' feelings	**Penguins! Read Aloud:** Utilize the IRA folder to complete the following steps:	-Use *Assess Learning* to id behaviors that demonstra of the goal.

	toward the topic.	*-Introduce the Text*	-Observation through dis anecdotal notes
		-Read the Text	
		-Discuss the Text	
		Respond to the Text-	-Respond to Reading ind and shared writing activit
		Shared/Interactive Writing	
			-Reading
	-Understand Gail Gibbons has a purpose for writing.	**Giant Pandas Read Aloud:**	conference notes from gu reading
	-Identify and use nonfiction text features.	Utilize the IRA folder to complete the following steps:	- Graphic Organizers
		-Introduce the Text	
		-Read the Text	- Exit Tickets
		-Discuss the Text	
		Respond to the Text-	
		Shared/Interactive Writing	
	-Identify and use nonfiction text features.	**The Honey Makers Read Aloud:**	
		Utilize the IRA folder to complete the following steps:	
	-Discuss Gail Gibbons use of interesting language.	*-Introduce the Text*	
		-Read the Text	
		-Discuss the Text	
		Respond to the Text-	
		Shared/Interactive Writing	
	-Identify the procedural structure of the text.	**The Moon Book Read Aloud:**	
		Utilize the IRA folder to complete the following steps:	
	-Identify the main topic and subtopics of the text.	*-Introduce the Text*	
		-Read the Text	
		-Discuss the Text	

		Respond to the Text-	
		Shared/Interactive Writing	
	-Understand some elements of poetry.	**Our Big Home Read Aloud:**	
		Utilize the IRA folder to complete the following steps:	
	-Understand the author's purpose in writing about Earth.	*-Introduce the Text*	
		-Read the Text	
		-Discuss the Text	
		Respond to the Text-	
		Shared/Interactive Writing	
	-Identify how graphics and text are placed to communicate ideas.		
	-Question to deeper understand Earth's movements.	**On Earth Read Aloud:**	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
		-Read the Text	
		-Discuss the Text	
		Respond to the Text-	
	-Identify important information and details about rivers.	Shared/Interactive Writing	
	-Recognize the narrative nonfiction structure of the text.	**River Story Read Aloud:**	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
		-Read the Text	
	-Use and understand the purpose of some nonfiction text features.	*-Discuss the Text*	
		Respond to the Text-	
		Shared/Interactive Writing	
	-Tell important information about volcanoes.		

		Volcano Rising Read Aloud:	
		Utilize the IRA folder to complete the following steps:	
	-Understand the author is presenting facts about a single topic.	*-Introduce the Text*	
		-Read the Text	
		-Discuss the Text	
		Respond to the Text-	
	-Identify and discuss interesting information about microbes.	Shared/Interactive Writing	
		Tiny Creatures: The World of Microbes Read Aloud:	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
		-Read the Text	
		-Discuss the Text	
		Respond to the Text-	
		Shared/Interactive Writing	
		Mini Lessons	
Thinking about the author's purpose 5 Mini Lessons	-Understand that author's write to entertain.	Mini Lesson: LA.U8.RML1 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	-Use *Assess Learning* to id behaviors that demonstrat of the goal. -Observation through dis anecdotal notes
	-Understand that author's write to inform.	Mini Lesson: LA.U8.RML2 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	-Respond to Reading inde and shared writing activit -Reading conference notes from gu reading
	-Understand that author's write to		- Graphic Organizers

	persuade.	Mini Lesson: LA.U8.RML3	
		- *Mini Lesson*	- Exit Tickets
		- *Have a Try*	
		- *Summarize and Apply*	
	-Discuss different types of texts that are written to entertain, inform, or persuade.	- *Share*	
		-	
		Teacher will create an anchor chart to show the reasons authors write. Within each section of the "pie" list the types of texts that may fall into that category.	
	-Classify the author's purpose.	Using a Scholastic book order form (or other list of book covers), students will sort various books into the author's purpose for writing.	
<u>Noticing how author's organize nonfiction</u> <u>5 Mini Lessons</u>	-Identify an author's use of question and answer structure.	Mini Lesson: LA.U14.RML1	-Use *Assess Learning* to id behaviors that demonstrat of the goal.
		- *Mini Lesson*	
		- *Have a Try*	
		- *Summarize and Apply*	-Observation through disc anecdotal notes
	-Identify an author's use of chronological structure.	- *Share*	
		Mini Lesson: LA.U14.RML2	-Respond to Reading inde and shared writing activit
		- *Mini Lesson*	
		- *Have a Try*	-Reading
	-Identify the way an author organizes information about a topic in categories.	- *Summarize and Apply*	conference notes from gu reading
		- *Share*	
			- Graphic Organizers
		Mini Lesson: LA.U14.RML3	
		- *Mini Lesson*	- Exit Tickets
		- *Have a Try*	
		- *Summarize and Apply*	

	-Identify an author's use of procedural structure.	- *Share* Mini Lesson: LA.U14.RML4 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	
	-Understand that a writer can use temporal order.		
		Mini Lesson: LA.U14.RML5 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	
Learning from graphics 4 Mini Lessons	-Illustrations show information about a topic.	Mini Lesson: LA.U16.RML1 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	-Use *Assess Learning* to id behaviors that demonstrat of the goal. -Observation through disc anecdotal notes
	-Recognize and use labels and captions.	Mini Lesson: LA.U16.RML2 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	-Respond to Reading inde and shared writing activit -Reading conference notes from gu reading
	-Recognize and use maps and legends.	Mini Lesson: LA.U16.RML3 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	- Graphic Organizers - Exit Tickets
	-Recognize and use diagrams.		

		- Mini Lesson *- Have a Try* *- Summarize and Apply* *- Share*	

2-LS2-2	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
2-LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats.
2-ESS2-1	Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
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.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.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.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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.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.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.SL.2.6	Produce complete sentences when appropriate to task and situation in order to

	provide requested detail or clarification.
LA.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
LA.RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
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.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary. Create an I know and and an I wonder chart to identify information they still want to learn. Students can then work with partners to research information they still wonder.

Special Education- Break story into pieces, stopping to discuss topics. Create an I know and and an I wonder chart to identify information they still want to learn. Students can then work with partners to research information they still wonder.

Gifted Students- Students can create a poster with facts learned about a topic beyond the information presented in read alouds. Have students write cause and effect statements that they learned from the books read, or what they already know about the natural world.

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Starfall

Work on Writing options: Google Classroom

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Cross Curricular/21st Century Connections

9.1 21stCentury Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Unit 9- Living and Working in a Community and Exploring Birds

Content Area: **Language Arts**
Course(s): **Lang. Arts**
Time Period: **May**
Length: **2 Weeks**
Status: **Published**

Summary of the Unit

In this unit, students will begin to understand the importance of communities. Students will continue to explore the natural world, including birds. They will also begin to analyze an author's craft.

Enduring Understandings

- Members of a community can work together to solve a problem
- Every member of a community has something to contribute.
- You can learn more about your world by learning about birds.
- There is great variety among different animals.

Essential Questions

- What makes a community?
- Why is it important to learn about the animals in our world?

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Trimester 3 Benchmark, DRA, PMA, Running Records, Reading Records, Cold Read Assessment

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Predicting
- Visualizing
- Questioning
- Making Connections

- Summarizing

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

Build vocabulary (IRA, Guided Reading)

Resources: Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

-*Living and Working Together: Community*

-*Understanding the Natural World: Birds*

Chart paper and drawing materials

Readers Notebook

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Unit Plan

Topic/ Selection	General Objectives	Instructional Activities	Suggested Bench Assessmen
Interactive Read Alouds			

Understand the structure of fiction and non fiction 1 Mini Lesson Per IRA	-Explain and describe people, places, and things in Chinatown. -Interpret character's feelings and motivations based on their thoughts, dialogue, and behavior. -Compare text to one's own life. -Recognize settings that reflect a wide range of diverse places, cultures, and languages. -Compare to known folktales. -Understand author's purpose for writing. -Identify the importance of ideas relevant to their world. -Understand the authors' purpose for writing the book. -Understand a simple plot with	**Chinatown Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing **For You Are a Kenyan Child Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing **Stella Louella's Runaway Book Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing **Armando and the Blue Tarp School Read Aloud:** Utilize the IRA folder to complete the following steps: *-Introduce the Text*	-Use *Assess Learning* behaviors that demon meeting of the goal. -Observation through discussion / anecdota -Respond to Reading independent and sha activities -Reading conference notes fro reading - Graphic Organizers - Exit Tickets

	problem and solution.	*-Read the Text*	
		-Discuss the Text	
	-Identify important ideas relevant to their world.	*Respond to the Text-*	
		Shared/Interactive Writing	
		The Library Read Aloud:	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
	-Interpret the importance of the setting to the story.	*-Read the Text*	
		-Discuss the Text	
		Respond to the Text-	
	-Use important information and details as evidence in discussions.	Shared/Interactive Writing	
		The Barn Owls Read Aloud:	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
	-Recognize hybrid texts and identify which parts are fiction and nonfiction.	*-Read the Text*	
		-Discuss the Text	
		Respond to the Text-	
	-Identify important information in the story.	Shared/Interactive Writing	
		White Owl, Barn Owls Read Aloud:	
	-Discuss new information from both text and illustrations.	Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
		-Read the Text	
	-Understand that graphics provide information.	*-Discuss the Text*	
		Respond to the Text-	

		Shared/Interactive Writing	
	-Understand the overall structure of the book. -Synthesize new concepts and ideas.	**<u>Feathers: Not Just For Flying Read Aloud:</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
	-Understand a simple plot with problem and solution. -Support predictions about what will happen next.	**<u>Bird Talk Read Aloud:</u>** Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
		<u>Rainbow Crow Read Aloud:</u> Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
Mini Lessons			
<u>Analyzing the author's craft</u> 5 Mini Lessons	-Identify the author's choice of interesting words and language.	<u>Mini Lesson:</u> LA.U9.RML 1 - *Mini Lesson*	-Use *Assess Learning* behaviors that demon meeting of the goal.

LA.RL.2.1		- *Have a Try*	-Observation throug discussion / anecdot
		- *Summarize and Apply*	
		- *Share*	-Respond to Reading independent and sha activities
	-Understand an author's use of figurative language.		-Reading
		Mini Lesson: LA.U9.RML 2	conference notes fro reading
		- *Mini Lesson*	
		- *Have a Try*	
		- *Summarize and Apply*	
		- *Share*	- Graphic Organizers
	-Discuss how authors use onomatopoea.	Mini Lesson: LA.U9.RML 3	- Exit Tickets
		- *Mini Lesson*	
		- *Have a Try*	
		- *Summarize and Apply*	
		- *Share*	
	-Discuss how authors repeat words or phrases to make a text interesting or to communicate an idea.	Mini Lesson: LA.U9.RML 4	
		- *Mini Lesson*	
		- *Have a Try*	
	-Discuss how an author used descriptive language.	- *Summarize and Apply*	
		- *Share*	
		Mini Lesson: LA.U9.RML 5	
		- *Mini Lesson*	
		- *Have a Try*	
		- *Summarize and Apply*	
		- *Share*	

2-LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats.
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.2.4	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.
SOC.6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
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.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.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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.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.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.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
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.RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
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.
SOC.6.1.4.A.3	Determine how "fairness," "equality," and the "common good" have influenced new laws and policies over time at the local and national levels of United States government.
SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary. Children can draw self portratis and fill the background with words that describe how they make a positive impact in their classroom community. Make a nest. Using pictures from books read, as well as the internet, students can use various art materials to create birds nests.

Special Education- Break story into pieces, stopping to act out what the characters are doing. Children can draw self portratis and fill the background with words that describe how they make a positive impact in their classroom community. Make a nest. Using pictures from books read, as well as the internet, students can use various art materials to create birds nests.

Gifted Students- Encourage students to use some of the descriptive language learned in an original story.Students can work together to choose a school community project to make a positive impact in the school community. Students can create a poster about a different type of bird. They can use the library or internet sources to find information on their bird.

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Starfall

Work on Writing options: Google Classroom

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Cross Curricular/21st Century Connections

9.1 21stCentury Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Unit 10- Exploring Fantasy, Realistic Fiction, and The Animal World

Content Area: **Language Arts**
Course(s): **Lang. Arts**
Time Period: **May**
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

In this unit, students will begin to discover the characteristics of fantasy and realistic fiction stories. Students will also take a quick look into the animal world and what it entails. Students will continue to express their opinions about books, as well as begin to look closely at print features.

Enduring Understandings

- Fantasy stories allow you to escape to another time and place.
- Fantasy stories can offer insight into reality.
- Writers use realistic stories to entertain and connect to their reader.
- Writers write for many different purposes.

Essential Questions

- What makes fantasy fun to read?
- What is the writer's reason for writing?
- How does an author or illustrator make decisions to interest readers?

Summative Assessment and/or Summative Criteria

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Response to Reading tasks (illustrations and/or written), Trimester 3 Benchmark, DRA, PMA, Running Records, Reading Records, Cold Read Assessment.

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Predicting

- Visualizing
- Questioning
- Making Connections
- Summarizing

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

Build vocabulary (IRA, Guided Reading)

Resources: Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

Jennifer Serravallo's Reading Strategies Book

FPC Text Set including:

-*Amazing Places: The World of Fantasy*

-*Exploring Realistic Fiction*

-*Steve Jenkens: Exploring the Animal World*

Chart paper and drawing materials

Readers Notebook

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Unit Plan

Topic/ Selection	General Objectives	Instructional Activities	Suggested Bench Assessmen
		Interactive Read Alouds	
<u>Discussing different genres of texts</u> 1 Mini Lesson Per IRA -	-Interpret the importance of the setting to the fantasy's plot -Discuss the characters' feelings based on their facial expressions. -Support predictions about what will happen next. -Discuss how illustrators create perspective in their illustrations. -Understand themes that are close to their experiences. -Discuss elements of poetry found in The Magic Hat -Identify the character change and infer reasons from events of the plot. -Interpret the characters' intentions, feelings, and motivations.	**Cloudy With a Chance of Meatballs Read Aloud:** Utilize the IRA folder to complete the following steps: -*Introduce the Text* -*Read the Text* -*Discuss the Text* *Respond to the Text-* Shared/Interactive Writing **The Secret Shortcut Read Aloud:** Utilize the IRA folder to complete the following steps: -*Introduce the Text* -*Read the Text* -*Discuss the Text* *Respond to the Text-* Shared/Interactive Writing **The Magic Hat Read Aloud:** Utilize the IRA folder to complete the following steps: -*Introduce the Text* -*Read the Text* -*Discuss the Text* *Respond to the Text-* Shared/Interactive Writing **Hey, Al Read Aloud:**	-Use *Assess Learning* behaviors that demor meeting of the goal. -Observation throug discussion / anecdota -Respond to Reading independent and shar activities -Reading conference notes from reading - Graphic Organizers - Exit Tickets

		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
		-Read the Text	
	-Discuss what the characters are feeling based on their facial expressions or gestures.	*-Discuss the Text*	
		Respond to the Text-	
		Shared/Interactive Writing	
	-Interpret the importance of the setting to the plot.		
		June 29, 1999 Read Aloud:	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
	-Identify how the author uses literary language.	*-Read the Text*	
		-Discuss the Text	
	-Understand the characteristics of realistic fiction	*Respond to the Text-*	
		Shared/Interactive Writing	
		Big Moon Tortilla Read Aloud:	
	-Understand the characteristics of realistic fiction and the use of exaggeration.	Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
		-Read the Text	
	-Interpret the message of the story.	*-Discuss the Text*	
		Respond to the Text-	
		Shared/Interactive Writing	
	-Discuss the importance of the setting to the plot.	**No Dogs Allowed! Read Aloud:**	
		Utilize the IRA folder to complete the following steps:	
	-Interpret the characters' intentions, feelings, and motivations.	*-Introduce the Text*	
		-Read the Text	

		-Discuss the Text	
		Respond to the Text-	
		Shared/Interactive Writing	
	-Discuss the importance of details to the plot.		
	-Identify how Amelia changes and infer reasons for the change.	**Happy Like Soccer Read Aloud:**	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
		-Read the Text	
		-Discuss the Text	
		Respond to the Text-	
	-Identify and discuss important information.	Shared/Interactive Writing	
	-Question topics in nonfiction texts and actively work to learn more about them.	**Amelia's Road Read Aloud:**	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
		-Read the Text	
		-Discuss the Text	
		Respond to the Text-	
	-Use information in a variety of graphics.	Shared/Interactive Writing	
	-Identify repeated language pattern.	**Biggest, Fastest, Strongest Read Aloud:**	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
		-Read the Text	
	-Discuss interesting and important information.	*-Discuss the Text*	
		Respond to the Text-	
	-Express opinions about Animal	Shared/Interactive Writing	

	Dads.		
		I See a Kookaburra! Read Aloud:	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
	-Recognize and use information in a variety of graphics.	*-Read the Text*	
		-Discuss the Text	
		Respond to the Text-	
	-Compare and contrast this text with other Steve Jenkins books.	Shared/Interactive Writing	
		Animal Dads Read Aloud:	
		Utilize the IRA folder to complete the following steps:	
	-Identify and discuss interesting and important information.	*-Introduce the Text*	
		-Read the Text	
		-Discuss the Text	
	-Recognize informational texts with examples of simple argument and persuasion.	*Respond to the Text-*	
		Shared/Interactive Writing	
		Animals In Flight Read Aloud:	
		Utilize the IRA folder to complete the following steps:	
		-Introduce the Text	
		-Read the Text	
		-Discuss the Text	
		Respond to the Text-	
		Shared/Interactive Writing	
		Never Smile At a Monkey Read Aloud:	

		Utilize the IRA folder to complete the following steps: *-Introduce the Text* *-Read the Text* *-Discuss the Text* *Respond to the Text-* Shared/Interactive Writing	
		Mini Lessons	
Understanding Fantasy 3 Mini Lessons	- Understand the defining characteristic of fantasy is that it could not happen in real life. -Understand that fantasy often happens in settings that could not exist in the real world. -Understand a common motif of fantasy is magic.	Mini Lesson: LA.U20.RML 1 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share* - Mini Lesson: LA.U20.RML 2 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share* Mini Lesson: LA.U20.RML 3 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	-Use *Assess Learning* behaviors that demon meeting of the goal. -Observation throug discussion / anecdota -Respond to Reading independent and shar activities -Reading conference notes fro reading - Graphic Organizers - Exit Tickets
Studying Authors and illustrators 2 Mini Lessons	-Understand an author or illustrators work is recognized across many books. -Compare different authors' writing and illustrating styles.	Mini Lesson: LA.U3.RML 1 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share* -	-Use *Assess Learning* behaviors that demon meeting of the goal. -Observation throug discussion / anecdota -Respond to Reading independent and shar activities

		Mini Lesson: LA.U3.RML 3	-Reading
		- *Mini Lesson*	conference notes fro[m] reading
		- *Have a Try*	
		- *Summarize and Apply*	- Graphic Organizers
		- *Share*	
			- Exit Tickets
Studying Realistic Fiction 7 Mini Lessons	-Create a definition of realistic fiction.	Mini Lesson: LA.U18.RML 2	-Use *Assess Learning* behaviors that demo[n] meeting of the goal.
		- *Mini Lesson*	
		- *Have a Try*	
		- *Summarize and Apply*	-Observation throug[h] discussion / anecdot[a]
		- *Share*	-Respond to Readin[g] independent and sha[re] activities
	-Understand that characters seem real but are always imagined.	- Mini Lesson: LA.U18.RML 3	-Reading
		- *Mini Lesson*	conference notes fro[m] reading
		- *Have a Try*	
	-Understand that realistic fiction is set in an imaginary place that could exist in real life.	- *Summarize and Apply*	- Graphic Organizers
		- *Share*	
		-	- Exit Tickets
		Mini Lesson: LA.U18.RML 4	
		- *Mini Lesson*	
		- *Have a Try*	
	-Understand that realistic fiction stories are sometimes set in real places but the characters and stories are imagined.	- *Summarize and Apply*	
		- *Share*	
		-	
	-Understand that authors create problems that could be real.	Mini Lesson: LA.U18.RML 5	
		- *Mini Lesson*	

		- *Have a Try*	
		- *Summarize and Apply*	
		- *Share*	
	-Understand that realistic fiction stories end in realistic ways.	-	
		Mini Lesson: LA.U18.RML 6	
		- *Mini Lesson*	
		- *Have a Try*	
		- *Summarize and Apply*	
	-Compare texts to their lives and think about the author's message.	- *Share*	
		-	
		Mini Lesson: LA.U18.RML 7	
		- *Mini Lesson*	
		- *Have a Try*	
		- *Summarize and Apply*	
		- *Share*	
		-	
		Mini Lesson: LA.U18.RML 8	
		- *Mini Lesson*	
		- *Have a Try*	
		- *Summarize and Apply*	
		- *Share*	
Looking closely at print 3 Mini Lessons	-Notice how the choice of font, size, and color can convey meaning.	Mini Lesson: LA.U10.RML 1	-Use *Assess Learning* behaviors that demon meeting of the goal.
		- *Mini Lesson*	
		- *Have a Try*	
		- *Summarize and Apply*	-Observation through discussion / anecdota
	-Identify the placement of words on a page in relation to the illustrations.	- *Share*	
		-	-Respond to Reading independent and shar activities
		Mini Lesson: LA.U10.RML 2	-Reading
	-Discuss how writers use punctuation in interesting way to communicate meaning.	- *Mini Lesson*	conference notes fro reading
		- *Have a Try*	

		- *Summarize and Apply* - *Share* - Mini Lesson: LA.U10.RML 3 - *Mini Lesson* - *Have a Try* - *Summarize and Apply* - *Share*	- Graphic Organizers - Exit Tickets

2-LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats.
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.2.4	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.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.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.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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.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.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.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

LA.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
LA.RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
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.
SOC.6.1.4.A.3	Determine how "fairness," "equality," and the "common good" have influenced new laws and policies over time at the local and national levels of United States government.
SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary. Create a fantasy world. Children can make a list of sensory details about their setting. Students can then name their fantasy place and draw a picture of it.

Special Education- Break story into pieces, stopping to act out what the characters are doing. Create a fantasy world. Children can make a list of sensory details about their setting. Students can then name their fantasy place and draw a picture of it.

Gifted Students- Encourage students to write a fairy tale using their understanding of the fantasy genre.Use a graphic organizer to list the books read in this set and then list the messages or lessons in each book. Students can discuss how the messages offer an insight into reality

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Starfall

Work on Writing options: Google Classroom

storiestogrowby.org/readers-theater-play-scrips

Cross Curricular/21st Century Connections

9.1 21stCentury Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.