

Grade 2 Unit 3 ELA: Longer Books, Stronger Opinions

Unit #:	BPS-061119	Duration:		Date(s):	01-21-2018 - 03-14-2018
Team:					
	Grades: 2 Subjects: English Language Arts				
Unit Focus					
<p>In reading, students will become far more adept at the foundational skills upon which all fiction readers rely. To better understand characters and other story elements they will be challenged to do higher level work such as comparing and contrasting. Students are moving into more complex texts and reading with more independence. In this unit students will be reading many series books and collaborating with partners to think and talk together about the similarities and differences that they find across the series.</p> <p>This unit focuses on the genre of Opinion Writing. Students will be stating their opinions, supplying more than one supportive reason, linking parts together, and providing longer and more formalized conclusions. Throughout this unit, students will continue to work on developing the writing process. They will develop and strengthen their writing by planning, revising, editing, rewriting, or trying a new approach.</p>					
Prior Learnings / Connections					
<p>This is the second fictional unit this year. Prior to this, students had experience reading and learning about characters and story elements. The work done during previous reading and writing workshops helped students build their foundational skills so that they can focus more on deeper meaning and details. The focus on deeper comprehension, peer collaboration, and increased independence in communicating through reading, writing, speaking and listening sets the stage for the work to come in the future.</p>					

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER		
<p>Common Core Standards <i>English Language Arts: 2</i> <i>919094 Reading Literature</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. • CCSS.ELA-LITERACY.RL.2.3 Describe how characters in a story respond to major events and challenges. • CCSS.ELA-LITERACY.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. <p><i>919118 Writing</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. • CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question. <p><i>919126 Speaking & Listening</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.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. • CCSS.ELA-LITERACY.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <p><i>919133 Language</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 	<p>T1 (T003) I can effectively share my ideas through writing for a specific audience and purpose by paying attention to what I write and how I write it.</p> <p>T2 (T004) I can select and use important details to support my writing.</p> <p>T3 (T001) I can read and make meaning from text.</p> <p>T4 (T002) I can use the text to support my thinking about what I read.</p> <p>T5 (T005) I can share, listen, and respond to better understand a topic, point of view, or an idea.</p> <p>T6 (T006) I can collaborate with others to accomplish a goal.</p>		
	MEANING		
	UNDERSTANDINGS	ESSENTIAL QUESTIONS	
	<p>U1 (U012) There is a deeper meaning that can be accessed from the text because of what the author says, how the author says it, and what the reader brings to the table.</p> <p>U2 (U013) Readers examine how ideas/themes develop over the course of text through characterization, plot, and mood.</p> <p>U3 (U017) Readers analyze similar topics/themes/ideas across texts to understand varying approaches and/or to build knowledge.</p> <p>U4 (U003) Writers are deliberate and thoughtful as they develop and strengthen writing.</p> <p>U5 (U004) Writers use their knowledge of audience and purpose to shape the structure, language, and style of their writing.</p> <p>U6 (U008) Writers carefully choose information from many sources to express a point of view, develop an explanation, form a conclusion, or accomplish a goal.</p> <p>U7 (U020) Effective conversation and collaborations require the willingness and open-mindedness to explore diverse perspectives in order to build ideas/knowledge/plan.</p> <p>U8 (U022) Effective communicators choose structures, visual representations, techniques, and/or language to elicit an intended response from the audience.</p>	<p>Q1 (Q014) (K-2) How do details help me figure out what the text is really about? (Grade 3-12) What do I think this text is really about? How do I use details/ textual evidence throughout the text to support my thinking?</p> <p>Q2 (Q016) How do I use multiple sources to build/deepen/revise my understanding of a topic/idea/theme?</p> <p>Q3 (Q004) How do I work (and rework) my writing to help my readers understand what I mean?</p> <p>Q4 (Q007) What are my strengths as a writer? How can I continue to grow as a writer?</p> <p>Q5 (Q010) How do I put my information together for my readers to understand it?</p> <p>Q6 (Q002) How do I develop and share my idea(s)?</p> <p>Q7 (Q022a) What am I learning from our collaboration/conversation/presentation?</p>	
	ACQUISITION OF KNOWLEDGE AND SKILL		
	KNOWLEDGE	SKILLS	
	<p>K1 *recount a story by including key details and identifying a message, lesson or moral (RL.2.2)</p> <p>K2 *describe the effect that events and challenges have on characters (RL.2.3)</p>		

K3
 *compare and contrast story and craft elements (RL.2.9)

K4
 *write about a topic, revise their writing and add details (W.2.5)

K5
 *apply knowledge from different sources in their writing (W.2.8)

K6
 *participate in respectful conversations (SL.2.1)

K7
 *present their ideas clearly (SL.2.4)

K8
 *know and use language conventions appropriately (L.2.3)

K9
 Key Vocabulary

K10
 ask and answer questions (who, what, where, when, why, how) to demonstrate understanding (RL.2.1)

K11
 identify the perspective of each character (e.g. speaking in a different voice when reading dialogue) (RL.2.6)

K12
 know that illustration and words in a print or digital text have meaning (RL.2.7)
 use illustration and words in a print or digital text to demonstrate understanding of characters, setting, or plot (RL.2.7)

K13
 know and apply grade-level phonics and word analysis skills in decoding words (RF.2.3)

K14
 know grade-level components of opinion writing (W.2.1)
 write opinion pieces (W.2.1)

K15
 use a variety of technology during the production and publishing of writing (W.2.6)
 use a variety of technology to collaborate with peers when writing (W.2.6)

K16
 use key ideas and details found when listening to information presented orally or through media to recount or describe (SL.2.2)

K17
 ask and answer questions of a speaker in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue (SL.2.3)

K18

	<p>Use grade-appropriate conventions of standard English grammar and usage when writing or speaking (L.2.1) K19</p> <p>Use grade-appropriate conventions of standard English (capitalization, punctuation, and spelling) when writing (L.2.2) K20</p> <p>Identify and discuss word relationships and slight differences in meaning (L.2.5)</p>	
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STAGE 2: ASSESSMENT EVIDENCE

PERFORMANCE TASK(S)

Coding	Code	Evaluative Criteria	Description
Curriculum CCSS.ELA-LITERACY.RL.2.2 CCSS.ELA-LITERACY.RL.2.3 CCSS.ELA-LITERACY.RL.2.9 CCSS.ELA-LITERACY.W.2.8 T/U/Q/K/S T1 K1 U1 Q1 U2 T2 K2 Q3 K3 U3 T3 T4 U4 U5 K5 U6	PT1		Name: Performance Assessment Assessment Evidence: Goal: Students will be able to demonstrate understandings and transfer goals particular to the unit & apply it to authentic situations. This sets the vision for the learning. Students will be able to demonstrate understanding of narrative story grammar and structure, as well as the writing process and use of writing for a purpose. They will do this through the creation of a hangtag. Product (Suggested): Most readers love to share their books with others, especially the ones that they loved reading the most. Readers like to talk about the characters in their favorite books, what happened in the story, why they liked the book and how it compares to other books. If you've been to the R.J. Julia Bookstore in Madison, you may have noticed one of the ways that their customers share good books with each other--they put up hangtags around the store. Hangtags are way for readers to share all of the information that we just talked about, even when they aren't talking to other readers face-to-face. Here's a picture of some hangtags that people put up under some grown-up chapter books. Just like the readers do at R.J. Julia, we can put hangtags up in our class and school library. Since we've been reading many of the Nutmeg Award nominated books, you're going to create a hangtag for one of those books. You'll want to make sure that you tell others the important information that we talked about a few minutes ago. Resources <ul style="list-style-type: none"> • RES1 - Hangtags - - Hangtags.png (file) • RES2 - Gr 2 Unit 3 ELA Scoring Criteria - - Gr 2 Unit 3 ELA Scoring Criteria.docx (file)

OTHER EVIDENCE

Coding	Code	Evaluative Criteria	Description

STAGE 3: LEARNING PLAN

PRE-ASSESSMENTS

Coding	Code	Description of Learning Activity	Extension / Modification
<p>Curriculum CCSS.ELA-LITERACY.RL.2.2 CCSS.ELA-LITERACY.RL.2.3 CCSS.ELA-LITERACY.RL.2.9 CCSS.ELA-LITERACY.W.2.8 CCSS.ELA-LITERACY.SL.2.1 CCSS.ELA-LITERACY.SL.2.4 CCSS.ELA-LITERACY.L.2.3 T/U/Q/K/S T1 T2 T3 T4 T5 K2 K4 K7 K1 K6 K3 K13 K10 K14 Q7 U1 U2 U3 U4 U5 Q1 Q2</p>	<p>LE1</p>	<p>Activity: Reading Bend: Developing Strategies</p> <ul style="list-style-type: none"> • these are strategies that readers use to make meaning of a text • readers grow by reflecting on their reading and by setting goals for themselves <p>Resources</p> <ul style="list-style-type: none"> • RES1 - Serravallo 2.10 - • RES2 - LC U3 S2, S3, S4, S5 - • RES3 - LC U3 S5 Mid-Work - • RES4 - LC U3 S6, S8 - 	

Q3 Q4 Q6			
	LE2	<p>Activity: Writing Bend: Tackling Complex Texts</p> <ul style="list-style-type: none"> • these are strategies that readers use to tackle complex texts • readers grow by self-assessing and setting goals • partners work together to better understand text, and give each other feedback to get better at reading <p>Resources</p> <ul style="list-style-type: none"> • RES1 - LC U3 S10, S11, S12, S14, S15, S16 - 	
	LE3	<p>Activity: Writing Bend: Becoming Experts on Characters</p> <ul style="list-style-type: none"> • predicting and asking questions are strategies that readers use to make meaning of text • it's important to study characters in a series so readers know what to expect from those characters • it's important to study characters so we can get to know them deeply and so we can learn from them <p>Resources</p> <ul style="list-style-type: none"> • RES1 - LC U4 S1, S2 - • RES2 - Chart Sense pg. 178 - • RES3 - Chart Sense pg. 182 - • RES4 - LC U4 S3, S4, S5, S6 - • RES5 - Owocki pg. 29 - • RES6 - Boyles RtI pg. 86 - • RES7 - Serravallo 7.9 - 	
	LE4	<p>Activity: Reading Bend: Looking at Literature More Deeply</p> <ul style="list-style-type: none"> • readers notice elements of author's craft and use pictures and words to make meaning of text 	

		<ul style="list-style-type: none"> • readers grow by sharing books with others <p>Resources</p> <ul style="list-style-type: none"> • RES1 - Chart Sense pgs. 148, 149 - • RES2 - LC U4 S7, S8 - • RES3 - S8 Mid-Work - • RES4 - LC U4 S10, S11, S12, S15 - 	
	LE5	<p>Activity: Writing Bend: Introduction to Opinion Writing</p> <ul style="list-style-type: none"> • writers grow by reflecting on their writing, by comparing their thinking to others and by learning from mentor authors • partnerships set goals and help each other get better at writing • opinion writers work to develop meaningful ideas, and to share their thoughts with others; these are strategies they use to do so <p>Resources</p> <ul style="list-style-type: none"> • RES1 - Owocki pg. 20, 21 - • RES2 - Owocki pg. 4 - • RES3 - If...Then pg. 106 - • RES4 - Owocki pg. 19 - • RES5 - LC U3 S2, S5, S6, S9, S10 - 	
	LE6	<p>Activity: Writing Bend: Writing Deeper Opinions</p> <ul style="list-style-type: none"> • writers grow by using tools to evaluate their writing • writers follow a process to develop strong opinions • these are strategies that opinion writers use to help their readers understand their ideas • people communicate clearly in writing by making sure their ideas are well developed <p>Resources</p>	

		<ul style="list-style-type: none"> RES1 - LC U3 S12, S13, S14, S15, S16, S17, S18, S19 - 	
	LE7	<p>Activity: Writing Bend: Sharing Opinions</p> <ul style="list-style-type: none"> writers grow by reflecting on their writing and making goals to improve it these are strategies that opinion writers use to help their readers understand their ideas one way that people communicate clearly in writing is by using strategies like these that help them writing strong reviews <p>Resources</p> <ul style="list-style-type: none"> RES1 - If...Then Persuasive Reviews - 	

ADDITIONAL INFORMATION

RESOURCES

No.	Description	Files / Links
RES1	Hangtags -	Hangtags.png (file)
RES1	Owocki pg. 20, 21 -	
RES1	LC U3 S10, S11, S12, S14, S15, S16 -	
RES1	LC U3 S12, S13, S14, S15, S16, S17, S18, S19 -	
RES1	Serravallo 2.10 -	
RES1	LC U4 S1, S2 -	
RES1	If...Then Persuasive Reviews -	
RES1	Chart Sense pgs. 148, 149 -	
RES2	Gr 2 Unit 3 ELA Scoring Criteria -	Gr 2 Unit 3 ELA Scoring Criteria.docx (file)
RES2	Owocki pg. 4 -	
RES2	Chart Sense pg. 178 -	
RES2	LC U4 S7, S8 -	
RES2	LC U3 S2, S3, S4, S5 -	
RES3	S8 Mid-Work -	
RES3	Chart Sense pg. 182 -	
RES3	If...Then pg. 106 -	
RES3	LC U3 S5 Mid-Work -	
RES4	LC U4 S10, S11, S12, S15 -	
RES4	LC U4 S3, S4, S5, S6 -	
RES4	Owocki pg. 19 -	
RES4	LC U3 S6, S8 -	
RES5	Owocki pg. 29 -	
RES5	LC U3 S2, S5, S6, S9, S10 -	
RES6	Boyles RtI pg. 86 -	
RES7	Serravallo 7.9 -	

COMMENTS / NOTES

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