



Grade 2 - Unit 2 Reading - Getting to Know Picture Book Characters

Unit Focus

Motivation and engagement in reading and writing are central in this unit as teachers integrate reading and writing instruction. A strong connection is made between thoughtful and repeated readings of well-loved series to ascertain how and why readers see themselves - and people they know - in the characters students read about. This work transfers directly to student writing. A variety of instructional strategies provide choice as students apply what is taught to their own independent and partner reading. Guided reading and independent reading will include a variety of genres throughout the school year and teachers can stagger fiction and non-fiction titles while instructing guided reading groups. Interactive Read Aloud will take a starring role in this unit as discussions take place on what makes characters interesting. Students are encouraged to do the thinking and talking about texts that leads them to future success in writing about reading. Entries in reading response journals include partner conversational notes to serve as rehearsal before the drawing, labeling and writing takes place.

The PBA will ask students to analyze scenes from stories that have taught characters lessons. Texts for reading include: Ira Sleeps Over, Kevin Henkes Titles, Alexander series, Julian Series, Judy Moody Series, Stink Series, Frog and Toad series, Amazing Grace Series, Poppleton, Pinky and Rex, Mac and Cheese.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer			
Standards <ul style="list-style-type: none">• Common Core<ul style="list-style-type: none">○ <i>English Language Arts: 2</i><ul style="list-style-type: none">▪ Reading Literature<ul style="list-style-type: none">▪ Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (CCSS.ELA-LITERACY.RL.2.1)▪ By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2– 3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS.ELA-LITERACY.RL.2.10)▪ Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS.ELA-LITERACY.RF.2.3)▪ Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS.ELA-LITERACY.RF.2.3.A)▪ Know spelling-sound correspondences for additional common vowel teams. (CCSS.ELA-LITERACY.RF.2.3.B)▪ Decode regularly spelled two-syllable words with long vowels. (CCSS.ELA-LITERACY.RF.2.3.C)▪ Decode words with common prefixes and suffixes. (CCSS.ELA-LITERACY.RF.2.3.D)▪ Identify words with inconsistent but common spelling-sound correspondences. (CCSS.ELA-LITERACY.RF.2.3.E)	<i>Students will be able to independently use their learning to...</i> T1 Comprehend and engage with a variety of texts in order to become independent, critical thinkers. T2 Evaluate the author's message and purpose, citing text evidence to support conclusions.			
	Meaning			
	<table><tr><th>Understanding(s)</th><th>Essential Question(s)</th></tr><tr><td><i>Students will understand that...</i> U1 Readers make meaning through a careful reading of the text(s) and connections to the topic. U2 Readers make inferences about a text by using text evidence to support their thinking. U3 Readers support their conclusions (inferences and interpretations) by citing appropriate details within the text.</td><td><i>Students will keep considering...</i> Q1 What do good readers do? Q2 How do I support and prove my thinking? Q3 What is this text really about? (e.g. theme, main idea, moral)?</td></tr></table>	Understanding(s)	Essential Question(s)	<i>Students will understand that...</i> U1 Readers make meaning through a careful reading of the text(s) and connections to the topic. U2 Readers make inferences about a text by using text evidence to support their thinking. U3 Readers support their conclusions (inferences and interpretations) by citing appropriate details within the text.
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Stage 1: Desired Results - Key Understandings

- Recognize and read grade-appropriate irregularly spelled words. (*CCSS.ELA-LITERACY.RF.2.3.F*)
- Read with sufficient accuracy and fluency to support comprehension. (*CCSS.ELA-LITERACY.RF.2.4*)
- Read grade-level text with purpose and understanding. (*CCSS.ELA-LITERACY.RF.2.4.A*)
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. (*CCSS.ELA-LITERACY.RF.2.4.B*)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (*CCSS.ELA-LITERACY.RF.2.4.C*)
- 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.2.1*)
- Follow agreed-upon rules 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). (*CCSS.ELA-LITERACY.SL.2.1.A*)
- Build on others' talk in conversations by linking their comments to the remarks of others. (*CCSS.ELA-LITERACY.SL.2.1.B*)
- Ask for clarification and further explanation as needed about the topics and texts under discussion. (*CCSS.ELA-LITERACY.SL.2.1.C*)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. (*CCSS.ELA-LITERACY.L.2.4*)
- Use sentence-level context as a clue to the meaning of a word or phrase. (*CCSS.ELA-LITERACY.L.2.4.A*)
- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). (*CCSS.ELA-LITERACY.L.2.4.B*)
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). (*CCSS.ELA-LITERACY.L.2.4.C*)
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (*CCSS.ELA-LITERACY.L.2.4.D*)

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- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (*POG.1.2*)
- Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. (*POG.5.2*)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 Fiction stories use predictable structures

K2 Feelings are emotions that change and traits are characteristics of a personality

K3 Pictures and texts explain character feelings and traits

K4 Fiction stories often use animal characters with human feelings and traits

Skill(s)

Students will be skilled at...

S1

- Closed syllable exception
- Glued sounds
- Vowel Teams: oi, oy, oa, oe, ow, ou, oo, ue, ew
- Suffixes: s, es, ed, ing, er, est, ed
- Forming plurals
- Forming past and present
- Reading and writing two syllable words
- Compound words
- Spelling of ic

S2 Reading scenes closely to visualize

S3 Making personal connections to character feelings

S4 Making character timelines and plot mountains

S5 Making inferences based on character thoughts, actions, dialogue and feelings