

Understanding by Design: Mountain Home School District

Designer Name(s): 2nd Grade Team

Date: 6/4/14

Subject Area: ELA

Grade Level(s): 2nd

Unit Title/Focus: Unit 2 – Let's Explore

Estimated Amount of Instructional Time: 6 weeks

Stage 1 – (Desired Results)

State Content and Skill Standards:

CCSS Reading Standards for Literature

- RL.2.1 Ask/answer who what where when why and how questions for understanding of key details
- RL.2.4 Describe how words and phrases supply rhythm and meaning in a song, poem, or story.
- RL.2.5 Describe overall structure of story (BME)
- RL.2.6 Differences in point of view of characters
- RL.2.7 Explain how specific images contribute/clarify text

CCSS Reading Standards for Information

- RI.2.2 ID main topic and focus of specific paragraphs
- RI.2.3 Describe connections between historical events, scientific ideas, and or steps in procedures
- RI.2.4 Determine meaning of words and phrases
- RI.2.5 Know and use text features to locate key facts in info.
- RI.2.6 ID main purpose
- RI.2.7 Explain how specific images contribute/clarify text
- RI.2.8 Describe how reasons support specific points in text

CCSS Reading Foundational Skills

- RF.2.3 Know and apply grade level phonics and word analysis when decoding words
- RF.2.3a Distinguish long and short vowels
- RF.2.3b Know spelling sounds correspondence for additional vowel teams
- RF.2.3c Decode regularly spelled 2 syllable words with long vowels
- RF.2.3f Recognize and read grade appropriate irregularly spelled words
- RF.2.4 Read with sufficient accuracy and fluency to support comprehension
- RF.2.4a Read on level text with purpose and understanding
- RF.2.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings
- RF.2.4c Use context to confirm or self-correct word recognition and understanding

CCSS Speaking and Listening

- SL.2.1 Participate in conversations with partners about grade 2 topics/text with peers and adults
- SL.2.1a follow agreed upon rules for discussion
- SL.2.1b build on others talk and conversations
- SL.2.1c ask for clarification and explanation as needed
- SL.2 Recount key ideas and details from various forms of text orally
- SL.5 Create audio recordings or visual displays of stories or poems when appropriate to clarify ideas, thoughts, and feelings.

CCSS Language Standards

- L.2.1 Demonstrate command of conventions of Standard English, grammar, and usage when writing or speaking
- L.2.1b Form and use frequently occurring irregular plural nouns
- L.2.1e Use adjectives and adverbs, choosing between them what is to be modified
- L.2.1f Produce, expand, and rearrange complete simple and compound sentences
- L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.2.2a Capitalize holidays, product names, and geographic names.
- L.2.2d Generalize learned spelling patterns when writing words
- L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening
- L.2.3a Compare formal and informal uses of English
- L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from a variety of strategies.
- L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase
- L.2.5 Demonstrate understanding of word relationships and nuances in word meanings
- L.2.5a Identify real-life connections between words and their use
- L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe

CCSS Writing

- W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement and sections.
- W.2.5 Revising and editing with support from peers and adults
- W.2.6 with guidance and support from adults use a variety of tools to publish writing
- W.2.7 Participate in shared writing projects
- W.2.8 Recall information from experiences or gather information from provided sources to answer

Enduring Understandings: *(what are the big ideas, what are the specific understandings desired)*

Students will understand that...

- All animals have life cycles.
- Objects can hold memories.
- Many small creatures live in habitats of our front yard.
- Shelter is an important aspect of animal survival.
- There are many different types of trees.

Essential Questions: *(what questions will foster inquiry, understanding, and transfer of learning)*

- Have you ever found ants in your backyard?
- How much do you know about the daily lives of ants?
- Why might someone collect rocks?
- Have you ever found a rock that reminds you of a certain person, place or events?
- Have you ever seen a grasshopper jumping in the grass?
- What other insects might you find in the grass?

Are birds the only creatures that might live in a birdhouse?
 What other animals might use a birdhouse for their home?
 How many different kinds of trees can you name?
 What is your favorite kind of tree?

Big Idea(s)

What did you discover outside today?

What Students will know: (what knowledge will they acquire)

Green Band

- What fluent reading sounds like
- Long vowel a spelling patterns
- Long vowel e spelling patterns
- Ph makes the /f/ sound
- Ge and gi_ make the /j/ sound
- Mb makes the /m/ sound
- Ce, ci_, and cy make the /s/ sound
- High Frequency Words: *keep, clean, eat, please, read, three, play, say, live, only, carry, funny, again, place, great*

Red Band:

- Slowing down reading can help clarify information and understand the story
- Questions may begin with who, what, where, why, how, when, did
- Answers can be found using text evidence
- What fluent reading sounds like
- Classify and categorize information helps to understand the story
- Rocks have similarities and difference
- Author's use repetition to help readers understand
- Elements of a discussion
- Effects have a cause
- Texts can be connected through common themes
- Sequence words
- Main ideas are supported with details
- Rhyming words share ending sounds
- Poems use rhythm
- Author's write selection to inform, persuade or entertain
- 1st person uses words such as I & me; 2nd person uses words such as "you" & "yours" and 3rd person uses words such as "he", "she" & "it"
- Elements of expository texts
- Elements of fiction
- Connections can be made from text to text, text to self; text to world
- Characteristics of good listening
- How to make and confirm predictions

What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)

Green Band:

- Build Fluency
- Read words with long vowel a spelling patterns
- Read words with long vowel e spelling patterns
- Read words spelling with ph
- Read words spelling with ge and gi_
- Read words spelling with _mb
- Read words spelling with ce, ci_, and cy
- Read, write, and spell high frequency words
- Read Decodable Story with spelling patterns & high frequency words

Red Band:

- Adjust reading speed to clarify confusing information
- Adjust reading speed to understand the selection
- Ask questions about the text and use evidence find answers
- Build fluency
- Clarify confusing information
- Classify and categorize information from the selection
- Compare and contrast the different types of rocks
- Compare and contrast information found in the selection
- Discuss the selection
- Explain how the selection fits with the unit theme Let's Explore.
- Explain the sequence of events in the selection
- Identify cause-and-effect relationship in the text
- Identify main ideas and supporting details
- Identify rhyming words
- Identify rhythm in the poem
- Identify the author's purpose for writing the selection
- Tell if a text is written in 1st, 2nd or 3rd person
- Identify expository text
- Identify fictional text
- Make connections with the text
- Listen attentively
- Make and confirm predictions
- Make connections with the text
- Practice identifying and using important words.
- Present inquiry findings
- Recognize important words in directions and questions

<ul style="list-style-type: none"> • Inquiry process • Important words are included in directions and questions • Prior knowledge can link to new information • Rereading a selection can help to understand • Summaries include the main ideas of a selection • Author's write in different tones • Strategies for learning new vocabulary • Information can be visualized • Vocabulary Words: <i>insects, cocoon, tunnels, enemies, invade, chain, trace, fossil, print, outstretched, fussy, dull, sensing, antennae, cycle, rent, vacant, tenants, deserted, examined, trunks, limbs, stems, minerals, sprouts</i> <p>Blue Band:</p> <ul style="list-style-type: none"> • Brainstorming is part of the writing process • Proper nouns, titles, and initials must be capitalized • Word spellings may change when inflectional endings are added • Word sounds (phonemes) can be used for spelling • Rhyming words can be used for spelling • Visualizing can be used for spelling • Elements of discussion • Components of a time line • Mass media may be used for communication • Elements of informative report • Readers use expression to read • Two subjects may be compared and contrasted • Long vowel a spelling patters • Long vowel e spelling patterns • /s/ & /j/ spelling patterns • Elements of a summary • Elements of a compare and contract paragraph • Words that are adjectives and articles • The components of a complete sentence • Different sentence types: declarative, exclamatory, imperative and interrogative • Adjectives tell what kind & how many • Singular nouns name one, plural nouns name many • How to organize information • Where to find a table of contents 	<ul style="list-style-type: none"> • Relate prior knowledge to the unit theme Let's Explore • Reread selection to ensure understanding • Summarize the main ideas of the selection • Expand their vocabulary • Use & Understand the selection vocabulary words • Understand and discuss tone • Use context clues, word structure, and apposition to learn the selection vocabulary words. • Use Inquiry to find new information • Visualize information <p>Blue Band:</p> <ul style="list-style-type: none"> • Brainstorm ideas for descriptive paragraphs • Capitalize proper nouns, titles, and initials • Complete the Consonant-Substitution Strategy for spelling • Complete the Pronunciation Strategy for spelling • Complete the Rhyming Strategy for spelling • Complete the Visualizing Strategy for spelling • Contribute to a group discussion • Create a time line • Discuss the various forms of mass media communication • Discuss topics for information reports • Be expressive when reading aloud • Learn how to gather data • Learn how to take notes for informative reports • Learn to compare and contrast two subjects • Learn to create a time line • Spell words with long vowel a • Spell words with long vowel e • Spell words with /s/ and /j/ sounds • Draft, Revise, Edit & Publish compare and contrast paragraphs • Draft, Revise, Edit & Publish descriptive paragraphs • Draft, Revise, Edit & Publish informative reports • Draft, Revise, Edit & Publish summaries • Recognize adjectives and articles • Recognize complete and incomplete sentences • Recognize declarative, exclamatory, imperative, and interrogative sentences and end marks. • Recognize descriptive paragraphs • Recognize English speech patterns • Recognize singular and plural nouns. • Summarize and organize information • Take notes for written summaries • Turn notes into an outline • Use a table of contents and an index
<p>Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)</p>	
<p><i>Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</i> <i>Inquiry</i> <i>Analyzing the Selection</i></p>	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i> Spelling Tests Lesson Tests Benchmark</p>

Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:

Learning Activities:	Lesson 2 – <i>If You Find a Rock</i>	Lesson 3 – <i>Hungry Hoppers</i>	Lesson 4 – <i>Birdhouse for Rent</i>	Lesson 5 – <i>Tell Me, Tree: Ants: Caterpillar</i>
<p>Lesson 1 – <i>Anis! They are Hard Workers</i></p> <p>Day 1: Daily Oral Practice Phonics and Fluency Fluency: Reading a Decodable Story Read Aloud: <i>A Log's Life</i> Inquiry Process Writing: Writing a Descriptive Paragraph Spelling</p> <p>Day 2: Daily Oral Practice Phonics and Fluency Build Background Preview and Prepare Building Vocabulary Guided Vocabulary Practice Reading the Selection Reading Recommendation Comprehension Strategies Inquiry Process Writing: Writing Compare & Contrast Spelling</p> <p>Day 3: Daily Oral Practice Phonics and Fluency Fluency: Reading a Decodable Story Comprehension Strategies Discussing the Selection Vocabulary Review Fluency Meet the Author and Illustrator Theme Connections Writing: Drafting Spelling Study Skills Grammar, Usage and Mechanics</p> <p>Day 4: Daily Oral Practice Phonics and Fluency Comprehension Skills Reading with a Writer's Eye Checking Comprehension Supporting the Reading Fluency Science Inquiry Inquiry Process Writing: Revising Spelling Study Skills Listening/Speaking/Viewing</p> <p>Day 5: Phonics and Fluency Selection Vocabulary Comprehension Strategies Comprehension Skills Reading with a Writer's Eye Fluency Writing: Publishing Spelling Study Skills Listening/Speaking/Viewing Grammar, Usage, and Mechanics</p>	<p>Lesson 2 – <i>If You Find a Rock</i></p> <p>Day 1: Daily Oral Practice Phonics and Fluency Build Background Preview and Prepare Building Vocabulary Guided Vocabulary Practice Reading the Selection Reading Recommendation Comprehension Strategies Inquiry Process Writing: Writing Compare & Contrast Spelling</p> <p>Day 2: Daily Oral Practice Phonics and Fluency Comprehension Strategies Discussing the Selection Vocabulary Review Fluency Meet the Author/Illustrator Theme Connections Writing: Prewriting Spelling Grammar, Usage and Mechanics</p> <p>Day 3: Daily Oral Practice Phonics and Fluency Fluency: Reading a Decodable Story Comprehension Skills Reading with a Writer's Eye Supporting the Reading Fluency Writing: Drafting Spelling Study Skills Grammar, Usage and Mechanics</p> <p>Day 4: Daily Oral Practice Phonics and Fluency Comprehension Skills Reading with a Writer's Eye Comprehension Skills Checking Comprehension Science Inquiry Inquiry Process Writing: Revising Spelling Study Skills Listening/Speaking/Viewing</p> <p>Day 5: Phonics and Fluency Selection Vocabulary Comprehension Strategies Comprehension Skills Reading with a Writer's Eye Fluency Writing: Publishing Spelling Study Skills Listening/Speaking/Viewing Grammar, Usage, and Mechanics</p>	<p>Lesson 3 – <i>Hungry Hoppers</i></p> <p>Day 1: Unit 1 Daily Oral Practice Phonics and Fluency Build Background Preview and Prepare Building Vocabulary Guided Vocabulary Practice Reading the Selection Reading Recommendation Comprehension Strategies Inquiry Process Writing: Writing a Summary Spelling</p> <p>Day 2: Daily Oral Practice Phonics and Fluency Comprehension Strategies Discussing the Selection Vocabulary Review Fluency Meet the Author/Illustrator Theme Connections Writing: Prewriting Spelling Grammar, Usage and Mechanics</p> <p>Day 3: Daily Oral Practice Phonics and Fluency Fluency: Reading a Decodable Story Comprehension Skills Reading with a Writer's Eye Supporting the Reading Fluency Writing: Drafting Spelling Study Skills Grammar, Usage and Mechanics</p> <p>Day 4: Daily Oral Practice Phonics and Fluency Comprehension Skills Reading with a Writer's Eye Comprehension Skills Checking Comprehension Science Inquiry Inquiry Process Writing: Revising Spelling Study Skills Listening/Speaking/Viewing</p> <p>Day 5: Phonics and Fluency Selection Vocabulary Comprehension Strategies Comprehension Skills Reading with a Writer's Eye Fluency Writing: Publishing Spelling Study Skills Listening/Speaking/Viewing Grammar, Usage, and Mechanics</p>	<p>Lesson 4 – <i>Birdhouse for Rent</i></p> <p>Day 1: Daily Oral Practice Phonics and Fluency Fluency: Reading a Decodable Story Build Background Preview and Prepare Building Vocabulary Guided 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Fluency Writing: Publishing Spelling Study Skills Listening/Speaking/Viewing Grammar, Usage, and Mechanics</p>	<p>Lesson 5 – <i>Tell Me, Tree: Ants: Caterpillar</i></p> <p>Day 1: Daily Oral Practice Phonics and Fluency Build Background Preview and Prepare Building Vocabulary Guided Vocabulary Practice Reading the Selection Reading Recommendation Comprehension Strategies Inquiry Process Writing: Writing an Informative Report Spelling</p> <p>Day 2: Daily Oral Practice Phonics and Fluency Comprehension Strategies Discussing the Selection Vocabulary Review Fluency Meet the Author/Illustrator Theme Connections Writing: Prewriting Spelling Grammar, Usage and Mechanics</p> <p>Day 3: Daily Oral Practice Phonics and Fluency Fluency: Reading a Decodable Story Comprehension Skills Reading with a Writer's Eye Supporting the Reading Fluency Writing: Prewriting Spelling Study Skills Grammar, Usage and Mechanics</p> <p>Day 4: Daily Oral Practice Phonics and Fluency Comprehension Skills Reading with a Writer's Eye Comprehension Skills Checking Comprehension Inquiry Process Writing: Drafting Spelling Study Skills Listening/Speaking/Viewing</p> <p>Day 5: Phonics and Fluency Selection Vocabulary Comprehension Strategies Comprehension Skills Reading with a Writer's Eye Fluency Writing: Drafting Spelling Study Skills Listening/Speaking/Viewing Grammar, Usage, and Mechanics</p>

W=help the students know WHERE the unit is going and WHAT is expected/Help teacher to know where the students are coming from (prior knowledge, interests)

H=HOOK all students and hold their interest

E=EQUIP students, help them EXPERIENCE the key ideas and EXPLORE the issue

R=Provide opportunities to RETHINK and REVISE their understanding/work

E (2)=Allow students to EVALUATE their work

T=Be TAILORED (personalized) to different needs, interests, and abilities of learners

O=Be ORGANIZED to maximize initial and sustained engagement as well as effective learning

<p>Assessment Tasks that Provide Evidence for Claims including DOK</p>	<input type="checkbox"/> Claim #1/DOK 1, 2, 3, 4 (circle one):
	<input type="checkbox"/> Claim #2/DOK 1, 2, 3, 4 (circle one):
	<input type="checkbox"/> Claim #3/DOK 1, 2, 3, 4 (circle one):
	<input type="checkbox"/> Claim #4/DOK 1, 2, 3, 4 (circle one):

Achievement Level Descriptors	ALD #1: ALD #2: ALD #3: ALD #4: (circle one):
Materials/Resources	SRA Imagine It! Unit 2 – Let’s Explore , Teacher’s Manual Student Reader 2-1 Skills Practice 1 Decodable Stories 18-24 Lesson Assessments Benchmark Assessment Trade Book, <i>A Log’s Life</i> English Learner Support Guide Reteach Intervention Guide Challenge Activities Language Arts Handbook Concept and Question Book Listening Library CDs

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