

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 3 - Around the Town

Estimated Amount of Instructional Time: 6 weeks

Stage 1 – (Desired Results)

State Content and Skill Standards:

CCSS Reading for Literatures

- RL.2.1 ask/answer who what where when why and how questions for understanding of key details
- RL.2.3 Describe how characters in a story respond to major events and challenges.
- RL.2.7 Explain how specific images contribute/clarify text

CCSS Reading for Information

- 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.2.8 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

- SPL.2.1 Participate in conversations with partners about grade 2 topics/text with peers and adults
- SPL.2.1a follow agreed upon rules for discussion
- SPL.2.1b build on others talk and conversations
- SPL.2.1c ask for clarification and explanation as needed
- SPL.2.2 Recount key ideas and details from various forms of text orally
- SPL.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.
- SPL.2.4 Tell a story or recount an experience with appropriate facts and relevant descriptive details speaking audible in coherent sentences
- SPL.2.5 Create audio recordings or visual displays of stories or poems when appropriate to clarify ideas, thoughts, and feelings.
- SPL.2.6 Produce complete sentences when appropriate to task in situations in order to provide requested detail or clarification

CCSS Language Standards

- L.2.1 Demonstrate command of conventions of Standard English, grammar, and usage when writing or speaking
- L.2.1f. Produce, expand, and rearrange complete and simple compound sentences
- L.2.2 Demonstrate command of conventions of Standard English capitalization, punctuation, and spelling when writing
- L.2.2c. Use apostrophes to form contractions and frequently occurring possessives
- L.2.2d. Generalize learned spelling patterns when writing words
- L.2.4 Determine or clarify the meaning of unknown and multiple meaning words in phrases based on Grade 2 reading and content choosing various 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 meanings
- L.2.5a ID real life connections between their words and their use
- L.2.6 Use words and phrases acquired through conversations, reading, being read to, and responding to text including adjectives and adverbs to describe

CCSS Writing

- W.2.1 Write opinion pieces in which topic or book is introduced, state an opinion, supply reasons to support opinion, use linking words to connect opinion and reasons and provide a concluding statement.
- W.2.5 Revising and editing with support from peers and adults
- 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)

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

Students will understand that...

There are many different genres of books?
Banks keep money safe.
Some store specialize in certain types of food.
City Hall is an integral part of a successful community.
Many communities have several options when it comes to shopping.

Have you ever visited the library?
What are your favorite kinds of books to read?
Why do people keep money at a bank?
Do you keep money at a bank?
Why do people buy food from a bakery?
What is your favorite food to buy at a bakery?
Who works at city hall?
Why is city hall an important part of a community?
Do you have a favorite place to shop in your community?
What makes that store special?

Big Idea(s)

What are some places that might be found in most communities?

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

Green Band

- What fluent reading sounds like
- Long vowel spelling patterns for l, o & u
- Ce and cy make the /s/ sound
- Ge make the /j/ sound
- Open syllables end in a vowel sound
- Closed syllables end in a consonant sound
- High Frequency Words: *light, work, myself, try, fly, grown, own, show, pull, and today*

Red Band:

- Asking questions can help to understand new vocabulary
- What fluent reading sounds like
- Investigations begin with a questions
- Clarifying confusing information can help to understand the story
- Information can be classified and categorized
- Elements of a discussion
- Texts can share common themes
- Characteristics of a good listener
- Connections can be made text-text, text-self, and text-world
- Inferences are conclusions based on evidence
- Prior knowledge can be connected to new information
- Rereading the selection can help to understand the story
- Summaries include main ideas
- Strategies may be used to understand new vocabulary

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 l, o u spelling patterns
- Read words spelled with ce and cy
- Read words spelled with ge
- Identify open and closed syllables
- Read, write, and spell high frequency words
- Read Decodable Story with spelling patterns & high frequency words

Red Band:

- Ask questions about the selection vocabulary
- Build fluency
- Choose and investigation question
- Clarify confusing information
- Classify and categorize information
- Discuss the selection
- Explain how the selection fits with the theme Around the Town
- Generate questions for unit investigations
- Listen attentively
- Make connections with the selections
- Make logical inferences about the selection
- Relate prior knowledge to the unit theme Around the Town
- Reread the selection to ensure understanding
- Summarize the main ideas of the selection
- Understand the selection vocabulary words
- Use context clues and word structure to learn the section vocabulary

<p>Vocabulary: practice, public, recognize, automatically, perched, vault, withdrawals, borrow, employees, deposits, culture, international, ingredients, dough, jalapeno, council, mayor,, elect, cashier, taxes, routes, arrangement, tingle, huddled, share, construction, aisles</p> <p>Blue Band:</p> <ul style="list-style-type: none"> • When to capitalize letters • Elements of timed writing • Elements of timed, expository writing • Rhyming strategies may be used to spell words • Elements of a presentation • Comparative adjectives end in -er & -est • Asking questions can help to understand a story • Long vowel I, o & u patterns • Writing prompts generate ideas for timed writing pieces 	<p>Blue Band:</p> <ul style="list-style-type: none"> • Capitalize days, months, cities, and states • Complete a timed expository writing assignment • Complete a timed writing assignment • Complete the Rhyming Strategy for spelling • Give a presentation on a story • Apply comparative adjectives in writing and speaking • Ask questions • Spell words with long vowel I, o, u words • Write a timed narrative
<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></p> <p><i>Inquiry</i></p> <p><i>Analyzing the Selection</i></p>	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <p>Spelling Tests</p> <p>Lesson Tests</p> <p>Benchmark</p> <p>Idaho Reading Indicator</p> <p>AIMs Web Probes</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 5 – <i>Grandpa's Corner Store, Supermarket</i> <i>The Library</i>
<p>Lesson 1 – <i>Red Light, Green Light, Mama & Me</i></p> <p>Day 1: Daily Oral Practice Phonics and Fluency Fluency: Reading a Decodable Story Read Aloud: <i>On the Town</i> Inquiry Process Writing: Timed Writing 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 Prompt 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/Illustrator Theme Connections Writing: Writing Prompt Spelling 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 Supporting the Reading Fluency Social Studies Inquiry Inquiry Process Writing: Writing Prompt 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: Writing Prompt Spelling Study Skills Listening/Speaking/Viewing Grammar, Usage, and Mechanics</p>	<p>Lesson 2 – <i>In the Money</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 Prompt 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: Writing Prompt 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 Inquiry Writing: Writing Prompt 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 Social Studies Inquiry Inquiry Process Writing: Writing Prompt 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: Discussion Spelling Study Skills Listening/Speaking/Viewing Grammar, Usage, and Mechanics</p>	<p>Lesson 3 – <i>Jalapeno Pops</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: Explaining a Process 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 Inquiry 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 Social Studies Inquiry Inquiry Process Writing: Revising & Editing 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>Out & About at City Hall</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 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 Inquiry 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 & Editing 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 5 – <i>Grandpa's Corner Store, Supermarket</i> <i>The Library</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 a Persuasive Paragraph 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 Inquiry 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>	<p><input type="checkbox"/> Claim #1/DOK 1, 2, 3, 4 (circle one):</p> <p><input type="checkbox"/> Claim #2/DOK 1, 2, 3, 4 (circle one):</p> <p><input type="checkbox"/> Claim #3/DOK 1, 2, 3, 4 (circle one):</p> <p><input type="checkbox"/> Claim #4/DOK 1, 2, 3, 4 (circle one):</p>
<p>Achievement Level Descriptors</p>	<p>ALD #1: ALD #2: ALD #3: ALD #4: (circle one):</p>
<p>Materials/Resources</p>	<p>SRA Imagine It! Unit 3 – Around the Town, Teacher’s Manual Student Reader 2-1</p>

	<p>Skills Practice 1 Decodable Stories 25-31 Lesson Assessments Benchmark Assessment Trade Book, <i>On the Town: A Community Adventure</i> English Learner Support Guide Reteach Intervention Guide Challenge Activities Language Arts Handbook Concept and Question Book Listening Library CDs</p>
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