

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 5 - Courage

Estimated Amount of Instructional Time: 6 weeks

Stage 1 – (Desired Results)

State Content and Skill Standards:

CCSS Reading for Literature Skills

- RL.2.1 Ask/answer who what where when why and how questions for understanding of key details
- RL.2.2 Recount stories including fables and folktales from diverse cultures and determine the central message, lesson, or moral
- RL.2.3 Describe how characters respond to major events and challenges
- 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 (B-M-E)

CCSS Reading for Information Skills

- RI.2.2 ID main topic and focus of specific paragraphs
- 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/clarity text
- RI.2.8 Describe how reasons support specific points in text
- RI.2.9 Compare and contrast the most important points presented by two texts on the same topic

CCSS Reading Foundational Skills

- RF.2.3 Know & apply grade level phonics and word analysis when decoding words
- RF.2.3b. Know spelling sounds correspondence for additional vowel teams
- RF.2.3c. Decode words with common prefixes and suffixes
- RF.2.3e. Identify words with inconsistent but common spelling sound correspondences
- 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.2.2 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 audibly 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 and situation in order to provide detail or clarification

CCSS Language Standards

- L.2.1 Demonstrate command of conventions of Standard English, grammar, and usage when writing or speaking
- L.2.1b. Form and use frequently occurring irregular plural nouns
- L.2.1d Form and use the past tense of frequently occurring irregular verbs
- L.2.1e. Use adjectives and adverbs and choose between them depending on 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.2.2d 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.2.4c Use a known root word as a clue to the meaning of an unknown word or phrase
- L.2.4e Use glossaries and beginning dictionaries, both print and digital to determine and clarify the meanings of words and phrases
- 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.2.1 Write opinion pieces in which the topic or book is introduced they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement
- 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.2.3 Write narratives in which students recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal order and provide closure
- 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...

- Being brave means different thing to different people.
- Being brave is to face one's fear.
- Anyone can be a hero.
- A hero is an ordinary person who finds the strength to endure in spite of overwhelming obstacles.
- Telling the truth can sometimes be difficult.
- All people deal with failure.
- Courage is not the absence of fear, but rather that something is more important than the fear itself.

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

- Do you feel braver when you are with a friend?
- Does saying you are brave make you brave?
- What does it mean to be a hero?
- Can anyone become a hero?
- Why does it take courage to tell the truth?
- Does it take courage to admit failure?
- Do you think animals can be courageous? In what ways?
- Why do we need to have the courage to stand up to our fears?

Have you ever has a fear of standing up in front of an audience?

Big Idea(s)

How can courage help you overcome difficult situations?

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

Green Band

- What fluent reading sounds like
- Variant vowel spelling patterns
- Diphthong spelling patterns
- Regular Plural words end in "s"
- Irregular plurals do not simply end in "s"
- Suffixes are added to the end of words to change their meaning
- Homographs are words written the same with different meanings
- Homophones are words sounding the same, written differently, different meanings
- Related words are similar in meaning
- Words in a word family share a base/root word
- High Frequency Words: *draw, small, laugh, and always*

Red Band:

- Asking questions can help to understand new vocabulary
- Authors may have different purposes for writing text
- What fluent reading sounds like
- Investigations begin with a question
- Cause and effect relationships within text
- Clarifying confusing information can help to understand the story
- Information can be classified and categorized
- Elements of a legend
- Elements of a folktale
- Story characters can show courage in many different ways
- Texts can share common themes
- Characteristics of a good listener
- Characters can be brave, even if they are afraid
- 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
- Elements of reality
- Elements of fantasy
- Rereading the selection can help to understand the story
- Summaries include main ideas
- Summaries should follow sequence of events

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 variant vowel spelling patterns
- Read words with diphthong spelling patterns
- Identify regular plural words
- Identify irregular plurals
- Identify the suffixes and their meanings
- Predict the meaning of words using suffixes
- Identify homographs
- Identify homophones
- Identify related words
- Identify words within a word family
- 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
- List information in sequence of events
- Define and explain courage and bravery
- 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 Courage
- Reread the selection to ensure understanding
- Summarize the main ideas of the selection
- Understand cause and effect relationships
- Understand the elements of a fantasy
- Understand the elements of a folktale
- Understand the elements of a legend
- Understand the elements of a realistic text
- Understand the selection vocabulary words
- Use context clues, apposition, and word structure to learn the section vocabulary

<ul style="list-style-type: none"> • Strategies may be used to understand new vocabulary • Vocabulary: <i>trembling, avalanche, leaping, puffing, afraid, brave, trickling, flooded, rumbling, numb, dikes, windmills, transferred, sprout, courage, tended, blossom, kingdom, emperor, rumble, rugged, snowdrift, burrowed, squinted, shifted, snapped, reservation, dreaded, qualified, mysterious, mountain lion, stomping, inform</i> <p><u>Blue Band:</u></p> <ul style="list-style-type: none"> • Elements of a riddle poem • Variant vowel spelling patterns • Greetings and closings in letters include capital letters • Elements of an interview • Greetings and closings of letter include commas • Characteristics of a good listener • Elements of an acrostic poem • Quotation marks are used in dialogue & titles of stories • Characteristics of a good observer • Descriptive words and phrases can be used to share information • "Ough" sounds • Elements of rhyming poetry • Commas are used in dialogue • Elements of a poll • Elements of a bar graph • Gestures make speeches more interesting • Elements of a news story • Diphthong sound spellings • Graphic organizers can be used to organize ideas • Adverbs modify a verb • How and when to use a dictionary, thesaurus, and glossary • Media plays an important role in communication • Elements of a play • Verbs are dependent upon tenses • Outlines can be used to organize notes 	<p><u>Blue Band:</u></p> <ul style="list-style-type: none"> • Plan, draft, revise & publish riddle poems • Spell words with a variant vowel spelling • Capitalize appropriate words in the greeting & closing of a letter • Conduct an interview • Use commas in the greeting & closing of a letter • Listen for details • Plan, Draft, Revise & publish an acrostic poem • Use quotation marks appropriately • Make observations • Use descriptive words and phrases to share information • Spell words with <i>ough</i> spelling • Plan, draft, revise, publish rhyming poetry • Use comma marks in dialogue appropriately • Take a poll • Create a bar graph • Use gestures when speaking • Plan, draft, revise & publish a news story • Spell words with diphthongs • Use a graphic organizer to organize ideas • Speak and write using adverbs appropriately • Use a dictionary, thesaurus, and glossary when appropriate • Discuss importance of media communication • Plan, draft, revise, publish a play • Use verb tenses appropriately in speaking and writing • Compile notes into an outline
<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> <i>Analyzing the Selection</i></p>	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <p>Spelling Tests Lesson Tests Benchmark Idaho Reading Indicator 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 2 – <i>Hole in the Dike</i>	Lesson 3 – <i>The Empty Pot</i>	Lesson 4 – <i>Akiak</i>	Lesson 5 – <i>Brave as a Mountain Lion, Life Doesn't Frighten Me, Courage</i>
<p>Lesson 1 – <i>Dragons & Giants</i></p> <p>Day 1: Daily Oral Practice Phonics and Fluency Fluency: Reading a Decodable Story Read Aloud: <i>The Royal Bee</i> Inquiry Process Writing: Writing a Riddle Poem 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 an Acrostic Poem Spelling</p> <p>Day 3: 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 4: Daily Oral Practice Phonics and Fluency 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 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>Hole in the Dike</i></p> <p>Day 1: Daily Oral Practice Phonics and Fluency Fluency: Reading a Decodable Story Build Background Preview and Prepare Building Vocabulary Guided Vocabulary Practice Reading the Selection Reading Recommendation Comprehension Strategies Inquiry Process Writing: Writing an Acrostic Poem 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 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 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>The Empty Pot</i></p> <p>Day 1: Unit 1 Daily Oral Practice Phonics and Fluency Reading a Decodable Story Build Background Preview and Prepare Building Vocabulary Guided Vocabulary Practice Reading the Selection Reading Recommendation Comprehension Strategies Inquiry Process Writing: Writing a Rhyming Poem 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 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 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>Akiak</i></p> <p>Day 1: Daily Oral Practice Phonics and Fluency Fluency: Reading a Decodable Story Build Background Preview and Prepare Building Vocabulary Guided Vocabulary Practice Reading the Selection Reading Recommendation Comprehension Strategies Inquiry Process Writing: Writing a News Story 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 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 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>Brave as a Mountain Lion, Life Doesn't Frighten Me, Courage</i></p> <p>Day 1: Daily Oral Practice Phonics and Fluency Reading a Decodable Story Build Background Preview and Prepare Building Vocabulary Guided Vocabulary Practice Reading the Selection Reading Recommendation Comprehension Strategies Inquiry Process Writing: Writing a Play 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

Assessment Tasks that Provide Evidence for Claims including DOK	<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 5 – Courage, Teacher’s Manual Student Reader 2-2 Skills Practice 2 Decodable Stories 39-44 Lesson Assessments Benchmark Assessment Trade Book, <i>The Royal Bee</i> English Learner Support Guide Reteach Intervention Guide Challenge Activities Language Arts Handbook Concept and Question Book Listening Library CDs

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