

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 6 – America's People

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.2.3 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)
- RL.2.7 Explain how specific images contribute/clarify text

CCSS Reading for Information Skills

- RI.2.1 Ask/answer who, what, where, when, why, and how questions for understanding
- 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
- 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.2.3d. 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.2.2b 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.2.1a Use collective nouns
- L.2.1b. Form and use frequently occurring irregular plural nouns
- L.2.1c Use reflexive pronouns
- 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.f 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.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word
- L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words
- 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)

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

<p>Students will understand that...</p> <p>People came to American to find their "American Dream." Cultural differences within American are vast. Hope is to strive for a better tomorrow. Many towns and communities started with a family or natural resource. The impact of one life can affect the lives of many. Historical figures, such as MLK, Cesar Chavez, and Rosa Parks, helped to shape the American we know today. America's culture is the world's "melting pot." People practice tradition to embrace their past and remember their where they came from. People strive to keep their cultural traditions alive to preserve the traditions for future knowledge. The Importance of treating others the way you wish to be treated.</p>	<p>Is everyone who lives who lives America alike? How do our differences make American stronger? What does it mean to have hope? How do you think towns and communities first got started in our country? Can one person affect the lives of many people? Who are some historical figures that have helped to shape the lives of Americans? Why do people practice traditions? What does it mean to keep a cultural tradition "alive?" Why is it important to be treated fairly? Can one person's actions affect an entire country? Who do you think were the first Americans? Are immigrants still coming to America today? Why do you think the Statue of Liberty is such an important symbol to Americans? What would you say to greet new immigrants?</p>
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Big Idea(s)

Why is it important to recognize that America is made up of many diverse people?

<p><i>What Students will know: (what knowledge will they acquire)</i></p> <p><u>Green Band</u></p> <ul style="list-style-type: none"> • What fluent reading sounds like • Homographs are words written the same with different meanings • Homophones are words sounding the same, spelled differently, with different meanings • Word families share a base/root word • Long o spelling patterns • Long u spelling patterns • Variant vowel spelling patterns • Plural words name more than one • Antonyms are opposites • Synonyms are similar • A compound word combines two words • Contractions combine two words with an apostrophe • Some letters in words are silent • Prefixes are added to the beginning of words to change the meaning • Three-letter sounds can blend together • Inflections endings change the tense of words • Er and est are added to adjectives to compare two or three objects. • Suffixes are added to the end of words to change the meaning <p><u>Red Band</u></p> <ul style="list-style-type: none"> • Some poems use alliteration • Author's write from either 1st, 2nd or 3rd person point of view • Effects have a cause • Elements of a biography. 	<p><i>What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)</i></p> <p><u>Green Band:</u></p> <ul style="list-style-type: none"> • Build Fluency • Identify homographs • Identify homophones • Identify words within a word family • Read words with long o spelling patterns • Read words with long u spelling patterns • Read words with variant vowel spelling patterns • Identify plural words • Identify antonyms • Identify synonyms • Give examples of compound words • Identify the two words which make up contractions • Read words with silent letters • Identify and use prefixes • State what prefixes mean • Identify three-letter consonant blend words • Identify inflectional endings • Identify comparative ending -er • Identify and use suffixes • Identify word families • Read Decodable Story with spelling patterns & high frequency words <p><u>Red Band</u></p> <ul style="list-style-type: none"> • Be able to explain how this selections relates to the theme: America's People. • Be able to make inferences and support them with text. • Build fluency. • Build vocabulary.
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- Elements of expository text.
- Elements of historical fiction.
- Elements of nonfiction.
- Elements of realistic fiction.
- Facts tell information
- Opinions tell the way a person feels
- Summaries include main ideas
- Text can share a common theme
- Predictions should be confirmed or revised
- When uncertain, use a best guess strategy
- Apposition may be used to learn new vocabulary words.
- Context clues may be used to learn new vocabulary words.
- Word Structure may be used to learn new vocabulary words.
- Main ideas are supported by details in the text
- Inferences are conclusions based on evidence
- Connections can be made text-text, text-self, text-world
- Italic text emphasizes certain words/phrases
- The important events in Martin Luther King's life.
- Visualizing details helps to understand the story
- Selection vocabulary words: explore, orchid, chores, discovered, sesame, popular, wiser, recycling, adopted, doe, shed, brisk, fabric, leather, citizens, demanding, fair, laws, graduated, arrested, section, content, prejudice, calves, glimpse, strolled, pale, shuffled, pounding, slipped, ached, treated, union, border, crops, strike, boycott, weakened, awarded

Blue Band

- Available sources of information.
- Elements of formal letter
- Elements of Get-Well notes
- Elements of a realistic story.
- Elements of presentation
- Verbs describe actions
- Adjectives describe nouns
- Articles.
- When it's appropriate to capitalize letters
- Commas are used in lists, dates, greetings, dialogue, and compound sentences.
- Common nouns are general
- Contractions combine two words with an apostrophe
- Single sounds can have different spellings
- Poetry can use free verse
- Encyclopedias are a source for information
- Nouns
- Paraphrasing tells important information in short detail
- Elements of group discussion.
- Nouns show possession by adding " 's"
- Pronouns replace nouns
- Proper nouns are specific
- Elements of make-believe stories.

- Choose an investigation question.
- Collect information for unit investigations.
- Confirm or revise their conjectures for inquiry.
- Draw conclusions.
- Discuss the selection.
- Explain how the story relates to the theme America's People.
- Explain the important events in Martin Luther King's life.
- Generate ideas and questions for the unit investigations.
- Identify alliteration in a poem.
- Identify author's point of view in the story.
- Identify cause-and effect relationship in the selection.
- Identify facts and opinions in the text.
- Identify main ideas and details in the text.
- Make conjectures for their investigation questions.
- Make connections between the text and previous knowledge.
- Make plans for their unit investigations.
- Present inquiry findings.
- Relate prior knowledge to the unit theme America's People.
- Reread story to ensure understanding.
- Summarize the biography of Dr. Martin Luther King Jr.
- Apply how to take the best guess when unsure of an answer.
- Understand the elements of a biography.
- Understand the selection vocabulary words.
- Use context clues, apposition, and word structure to learn the selection vocabulary words.
- Visualize details.

Blue Band

- Choose an audience and a purpose for a formal letter.
- Decide on an audience for a friendly letter.
- Determine the purpose for a presentation.
- Discuss and use reference materials to write biographies.
- Discuss the purpose of a get-well note.
- Discuss the relationship between recent newspaper and magazine articles and the theme concepts.
- Discuss the role of illustrations and photographs in a book.
- Discuss the use of multiple sources of information.
- Plan, Draft, Revise and publish a biography.
- Plan, Draft, Revise and prepare a formal letter to send.
- Plan, Draft, Revise and prepare a get-well note to send.
- Plan, Draft, Revise and prepare a personal letter to send.
- Plan, Draft, Revise and publish a realistic story.
- Use an encyclopedia.
- Choose sources of information.
- Explain the difference between friendly and formal letters.
- Paraphrase information.
- Explain the difference between realistic and make-believe stories.

<ul style="list-style-type: none"> • Illustrations and photographs can serve as evidence • Structure of a sentence • Silent consonant sound spellings • Variant vowel sound spellings • Consonant blend sound spellings. • Subjects and predicates complete a sentence • Subjects and verbs must agree • Elements of a person letter. • Friendly and formal letters have different purposes • Elements of a personal letter. • The elements of a biography. • Facts tell information • Opinions tell how someone feels • Multiple sources of information can be used to gather evidence • Types of sentences: declarative, interrogative, imperative, interrogative • Author's write with different tones 	<ul style="list-style-type: none"> • Recognize the elements of a biography. • Use technology to present unit Inquiry findings. • Take part in a group discuss. • Research newspaper and magazine articles for information related to the unit inquiry question. • Research the subject of their biographies. • Use the Meaning Strategy with the spelling words. • Use the Rhyming Strategy for the spelling words. • Spell words with silent consonants • Spell words with variant vowels • Spell words with consonant blends
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Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)

<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>
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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:					
<p><u>Lesson 1 – April & Her Family</u></p> <p><u>Day 1:</u> Daily Oral Practice Phonics and Fluency Fluency: Reading a Decodable Story Read Aloud: <i>A Picnic in October</i> Inquiry Process Writing: Personal Letter Spelling</p> <p><u>Day 2:</u> 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: Get-Well Note Spelling</p> <p><u>Day 3:</u> Daily Oral Practice Phonics and Fluency Comprehension Strategies Discussing the Selection Vocabulary Review Grammar, Usage and Mechanic</p> <p><u>Day 4:</u> 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><u>Day 5:</u> 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><u>Lesson 2 – New Hope</u></p> <p><u>Day 1:</u> 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: Get-Well Note Spelling</p> <p><u>Day 2:</u> 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 Mechanic</p> <p><u>Day 3:</u> 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><u>Day 4:</u> 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 Spelling Study Skills Listening/Speaking/Viewing</p> <p><u>Day 5:</u> 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 align="center"><u>Unit 1</u></p> <p><u>Lesson 3 – A Picture Book of M.K. Jr.</u></p> <p><u>Day 1:</u> 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: Formal Letter Spelling</p> <p><u>Day 2:</u> 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 Mechanic</p> <p><u>Day 3:</u> 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><u>Day 4:</u> 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 Spelling Study Skills Listening/Speaking/Viewing</p> <p><u>Day 5:</u> 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><u>Lesson 4 – Jingle Dancer</u></p> <p><u>Day 1:</u> 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 Realistic Story Spelling</p> <p><u>Day 2:</u> 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 Mechanic</p> <p><u>Day 3:</u> 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><u>Day 4:</u> 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 Spelling Study Skills Listening/Speaking/Viewing</p> <p><u>Day 5:</u> 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><u>Lesson 5 – Cesar E. Chavez, America's People</u></p> <p><u>Day 1:</u> 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 Biography Spelling</p> <p><u>Day 2:</u> 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 Mechanic</p> <p><u>Day 3:</u> Daily Oral Practice Phonics and Fluency Comprehension Skills Reading with a Writer's Eye Supporting the Reading Fluency Inquiry Writing: Prewriting Spelling Study Skills Grammar, Usage and Mechanics</p> <p><u>Day 4:</u> Daily Oral Practice Phonics and Fluency Comprehension Skills Reading with a Writer's Eye Comprehension Skills Checking Comprehension Social Studies Inquiry Inquiry Process Writing: Drafting Spelling Study Skills Listening/Speaking/Viewing</p> <p><u>Day 5:</u> 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>	<p><u>Statue of Liberty</u></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 6 – America’s People , Teacher’s Manual Student Reader 2-2

	<p>Skills Practice 2 Decodable Stories 45- 50 Lesson Assessments Benchmark Assessment Trade Book, <i>A Picnic in October</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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