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**LEVEL/CONTENT: 4th quarter ELA UNIT DURATION: 9 weeks**

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| UNIT:  | QUARTER:  |
| Key Standards Being Addressed | **Essential Questions** | **DOK** | **Instructional Target/Learning Expectation**  | **Recommended****Strategies** |
| 2 RL.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.2 RL.3. Describe how characters in a story respond to major events and challenges.2 RL.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.2 RL.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.2 RL.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.2 RL.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.2 RI.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.2 RI.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.2 RI.6 Assess how point of view or purpose shapes the content and style of a text.2 RI .7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.2 RI.8 Describe how reasons support specific points the author makes in a text.2 RI.9 Compare and contrast the most important points presented by two texts on the same topic.2 W.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.2 W.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revisingand editing.2 SL2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers andadults in small and larger groups.2 SL.1.a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others withcare, speaking one at a time about the topics and texts under discussion).2 SL2.1b. Build on others’ talk in conversations by linking their comments to the remarks of others. | How does understanding text create better readers? | 2111-21-21-21-31-21-22-42-4 | * Identify fables and folktales from diverse cultures.
* Define diverse cultures.
* Recall details from stories (e.g. fables and folktales).
* Recount details of a story (e.g., fables and folktales).
* Determine the message, lesson or moral of a story (e.g., fables and folktales).
* Define character.
* Define major events.
* Identify major events or challenges of story.
* Describe how characters respond to major events and challenges.
* Identify the structure of the story.
* Describe how the beginning introduces the story.
* Describe the action that takes place in the middle of the story. Describe how the ending concludes the action.
* Recognize own point of view.
* Identify the characters.
* Identify traits of each character.
* Define point of view.
* Recognize dialogue to determine who is speaking.
* Analyze characters to know what type of voice to use when speaking the part.
* Determine differences in each character’s point of view.
* Read the dialogue in text using appropriate voices for different characters
* Identify plot.
* Recognize digital text.
* Obtain information from illustrations and words in various types of text.
* Explain characters based on illustrations and words in print.
* Explain setting based on illustrations and words in print.
* Explain plot based on illustrations and words in print.
* Understand characters from illustrations and words in digital text.
* Recall details and events from two or more versions of the same story written by different authors.
* Identify characters of two or more versions of the same story written by different authors.
* Compare/contrast two or more versions of the same story told from different cultures.
* Recognize the main topic of a multi-paragraph informational text.
* Identify the focus of specific paragraphs that support the main topic of a text.
* Identify the historical events that occurred in a text.
* Identify scientific ideas or concepts that occur in a text.
* Identify the steps in a procedure.
* Describe the connection between a series of historical events.
* Describe the connection between a series of scientific ideas or concepts.
* Describe the connection between a series of steps from a procedure.
* Identify main purpose of text according to what the author is answering.
* Identify the author’s main purpose of text to answer what the author wants to describe.
* Describe the point of view of author of a text.
* Identify images in an informational text.
* Understand the terms explain, contribute, and clarify.
* Discuss how specific images ad to and clarify informational text.
* Identify the key points in a text
* Identify details that support key points.
* Describe how reasons support the author’s specific points.
* Identify the important points presented in two informational texts on the same topic.
* Compare the important points in two informational texts on the same topic.
* Contrast the important points in two informational texts on the same topic.
* Recognize an informative text.
* Recognize explanatory text.
* Identify topic sentences.
* Identify facts.
* Identify definitions.
* Identify concluding statements.
* Use facts and definitions to develop points.
* Determine an appropriate concluding statement or section.
* Write informative/explanatory texts that focus on a specific topic.
* Write informative/explanatory texts that use facts and definitions to develop the topic.
* Write informative/explanatory texts that include a concluding statement or section.
* Recognize how to focus on a topic.
* Recognize how to revise and edit.
* Strengthen writing by revising.
* Strengthen writing by editing.
 | Retell using story picturesPeer RetellModelingOral RetellingGuided PracticeIndependent PracticeBuilding BackgroundProductive StruggleTechnology for LearningStudent ChoiceGraphic OrganizerGuided ReadingSmall Group ReadingJigsaw GLAD StrategiesSequence of EventsPicture WalkGallery WalkPredictionsAnchor ChartsShoulder PartnersLiterature CirclesPoster CreationOpen-Ended QuestionsStudent Created QuestionsMobile Creation |
| Assessments (Formative & Summative) |
| *Formative:*white boardsquick write journalsthink-pair-sharegraphic organizerspeer/self-assessmentpractice presentationsvisual representationkinesthetic assessment4-Corners/Laundry DayConstructed responseObservationsQuestioning DiscussionsNWEA Testing | *Summative:*RubricsPerformance Task AssessmentObservationsDIBELSReading InventoryPowerPointStudent Created Skit |
| Additional Standards(RF,RL, RI, W, Speaking & Listening Language, and Native Language & Culture) |
| Reading Foundations: Reading Literature: 2 RL.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2 RL.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 2 RL.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 2 RL.8. Does not apply to literature. 2 RL.10. 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.Reading Information: 2 RI.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2 RI.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 2 RI.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 2 RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.Writing: 2 W.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details todescribe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. 2 W.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revisingand editing. 2 W.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 2 W.8. Recall information from experiences or gather information from provided sources to answer a question.Speaking and Listening:. 2 SL.1.a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others withcare, speaking one at a time about the topics and texts under discussion).2 SL2.1b. Build on others’ talk in conversations by linking their comments to the remarks of others.Native Language, Culture, History and Character:Standard: Utilizing the Navajo language and culture, I will listen, communicate, observe and understand what I am being taught.Concept 1: I will listen to and understand the basic Dine oral language.PO 1: I will listen to and understand everyday situational speech.PO 2: I will respond accurately to commands and instructions.PO 3: I will demonstrate my understanding of oral narratives.PO 4: I will identify the vocabulary used in different contexts.Concept 2: I will begin to demonstrate the basic Navajo language structure by using oral communication.PO 1: I will ask simple questions about daily routines.PO 2: I will speak using verbs correctly.PO 3: I will answer simple questions about myself.PO 4: I will speak in one word or simple sentences, i.e. noun + verb word order.Concept 3: I will utilize the Dine language to present information in a variety of situations.PO 1: I will describe a character in a short story.PO 2: I will use puppetry, acting and imitation to present information.PO 3: I will speak Dine language using grammar accurately.PO 4: I will sing a simple song.Concept 4: I will utilize Dine language in the context of my community and culture.PO 1: I will listen to and understand the Dine language in the home/school.PO 2: I will ask questions about cultural activities and school and home.PO 3: I will introduce myself appropriately in public.PO 4: I will sing a Navajo song in public. |
| Critical Vocabulary |
| Tier 1book, character, plot, problem, fiction, non-fiction, author, text, syllable, abc order, index, create, demonstrate, predictions, storytelling,  | **Tier 2****Vowel, cause and effect, capitalization, fable, folktale, alphabetizing , construct, contrast, create, fantasy, fact, make believe, biography, author’s purpose, narrator, problem, explain, transform, redo, reference, genre, quotation marks, story mapping,onomatopia,**  | **Tier 3****character, plot, central message, antagonist, protagonist, figurative language, rhythm , stanza,**  |
| Resources: |
| (Informational Text, Literature, Poetry):ResourcesKeepers of the Windclaw Chronicles by Seth Muller* Book 1:The Mockingbird’s Manual
* Book 2: The Day of Storms
* Book 3: The Great Gatherings

Common Core Standards Appendix B DesCartes Readworks.orgCurriculumcorner.comReadinga-z.com (subscription)Teacherspayteachers.comNavajonationdode.org/resources/forms |
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