

**English Language Arts
Unit 4: Literature**

<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Extensive reading of stories, drama, poems, and myths from diverse cultures and different time periods, provides literary and cultural knowledge as well as familiarity with various text structures and elements.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ How do readers construct meaning? ▪ What are the major structural elements of a piece of literature?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Literature contains key ideas, details, and stylistic and structural elements that affect stories, poems, and songs. ▪ Responses to reading demonstrate knowledge by referring to literary elements from the text. ▪ Proficient reading incorporates comprehension, accuracy, fluency, expanded vocabulary and reading with purpose.
<p>Vocabulary/Content</p>	<ul style="list-style-type: none"> ▪ Genre, realistic fiction, fantasy, folk tale, fable, character, setting, problem, events, climax, author’s purpose, compare/contrast, sequence, summarize, retell, vocabulary, moral, point of view, main idea, rhyme, rhythm, pattern, meter, stanza, literary devices ,solution,infer, prediction, connection,schema, poetry,opinion,
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Ask and answer questions related to reading using key details from the text. ▪ Retell stories including fables and folk tales using sequencing of plot, and describing setting, characters, central message lesson, or moral. ▪ Describe how characters in a story respond to major events and challenges. ▪ Describe how words and phrases can affect a story, poem or song. ▪ Describe the structure of a story including beginning, middle and end. ▪ Acknowledge differences in characters’ points of view such as speaking in a different voice for each character. ▪ Compare and contrast different versions of the same story. ▪ Determine the meaning of unknown and multiple-meaning words and nuances, and demonstrate understanding of word relationships based on grade 2 reading and content. ▪ Engage in collaborative discussions using the vocabulary of literary genres. ▪ Read grade level texts with purpose, accuracy, fluency, and comprehension.
<p>Related Maine Learning Results</p>	<p><u>Reading Literature—Grade 2</u></p> <ul style="list-style-type: none"> • RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key

English Language Arts
Unit 4: Literature

details in a text.

- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.2.3 Describe how characters in a story respond to major events and challenges.
- RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- RL.2.10 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 Foundational Skills- Grade 2

- RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and fluency to support comprehension.
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language—Grade 2

- 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 an array of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
 - c. Use a known root word as a clue to the meaning of an

**English Language Arts
Unit 4: Literature**

	<p>unknown word with the same root (e.g., addition/additional).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <ul style="list-style-type: none"> • L.2.5 Demonstrate understandings of word relationships and nuances in word meanings. <ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g. describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
<p>Sample Lessons And Activities</p>	<p>Compare and contrast various versions of the Three Little Pigs Model story elements Venn diagram comparing two versions of same story Show different illustrations of same story, Stretching sentences to add details Mentor texts to model author style</p>
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Checklists, conferences, conversations ▪ DRAII ▪ Teacher observation ▪ Reading response journals
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Teaching lessons on opinion, use:</u> <i>Duck! Rabbit!</i> by <u>Amy Krouse Rosenthal</u> and <u>Tom Lichtenheld</u> (Mar 11, 2009) <p><i>Should We Have Pets?: A Persuasive Text</i> by <u>Sylvia Lollis</u> and <u>Joyce W. Hogan</u> (Aug 2002)</p> <p><i>Earrings! (Aladdin Picture Books)</i> by <u>Judith Viorst</u> and <u>Nola Langner Malone</u> (Sep 30, 1993)</p> ▪ <u>Teaching lessons on point of view, use:</u> <i>Two Bad Ants</i> by <u>Chris Van Allsburg</u> (Oct 24, 1988) <p><i>Hey, Little Ant</i> by <u>Phillip M. Hoose</u>, <u>Hannah Hoose</u> and <u>Debbie Tilley</u> (Jul 1, 1998)</p> <p><i>Follow Follow: A Book of Reverso Poems</i> by <u>Marilyn Singer</u> and <u>Josee Masse</u> (Feb 7, 2013)</p> ▪ <u>Teaching lesson on persuasive writing, use:</u>

**English Language Arts
Unit 4: Literature**

Click, Clack, Moo: Cows That Type by Doreen Cronin, Betsy Lewin and Randy Travis (Oct 4, 2011)

Wilfrid Gordon McDonald Partridge by Mem Fox and Julie Vivas (Sep 1989)

Why Should I Save Water? by Jen Green and Mike Gordon (Feb 1, 2005)

Dr. Seuss books

- Publications:

Teacher resources:

Month-by-Month Trait-Based Writing Instruction: Ready-to-Use Lessons and Strategies for Weaving Morning Messages... by Maria Walther and Katherine Phillips (Jun 1, 2009)

Using Picture Books to Teach Writing With the Traits: K-2: An Annotated Bibliography of More Than 150 Mentor Texts... by Ruth Culham and Raymond Coutu (May 1, 2008)

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