Compare and Contrast: Fables, Folktales and Fairytales

Overview

Number of instructional days: 25 (1 day = 90 minutes)

In this unit students will recount stories, including fables and folktales from diverse cultures to determine the central message, lesson, or moral. They will also compare and contrast two or more versions of the same story, by different authors or from different cultures. Students will describe how characters in these stories respond to major events and challenges.

They will write narratives, using temporal words, to recount a well-elaborated event or short sequence of events. Students will include details from a text read aloud or information presented orally to describe actions, thoughts, or feelings and provide a sense of closure. In addition, they will describe how the words and phrases used supply rhythm and meaning in a story, poem, or song.

Students are expected to use their knowledge of language and its conventions when writing, speaking, reading, and listening. They are also expected to apply grade-level phonics and word analysis skills in decoding words and produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Concepts to Be Learned and Skills to Be Used

- RECOUNT stories, including fables and folktales from diverse cultures
- COMPARE and CONTRAST two or more versions of the same story by different authors or from different cultures
- WRITE narratives to RECOUNT a well-elaborated event or short sequence of events
- INCLUDE details when WRITING or SPEAKING to DESCRIBE actions, thoughts, and feelings
- USE temporal words to signal event order when WRITING
- PROVIDE a sense of closure when WRITING narratives
- RECOUNT or DESCRIBE key ideas or details from a text read aloud or information presented orally or through other media
• KNOW and APPLY grade-level phonics and word analysis skills in DECODING words
  o IDENTIFY words with inconsistent but common spelling-sound correspondences
  o RECOGNIZE and READ grade-appropriate irregularly spelled words
• DESCRIBE how characters respond to major events and challenges
• DESCRIBE how words and phrases supply rhythm and meaning in a story, poem, or song
• PRODUCE complete sentences when appropriate to task and situation to PROVIDE details and clarification
• USE knowledge of language and its conventions when WRITING, SPEAKING, READING, or LISTENING

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<th>Essential Questions</th>
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How do we ensure we understand what we read?

How does recounting a story through speaking and writing help us to understand the lesson, message, or moral?

Why is it important to look for differences and similarities in stories?

What should we include in a story to help our reader understand the characters thoughts, feelings, and actions?

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<th>Written Curriculum</th>
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Grade-Level Expectations

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.

Standards that are the Focus in the Unit of Study:
### Reading Standards for Literature

#### Key Ideas and Details

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

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.

#### Writing Standards

**Text Types and Purposes**

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

### Speaking and Listening Standards

**Comprehension and Collaboration**

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

### Standards that Reinforce/Support the Unit of Study:

#### Reading Standards for Literature

#### Key Ideas and Details

RL.2.3 Describe how characters in a story respond to major events and challenges.

#### Craft and Structure

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.
Phonics and Word Recognition

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
b. Know spelling-sound correspondences for additional common vowel teams.
c. Decode regularly spelled two-syllable words with long vowels.
d. Decode words with common prefixes and suffixes.
e. Identify words with inconsistent but common spelling-sound correspondences.
f. Recognize and read grade-appropriate irregularly spelled words.

Language Standards

Comprehension and Collaboration

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Compare formal and informal uses of English

Speaking and Listening Standards

Presentation of Knowledge and Ideas

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

Standards that Recur in the Unit of Study:
**Range of Reading and Level of Text Complexity**

RI.2.1 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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**Clarifying the Standards**

**Key =**

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<thead>
<tr>
<th>RL</th>
<th>Reading Standards for Literature</th>
<th>W</th>
<th>Writing Standards</th>
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<tr>
<td>RI</td>
<td>Reading Standards for Informational Text</td>
<td>SL</td>
<td>Speaking &amp; Listening Standards</td>
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<td>RF</td>
<td>Foundational Skills</td>
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<td>Language Standards</td>
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**RL** – In grade 1, students retold stories, including key details and demonstrated understanding of their central message or lesson. **In grade 2, students recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.** In grade 3, students will continue to recount stories and explain how messages, lessons, and morals are conveyed through key details in the text.

In grade 1, students compared and contrasted the adventures and experiences of characters in stories. **In grade 2, students compare and contrast two or more versions of the same story by different authors or from different cultures.** In grade 3, students will compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

In grade 1, students used key details to describe characters, settings, and major events in a story. **In grade 2, students describe how characters in a story respond to major events and challenges.** In grade 3, students will describe characters in the story and explain how their actions contribute to the sequence of events.

In grade 1, students identified words and phrases in stories or poems that suggested feelings or an appeal to the senses. **In grade 2, students describe how words and phrases supply rhythm and meaning in a story, poem, or song.** In grade 3, students will continue to determine the meaning of words and phrases.
as they are used in a text, distinguishing literal from non-literal language.

In grade 1, with prompting and support, students read prose and poetry of appropriate complexity for grade 1. In grade 2, by the end of the year, students 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. In grade 3, by the end of the year, students will read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

RI – There are no RI standards in this unit of study.

RF – In grade 1, students applied grade-level phonics and word analysis skills in decoding words. They decoded 1 & 2 syllable words with basic patterns by breaking the word into syllables and read words with inflectional endings. In grade 2 students identify words with inconsistent but common spelling-sound correspondences. They also recognize and read grade-appropriate irregularly spelled words. In grade 3, students will decode & read grade-appropriate irregular spelled words, multi-syllabic words, Latin suffixes, & will know the meanings of common prefixes & derivational suffixes.

W – In grade 1, students wrote narratives in which they recounted two or more appropriately sequenced events. They included some details regarding what happened, used temporal words to signal event order, and provided some sense of closure. In grade 2, students are able to write narratives in which they recount well elaborated and short sequences of events They include details to describe actions, thoughts, and feelings. In grade 3, students will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Students will establish a situation and introduce a narrator and/or characters. They will organize an event sequence that unfolds naturally. Students will use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

SL – In grade 1, students asked and answered questions about key details in a text read aloud or information presented orally or through other media. In grade 2, students recount or describe key ideas or details from a text read aloud or information presented orally or through other media. In grade 3, students will determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. In grade 1, students produced complete sentences when appropriate to task and situation. In grade 2, students are able to produce complete sentences in order to provide requested detail or
clarification. In grade 3, students will speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

There are no grade 1 Knowledge of Language standards. In grade 2, students use knowledge of language and its conventions when writing, speaking, reading, and listening. They compare formal and informal uses of English. In grade 3, students will choose words and phrases for effect when writing and speaking. They will recognize and observe differences between the conventions of spoken and written Standard English.

Resources:
References to Appendices A, B, and C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Read-Alouds and the Reading-Speaking-Listening Link
Generally, teachers will encourage children in the upper elementary grades to read texts independently and reflect on them in writing. However, children in the early grades—particularly kindergarten through grade 3—benefit from participating in rich, structured conversations with an adult in response to written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing (Bus, Van Ijzendoorn, & Pellegrini, 1995; Feitelstein, Goldstein, Iraqui, & Share, 1993; Feitelstein, Kita, & Goldstein, 1986; Whitehurst et al., 1988). The Standards acknowledge the importance of this aural dimension of early learning by including a robust set of K–3 Speaking and Listening standards and by offering in Appendix B an extensive number of read-aloud text exemplars appropriate for K–1 and for grades 2–3. Because, as indicated above, children’s listening comprehension likely outpaces reading comprehension until the middle school years, it is particularly important that students in the earliest grades build knowledge through being read to as well as through reading, with the balance gradually shifting to reading independently. By reading a story or nonfiction selection aloud, teachers allow children to experience written language without the burden of decoding, granting them access to content that they may not be able to read and understand by themselves. Children are then free to focus their mental energy on the words and ideas presented in the text, and they will eventually be better prepared to tackle rich written content on their own. Whereas most titles selected for kindergarten and grade 1 will need to be read aloud exclusively, some titles selected for grades 2–5 may be appropriate for read-alouds as well as for reading independently. Reading aloud to students in the upper grades should not, however, be used as a substitute for independent reading by students; read-alouds at this level should supplement and enrich what students are able to read by themselves.
Narrative Writing

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator’s and characters’ personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

Creative Writing beyond Narrative

The narrative category does not include all of the possible forms of creative writing, such as many types of poetry. The Standards leave the inclusion and evaluation of other such forms to teacher discretion.

Conventions in Standard English Pg. 28

Overview

The Standards take a hybrid approach to matters of conventions, knowledge of language, and vocabulary. As noted in the table below, certain elements important to reading, writing, and speaking and listening are included in those strands to help provide a coherent set of expectations for those modes of communication. In many respects, however, conventions, knowledge of language, and vocabulary extend across reading, writing, speaking, and listening. Many of the conventions-related standards are as appropriate to formal spoken English as they are to formal written English. Language choice is a matter of craft for both writers and speakers. New words and phrases are acquired not only through reading and being read to but also through direct vocabulary instruction and (particularly in the earliest grades) through purposeful classroom discussions around rich content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Appendix B: Text Exemplars and Sample Performance Tasks


“My Father Meets a Lion”
“Who are you?” the lion yelled at my father.
“My name is Elmer Elevator.”
“Where do you think you are going?”
“I’m going home,” said my father.
“That’s what you think!” said the lion. “Ordinarily I’d save you for afternoon tea, but I happen to be upset enough and hungry enough to eat you right now.” And he picked up my father in his front paws to feel how fat he was.
My father said, “Oh, please, Lion, before you eat me, tell me why you are so particularly upset today.”

“It’s my mane,” said the lion, as he was figuring out how many bites a little boy would make. “You see what a dreadful mess it is, and I don’t seem to be able to do anything about it. My mother is coming over on the dragon this afternoon, and if she sees me this way I’m afraid she’ll stop my allowance. She can’t stand messy manes! But I’m going to eat you now, so it won’t make any difference to you.”

“Oh, wait a minute,” said my father, “and I’ll give you just the things you need to make your mane a tidy and beautiful.

I have them here in my pack.”

“You do?” said the lion, “Well, give them to me, and perhaps I’ll save you for afternoon tea after all,” and he put my father down on the ground.”

My father opened the pack and took out the comb and the brush and the seven hair ribbons of different colors.

“Look,” he said, “I’ll show you what to do on your forelock, where you can watch me. First you brush a while, and then you comb, and then you brush again until all the twigs and snarls are gone. Then you divide it up into three and braid it like this and tie a ribbon around the end.”

As my father was doing this, the lion watched very carefully and began to look much happier. When my father tied the ribbon he was all smiles. “Oh, that’s wonderful, really wonderful!” said the lion. “Let me have the comb and brush and see if I can do it.” So my father gave him the comb and brush and the lion began busily grooming his mane. As a matter of fact, he was so busy that he didn’t even know when my father left.

From MY FATHER’S DRAGON by Ruth Stiles Gannett, copyright 1948 by Random House, Inc. Used by permission of Random House Children’s Books, a division of Random House, Inc. All rights reserved. Any additional use of this text, such as for classroom use or curriculum development, requires independent permission from Random House, Inc.

Osborne, Mary Pope. The One-Eyed Giant (Book One of Tales from the Odyssey). New York: Disney Hyperion, 2002.

(2002) From Chapter Five: “The One-Eyed Giant”

A hideous giant lumbered into the clearing. He carried nearly half a forest’s worth of wood on his back. His monstrous head jutted from his body like a shaggy mountain peak. A single eye bulged in the center of his forehead.

The monster was Polyphemus. He was the most savage of all the Cyclopes, a race of fierce one-eyed giants who lived without laws or leader. The Cyclopes were ruthless creatures who were known to capture and devour
any sailors who happened near their shores.

Common Core State Standards for english language arts & literacy in history/social studies, science, and technical subjects
appendix B | 42

Polyphemus threw down his pile of wood. As it crashed to the ground, Odysseus and his men fled to the darkest corners of the cave.

Unaware that the Greeks were hiding inside, Polyphemus drove his animals into the cave. Then he rolled a huge boulder over its mouth to block out the light of day and imprison his flock inside.

Twenty-four wagons could not haul that rock away, Odysseus thought desperately. How will we escape this monster?

Odysseus’ men trembled with terror as the giant made a small fire and milked his goats in the shadowy light. His milking done, he threw more wood on his fire. The flame blazed brightly, lighting up the corners of the cave where Odysseus and his men were hiding.

“What’s this? Who are you? From where do you come?” the giant boomed. He glared at the Greeks with his single eye. “Are you pirates who steal the treasure of others?”

Odysseus’ men were frozen with terror. But Odysseus hid his own fear and stepped toward the monster. “We are not pirates,” he said, “We are Greeks blown off course by storm winds. Will you offer us the gift of hospitality like a good host? If you do, mighty Zeus, king of the gods, will be pleased. Zeus is the guardian of all strangers.”

“Fool!” the giant growled. “Who are you to tell me to please Zeus? I am a son of Poseidon, god of the seas! I am not afraid of Zeus!”

Odysseus men cowered in fear.

Polyphemus moved closer to Odysseus. He spoke in a soft, terrible voice. “But tell me, stranger, where is your ship? Near or far from shore?”

Odysseus knew Polyphemus was trying to trap him. “Our ship was destroyed in the storm,” he lied. “It was dashed against the rocks. With these good men I escaped, I ask you again, will you welcome us?”

From Mary Pope Osborne’s the One Eyed Giant © 2002 by Mary Pope Osborne. Reprinted by permission of Disney-Hyperion, an imprint of Disney Book Group LLC, All Rights Reserved.

Appendix C: Samples of Student Writing (Appendix C, Pg. 17)
Student Sample: Grade 2, Narrative
This narrative was produced in class, and the writer likely received support from the teacher.

My first tooth is gone

I recall one winter night. I was four. My sister and I were running down the hall and something happened. It was my sister and I had run right into each other. Boy! did we cry. But not only did I cry, my tooth was
bleeding. Then it felt funny. Then plop! There it was lying in my hand. So that night I put it under my pillow and in the morning I found something. It was not my tooth it was two dollars. So I ran down the hall, like I wasn’t supposed to, and showed my mom and dad. They were suprised because when they lost teeth the only thing they got is 50¢.

Annotation
The writer of this piece
• Establishes a situation in time and place appropriate for what is to come.
  o I recall one winter night. I was four. My sister and I were running down the hall and something happend.
• Recounts a well-elaborated sequence of events using temporal words to signal event order.
  o My sister and I were running down the hall and something happend. . . . But not only did I cry . . . Then it felt funny. Then plop! There it was lying in my hand.
• Includes details to describe actions, thoughts, and feelings.
  o Boy! did we cry.
  o Then it felt funny.
  o So I ran down the hall, like I wasn’t supposed to, and showed my mom and dad
• Provides a sense of closure.
  o They were suprised because when they lost teeth the only thing they got is 50¢.
• Demonstrates growing command of the conventions of standard written English.
  O This piece illustrates the writer’s largely consistent use of beginning-of-sentence capitalization and end-of-sentence punctuation (both periods and exclamation points). The pronoun I is also capitalized consistently, and almost all the words are spelled correctly. The writer sets off a parenthetical element with commas and uses an apostrophe correctly.

Terminology:
Temporal Words: Arrangement of events in time. (e.g. chronological sequence; chronological succession; succession; successiveness (a following of one thing after another in time) timing (the time when something happens)

Rhythm and Meaning- In Art and Literature-1. A patterned repetition of a motif, formal element, etc., at regular or irregular intervals in the same or a modified form. 2. The effect produced in a play, film, novel, etc., by the combination or arrangement of formal elements, as length of scenes, speech and description, timing, or recurrent themes, to create movement, tension, and emotional value in the development of the plot.

Challenging Concepts:
Students may need additional help comparing and contrasting multiple versions of the same story. In first grade, students compared characters within a text so they are familiar with the concept. However, this is their first exposure to comparing and contrasting more than one text while looking for a central message, lesson, or moral.
Informational Unit: History/Social Studies or Science

Overview

Number of instructional days: 15 (1 day = 90 minutes)

In this unit students identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. They will read and comprehend history/social studies, science, and other informational texts with scaffolding as needed.

With guidance and support from adults and peers, students will write informative/explanatory pieces. They will introduce a topic, use facts to develop points and provide a concluding statement or section. Students will strengthen writing as needed through revising and editing.

Students are expected to demonstrate the conventions of Standard English including capitalization, punctuation, and spelling when writing. In addition, they will demonstrate understanding of word relationships and nuances in words meanings and identify real-life connections between words and their use.

Concepts to Be Learned and Skills to Be Used

- IDENTIFY the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text
- WRITE informative/explanatory texts
  - INTRODUCE a topic
  - USE facts and definitions to DEVELOP points
  - PROVIDE a concluding statement or section
- FOCUS on a topic
- STRENGTHEN writing as needed through REVISING and EDITING
- USE command of language conventions when WRITING, SPEAKING, READING or LISTENING
- COMPARE formal and informal uses of English
- UNDERSTAND word relationships and nuances in word meanings
o IDENTIFY real-life connections between words and their use
o DISTINGUISH shades of meaning among closely related verbs and adjectives

Essential Questions

How do you identify the main topic of a text? Why do we need to know this?
Why do we need an introduction, facts or points, and a conclusion when writing? What happens if we do not follow this structure?
Why is it important to apply conventions when writing, speaking, reading, or listening?
How do word relationships and nuances help us understand what we are reading?

Written Curriculum

Grade-Level Expectations

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.

Standards that are the **Focus** in the Unit of Study:

Reading Standards for Information

Key Ideas and Details

RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Writing Standards

Text Types and Purposes

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 or section.
Standards that Reinforce/Support the Unit of Study:

Writing Standards

Production and Distribution of Writing

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Language Standards

Conventions of Standard English

L.2.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

   a. Capitalize holidays, product names, and geographic names.
   b. Use commas in greetings and closings of letters.
   c. Use an apostrophe to form contractions and frequently occurring possessives.
   d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
   e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

   a. Compare formal and informal uses of English.

Vocabulary Acquisition and Use

L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

   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).

Standards that *Recur in* the Unit of Study:

### Reading Standards for Informational Text

| RI | RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

### Clarifying the Standards

**Key:**

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<th>RL</th>
<th>Reading Standards for Literature</th>
<th>W</th>
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</tr>
<tr>
<td>RF</td>
<td>Foundational Skills</td>
<td>L</td>
<td>Language Standards</td>
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**RL** – There are no RL standards in this unit of study.

**RI** – In grade 1, students identified the main topic and retold key details of a text. **In grade 2, students identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.** In grade 3, students will determine the main idea of a text; recount the key details and explain how they support the main idea.

In grade 1, with prompting and support, students read informational texts appropriately complex for grade 1. **In grade 2, by the end of the year and with scaffolding as needed, students read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the range in the grades 2-3 text complexity band proficiently.** In grade 3, by the end of the year, students will read and comprehend informational texts including history/social studies, science, and technical texts, at the high end of the grade 2-3 text complexity band *independently and proficiently.*
RF – There are no RF standards in this unit of study.

W – In grade 1, students wrote informative/explanatory texts in which they named a topic, supplied facts about the topic, and provided some sense of closure. In grade 2, students continue to demonstrate these skills with grade-level complexity and a shift in emphasis. They introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. In grade 3, students will continue to demonstrate these skills with grade-level complexity with a shift in emphasis. Students will group related introductory information together and include illustrations. They will use details with linking words and phrases within categories of information.

In grade 1, with guidance and support, students focused on a topic, responded to questions and suggestions from peers, and added details to strengthen writing as needed. In grade 2, with guidance and support, students focus on a topic and strengthen writing by revising and editing. In grade 3, with guidance and support, students will strengthen their writing as needed by planning, revising and editing.

SL – There are no SL standards in this unit of study.

L – In grade 1, students demonstrated a command of the conventions of Standard English by capitalizing dates and names, ending sentences with punctuation, using conventional spelling for words with common patterns and for frequently occurring irregularly spelled words. They used commas in dates and to separate single words in a series. Students spelled untaught words phonetically, drawing on their phonetic awareness and spelling conventions. In grade 2, students capitalize holidays, product, and geographic names. They use commas in greeting and closings of letters and use apostrophes to form contractions and frequently occurring possessives. Students generalize learned spelling patterns and consult reference materials including dictionaries as needed to check and correct spelling. In grade 3, students will explain the function of nouns, pronouns, adjectives, and verbs. They will form and use comparative and superlative adjectives and adverbs as well as ensure subject-verb and pronoun-antecedent agreement. In addition, students will use coordinating and sub coordinating conjunctions in complex sentences.

There are no grade 1 knowledge of language standards. In grade 2, students use knowledge of language and its conventions when writing, speaking, reading, and listening. They compare formal and informal uses of English. In grade 3, students will choose words and phrases for effect when writing and
speaking. They will recognize and observe differences between the conventions of spoken and written Standard English.

In grade 1, with guidance and support from adults, students demonstrated understanding of word relationships and nuances in words meanings. Students identified real-life connections between words and their use; distinguished shades of meaning among verbs differing in manner, adjectives differing in intensity. In grade 2, students continue to demonstrate these skills using text of grade-level complexity with a shift in emphasis. Students distinguish shades of meaning among closely related verbs and adjectives with no support from adults. In grade 3, students will continue to demonstrate skills using text grade-level with a shift in emphasis. Students will distinguish the literal and non-literal meanings of words and phrases in context; distinguish shades of meaning among related words that describe states of mind or degrees of certainty.
Resources:
References to Appendices A, B, and C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Informational/Explanatory Writing (Appendix A. Pg. 23)

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (What are the different types of poetry?) and components (What are the parts of a motor?); size, function, or behavior (How big is the United States? What is an X-ray used for? How do penguins find food?); how things work (How does the legislative branch of government function?); and why things happen (Why do some authors blend genres?). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and precis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and resumes. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains. Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification. Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

Appendix B: Text Exemplars and Sample Performance Tasks

Sample Performance tasks for Informational texts & Read-Aloud Texts p.53
- Students read fables and folktales from diverse cultures that represent various origin tales, such as Rudyard Kipling’s “How the Camel Got His Hump” and Natalie Babbitt’s The Search for Delicious, and
paraphrase their central message, lesson, or moral. [RL.2.2]


From the Prologue

There was a time once when the earth was still very young, a time some call the oldest days. This was long before there were any people about to dig parts of it up and cut parts of it off. People came along much later, building their towns and castles (which nearly always fell down after a while) and plagued each other with quarrels and supper par- ties. The creatures who lived on earth in that early time stayed each in his own place and kept it beautiful. There were dwarfs in the mountains, mermaids in the lakes, and, of course, winds in the air.

There was one particular spot on the earth where a ring of mountains enclosed a very dry and dusty place. There were winds and dwarfs there, but no mermaids because there weren’t any lakes, and there were no woldwellers either because forests couldn’t grow in so dry a place.

Then a remarkable thing happened. Up in the mountains one day a dwarf was poking about with a sharp tool, looking for a good spot to begin mining. He poked and poked until he had made a very deep hole in the earth. Then he poked again and clear spring water came spurting up in the hole. He hurried in great excitement to tell the other dwarfs and they all came running to see the water. They were so pleased that they built over it a fine house of heavy stones and they made a special door out of a flat rock and balanced it in its place very carefully on carved hinges. Then one of them made a whistle out of a small stone which blew a certain very high note tuned to just the right warble so that when you blew it, the door of the rock house would open, and when you blew it again, the door would shut. They took turns being in charge of the whistle and they worked hard to keep the spring clean and beautiful.

Informational Texts & Read-Aloud Informational Texts Appendix B p. 6-7 (Additional Resources)

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Aliki. A Medieval Feast .......................................................................................................53
Gibbons, Gail. From Seed to Plant ................................................................................54
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Beeler, Selby. Throw Your Tooth on the Roof:
Tooth Traditions Around the World .................................................................54
Leonard, Heather. Art Around the World .................................................................55
Ruffin, Frances E. Martin Luther King and the March on Washington ...........55
St. George, Judith. So You Want to Be President? .....................................................55
Einspruch, Andrew. Crittercam .................................................................................55
Kudlinski, Kathleen V. Boy, Were We Wrong About Dinosaurs ................56
Davies, Nicola. Bat Loves the Night ........................................................................56
Floca, Brian. Moonshot: The Flight of Apollo 11 .......................................................56
Thomson, Sarah L. Where Do Polar Bears Live? ....................................................57

Read-aloud Informational texts ................................................................................57
Freedman, Russell. Lincoln: A Photobiography ......................................................57
Appendix C: Samples of Student Writing

Annotation

The writer of this piece

- **Introduces a topic.**
  - I chose horses because I like to ride them. . . . Horses are so beautiful and fun to ride.

- **Creates an organizational structure (using headers) that groups related information together.**
  - Horse Families; Markings; Breeds and Color Coats; Horses from Different Countries

- **Develops the topic with facts and details.**
  - Hocaidos are from Japan, Sumbas are from Indonesia, and Pintos are from America.
  - A horse can walk, trot, canter, and gallop.
  - They [horses] live about 12 to 14 years.
  - The most dangerous horse is the Percheron.

- **Uses linking words and phrases to connect ideas within categories of information.**
  - I like Morgans because they have a beautiful reddish-brown coat.
  - When a foal is ready to be born, the mare (the mother horse) lies down.
  - The first horses were no bigger than a fox and looked like a donkey.
  - Most horses live on farms or ranches, but some horses are wild.

- **Provides a concluding section.**
  - I like horses and I know a lot about them. I like to ride them and they’re so beautiful!
    - Their coats are beautiful, I wish I had a horse of my own!

- **Demonstrates growing command of the conventions of standard written English**
  (with occasional errors that do not interfere materially with the underlying message).
Terminology:

**Informational Text:** Some features that distinguish informational text from literary text are organization and the way information is presented. Informational text is organized by topic and supporting details, whereas literary text is organized by the structure of a story, poem, or drama. Informational texts may have boldface headings, graphics, illustrations, and captions that signal importance in the text. However, some commonalities exist between literary and informational text and the skills and strategies required for reading each. Both require people to analyze critically the text, reflect on it, and draw conclusions.

**Explanatory Text:** To explain the processes involved in natural and social phenomena, or to explain how something works. Explanation text is generally one in which a process is being explained, not just described. An explanation generally answers ‘how’ or ‘why’ questions and includes causes, motives or reasons. The verb ‘explained’, however, is often loosely used to mean ‘report’, for example, ‘Explain what you did’ generally means ‘tell me or describe what you did’ and may not have any reasons attached to it. The verb ‘explain’ is also used in place of ‘define’ so dictionary definitions are sometimes inaccurately categorized as explanation texts.

**Technical Text:** Straightforward explanations and/or instructions dealing with a particular technical subject. The subject being written about may be abstract or tangible. Regardless, the writing must be easy to understand and follow. As with any writing project, the audience’s understanding level must be considered in the development of the document. When writing about technical information, it is important to be concise and exact about your subject matter. The task assigned may be in the form of a help document for a piece of software or a machine or it may concern a process or way of performing a task. User manuals, assembly instructions, analysis reports or summaries of lengthy reports are all types of technical writing.

Technical writing rarely, if ever, is done in a manner that personalizes it. There are never references to the first person. The structure of the text is always done in a detached or third party reference point. The text is geared to teach information; therefore, the tone is that of a teacher instructing a student in the subject. This at times may appear as simply a list of steps to take to achieve the desired goal or may be a short or lengthy explanation of a concept or abstract idea.

**Scaffolding:** Instructional technique where the teacher models the desired learning strategy or task, then gradually shifts responsibility to the students. Scaffolding can also include breaking a large task into smaller parts, verbalizing cognitive processes, working in peer groups, or prompting. As the student begins to work independently, the teacher removes all or some of the scaffolding.
Possessives: Possessives are words, which denote ownership. Pronouns include my, your, his, and also whose. Nouns normally form possessives using apostrophe S, such as the ocean’s, car’s, or Bob’s. The S is sometimes omitted where a plural already adds an S (wives’, the Smiths’).

Word Relationships: In some ways words are like families. Just as there are different relationships among members of the same family, there are different relationships among words. Picture your own family. You probably have relatives who like to do the same things you do. But they may look nothing like you. You may have relatives who are from another city. They might have unusual accents and all "sound alike." There are probably still others who are rebels. They always want the opposite of what everyone else in the family wants.

There are similar relationships between words. Words that mean the same thing but look different are called synonyms. Their meanings are very similar (e.g., pretty/cute). An antonym is a word that has the opposite meaning of another word (e.g., pretty/ugly). A homonym is a word that sounds like another word but has a different meaning (e.g., there/their).

Shades of Meaning: A phrase used to describe the small, subtle differences in meaning between similar words or phrases. Example: Woman and lady both refer to a female adult. Example: Even though woman and lady both refer to a female adult, lady suggests one who is well mannered, refined or proper.

Challenging Concepts:

Students will be focusing on multi-paragraph informational texts in this unit. They will be identifying the main topic of the whole text as well as specific paragraphs. Students write structured bodies of informational text using facts that link and develop their ideas. Lastly, in grade 2, students compare formal and informal uses of English for communicating.
Research, Writing, and Presenting

Overview

Number of instructional days: 20 days (1 day = 90 minutes)

In this unit students will describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures. They will participate in shared research and writing projects to produce a report about a grade 2 informational topic.

Students will read a number of books, on their chosen topic, and compare/contrast the most important points presented. They are expected to use facts and definitions to develop points, and provide a concluding statement or section. Students will write in complete sentences when appropriate to task and situation, and demonstrate a command of Standard English conventions.

Concepts to Be Learned and Skills to Be Used

- DESCRIBE the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures
- COMPARE and CONTRAST the most important points presented by two texts on the same topic
- PARTICIPATE in shared research and writing projects
  - READ a number of books on a single topic
  - PRODUCE a report
  - RECORD science observations
- WRITE informative/explanatory texts
  - INTRODUCE a topic
  - USE facts and definitions to DEVELOP points
  - PROVIDE a concluding statement or section
- PRODUCE complete sentences when appropriate to task and situation to provide clarification
- KNOW and APPLY grade-level phonics and word analysis skills when DECODING words.
IDENTIFY words with inconsistent but common spelling-sound correspondences
RECOGNIZE and READ grade-appropriate irregularly spelled words

DEMONSTRATE command of the conventions of Standard English grammar and usage when WRITING or SPEAKING
USE collective nouns
FORM and USE frequently occurring irregular plural nouns
USE reflexive pronouns
FORM and USE the past tense of frequently occurring irregular verbs
USE adjectives and adverbs, CHOOSE between them based on what is being modified
PRODUCE, EXPAND, and REARRANGE complete simple and compound sentences
INTRODUCE a topic
USE facts and definitions to DEVELOP points
PROVIDE a concluding statement or section

DEMONSTRATE command of the conventions of Standard English capitalization, punctuation, and spelling when WRITING
CONSULT reference materials, including beginning dictionaries, as needed to CHECK and CORRECT spelling.

USE words and phrases acquired through conversations, READING and being read to, and RESPONDING to texts
INCLUDE adjectives and adverbs to DESCRIBE

**Essential Questions**

What knowledge can you gain from describing connections between a series of related events, ideas, or steps?
Why is it important to compare and contrast the same topic within different texts? What can you do with the results?
What are the advantages of working as a group in shared research and writing projects?
Grade-Level Expectations

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.

Standards that are the **Focus** in the Unit of Study:

### Reading Standards for Information

**Key Ideas and Details**

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**Craft and Structure**

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

### Writing Standards

**Research to Build and Present Knowledge**

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Standards that **Reinforce/Support** the Unit of Study:

### Writing Standards

**Text Types and Purposes**

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 or section.
Presentation of Knowledge and Ideas

SL.2.6  Produce complete sentences when appropriate to task and situation, in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

Reading Standards: Foundational Skills

Phonics and Word Recognition

RF.2.3  Know and apply grade-level phonics and word analysis skills in decoding words.

   a.  Distinguish long and short vowels when reading regularly spelled one-syllable words.
   b.  Know spelling-sound correspondences for additional common vowel teams.
   c.  Decode regularly spelled two-syllable words with long vowels.
   d.  Decode words with common prefixes and suffixes.
   e.  Identify words with inconsistent but common spelling-sound correspondences.
   f.  Recognize and read grade-appropriate irregularly spelled words.

Language Standards

Conventions of Standard English

L.2.1  Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

   a.  Use collective nouns (e.g., group).
   b.  Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
   c.  Use reflexive pronouns (e.g., myself, ourselves).
   d.  Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize holidays, product names, and geographic names.

b. Use commas in greetings and closings of letters.

c. Use an apostrophe to form contractions and frequently occurring possessives.

d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Vocabulary Acquisition and Use

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 (e.g., When other kids are happy that makes me happy).

Standards that Recur in the Unit of Study:

There are no Recurring standards in this unit of study.

Clarifying the Standards

Key =

<table>
<thead>
<tr>
<th>RL</th>
<th>Writing Standards for Literature</th>
<th>W</th>
<th>Writing Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI</td>
<td>Reading Standards for Informational Text</td>
<td>SL</td>
<td>Speaking &amp; Listening Standards</td>
</tr>
</tbody>
</table>
There are no RL standards in this unit of study.

In grade 1, students described the connection between two individuals, events, ideas, or pieces of information in a text. In grade 2, students describe the connection between a series of historical events, scientific ideas of concepts, or steps in technical procedures. In grade 3, students will describe the relationship between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text, using language that pertains to tie, sequence, and cause/effect.

In grade 1, students identified basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). In grade 2, students compare and contrast the most important points presented by two texts on the same topic. In grade 3, students will compare and contrast the most important points and key details presented in two texts on the same topic.

In grade 1, students read form informational texts appropriately complex for grade 1, well being prompted and supported. In grade 2, by the end of the year, students read and comprehend informational texts, including history/social studies, science, and technical texts, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. In grade 3, students will 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 independently and proficiently by the end of the year.

In grade 1, students knew and applied grade-level phonics and word analysis skills in decoding words. They worked on final –e and common vowel team sounds. Students used knowledge that every syllable had a vowel sound to determine the number of syllables in a printed word. In grade 2, students know and apply grade-level phonics and word analysis skills in decoding words. They decode regularly spelled two-syllable words with long vowels. Students also decode words with common prefixes and suffixes. In grade 3, students will know and apply grade-level phonics and word analysis skills in decoding words. They will decode multi-syllable words and read grade-appropriate irregularly spelled words.

In grade 1, students wrote informative/explanatory texts In which they name a topic, supply some facts about the topic, and provide some sense of closure. In grade 2, students write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop
points, and provide a concluding statement or section. In grade 3, students will write informative/explanatory texts to examine a topic and convey ideas and information clearly. They will introduce a topic and group related information; include illustrations when useful to aiding comprehension. Students will develop the topic with facts, definitions, and details. They will also use linking words and phrases (e.g., also, another, and more, but) to connect ideas within categories of information, and provide a concluding statement or section.

In grade 1, students participated in shared research and writing projects. They explored a number of “how-to” books on a given topic and used them to write a sequence of instructions. In grade 2, students continue to participate in shared research and writing projects. They will read a number of books on a given topic and produce a report. In grade 3, students will conduct short research projects that build knowledge about a topic.

SL – In grade 1, students produced complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.) In grade 2, students produce complete sentences when appropriate to task and situation in order to provide requested detail of clarification. In grade 3, students will speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 19 for specific expectations.)

L – There are no L standards in this unit of study.

Resources:
References to Appendices A, B, and C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms
A Standards Approach To Text Complexity
Reader and Task Considerations (Appendix A, Pg.7)
“The use of qualitative and quantitative measures to assess text complexity is balanced in the Standards’ model by the expectation that educators will employ professional judgment to match texts to particular students and tasks. Numerous considerations go into such matching. For example, harder texts may be appropriate for highly knowledgeable or skilled readers, and easier texts may be suitable as an expedient for building struggling readers’ knowledge or reading skill up to the level required by the Standards. Highly motivated readers are often willing to put in the extra effort required to read harder texts that tell a story or contain information in which they are deeply interested. Complex tasks may require the kind of information contained only in similarly complex texts. Numerous factors associated with the individual reader are relevant when determining whether a given text is appropriate for him or her.

Understanding: The reader brings to the act of reading his or her cognitive capabilities (attention, memory, critical analytic ability, inferencing, visualization); motivation (a purpose for reading, interest in the content, self-efficacy as a reader); knowledge (vocabulary and topic knowledge, linguistic and discourse knowledge, knowledge of comprehension strategies); and experiences.

As part of describing the activity of reading, the RAND group also named important task-related variables, including the reader’s purpose (which might shift over the course of reading), “the type of reading being done, such as skimming (getting the gist of the text) or studying (reading the text with the intent of retaining the information for a period of time),” and the intended outcome, which could include “an increase in knowledge, a solution to some real world problem, and/or engagement with the text.”

Readers and Tasks (Appendix A, Pg. 8)

Even many students on course for college and career readiness are likely to need scaffolding as they master higher levels of text complexity. As they enter each new grade band, many students are likely to need at least some extra help as they work to comprehend texts at the high end of the range of difficulty appropriate to the band. For example, many students just entering grade 2 will need some support as they read texts that are advanced for the grades 2–3 text complexity band. Although such support is educationally necessary and desirable, instruction must move generally toward decreasing scaffolding and increasing independence, with the goal of students reading independently and proficiently within a given grade band by the end of the band’s final year (continuing the previous example, the end of grade 3).

Informational/Explanatory Writing (Appendix A, Pg. 23)

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (What are the different types of poetry?) and components (What are the parts of a motor?); size, function, or behavior (How big
is the United States? What is an X-ray used for? How do penguins find food?); how things work (How does the legislative branch of government function?); and why things happen (Why do some authors blend genres?). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing.

They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and precis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and resumes. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

Appendix B: Text Exemplars and Sample Performance Tasks

* There is no Grade 2 Sample Performance Task for standard RI 2.3. Included below is a Sample Performance Task for Grade 3 standard RI 3.3. *

Students read Robert Coles’s retelling of a series of historical events in The Story of Ruby Bridges. Using their knowledge of how cause and effect gives order to events, they use specific language to describe the sequence of events that leads to Ruby desegregating her school. [RI.3.3]

Informational Texts (Additional Resources)

Aliki. A Medieval Feast.................................................................................................. 53
Gibbons, Gail. From Seed to Plant.................................................................................54
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Trimester 3  English Language Arts

Milton, Joyce. Bats: Creatures of the Night.................................................................54
Beeler, Selby. Throw Your Tooth on the Roof: Tooth Traditions Around the World....54
Leonard, Heather. Art Around the World...................................................................55
Ruffin, Frances E. Martin Luther King and the March on Washington...............55
St. George, Judith. So You Want to Be President?....................................................55
Einspruch, Andrew. Crittercam..................................................................................55
Kudlinski, Kathleen V. Boy, Were We Wrong About Dinosaurs..............................56
Davies, Nicola. Bat Loves the Night...........................................................................56
Floca, Brian. Moonshot: The Flight of Apollo 11.......................................................56
Thomson, Sarah L. Where Do Polar Bears Live?.......................................................57

Read-Aloud Informational Texts (Additional Resources)

Freedman, Russell. Lincoln: A Photobiography.........................................................57
Coles, Robert. The Story of Ruby Bridges.................................................................58
Wick, Walter. A Drop of Water: A Book of Science and Wonder.........................58
Smith, David J. If the World Were a Village:
A Book about the World’s People............................................................................59
Aliki. Ah, Music!..........................................................................................................59
Mark, Jan. The Museum Book:
A Guide to Strange and Wonderful Collections..................................................59
D’Aluisio, Faith. What the World Eats.......................................................................60
Arnosky, Jim. Wild Tracks! A Guide to Nature’s Footprints.................................60
Deedy, Carmen Agra. 14 Cows for America.............................................................60

Sample Performance Tasks for Informational Texts..............................................61-62

Appendix C: Samples of Student Writing

* The following writing selection is a grade 3 sample. The paper is considerably longer than would be expected of a grade 2 student. However, the annotations are appropriate for this unit. *

Annotation
The writer of this piece
• Introduces a topic.
  o I chose horses because I like to ride them. . . . Horses are so beautiful and fun to ride.
• Creates an organizational structure (using headers) that groups related information together.
  o Horse Families; Markings; Breeds and Color Coats; Horses from Different Countries
• Develops the topic with facts and details.
  o Hocaidos are from Japan, Sumbas are from Indonesia, and Pintos are from America.
  o A horse can walk, trot, canter, and gallop.
  o They [horses] live about 12 to 14 years.
  o The most dangerous horse is the Percheron.
• Uses linking words and phrases to connect ideas within categories of information.
  o I like Morgans because they have a beautiful reddish-brown coat.
When a foal is ready to be born, the mare (the mother horse) lies down.

*Writing Sample on page 9.*

Horses
by Gwen

Why I Chose This Animal
I chose horses because I like to ride them. I also like to pet them. At the camp I go to everybody gets to have horses back riding lessons. Horses are so beautiful and fun to ride.

Horse Families
A mother or female horse is called a mare. A father or male horse is called a stallion. A foal is a baby horse.

Markings
A star is a little white diamond on the forehead. The forehead is a horses forehead. A race is a white line down the middle of the horses face. A blaze is kind of like a race but wider. If the white line on it face spreads out to its eyes it is called a white face. A small amount of white on its muzzle is called a snip. A muzzle is a horses mouth.

Breeds and Color Coats
Icelandic and Shetland ponies are very small when they are full grown. Chestnuts are red-brown and Roans have white hairs on their brown coat. Cream is a rare color. Rare means you don’t see the color cream very much. Brown horses are brown all over. Blacks are black all over. Piebalds have black and white spots. Skewbalds are brown and white. Duns are a sandy brown with black manes and tails. Palominos have a yellowish coat and a shiny mane and tail. Grays have black and white hairs that make the color gray. Bays are brown with black manes, tails, and legs. Whites are white all over.

Breeds I Like
I like thoroughbreds because they are such a pretty brown. I like Arabians because their different coats are very beautiful and they’re one of the oldest horses. I like Morgans because they have a beautiful reddish-brown coat. I like Lipizzaners because their white coats are so very pretty. I like Icelandic and Shetland ponies because they are so very cute, pretty and small.
Horses from Different Countries

Hocaidos are from Japan, Sumbas are from Indonesia, and Pintos are from America.

Horse Movement

A horse can walk, trot, canter, and gallop. A trot is kind of like a skip. A canter is like a fast skip. And a gallop is like running.

Friendly Horses

Horses can be great friends. Some horses can be dangerous. Most horses are are very lovable.

Foals

Baby horses are called foals. When a foal is ready to be born, the mare (the mother horse) lies down. As soon as the foal is born it struggles to break out of the membrane sack. When the foal breaks out of the sack it breathes on it’s own. In about less than a minute the foal tries to get up and walk on it’s own. Foals are born with their hooves first and head last. They drink their mother’s milk until they’re nine to ten months old.

How Long a Horse Lives

They live about 12 to 14 years.

Horses Habitat

You usually find horses in a barn. Some horses are wild. You can find horses on ranches too.

What Horses Eat

Horses eat hay, grass, barley and oats. The best food for a tired horse is oatmeal. Don’t give a young horse too much oatmeal, it makes them too hyper. Horses love carrots, apples, molasses and sugar cubes. A block of salt gives the horse important minerals and makes them thirsty so the will drink enough water.

The Most Dangerous Horse

The most dangerous horse is the Percheron. Some people cannot pronounce that so they call them war horses. It is only dangerous if it is a wild horse. If it is wild it can kill you in 7 to 8 minutes. If it is trained it is nice like any other horse.
The Fastest Horse

The fastest horse is the wild stallion. If you thought, like I did that the Wild stallion was really dangerous you were wrong. A wild stallion can kill you but it could take up to one hour.

The First Horses

The first horses were no bigger than a fox and looked like a donkey. They had short tails and small ears. These horses lived millions of years ago, but now they are extinct. The only way we knew there were horses like that was because the first humans (our ancestors) painted these horses on ancient cave walls. These horses lived in North America and over the years they changed into the horses we know now.

Horse Survival

Most horses live on farms or ranches, but some horses are wild. Wild horses can survive hard weather and they graze on hills, marshes and grasslands. These days wild horses are very rare. People work to keep these wild horses free.

My Description of a Horse

A horse is a mammal because it has fur, drinks milk and their babies are born alive. They have four legs and hooves. They have beautiful long manes and tails.

I like horses and I know a lot about them. I like to ride them and they’re so beautiful! Their coats are beautiful, I wish I had a horse of my own!
Terminology:
Historical Events: Determine the order of sequential events in a orderly manner of time
Scientific ideas – Students draw from evidence based on their understanding of a concept
Technical procedures- Detailed steps that show how to perform specific tasks
Informative/Explanatory text- Information is presented accurately in both text and written form

Challenging Concepts:
“(Grade 2) Students should be able to find similarities and differences in the points they have identified when reading about two texts that share the same topic. Use questions and prompts such as:

Look at these two texts about the same topic. What is the same about the points presented in these two texts? What is different?” P. 9

“Second grade students are required to participate in shared research projects. Students will need to understand their role (job on the team) and how they will contribute (work they will do) on the project from beginning to end. Items, such as, task charts, check sheets, and graphic organizers will be helpful to students as they learn to work together.

At this level, students are working with provided research. They need to know how to scan the information provided (words, pictures, digital sources) and/or recall from their own background knowledge to find the key information they need to answer research questions and take notes.” P. 17

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