



### Unit 3: Learning Through Storytelling

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| <b>Subject Area:</b> ELA                                                                                                                                         | <b>Course:</b> 2nd Grade |               |             |
| <b>Unit Title:</b> Learning through Storytelling                                                                                                                 | <b>Grade(s):</b> 2       | <b>Start:</b> | <b>End:</b> |
| <b>Unit Summary:</b> In this unit students will continue to explore common elements of literature and fictional stories and practice creating their own stories. |                          |               |             |

#### Stage 1: Desired Results

##### Massachusetts Learning Standards

RL. 2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL. 2.2 - Retell 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. 2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL. 2.6 - Explain what dialogue is and how it can reveal characters' thoughts and perspectives.

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 - Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

RF. 2.4 - Read with sufficient accuracy and fluency to support comprehension. a.) Read grade-level text with purpose and understanding. b.) Read grade-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.



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W. 2.3 - Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure.

W. 2.4 - Produce writing in which the development and organization are appropriate to task, purpose, and audience.

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

W. 2.6 -With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W. 2.8- Recall information from experiences or gather information from provided sources to answer a question.

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).

L.2.5

Demonstrate understanding of word relationships and nuances in word meanings.

#### **Transfer (Authentic, relevant application of learning to new situations)**

**Students will be able to independently use their learning to...**

#### **Meaning**

##### **Enduring Understandings**

**Students will understand that...**

- Paying attention to what characters say, do, think, and feel helps readers develop a deeper understanding of the story. By closely observing these aspects, students can make inferences about characters' motivations, emotions, and actions. This understanding allows

##### **Essential Questions**

**Students will consider...**

- Why is it important to pay attention to what characters say, do, think and feel?
- How do good readers figure out the author's message?



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| <p>readers to analyze character development, predict outcomes, and connect with the story on a more personal level. It also helps students build empathy, perspective-taking, and critical thinking skills as they engage with the text.</p> <ul style="list-style-type: none"> <li>• Good readers figure out the author's message by carefully analyzing the text and making connections between different elements. They consider the characters, events, and themes in the story, as well as the author's choice of language, tone, and perspective. Through this analysis, readers can identify the underlying meaning, moral, or lesson that the author wants to convey. Good readers also draw on their own experiences, background knowledge, and critical thinking skills to interpret the text and derive the author's intended message.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Acquisition</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                       |
| <p style="text-align: center;"><b>Knowledge</b></p> <p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• A story can help you understand more about people and the world.</li> <li>• What the characters say, do and think show how they are feeling.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p style="text-align: center;"><b>Skills</b></p> <p><b>Students will be skilled at...</b></p> <ul style="list-style-type: none"> <li>• Readers identify the common elements threaded throughout trickster tales, folktales and fables.</li> <li>• Readers identify and understand the complex language found across trickster tales, folktales and fables.</li> </ul> |



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| <ul style="list-style-type: none"><li>• What the characters say and do helps you understand how they feel about each other and what they really want.</li><li>• The words and illustrations show how a character looks.</li><li>• The character's thoughts show what he is like on the inside.</li><li>• The character's dialogue shows what she is like on the inside.</li><li>• The character's behavior shows what she is like on the inside.</li><li>• Sometimes characters make mistakes.</li><li>• Sometimes characters learn a lesson in the story.</li><li>• Sometimes characters change because of things that happen to them.</li><li>• Sometimes different characters learn the same lesson.</li><li>• Trickster tales are alike in many ways and define it.</li><li>• The main character outsmarts the other characters.</li><li>• The main character is smaller or weaker and the other characters are bigger or stronger.</li><li>• Trickster tales have a lesson in the end.</li><li>• Fantasy stories could never really happen</li><li>• Fantasy stories often happen in an unusual place</li><li>• Normal object and things can become magical in fantasy stories</li><li>• The author gives a message in a fiction book</li><li>• Sometimes writers compare one thing to another. Sometimes writers use nonsense and sound words to make their books funny or interesting</li><li>• Sometimes writers use the five senses to make you feel like you are right there</li></ul> | <ul style="list-style-type: none"><li>• Readers evaluate character development throughout the story.</li><li>• Readers compare and contrast the lessons that the story conveys.</li></ul> |
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