



Grade 2

Narrative Units

*Unit 1: Where We've Been and What We Know
About Stories*

Unit 2: Characters: What Are They All About?

Unit 3: Culture: The Soil of Stories

*Unit 4: What Statement Does the Solution
Make?*

Second Grade Narrative Units of Inquiry

Essential Learnings

Using their knowledge of text elements, students seek and discuss the abstract issues in text, orally and in writing. They use their knowledge of characters, culture and plot resolution to discuss the impact of stories. They gain insight into their responsibilities as readers, writers, listeners, and speakers to develop new understandings of their world and themselves.

Note: Literacy units encompass all domains: reading, writing, listening, and speaking. Some outcomes, however, are unique to specific domains. All units will include opportunities for students to read a "good representation of grade level appropriate narrative and expository texts" (RC 2.0).

Grade 2 Narrative Unit 1 of 4: Where We've Been And What We Know About Stories

In this unit students continue to examine how common ideas/abstract concepts reoccur across text (e.g., jealousy in Princess Pooh and Julius Baby of the World) They compare and contrast texts that share common ideas to understand how authors treat ideas differently (e.g. "Both poems are about younger brothers and sisters but in Do Not Enter she thinks her little brother is a pain, but in the poem by Nikki Grimes she protects her little sister and takes care of her.") In the process, students develop their perspectives by refining and revising their own ideas about the abstract concepts. Through whole group and small group discussions of texts, students listen to and consider the ideas and experiences of others (e.g. "I teach my older brother how to do things and I take care of him too.") Students elaborate on their understanding of the ideas in texts (e.g. "The poems tell about how it might feel to be an older brother or sister.") Oral and written responses are organized around a central idea/thesis statement (e.g., "It's not easy being an older/younger sibling.") Students describe, orally and in writing, personal experiences and stories and include relevant details about characters, setting, and plot in a logical sequence (e.g. letters, responses to literature, stories, poetry, etc.) Using what they know about narrative texts, students compose their own pieces for authentic audiences and purposes making deliberate authorial decisions.

Outcomes

Students are able to:

- Question, interpret and clearly articulate their understanding of narrative text and the author's intent (RC 2.0, 2.2, 2.5; WS 1.0; WA 2.0; LS 1.0-1.3; SA 2.0-2.2; FW pp. 64, 67-70)
- Draw inferences, conclusions, and/or generalizations about the text and support their thinking with textual evidence and prior knowledge (RC 2.0, 2.2, 2.5; SA 2.0, 2.1, 2.2; FW pp. 64, 67-70)
- Expand knowledge of life issues by noting and comparing different aspects of a central idea across texts (RC 2.0; LR 3.0, 3.1; WS 1.0; WA 2.0-2.1; LS 1.0-1.3, 1.7-1.9; SA 2.0-2.2; FW pp. 25, 68, 70)
- Identify central ideas/abstract concepts in the text (RC 2.0, 2.3; LR 3.0, 3.1, 3.4; WS 1.0, 1.1, 1.2; WA 2.0, 2.1, 2.2; LS 1.0, 1.3, 1.8; SA 2.0, 2.1; FW pp. 67-68)
- Articulate their own perspective about issues/ideas presented in texts (RC 2.0, 2.2; LR 3.0-3.2; WA 2.0; LC 1.0; LS 1.0, 1.2, 1.3, 1.5-1.9; SA 2.0-2.2; FW pp. 26-27, 70)

- Analyze and examine characters within and across texts to make generalizations about character types (RC 2.0; LR 3.0-3.1; WS 1.0; WA 2.0-2.2; LC 1.0; LS 1.0, 1.8, 1.9; SA 2.0-2.2; FW pp. 25-27; 68, 70)
- Describe the function and effects of common literary devices (e.g., rhythm, rhyme, alliteration, onomatopoeia)* (RC 2.0; LR 3.0, 3.4; LC 1.0, 1.3; LS 1.0; RWA 1.0, 1.6; FW pp. 28-29)
- Write responses to literature that demonstrate an understanding of text reflecting the specific unit work and supporting ideas with textual references and personal experiences (RC 2.0, 2.2; LR 3.0-3.1; WS 1.0-1.2, 1.4; WA 2.0-2.2; LC 1.0; LS 1.0, 1.5, 1.9; SA 2.0-2.2; FW pp. 25-27; 68-70)
- Communicate central ideas and underlying messages supported by relevant details in academic conversations and oral presentations (LS 1.0; 1.1-1.9; SA 2.0-2.2; FW p. 70)
- Compose narrative texts for authentic purposes (e.g. describe and explain familiar objects events and experiences) (RC 2.0, LR 3.0, 3.1-3.3; WS 1.0, 1.1-1.2, 1.4; WA 2.0, 2.1, 2.2; FW pp. 26, 69)
- Revise writing throughout the writing process to clarify meaning, considering coherence and organizational structure (WS 1.0, 1.1, 1.2, 1.4; WA 2.0-2.2; LC 1.0, 1.1 - 1.8; FW p. 64)

* A note on literary devices: "Literary devices" is a term used to describe a broad spectrum of techniques writers use in their crafting of stories. Devices range from highly salient, audible, word-level choices (e.g., alliteration, onomatopoeia) to far more subtle structural designs (e.g., irony, symbolism). Naturally, instruction on literary devices should progress through these units—and over many years—from the most concrete and accessible to the more abstract.

Grade 2 Narrative Unit 2 of 4: Characters- What are they all about?

In this unit, students analyze characters within and across multiple texts to better understand the whole story (e.g., the grandmas in *Thunder Cake*, *Chinatown*, *Jamaica Louise James*; Henry from the *Henry and Mudge* series, Ramona from *Ramona* series, etc.). Characters' behavior from series books can be generalized to set expectations for future behavior within and among stories (e.g., Ramona Quimby is the same character in the *Ramona* series as in the *Henry Huggins* series; Song Lee from *Horrible Harry* and *Song Lee* series). Students examine the physical traits, actions, and motives of characters to understand that there are certain types of characters who continually emerge within and among stories (e.g., the grandmas in *Thunder Cake*, *Chinatown*, *Jamaica Louise James*). This knowledge of characters and character types can be used to anticipate the personality/actions of characters in unfamiliar stories (e.g., "The pig Julius is naughty sometimes and I notice the animals from *Mrs. Brown Goes to Town* kind of do the same thing. Or, we can use what we learned about Maya to help us understand Mrs. Brown"). They engage in academic discussions that lead them to discover how some characters follow stereotypical patterns (e.g., *Big Bushy Mustache*- "Ricky is embarrassed to look like his mom. Because he's a boy, he wants to be like his dad. In the end he's happy to look like his dad"), while others challenge and/or expand their perceptions of specific character types (e.g., *Henry & Mudge*- "Henry's mom is the one who knows how to camp, not the dad, and he loves camping because of her"). Students' emerging language for describing character traits (e.g., "bad", "nice", and "fun") is enriched to include more sophisticated phrases and terms like: jealous, mischievous, adventurous, busybody, know-it-all, bossy, lonely, etc...Students record their thinking in writing, using logical organization and details to demonstrate understanding of the stories they've read. Using what they know about narrative texts, students compose their own pieces for authentic audiences and purposes. In oral and written narratives, students share experiences, events and their impressions of the people and characters they know.

Outcomes

Students are able to:

- Question, interpret and clearly articulate their understanding of narrative text and the author's intent (RC 2.0, 2.2, 2.5; WS 1.0; WA 2.0; LS 1.0-1.3; SA 2.0, 2.1, 2.2; FW pp. 67 - 70)
- Draw inferences, conclusions, and/or generalizations about the text and support their thinking with textual evidence and prior knowledge (RC 2.0, 2.2, 2.5; SA 2.0, 2.1, 2.2; FW pp. 67 - 70)
- Analyze and examine characters within and across texts to make generalizations about character types (RC 2.0, 2.2; LR 3.0, 3.1; WS 1.0; WA 2.0, 2.1; LS 1.0, 1.2; SA 2.0-2.1; FW pp. 25-27, 68-70)
- Use generalizations about a character (within and across texts) to set expectations for behaviors in future events or stories (RC 2.0; LR 3.0-3.1; WS 1.0; WA 2.0; LS 1.0; SA 2.0)
- Recognize when characters are stereotyped (RC 2.0; LR 3.0-3.1; WS 1.0; WA 2.0; LS 1.0; SA 2.0)
- Revise writing throughout the writing process to clarify meaning, considering coherence and organizational structure (WS 1.0-1.2, 1.4; WA 2.0, 2.1, 2.2; LC 1.0, 1.1 - 1.8; FW p. 64)
- Communicate central ideas and underlying messages supported by relevant details in academic conversations and oral presentations (LS 1.0 1.1-1.9; SA 2.0, 2.1, 2.2)
- Write responses to literature that demonstrate an understanding of the text(s) reflecting the specific unit work and supporting ideas with textual references and personal experiences (RC 2.0, 2.2; LR 3.0-3.1; WS 1.0-1.2, 1.4; WA 2.0-2.2; LC 1.0; LS 1.0, 1.5, 1.9; SA 2.0-2.2; FW pp. 25-27; 68-70)

Grade 2 Narrative Unit 3 of 4: Culture: The Soil of Stories

In this unit students explore the influence of culture on the creation of stories. By comparing and analyzing several versions of the same story across cultures (e.g., Hansel and Gretel, Little Red Riding Hood, "rags to riches" stories, etc.) students discover the impact of culture on story. For example, the setting of several similar stories can be studied to understand how they reflect the geographical and/or historical reality of specific cultures. Students compare and contrast purposefully chosen stories such as various Cinderella stories or tales from around the world (e.g. Crow Boy, The Great Ball Game) to discover "universal themes" and "character types" while making inferences about how stories, traditions and practices reflect and impact culture. Students apply their understanding of stories as they read and discuss literature representing cultures from around the world. They use expository text and social studies explorations to gain additional information and new perspectives into the cultures represented in the stories they read. Students engage in interviews, discussions, and real world correspondence (letters to family and community members) to research and gain insights into diverse cultures and their own family stories and histories. They use this knowledge to help craft stories of themselves and the people around them. Students share their own stories through dramatizations, narrative presentations and writing (e.g. narratives, descriptions, poetry, and plays). Students write responses to literature to compare/contrast the ideas and literary elements within and across text.

Outcomes

Students are able to:

- Question, interpret and clearly articulate their understanding of narrative text(s) and the author's intent (RC 2.0, 2.2, 2.5; WS 1.0; WA 2.0; LS 1.0-1.3; SA 2.0, 2.1, 2.2; FW pp. 67 - 70)
- Draw inferences, conclusions, and/or generalizations about the text and support their thinking with textual evidence and prior knowledge (RC 2.0, 2.2, 2.5; SA 2.0, 2.1, 2.2; FW pp. 67 - 70)
- Expand knowledge of life issues by noting and comparing different aspects of a central idea across texts (RC 2.0, 2.2; LR 3.0, 3.1, 3.3; WS 1.0, 1.1; WA 2.0; LC 1.0-1.3, 1.5-1.9; SA 2.0, 2.1; FW pp. 67-70)
- Articulate the impact story has on their beliefs about life and human nature (LR 3.0; WS 1.0; WA 2.0; LS 1.0; FW pp .vii, 23, 25, 68)
- Identify central ideas/abstract concepts in the text (RC 2.0, 2.3; LR 3.0, 3.1, 3.4; WS 1.0, 1.1, 1.2; WA 2.0, 2.1, 2.2; LS 1.0, 1.3, 1.8; SA 2.0, 2.1; FW pp. 67-68)
- Articulate their own perspective about issues presented in the text (RC 2.0, 2.2; LR 3.0-3.2; WA 2.0; LC 1.0; LS 1.0, 1.2, 1.3, 1.5-1.9; SA 2.0-2.2; FW pp. 26-27, 70)
- Make inferences about the impact of culture on story (LR 3.0, 3.3; WS 1.0; WA 2.0; LS 1.0; FW pp .vii, 23, 25, 68)
- Recognize how cultural values are represented in stories (LR 3.0, 3.3; WS 1.0; WA 2.0; LS 1.0; FW pp .vii, 23, 25, 68)
- Describe the function and effects of common literary devices (e.g., rhythm, rhyme, alliteration, onomatopoeia)* (RC 2.0; LR 3.0, 3.4; LC 1.0, 1.3; LS 1.0; RWA 1.0, 1.6; FW pp. 28-29)
- Revise writing throughout the writing process to clarify meaning, considering coherence and organizational structure (WS 1.0-1.2, 1.4; WA 2.0, 2.1, 2.2; LC 1.0, 1.1 - 1.8; FW p. 64)
- Communicate central ideas and underlying messages supported by relevant details in academic conversations and oral presentations (LS 1.0 1.1-1.9; SA 2.0, 2.1, 2.2; FW p. 68)

- Write responses to literature that demonstrate an understanding of text reflecting the specific unit work and supporting ideas with textual references and personal experiences (RC 2.0, 2.2; LR 3.0-3.1; WS 1.0-1.2, 1.4; WA 2.0-2.2; LC 1.0; LS 1.0, 1.5, 1.9; SA 2.0-2.2; FW pp. 25-27; 68-70)

* A note on literary devices: "Literary devices" is a term used to describe a broad spectrum of techniques writers use in their crafting of stories. Devices range from highly salient, audible, word-level choices (e.g., alliteration, onomatopoeia) to far more subtle structural designs (e.g., irony, symbolism). Naturally, instruction on literary devices should progress through these units—and over many years—from the most concrete and accessible to the more abstract.

Grade 2 Narrative Unit 4 of 4: What Statement Does the Solution Make?

In this unit, students examine the impact of the resolution on the plot as a whole. They compare and contrast texts to interpret authors' decisions to end stories in particular ways. (e.g., Officer Buckle and Gloria - Two partners need each other to be an effective team; The Art Lesson - Teacher allows student to express himself in his own unique way; Paper Bag Princess - Princess opts for independence rather than traditional expectations). Texts with similar tensions (e.g., Big Al, Crow Boy, The Other Side - all look at obstacles to friendship) can be examined to understand how the various resolutions they offer affect their overall impact on the reader. In whole class, small groups, and partnerships students discuss and generate alternative endings and resolutions, and the reasons for and impact of the alternative. Students write narratives with well-crafted, thoughtful endings. They compose responses to literature that describe and explain how the elements work together to influence the resolution and overall meaning of the text.

Outcomes

Students are able to:

- Question, interpret and clearly articulate their understanding of narrative text and the author's intent (RC 2.0, 2.2-2.7; WS 1.0; WA 2.0; LS 1.0-1.3; SA 2.0, 2.1, 2.2; FW pp. 67 - 70)
- Draw inferences, conclusions, and/or generalizations about the text and support their thinking with textual evidence and prior knowledge (RC 2.0, 2.2-2.7; SA 2.0, 2.1, 2.2; FW pp. 67 -70)
- Identify central ideas/abstract concepts in the text (RC 2.0, 2.3; LR 3.0, 3.1, 3.4; WS 1.0, 1.1, 1.2; WA 2.0, 2.1, 2.2; LS 1.0, 1.3, 1.8; SA 2.0, 2.1; FW pp. 67-68)
- Articulate their own perspective about issues presented in the text (RC 2.0, 2.2; LR 3.0-3.2; WA 2.0; LC 1.0; LS 1.0, 1.2, 1.3, 1.5-1.9; SA 2.0-2.2; FW pp. 26-27, 70)
- Retell and discuss their own interpretation of texts read or heard with others, providing relevant information relating to plot and character (RC 2.0, 2.5; LR 3.0, 3.1, 3.3; WS 1.0; WA 2.0; LS 1.0-1.3; SA 2.0-2.1; FW p. 68)
- Recognize the relationship between conflict and resolution (RC 2.0; LR 3.0-3.2; LS 1.0-1.3, 1.8; 2.0-2.1; FW pp. 68)
- Discuss how the resolution of the story illuminates the central idea/abstract concepts (RC 2.0; LR 3.0-3.2; LS 1.0-1.3, 1.8; 2.0-2.1; FW p. 68)
- Generate and discuss plausible alternative resolutions (RC 2.0; LR 3.0-3.2; LS 1.0-1.3, 1.8; 2.0-2.1; FW p. 68)
- Revise writing throughout the writing process to clarify meaning, considering coherence and organizational structure (WS 1.0-1.2, 1.4; WA 2.0, 2.1, 2.2; LC 1.0, 1.1 - 1.8; FW p. 64)
- Communicate central ideas and underlying messages supported by relevant details in academic conversations and oral presentations (LS 1.0 1.1-1.9; SA 2.0, 2.1, 2.2)
- Write responses to literature that demonstrate an understanding of the text(s) reflecting the specific unit work and supporting ideas with textual references and personal experiences (RC 2.0, 2.2; LR 3.0-3.1; WS 1.0-1.2, 1.4; WA 2.0-2.2; LC 1.0; LS 1.0, 1.5, 1.9; SA 2.0-2.2; FW pp. 25-27; 68-70)