

Woodland Park School District

Reading Curriculum Grade 2

Curriculum Team

Teacher: Monica Voinov

Consultant: Julie Budzinski-Flores

Supervisor of Language Arts: Elba Alves Castrovinci

Director of Curriculum and Instruction: Carmela Triglia

Second Grade Course Description:

In second grade, readers continue to focus on print with a heavier emphasis on meaning. Students rely on strategies to figure out words, understand author's craft, and build ideas about the books they read. Students learn from books through informational reading on familiar topics while continuing to build word solving strategies, vocabulary development, fluency, comprehension, and analyze across texts.

Pacing Guide**Content Area: Language Arts****Course Title: Reading****Grade Level: Second****Unit 1: Launching****September – October (4-6 weeks)****Unit 2: Building Good Habits****October – November (4-6 weeks)****Unit 3: Elements of Nonfiction****December – January (4- 6 weeks)****Unit 4: Building Stamina with Longer More Complex Text****February- March (4- 6 weeks)****Unit 5: Book Clubs****March- April (4- 6 weeks)****Unit 6: Fairy Tales, Fables, and Folktales****6a: Bringing Fairy Tales, Fables, and Folktales to Life (Theatre*)****May-June (4- 6 weeks)**

Unit 1: Launch	Grade Level: Second	Time Frame: September- October (4-6 weeks)
<p>Unit Overview: The main focus of this unit is students becoming strong, independent readers and paying attention to volume, stamina, and fluency. Along with the focus, you are building reading routines, habits, and workflow of the classroom workshop. Students will review procedures and learn routines for Reader’s Workshop. Students will learn to pick Just Right books for independent reading.</p>		
<p>NJ Student Learning Standards:</p> <p>Reading Standards for Literature:</p> <p>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.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges using key details.</p> <p>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.</p> <p>Reading Standards: Foundational Skills:</p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words. <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. <p>Speaking and Listening Standards:</p> <p>SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion. <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Language Standards:</p> <p>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).</p>		
<p>Technology Standards:</p> <ul style="list-style-type: none"> 8.1.2.A.2: Create a document using a word processing application. 8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments. 		

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and employee

Example: Students can demonstrate the responsibilities associated with being a member of community when engaging in collaboration with pair/trio partnerships and when participating in whole group discussions. Examples may include jigsaw and fishbowl activities.

CRP2. Apply appropriate academic and technical skills.

Example: Students will apply appropriate academic and technical skills when making relevant global connections to text.

Interdisciplinary Connections:

Social Studies

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

Students will create rules for mini-lessons, guided reading, and conferring to better understand the value of working together to make the reading workshop successful for each member of the classroom.

Health

2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

Students will work through problem solving strategies through the use of role-playing to develop self-help skills when working in a group or with a partner.

Unit Goals/Enduring Understandings:

- Readers incorporate routines to ensure success during Readers Workshop
- Readers view reading as a special activity that involves working both independently and with others
- Readers choose books by analyzing the text to be certain they are “just right”
- Readers confer with the teacher to evaluate and discuss their progress and goals.

Essential Questions:

- What does Readers Workshop look like and sound like?
- Why is it important to choose "just right" books?
- How can meeting with the teacher one-to-one be special for you?
- How can conferring with the teacher one-to-one help you become a stronger reader?
- Why do we set goals?

Skills/Vocabulary

- Gathering in the meeting area
- Choosing a "just right" book
- Qualities of "turn and talk"
- Independent reading
- Partner reading
- Independent work procedures
- Conferencing

Academic Vocabulary: answer, comprehension, demonstrate, key details, understanding, text, details, information, stamina, accuracy, retell

Demonstration of Learning:

- *Fountas and Pinnell Benchmark Assessment System*
- *Foundations*
- Conference notes
- Teacher created assessments
- Small Group Observations
- Unit Benchmarks
- Celebration (optional) **Partner Retell**

In partners, do a retell of a book you would recommend as your partner models active listening. Include 'why' you think your partner might enjoy this text. Then, the partner will come up with questions about the book, both to clarify information and to help them prepare to read the book themselves. They will also, build on the retell by linking a thought of their own.

Mentor Texts:

The OK Book

The Crayon Box That Talked

Poppleton

Chrysanthemum by Kevin Henkes

Goldilocks and the Three Librarians by Jackie Mims Hopkins

Grace for President by Kelly DiPucchio

Resources:

- *Units of Study*-Lucy Calkins and Shanna Schwartz
- *Foundations*

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs 	<ul style="list-style-type: none"> Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Resources/Materials	Mini Lessons / Activities	Teacher Notes
<p>Lesson 1 - Introduce the Reader's Workshop</p> <ul style="list-style-type: none"> • Basket of books • Chart paper • Marker 	<p>Lesson 1 - Introduce the Readers' Workshop <i>TP: Readers within a reading community develop rules and routines for behavior and expectations during the reading workshop</i></p> <ul style="list-style-type: none"> • Create class chart: "Rules for Readers' Workshop" • Discuss Examples: Choose books quietly, sit in our special reading spot, we read quietly the entire time, teacher conferences, etc. • Teacher may choose to have a basket of books at each student table for students to "shop" from • Students will choose books to read at their seats or in a special place around the room • Teacher confers informally with students. • Whole class shares what they noticed in how Readers' Workshop looks, comparing to the class anchor chart • NOTE: Tell students to start bringing in favorite books from home to be used with Lesson 2 	
<p>Lesson 2 – Building Our Reading Community</p> <ul style="list-style-type: none"> • A variety of teacher's personal books 	<p>Lesson 2 - Building Our Reading Community <i>TP: Readers are part of a reading community with individual identities.</i></p> <ul style="list-style-type: none"> • Teacher brings in some of her favorite books and what makes them special to her/him • Teacher explains that everyone has different interests when it comes to reading – some may like a newspaper, picture book, fantasy, non-fiction, etc. • Teacher asks students to share favorite books from home and tell why they enjoy their books • Students discuss similarities and differences in book choice • Students will display their favorite books for other students to explore • Teacher will allow students to read independently – sharing books from home/class baskets • Students will reflect on "new" books they previewed during independent reading time today – may discuss new genre they explored, etc. 	
<p>Lesson 3 – Proper Book Handling</p> <ul style="list-style-type: none"> • Chart paper • Marker 	<p>Lesson 3 – Proper Book Handling <i>TP: Readers take care of the books that they read and share with others</i></p> <ul style="list-style-type: none"> • Teacher asks students to share about proper ways to: handle books, keep books clean, return books to classroom baskets, borrow books for reading at home, etc. • Teacher models proper book handling 	

	<ul style="list-style-type: none"> • Make Class Anchor Chart “How We Handle Books” • Teacher may choose to have a basket of books at each student table for students to “shop” from • Students will choose books to read at their seats • Students read independently – practicing proper book handling • Teacher confers informally with students. • Whole class shares and reflects about proper book handling <p>NOTE: Students will need a notebook for Lesson 6</p>	
<p>Lesson 4 – Selecting Appropriate Reading Material</p> <ul style="list-style-type: none"> • Chart paper • Marker • Bag of shoes (optional) • Bag of book selections that are just right, too hard, and too easy for the teacher to read him/herself • Lesson taken from <u>The Daily Five</u> 	<p>Lesson 4 – Selecting Appropriate Reading Material <i>TP: Readers select “just right” books by reading a small portion of the text to check for difficulty in decoding and understanding</i></p> <ul style="list-style-type: none"> • Teacher can review how we choose shoes that are “just right” for running a race and pull from a bag of shoes, ones that do not fit the purpose, ones that are too big and ones that are too small for her feet and eventually finding a “good fit” • Teacher models how to select books that are right for him/her by demonstrating books that s/he finds uninteresting, too hard to decode, too hard to understand, and “just right” • Create anchor chart using “I PICK” acronym (I-choose a book that is P-<u>p</u>urposeful for me I-<u>i</u>nteresting to me, C-<u>c</u>an I <u>c</u>omprehend it, K-<u>k</u>now most of the words) • Students will begin choosing books and reading texts that fit the I-PICK anchor chart rules • Teacher confers informally with students • Whole class shares and reflects on their selections for the day 	
<p>Lesson 5: Staying Organized As we Read</p> <ul style="list-style-type: none"> • Chart paper • Marker • Student bins 	<p>Lesson 5: Staying Organized as we Read <i>TP: Readers develop strategies for selecting independent reading material quickly and quietly, allowing readers more time to read</i></p> <ul style="list-style-type: none"> • Teacher will discuss how we can keep the books we choose organized in our own “mini library” • Create anchor chart for routines and procedures of book shopping – how long it should take, how many books can be selected at a time, where book bins go when it is not reading time, etc. • Model putting books in personal book bin and returning bin to its spot • <u>Note:</u> You may want to number student bins and place them in alphabetical order • <u>Note:</u> you might want to limit shopping to five minutes • Discuss and model how to return books to their proper library bins when students are finished reading them 	

	<ul style="list-style-type: none"> • Students shop for books and read in reading spots • Students place books they've not yet finished or read in their personal book bins and put book bins in their place • Students share and reflect on procedures of book shopping and book bins 	
<p>Lesson 6 – Staying Organized and Focused on Reading</p> <ul style="list-style-type: none"> • Reader’s Notebooks • Independent Reading Books 	<p>Lesson 6: Staying Organized and Focused on Reading <i>TP: Readers keep a Reader’s Notebook to log their thinking and understanding while reading</i></p> <ul style="list-style-type: none"> • Teachers will review how readers are constantly thinking while reading • Teachers will demonstrate how students will keep a notebook to record their thinking throughout the year • Readers will begin routine practices of dating and recording their thinking during a reading workshop session • Students can decorate their Reader’s Notebook either in class or at home to showcase their interests in reading topics. 	
<p>Lesson 7 – Staying Focused As We Read</p> <ul style="list-style-type: none"> • Reader’s Notebooks • Independent Reading Books • Class Anchor Charts 	<p>Lesson 7: Staying Focused As We Read <i>TP: Readers manage their time within the workshop to read and respond in their Reader’s Notebook</i></p> <ul style="list-style-type: none"> • Teacher will demonstrate how to complete an entry/assignment in the Reader’s Notebook in order to be ready to share at the end of a session • Readers will practice reading for longer periods of time and recording their thoughts in their Reader’s Notebook • Students will share their responses to the assignment during the share segment of the workshop • Students reflect upon the behaviors during the reading portion of the workshop while referencing the class created anchor charts that were previously made 	
<p>Lesson 8- Understanding the Structure of the Workshop</p> <ul style="list-style-type: none"> • Independent Reading Books • Reader’s Notebooks 	<p>Lesson 8 – Understanding the Structure of the Workshop <i>TP: Readers will understand their role during the workshop mini lesson</i></p> <ul style="list-style-type: none"> • Teacher explains the daily structure of Reader’s Workshop • Teacher dictates expectations for students to sit properly, be attentive and focus on the demonstration portion of the lesson without interrupting • Teacher explains that students will get a chance to participate and “try out the skill/strategy” after the explicit teaching portion by turning and talking with a partner or sharing ideas with the group on the carpet • Teacher explains that students will get a chance to practice the skill or strategy independently once the group moves from the carpet area into independent reading time 	

	<ul style="list-style-type: none"> • Teachers discuss the importance of the share session for students to demonstrate their success during independent reading time. • Students will try out the process of listening/observing to trying it out with a partner to trying it out independently 	
<p>Lesson 9- Partnerships Read Together</p> <ul style="list-style-type: none"> • Independent Reading Books • Chart Paper • Markers 	<p>Lesson 9- Partnerships Read Together <i>TP: Readers can read together with partners by taking turns reading each page or by listening to each other and discussing the text</i></p> <ul style="list-style-type: none"> • Teachers demonstrate the ways in which readers can read together in partnerships of two and create an anchor chart with rules for reading in partnerships • Students will sit hip to hip with the text between them • Students will decide if they will alternate reading one page each while the other partner listens OR if one partner will read the entire text aloud to the other. • Students will develop non-verbal cues for helping one another decode unknown words. • Students will practice reading together at an appropriate volume. • Students practice reading in teams • Teacher confers with partnerships • Quick review of key procedures by having students volunteer to demonstrate. 	
<p>Lesson 10- Partnerships Talk Together</p> <ul style="list-style-type: none"> • Chart Paper • Markers • Books • Reader’s Notebook 	<p>Lesson 10 – Partnerships Talk Together <i>TP: Talking with partnerships help readers deepen their own understanding and helps to recognize others' points of view.</i></p> <ul style="list-style-type: none"> • Discuss and model partner talk. • Teacher and students conduct mock workshop highlighting procedures for turn and talk. Create anchor chart. <ul style="list-style-type: none"> ○ sit eye to eye and knee to knee OR hip to hip to share in same book ○ look your partner in the eye ○ show that you're listening by nodding or asking questions for understanding ○ share favorite characters, story events, something interesting, funny part, picture (Create additional anchor chart for partner talk.) ○ stay focused on book talk ○ speak in an inside voice ○ take turns listening and reading (if sharing a book to read together) • Review partner talk & refer/add to anchor chart • Students read independently/ Teacher confers with children individually • Share and reflect on working with partnerships 	

<p>Lesson 11- Purpose of Reading Conferences</p> <ul style="list-style-type: none"> • Independent Reading Books • Reader’s Notebooks 	<p>Lesson 11 – Purpose of Reading Conferences</p> <p><i>TP: Conferences are an important part of reading workshop</i></p> <ul style="list-style-type: none"> • Teacher explains that during independent reading time, the teacher will work with students in what is called a reading conference • Teacher will explain that a reading conference is a chance for the teacher to work with one or just a few of the students at a time to help with reading • Teacher will choose a student to model what a conference will look like, while the rest of the class watches. Teacher may ask questions such as “What are you working on today?” “What are you doing as a reader?” • Teacher should allow for students to ask questions about the conferencing process • Students will choose books to read at their seats • Students read independently while teacher confers with students • Whole class shares and reflects about what they noticed as the teacher was conferring 	
<p>Lesson 12- Eliminating Interruptions During Reading Conferences</p> <ul style="list-style-type: none"> • Independent Reading Books • Reader’s Notebooks 	<p>Lesson 12 – Eliminating Interruptions During Reading Conferences</p> <p><i>TP: Conferences are an important time for teacher and students to meet about reading progress and should be distraction-free</i></p> <ul style="list-style-type: none"> • Teacher reviews with students the purpose of conferences • Teacher asks students to share what might happen if the teacher/student who are conferring get interrupted • Discuss types of interruptions – going to the bathroom, tattling, etc. • Teacher shares the importance of not interrupting during a conference unless it is an emergency • Teacher explains what class emergencies might include • Teacher models a conference with a student while having another student interrupt the conference. • Class discusses what happened when the teacher/student were interrupted • Students read independently while working hard not to interrupt conferences • Teacher confers with students • Whole class shares and reflects about conferences 	
<p>Lesson 13- Setting Goals for Reading Stamina</p> <ul style="list-style-type: none"> • Chart Paper • Markers • Books 	<p>Lesson 13 - Setting Goals for Reading Stamina</p> <p><i>TP: Readers set goals to help push themselves to read for longer periods of time</i></p> <ul style="list-style-type: none"> • Teacher discusses setting a class goal for reading for a period of time (example 10, 15, 20 minutes) • Students share ideas for class goals – chart class reading goals 	<ul style="list-style-type: none"> •

	<ul style="list-style-type: none"> • Teacher discusses and sets a realistic reading goal with class (this will only be about 8-10 minutes to start – but the goal is to get the students to read independently for 45+ minutes by the end of the school year) • Make Class Anchor Chart - “We Can Read Independently for X Minutes” • Students read independently – working to reach reading goal • Teacher confers with students individually • Students meet with partners and discuss if their class goal was realistic and if it was achieved • Class reflects and sets new goal • Extension: Discuss ways students can build stamina outside the classroom. <ul style="list-style-type: none"> ○ Find more times during the day to read ○ Carry a book at all times ○ Set goals for reading / Record reading and monitor goal setting 	
<p>Lesson 14- Setting Goals for Reading Stamina</p> <ul style="list-style-type: none"> • Chart Paper • Markers • Books 	<p>Lesson 14 - Setting Individual Goals for Reading</p> <p><i>TP: Readers set goals to help push themselves to become better readers</i></p> <ul style="list-style-type: none"> • Teacher reviews setting class goals for reading (stamina lesson 12) • Teacher introduces setting individual goals for reading • Students share ideas for individual goals – chart possible individual reading goals • Teacher reviews setting realistic reading goals • Students meet with partners and discuss their individual goals • Students read independently – working to reach individual reading goal(s) • Teacher confers with students individually • Partnerships meet up again to reflect and determine if goals were realistic/achieved • If time permits, have whole class reflect and share on individual reading goals 	

Unit Title: Building Good Habits (2)

Grade Level: Second

Time Frame: (October – November) 4-6 weeks

Unit Overview: The main focus of this unit is to brush up on various foundational reading skills but also to build independent readers with both fiction and non-fiction texts. Students will tackle tricky words with decoding strategies, read with fluency (rate, accuracy, expression, appropriate phrasing) to bring meaning to the text, monitor comprehension, and make corrections and adjustments when understanding breaks down.

Standards:

Reading Standards for Literature:

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.2.3 Describe how characters in a story respond to major events and challenges using key details.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Reading Standards: Foundational Skills:

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

C. Decode words with common prefixes and suffixes.

D. Identify words with inconsistent but common spelling-sound correspondences.

E. Recognize and read grade-appropriate irregularly spelled words.

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.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening Standards:

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards:

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.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

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).

Technology Standards:

8.1.2.A.2: Create a document using a word processing application.

8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments.

21st Century Skills

CRP4. Communicate clearly and effectively and with reason.

Example: Students can demonstrate clear communication skills when engaging in conversation in small group and whole group discussions. Examples may include guided reading, strategy groups, and partner reading.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Example: Students will persevere when tackling new skills and strategies related to grade-level texts.

Interdisciplinary Connections:

Social Studies

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

Students will be able to compare and contrast their views of mentor texts based on their personal life experiences.

Health

2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children.

Students will use mentor texts to discuss how characters address problems and use coping skills to create a solution.

Unit Goals/Enduring Understandings:

- Readers make decisions about reading by
 - Readers read with stamina for 25 minutes
 - Deciding how a book should sound (feeling & pace)
 - Deciding how much to read
 - Deciding when and how to fix up their reading
- Readers self-monitor their reading by
 - Pre-reading and predicting
 - Considering the problem and possible solutions
 - Synthesizing and retelling the events of the story in order
- Readers read fluently and with accuracy by identifying miscues/unknown words and drawing on multiple word solving strategies quickly and independently.
 - Readers use what they know about words and word parts to solve words part by part
 - Readers use picture clues and what is happening in the story to solve words
 - Readers reread for fluency and meaning
- Readers notice and analyze author's craft in independent reading books by
 - Questioning the author's intentions
 - Using the craft moves in their own writing where their intentions match

Essential Questions:

- What do we have to do to “take charge” of our reading?
- What kinds of things should we be thinking about before, during and after reading?
- How should we tackle new and unfamiliar words?

Skills:

- Reading with expression
- Retelling
- Synthesize
- Reading with fluency
- Reading with comprehension
- Readers use multiple strategies to decode unfamiliar words

Academic Vocabulary: answer, comprehend, character, compound word, detail, explain, fluently, explain, fluently, illustrations, plot, prefix, problem, question, root word, sequential order, setting, solution, self-monitoring, suffix, text, expression, self-monitor, short vowel/long vowel, skim, scan, distinguish

Demonstration of Learning:

- Fountas and Pinnell
- Conference notes
- Teacher created assessments
- Small Group Observations

- Running Records
- Unit Benchmark
- Celebration (optional) **Bookmark**

Students will make a bookmark to represent the strategies they have learned in this unit. They can choose 2-3 strategies to represent on their bookmark to remind them as they are reading.

Mentor Texts:

There was an Old Lady Who Swallowed a Fly

Those Darn Squirrels by Adam Rubin

Mercy Watson to the Rescue by Kate DiCamillo

Katie Woo has the Flu by Fran Manushkin

Resources:

Units of Study-Lucy Calkins and Shanna Schwartz

Growth Spurt- Unit 1

Foundations

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs 	<ul style="list-style-type: none"> Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Building Good Habits/Taking Charge of Reading		Grade Level: Second	Time Frame: October – November (4-6 weeks)
Goals:	Suggested Mini-lessons:	Notes:	
<p>(1-2) Readers take charge of their own reading.</p> <p>(3-4) Readers understand how to build stamina.</p> <p>(5) Readers extend their thinking in reading journals.</p> <p>(6) Readers retell important events in a story.</p>	<ol style="list-style-type: none"> 1. Readers Choose How to Read <ul style="list-style-type: none"> • Readers can use a different voice to change the way a book is read. 2. Readers take a sneak peek to decide how a book wants to be read. <ul style="list-style-type: none"> • Readers can look at the title, cover and back of the book, table of contents and some of the text to determine how the book wants to be read. • Students share with their partners how their book wants to be read. • Students note if the mood changes in a book and therefore, needs to be read differently. 3. Readers get stronger by reading a lot <ul style="list-style-type: none"> • Students set timing goals based on the difficulty of the book they are reading. • Students increase length of independent reading time and build reading stamina 4. Readers read in longer phrases, scooping up snap words. <ul style="list-style-type: none"> • Students identify words they know in a snap. • Students share reading faster and smoother 5. Readers think about their reading and understand what they read. <ul style="list-style-type: none"> • Readers pause to check for understanding • Readers recheck their understanding by retelling what happened so far. 6. Readers can mark their thinking with Post-its. <ul style="list-style-type: none"> • Readers mark their books with post-its to hold onto thoughts they wish to share. • Readers keep tabs on their stories with post-its so that they can retell important events. • Readers know that reading is thinking and they check their thinking by retelling what happens in their story. 	<p>(3.) Prepare Stamina Chart (pg. 13 Units of Study-Unit one) Anchor Chart of <i>There was an Old Lady who Swallowed a Fly</i>.</p>	

	<ul style="list-style-type: none"> • Readers stop and retell as they read (this happened, and then this happened and then....) • Readers make predictions based on what the chapters are called and then check to see if they were accurate. • Readers retell with the chapter titles in mind. • Readers retell with the character’s names. 	
<p>(7-10)Readers work hard to solve tricky words.</p>	<p>7. Readers recall and practice strategies previously learned to solve tricky words.</p> <ul style="list-style-type: none"> • Readers need to know how to pronounce tricky words as well as, know what the word means. • Readers read tricky words part by part. • Readers share strategies with their reading partners. • Readers work in small groups for guided reading practice. <p>8. Readers use more than one strategy at a time.</p> <ul style="list-style-type: none"> • Readers always keep “meaning” as the first strategy. What makes sense in this sentence? • Readers are flexible when solving a tricky word. They use more than one strategy. • Students set goals for stamina and individual strategy goals. <p>9. Readers know that some beginnings (prefixes) and endings (suffixes) can be read in a SNAP.</p> <ul style="list-style-type: none"> • Readers recognize common beginnings- un, and pre. • Readers recognize common endings-ing, ed, es, er, s, ly <p>10. Readers know that the same vowel pair (ea, ou, ow, oo, ee) can make more than one sound.</p> <ul style="list-style-type: none"> • Readers may need to try both vowel sounds to determine the correct pronunciation of the word. <p>11. Readers develop strategies to figure out new words.</p> <ul style="list-style-type: none"> • Readers learn to say the new word and determine what it means. • Readers learn that some words have multiple meanings. 	<p>(7) Prepare book baggies for each student. (Units of Study-Pg. 36)</p> <p>Create Anchor Chart- “When Words are Tricky, Roll up Your Sleeves”.</p> <p>(8)Record individual student goals on “My Reading Goals” sheet (pg. 49-Units of Study)</p>

	<ul style="list-style-type: none">• Readers review author's craft and how it can be used in their own writing.• Readers leave notes and tips in their books for future readers grow.	
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Unit Title: Elements of Nonfiction (3)

Grade Level: Second

Time Frame: December - January 4-6 weeks

Unit Overview: In this unit, students become the kind of reader who learns information from books. Students will use text features, ask questions of text, and reflect on new learning. In addition, students will identify main idea and give details in a text. Students will find similarities and differences between text of the same topic. Working in partnerships, students will become “experts” on a topic.

Standards:

Reading Standards for Informational Text:

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

RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

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

RI.2.10 Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Reading Standards: Foundational Skills:

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

B. Decode regularly spelled two-syllable words with long vowels.

C. Decode words with common prefixes and suffixes.

D. Identify words with inconsistent but common spelling-sound correspondences.

E. Recognize and read grade-appropriate irregularly spelled words.

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.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening Standards:

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards:

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

- A. Compare formal and informal uses of English.

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Technology Standards:

8.1.2.A.2: Create a document using a word processing application.

8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments.

21st Century Skills:

CRP12. Work productively in teams while using cultural global competence.

Example: Students will find ways to increase the engagement and contribution of all team members by participating in small group discussion to compare and contrast the most important points presented by two texts on the same topic.

CRP6. Demonstrate creativity and innovation.

Example: Students will utilize information gained from nonfiction texts to create models of landforms. Students will also create models to show how slow changes to the Earth occur and what strategies can be used to try to stop the negative effects of erosion and global warming.

Interdisciplinary Connections:

Health:

2.1.2.C.2 Summarize strategies to prevent the spread of common diseases and health conditions.

Students will be able to explain strategies to stay healthy by reading informational mentor texts.

Science:

2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

Students will be able to use various nonfiction texts and digital sources to research landforms and how they are created. Students will compare and contract information inside texts and across texts noticing and questioning when information is new or different.

Unit Goals/Enduring Understandings:

- Readers grow knowledge reading nonfiction text by studying, noticing details, and questioning text while synthesizing across pages
 - Readers ask and answer *who, what, where, when, why* and *how* as they read sections of text
 - Readers will identify the main topic of a section by reading text and text features asking, *What is this about? What is this specifically about?* (birds... birds' beaks... different kinds of bird beaks)
 - Readers learn from both what they anticipate and what surprises them about the topic
 - Readers understand how parts of the text fit together
- Readers solve for tricky words, concepts and domain specific vocabulary inside nonfiction reading texts by
 - Anticipating vocabulary that might be encountered in a text
 - Using text features such as text boxes, glossary and index
 - Using multiple known strategies
 - Read the word part by part
 - Use the whole page such as pictures, diagrams or other text features for meaning
 - Rereading for meaning
 - Readers use domain specific vocabulary in conversations with partners and clubs
- Readers acquire knowledge about a topic comparing/contrasting information inside texts and across texts noticing and questioning when information is new or different

Essential Questions:

- How do we understand and increase knowledge about a topic by utilizing various resources?
- How can text features help us gain a better understanding of the content?
- How do we analyze unknown words to determine their meaning?

Skills:

- Use context clues to solve unknown words
- Use text features to gain a deeper understanding
- Preview texts to activate schema
- Ask questions
- Reread
- Connect information

Academic Vocabulary: caption, chart, diagram, genre, index, informational text, label, nonfiction, photograph, table of contents, text features, table, bold print, illustration, table of contents

Demonstration of Learning:

- Fountas and Pinnell
- Foundations
- Conference notes
- Teacher created assessments
- Small Group Observations
- Running Records
- Unit Benchmark
- Celebration (optional):

Students will share their digital presentation of the information they gained in the unit. They will incorporate text features into their presentation to highlight the main idea and details of the topic. Listeners will have the opportunity to ask questions about the text and presenters can share what questions they initially had as they were researching their topic.

Mentor Texts:

Tigers by Laura Marsh

Amazing Animals: Tigers: by Valerie Bodden

Resources:

Units of Study for Teaching Reading (Becoming Experts- Unit 2)

Foundations

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Elements of Nonfiction	Grade Level: Second	Time Frame: December – January (4-6 weeks)
<p>Goals:</p> <p>(1-5) Readers examine texts to increase knowledge</p>	<p>Suggested Mini-lessons:</p> <ol style="list-style-type: none"> 1. Readers pay attention to details and think, “How can I put together what I am seeing to grow knowledge of this topic.” Readers do this by paying extra attention to all the details of the pages and connecting that with what we already know. 2. Readers know that as they read and put all the information together, sometimes questions come up. We remember these questions while reading to see if we can learn even more about the topic. We put together what we see with what we know and then we may have questions. We look again, at all the details and see if we can come up with an answer. 	<p>Notes:</p> <p><i>Prior to starting this unit:</i></p> <ul style="list-style-type: none"> • Prepare examples of nonfiction texts and environmental print (ex. science diagrams, cereal boxes, directions for a game, newspaper articles, maps, diagrams, photographs, etc.) Prepare book bins with nonfiction texts readily available on all reading levels. • Create new anchor chart, “Readers Grow Knowledge.” • Choose a read aloud text that is above current benchmark that provides opportunities for comprehension. • Assign new partners for this unit. <p>NOTE: READ –ALoud AND SHARED READING ARE IN THE APPENDIX OF THE TEXT.</p> <p>(2)</p> <ul style="list-style-type: none"> • Pennies for each child/group • Book bins/bags • “Nonfiction Readers Grown Knowledge” Anchor chart • Collection of nonfiction texts <p>(3) <u>Knights in Shining Armor</u>, by Gail Gibbons Readers “Grow like beanstalk” Anchor Chart</p> <p>(4) Gift wrap a nonfiction book complete with bows and ribbons</p>

<p>(6-11) Readers use context clues to determine the meaning of unknown words.</p>	<p>3. Nonfiction readers ask, “What is the text teaching me?” by paying attention to details and putting parts of the text together in their mind.</p> <p>4. Nonfiction readers anticipate the context of the book by previewing all the text feature and making predictions.</p> <p>5. Readers track new content by putting together information as they read and comparing it to the information that they previewed.</p> <p>MIDUNIT REVIEW</p> <ul style="list-style-type: none"> • Readers need to be engaged to reading. • Readers are certain that the reading makes sense and sounds correct. • Readers use partnerships to support their reading habits. <p>6. Readers tackle key vocabulary by anticipating possible keywords that might be in the text.</p> <p>7. Readers find keywords and work to discover their meaning by reading the boldface words, the text boxes, the labels, the glossaries and any other text feature.</p>	<p>Nonfiction book with text features</p> <p>(5) Gift wrap another nonfiction text complete with bows and ribbons.</p> <ul style="list-style-type: none"> • <u>Mentor Text: Tigers</u> • Highlighter tape • New Anchor Chart “Talk the Talk Read to Learn the Lingo.” <p>Mask key words in <u>Tigers</u></p> <p>Mask key words in <u>Tigers</u> Add strategies to anchor chart.</p> <p>Mask key words in <u>Tigers</u> Add strategies to anchor chart.</p> <p><u>Tigers</u> Add “Reread it like an expert” to the anchor chart.</p>
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(12-18) Readers summarize information from multiple sources to gather information.

8. Readers work to decode keywords by using the “whole page” and their prior knowledge of the topic.
9. Readers work to decode keywords by using various phonemic strategies to determine the correct pronunciation.
10. Readers read more smoothly when working with new vocabulary by rereading and scooping up the keywords.
11. Readers talk about topics by using the keywords and strategies they have acquired to become experts on the topic.
12. Readers get themselves ready to study a topic, not just by reading one book, but several books and thinking about how all of those books seem to go together.
13. Readers develop a deeper understanding of a topic by reading several books and combining their knowledge between books.
14. When confused, readers reevaluate texts across the same topic by looking again and trying different ways of summarizing the content.

Gift wrap Amazing Animals: Tigers.

Tigers and Amazing Animal Tigers.

3 photograms that go together that isn't obvious.

Amazing Animal Tigers

Tigers

Make copies of the ‘Ways to Say More’ sheets for partnerships

	<p>15. Readers evaluate several books on the same topic by reading closely to determine how they are the same and how they are different.</p> <p>16. Readers retell books by focusing on the topic and using all of the information they have added together.</p> <p>17. Readers are prepared to teach other about what they have learned by marking important parts, thinking about what they want to say, and using their voice to help people listen and learn.</p> <p>18. Readers present their topics and check their understanding of the listeners by asking questions and discussing the topic.</p>	
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Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
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Unit Title: Building Stamina with Longer and More Complex Texts (4)	Grade Level: Second	Time Frame: January – February (4-6 weeks)
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Unit Overview: In this unit, children learn strategies to build three foundational reading skills—fluency, understanding figurative language, and comprehension.

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.2.3.** Describe how characters in a story respond to major events and challenges using key details.
- RL.2.5.** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
- RL.2.6.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RL.2.7.** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RL.2.10.** Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
- RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Know spelling-sound correspondences for common vowel teams.
 - B. Decode regularly spelled two-syllable words with long vowels.
 - C. Decode words with common prefixes and suffixes.
 - D. Identify words with inconsistent but common spelling-sound correspondences.
 - E. Recognize and read grade-appropriate irregularly spelled words.
- 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.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- 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.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Compare formal and informal uses of English.

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

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).

Technology Implementation:

8.1.2.A.2: Create a document using a word processing application.

8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments.

21st Century Skills:

CRP2. Apply appropriate academic and technical skills.

Example: Students will apply appropriate academic and technical skills when making relevant global connections to text.

CRP4. Communicate clearly and effectively and with reason.

Example: Students will communicate, through a combination of turn-and-talk, guided reading, strategy groups, and small group projects.

Interdisciplinary Connections:

Health

2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

Students will discuss problems/solutions faced by characters in mentor texts to determine positive conflict resolution strategies.

2.2.2.C.1 Explain the meaning of “character” and how it is reflected in the thoughts, feelings, and actions of oneself and others.

Students will analyze the events of a mentor text to develop a more thorough understanding the traits of the main characters.

Unit Goals/Enduring Understandings:

- Readers read with fluency by:
 - Rereading text out loud and in their heads with a clear smooth voice
 - Scoop up phrases

- Notice and use punctuation
 - Self-monitor (Does it sound right?)
- Paying attention to characters and reading those voices as the author intended
- Paying attention to what is happening in the story and matching their tone
- Reading at a just right pace
- Readers notice and analyze figurative language by paying attention to comparisons and playful language (simile, metaphor, puns, idioms) and their meaning
- Readers keep track of longer texts by actively using comprehension strategies as they read and share their thinking with same book partnerships
- Learners self-assess and create learning goals for their reading work
- Partners (and clubs) with similar goals support each other by
 - Giving helpful feedback on progress toward goals
 - Make plans to achieve goals
 - Gather resources and ideas to support goals

Essential Questions:

- How do we read more complex texts fluently and with good expression?
- How can we infer the writer’s craft?
- What strategies can be used to track our reading to develop a better understanding?
- How can we work together to attain our reading goals?

Skills:

- Word attack
- Expression
- Pace
- Inferring
- Self-assessing to monitor comprehension
- Retelling

Academic Vocabulary: character, comprehension, expression, figurative language, fluency, idiom, metaphor, phrasing, plot, problem, pun, scooping, setting, simile, strategy, solution, Author’s/writer’s craft

Demonstration of Learning:

- Fountas and Pinnell
- Conference notes
- Teacher created assessments
- Small Group Observations
- Unit benchmark

Mentor Texts:

Minnie and Moo Go Dancing by Denys Cazet

Happy Like Soccer by: Maribeth Boelts

Resources:

Units of Study-Lucy Calkins and Shanna Schwartz

Fundations

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs 	<ul style="list-style-type: none"> Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Goals:	Suggested Mini-lessons:	Notes:
<ul style="list-style-type: none"> • Readers demonstrate strategies for fluency 	<ol style="list-style-type: none"> 1. Readers reread text to change the voice inside their head by reading aloud. 2. Readers read in longer phrases and scoop up more words at a time by noticing punctuation. 3. Readers can identify who is talking and hear what a character sounds like by using dialogue. 4. Readers can change their voice and make their reading sound right by thinking about the meaning of the story. 	<p>In order to prepare for the minilessons:</p> <ul style="list-style-type: none"> • Book baggies with fiction books at student’s independent reading levels. • Anchor chart “Making Your Reading More Fluent” • Mentor text, <u>Owl Moon</u>, by Jane Yolen • Post-it notes • New Reading logs <p>(2)</p> <ul style="list-style-type: none"> • Houndsley and Catina by James Howe page 2 • Anchor chart • Strategy post-it <p>(3)</p> <ul style="list-style-type: none"> • Sentence Strips with dialogue • Houndsley and Catina by James Howe pages 2-5 • Anchor chart • Strategy post it <p>(4)</p> <ul style="list-style-type: none"> • Houndsley and Catina by James Howe pages 22-24 • Anchor chart • Strategy post it

	<p>5. Readers gain a better understanding of the story by adjusting their speed when reading.</p>	<p>(5)</p> <ul style="list-style-type: none"> • Houndsley and Catina by James Howe pages 29-30 • Anchor chart • Strategy post it
<ul style="list-style-type: none"> • Readers examine the author’s craft to determine the tone that the author is trying to convey. 	<p>6. Readers recognize literary language by noticing it, rereading it, recalling story events and questioning special language.</p> <p>7. Readers understand comparisons by thinking about the two things being compared and considering how they’re alike.</p> <p>8. Readers make sense of creative language authors use by thinking about story events.</p>	<ul style="list-style-type: none"> • <u>Owl Moon</u>, by Jane Yolen • Anchor Chart, “Understanding Literary Language” • Post-it notes • Baskets of Poetry Books <p>(7)</p> <ul style="list-style-type: none"> • Come On, Rain! by Karen Hesse • Anchor Chart • Strategy Post it <p>(8)</p> <ul style="list-style-type: none"> • Excerpts from Happy Like Soccer by Maribeth Boelts • Amelia Bedelia Goes Camping by Peggy Parish • The King Who Rained, by Fred Gwynne • Collection of books using figurative language and poetry books • Anchor chart <p>(9)</p>

9. Readers focus on special language authors use by connecting strategies they use in writing.

- Blank paper
- Writing folders
- books

<ul style="list-style-type: none"> • Readers track their reading to monitor their understanding. 	<p>10. Readers develop strategies to track story events by utilizing same book partnerships.</p> <p>11. Readers develop strategies to track story events by using post-it notes to identify the most important events across the story.</p> <p>12. Readers develop strategies to track story events by slowing down, rereading and asking questions.</p> <p>13. Readers develop strategies to track story events by using writing to help them tackle confusing parts in their reading.</p>	<ul style="list-style-type: none"> • Duplicate copies of leveled readers • Anchor Chart “Same Book Partners” • Questions Partners Ask Each Other bookmark • Post it Notes • Post it notes • <u>Minnie and Moo Go Dancing</u> by Denys Cazet • Anchor Chart “Keeping Track of Longer Books” • Strategy Post it • <u>Minnie and Moo Go Dancing</u> by Denys Cazet • Anchor Chart • Strategy post it • <u>Minnie and Moo Go Dancing</u> by Denys Cazet • “Emergency Tool Kit” • Anchor chart • Strategy post it
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<ul style="list-style-type: none"> • Readers utilize strategies to self-assess their level of understanding. 	<p>14. Readers set reading goals and self-assess areas of need by talking with a partner.</p> <p>15. Readers prepare to achieve reading goals by working with partnerships to share what they know and develop a plan.</p> <p>16. Readers help one another reach goals by giving feedback to one another.</p> <p>17. Readers celebrate their reading by noticing what strategies and skills other readers are using.</p>	<ul style="list-style-type: none"> • Anchor charts previously created • Shared text for demonstration, suggested, <u>Happy Like Soccer</u> by Marybeth Boelts • Strategy post its • Highlighters • Pens • Club Tip Sheet page (enough for each group) • List of questions to consider when making a plan • Blank Club Plan Sheet • Anchor Chart “Working Together in Goal Clubs” • Strategy post it • Previously created anchor charts • Set Celebration Date • Anchor Chart “Working Together in Goal Clubs” • Strategy post it • Anchor chart • Goal club paper • Markers
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Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
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Unit Title: Book Clubs (5)**Grade Level: Second****Time Frame: March – April (4-6 weeks)**

Unit Overview: Series books are designed to hook kids into characters and familiar adventures. Children inevitably fall in love with the recurring characters, who somehow always find themselves in challenging predicaments and situations, yet exhibit reassuringly predictable behaviors and beliefs. Once hooked, children will read and read, finding it easier to push their thinking past where they've been now that they are in familiar terrain. Students will work within book clubs to study author's craft to understand ways authors use word choice, figurative language, punctuation, and even patterns to construct a series and evoke feelings in readers.

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.2.3. Describe how characters in a story respond to major events and challenges using key details.

RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.8. (Not applicable to literature)

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. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

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

- A. Know spelling-sound correspondences for common vowel teams.
- B. Decode regularly spelled two-syllable words with long vowels.
- C. Decode words with common prefixes and suffixes.
- D. Identify words with inconsistent but common spelling-sound correspondences.
- E. Recognize and read grade-appropriate irregularly spelled words.

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.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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

A. Compare formal and informal uses of English.

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

A. Use sentence-level context as a clue to the meaning of a word or phrase.

B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

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).

Technology Implementation:

8.1.2.A.2: Create a document using a word processing application.

8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments.

21st Century Skills

CRP1. Act as a responsible and contributing citizen and employee

Example: Students can demonstrate the responsibilities associated with being a member of community when engaging in collaboration with series book clubs.

CRP4. Communicate clearly and effectively and with reason.

Example: Students will work in book clubs to communicate their opinions based on analysis of the text.

Interdisciplinary Connections

Health

2.2.2.B1 Explain what a decision is and why it is advantageous to think before acting.

Students will analyze characters' behaviors in mentor texts to see the cause and effect relationship with decision making skills.

Unit Goals/Enduring Understandings:

- Club members work to support each other through
 - Creating and following club norms
 - Making decisions about amount of reading and focus
 - Participating in group discussions
 - Adding onto other's ideas
 - Contributing new ideas
 - Come to club discussions prepared by reading text agreed upon by club
 - Come to club discussions with any agreed upon assignments complete
- Readers become experts on characters by
 - Analyzing how characters respond to trouble
 - Comparing and contrasting characters across books in a series
 - Analyzing character relationships
- Readers analyze information gathered about a series in order to make predictions about other books within the same series
- Readers pay close attention to author's craft by
 - Close reading text
 - Paying attention to literary language
 - Analyzing punctuation and structure
- Readers form opinions about books and characters in a series by
 - Crafting opinions and providing evidence for their judgment
 - Writing to and with audience in mind

Essential Questions:

- How do we preview and pay close attention to the characters to become experts on a particular series books?
- How do we study author's craft to generalize the character traits and storyline across books within the same series?
- How do we share our love of books with others?

Skills:

- Predicting
- Visualizing
- Inferring
- Analyzing characters
- Analyzing story elements
- Using schema
- Connecting

- Retelling
- Debating

Academic Vocabulary: analyze, author’s craft, bold words, connection, debate, editing, infer, italics, main character, opinion, prediction, retell, series books, schema, visualize

Demonstration of Learning:

- Fountas and Pinnell
- Foundations
- Conference notes
- Teacher created assessments
- Small Group Observations
- Unit benchmark
- Celebration (optional) **Poster Party**

Students will create a poster to show the characters, setting, problem and solution. They will work together as a book club to write a summary of the story. Students will include characters and show their traits and emotions. Students should include patterns they noticed throughout the story/series.

Resources:

Units of Study-Lucy Calkins and Shanna Schwartz
Foundations

Suggested Series:

Magic Treehouse, Frog and Toad, Little Bill, Cam Jansen, Danger Guys, Junie B Jones, Horrible Harry, Pinky and Rex, Ready Freddy, The Polk Street Kids, and Miami Jackson

• **Lower-level readers:** *Little Bear, Danny and the Dinosaur, Biscuit, Little Critters, Fly Guy, and the Brand New Readers Series for your lower-level readers*

• **Higher-level readers:** *Secrets of Droon, A–Z Mysteries, Jigsaw Jones, The Zack Files, Amber Brown, The Amazing Monty, Ivy and Bean, Ramona Quimby, and Encyclopedia Brown*

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Unit Title: Series Book Clubs	Grade Level: Second	Time Frame: March- April (4-6 weeks)
<p>Goals:</p> <ul style="list-style-type: none"> Readers collect information about main characters in a series to become experts. As readers, we study author's craft to generalize the character traits and storyline across books within the same series. 	<p>Suggested Mini-lessons</p> <ol style="list-style-type: none"> Readers become experts on the main character in a series by previewing the first book, paying close attention to the details, and collecting lots of information about the main character. Readers evaluate a character by thinking about how the character responds to problems. Readers look closely for things that are similar in their series books by thinking about what the character always does or how the character usually feels. Readers become experts on characters by analyzing the information they have learned about them. Readers use their knowledge of the character's behavior in a series to predict the character's next steps in future books. Readers analyze relationships within the main character's life to make connections with themselves to better understand the story. Readers visualize by evaluating how the author uses vivid words to paint pictures in the readers' mind. Readers know what is happening in the story by paying close attention to the words that authors choose to use. Readers recognize that another author's craft. by taking notice of the author's literary language 	<p>Notes:</p> <p>Duplicate copies of an unfamiliar book from the series the partnership will be studying.</p> <p>-Suggested Text: <u>"The Kite: The Days with Frog and Toad"</u></p> <p>-Anchor chart "Series Readers Become Experts on Characters."</p> <p>-Prepare partnerships for book club series.</p> <p>Picture of a hot air balloon. "The Hat: The Days of Frog and Toad."</p> <p><u>Pinky and Rex and the Bully"</u> <u>The Stories Julian Tells</u></p> <p><u>Magic Tree House: Polar Bears Past Bedtime.</u></p> <p><u>"Alone" Days with Frog and Toad</u></p>

<ul style="list-style-type: none">• Readers support their opinions about books by using text evidence.	<ol style="list-style-type: none">10. Readers evaluate the events within books of a series to determine the common patterns.11. Readers critique the authors writing (bold words, italic font, or large type) to determine how the author wants the story to be read.12. Readers pay careful attention to the ending of the book and ask themselves if there is an important lesson which can be learned13. Readers share their love of books by using creative methods (talking about the books, leaving notes to other readers, writing nominations, acting out parts, etc.)14. Readers plan and prepare ways to share their books by working in partnerships and analyzing their reading notes.15. Readers explain and support their love of their book by citing specific examples.16. Readers debate the opinions they have about books by reading and rereading to collect evidence to support their position.17. Readers make their debate stronger by citing even more reasons and using specific language as, "For example..."	
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**Unit Title: (6) Fairytales, Fables, and Folktales
(6a) Bringing Fairytales, Fables, and Folktales to Life**

Grade Level: Second

Time Frame: May- June (4-6 weeks)

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

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

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.

R.L. 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

R.L. 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.

R.L. 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 Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

Reading for Foundational Skills:

R.F.2.3, Know and apply grade-level phonics and word analysis skills in decoding words.

A. Know spelling-sound correspondences for common vowel teams.

B. Decode regularly spelled two-syllable words with long vowels.

C. Decode words with common prefixes and suffixes.

D. Identify words with inconsistent but common spelling-sound correspondences.

E. Recognize and read grade-appropriate irregularly spelled words.

R.F. 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.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

VPA Standards:

1.1.2.C.1 The elements of theatre are recognizable in theatrical performances

1.1.2.C.2 Theatre artists use precise vocabulary when staging a play.

1.1.2.C.3 Creative drama and storytelling use voice, movement, and facial expression to communicate emotions. Creating characters is an act of intention in which actors play themselves in an imaginary set of circumstances

1.1.2.C.4 The technical theatrical elements and theatre architecture are inherent in theatrical design and production.

1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

- 1.3.2.C.1 Plays may use narrative structures to communicate themes
- 1.3.2.C.2 Actors use voice and movement as tools for storytelling
- 1.3.2.C.3 Voice and movement have broad ranges of expressive potential
- 1.4.2.A.1 Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them
- 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
- 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
- 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
- 1.4.2.B.1 Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria
- 1.4.2.B.2 Constructive criticism is an important evaluative tool that enables artists to communicate more effectively
- 1.4.2.B.3 Recognize the making subject or theme in the works of theatre

Technology Implementation:

8.1.2.A.2: Create a document using a word processing application.

8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments.

21st Century Skills:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Students will learn the aspects of careers in theatre (i.e. actor, actress, director etc.).

Interdisciplinary Connections:

Social Studies NJSL 6.1.4.D.12

Explain how folklore and the actions of famous and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage. When revisiting elements of folktales, students will use their schema to recall Johnny Appleseed and how this folktale has contributed to our national heritage.

Health

2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children.

Example: During Character Education lessons (Week of Respect, School Violence Awareness, No Name Calling) students will collaboratively discuss ways to resolve conflicts and healthy ways of dealing with stress. Students will act out these feelings, body language, and short scenarios with their peers.

Unit Goals/Enduring Understandings:

- Readers identify the common elements threaded throughout fairy tales, folktales and fables based on its story elements.

- Readers identify and understand the complex language found across fairy tales, folktales and fables.
- Readers evaluate characters development throughout the story.
- Readers compare and contrast the lessons that the story convey.

Essential Questions:

- As readers, how do we identify common elements threaded throughout fairy tales, folktale and fables?
- As readers, how can we make sense of the complex language common to the genres of fairy tales, fables and folktales?
- As readers how can we evaluate the character’s development throughout the course of the story?
- As readers, how can we compare and contrast the lessons that the story conveys?

Skills:

- Compare and Contrast
- Inferring
- Retelling
- Synthesizing
- Making Predictions
- Questioning
- Determine Theme

Academic Vocabulary: compare, contrast, fairytale, fable, folktale, story elements, theme, character, retell, predictions

Demonstration of Learning:

- Fountas and Pinnell
- Conference notes
- Teacher created assessments
- Small Group Observations
- Running Records
- Unit benchmark

Mentor Texts:

Cinderella by James Marshal

Cinderella by Marsha Brown

Prince Cinders by Babette Cole

The Paper Bag Princess by Robert Munsch

Imogene’s Antlers by David Small

Aesops Fables by Aesop

Stone Soup (multiple versions)

Resources:

Units of Study-Lucy Calkins and Shanna Schwartz

If...Then...Curriculum pages 118-146 , See Possible Teaching Points pg. 143

Foundations

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Fairy Tales, Folktales and Fables	Grade Level: Second	Time Frame: May - June (4-6 weeks)
<p>Goals:</p> <ul style="list-style-type: none"> • Readers classify the genres based on its story elements. 	<p>Suggested Mini-lessons:</p> <ol style="list-style-type: none"> 1. Readers gain a deeper understanding of a story by reenacting parts of a story, putting themselves in the characters shoes and acting parts of the story out. 2. Readers understand how the character is feeling by identifying and marking places in the story where a character has strong feelings. 3. Readers infer characters feelings by thinking about the story events. 4. Readers analyze characters feelings by rereading and using evidence from the text to support their opinions. 5. Readers identify how the characters world is different from our own by visualizing, comparing and contrasting. 6. Readers can narrate stories by paying close attention to the special language used to describe the setting. ("Once upon a Time, Long Ago, etc.) 7. Readers understand how magic in the genre works by dramatizing it. 8. Readers can track their thinking by jotting it on a post-it note. 9. Readers understand a character's overall personality by looking for a pattern in the way a character acts and identifying character traits. 10. Readers identify the types of characters that live in the world of the story by paying attention to characters' act across the story. 	<p>Notes:</p> <p><u>To prepare for this unit:</u></p> <ul style="list-style-type: none"> • Assemble a variety of fairy tales, folktales and fables. • Gather relevant anchor charts from previous charts. • Select read alouds. • Establish books clubs.
<p>Readers identify and understand the complex language found across fairy tales, folktales and fables.</p>	<ol style="list-style-type: none"> 11. Readers notice how a story is told by listening to authors telling stories. 12. Readers understand what an author is trying to say or show by noticing the extra special words the author uses. 13. Readers gain a deeper understanding of the plot by recognizing times when the author compares and contrasts two very different things. 14. Readers identify the author's use of playful language and use strategies to understand what the author means. 15. Readers infer meaning of new words by using context clues. 16. Readers make sense of complex sentences by breaking the sentence into smaller clusters, thinking about word meanings, rereading, and using punctuation. 	

	<p>17. Readers create groups of books by evaluating books that go together by considering different versions of the same story, books that teach the same lessons, or books that contain similar characters.</p>	
<p>Readers evaluate characters development throughout the story.</p>	<p>18. Readers identify how characters are put together (wants, struggles, personality traits, and feelings) and start to realize that those particular types of characters pop up in lots of different books.</p> <p>19. Readers predict what going to happen next by evaluating the role of the character (aka hero/villain).</p> <p>20. Readers apply their knowledge of “character types” to compare and contrast new characters to characters in previously read stories.</p> <p>21. Readers discriminate between the personalities of characters in a story versus people in real life by recognizing that real people have many sides to their personalities, strengths and weaknesses.</p> <p>22. Readers can imagine new versions of fairy tales, folktales, and fables where there are more groups of people represented in the story.</p> <p>23. Readers learn important life skills by evaluating the decisions made by characters to determine which choices lead to success and which choices lead to failure.</p> <p>24. Readers learn alongside of the characters in their books by imagining how they will live their own lives differently because of that characters have learned.</p> <p>25. Readers decide whether or not they agree with the moral or lesson of fairy tale, fable, or folk tale by thinking critically.</p> <p>26. Readers make sense of their stories by using fluency strategies.</p>	
<p>Readers compare and contrast lessons that stories convey.</p>	<p>27. Readers compare and contrast books by thinking about how different authors conveys the same lesson, or how different authors have opposing views on things.</p>	