

Summit Public Schools
Summit, New Jersey
Grade Level: Second/ Content Area: READING

Curriculum

Suggested Pacing Guide for Reading and Writing Units of Study

Month	Reading Unit	Writing Unit	Grammar Skill & Word Work
September/ October	Second Grade Reading Growth Spurts (Book 1)	Lessons from the Masters: Improving Narrative Writing (<i>Book 1</i>)	--Using an editing checklist --Checking end punctuation --Capitalization of Proper Nouns
October/ November	Studying Characters and Their Stories (If...Then...)	Writing Gripping Fictional Stories (<i>If...Then</i>)	--Tackling Tricky Words with a Repertoire of Strategies --Generalizing Spelling Patterns --Unpacking Simple Sentences:nouns and verbs
November/ December	Becoming Experts: Reading Nonfiction (Book 2)	<i>The How To Guide to Nonfiction Writing (New Book)</i>	--Creating Compound Sentences -- Using Apostrophes for Contractions and Possessives --Understanding Collective and Plural Nouns
January/February	Bigger Books Means Amping Up Reading Power (Book 3)	Poetry: Big Thoughts in Small Packages (Book 4)	--Capitalization for Effect --Using Figurative Language -- Distinguishing Shades of Meaning in Words
March/April	Reading Nonfiction Cover to Cover: Nonfiction Book Clubs (If...Then...)	Lab Reports and Science Books (Book 2)	-- Using Adjectives and Adverbs to Describe --Using Pronouns and Reflexive Pronouns --Using Transitions to Sequence
May/June	Series Reading Clubs (Book 4)	Writing About Reading (Book 3)	--Editing for Commas Usage --Exploring Dashes, Parentheses, and More --Paragraphing to Separate Ideas

Unit Description: Second-Grade Reading Growth Spurt (Book One)

This unit is designed as an introduction to second grade reading workshop. Students will learn to take charge of their reading life by participating in their new classroom community, reading independently, and working with partners. In bend one students will begin to develop routines for selecting and recording book information. They will analyze habits of good readers and begin to demonstrate those same habits which include reading independently. Bend two will focus on solving tricky words. Bend three focuses on paying attention to author's craft.

Reading	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Establish routines, procedures, and expectations for reading time in second grade <input type="checkbox"/> Identify strategies for staying focused and building stamina <input type="checkbox"/> Identify ways to read and talk about books with partners <input type="checkbox"/> Retelling and Monitoring for Sense 	
Essential Questions	Enduring Understandings
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> How do readers make decisions based on habits, volume, and stamina? <input type="checkbox"/> How do readers think about before, during, and after reading? <input type="checkbox"/> What can partners talk about to grow ideas about their reading? <input type="checkbox"/> How do readers become independent problem solvers? <input type="checkbox"/> How can I get ready to share books I'm reading with my partner, retelling the important parts or parts that stood out to me and talking about what I've learned? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Readers make decision on how they want their reading life to go. <input type="checkbox"/> Readers are always thinking- before, during, and after the book. <input type="checkbox"/> Readers prepare and plan for partner reading time. <input type="checkbox"/> There are many ways that readers can help themselves while reading. <input type="checkbox"/> One of the most important ways to understand what we read is to successfully retell books to our partners.
Areas of Focus: Proficiencies (New Jersey Learning Standards Alignment)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: Book One

<p>Reading Standards for Literature Key Ideas and Details:</p> <p>RL.2.1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p>	<p>Bend 1: Taking Charge of Reading Session One</p> <ul style="list-style-type: none"> • Today I want to teach you that reading changes as you get older. Second-grade readers not only read longer harder books; they also get to be in charge of their own reading. They get to choose not only what they are going to read but also how they are going to read (page 2-6). We do this by... <ol style="list-style-type: none"> 1. Picking a book 2. Thinking: "How will I read this?" 3. Reading in a voice that matches the feeling <p>Session Two</p> <ul style="list-style-type: none"> • Today I want to teach you that when readers choose how they are going to read a book, it helps them to think, "How does this want to be read?" Readers give the book a sneak peek--a grown-up sneak peek (page 7-9). We do this by... <ol style="list-style-type: none"> 1. Studying the cover 2. Reading the blurb 3. Looking at the table of contents 4. Asking, How does this book want to be read?" <p>Session Three</p> <ul style="list-style-type: none"> • Today I want to teach you that second grade readers work hard to become stronger and stronger readers. To get stronger, they set goals to read more and longer each day(pages 13-18) We do this by... <ol style="list-style-type: none"> 1. Thinking about the kind of books 2. Setting a goal to read more and more 3. Jotting a goal: My goal is... <p>Session Four</p> <p>Today I want to teach you that when second-grade readers find a lot of tough words on a page, they don't fall back to reading one word at a time. There are are always snap words that they can read easily and right away, and they use those words to read in bigger scoops (19-23). We do this by...</p> <ol style="list-style-type: none"> 1. Finding a tough word 2. Thinking of words you know 3. Scooping them together <p>Session Five</p>
<p>Craft and Structure:</p> <p>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.</p> <p>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.</p> <p>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.</p>	
<p>Integration of Knowledge and Ideas: Range of Reading and Level of Text complexity:</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>	

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.

Range of Reading and Level of Text Complexity

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

Foundational Skills

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

Know spelling-sound correspondences for common vowel teams.

Decode regularly spelled two-syllable words with long vowels.

Decode words with common prefixes and suffixes.

Identify words with inconsistent but common spelling-sound correspondences.

Recognize and read grade-appropriate irregularly spelled words.

Fluency:

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

Read grade-level text with purpose and understanding.

Read grade-level text orally with accuracy, appropriate rate, and expression.

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

- Today I want to teach you that readers need to be careful not to get going, reading faster and faster, and forget to think about the story. They can keep tabs by stopping to make sure they can retell the events in order (24-29). We can do this by...
 1. Stopping
 2. Thinking about the story
 3. Retell the events in order, "First, next, then..."

Session Six

- Today I want to teach you that grown-up readers have tons of ideas about their books. They need post-its to mark places in their books so they can go back to those ideas to talk and think more about them (pages 30-34). We do this by...
 1. Reading a few pages
 2. Thinking, "What's happening here?"
 3. Marking spot with a post-it
 4. Talking about ideas

Bend 2: Working Hard to Solve Tricky Words

Session 7

- Today I want to teach you that when second grade readers get to a tricky word they don't say "Help me, help me," but instead they use everything they already know to solve that tricky word. (36-41) We do this by...
 1. Seeing a tricky word
 2. Picking a strategy
 3. Solving the word

Session 8

- Today I want to teach you that to become flexible word solvers, one of the tricks readers use is to use two strategies at the same time! Specifically, it helps to reread a sentence and to think about what word probably goes in that spot and then check it by reading the first chunk of a word (pages 44-50). We do this by...
 1. Finding a tricky word
 2. Rereading the sentence
 3. Thinking, "what word would make sense?"
 4. Checking the first chunk

Session 9

New Jersey Student Learning Standards for English Language Arts

Conventions of Standard English

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

- A. Use collective nouns (e.g., *group*).
- B. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- C. Use reflexive pronouns (e.g., *myself, ourselves*).
- D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- E. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- F. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographic names.

- A. Use commas in greetings and closings of letters.
- B. Use an apostrophe to form contractions and frequently occurring possessives.
- C. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
- D. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

- Today I want to teach you that when second-grade readers read words part by part, they know that lots of words use the same beginnings and endings, which they can read in a snap, just as if they are snap words (pages 51-53). We do this by...
 1. Checking the beginning
 2. Checking the end

Session 10

- Today I want to teach you that readers sometimes have to work extra hard to figure out the middle of a tricky word. Readers know to keep an eye out for tricky vowel teams that make different sounds. Readers know they may need to try one sound and then try another vowel sound to figure out the tricky word (pages 54-60) We do this by...
 1. Finding a tricky word
 2. Using a vowel team
 3. Asking: Would a different sound help?

Session 11

- Today I want to teach you that readers understand that easy words aren't always as easy as they seem. Once readers figure out how to say a word, they know to stop and think, "Wait, but what does this word mean in this story?" (pages 61-67) We do this by...

Strategy one:

1. Picturing the story in your mind
2. Thinking of a word that would make sense
3. Trying that word in the sentence

Strategy Two

1. Covering up the tricky word
2. Thinking of another word or words that could replace it
3. Trying that word in the sentence

Session 12

- Today I want to teach you that readers don't wait for someone else to catch their mistakes. They don't wait for someone else to check them. Instead, they check themselves. The stop as soon as something doesn't seem right and fix it up (pages 68-72). We do this by...
 1. Stopping when it doesn't sound right
 2. Picking a strategy

Knowledge of Language

New Jersey Student Learning Standards for English Language Arts

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

- A. Compare formal and informal uses of English.

Vocabulary Acquisition and Use

L.2.4. 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.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- 3. Making it make sense
- 4. Rereading

Bend 3: Paying Close Attention to Authors

Session 13

- Today I want to teach you that readers notice the ways authors make them react when they read. When readers laugh or sigh or gasp or whimper, they stop. Then they can reread and think, "Why did the author do that?" and "How did the author do that?" (pages 73-79). We do this by...
 - 1. Stopping and noticing
 - 2. Thinking, "What part is powerful? Why is it powerful?"
 - 3. Asking, "How did the author do it?"

Session 14

- Today I want to teach you that when readers notice an author's craft move—and they really *love* it—they take action by trying it out in their own writing (pages 80-84). We do this by...
 - 1. Reading to notice a craft move you LOVE
 - 2. Naming it
 - 3. Trying it in your own writing

Session 15

- Today I want to teach you that when readers get to the end of a story, they reread the end and ask, "How does the author make the whole story click together?" (pages 85-91) We do this by...
 - 1. Finishing a book
 - 2. Rereading the ending
 - 3. Asking, "How did the author make this whole book click together?"

Session 16

- Today I want to teach you that once readers have finished a story and they understand how the parts click together, they know it is important to think, "What does the author want to teach me?" (pages 92- 97)." We do this by...
 - 1. Retelling the beginning, middle, and end
 - 2. Thinking, "How do they connect?"
 - 3. Asking, "What lesson does the author want to teach me?"

Session 17

- A. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
- B. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

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*).

Celebration

- Today I want to teach you that when readers know a lot about a book, they can help future readers of that book by leaving the reader tips or little pieces of advice. Then when the future reader picks up the book, they get a little help with their reading (pages 98-100) Remind students about the work of the unit by...
 - Showcasing a stack of books (mentor texts)
 - Naming the work: thought about how to read books, ways to solve tricky words, pay close attention to the author's intentions
 - Leaving tips on post-it notes

Sample Assessments:

- Running Record
- Sight Word Assessment(e.g.- Fountas and Pinnell, Dolch List)
- Conferring Notes
- Observation Checklists
- Words their Way Spelling Inventory
- Reading Notebooks Jots
- Formative/anecdotal assessments (data collected during small group, 1:1 conferences, active engagement, and share time)

Instructional Strategies

Interdisciplinary Connections

- Shared Reading of poetry, music lyrics, videos, and images
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes in ELA

Technology Integration.

- Have students record voices using Screencastify
- Listen to and engage in listening to audiobooks, videos, and podcasts (such as movie versions of narrative texts).
- Use video clips, commercials/advertisements, and other online media

Media Literacy Integration

- Ask students to look for specific things when they view videos or read print material, and then ask questions
- Build on the intuitive knowledge students have gained from media about the story and character
- Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic
- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

Hispanic Heritage Month (September-October)
Texts that feature voices from the hispanic culture--from rhyming books, biographies, folktales, and fiction. Practice retelling, word solving, and paying close attention to author's craft moves with picture books that honor the Hispanic Culture.

- Green is a Chile Pepper: A Book of Color by Roseanne Thong
- Viva Frida by Yuyi Morales
- Mango, Abuela, and Me by Meg Medina
- The Princess and the Warrior: A Tale of Two Volcanoes by Duncan Tonatiuh
- Waiting for the Biblioburro by Monica Brown
- Harvesting Hope: The Story of Cesar Chavez by Kathleen Krull
- The Secret Footprints by Julia Alvarez
- Sonia Sotomayor: A Judge Grows in the Bronx/La Juez Que Creció en el Bronx by Jonah Winter
- I Love Saturdays y Domingos by Alma Flor Ada
- Roberto Clemente: Pride of the Pittsburgh Pirates by Jonah Winter
- Martina the Beautiful Cockroach: A Cuban Folktale by Carmen Agra Deedy

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy

	<p>Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>
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Professional Resources:

- ❑ TCRWP Second Grade Reading Units of Study: *Second-Grade Reading Growth spurts (Book One)*
- ❑ Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, Spanish-language, and other online resources (login with RUOS_GR2)
- ❑ Reading Pathways (for reading progressions and student-facing checklists access through upper grades 3-5)
- ❑ TCRWP website (<http://readingandwritingproject.org/resources>) Resources including current running records and videos to support units of study implementation
- ❑ Teaching videos collection available at <https://vimeo.com/tcrwp/albums>
- ❑ Literacy Links: <https://sites.google.com/a/summit.k12.nj.us/literacy-links2/>
- ❑ Coaches Corner: <https://sites.google.com/a/summit.k12.nj.us/coaches-corner>

Mentor Texts:

- Those Darn Squirrels by Adam Rubin
- Mercy Watson to the Rescue by Kate DiCamillo
- Katie Woo Has the Flu by Fran Manushkin

Shared Reading

- There Was an Old Lady Who Swallowed a Fly
- Mercy Watson to the Rescue by Kate DiCamillo

Other Suggested Texts

- Cam Jansen series by David A. Adler
- Fly Guy series by Tedd Arnold
- Mrs. Jafee is Daffy! by Dan Gutman
- Captain Awesome to the Rescue by Stan Kirby
- Frog and Toad series by Arnold Lobel
- Katie Woo series by Fran Manushkin
- Fox on the Job by James Marshall
- Stink, The Incredible Shrinking Kid by Megan McDonald
- Magic Tree House series by Mary Pope Osborne

Studying Characters and Their Stories: If...Then...Curriculum (Reading Levels H-L)

This unit focuses on the explicit instruction in skills and strategies for growing ideas about the characters in books. Students are now reading early chapter books and this unit will help them with accumulating the story, linking chapters, and inferring about characters. This unit helps children work to dig deep into their stories.

Bend One teaches students to study characters before, during, and after reading. Students gather information about the book before they read by considering what they predict about the book and the kind of characters that live in its pages using the book's front and back cover, Then while reading children use pictures and the words to gather character information. At the end of the book, they'll think about character change and lessons learned. Bend Two focuses on getting to know characters, even when it's hard! Readers learn specific strategies to support unfamiliar vocabulary, surprising or confusing behavior, and how reading fluently and expressively helps readers better understand a story. Bend three investigates how characters change and grow, noticing how characters felt or behaved at the beginning of the book and how that changes at the end. Students will learn to pinpoint key moments in the story that highlight lessons learned.

Reading

Big Ideas: *Course Objectives / Content Statement(s)*

- Strategies readers do to get to know their characters
- Grow ideas and theories about characters wants and troubles
- Think more closely about characters' traits and feelings
- Readers begin to retell as they read, not just after the book
- Think about themes or lessons learned

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- What are the things readers do before, during, and after reading a book to be a thoughtful reader of characters and stories?
- How can I draw on strategies to continue getting to know characters even when it's hard to do so?
- How can I study how characters grow and change and think about lessons the author may have intended?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

- We can get to know the characters wants and troubles by tracking them through our books.
- We think about the character's traits and examples from the story to prove that a character is acting a certain way.
- Characters have feelings in the beginning, middle and end of any book.
- Readers can talk to their partners to find deeper meaning in their books.

	<ul style="list-style-type: none"> ❑ Readers find deeper meaning through the changes characters go through from beginning to end, as well as what the character learned in the story and how it connects to their own life.
<p style="text-align: center;">Areas of Focus: Proficiencies (New Jersey Standards Alignment)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>
<p>Students will:</p>	<p>Instructional Focus:</p>
<p style="text-align: center;"><u>Reading Standards for Literature</u> Key Ideas and Details:</p> <p>RL.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p>	<p>Bend 1: Studying Characters Before, During, and After Reading <i>Plan to spend two weeks on bend one. Use your data to decide on the best teaching points appropriate for your students.</i></p> <ul style="list-style-type: none"> ● Today I want to teach you that readers use everything they already know to study the characters in their books. Readers go on adventures with their characters. We do this by... <ol style="list-style-type: none"> 1. Referring to old charts (<i>First grade character Unit</i>) 2. Thinking, "What do I already know how to do as a reader?" 3. Keeping track of characters as we read ● Readers start getting to know the characters before they even read the first page! Today I want to teach you to take a sneak peek to help you get ready to read. We do this by... <ol style="list-style-type: none"> 1. Looking at the title, cover, back, pictures and table of contents 2. Asking, "What do I know about this character?" 3. Searching as you read for new information to add to what you know. ● Today I want to teach you that readers make predictions using their sneak peek information. Readers are on the hunt for clues about the problem as they read. We do this by..... <ol style="list-style-type: none"> 1. Reading with your prediction in mind 2. Thinking: "What's going to happen? Was I right? Should I change my mind?" 3. Asking, "What might the problem be?" ● Today I want to teach you that once you've read one book in a series, you already know a lot about the characters that you can hold onto as you read the next book. We do this by... <ol style="list-style-type: none"> 1. Thinking, "What do I already know about this character? What might happen in this next book?"
<p style="text-align: center;">Craft and Structure</p> <p>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.</p> <p>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.</p> <p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each</p>	

<p>character when reading dialogue aloud.</p>	
<p style="text-align: center;">Integration of Knowledge and Ideas</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>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.</p>	<p>2. Saying as you read, "I knew that! or I'm thinking something else now."</p> <ul style="list-style-type: none"> ● Today I want to teach you that readers pay extra-special close attention to the first chapter of a new book by pausing to retell the story and then go back to reread.. We do this by... <ol style="list-style-type: none"> 1. Pausing to think, "Who are the characters? What is the setting?" 2. Asking, "What are the most important events?" 3. Rereading to confirm and check if you missed anything ● Today I want to teach you that another good reason to reread the first chapter--for fluency! Often those first few pages are a little tough to get through the first time around. Readers sound smoother the second time around. We do this by... <ol style="list-style-type: none"> 1. Thinking, "What the characters are doing and saying?" 2. Matching your voice to what's happening 3. Reading expressively
<p style="text-align: center;">Range of Reading and Level of Text Complexity</p> <p>RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p>	<ul style="list-style-type: none"> ● Today I want to teach you that readers work hard to hold onto what's happening in the story. Sometimes they set up for reading by placing Post-its in their books as reminders to stop. We do this by... <ol style="list-style-type: none"> 1. Stopping at a Post-its while we read 2. Asking, "What are the main things that happened so far?"
<p style="text-align: center;">Progress Indicators for Reading Foundational Skills</p> <p style="text-align: center;">Phonics and Word Recognition</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> 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. <p style="text-align: center;">Fluency</p>	<ul style="list-style-type: none"> ● Today I want to teach you that readers need to notice not just what the characters says, but how the character says it, and how they react to what's happening in the story. Often the book does not tell readers exactly how the character thinks or feels. We do this by... <ol style="list-style-type: none"> 1. Noticing the characters actions and words 2. Thinking, "How does my character say this? " 3. Asking, "How does my character react?" ● Today I want to teach you that readers get to know the personality of a character, just like they get to know the personalities of people in real life. They pay attention to how a character reacts to all events in the story, looking for patterns that show who this person is. We do this by... <ol style="list-style-type: none"> 1. Paying attention to how a character reacts to events

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.

Progress Indicators for Language Conventions of Standard English

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

- A. Use collective nouns (e.g., *group*).
- B. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- C. Use reflexive pronouns (e.g., *myself, ourselves*).
- D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- E. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- F. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

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

2. Looking for patterns, "How is this character the same across the whole story?"

3. Asking, "What kind of person is this?"

- Today I want to teach you that thinking about the story and the character often leads to questions. Sometimes it's helpful to jot those questions down and hang onto them as you read, pausing from time to time to think of answers. We do this by...
 - 1. Stopping to jot questions as you read
 - 2. Pausing to think about the questions
 - 3. Asking, "What might the answer be?"
- Today I want to teach you that it is important to think about the end of a book. Often, it is the very end of the book that everything comes together. It's helpful to think if the character changes from the beginning, middle, and end of the book, the whole story. We do this by...
 - 1. Looking back at the pictures in each chapter
 - 2. Rereading your Post-its
 - 3. Thinking, "How did the character change?"
- Today I want to teach you that readers plan what they want to say to their reading partners about the book. They go back to important parts where there is a turning point or the character starts to change. Readers also love to talk about favorite parts, funny parts, confusing parts, and questions. We do this by...
 - 1. Going back to important parts
 - 2. Thinking, "Why does this part seem important?"
 - 3. Making a plan to share with partner
- Today I want to teach you that readers don't just think about each chapter in the book separately-- instead, readers work hard to put the whole book together. They think across the whole story. We do this by...
 - Using prompts to grow ideas
 - This chapter fits with the last because...
 - Throughout the whole book...
 - Across the whole story
 - this whole book is mostly about...

Bend 2: Getting to Know Characters—Even When It's Hard

- A. Capitalize holidays, product names, and geographic names.
- B. Use commas in greetings and closings of letters.
- C. Use an apostrophe to form contractions and frequently occurring possessives.
- D. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
- E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

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

- A. Compare formal and informal uses of English.

Vocabulary Acquisition and Use

L.2.4. 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*).

Plan to spend one week on bend two. Use your data to decide on the best teaching points appropriate for your students.

- Readers pay attention to pictures in a book and reread to make a picture in their mind. Sometimes readers stop and draw a picture of what's happening based on what they've learned. Partners can work together to add to and revise the picture, to be sure it matches the book. We do this by...
 1. Paying attention to the pictures
 2. Stopping to draw a picture of what's happening (setting)
 3. Checking with partner to add or revise picture
- Today I want to teach you that readers keep an open mind and search for common ground with characters who are different from themselves. They work to empathize with characters by paying attention to the characters' motivations, troubles, and desires. We do this by...
 1. Reading text with an open mind towards our characters
 2. Stopping to think, "How is this character different from me?"
 3. Asking, "What motivates this character? What are my character's troubles and desires?"
- Today I want to teach you that when a character does something that seems out of character, this is a place readers will stop to figure out what is going on. We do this by...
 1. Stopping at parts where character is acting different
 2. Flagging part with a Post-it
 3. Sharing with your partner to make sense of the character
- Readers, sometimes the book may present more than one way of thinking about a character. For example, a character who is grumpy, but his best friend loves him anyway. Readers put themselves in the character's shoes to see if they can figure it out. We do this by...
 - a. Paying attention to the character's actions and words
 - b. Thinking, "Why? What am I missing? There must be more to this"
 - c. Stepping into the character's shoes to figure it out: This character is...but...
- Today I want to teach you that when readers run into tricky

- 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.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
- B. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).

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*).

parts in the book, they work hard to use everything they know to solve those words. We do this by...

1. Using the pictures
 2. Thinking, "What is happening in the story? What might make sense here?"
 3. Looking closely at the whole word, looking at parts they know to figure out how to say the word. Some strategies to try are:
 - o Say the word a few times, if it is a brand new vocabulary word
 - o Look at blends and digraphs at the beginning of a word and say the sounds
 - o Break off familiar endings (for example, ing, ly, ed, er) and deal with what's left over
 - o Reread a few sentences around the word to get a running start for context
- Today I want to teach you that one thing readers do to help them understand their books even better is to read with expression. Matching your voice to how characters feel as well as their personality will help you understand the whole story even better. We do this by...
 1. Looking for clues to know HOW to read (Unit 4 Grade 1)
 2. Paying attention to: punctuation, dialogue tags, special print, and the pictures
 3. Matching your tone of voice for the story

Bend 3: Studying How Characters Change and Grow

Plan to spend about one week on bend three. Use your data to decide on the best teaching points appropriate for your students.

- Readers, today I want to teach you that you can make bigger meaning out of the stories you are reading by thinking about what caused characters to change, and what they might have learned. We do this by...
 1. Thinking, "What caused the character to change?"
 2. Asking, "What might they have learned?"
 3. Using questions to grow ideas:
 - o What was the problem that the characters faced?

- How did the character solve her problem?
- Did she learn something from that?
- How did the character get into the problem in the first place?
- What could she have done differently?
- What would you have done differently?

- Sometimes it's not the main character who changes and grows and learns--sometimes it's the people around the character who change. Today I want to teach you that readers pay attention to all the character, not just the main character, so that they don't miss the meaning in the story. We do this by...
 1. Thinking, "What did this character do to change others?"
 2. Asking, "Who changes for the better? How did they change?"
- Today I want to teach you that to figure out the meaning of the story, readers sometimes reread the ending. We do this by...
 1. Rereading the ending
 2. Thinking, "How did the trouble get fixed?"
 3. Asking, "What did the character realize or learn?"
- Readers, today I want to teach you that often you can make a prediction about the lesson in the story, right from the beginning! We do this by...
 1. Previewing a new book using the title, cover, back, and pictures
 2. Thinking, "What might happen? What might the problem in the story be?"
 3. Making a prediction, "I wonder if this is going to be one of those stories that teaches you..."
- Today I want to teach you that readers often think across books with similar messages or themes. When they finish one book, they often stop and think about lessons in other books. We ask questions (inquiry lesson)...
 - What were the lesson in other books I have read?
 - Are any of them similar to a book I'm reading now?
- Today I want to teach you that when readers find more than one book with similar lessons, they often compare and

contrast those books, noticing commonalities that might be meaningful? We do this by...

1. Noticing what is the same in both books
 2. Asking, "These books have something in common. Could that mean something?"
- Today I want to teach you that readers often think about times in their own lives when they have faced similar problems or troubles as the characters in their books. We do this by...
 1. Stopping at the end of a story
 2. Asking, "What could I learn from this character for my own life?"
 3. Thinking, "What could people I care about learn from this character?"

Celebration (Sharing Circle)

- Today we will celebrate characters and their stories by jotting a lesson learned from a book of your choice and share it with others.. We will do this by...
 1. Jotting the lesson learned
 2. Gathering in a sharing circle
 3. Saying, "As long as no one else is already talking, you can share your thought."

Sample Assessments:

- Running Record
- Sight Word Assessment(e.g.- Fountas and Pinnell, Dolch List)
- Conferring Notes
- Observation Checklists
- Words their Way Spelling Inventory
- Reading Notebooks Jots
- Formative/anecdotal assessments (data collected during small group, 1:1 conferences, active engagement, and share time)

Instructional Strategies

Interdisciplinary Connections

- Shared Reading/close of poetry, music lyrics, videos, and images
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes in ELA

	<p>Technology Integration.</p> <ul style="list-style-type: none"> ● Have students record lesson learned using Screencastify ● Listen to and engage in listening to audiobooks, videos, and podcasts (such as movie versions of narrative texts). ● Use video clips, commercials/advertisements, and other online media <p>Media Literacy Integration</p> <ul style="list-style-type: none"> ● Ask students to look for specific things when they view videos or read print material, and then ask questions ● Build on the intuitive knowledge students have gained from media about the story and character ● Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic ● Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills. <p>Global Perspectives: National American Indian Heritage Month Read stories that feature American Indians with strong characters. Look at how they are similar and different from characters we read. Focus on character traits, motivations, character change, and lessons learned. Some books to read and discuss are:</p> <ul style="list-style-type: none"> ○ . Thunder Boy Jr. by Sherman Alexie ○ Jingle Dancer by Cynthia Leitich Smith ○ The Warriors by Joseph Bruchac ○ The Unbreakable Code by Sara Hoagland Hunter ○ The Hunter's Promise: An Abenaki Tale ○ Greet the Dawn: The Lakota Way ○ The Thunder Egg by Tim J. Myers ○ Saltpie: A Choctaw Journey from Darkness into Light by Tim Tingle
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving</p>

Communication and Collaboration
Information Literacy
Media Literacy

Life and Career Skills

21st Century Themes (as applies to content area):
Financial, Economic, Business, and
Entrepreneurial Literacy
Civic Literacy
Health Literacy

Professional Resources:

- ❑ TCRWP Second Grade Reading Units of Study: *If...Then... Curriculum: Studying Characters and Their Stories (Reading Levels H-L)*
- ❑ Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, Spanish-language, and other online resources (login with RUOS_GR2)
- ❑ Reading Pathways (for reading progressions and student-facing checklists located in grades 3-5)
- ❑ TCRWP website (<http://readingandwritingproject.org/resources>) Resources including current running records and videos to support units of study implementation
- ❑ Teaching videos collection available at <https://vimeo.com/tcrwp/albums>
- ❑ Literacy Links: <https://sites.google.com/a/summit.k12.nj.us/literacy-links2/>
- ❑ Coaches Corner: <https://sites.google.com/a/summit.k12.nj.us/coaches-corner>

Mentor Texts:

- Frog and Toad by Arnold Lobel
- Iris and Walter by Elissa Guest
- Henry and Mudge and the Tall Tree House by Cynthia Rylant
- Peter's Chair by Ezra Jack Keats
- Julius, The Baby of the World by Kevin Henkes
- Noisy Nora by Rosemary Wells
- Pinky and Rex by James Howe
- Elephant and Piggie by Mo Willems
- Dancing in the Wings by Debbie Allen
- My Rotten Redheaded Older Brother by Patricia Polacco
- Flora & Ulysses by Kate DiCamillo

Unit Description: Becoming Experts, Reading Nonfiction (Book 2)

This unit has three bends that focus on nonfiction reading. Students will tackle the wide range of nonfiction books on different topics. Bend one focuses students' attention on growing knowledge as they pay attention to details, put parts of the text together, and question texts. Bend two works to tackle both tricky word work and vocabulary development students need to navigate nonfiction reading. Bend three sets readers up to grow knowledge across texts as they read topic sets of texts, comparing, contrasting, and connecting information across texts and text sets. They are also required to focus on vocabulary work that accompanies nonfiction reading. Another big emphasis for second grade readers is partnerships. Partnerships will teach each other about the topics they are expert--to show off what they know.

Reading

Big Ideas: *Course Objectives / Content Statement(s)*

- Getting their minds ready to read nonfiction texts
- Strategies for reading to learn
- Read books across a topic
- Strategies for accumulating information
- Strategies for dealing with nonfiction difficulty
- Strategies for solving tricky word and vocabulary development

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How do nonfiction readers read to become smarter about our world?
- How do nonfiction readers accumulate information by seeing more than just the text on the page?
- How do nonfiction readers tackle tricky words in their books?
- How do nonfiction readers read more than one book about a topic to compare and contrast?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

- There are many ways readers read nonfiction to become smarter about our world.
- Readers do not just use text only to accumulate information, but they use pictures, ask questions, talk to their partners and use post-its.
- Readers use all their strategies for tricky words for fiction reading during their nonfiction reading; including figuring it out with our partner.
- There are ways readers read books across a topic to understand their subject or compare and contrast.

Areas of Focus: Proficiencies (New Jersey Standard Alignment)	Examples, Outcomes, Assessments
<p>Students will:</p> <p style="text-align: center;"><u>Reading Standards for Informational Text</u></p> <p style="text-align: center;">Key Ideas and Details</p> <p>RI.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>Instructional Focus:</p> <p>Bend One: Thinking Hard and Growing Knowledge</p> <p>Session One</p> <p>Today I want to teach you that readers of nonfiction books do an extra-brainy, intense kind of thinking. Readers pay attention to details and think, "How can I put together what I'm seeing to grow knowledge of this topic?" (pages 2-7) We do this by...</p> <ol style="list-style-type: none"> 1. Looking at all the details on the page 2. Thinking, "I notice..." 3. Putting it together to grow knowledge, "The big thing I'm learning is..." <p>Session Two</p> <ul style="list-style-type: none"> • Today I want to teach you that as readers notice details about a topic they often have lots of questions. Readers keep these questions in mind as they read (pages 8-12). We do this by.. <ol style="list-style-type: none"> 1. Rereading to notice, learn, and question 2. Noticing: I notice... 3. Learning: I'm learning... 4. Questioning: I wonder...
<p style="text-align: center;">Craft and Structure</p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>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.</p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>Session Three</p> <ul style="list-style-type: none"> • Today I want to teach you that to grow knowledge from books, nonfiction readers put what they see and think together and then ask: "What is this book teaching me?" (pages 13-18). We do this by... <ol style="list-style-type: none"> 1. Reading a part 2. Stopping to think: What is this part teaching me? <p>Session Four</p> <ul style="list-style-type: none"> • Today I want to teach you that when readers get ready to read and learn from a nonfiction book, they first preview all the different parts of the book when they take a sneak peek. Readers look at each part and think, "How does this book go?(pages 19-21)." We do this by...

Integration of Knowledge and Ideas:

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.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

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

Range of Reading and Level of Text Complexity

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.

Progress Indicators for Reading Foundational Skills

Phonics and Word Recognition

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.

1. Looking at front and back cover
2. Thinking: "How does this book go?"
3. Looking at the table of contents and text features
4. Thinking: "How does this book go?"

Session Five

- Today I want to teach you that one of the best things about books is that even after you take a sneak peek and think about how the book will go, there will still be surprises. Usually, the most surprising parts are the parts with the most information (pages 22-26). We do this by...
 1. Finding a surprising part
 2. Thinking: "What new information did I learn?"
 3. Retelling the new information across your fingers

Bend 2: Learning the Lingo of a Topic

Session Six

- Today I want to teach you that even before nonfiction readers start to read a new book—one they expect will be filled with new vocabulary—they think: "What new words do I expect to see?" and they generate a little list. Later, when readers find one of those words in the book, they don't get stuck. Instead, they think, "I knew that word would be in here!" (pages 27-33). We do this by...
 1. Thinking before reading: "What words will be in this book?"
 2. Jotting those words down
 3. Seeing a jotted word think: "Aha, I knew you would be in here!"
 4. Read on!

Session Seven

- Today I want to teach you that nonfiction readers find keywords and work hard to figure out what those keywords mean. Readers can find, and sometimes learn about, keywords by reading bolded words, text boxes, labels, and glossaries. When readers take the time to understand a keyword they are learning more about the topic (pages 34-39). We do this by...
 1. Finding a keyword
 2. Looking for a text feature to help you understand the word

Session Eight

Fluency

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.

Progress Indicators for Language Conventions of Standard English

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

- A. Use collective nouns (e.g., *group*).
- B. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- C. Use reflexive pronouns (e.g., *myself, ourselves*).
- D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- E. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- F. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

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

Tip One

- Today I want to teach you that when readers run into a keyword, they work hard to unlock it. Readers use the WHOLE page and everything they know about the topic to figure out what it means (pages 40-46). We do this by...
 1. Finding a keyword
 2. Studying the picture
 3. Reading the page
 4. Thinking: "What does this word mean?"

Tip Two

- Readers, let me give you another tip to help you read and understand those tricky keywords. When you've read the word, used the whole page, and the picture to help you, but the meaning still isn't clear, you can ask questions. One question that helps is this: "What sort of thing might this word be like or similar to? We do this by...
 1. Finding a keyword
 2. Thinking: What sort of thing might this word be like or similar to?

Session Nine

- Today I want to teach you that when readers are stuck on a keyword, they know to play around with the word, just like you might play around with a key in a lock—trying it one way and then another, and sometimes--presto!--they find a way to unlock it (pages 47-51). We do this by...
 1. Seeing a tricky word
 2. Trying a few different strategies to figure it out

Session Ten

- Today I want to teach you that once readers have unlocked keywords in their books, they know it helps to reread-- this time moving more smoothly through the parts, scooping up the keywords to grow even more knowledge about the topic (pages 52-57). We do this by...
 1. Figuring out a tricky word
 2. Going back to the beginning of the sentence
 3. Scooping the words and reread

Session Eleven

- Today I want to teach you that when readers read nonfiction,

- A. Capitalize holidays, product names, and geographic names.
- B. Use commas in greetings and closings of letters.
- C. Use an apostrophe to form contractions and frequently occurring possessives.
- D. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
- E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

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

- B. Compare formal and informal uses of English.

Vocabulary Acquisition and Use

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.

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

they don't only read keywords and learn information. They start to use keywords to think and talk about a topic. Readers begin to become experts on the topics they are reading (pages 58-60). We do this by...

1. Skimming the text for keywords
2. Thinking, "How do these words help teach about the topic?"
3. Using keywords when talking about your books

Bend 3: Reading Across a Topic

Session 12

- Today I want to teach you that when readers read a bunch of books on one topic, they get themselves ready not just by looking over one book but by looking over all the books. Readers especially think about how all their books on a topic seem to go together (page 61-67). We do this by...
 1. Taking a sneak peek of a few books in your topic
 2. Thinking : how are the books similar and different?
 3. Making a plan for what books to read first, second, third

Session 13

- Today I want to teach you that when readers have a couple of books on one topic, they might read a page in the second book and think, "Ohhhhhh! That adds on to what I already knew." They know that the information from a page in one book can get added on to the information from a page in another book(pages 68-73). We do this by...
 1. Reading one book on a topic
 2. Reading another book on the same topic
 3. Thinking: what did I already know? what new information am I learning?

Session 14

- Today I want to teach you that when readers read a bunch of books on a topic, they sometimes think that nothing from one book goes with the other book. When that happens, readers know to look again, reread, and try a different way of thinking about the topic (pages 74-80). We do this by..
 1. Reread
 2. Think: how else might these books fit together?

- I. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).
- J. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

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

- C. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
- D. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).

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*).

Session 15

- Today I want to teach you that when readers read a second or a third book on a topic, they start thinking about how this page and that page are sort of the same. They look really closely and see they are both the same and different (pages 81-83). We do this by...
 1. Rereading similar parts of two books
 2. Looking out for BIG or small differences
 3. Thinking or jotting: "Both of these parts were about...In this part I learned...but that's different from the other book where I learned..."

Session 16

- Today I want to teach you that readers don't just retell the book; they retell the topic, using the words they own and all the information they have added together (pages 84-90). We do this by...
 1. Thinking about the parts of your topic
 2. Retelling each part across your fingers
 3. Giving examples of each part down your fingers

Session 17

- Today I want to teach you that to teach in ways that get others to learn a lot, you need to be prepared—just like a teacher. You can mark the parts, think about what you want to say, and use your voice to help people listen and learn a lot. We do this by being a tour guide (pages 91-95). Be a Tour Guide (*anchor chart on page 93*)
 1. Mark your spots
 2. Decide the order
 3. Pick the pictures, examples, voices

Session 18

Celebration: Pay It Forward by Teaching Others

- Today I want to teach you that to help your visitors learn all that they can, you will want to ask them questions about what you taught! Then you and your visitors can work on answering those questions so you both grow more knowledge about your topic(96-100). We do this by...
 1. Telling about your topic
 2. Asking a question

3. Listening and talking with the visitors

Sample Assessments:

- Running Record
- Sight Word Assessment(e.g.- Fountas and Pinnell, Dolch List)
- Conferring Notes
- Observation Checklists
- Words their Way Spelling Inventory
- Reading Notebooks Jots
- Formative/anecdotal assessments (data collected during small group, 1:1 conferences, active engagement, and share time)

Instructional Strategies

Interdisciplinary Connections

- Shared Reading/close reading of poetry, music lyrics, videos, and images,artifacts
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes in ELA

Technology Integration.

- Have students record being a tour guide of their topic on Screencastify or other recording devices
- Listen to and engage in listening to audiobooks, videos, and podcasts (on topics specific to their topic or class topics).
- Use video clips and other online media

Media Literacy Integration

- Ask students to look for specific things when they view videos or read print material, and than ask questions
- Build on the intuitive knowledge students have gained from media about the story and character
- Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic
- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

	<p>Global Perspectives Holidays: Celebrate Diversity Pictures books that explore winter holiday traditions, diversity, and compassion for others. Have students learn and teach one another during this nonfiction unit.</p> <ul style="list-style-type: none"> ● A Hanukkah with Mazel Joel Edward Stein ● A World of Christmas Cookies: Follow Santa's Tasty Trip Around the World by M. E. Furman ● A Winter Candle by Jeron Ashford ● December by Eve Bunting ● Oskar and the Eight Blessings by Rich Simon and Tanya Simon ● The Gift of Nothing by Patrick McDonnell ● The Quiltmaker's Gift by Jeff Brumbeau ● The Trees of the Dancing Goats by Patricia Polacco ● Great Joy by Kate DiCamillo
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>

Professional Resources:

- ❑ TCRWP Second Grade Reading Units of Study: *Becoming Experts: Reading Nonfiction Book 2*
- ❑ Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, Spanish-language, and other online resources (login with RUOS_GR2)
- ❑ Reading Pathways (for reading progressions and student-facing checklists located in grades 3-5)
- ❑ TCRWP website (<http://readingandwritingproject.org/resources>) Resources including current running records and videos to

support units of study implementation

- ☐ Teaching videos collection available at <https://vimeo.com/tcrwp/albums>
- ☐ Literacy Links: <https://sites.google.com/a/summit.k12.nj.us/literacy-links2/>
- ☐ Coaches Corner: <https://sites.google.com/a/summit.k12.nj.us/coaches-corner>

Mentor Texts/Demonstration Texts:

- Amazing Animals: Tigers by Valerie Bodden (L)
- Tigers by Laura Marsh

Read Aloud and Shared Reading Text

- Knights in Shining Armor by Gail Gibbons (M/N)
- Tigers by Laura Marsh (J)
- "I Just Can't Wait to Be King," song from The Lion King

Suggested Texts and Resources

"A Day in the Life, Museum Curator" video on YouTube

Unit Description: Bigger Books Mean Amping Up Reading Power (Book 3)

This unit has four parts and its focus is to study foundational reading skills. Bend one focuses on reading with fluency. Students will revisit what it looks and sounds like to read books with a smooth, expressive voice. Bend two immerses students in texts with rich language, exploring figurative language. Students learn to read closely and to monitor for sense. Bend three emphasizes strategies readers use when they read longer books. Students are reminded to slow down, reread, and jot ideas on post-its. Bend four students work together in clubs to make and reach goals. Students take on the role of a researcher. To celebrate this unit, students will teach others about reading. They will share their research on an area of reading they focused on: Fluency Club, Literary Language Club, and Keeping Track of Longer Book Club.

Reading	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading with Voice and Meaning <input type="checkbox"/> Tackling New Vocabulary and Tricky Words with Greater Resolve <input type="checkbox"/> Understanding the Many Reasons to Reread and Giving These a Go! <input type="checkbox"/> Forming Goal Clubs to Make Reading Shine 	
Essential Questions	Enduring Understandings
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> How can I use my voice to read fiction books in ways that help me get the most out of them—and so that they sound the way an author intended them to be read? <input type="checkbox"/> How do I tackle any new and tricky vocabulary as I read, using clues like other words and what's happening in the text to make sense of these? <input type="checkbox"/> How do I understand all the many reasons to reread so that I can get the most out of my books a second, third, and even fourth time reading them? <input type="checkbox"/> Once I've figured out what I need to focus on most to make my reading stronger, how can I work with other kids who have the same goal in a (fluency/vocabulary/or rereading) club to tackle that goal? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Readers read with voice and meaning <input type="checkbox"/> Readers tackle new vocabulary and tricky words with greater effort and skill <input type="checkbox"/> Readers understand the effectiveness to reread their text <input type="checkbox"/> Readers can form clubs to reflect on what we learned and make our reading shine.

Areas of Focus: Proficiencies (New Jersey Standard Alignment)	Examples, Outcomes, Assessments
<p>Students will:</p> <p><u>Reading Standards for Literature</u> Key Ideas and Details:</p> <p>RL.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p>	<p>Instructional Focus: Bend 1: Reading with Fluency</p> <p>Session 1 (pp. 2-7)</p> <ul style="list-style-type: none"> Today I want to teach you a magical thing that reading scientists have found. They have discovered that rereading—especially rereading out loud—is the best way to change the voice inside a reader’s head. And that voice is everything. We do this by.. <ol style="list-style-type: none"> Mark spots in your book that is perfect for reading out loud. Reread out loud matching your voice to the story. Then reread silently using your inner reading voice. <p>Session 2 (pp. 9-13)</p> <ul style="list-style-type: none"> Today I want to teach you that you can make your reading voice just as smooth as your singing voice by reading in longer phrases. Readers scoop up words into phrases and notice punctuation so that their reading makes sense and sounds right. Watch me show you how to: <ol style="list-style-type: none"> Scoop up words noticing when punctuation tells you to take a breath. Then pause and check that your reading sounds right. Pay attention to parts with no punctuation and think, “Which words would make sense and sound right when scooped up together?” (scoop in groups of 3, 4, or 5) <p>Session 3 (pp. 14-20)</p> <ul style="list-style-type: none"> Today I want to teach you what when you are reading dialogue, it is important to be able to hear what it sounds like when the character talks. The dialogue tags tell you not only who is talking, but they also sometimes help you know how the character sounds. Watch me show you how to:
<p>Craft and Structure</p> <p>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.</p> <p>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.</p> <p>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.</p>	

Integration of Knowledge and Ideas

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

RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

Progress Indicators for Reading Foundational Skills Phonics and Word Recognition

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.

Fluency

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

1. Pay attention to dialogue tags.
2. Notice 'what' and 'how' the characters are speaking.
3. Talk like the characters.

Session 4 (pp. 21-26)

- Today I want to teach you that to read a book—even in your head—and to make it sound right, you have to think what it's about. If you're telling your best friend bad news, your voice will sound different than if you're telling that friend about winning first place in a contest. When you know what a text is about you can show that in your voice. We can do this by...
 1. Be on the lookout for words that give clues about the mood of the story.
 - a. Think about the tone you used (angry, sad, confused)
 2. Pause and think, "What is the story really trying to show?"
 3. Reread making your voice match the mood of the story.

Session 5 (pp.27-32)

- Today I want to teach you that reading a story so it can be understood doesn't just require intonation and expression; it also requires that you adjust your speed (pace). If we read too fast or too slow it's hard to make sense of the text. Readers learn to adjust their speed so it's just right. We can practice this with a partner. We do this by:
 1. Read the text aloud to your partner.
 2. Listen and think, "Does it sound too fast, too slow, or just right?"
 3. Reread it to make it sound just right.
 4. Give each other tips. (Try it a little slower/faster)

Bend II: Understanding Literary Language

Session 6: (pp. 34-40)

- Today I want to teach you when authors use language in playful ways, readers notice when authors have done something special and stop to think extra hard to make sure

- 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.

**Progress Indicators for Language
Conventions of Standard English**

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

- A. Use collective nouns (e.g., *group*).
- B. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- C. Use reflexive pronouns (e.g., *myself, ourselves*).
- D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- E. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- F. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

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

- A. Capitalize holidays, product names, and geographic names.
- B. Use commas in greetings and closings of letters.
- C. Use an apostrophe to form contractions and frequently occurring possessives.

they understand what the author is trying to say or show. We can do this by...

- a. Be on the lookout for special language.
- b. Reread that part.
- c. Remember what's going on in the story.
- d. Think (and jot) "What special meaning does the author want me to get?"
 - I think this part shows ____because _____.

Session 7 (pp. 41-48)

- Today I want to teach you that when authors compare two things they want readers to think how these two things are alike. We can do this by...
 1. Be on the lookout for *comparative language*, or two different things being compared.
 2. Pause and ask, "How might these two things be alike?"
 3. Create a picture in your mind, helping you to imagine what it's like.
 4. Stop, think (and jot): "What does the author want me to see and feel in this part?"
 - I think the author wants to show how __is ___like a _____.

Session 8 (pp. 49-54)

- Today I want to teach you that sometimes when authors use language in creative ways, readers need to do a bit of thinking to understand what is meant. We can do this by...
 1. Be on the lookout for playful, creative language.
 2. Stop and think, "Wait a minute! That is not what it really means!"
 3. Think about what's happening in the story to think what would make sense.
 4. Stop, think (and jot): "What does the author want me to really see and feel in this part?"
 - I think the author really means that
____because____

Session 9 (pp. 55-61)

- D. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
- E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

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

- A. Compare formal and informal uses of English.

Vocabulary Acquisition and Use

L.2.4. 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.

- Today I want to teach you that you can think about all the strategies you use when you write books, and notice when an author is using them in your books. When you notice what the author is doing, you can name it and think “what special meaning does the author want me to get?” We can do this by...
 - a. Use our writing charts to help you look for things you do as a writer. (Search for literary language: comparisons, alliteration, time-passing words, repetition)
 - b. Reread that part and ask: “what does it mean and why did the author write it that way?”
 - c. Stop, think (and jot) “What special meaning does the author want me to get?”
 - I think the author wants to show __because the story says_____.

Bend III: Meeting the Challenges of Longer Books

Session 10 (pp. 62-66)

- Today I want to teach you that when books get longer, it's easy to lose track of the story—sometimes without even realizing it. It helps to have strategies for keeping hold of the w-h-o-l-e story, even when it is long and complicated. We can do this with a partner by...
 1. Mark confusing parts and plan to check in with your partner.
 2. Ask questions:
 - What's happening so far?
 - What's this mostly about?
 - How is the character changing or not?
 - What's the lesson?
 3. Reread to figure things out.
 4. Talk to remember parts of the story.
 - At first...
 - But then...

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

- A. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
- B. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

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*).

Session 11 (pp. 67-76)

- Today I want to teach you that when books become longer, like the ones you are reading now, one way to remember the story is to pause at the end of a chapter, think about the main event that is happening and jot it down.
 1. Read to the end of the chapter.
 2. Pause and think, "What's the *one* most important thing that happened in this part?"
 3. Jot a post-it as a reminder.
 - So far, ___ is ___ because ____.
 - Now ___ is ___ because ____.
 - I noticed ___ is ___ because ____.

Session 12 (pp. 77-88)

- Today I want to teach you that if you are reading, and you see the text with your eyes but nothing registers in your head, it is a reading emergency. You need to figure out the right treatment. The cure for this problem is slowing down, rereading, and asking questions. Watch me show you how to:
 1. Slow down and stop at confusing parts.
 2. Go back and reread.
 3. Stop and ask questions: "What is this part about? How is the character acting?"

Session 13 (pp. 80-88)

- Today I want to teach you that as a reader, you can have your own reading emergency kit ready, a pencil. When stories get confusing, you can write notes to help you sort out parts and keep track of the story. We do this by...
 1. Stop your reading at confusing parts (mixing up characters, forgetting what happened, wondering how things fit together)
 2. Think of a ways to create notes:
 - sketch with labels
 - lists
 - jot important parts

Bend IV: Tackling Goals in the Company of Others

Session 14 (pp. 90-96)

- Today I want to teach you that readers think about their reading work by setting goals. They do this work with a reading club and help each other reach those goals by...
 1. Think about your reading work.
 2. Ask yourself, "Do I need more work with fluency? Tracking stories I read? Understanding literary language?"
 3. Choose a chart and test yourself if you can do all the skills on a chart one at a time.
 4. Choose a goal from a chart that has skills that you need the most practice.

Session 15 (pp. 97-102)

- Today I want to teach you that reading club members work together, sharing what they know with each other and making plans to reach their goals. Clubs make a plan by:
 1. Set a goal: "What do we want to accomplish?"
 2. Decide on tools and materials: charts, post-its, posters, notebooks
 3. Make steps: "What will happen first, second, third?"

Session 16 (pp. 103-107)

- Today I want to teach you that club members can give each other feedback to help one another meet their goals. One way you can do this is by using the anchor chart (that your club has chosen) to guide you. You can look to see what a club member may need help doing. Let's create a fishbowl and watch how a club can do this. (Watch, reflect, name what they did). *below is what a club could model/or be coached to model*
 1. Clubs decide who will read aloud first.
 - "Can I/___go first?"
 2. Club members listen carefully and use the chart to name a compliment and suggestion for the reader.
 - I like how you____

- I think you can practice_____. Try it again.
- 3. Make sure members have time to practice and get a compliment/suggestion.

Session 17 (pp. 108-110) Celebration

- Today I want to teach you that readers can become research scientists! Readers can study others in their clubs to notice what they do and how they do it. Then clubs can create their own news bulletins and publish their findings so others can learn how to tackle harder books. We can do this by...
 1. Study other readers.
 2. Notice and jot what strategies they are using. ie:
 - rereading
 - reread slower/faster
 - read with expression
 3. Ask questions and jot answers:
 - . What does that phrase mean?
 - How do you know that?
 - How do you remember that?
 - What happened in the story?
 5. Create a news bulletin poster that about their goal and what strategies they've learned.

During the share, clubs can display and read aloud their bulletins to the class. You may want to publish the news bulletins in the class paper, send home as a class newsletter, publish on the class website or share with a first grade class.

Sample Assessments:

- Running Record
- Sight Word Assessment(e.g.- Fountas and Pinnell, Dolch List)
- Conferring Notes
- Observation Checklists
- Words their Way Spelling Inventory
- Reading Notebooks Jots
- Formative/anecdotal assessments (data collected during small group, 1:1 conferences, active engagement, and share time)

Instructional Strategies**Interdisciplinary Connections**

- Shared Reading/close reading of poetry, music lyrics, videos, and images,artifacts
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes in ELA

Technology Integration.

- Have students record reading on Screencastify or other recording devices
- Listen to and engage in listening to audiobooks and videos (on topics specific to their topic or class topics).
- Use video clips, commercials/advertisements, and other online media

Media Literacy Integration

- Ask students to look for specific things when they view videos or read print material, and than ask questions
- Build on the intuitive knowledge students have gained from media about the story and character
- Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic
- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

	<p>Global Perspectives:African American Black History Month Honor Black History Month by adding some of these books that open windows into the world and lives of African American Characters. Use them to promote discussion and allow students to question and engage in inquiry.</p> <ul style="list-style-type: none"> ● Henry's Freedom Box: A True Story from the Underground Railroad by Ellen Levine ● This Jazz Man by Karen Ehrhardt ● Whoever You Are by Mem Fox ● Follow the Drinking Gourd by Jeanette Winter ● The Other Side by Jacqueline Woodson ● Martin's Big Words: The Life of Dr. Martin Luther King, Jr. by Doreen Rappaport ● Moses: When Harriet Tubman Led Her People to Freedom by Carole Boston Weatherford ● Tar Beach by Faith Ringgold ● Teammates by Peter Golenbock ● What Color Is My World?: The Lost History of African-American Inventors by Kareem Abdul-Jabbar and Raymond Obstfeld
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>

Professional Resources:

- ❑ TCRWP Second Grade Reading Units of Study: Bigger Books Mean Amping Up Reading Power (Book 3)
- ❑ Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources,

- Spanish-language, and other online resources (login with RUOS_GR2)
- ❑ Reading Pathways (for reading progressions and student-facing checklists located in grades 3-5)
- ❑ TCRWP website (<http://readingandwritingproject.org/resources>) Resources including current running records and videos to support units of study implementation
- ❑ Teaching videos collection available at <https://vimeo.com/tcrwp/albums>
- ❑ Literacy Links: <https://sites.google.com/a/summit.k12.nj.us/literacy-links2/>
- ❑ Coaches Corner: <https://sites.google.com/a/summit.k12.nj.us/coaches-corner>

Demonstration Text

- ❑ Owl Moon by Jane Yolen
- ❑ Houndsley and Katina by James Howe
- ❑ Come On, Rain! by Karin Hesse
- ❑ When Sophie Gets Angry—Really, Really Angry .by Molly Bang
- ❑ Amelia Bedelia Goes Camping by Peggy Parish
- ❑ The King Who Rained by Fred Gwynne
- ❑ Katie Woo Has the Flu by Fran Manushkin
- ❑ Beezus and Ramona by Beverly Cleary

Read-Aloud and Shared Reading Texts

- ❑ Minnie and Moo Go Dancing by Denys Cazet
- ❑ Happy Like Soccer by Maribeth Boelts
- ❑ "You Are My Sunshine" by Jimmie Davis and Charles Mitchell
- ❑ "Chicken Soup with Rice" from Chicken Soup with Rice by Maurice Sendak

Suggested Texts and Resources

- ❑ Mercy Watson by Kate DiCamillo
- ❑ "Way Down in the Music" from Honey, I Love and Other Love Poems by Eloise Greenfield
- ❑ Pinky and Rex by James Howe
- ❑ "Lullaby" from Old Elm Speaks: Tree Poems by Kristine O'Connell George
- ❑ Climb Inside a Poem by Georgia Heard and Lester Laminack
- ❑ Iris and Walter by Elissa Haden Guest
- ❑ Lilly's Purple Plastic Purse by Kevin Henkes
- ❑ It's Raining Pigs and Noodles by Jack Prelutsky
- ❑ Ruthie and the (Not So) Teeny Tiny Lie by Laura Rankin
- ❑ "Aquarium" by Valerie Worth

Unit Description: Non-fiction Clubs: "Reading Nonfiction Cover to Cover" p. 91-118 in *If ..Then... Curriculum*

The focus of this unit is to improve your students' nonfiction reading skills, and to work on their speaking and listening skills. Students will learn to move from fact collecting to deeper understanding of main idea and supporting details. Students will learn to think across topics, reading many text not just one. They learn to synthesize and summarize text. This unit is designed for transitional readers around levels H-M.

Bend one focuses on students bringing their strength as nonfiction readers to clubs. Students will be reminded to preview text, make predictions, and make plans for reading and rereading text. You also support them in working together as a club. In bend two nonfiction clubs add their own ideas to what they learn. The focus is to teach students to refer back to text to support their ideas. In bend three nonfiction clubs compare and contrast information about topics. You will teach students to notice both content and style of books as they notice similarities and differences.

Reading

Big Ideas: *Course Objectives / Content Statement(s)*

- Follow sets of rules and protocols that you expect clubs to uphold similar to series clubs last month
- Build up on or deepen the base of nonfiction strategies that were introduced previously
- Nonfiction readers talk about the information they've learned or found and talk about their own thinking and reactions to the information.
- Compare and contrast information about our topics

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How do nonfiction readers become stronger thinkers with their clubs?
- How do readers have their own ideas about a topic and not just what a text has taught us?
- How do nonfiction clubs compare and contrast information about their topics?

Enduring Understandings

What will students understand about the big ideas?

- Students will understand that...
- There are many ways that readers come prepared to talk in their nonfiction reading clubs.
 - There are many ways nonfiction readers grow their own ideas about a topic after reading it.
 - There are many ways nonfiction readers compare and contrast information about topics learned.

Areas of Focus: Proficiencies (New Jersey Standard Alignment)

Reading Standards for Informational Text

Examples, Outcomes, Assessments

Instructional Focus:

<p style="text-align: center;">Key Ideas and Details</p> <p>RI.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p><i>Notes (pp.92-114)</i></p> <ul style="list-style-type: none"> ● <i>The teaching points below are a “menu of possibilities” (p. 114). You may not need all of the teaching points depending on the needs of your class. They may serve as teaching points for whole class, small group, mid-workshop or conferences.</i> ● <i>The overview recommends spending a little over a week for Bend 1, up to 2 weeks in Bend 2, and a week for Bend 3.</i> ● <i>If readers are on G or below, or need review of making predictions, reading fluently, determining main idea and supporting details, and noting key words while reading nonfiction text, consider using “Growing Expertise in Little Books: Nonfiction Reading”, p 1-24, for small group work suggestions.</i> ● <i>Prepare classroom library to have ideally 8-10 books per topic bin for book clubs to share.</i> <ul style="list-style-type: none"> ○ <i>If short on books, you may want to divide workshop time into the following parts: nonfiction reading from topic baskets and talking in book clubs, and the rest of time reading from book baggies of mixed NF and fiction books.</i> ○ <i>Encourage kids to read entire NF books. If students need to share NF books, teach them to jot name on post-it and mark place in book.</i> ● <i>Strategically design groups of 4 children to become book clubs.</i> <ul style="list-style-type: none"> ○ <i>If possible, you may have groups of 4 with same ability.</i> ○ <i>Or mixed level groupings that work well together.</i> ○ <i>You may want to survey class or have students come together based on shared interests or rank topics of their choice.</i> ○ <i>Clubs will read books from a basket for a week and then choose a new topic bin.</i> ● <i>Display relevant anchor charts from previous units of study.</i> ● <i>Read aloud time may work like a class book club to support the independent thinking and discussion strategies you want book clubs to develop. . You may want to have students sit in their book club groups for turn and talk time.</i> <p>Bend 1: Readers Bring Their Strengths as Nonfiction Readers to Clubs.</p>
<p style="text-align: center;">Craft and Structure</p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area.</i></p> <p>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.</p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	
<p style="text-align: center;">Integration of Knowledge and Ideas:</p> <p>RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p>	

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

Range of Reading and Level of Text Complexity

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.

Progress Indicators for Reading Foundational Skills Phonics and Word Recognition

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.

Fluency

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

Session 1 (p. 97)

- Today I want to teach you that you and your club members can sort the books from our classroom library into topics that you might want to read about. You can use everything you know about previewing and prediction to make a guess about what each book is mostly about. We can do this by...
 1. Look at a book's cover, table of contents and book blurb. Predict what that book is mostly about.
 2. For each book, you can say, "Are there other books like this one? Are there other books that fit with this one? Are there other books on the same topic?"
 3. Put books that go together in the same basket and label the basket with a title that tells what those books are mostly about.

Session 2 (p. 98)

- Today I want to teach you that readers don't start from scratch when you read a new book! You already know many strategies to use when reading nonfiction books. We can do this by...
 1. Use the charts as a reminder of all the reading work you already know how to do.
 2. Any time you pick up a book, before you read, always think, "What kind of text is this? What strategies do I know for reading this kind of book?"

Session 3 (p.99)

- Today I want to teach you that readers don't just read with explaining voices, they also talk about the text with explaining voices! Readers can practice explaining the text to themselves as they go along, using their own words. Then you can explain the text to your club members when it's time to talk. We do this by...
 1. Stop at the end of a part.
 2. Pause, think and retell in your words what that part is about.
 - This part is mostly about

and understanding, rereading as necessary.

Progress Indicators for Language Conventions of Standard English

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

- A. Use collective nouns (e.g., *group*).
- B. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- C. Use reflexive pronouns (e.g., *myself, ourselves*).
- D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- E. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- F. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

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

- A. Capitalize holidays, product names, and geographic names.
- B. Use commas in greetings and closings of letters.
- C. Use an apostrophe to form contractions and frequently occurring possessives.
- D. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
- E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

how/why/when/where/what/who ____.

- I noticed this part shows...
- This is important because...

Then explain the text to your club when it's club talk time.

Session 4 (99) (You may want to fold this in with session 3 as a midpoint teach)

- Today I want to teach you that readers should always be able to make sense of the text. If you are having trouble explaining the text to yourself or a partner in your own words, then it's time to go back to the last place where things made sense and reread. Pay close attention to the pictures and words and stop and think often about what the book is mostly about. If this is happening across most of the book, it may be time to choose a different book! We do this by...
 1. Stop when a part is confusing or it is hard to retell it to yourself in your own words.
 2. Go back to the last place that makes sense. Reread paying close attention to the whole page, pictures, captions, diagrams and words.
 3. Retell the part again in your own words about what the part is mostly about.
 - This part is teaching me about how/why

Session 5 (p. 99) (You may want to prepare a Gail Gibbons nonfiction text that models different text structures in each section and an anchor chart listing different text structures (Lists, Categories, Timelines or Life Cycles, Pros/Cons, Cause/Effect, Question/Answer)

- Today I want to teach you that readers get ready to read by taking a tour of the pages in the book, cover to cover, to see what kind of text structures the book has. Then they make a plan how to best read each section. Watch me do this by...
 1. Read the title, look at the cover.
 2. Preview the Table of Contents and think how the book will go.
 - I think this book has different parts about ____ and ____
 3. Take a tour of the pages cover to cover and notice if each section has many/few different structure

Knowledge of Language

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

- A. Compare formal and informal uses of English.

Vocabulary Acquisition and Use

L.2.4. 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.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

or all the same structure.

4. Name the kind of work you might do for each section.
- All about text--read in chunks and name main idea/details
 - Q/A--predict what answers might be
 - How to--imagine what each step looks like as you read

You may want to follow up this lesson with more mini-lessons teaching how to read each kind of structure if students need help or do a string of mid-workshop teaching to review.

Session 6 (p. 101)

- Today I want to teach you that readers can break longer text into manageable sections. As they read they use clues to figure out how to break the text apart. We do this by...
 1. Look for clues that are signs of a new section.
 - headings and subheadings
 - new pages
 - paragraphs
 - pictures

Session 7 (p. 101)

- Today I want to teach you that now that you are reading longer and harder books, readers take charge of understanding the main idea in each part as they read. They stop and think at the end of each section. This helps readers hold onto not just interesting information but the most important information. We do this by...
 1. Stop and think after each section. (a new page, end of chapter, paragraph)
 2. Look for clues, (headings, sub headings, pictures, first sentence in paragraph) that can help you answer, "What is this section *mostly* about?"
 3. Stop and jot about the main idea.
 - This part is mostly about___
 - The main idea of this part is _____. For example_____.

Session 8 (p. 102)

B. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

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*).

- Today I want to teach you that readers collect not only facts that make them say "Wow, that's cool or weird or amazing!" but they also collect key details about the text. This helps readers figure out what each section is mostly about. We do this by...

1. Stop and think at the end of section.
2. Ask a question that best fits that section.
 - *Who* or what is this mostly about
 - *What* is happening?
 - *When or where* is this taking place?
 - *Why* is this happening? *Why* is this important?
 - *How* does this work?
3. Think and jot what the section is mostly about.

Session 9 (pp. 102-103)

- Today I want to teach you that readers don't just read a page or section of their book separately. They gather information across the entire book and think "How does this page fit with the one before it? Other times readers stop after each section and think, "How does this part fit with the one before it? or "What are both of these parts talking about?" We do this by...
 1. Stop at the end of the page or section.
 2. Think "How do all these pieces/pages go together? How do they connect?"
 3. Stop and jot:
 - These parts/pages connect because they all teach about how/why_____

Session 10 (p. 103)

- Today I want to teach you that book club members come prepared to have great conversations in their book club. One way to do this is acting out what you see in the pictures or what you imagine in your head as you read. We do this by...
 1. Envision as you read by picturing what you are learning like a movie. How does it move? What does it sound like?
 2. Pick a part to show to your club.
 3. Act out that part with your voice and body to show your club what you learned about that part.

Session 11 (p.103)

- Today I want to teach you that readers come prepared to explain the main ideas of what they learned to their club. You can use your hand and five fingers to stay organized. Watch me show you how we can do this by:
 1. Point to your palm and say the main idea, "The big thing I learned in ____ is how/what/why_____."
 2. Point to each finger and give an example that fits with the main idea.
 - "Then I learned how _____"
 - "For example ___ can ..."
 - "Another example of the way ____ is ..."

Session 12 (p. 104)

- Today I want to teach you that your clubmates are a great source of support! When you have trouble understanding something in your reading, don't be afraid to ask for help. We do this by...
 1. Mark a confusing part of your book.
 2. Come to your club with questions and say:
 - "In my book I read_____and I don't understand this."
 - or "I read ___in my book. Did anyone see something similar in your book? I thought___but..."
 - In my book it says___ but I don't get it. Did your book talk about that?

Bend 2: Nonfiction Clubs Add Their Own Ideas to What They Learn

Before you start this bend, encourage clubs to think about what is important about their topic or what they want to study more closely. Clubs can be encouraged to come up with 3-5 different things to study about their topic.

Session 13 (pp. 104-105)

- Today I want to teach you that expert nonfiction readers do more than just learn information from their books, they also come up with their own ideas about what they are learning. Readers sometimes push themselves to have an idea by thinking, "The idea I'm having is ..." or I think..." Readers come up with a great idea, jot it, and then read on, looking for parts of the book that fit with their idea. We do this by...

1. Stop and think at the end of a section.
2. Jot your idea about what you are learning.
 - I think_____
 - The idea I'm having is_____.
3. Read on for more parts that fit your idea.

Session 14 (pp. 105-106)

- Today I want to teach you that nonfiction readers push past “wow” in their book. They respond to the information they learn in books. When something catches their attention, and they have an idea, they explain their thinking by using details from the text. We do this by...
 1. Stop when you think “wow!” in your book.
 2. Think more about what you've learned.
 3. Stop and jot to explain your thinking.
 - This makes me think___
 - This reminds me of_____
 - In my opinion___
 - I agree/disagree with the part where_____.

Session 15 (p. 106)

- Today I want to teach you that readers don't just think, “What do I already know about this topic? Instead they think, “What is this book actually about?” Watch me show you how to do this. *(pretend to have thoughts that differ from what the book actually teaches and model rethinking)*
 1. Pay attention when your thinking doesn't match what the book is mostly about.
 2. Ask, “What part of the book goes with what I'm thinking?”
 3. Reread and if you can't find that part, jot a new idea that matches what you've read in the book.
 - Now I know the book is about___because this part says_____.
 - This books is really about ___because this part says_____.

Session 16 (pp. 106-107) *(You may want to model this thinking aloud and rereading with a theory in mind during several read alouds and coach students during independent reading and club time.)*

- Today I want to teach you that readers can consider the

author's purpose in writing the book. We can come up with a theory based on what we know about the book. Authors often write to persuade, to inform or to entertain. We do this by:

1. Stop and think often while you read to ask, "Does the author want to persuade me, inform me, or entertain me?"
2. Reread and look for clues in the words, pictures, introduction and conclusion that might show the author's purpose.
3. Collect and jot proof for your theory as you read.
 - I think the author wants to entertain and/or inform and/or persuade me to think___because the book says___
 - Also, I think the author's purpose is ___because the picture shows_____.
 - Another reason I think the author's purpose is___because the author says_____.

Session 17 (see sample chart with thinking/talking stems p. 107)

- Today I want to teach you that readers are flexible with their thinking. They read with an open mind, thinking, "Yes. This confirms what I knew. They *also* think, "Oh this is different than what I thought I knew. During club meetings, readers can talk about how their thinking has changed." We do this by:
 1. Stop when you think "Yes, I knew that!" or "Wait, that's different from what I thought!".
 2. Mark that page and jot:
 - I used to think___ but now I'm thinking_____.
 - My old thinking was about __but now it's different because _____
 - I thought I knew something about___but then I read this part that says___so now I think_____.
 - I was right about___ and I also learned___so now I think_____.
 3. Share these jots with your book club.

Session 18 (p. 108) Today I want to teach you that readers embed, or put their their own thinking about the text right into the text, by making their own picture captions or adding to existing captions by writing on Post-its. We do this by:

1. Stop and think when looking closely at a picture.
2. Jot a new caption or add to a caption on a post it.
 - This makes me think_____
 - This reminds me of ___
 - This is like/different from ____ because_____.
 - Also, this shows _____

Session 19 (This can also modeled during read alouds with various tools (web, T-chart, or large labeled diagram/picture and modeled in small group work. You may want to provide chart paper for clubs to use as they talk. See sample charts (pp. 108-109)

- Today I want to teach that readers often choose a way to organize their information that matches what they've read. They look across all the information they have collected as a group and ask themselves, "what are the main ideas we've learned? What are the categories? What's the best ways to organize this? You can use writing to organize your ideas and supporting information. Watch me show you how to do this.
 1. In your club, talk to each other about the topic you've been studying.
 2. Ask, "What are the main ideas you've learned?"
 3. Choose a tool for your club to use and chart out your ideas together as you talk.
 - web
 - T-chart We learned.../This makes us think...
 - labeled diagram/picture

Session 20 (This can be a "mini-celebration" of clubs' working notes so far. p. 109)

- Today I want to teach you that readers don't just absorb information--they think about why what they are learning is so important. When something they read seems very important they can take action: they can teach others why their topic is so important. We do this by:
 1. Posting up our club's charts about our thinking to share with each other.
 2. Jot comments/questions on post-its to put on other clubs' charts.
 - This makes me think_____
 - Why/How does_____?

3. Read post-its together with club and discuss what does this make us think next?

Bend 3: Nonfiction Clubs Compare and Contrast Information About Our Topics

(See p. 109-110 for possible ways to model comparing and contrasting information across books in a topic during a read aloud. The following teaching points focus on promoting deeper accountable, talk with text evidence during club work.

Session 21 *(You may want to show students how to lay 3-4 books side by side to notice and name similarities and differences across books in a topic. See sample chart of thinking/talking stems. p. 110-11)*

- Today I want to teach you that most nonfiction books only contain bits and pieces of the whole truth about a topic. Every author has to pick and choose what to include and what to leave out--there simply isn't room in one book to include everything! So one thing that readers do is think, "What's missing from this book? and How is this book the same or different from other books on this topic?" Watch me show you how your club can do this:

1. Lay out 2,3 or 4 books about a topic side by side.
2. Ask: "Which books have similar main ideas? Which books have different or new main ideas?"
3. Stop, think and jot about what makes the parts the same or different.
 - In this section___but in this section___
 - In this book___but in this book___
 - The difference between___and ___is___
 - What's the same about these two___is___
 - Unlike the ___in this book the ___does/doesn't
 - When we were learning about___we learned___but now we're learning_____

Session 22 (pp.111-112)

- Today I want to teach you that when readers lay their books side by side, they can name what each chapter or section was mostly about to compare it to other books (and section within other books). They can then begin to notice which books have similar main ideas, and which books contain new main ideas.

We do this by:

1. Lay your books about the same topic, side by side.
2. Name what each chapter/section was mostly about.
 - This part was mostly about ____.
 - This part told more about ____.
 - The important idea in this part is ____.
3. Name the main ideas that are the same or different across the two books.
 - What's the same about these two___is ___ because___.
 - The difference between these two__ is__ because___.

Session 23 (pp.111-112)

- Today I want to teach you that when readers are trying to make sense of a text, it helps to look across their post-its and ideas either on the same page or across pages. First they figure out a way to organize all of their information. And then they look at their post-its side by side, and ask "how are these the same and how are they different?" We do this by:
 1. Take out the post-its that go together in a category.
 - Categories may be questions, key words
 - Categories may be the kinds of facts, who, what, where, when, why/how facts
 2. Lay your post-its side by side.
 3. Ask each other, "How are these the same? How are they different?"

Session 24 (p. 112)

- Today I want to teach you that partners can hold each other accountable to the information in the actual text and using evidence from the text by prompting one another with questions like, "Where does it say that? Is there another example? Prove it!"
 1. Lay your post-its and the texts you read, side by side.

2. Group the post-its that are the same or different.
3. Ask each other, "Where does it say that? Can you show me an example? Prove they are the same/different!"

Session 25 (You might choose two very different nonfiction books on the same topic to compare word choice, sentence length, tone, mood. photos vs. drawings and other stylistic choices. pp 112-113).

- Today I want to teach you that readers can also read like writers, comparing and contrasting the styles of different books. They notice an author's choices and think, "How is the style of this book similar to the style of another book? How is it different? Why did the author write it this way?" Watch me show you how to do this:
 1. Lay two different books side by side.
 2. Ask, " How are these books the same or different in style?"
 - word choice
 - sentence length
 - tone
 - mood
 - photos vs. drawings
 - other style choices
 3. Stop and think why the author writes this way.
 - I think the author writes this way to show___
 - This style makes me think _____.

Celebration (p.113)

There are a few possible ways to celebrate the work in this unit. All possibilities focus on clubs teaching information from their texts to others, including their reflections on how and why others might need to know this information in the real world.

- Have clubs introduce their books and teach their topic to classmates.
- Club members could mark pages that answered their questions and present their findings to classmates, teachers or guests.
- Clubs might have a "museum" share in which visitors come to each club to hear what they learned.
- Clubs may want to present their charts (webs, T-charts.

- labeled diagrams/pictures) in any of the presentations above.
- Clubs might create posters at home/school that illustrate how and why they would use what they learned in the real world to add to any of the above presentations. (ie: ways to help endangered environments/animals, tips to save energy, ways they were inspired by historical figure, ways to stay healthy, tips to stay safe, etc.)

Sample Assessments:

- Running Record
- Sight Word Assessment(e.g.- Fountas and Pinnell, Dolch List)
- Conferring Notes
- Observation Checklists
- Words their Way Spelling Inventory
- Reading Notebooks Jots
- Formative/anecdotal assessments (data collected during small group, 1:1 conferences, active engagement, and share time)

Instructional Strategies

Interdisciplinary Connections

- Shared Reading/close reading of poetry, music lyrics, videos, and images,artifacts
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes in ELA

Technology Integration.

- Have students record reading on Screencastify or other recording devices
- Listen to and engage in listening to audiobooks and videos (on topics specific to their topic or class topics).
- Use video clips, commercials/advertisements, and other online media

Media Literacy Integration

- Ask students to look for specific things when they view videos or read print material, and than ask questions

- Build on the intuitive knowledge students have gained from media about the story and character
- Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic
- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives: Women's History Month

Read books that recognize women for their valuable contributions to history and society. Teachers can pick one or two books, model orienting to text, study author's craft, and compare and contrast books too.

- Hidden Figures: The True Story of Four Black Women and the Space Race by Margot Lee Shetterly
- Maya Lin: Artist – Architect of Light and Lines by Jeanne Walker Harvey
- Frida Kahlo and Her Animalitos by Monica Brown
- She Persisted: 13 American Women Who Changed the World by Chelsea Clinton
- Enchanted Air: Two Cultures, Two Wings: A Memoir by Margarita Engle

21st Century Skills:

Creativity and Innovation
 Critical Thinking and Problem Solving
 Communication and Collaboration
 Information Literacy
 Media Literacy
 Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and
 Entrepreneurial Literacy
 Civic Literacy
 Health Literacy

Professional Resources:

- ❑ TCRWP Second Grade Reading Units of Study: *Reading Nonfiction Cover to Cover, Nonfiction Book Clubs (If...Then...JKLM)*
- ❑ Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, Spanish-language, and other online resources (login with RUOS_GR2)
- ❑ Reading Pathways (for reading progressions and student-facing checklists located in grades 3-5)
- ❑ TCRWP website (<http://readingandwritingproject.org/resources>) Resources including current running records and videos to support units of study implementation
- ❑ Teaching videos collection available at <https://vimeo.com/tcrwp/albums>
- ❑ Literacy Links: <https://sites.google.com/a/summit.k12.nj.us/literacy-links2/>
- ❑ Coaches Corner: <https://sites.google.com/a/summit.k12.nj.us/coaches-corner>

Mentor Texts:

- ❑ *Ant Cities*, A. Dorros
- ❑ *Apples*, G. Gibbons
- ❑ *Apples and Pumpkins*, A. Rockwell
- ❑ *Butterflies and Moths*, B. Kalman
- ❑ *Everybody Needs a Rock*, B. Baylor
- ❑ *Snow is Falling*, F. Branley
- ❑ Incredible Cross-Sections by Stephen Biesty (DK Publishing)
- ❑ Simple Machines: Inclined Planes by Valerie Bodden (Creative Paperbacks)
- ❑ Forces Make Things Move by Kimberly Brubaker Bradley (HarperCollins)
- ❑ Roll, Slope and Slide: A Book About Ramps by Michael Dahl (Capstone)
- ❑ Move It! Motion, Forces and You by Adrienne Mason (Kids Can Press)
- ❑ Motion: Push and Pull, Fast and Slow by Darlene R. Stille (Capstone)
- ❑ Do-4U the Robot Experiences Forces and Motion by Mark Weakland (Capstone)

Unit Description: Series Reading Clubs (Book 4)

This unit focuses on familiar series books, supporting partner work and book clubs. In bend one the students will begin reading a series with their partners, collecting information about the main characters of their books. In bend two students will reread books and engage in inquiry, thinking about the craft the writer uses. In the final bend students will begin to invent ways to share their books with others. They will learn ways to debate inside their clubs, as another way to share and talk about books.

Reading	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Thinking across books in a series- noticing patterns, and predicting what will happen <input type="checkbox"/> Readers grow ideas by looking across all series read by comparing and contrasting to push our thinking <input type="checkbox"/> Reading series books or just one book can lead us to wonder about a topic <input type="checkbox"/> Our reading club partners help push our thinking, especially with the characters in our books 	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <input type="checkbox"/> How do readers figure out how a series goes, noticing patterns and predicting what will happen? <input type="checkbox"/> How do readers grow smart ideas across different series? <input type="checkbox"/> What do readers need to pay attention to so they are not surprised throughout their series book? <input type="checkbox"/> How do readers share opinions with the world about books they love? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> There are many things to notice while reading our series books and they are often marked with a post-it. <input type="checkbox"/> Readers talk and share ideas in their clubs about their series books to push their thinking. <input type="checkbox"/> Readers wonder about new topics while reading series books and use many ways to research or find information out about that topic. <input type="checkbox"/> Readers can be surprised now and then on how their story ends or the character's behavior as they are not always predictably.
Areas of Focus: Proficiencies (New Jersey Standard Alignment)	Examples, Outcomes, Assessments
<p>Reading Standards for Literature Key Ideas and Details:</p> <p>RL.2.1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key</p>	<p>Instructional Focus: Bend 1: Becoming Experts on Characters</p> <p>Session One (pages 2-7)</p>

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.

- Today I want to teach you that when readers become an expert on series books—when they read a lot of books in a series—they especially collect knowledge about the characters that are the stars of the series. We do this by...
 1. Studying the title and picture on the cover
 2. Looking at the back blurb.
 3. Collecting information about the main characters.

Session Two (pages 8-15)

Craft and Structure

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

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.

- Today I want to teach you that the way a person responds to trouble says a lot about who that person is. In real life and in stories, too, the way a person responds to trouble—to a problem—gives clues as to what kind of person this is. We do this by...

Rereading the text

Thinking, "How does my character respond to trouble?"

Jotting on a Post-it: I think ___ reacted ___ because...

Session Three (pages 16-21)

Integration of Knowledge and Ideas

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

RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

- Today I want to teach you that when you read a bunch of books across a series, sometimes you'll notice things about the character that are the same in book after book. We do this by...

Starting a new story in a series; looking out for how the main character responds to problems.

Pausing after a few pages and ask, "What do I notice about the character in this book that is the same as in the story we already read?"

Marking page with post-it to discuss with partner/club.

Session Four (pages 22-26)

- Today I want to teach you that when you are an expert on a character, you can understand that character like you understand your best friend. We do this by...
 1. Reading to understand your character better.
 2. Asking, "Why did he__? Or why did she__?"
 3. Thinking about what characters say and do.

Session Five (pages 27-32)

Range of Reading and Level of Text Complexity

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

Progress Indicators for Reading Foundational Skills Phonics and Word Recognition

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.

Fluency

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.

Progress Indicators for Language

- Today I want to teach you that when readers know a character really well, the way you know your best friend or someone in your family, they can guess what that character will do next. We do this by...
 1. Thinking about what you already know about the character.
 2. Asking, "What might happen next?"
 3. Giving reasons from the text to support your answer.

Session Six (pages 33-40)

- Today I want to teach you that to have deep ideas about a character it helps to study that person's relationship with others. What's the person like around other characters? We do this by...
 1. Noting the way a character acts around other characters.
 2. Rereading that part of the text.
 3. Thinking, "How is my character acting?"

Bend 2: Becoming an Expert on Author's Craft

Session 7: Inquiry Lesson (pages 41-48)

- The question we will be investigating together is: "What do authors do to paint a vivid picture with words?" Let's answer this question by...
 1. Reading a few pages of a book.
 2. Paying attention to what the author is doing.
 3. Thinking, "What parts really paint a vivid picture in my mind?"
 4. Naming what the author is doing to paint that picture.

Session 8 (pages 49-55)

- Today I want to teach you that authors of your series use not just any words, but precise words to create clear pictures in the reader's mind. Readers need to pay close attention to the words that authors choose to know what is happening and how things are happening in their stories. We do this by...
 1. Reading on the lookout for precise words.
 2. Thinking, "What are some words that show *what* and *how* things are happening?"

Conventions of Standard English

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

- A. Use collective nouns (e.g., *group*).
- B. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- C. Use reflexive pronouns (e.g., *myself, ourselves*).
- D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- E. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- F. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

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

- A. Capitalize holidays, product names, and geographic names.
- B. Use commas in greetings and closings of letters.
- C. Use an apostrophe to form contractions and frequently occurring possessives.
- D. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
- E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

3. Creating a picture in your mind of what is happening in the story.

Session 9 (pages 56-60)

- Today I want to teach you that when readers study an author's craft, they pay attention to the words that an author has used. Readers notice ways in which authors use words to make even a simple, ordinary thing be extraordinary. We do this by...
 1. Reading text on the lookout for words that make things sound extraordinary.
 2. Wondering, "What does this really mean?"
 3. Imagining what the author wants you to see.

Session 10 (61-63)

- Today I want to teach you that when readers study an author's craft, they don't just notice that way the author uses words and language. They also notice the way the whole story tends to go. We do this by...
 1. Picking a new book in the series.
 2. Thinking, "Oh, yeah, I know how this book is going to go because I know how the series goes!"
 3. Predicting how your story will go. I think...

Session 11 (64-70)

- Today I want to teach you that authors craft not just what words they use, but also the way those words are placed on the page. Authors include signals in the print—like bold or italic font or large type or even teeny things like commas and periods—to tell the reader how they want a story to sound. We do this by...
 1. Looking for special print and punctuation.
 2. Follow the signals to read the story.
 3. Using post-its to mark pages
 4. Sharing it with your club.

Session 12 (71-74)

- Today I want to teach you to think carefully at the end of a book, just as they do at the start. The ending conveys a message to the reader. We do this by...
 1. Rereading the ending carefully.
 2. Thinking, "Why did the author choose to end the story this way? Is there an important lesson for me to learn?"

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

- A. Compare formal and informal uses of English.

Vocabulary Acquisition and Use

L.2.4. 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.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

3. Jotting your ideas down to share with club.

Bend 3: Sharing Opinions with the World

Session 13 (75-80)

- Today I want to teach you that when you love a book, and especially when you love a whole series, you can't keep that love to yourself. You can invent ways to get others to love that book, or that series of books, as you do. We do this by...
 1. Thinking of ways to share books you love: talk about books, write a note, and act out parts (Anchor Chart.)
 2. Deciding on how you might share your books
 3. Rereading parts or sections to prepare your recommendation

Session 14 (pages 81-84)

- Today I want to teach you that just like you wouldn't carelessly give away a valentine to someone, readers wouldn't carelessly give away a book they love. When you share your love of a book with someone, you do all that you can to make that person feel special by the extra special way you present your book. We do this by...
 1. Setting up a gallery walk for students to learn from each other (they observe classmates work).
 2. Planning with your partner the work you will do today.
 3. Working on plan to prepare for book swap.

Session 15 (85-86)

- Today I want to teach you that when you give a gift, you explain what it is or how it's special or how it works. Readers do the same thing when they share books. They tell the important things they know. We do this by...
 1. Giving a book introduction.
 2. Describing the main characters.
 3. Talking about the way your series book usually goes

Session 16 (87-90)

- Today I want to teach you that readers debate the opinions they have about their books. You can read (and reread) to collect evidence to support your side, or opinion. We do this by...
 1. Debating one side

B. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

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*).

2. Collecting evidence that supports their side
3. Directing the students on how to debate.
 - o Face each other and shake hands
 - o State, "I take the position that..."
 - o Give reasons and examples to support your side

Session 17: Celebration (g1-g2) Debate Work

- Today I want to teach you that to make your debate stronger, it's important to be able to say more about your reasons. We do this by...
 1. Using your book to give examples.
 2. Flipping through the pages to find text evidence.
 3. Saying, "In this book...or For example..."
 4. Using a post-it to mark examples and use as a reference.

Sample Assessments:

- Running Record
- Sight Word Assessment(e.g.- Fountas and Pinnell, Dolch List)
- Conferring Notes
- Observation Checklists
- Words their Way Spelling Inventory
- Reading Notebooks Jots
- Formative/anecdotal assessments (data collected during small group, 1:1 conferences, active engagement, and share time)

Instructional Strategies

Interdisciplinary Connections

- Shared Reading/close reading of poetry, music lyrics, videos, and images, artifacts
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes in ELA

Technology Integration.

- Have students record being a tour guide of their topic on Screencastify or other recording devices

- Listen to and engage in listening to audiobooks, videos, and podcasts (on topics specific to their topic or class topics).
- Use video clips, commercials/advertisements, and other online media

Media Literacy Integration

- Ask students to look for specific things when they view videos or read print material, and then ask questions
- Build on the intuitive knowledge students have gained from media about the story and character
- Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic
- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives: Asian Pacific Heritage Month

May celebrates Asian Pacific Heritage Month. Picture books and series that honor this culture. Read aloud and discuss ideas to deepen knowledge of the Asian culture. This will also allow more time to focus on literal and inferential comprehension.

- Auntie Yang's Great Soybean Picnic by Ginnie
- Duck for Turkey Day for Jacqueline Jules
- Nadia's Hands by Karen English
- Bee-Bim Bop! by Linda Sue Park
- Hot, Hot Roti for Dada-ji by F. Zia
- Round is a Mooncake by Roseanne Thong
- I Live in Tokyo by Mari Takabayashi
- Uncle Peter's Amazing Chinese Wedding by Lenore Look
- The Name Jar by Yangsook Choi

Series with Asian American Characters

- Alvin Ho by Lenore Look
- Katie Woo by Sally Warner
- Ruby Lu by Lenore Look

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Creativity and Innovation
Critical Thinking and Problem Solving
Communication and Collaboration
Information Literacy
Media Literacy
Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and
Entrepreneurial Literacy
Civic Literacy
Health Literacy

Professional Resources:

- TCRWP Second Grade Reading Units of Study: *Series Reading Clubs* Book 4
- Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, Spanish-language, and other online resources (login with RUOS_GR2)
- Reading Pathways (for reading progressions and student-facing checklists located in grades 3-5)
- TCRWP website (<http://readingandwritingproject.org/resources>) Resources including current running records and videos to support units of study implementation
- Teaching videos collection available at <https://vimeo.com/tcrwp/albums>
- Literacy Links: <https://sites.google.com/a/summit.k12.nj.us/literacy-links2/>
- Coaches Corner: <https://sites.google.com/a/summit.k12.nj.us/coaches-corner>

Mentor Texts:

- Poppleton* by C. Rylant
- Amelia Bedelia* by P. Parish
- Benny and Watch* by G. Warner
- Nate the Great* by M. Sharmat
- Days with Frog and Toad* by Arnold Lobel
- Pink and Rex and the Bully* by James Howe
- The Stories Julian Tells* by Ann Cameron

Read-Aloud and Shared Reading Texts

"The Magic Penny" (song) by Malvina Reynolds

"My Very Strange Teeth" story from *The Stories Julian Tells* by Ann Cameron

Suggested Texts for Book Clubs

Levels L/M (readers at benchmark)

The Magic Tree House series by Mary Pope Osborne

Cam Jansen series by David A. Adler

Junie B. Jones series by Barbara Park

Horrible Harry series by Suzy Kline

Pinky and Rex series by James Howe

Ready Freddy series by Abby Klein

The Kids of the Polk Street School series by Blanche Sims

Miami Jackson series by Patricia McKissack and Frederick McKissack

Poppleton series by Cynthia Rylant

Jamaica series by Juanita Havill

Levels D-K (readers below benchmark)

Frog and Toad series by Arnold Lobel

Iris and Walter series by Elissa Haden Guest

Fluffy series by Kate McMullan

Little Bear series by Elisa Holmelund Minarik

Danny and the Dinosaur series by Syd Hoff

Mr. Putter and Tabby series by Cynthia Rylant

Biscuit series by Alyssa Satin Capucilli

Little Critter series by Mercer Mayer

Fly Guy series by Tedd Arnold

Levels N-P (readers above benchmark)

The Stories Julian Tells series by Ann Cameron

The Secrets of Droon series by Tony Abbott

A-Z Mysteries series by Ron Roy

Jigsaw Jones Mystery series by James Preller

Zack Files series by Dan Greenburg

Amber Brown series by Paula Danziger

Amazing Monty series by Johanna Hurwitz

Ivy and Bean series by Annie Barrows

Ramona series by Beverly Cleary

Encyclopedia Brown series by Donald J. Sobol

Other Resources

A Sunday Afternoon on the Island of La Grande Jatte, 1884 by George Seurat