

# Grade 2

# Reading Curriculum

Oradell Public School District  
Oradell, NJ

2023

The [Grade 2 Reading Curriculum](#) was developed by the Oradell Language Arts Curriculum Team and aligned to the New Jersey Student Learning Standards (NJSLS).

## Oradell Public School District

### **Grade 2 Reading Curriculum Committee Credits:**

Jenna Lipton, Supervisor of Language Arts and Social Studies

Danielle Lynch, Grade 2 Teacher

Julie Helmis, Grade 2 Teacher

Kristin Terzano, Academic Support Teacher

## **Board Policy**

This revision is aligned with the New Jersey Student Learning Standards for Language Arts, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

## **Affirmative Action**

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

Michelle Hawley, Principal

Amy Brancato, Director of Curriculum and Instruction

## **Our Language Arts Philosophy**

We believe in a balanced approach to the teaching of language arts. We develop readers and writers to become thinkers and to develop strategies to become global citizens. We believe that readers need access to books that they find fascinating, time to read, and expert instruction (Richard Allington, 2011). We believe that writers need time, choice, and feedback to be successful. Partnered with explicit instruction in language arts content, a strategy-based curriculum promotes literacy behaviors and skills that contribute to strategic thinking, reading, and writing.

## **What is Balanced Literacy?**

A Balanced Literacy program uses whole language and phonics and aims to include the strongest elements of each. The components of a balanced literacy approach are as follows:

- Reading Workshop
- Read-Aloud
- Shared Reading
- Guided Reading
- Writing Workshop

- Interactive Writing
- Shared Writing
- Word Study

## **Reading Workshop**

### **What is Reading Workshop?**

Throughout the year, students will go on a literacy journey, learning important skills that contribute to their lives as readers and writers in an ever-changing world. Within a workshop model, teachers implement standards-based minilessons to support whole class goals, followed by individualized small group work, conferences, and assessments that allow for a gradual release of responsibility and differentiated support and challenge for each student's individual learning needs. Ultimately, the workshop will close with a quick culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

### **Minilesson**

Each reading workshop lesson begins with explicit instruction in a minilesson. During each minilesson, the teacher introduces a specific concept, also known as the teaching point. Most often, the teaching point focuses on a reading skill and strategy. The teacher will explicitly model or demonstrate the skill for the students during minilessons. The minilesson has four parts: the connection, the teach (demonstration), the active engagement and the link. The teacher chooses a skill and strategy that the class needs based on classroom assessments. During the connection portion of the lesson, the teacher connects prior learning to the current skill. The teacher announces the teaching point: the skill and strategy being taught. In this approach, the teacher shows students how to accomplish the skill by modeling the strategy in a book with which the students are familiar. The teacher also uses a think-aloud. This method shows students how to think about the text and then allows them to work this out in their own books or a shared text during the active engagement portion of the minilesson. During the link portion of the minilesson, the teacher reminds students about the strategies they can use while they are reading.

### **Read-Aloud**

Time is reserved for teachers to model reading with expression, fluency, intonation, and good pacing. Instructional read-alouds promote strategic reading, where students must draw upon their full toolbox of reading knowledge. Most importantly, read-aloud time should promote the joy of reading, thinking, sharing, and learning.

### **Interactive Read-Aloud**

An interactive read-aloud is comprised of a series of purposeful activities that engage the class in the book and the strategies that surround it. The following list contains the many parts of an interactive read-aloud:

- Previewing the book
- Scaffolding on prior knowledge
- Modeling vocabulary development
- Teaching reading fluency
- Emphasizing elements of the story
- Asking purposeful questions
- Using think-alouds to assist comprehension
- Summarizing the story to bring closure

Texts used during the interactive read-aloud should be chosen from a wide variety of genres. They should tap into the readers' interests and be full of rich vocabulary.

## **Shared Reading**

Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression

## **Guided Reading**

The purpose of a guided reading group is to support students as they move up to the next reading level. For example, if a group of students demonstrates signs of readiness to reach a new level text, the teacher may gather that group of students to introduce them to the work of reading at that next level. The [Scholastic Leveled Book Room 4.0](#) contains very useful resources adapted from Fountas and Pinnell's work around guided reading called "Behaviors to Notice and Support." These charts are designed for each guided reading level. They provide specific behaviors and understandings that are required at each level for students to demonstrate thinking within, beyond, and about the text. These behaviors and understandings describe what students will be expected to do in order to effectively read and understand the text.

## **Independent Reading**

Research suggests that a high volume of reading improves reading comprehension. Furthermore, research suggests that students comprehend better when they have an opportunity to discuss their reading content and process. Based on data from the Teachers College Reading and Writing Project (TCRWP) Assessment for Independent Reading Levels, students are guided toward texts that are at an appropriate level to support the individual reader's growth. Specific class time is reserved for independent reading, partner reading, guided reading and/or book club reading followed by occasions to talk about texts in student partnerships, small groups, and whole group settings. Leveled classroom libraries support student reading practice.

Teachers conduct the [Teachers College Reading and Writing Project \(TCRWP\) Assessment](#) for Independent Reading Levels several times each year. During the assessment, teachers assess the accuracy of the student's oral reading. In addition, students are asked to retell the story and answer comprehension questions. Teachers also record their noticings about the student's fluency. Ultimately, teachers use the assessment data to determine the highest level that a student can read independently: "That is, the reader has an accuracy rate of 96% or higher and comprehension represented by a strong retelling or at least three correct comprehension questions" (TCRWP Assessment Instructions, 2020). Students are expected to read independently daily at an appropriately rigorous independent reading level. There are also opportunities for students to read at an instructional level, defined as one to two levels above his/her independent level, with support.

## **Reading Conferences**

In a reading conference, teachers check-in with individual students (or small groups of students with a specific and similar learning needs) on their reading interests and progress. After listening to a student read a portion of a text aloud or asking specific teacher-driven questions, teachers will work to:

1. Compliment the student(s).
2. Provide an explicit teaching point.
3. Coach the student as he/she works to apply the skill/strategy.

Teachers take anecdotal notes on conferences as formative assessment data to drive subsequent

conferences and small group work. Each conference or small group lesson focuses on a particular reading strategy to learn more about individual student reading needs within the small group setting.

## **Reading Strategy Groups**

Teachers may gather strategy groups when students at various levels need support with a specific skill. In strategy groups, students may be reading at different independent reading levels, however, the students may be gesturing toward a similar next step in reading skill work. For example, teachers may gather a group of students based on similar noticings on formative assessments.

## **Close Reading**

Close reading is a rereading of a short passage looking at specific details to deepen comprehension. It promotes higher order thinking in relation to the text by determining importance and analyzing select passages and excerpts.

## **Book Clubs**

Small groups of students may read the same book together in a book club. When students discuss their books they learn through collaboration with peers. Teachers model and guide effective text discussion before releasing students to work in a student-centered book club: selecting the text, determining the pace of reading, preparing for discussion, and facilitating discussion.

## **Writing Workshop**

### **What is Writing Workshop?**

The writing workshop framework is used for writing instruction. This is the daily block of time devoted to teaching students to become skilled writers. Each Writing Workshop lesson begins with explicit instruction in a curriculum driven minilesson that is grounded in a clear teaching point. After the minilesson, individual writing conferences take place while the majority of the students are writing independently. This structure allows teachers to truly get to know each child as an author, and then to provide ongoing support for each child's writing.

### **Minilesson**

Writing workshop begins with a minilesson, a short whole class lesson in which the teacher teaches students something about writing (Anderson, 2005). The majority of the class time is spent with students practicing the skill and strategy work that was introduced during minilessons, small group work, and/or shared writing. The teacher gradually releases responsibility to students with strategic levels of support.

### **Writing Conferences**

While students write, teachers move around the classroom conducting writing conferences. In these one-on-one conversations, teachers teach each student about an aspect of writing that meets the students' needs as writers (Anderson, 2005). According to Lucy Calkins, a writing conference should contain the following parts:

1. **Research:** Observe and note something to praise and something to grow.
2. **Decide:** Determine the teaching point.
3. **Teach:** Coach a part of the student's writing process.
4. **Link:** Remind the student to use his/her new skills as an author in future writing endeavors.

Anecdotal records of writing conferences are used to compile all of the useful information collected. The conference notes are an effective tool to help identify trends in each child’s writing and assess his/her growth as a writer. Conference notes provide formative assessment data for subsequent individual and small group instruction. (See below for Carl Anderson’s example of a writing conference form.)

Assessment Notes for \_\_\_\_\_ Date \_\_\_\_\_

What am I learning about this student as a writer?	What do I need to teach this student?

Ⓢ is the symbol for Teaching Point. © is the symbol for Instructional Goal.  
© 2013 by Carl Anderson from *Assessing Writers, Habituando*. Portsmouth, NH: Heinemann.  
14 Strategic Writing Conferences: Teacher's Guide

## Writing Strategy Groups

Teachers may convene strategy groups when students at various levels need support with a specific writing skill. This is an effective format when a small group of students are struggling with the same writing skills and the teacher can target that particular group.

## Independent Writing

This is the time when students practice the skills taught during the minilesson with their own writing. Students are encouraged to write with independence, focus, and stamina in order to produce writing in volume.

## Writing Share

Ultimately, the lesson will close with a culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

## Interactive Writing (K-1)

Interactive writing supports foundational skills for young writers. In this lesson structure, teacher and students compose a message together and the pen is shared. This type of work supports concepts of print, sound-symbol relationships, increases spelling knowledge, and provides opportunities to plan and construct text in a shared writing setting (Fountas & Pinnell, 2001). Unlike independent writing, where students spell using a developing understanding of sound-symbol relationships (i.e. inventive spelling), interactive writing models correct writing conventions. In other words, if the students do not know a writing convention rule, the teacher delivers it explicitly in the creation of the shared text.

## **Shared Writing (K-6)**

Teacher and students work together to compose written texts that support the current genre/unit of study. This demonstrates how writing works, provides opportunities to model spelling strategies, revision work, and editing strategies. The students are brought through the writing process together. This also provides an exemplar to post in the classroom for reference.

### **What is the difference between revising and editing?**

Revising and editing are not the same part of the writing process. When revising, the author is changing the meaning or way in which the reader perceives, experiences and interprets a piece of writing. This can be accomplished by adding new thoughts, clarifying existing thoughts, choosing more descriptive words, improving overall understanding of ideas presented, enhancing character development, adding more detail, or eliminating unnecessary elements.

When editing, the overall piece remains exactly the same but the writer fixes the mistakes they have made, such as typos, grammatical errors, and spelling mistakes. This is an ideal point in the unit to teach grammar lessons, as students can apply what they learn to their own pieces of writing.

## **Word Study**

Oradell Public School District utilizes an integrated approach to word study. Although word study is embedded in the various reading and writing workshop lessons, time is reserved for word study activities and assessments during the literacy block. Word study time begins in Kindergarten with early literacy concepts, phonics/word work, and handwriting activities and evolves toward work in spelling, grammar, and vocabulary.

### **Phonics Resource for Primary Grades**

Beginning in the 2018-2019 school year, Oradell Public School is implementing the Wilson Foundations program for Kindergarten and 1st grade. Teachers will use the Foundations materials during their literacy block to build students' phonics/vocabulary skills. Through Foundations, emerging readers review letters, their sounds, and how to form them, along with strategies for segmenting and blending words as they try to read and spell them. They also learn about the many aspects of word and sentence structure. Echo, an owl puppet children love, encourages them as they learn through repetition, build sounds and words with magnet letters, and engage in other visual, auditory, oral, and kinesthetic activities that foster literacy.

### **Word Study in the Upper Grades**

Students in grades 2-6 engage in multiple ways into a deeper study of vocabulary. Word study provides students with opportunities to investigate and understand the patterns in words. Knowledge of these patterns means that students do not need to learn to spell one word at a time. Word study is also designed to build word knowledge that can be applied to both reading and spelling. Students in grades 3-5 utilize *Wordly Wise 3000: Direct Academic Vocabulary Instruction* while students in grade 2 use the *Sadlier Vocabulary Workshop Book: Purple* as their word study resource. Students in grade 6 utilize *Sadlier Vocabulary Workshop: Level A* as their resource. Both *Wordly Wise* and *Sadlier* are resources, as teachers use many other word study strategies and materials to support vocabulary development in their classrooms. The more students understand academic vocabulary, the easier it is for them to understand the information they may read or hear about a topic (Marzano, 2005).

## Grammar

Oradell Public School District believes in an embedded and inquiry-based approach to the teaching of grammar. To this end, we have developed a [Standards-Based Continuum](#) of grammar and mechanics skills that are to be taught at each grade level. The continuum should also be used to differentiate the lessons taught to individual and small groups of students. For example, a student in the 4th grade may work on “using relative pronouns” but, based on assessment, another will be in a small group on “using collective nouns” (a 2nd-grade skill).

## All About the Language Arts Curriculum

### **How was the curriculum developed?**

The Oradell Public School District’s curriculum consists of reading and writing units that have been inspired by the Lucy Calkins Units of Study for Teaching Reading (K-6) and the Lucy Calkins Units of Study for Teaching Writing (K-5 and Middle School) further supported by the [Teachers College Reading and Writing Project](#) (TCRWP). Please see the “Professional Resources” section at the end of each unit for specific books used. Additionally, grade-level writing rubrics for narrative, informational, and opinion writing are provided. The OPS rubrics have been linked to the document as Google Docs for ease of use; teachers can make a copy and revise for specific units as needed. Teachers are encouraged to collaborate to create additional minilessons and formative assessments for the whole group, small-group, and individual conferences.

Each unit contains bends and corresponding teaching points. The first part of the teaching point can also be read as an essential question. A bend is the section of each unit that groups particular teaching points. A teaching point addresses both the skill and strategy that will be practiced in a given reading or writing block. The teaching points in the curriculum are meant as a menu of options and are chosen based on assessment.

### **Modifications**

The modifications section at the end of each bend is meant to help guide the differentiation of the units for students with IEPs, English Language Learners, Tier 2 At-Risk students (students in Basic Skills) and Gifted and Talented students. Carol Ann Tomlinson defines differentiation as tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction (Tomlinson, 2000).

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

1. **Content:** what the student needs to learn or how the student will get access to the information
2. **Process:** activities in which the student engages in order to make sense of or master the content
3. **Products:** culminating projects that ask the student to rehearse, apply, and extend what he or



she has learned in a unit

4. **Learning Environment:** the way the classroom works and feels

NOTE: At times, The Reading Strategies Book and The Writing Strategies Book By Jennifer Serravallo will be referenced and embedded into each unit's teaching points. This allows for the teacher to refer back to a connected lesson/anchor chart created by Serravallo. Each lesson from her book will be marked with RS or WS followed by a decimal within parentheses (for example: RS 7.17) after the corresponding teaching point.

### References

Allington, R. (2011). *What Really Matters for Struggling Readers: Designing Research-Based Programs*, 3rd ed. Boston: Pearson.

Anderson, C. (2005). *Assessing Writers*. Portsmouth, NH: Heinemann.

Calkins, L.M. (1994). *The Art of Teaching Writing*. Portsmouth, NH: Heinemann.

Calkins, L. M. (2001). *The Art of Teaching Reading*. New York: Allyn & Bacon.

Fountas, I. & Pinnell, G.S. (2001). *Guiding readers and writers: Teaching comprehension, genre, and content literacy*. Portsmouth, NH: Heinemann.

Fountas, I. & Pinnell, G.S. (2016). *The Fountas & Pinnell Literacy Continuum, Expanded Edition: A Tool for Assessment, Planning, and Teaching, PreK-8*. Portsmouth, NH: Heinemann.

Marzano, R. & Pickering, D. (2005). *Building Academic Vocabulary*. Alexandria, VA: ASCD.

Serravallo, J. (2015). *Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*. Portsmouth, NH: Heinemann.

Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*. Portsmouth, NH: Heinemann.

Tomlinson, C. A. (August, 2000). *Differentiation of Instruction in the Elementary Grades*. ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education.



# Oradell Public School District

## Suggested Pacing Guide for Reading & Writing Units Grade Two

Unit	Approximate Months	Reading Unit	Writing Unit	Phonics	Grammar Skills
1	September/ October	<a href="#">Launching: Careful Readers Have Good Habits</a>	<b>Narrative:</b> Launching Writing Workshop/ Personal Narrative	-Review of Grade 1 Phonics Skills	-Capitalization
2	October/ November	<a href="#">Fiction: Readers Think and Talk About Characters</a>	<b>Narrative:</b> Realistic Fiction	-Short Vowels -Six Syllable Types	-Collective Nouns -Irregular Plural Nouns -Adjectives and Adverbs
3	December	<a href="#">Nonfiction: Informational Strategies and Just Right Books</a>	<b>Informational:</b> Expert Books on a Variety of Topics	-Long Vowels -Two-Syllable Words with Long Vowels -Spelling-Sound Correspondence	-Reflexive Pronouns -Past Tense of Irregular Verbs
4	January/ February	<a href="#">Fiction: Digging Deeper: Folktales, Fairy Tales, Fables</a>	<b>Opinion:</b> Persuasive Letters and Other Texts	-Spelling-Sound Correspondence (Vowel Teams)	-Use of Commas
5	March	<a href="#">Fiction: Reading and Responding to Chapter Books</a>	<b>Opinion:</b> Book Reviews	-Vowel Teams -Common Prefixes and Suffixes	-Use of an Apostrophe
6	April/ May	<a href="#">Nonfiction: Informational Reading Strategies in a Content Area</a>	<b>Informational:</b> Expert Books on Ancient Egypt	-Common Prefixes and Suffixes -Irregularly Spelled Words -Multisyllabic Words	-Simple and Compound Sentences
7	June	<a href="#">Fiction: Book Clubs</a>	<b>Poetry:</b> Big Thoughts in Small Packages	Grade 2 Phonics and Word Analysis in Decoding Words	-Grammar Review

Note: Highlighted activities indicate **Holocaust Awareness** or **Amistad Commission** or **Asian American and Pacific Islander** legislation related activities.

# Second Grade Reading Curriculum

## Unit 1 Fiction: Launching: Careful Readers Have Good Habits

### Unit Overview

Launching the Reading Workshop is the initial unit that focuses on setting the groundwork for the important strategies and skills necessary for success in Second Grade reading. The first few weeks focus on Reading Workshop strategies and structures. The next few weeks will be centralized around strategies that support fluency, accuracy, and comprehension. Readers will learn the importance of choosing appropriate texts and how to select books that can be managed on an independent reading level. Readers will finish the unit by learning about the importance of problem solving and how to address situations that will undoubtedly arise as they move into more complex texts requiring higher level skills.

**Note:** At times, The Reading Strategies Book and The Writing Strategies Book By Jennifer Serravallo will be referenced and embedded into each unit's teaching points. This allows for the teacher to refer back to a connected lesson/anchor chart created by Serravallo. Each lesson from her book will be marked with RS or WS followed by a decimal within parentheses (for example: RS 7.17) after the corresponding teaching point.

### Enduring Understandings

Readers will:

- Understand the expectations and structures of Reading Workshop.
- Choose "Just Right Books" that support their work with comprehension, accuracy, and fluency.
- Read with meaning and true understanding.
- Read "Just Right Books" with stamina to build and enhance their reading life.

### Assessments

Possible Ongoing Assessments
<ul style="list-style-type: none"><li>• TCRWP Assessment for Independent Reading Levels</li><li>• LinkIt! Custom and Benchmark Assessments</li><li>• DIBELS</li><li>• Words Their Way Spelling Inventory</li></ul>
Possible Reading Notebook Entries
<ul style="list-style-type: none"><li>• Who am I as a reader?</li><li>• What are my reading goals?</li><li>• What does my ideal reading spot look like?</li><li>• What are my "go to" strategies for figuring out tricky words?</li><li>• I predict that...</li><li>• My favorite part was...</li><li>• This part was confusing because...</li></ul>

## Standards (NJSLs) Addressed in this Unit

### Reading Literature

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

RL.2.2. 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.  
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.

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

### Reading Foundational Skills

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

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

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

C. Decode words with common prefixes and suffixes.

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

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

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

A. Read grade-level text with purpose and understanding.

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

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

### Reading Literature Texts

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

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

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

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

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

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

### Reading Informational Texts

N/A

### Speaking & Listening

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

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

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

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

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

SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

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

## Language

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)

## Computer Science and Design Thinking

8.1.2.DA.3: Identify and describe patterns in data visualizations.

- Setting goals and tracking data on bar graph to monitor reading goals

## Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

### Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

## Interdisciplinary Connections

### Comprehensive Health and Physical Education

2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.

2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

### Social Studies

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish

responsibilities, and fulfill roles of authority.

## Unit 1: Launching: Careful Readers Have Good Habits

### Suggested Teaching Points

#### Unit 1/Bend 1: Understanding The Workings of Readers Workshop

*Readers work independently during reading workshop by...*

- Thinking about who they are as readers and setting their own personal goals in second grade (RS 2.8 or RS 2.24).
- Holding self accountable for goals by tracking progress through bar graphs.
- Understanding the structure of workshop — mini-lesson, independent reading time, conferencing/guided reading/strategy groups and partner share.
- Reading and working with stamina so they stay focused and do not disrupt their classmates or teachers (RS 2.4 or RS 2.14).
- Choosing a good reading spot where they are comfortable and can work with stamina (RS 2.1).
- Having a toolbox of solutions for problems that may arise during Reading Workshop (ex: What if I have to use the bathroom? What if I read all of the books in my book bin? What if I need a post-it?)

#### Unit 1/Bend 2: Reading Just Right Books With Stamina

*Readers are prepared to read with stamina by...*

- Choosing books and genres they enjoy (RS 2.16).
- Choosing a book that is appropriate for their reading level.
- Using their book boxes to house their current books and supplies (such as pencil, notebook, folder, post-its, strategy rings, etc.).
- Choosing books that help them to feel ready and excited about reading (RS 2.13).
- Knowing what to do if a book feels too hard or too easy.
- Setting goals for reading with stamina (ex: How long can I read quietly all by myself?)(RS 2.14).
- Knowing what to do if their minds start to wander (RS 2.4).

#### Unit 1/Bend 3: Reading With Accuracy

*Readers figure out tricky words by...*

- Saying the sound of the beginning letters (RS 3.13 or RS 3.14).
- Noticing the sounds at the end of words (RS 3.13).
- Moving slowly through the word (RS 3.18).
- Taking the word apart, looking for known sounds, and putting it back together (RS 3.19).
- Asking themselves — Does it look right? Does it sound right? Does it make sense (RS 3.10)?
- Identifying and switching the vowel sounds in the word (RS 3.17).
- Chunking word parts (RS 3.12).

#### Unit 1/Bend 4: Reading With Meaning

<p><b>Readers read with meaning by...</b></p>	<ul style="list-style-type: none"> <li>• Checking for understanding (ex: What just happened?) (RS 2.6)</li> <li>• Retelling the story piece by piece from beginning to end (RS 5.16)</li> <li>• Making predictions as they read based on what has happened so far.</li> <li>• Going back over and recapping what they have previously read (ex: What happened last time I read this book?) (RS 2.3).</li> <li>• Noticing the problem within the story (RS 5.8).</li> <li>• Rereading the parts they do not remember or understand what they have read (RS 2.3).</li> </ul>
<p><b>Readers discuss their books with partners by...</b></p>	<ul style="list-style-type: none"> <li>• Sharing their favorite part.</li> <li>• Retelling the story to each other.</li> <li>• Taking turns talking and listening</li> <li>• Asking and answering questions.</li> <li>• Starting and maintaining conversations with each other.</li> <li>• Solving problems together.</li> </ul>

### Unit Specific Vocabulary

mini-lesson, independent reading, conference, guided reading, strategy, decoding comprehension, accuracy, fluency, stamina, genre, fiction, retell, check for understanding, predictions, conversation, goals, and chunking.

### Suggested Phonics Skills

- Distinguish short and long vowel sounds
- Identify syllable types: closed and vowel-consonant e
- Read and spell CVC, CCVC, CVCC, CCVCC, CVGe words
- Name sounds for r-controlled, vowel digraphs, vowel diphthongs
- Read and spell grade one high frequency trick words, including irregular words (from Level 1 Foundations)
- Read and spell compound words

### Suggested Modifications

*These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.*

### Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Refer to student's IEP for goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Model book selection process.
- Model productive and engaging partner talk.
- Provide direct instruction for completing a reading log.
- Build anchor charts with students and continually refer to them as you teach.

- Provide students with their own copies of the text that they can read independently and use five finger retell.
- Provide opportunities for students to turn and talk.
- Use modeling, role playing and cuing.
- Provide graphic organizers for text connections.
- Model fluency, inflection, intonation while reading poetry.
- Incorporate differentiated reading techniques based on the 2nd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Students with 504 Plans

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Refer to student’s 504 plan for goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Model book selection process.
- Model productive and engaging partner talk.
- Provide direct instruction for completing a reading log.
- Build anchor charts with students and continually refer to them as you teach.
- Provide students with their own copies of the text that they can read independently and use five finger retell.
- Provide opportunities for students to turn and talk.
- Use modeling, role playing and cuing.
- Provide graphic organizers for text connections.
- Model fluency, inflection, intonation while reading poetry.
- Incorporate differentiated reading techniques based on the 2nd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Students at Risk

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Model book selection process.
- Model productive and engaging partner talk.
- Provide direct instruction for completing a reading log.
- Build anchor charts with students and continually refer to them as you teach.
- Provide students with their own copies of the text that they can read independently and use five finger retell.
- Provide opportunities for students to turn and talk.
- Use modeling, role playing and cuing.
- Provide graphic organizers for text connections.
- Model fluency, inflection, intonation while reading poetry.
- Decode and write tricky words by using the [Sight Word Practice](#) sheets.
- Incorporate differentiated reading techniques based on the 2nd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### English Language Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring,



### TCRWP Assessments for Independent Reading Levels.

- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Model book selection process.
- Model productive and engaging partner talk.
- Provide direct instruction for completing a reading log.
- Build anchor charts with students and continually refer to them as you teach.
- Provide students with their own copies of the text that they can read independently and use five finger retell.
- Provide opportunities for students to turn and talk.
- Provide audio books when available.
- Use modeling, role playing, and cuing.
- Provide graphic organizers for text connections.
- Incorporate differentiated reading techniques based on the 2nd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide students with their own copies of the text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide student opportunities to set their own agenda.
- Allow students to demonstrate mastery through a culminating project.
- Incorporate differentiated reading techniques based on the 2nd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one's emotions and know one's strengths and limitations
  - Connections:
    - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
    - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one's emotions and behaviors, particularly in stressful situations
  - Connections:
    - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
    - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
  - Connections:

- Students becoming the “expert” helper to support others in their work.
  - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules
    - Class discussions
    - Following rules

### Suggested Mentor Texts

[\*Chrysanthemum\* by Kevin Henkes](#)

*Wemberly Worried* by Kevin Henkes

*The Day You Begin* by Jacqueline Woodson

*If You Ever Want to Bring an Alligator to School, Don’t!* by Elise Parsley

*But Excuse Me That is My Book* by Lauren Child

*Those Darn Squirrels* By Adam Rubin

### Professional Resources

*Units of Study for Teaching Reading, Second-Grade Reading Growth Spurt, Grade 2, Unit 1* by Lucy Calkins and Shanna Schwartz.

*The Reading Strategies Book* by Jennifer Serravallo (RS)

*The Writing Strategies Book* by Jennifer Serravallo

*Scholastic Leveled Bookroom 4.0*

[\*Wilson Foundations Scope and Sequence\*](#)

## Unit 2 Fiction: Readers Think and Talk About Characters

### Unit Overview

This unit is an in depth study of characters. This unit will examine main characters, analyzing who they are and how they respond to the world around them. Students will also examine story elements such as setting, important events, problem and solution. During this time, readers will also learn how to make predictions, stop and jot, make connections, compare and contrast, notice patterns, and build theories. Students will also learn how to properly interact with their classmates, talking to one another and building upon their conversations by adding additional information. By the end of the unit, students will feel more confident discussing characters and story elements with their peers.

### Enduring Understandings

Readers will:

- Understand main characters on a deeper level.
- Use story elements to understand the text better.
- Notice character patterns within a story.
- Grow theories about characters.
- Make predictions within a book or series.
- Share and grow their thinking with partners.

### Assessments

#### Possible Ongoing Assessments

- TCRWP Assessment for Independent Reading Levels
- LinkIt! Custom and Benchmark Assessments
- Conferring Notes: daily observation of students' participation and conversation with partners
- Teacher-Student Conferences (e.g. individual, small group, strategy group and guided reading)
- Reading logs, reader's notebooks, writing about reading evidence (e.g. Post-its, journal entries, writing long about reading)
- DIBELS

#### Suggested Reading Notebook Entries

- What do I know/notice about my characters?
- What do their thoughts, actions, and feelings say about who they are as a character?
- What patterns do you notice?
- I can connect to this book/character because...
- The problem is.../The Solution is...
- My partner helped me to understand \_\_\_\_ better by...
- I agree/disagree with \_\_\_\_ because...
- In the book it says..., Because..., On page..., An example of this is...

### Standards (NJSLs) Addressed in this Unit

#### Reading Literature

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

RL.2.2. 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.  
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. 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.

**Reading Foundational Skills**

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

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

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

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Reading Informational Text**

N/A

**Writing**

N/A

**Speaking & Listening**

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

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

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

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

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

SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

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

### Language

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).

### Computer Science and Design Thinking

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

- Use the Reader’s Workshop model to successfully read.

8.1.2.AP.4: Break down a task into a sequence of steps.

- Use the Reader’s Workshop model to successfully read..

### Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

### Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

### Interdisciplinary Connections

#### Social Studies

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

## Unit 2: Readers Think and Talk About Characters

### Suggested Teaching Points

#### Unit 2/Bend 1: Getting to Know Characters

***Readers choose characters to study closely by...***

- Thinking about characters from books they know well.
- Looking for books with characters they want to get to know better.
- Making a plan for reading by thinking about which books they want to read and in what order.

***Readers get to know characters in their books by...***

- Understanding the difference between main and secondary characters.
- Identifying and understanding a character's inner and outer traits.
- Paying attention to what they think, say, feel, and do in the story.

	<ul style="list-style-type: none"> <li>• Thinking about the problems and troubles their character encounters.</li> <li>• Thinking about how characters solve their problems.</li> <li>• Comparing and contrasting characters in the same or in different books.</li> <li>• Thinking about how they relate to the characters in their story.</li> <li>• Using post-its to mark places in their books worth stopping and jotting (ex: funny part, character trait, question, new word, connection, problem/solution, etc).</li> </ul>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Unit 2/Bend 2: Characters Change Throughout Books

<b><i>Readers notice patterns across books by...</i></b>	<ul style="list-style-type: none"> <li>• Knowing that some books have predictable patterns and looking for them as they read.</li> <li>• Thinking about how characters change from the beginning to the end of the story.</li> <li>• Focusing on the relationships between characters.</li> </ul>
<b><i>Readers hold on to what they read by...</i></b>	<ul style="list-style-type: none"> <li>• Accumulating the story by chunking while they read (ex: by page, chapter, or section.)</li> <li>• Check for understanding by asking themselves, “What is happening so far?”</li> <li>• Making predictions based on what has already happened in their books.</li> </ul>

### Unit 2/Bend 3: Building Theories About Characters

<b><i>Readers build theories about their characters by...</i></b>	<ul style="list-style-type: none"> <li>• Looking for patterns in what their character thinks, says, feels, and does (ex: This character always....when...).</li> <li>• Looking for patterns in the way characters act with each other (RS 6.8).</li> <li>• Piecing together what they have learned about their characters.</li> <li>• Using evidence to explain their theories about characters.</li> <li>• Creating visual displays about their characters to celebrate what they have learned about them.</li> </ul>
-------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Unit 2/Bend 4: Accountable Talk

<b><i>Readers grow their partner talk by...</i></b>	<ul style="list-style-type: none"> <li>• Using evidence when they talk about characters (ex. In the story it says..., For example..., Because..., On page/In chapter..., etc.)</li> <li>• Choosing post-its they can talk about with their partner.</li> <li>• Jotting down questions they have about their characters to ask their reading partners.</li> <li>• Taking turns to listen and respond in conversation.</li> <li>• Adding to what their partners said, (I agree/disagree with you because... etc. )</li> </ul>
-----------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Unit Specific Vocabulary

inner and outer traits (internal and external), main-characters, secondary characters, problem, solution, compare, contrast, relationship, relate, character traits, stop and jot, predict, chunking, check for understanding, jotting, and example

## Suggested Phonics Skills

- Identify all six syllable types: open, closed, vowel-consonant-e, r-controlled, vowel digraphs/diphthong, consonant-le
- Review how to tap and read words
- Dictate sounds and words with short vowels
- Read and spell words with short vowels

## Suggested Modifications

*These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product and learning environment.*

## Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Refer to student's IEP for goals and modifications.
- Use preferential seating.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Build anchor charts on intrinsic and extrinsic characteristics with students and continually refer to them as you teach.
- Provide direct instruction and modeling on finding evidence and patterns of behavior.
- Provide graphic organizers for tracking characters' actions and their effects on others.
- Provide scaffolded instruction on forming theories based on collected evidence.
- Provide anchor chart on making predictions and refer to them throughout the unit.
- Provide graphic organizers on collecting clues to form theories.
- Think aloud on why a character is acting or reacting. "I wonder why \_\_\_\_\_ is doing this? If it were me, I might \_\_\_\_\_ because\_\_\_\_\_."
- Provide opportunities for students to turn and talk.
- Provide direct, explicit instruction for strategies, skills and grammar, as needed.
- Include hands-on activities.
- Provide individual copies of books that will allow students to track characters' actions.
- Incorporate differentiated reading techniques based on the 2nd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

## Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Refer to student's 504 plan for goals and modifications.
- Use preferential seating.

- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Build anchor charts on intrinsic and extrinsic characteristics with students and continually refer to them as you teach.
- Provide direct instruction and modeling on finding evidence and patterns of behavior.
- Provide graphic organizers for tracking characters' actions and their effects on others.
- Provide scaffolded instruction on forming theories based on collected evidence.
- Provide anchor chart on making predictions and refer to them throughout the unit.
- Provide graphic organizers on collecting clues to form theories.
- Think aloud on why a character is acting or reacting. "I wonder why \_\_\_\_\_ is doing this? If it were me, I might \_\_\_\_\_ because \_\_\_\_\_."
- Provide opportunities for students to turn and talk.
- Provide direct, explicit instruction for strategies, skills and grammar, as needed.
- Include hands-on activities.
- Provide individual copies of books that will allow students to track characters' actions.
- Incorporate differentiated reading techniques based on the 2nd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Ask students to recall what they have already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Build anchor charts on intrinsic and extrinsic characteristics with students and continually refer to them as you teach.
- Provide direct instruction and modeling on finding evidence and patterns of behavior.
- Provide graphic organizer for tracking characters' actions and their effects on others.
- Provide direct instruction on character reflection.
- Provide scaffolded instruction on forming theories based on collected evidence.
- Provide anchor chart on making predictions and refer to throughout unit.
- Provide graphic organizer on collecting clues to form theories.
- Think-aloud on why a character is acting or reacting. "I wonder why \_\_\_\_\_ is doing this? If it were me, I might \_\_\_\_\_ because \_\_\_\_\_."
- Provide opportunities for students to turn and talk.
- Provide direct, explicit instruction for strategies, skills and grammar, as needed.
- Include hands-on activities.
- Provide individual copies of books that will allow students to track characters' actions.
- Model fluency, inflection, and intonation while reading poetry.
- Decode and write tricky words by using the [Sight Word Practice](#) sheets.
- Incorporate differentiated reading techniques based on the 2nd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Ask students to recall what they have already learned in ways that activate their prior knowledge and allow them to build on that knowledge.



- Build anchor charts on intrinsic and extrinsic characteristics with students and continually refer to them as you teach.
- Provide direct instruction and modeling on finding evidence and patterns of behavior.
- Provide graphic organizers for tracking characters' actions and their effects on others.
- Provide scaffolded instruction on forming theories based on collected evidence.
- Provide anchor chart on making predictions and refer to them throughout unit.
- Provide graphic organizer on collecting clues to form theories.
- Think-aloud on why a character is acting or reacting. "I wonder why \_\_\_\_\_ is doing this? If it were me, I might \_\_\_\_\_ because \_\_\_\_\_."
- Provide opportunities for students to turn and talk.
- Provide direct, explicit instruction for strategies, skills and grammar, as needed.
- Include hands-on activities.
- Provide individual copies of books that will allow students to track characters' actions.
- Incorporate differentiated reading techniques based on the 2nd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Allow for independent study. (e.g. comparing characters' actions in other books in the series)
- Provide additional resources to develop and deepen levels of understanding.
- Provide opportunities for students to turn and talk.
- Use more advanced texts.
- Use higher-level questioning that will provide opportunities for critical thinking and creative reading.
- Allow students to demonstrate mastery through a culminating project.

### Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one's emotions and know one's strengths and limitations
  - Connections:
    - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
    - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one's emotions and behaviors, particularly in stressful situations
  - Connections:
    - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
    - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
  - Connections:
    - Students becoming the "expert" helper to support others in their work.
    - Using Whole Body Listening when classmates are speaking.

- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules
    - Class discussions
    - Following rules

### **Suggested Mentor Texts**

*Chrysanthemum* Kevin Henkes

*The Name Jar* by Yangsook Choi

*Amazing Grace* by Mary Hoffman

*Wemberly Worried* by Kevin Henkes

*Shelia Rae, The Brave* by Kevin Henkes

*No, David* by David Shannon

*Enemy Pie* by Derek Munson

*Flat Stanley* Series by Jeff Brown

*Junie B. Jones* Series by Barbara Park

*Amelia Bedelia* Series by Peggy Parish

*Henry and Mudge* Series by Cynthia Rylant

*The Magic Tree House* Series by Mary Pope Osborne

*Stink* Series by Megan McDonald

*Black Lagoon Adventures* Series by Mike Thaler

### **Professional Resources**

*Units of Study for Teaching of Reading If..Then...Curriculum*, Grades K-2, Studying Characters and Their Stories.

*The Reading Strategies Book* by Jennifer Serravallo

*The Writing Strategies Book* by Jennifer Serravallo

*Scholastic Leveled Bookroom 4.0*

[Wilson Foundations Scope and Sequence](#)

## Unit 3 Nonfiction: Informational Strategies and Just Right Books

### Unit Overview

In this first nonfiction unit of study, students will focus on learning about the world through informational texts. The unit will begin by immersing children in nonfiction books of all topics, by learning how to choose ones that are appropriate as well as creating a plan of action for reading. Students also learn the importance of continuing to read fiction books, in order to maintain and build their fiction reading muscles. Following the immersion bend, students will learn how to work together and share information in clubs/partnerships. By reading multiple books across a topic, students will also learn how to dig deeper into the information presented by using text features to help comprehend topics better. Students will understand how titles, captions, labels, pictures, diagrams, maps, and other text features fit into a text and help readers to learn at higher levels. The unit will culminate with a celebration that allows students to present the information acquired about a specific topic of interest to their peers through writing and a visual project. This will help children continue to learn how to share important information with others.

### Enduring Understandings

Readers will:

- Learn facts about different topics.
- Dig deeper into nonfiction books by using and understanding text features.
- Share reading and learning with partnerships or reading groups.
- Become experts on different topics.
- Learn the meaning of new words.
- Share new learning with others in different, creative ways.

### Assessments

#### Possible Ongoing Assessments

- TCRWP Assessment for Independent Reading Levels
- LinkIt!
- DIBELS
- Words Their Way Spelling Inventory
- Conferring Notes: daily observation of students' participation and conversation with partners
- Teacher-Student Conferences (e.g. individual, small group, strategy group and guided reading)
- Reading logs, reader's notebooks, writing about reading evidence (e.g. Post-its, journal entries, writing long about reading)

#### Suggested Reading Notebook Entries

- I want to learn all about...because...
- My group/partnership will read about...and start with...because...
- This is mostly about...
- I already know these things about my topic...
- KWL Chart — I know..., I want to know..., I learned...
- Take a post-it and write long about it.
- Retell the main ideas of the book.
- This is important because...
- This (text feature) is important because it helps/shows me...

- Compare similarities and differences.
- Come up with a theory and give text evidence.
- I learned...This is important to know because...
- Fact...This tells me...
- In another book it says...
- This is what I now know about this topic...

## Standards (NJSL) Addressed in this Unit

### Reading Informational Texts

- RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8. 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.
- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

### Reading 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.
- 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.

### Writing

- W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

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

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

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

## Speaking & Listening

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

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

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

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

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

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

## Language

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).

## Computer Science and Design Thinking

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

- Read a nonfiction book online, conduct research, and identify nonfiction text-features via Epic.com

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

- Read about how computers are used to collect information and communicate globally. Technologies from hundreds of years ago to now may be discussed.

8.1.2.DA.3: Identify and describe patterns in data visualizations.

- Search for nonfiction text-features, such as maps and graphs, that display patterns.

8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

- Follow directions from a How-To book to complete a task.

## Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.  
 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).  
 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).  
 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).  
 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).  
 9.4.2.DC.2: Explain the importance of respecting digital content of others.  
 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

**Practices**

CLKSP1 Act as a responsible and contributing community member and employee.  
 CLKSP4 Demonstrate creativity and innovation.  
 CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.  
 CLKSP6 Model integrity, ethical leadership and effective management.

**Interdisciplinary Connections**

**Social Studies**

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.  
 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

**Unit 3 Nonfiction: Information Texts and Just Right Books**

**Suggested Teaching Points**

**Unit 3/Bend 1: Immersion into Nonfiction Texts**

<b><i>Readers immerse themselves in nonfiction by...</i></b>	<ul style="list-style-type: none"> <li>• Jumping into nonfiction books and thinking about what they notice (RS 8.6).</li> <li>• Thinking about the ways that nonfiction books are organized.</li> <li>• Sorting and organizing their nonfiction book collection into categories.</li> <li>• Reading nonfiction books on many different topics.</li> </ul>
<b><i>Readers of nonfiction choose topics to study by...</i></b>	<ul style="list-style-type: none"> <li>• Deciding on a subject to explore with their partners or club.</li> <li>• Reading just right fiction books when they are finished with nonfiction reading time.</li> <li>• Engaging in a reading club with peers (coming up with a club name and organizing a folder to hold their learnings).</li> <li>• Making a plan with their reading partners/club (getting materials together, sharing information, etc.)</li> <li>• Reading a lot of different texts related to their topics in order to become experts.</li> </ul>

**Unit 3/Bend 2: Grow Knowledge**

<b><i>Readers learn about a nonfiction subject by...</i></b>	<ul style="list-style-type: none"> <li>• Thinking about what they already know about a topic (RS 9.3).</li> <li>• Looking at the title, table of contents, chapter headings and subheadings to get an idea of how the book will go (RS 10.13).</li> <li>• Reading with a topic sentence in mind (RS 8.17).</li> </ul>
--------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> <li>● Using section headings to know what that part is mostly about.</li> <li>● Stopping and jotting notes on post-its when they learn something new, meet a new word, see a strong image that teaches them something, have a question, make a connection, burst with curiosity, or come to the end of a topic.</li> <li>● Organizing new learning into a graphic organizer like boxes and bullets (RS 8.5)</li> <li>● Gathering up facts as they read (RS 9.5).</li> </ul>
<b><i>Readers deal with difficult words by...</i></b>	<ul style="list-style-type: none"> <li>● Using all that they know to figure out the meaning of new words: <ul style="list-style-type: none"> <li>○ Reading on and coming back to the word.</li> <li>○ Using context clues</li> <li>○ Using photos and illustrations</li> <li>○ Using the glossary, dictionary, or online sources.</li> <li>○ Replacing tricky words with another word that they know.</li> <li>○ Asking a member of their club or partnership for help.</li> </ul> </li> </ul>
<b><i>Readers think and talk to their partners and clubs by...</i></b>	<ul style="list-style-type: none"> <li>● Retelling the main ideas of their nonfiction books to their partners/clubs to teach others what they have learned (RS 8.18).</li> <li>● Asking each other questions to make sure they understand the text.</li> <li>● Planning the work their partnership or club will do together (i.e. jot notes, ask questions, answer questions, etc.).</li> <li>● Choosing one post-it to talk about for a long time and then choose another one to talk about when they are finished.</li> <li>● Putting new learning into their own words (RS 8.7).</li> </ul>

### Unit 3/Bend 3: Reading Across a Topic

<b><i>Readers will read and think about a variety of nonfiction texts by...</i></b>	<ul style="list-style-type: none"> <li>● Reading and studying the photographs and illustrations.</li> <li>● Jotting down questions they have as they read (RS 8.4).</li> <li>● Working hard to answer the questions they have (RS 8.4).</li> <li>● Thinking about what they have learned while reading (RS 8.9).</li> <li>● Responding to what they are learning on post-its (this makes me think...this makes me wonder...this surprises me because...)</li> </ul>
<b><i>Readers lift the level of talk during their partner/club conversation by...</i></b>	<ul style="list-style-type: none"> <li>● Sharing what they have learned with their reading partners/clubs.</li> <li>● Sharing their questions with their reading partners/clubs.</li> <li>● Helping their partners/clubs answer questions they have.</li> <li>● Practicing reading aloud together with an “explaining” voice.</li> <li>● Taking turns to start conversation with their partners/clubs</li> <li>● Using their eyes, ears, and bodies to show they are listening.</li> <li>● Adding on to what their partners/clubs are saying.</li> <li>● Asking each other questions.</li> </ul>

### Unit 3/Bend 4: Comparing and Contrasting Information

<b><i>Readers compare and contrast information they have learned by...</i></b>	<ul style="list-style-type: none"> <li>● Reading many books on the same topic.</li> <li>● Mixing and matching information across books.</li> <li>● Talking about similarities and differences in their books.</li> <li>● Using similarities and differences about what they have learned in</li> </ul>
--------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>their books to build theories or big ideas.</p> <ul style="list-style-type: none"> <li>• Supporting their theories with text evidence.</li> <li>• Comparing new learning to what is already known and coming up with an understanding (RS 9.1).</li> </ul>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Unit 3/Bend 5: Sharing Information**

<b>Readers share their findings by...</b>	<ul style="list-style-type: none"> <li>• Collecting the big ideas and notes about new learning.</li> <li>• Organizing findings into categories and displaying their data.</li> <li>• Creating a visual project highlighting new thinking and understanding.</li> <li>• Sharing their visual presentation with their peers.</li> <li>• Collaborating with peers through a vehicle such as Google slides to connect virtually to peers to create presentations using technology.</li> </ul>
-------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Unit Specific Vocabulary**

nonfiction, topics, related, topic sentences, reading clubs, materials, information, informational, table of contents, headings, text features, glossary, main idea, explain, similarities, differences, theories, text evidence, big ideas, captions, labels

**Suggested Phonics Skills**

- Dictate sounds and words with long vowels (a-e, e-e, i-e, o-e, u-e)
- Identify parts of words (syllables and base words)
- Segment syllables into sounds
- Practice creating and reading two-syllable words with long vowels
- Read and spell two-syllable words with long vowels

**Suggested Modifications**

*These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.*

**Special Education Students**

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Refer to student’s IEP goals and modifications.
- Use preferential seating.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide direct instruction and scaffolding on note-taking and jotting thoughts.
- Utilize a shared reading approach to highlight key details using a HoverCam/SmartBoard.
- Provide definitions and examples of new vocabulary. (e.g. text evidence, theories, main idea)
- Provide direct instruction on text features and skimming.



- Provide anchor charts on text features, main idea, topic, and big idea refer to them throughout the unit.
- Provide graphic organizers and create anchor charts that model how to predict, recognize patterns and compare and contrast.
- Provide choices of leveled books in a series by multiple authors.
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Incorporate differentiated reading techniques based on the 2nd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Refer to student's 504 plan goals and modifications.
- Use preferential seating.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide direct instruction and scaffolding on note-taking and jotting thoughts.
- Utilize a shared reading approach to highlight key details using a HoverCam/SmartBoard.
- Provide definitions and examples of new vocabulary. (e.g. text evidence, theories, main idea)
- Provide direct instruction on text features and skimming.
- Provide anchor charts on text features, main idea, topic, and big idea refer to them throughout the unit.
- Provide graphic organizers and create anchor charts that model how to predict, recognize patterns and compare and contrast.
- Provide choices of leveled books in a series by multiple authors.
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Incorporate differentiated reading techniques based on the 2nd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide direct instruction and scaffolding on note-taking and jotting thoughts.
- Utilize a shared reading approach to highlight key details using a HoverCam/SmartBoard .
- Provide definitions and examples of new vocabulary. (e.g. text evidence, theories, main idea)
- Provide direct instruction on text features and skimming.
- Provide direct instruction on text features, main idea, topic, and big idea refer to them throughout the unit.
- Provide graphic organizers that model how to predict, recognize patterns, and compare and contrast.
- Provide choices of leveled books in a series by multiple authors.
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Model fluency, inflection, intonation while reading poetry.
- Decode and write tricky words by using the [Sight Word Practice](#) sheets.

- Incorporate differentiated reading techniques based on the 2nd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### English Language Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide direct instruction and scaffolding on note-taking and jotting thoughts.
- Work in pairs or small groups to discuss clues and how they help with better understanding.
- Utilize a shared reading approach to highlight key details using a HoverCam/SmartBoard .
- Provide definitions and examples of new vocabulary. (e.g. text evidence, theories, main idea)
- Provide direct instruction on text features and skimming.
- Provide anchor charts on text features, main idea, topic, and big idea refer to them throughout the unit.
- Provide graphic organizers and create anchor charts that model how to predict, recognize patterns and compare and contrast.
- Provide choices of leveled books in a series by multiple authors.
- Use audio books when possible.
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Incorporate differentiated reading techniques based on the 2nd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Allow for independent author studies.
- Provide opportunities for students to work with striving readers.
- Use more advanced texts.
- Use higher-level questioning providing opportunities for critical and creative reading.
- Allow students to demonstrate mastery through a culminating project.
- Incorporate differentiated reading techniques based on the 2nd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
  - Connections:
    - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
    - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations

- Connections:
  - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
  - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
  - Connections:
    - Students becoming the "expert" helper to support others in their work.
    - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules
    - Class discussions
    - Following rules

### **Suggested Mentor Texts**

*Who Would Win Series* by Jerry Pallotta  
*Shark Lady* by Jess Keating  
*Give Bees A Chance* by Bethany Barton

### **Suggested Titles from the Scholastic Leveled Book Room 4.0**

*A Bright Idea* By Michelle Lombaerde  
*A Dandelion's Life* By John Himmelman  
*A Monarch Butterfly's Life* By John Himmelman  
*A Tree Can Be...* By Judy Nayer  
*All About Manatees* By Jim Arnosky  
*Boy, Were We Wrong About Dinosaurs!* By Kathleen V. Kudlinski  
*Can You Fly High, Wright Brothers?* By Melvin Berger and Gilda Berger  
*Dive! A Book of Deep- Sea Creatures* By Melvin Berger  
*Frogs!* By Elizabeth Carney  
*Fur, Feathers, or Fins?* By Bailey Carroll  
*Life in the Ocean* By Claire A. Nivola  
*What Can Insects Do?* By Cynthia Rothman  
*What Do You Do With A Tail Like This?* By Steve Jenkins and Robin Page

### **Professional Resources**

*Units of Study for Teaching Reading, Becoming Experts, Grade 2, Unit 2* by Lucy Calkins, Amanda Hartman, Celena Dangler Larkey, Lindsay Wilkes.

## **Unit 4 Fiction: Digging Deeper: Folktales Fairytales, Fables**

### **Unit Overview**

In this unit, students will be exploring the wonderful fantasy world of fairy tales, folktales, and fables. Students will start out by immersing themselves in these different types of texts, noticing the characteristics of each. They will start to become familiar with typical patterns presented in these types of literature, allowing students to become more comprehensive readers. Diving into these characteristics allow for readers to think about lessons learned, motives, morals, and the author's message. At the same time, students will use this unit to practice fluency and expression. Fairy tales, folktales, and fables are, genuinely, very vivid stories that allow all readers to show animation and expression. Students will practice these skills to help them grow as a reader. Throughout the unit, students will have immersed themselves in multiple versions of the same story and will have the opportunity to compare and contrast stories from different cultures, perspectives, and authors. At the culmination of this unit, readers will have the opportunity to pull together all of the skills they have been acquiring as readers as they are immersed in the theatre standards, allowing them to bring these stories to life in a guided drama experience.

### **Enduring Understandings**

Readers will:

- Understand the characteristics of fairy tales, folktales, and fables.
- Read, think, and talk about fairy tales, folktales, and fables with their reading partners/clubs.
- Recount stories from diverse cultures and determine the central message, lesson, or moral.
- Read with increased fluency and expression.
- Compare and contrast different versions of the same fairy tales by different authors and cultures.
- Use their imaginations to plan a retelling performance for a portion of the story.
- Create the props, costumes and scenery for a performance.
- Reflect on their experience as a character in the skit and as a member of the audience.
- Gain an understanding that theatre artists rely on intuition, curiosity, and critical inquiry to make decisions in their performances and convey meaning in the theatrical work.

### **Assessments**

<b>Possible Ongoing Assessments</b>
<ul style="list-style-type: none"><li>● TCRWP Assessment for Independent Reading Levels</li></ul>

- LinkIt!
- Conferring Notes: daily observation of students' participation and conversation with partners
- Teacher-Student Conferences (e.g. individual, small group, strategy group and guided reading)
- Reading logs, reader's notebooks, writing about reading evidence (e.g. Post-its, journal entries, writing long about reading)
- DIBELS

### Suggested Reading Notebook Entries

- Make a chart of the characteristics found in folktales.
  - Animals talk, easy to follow plot, triumph of good over evil, goodness is rewarded, repetition of words, culture and values of the place of origin are reflected, small and powerless characters triumph, happy ending
- Make a chart of the characteristics found in fairy tales.
  - Imagined story that features characters and events that could not exist in the real world, narrative structure, the triumph of good over evil, goodness is rewarded, “once upon a time”, “long ago”, “happily ever after”, magical characters
- T- Chart: what the character is feeling/ evidence to support that.
- Envisioning: Sketch what you are picturing in your mind. Write a caption to explain your sketch.
- Make connections to the moral of the story.
- Make a venn diagram to compare and contrast different versions of the same story.
- Make a venn diagram to compare and contrast heroes from different stories.
- Make a venn diagram to compare and contrast villains from different stories.

### Standards (NJSLs) Addressed in this Unit

#### Reading Literature

- RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- RL.2.3. Describe how characters in a story respond to major events and challenges using key details.
- RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
- RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

#### Reading Informational Text

N/A

#### Reading Foundational Skills

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

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

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

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

## Writing

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

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

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

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

## Speaking & Listening

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

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

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

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

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

SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

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

## 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.

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).

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

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).

## Theatre

### Creating

1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Cr1b: Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Cr1c: Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).

1.4.2.Cr2a: Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Cr2b: Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Cr3a: With prompting and support, contribute to the adaptation of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Cr3b: Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Cr3c: Independently imagine multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama).

### Performing

1.4.2.Pr4a: With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).

1.4.2.Pr4b: Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr6a: Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.

### Responding

1.4.2.Re7a: Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re8a: With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re8b: Identify and use props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re8c: Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re9a: With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance, and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance.

1.4.2.Re9b: With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re9c: Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama).

### **Connecting**

1.4.2.Cn10a: With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experience to personal experiences of self and peers (e.g., process drama, story drama, creative drama).

1.4.2.Cn11a: With prompting and support, identify similarities and differences in stories and various art forms from one's own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change.

1.4.2.Cn11b: Collaborate on the creation of a short scene based on personal perspectives and understandings.

## **Computer Science and Design Thinking**

8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

- Create a story board about a fairy tale.

8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

- Use reading notebooks, post-its, and pencils to take reading notes.

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

- Follow the Reader's Workshop Model.

8.2.2.NT.1: Model and explain how a product works after taking it apart, identifying the relationship of each part, and putting it back together.

- Create and put a twist on a fairy tale using a storyboard.

8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem

- Create and put a twist on a fairy tale using a storyboard.

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

- Discuss how stories are passed on, for example legends.

## **Career Readiness, Life Literacies, and Key Skills**

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives .

9.4.2.CI.2: Demonstrate originality and inventiveness in work .

9.4.2.CT.2: Identify possible approaches and resources to execute a plan.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

### **Practices**

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.



CLKSP6 Model integrity, ethical leadership and effective management.  
 CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

**Interdisciplinary Connections**

**Visual and Performing Arts**

1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

**Unit 4: Digging Deeper: Fairy Tales, Folktales, Fables**

**Suggested Teaching Points**

**Unit 4/Bend 1: Characteristics of Folktales and Fairy Tales**

<p><i><b>Readers understand the characteristics of fairytales, folktales, and fables by...</b></i></p>	<ul style="list-style-type: none"> <li>● Immersing themselves in these types of stories.</li> <li>● Noticing characteristics of each.</li> <li>● Thinking about what these texts have in common.</li> <li>● Envisioning the story as they read, making a movie in their mind.</li> <li>● Thinking about the heroes and villains in their stories.</li> <li>● Thinking and jotting about how the characters feel:             <ul style="list-style-type: none"> <li>○ Using text evidence to support what they think the character is feeling.</li> </ul> </li> <li>● Empathizing with the characters by putting themselves in the character's shoes.</li> </ul>
<p><i><b>Readers read, think, and talk about fairytales, folktales, and fables with their reading partners/ clubs by...</b></i></p>	<ul style="list-style-type: none"> <li>● Choosing a basket to study:             <ul style="list-style-type: none"> <li>○ Folktales basket, <i>Cinderella</i> around the world basket, etc.</li> </ul> </li> <li>● Reading independently during independent reading time and then talking about it with their reading partners/clubs during partner time.</li> <li>● Using a folder to hold all of their work.</li> <li>● Working with their partner/club to make a plan for their reading.</li> <li>● Reading just right books when they are done with folktales and fairy tales.</li> </ul>
<p><i><b>Readers recount stories from diverse cultures and determine the central message, lesson, or moral by...</b></i></p>	<ul style="list-style-type: none"> <li>● Thinking about what the characters have learned.</li> <li>● Thinking about what they can learn from the motives and actions of their characters.</li> <li>● Thinking about who was treated unfairly.</li> <li>● Making connections to real-life situations based on the moral or the lesson learned.</li> <li>● Recognizing what the author's message is intended to teach.</li> </ul>

**Unit 4/Bend 2: Reading With Purpose**

<p><i><b>Readers read with increased fluency and expression by...</b></i></p>	<ul style="list-style-type: none"> <li>● Paying attention to punctuation as they read.</li> <li>● Acting out the character's dialogue as they read.</li> <li>● Becoming their characters by changing their voices and thinking about how they feel (RS 4.11).</li> <li>● Thinking about how the character is feeling as they read.</li> <li>● Reading aloud to their reading partner.</li> </ul>
-------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><b><i>Readers compare and contrast different versions of the same fairytales, folktales, and fables by different authors and cultures by...</i></b></p>	<ul style="list-style-type: none"> <li>● Reading different versions of the same story: <ul style="list-style-type: none"> <li>○ For example: <i>Cinderella</i> stories around the world.</li> </ul> </li> <li>● Thinking about how different stories have the same message.</li> <li>● Comparing and contrasting heroes from different stories.</li> <li>● Comparing and contrasting villains from different stories.</li> <li>● Jotting notes on graphic organizers to compare and contrast fairy tales.</li> <li>● Comparing and contrasting different versions of fairytales, folktales and fables with their reading partners/ clubs.</li> </ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Unit 4/Bend 3: Readers Bring Stories to Life Through Theatre**  
**In this bend, the theatre performance expectations will serve as the leading standards. The following links will connect student learning objectives, suggested activities and assessments directly to those performance expectations.**

Click [HERE](#) for a link to the K-2 Theatre document for student learning objectives, specific vocabulary, activities, and assessments for this bend. This document includes how each of the above are directly aligned to the performance expectations.

Click [HERE](#) for Explanations of the Performance Expectations K-2 to gain an understanding of what each performance expectation means and an example.

Click [HERE](#) for the K-2 Theatre Rubric.

<p><b><i>Students will bring the story to life by...</i></b></p>	<ul style="list-style-type: none"> <li>● Creating a storyboard with their group to sequence the events to advance a familiar story of their choosing. <ul style="list-style-type: none"> <li>○ Students will use the five finger retell to capture the main events, verbally discuss what details to add to advance the story, and then sketch onto a storyboard.</li> </ul> </li> <li>● Students revisit their storyboards to collaborate with peers to devise meaningful dialogue that supports the plot.</li> <li>● Becoming their characters by practicing various tones, volumes, facial expressions and movements. <ul style="list-style-type: none"> <li>○ Think about how the character might change throughout the story and make decisions on sounds and movements. Characters have emotions and feelings that connect to their actions causing them to make certain decisions. <ul style="list-style-type: none"> <li>■ Possible activity: Place all the characters' names into a cup and have the group select one character at a time. The group discusses and shares their ideas on how that character sounds and behaves throughout the storyboard.</li> <li>■ Compare and contrast how characters respond to challenges in a guided drama experience.</li> </ul> </li> </ul> </li> <li>● Engaging in a discussion using art vocabulary to visualize how props and scenery could be created and theatre terms to discuss how technical elements could be used. <ul style="list-style-type: none"> <li>○ Students are encouraged to be creative and imaginative in order to create multiple ways to represent an object or prop.</li> <li>○ Technical elements are lighting, sound, setting, and all other pieces that go into a production other than the actors. <ul style="list-style-type: none"> <li>■ Example: Students decide to show it is night by having the lights off.</li> </ul> </li> </ul> </li> </ul>
------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> <li>● Through accountable talk, students will provide feedback to each other and make revisions based on the feedback. <ul style="list-style-type: none"> <li>○ Feedback should be based on emotional responses to characters, the use of props, and any artistic choices.</li> <li>○ Students are encouraged to identify similarities between characters and make connections to personal experiences.</li> </ul> </li> <li>● Listening to the story of <a href="#">The Legend of the Coqui</a> and comparing similarities and differences between it and The Frog Prince.</li> <li>● Engaging in a discussion around how to take care of the earth to protect the habitats of animals like the coqui.</li> </ul>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Unit Specific Vocabulary**

folktale, fairy tales, magic, royalty, author’s message, hero, triumph, moral, evil, fable, lesson learned, villain, compare, contrast, cultures, perspectives, evidence, motive, hero

**Suggested Phonics Skills**

- Dictate sounds and words with common vowel teams (ai, ay, ea, ee, ie, oa, oe)
- Practice creating and reading words with common vowel teams
- Read and spell words with common vowel teams

**Suggested Modifications**

*These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product and learning environment.*

**Special Education Students**

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Refer to student’s IEP for goals and modifications.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide anchor charts on characteristics of fairy tales, folktales, and fables.
- Use HoverCam to model comparing and contrasting.
- Provide direct instruction of character motives and actions.
- Provide students with their own copies of the text that they can read independently.
- Model making connections on moral or lesson
- Provide opportunities for students to turn and talk.
- Use modeling, role play and cuing.
- Provide graphic organizers for jotting notes.
- Model fluency, inflection, intonation while reading poetry and dialogue.
- Incorporate differentiated reading techniques based on the 2nd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

**Students at Risk**

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide anchor charts on characteristics of fairy tales, folktales, and fables.
- Use HoverCam to model comparing and contrasting.
- Provide direct instruction of character motives and actions.
- Provide students with their own copies of the text that they can read independently.
- Model making connections on moral or lesson
- Provide opportunities for students to turn and talk.
- Use modeling, role play and cuing.
- Provide graphic organizers for jotting notes.
- Model fluency, inflection, intonation while reading poetry and dialogue.
- Decode and write tricky words by using the [Sight Word Practice](#) sheets.
- Incorporate differentiated reading techniques based on the 2nd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### English Language Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide anchor charts on characteristics of fairy tales, folktales, and fables.
- Use HoverCam to model comparing and contrasting.
- Provide direct instruction of character motives and actions.
- Provide students with their own copies of the text that they can read independently.
- Model making connections on moral or lesson
- Provide opportunities for students to turn and talk.
- Use modeling, role play and cuing.
- Provide graphic organizers for jotting notes.
- Model fluency, inflection, intonation while reading poetry and dialogue.
- Allow handheld translator.
- Use audiobooks when possible.
- Allow more time for conferring.
- Incorporate differentiated reading techniques based on the 2nd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide students with their own copies of the text that they can read independently.
- Allow for independent study to accelerate learning based on learning progressions.
- Provide opportunities for students to turn and talk.
- Provide student opportunities to set their own agenda.
- Allow students to demonstrate mastery through a culminating project.
- Incorporate differentiated reading techniques based on the 2nd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

## **Social Emotional Learning Competencies**

- **Self-Awareness:** ability to recognize one's emotions and know one's strengths and limitations
  - Connections:
    - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
    - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one's emotions and behaviors, particularly in stressful situations
  - Connections:
    - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
    - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
  - Connections:
    - Students becoming the "expert" helper to support others in their work.
    - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules
    - Class discussions
    - Following rules

### **Suggested Mentor Texts**

#### **Fairy Tales**

*Little Red Riding Hood* Retold By Sara Shapiro

*The Frog Prince* By Edith H. Tarcov

*The Three Billy Goats Gruff* Retold By Sara Shapiro

**Yeh Shen** by Gina Sabella

**Mufaro's Beautiful Daughters** by John Steptoe

#### **Folktales**

*Anansi Does the Impossible! An Ashanti Tale* By Verna Aardema

*Goldilocks and the Three Bears* Retold by Sara Shapiro

*Goldilocks and the Three Bears* Retold by James Marshall

*How Lizard Lost His Colors* Retold By Sara Shapiro  
*Sione's Talo* By Lino Nelisi  
*The Story of Henny Penny* Retold By Richard Carson  
*Why Mosquitoes Buzz in People's Ears* By Verna Aardema

### **Fables**

*Fables* By Arnold Lobel  
*The Boy Who Cried Wolf* Based on an Aesop Fable  
*The Country Mouse and the Town Mouse* Retold by Janet Reed  
*The Fox and the Goat* Based on an Aesop Fable  
*The King of the Birds* By Mayor Aubrey  
*The Tale of Anton Brown and Grace Hopper* By Caryn Hart

### **Professional Resources**

*Units of Study for Teaching Reading, If...Then...Curriculum*, Reading and Role-Playing: Fairy Tales, Folktales, Fables, and Fantasy.  
*The Reading Strategies Book* by Jennifer Serravallo  
*Scholastic Leveled Bookroom 4.0*  
[Wilson Foundations Scope and Sequence](#)

## Unit 5: Fiction: Reading and Responding to Chapter Books

### Unit Overview

This unit begins with reviewing some of the foundational reading skills that students have been working on throughout the year. It allows them to revisit these vital skills and work towards grade level mastery as they become experts in reading chapter books. Students will continue to work on comprehension strategies that allow readers to understand books on a deeper level. Following that, students will spend some time noticing words and their meanings by using the skills in their tool boxes to decode and understand the meaning of different words. This type of review lends itself nicely to the culmination of the unit where students and teachers begin talking and writing about their reading. By the end of the unit, students will become familiar with thinking, talking, and sharing their opinions about books, characters, and everything else in between. We finish the unit celebrating their achievements by sharing their writing about reading with each other by creating a presentation of all they learned to be shared with peers.

### Enduring Understandings

Readers will:

- Read just right chapter books independently and with reading partners.
- Read with fluency.
- Envision and monitor for understanding.
- Accumulate text as they read.
- Use a variety of strategies to figure out unknown words and their meanings
- Express their opinions verbally and in writing about the books they are reading.

### Assessments

#### Possible Ongoing Assessments

- DIBELS
- Words Their Way Spelling Inventory
- Linkit!

#### Suggested Reading Notebook Entries

- I just read...
- The title of this chapter could be...I think this because...
- This new word might mean... I think this because...
- What do I think about...
- What does this tell me about\_\_\_\_\_?
- My favorite part was...
- The problem was...It was solved by...
- This surprised me because...
- I think...
- I think this because...
- An example of this is...

## Standards (NJSLs) Addressed in this Unit

### Reading Literature

- RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- RL.2.3. Describe how characters in a story respond to major events and challenges using key details.
- RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
- RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate an understanding of its characters, setting, or plot.
- RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

### Reading Informational Texts

N/A

### Reading Foundational Skills

- RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- A. Know spelling-sound correspondences for common vowel teams.
  - B. Decode regularly spelled two-syllable words with long vowels.
  - C. Decode words with common prefixes and suffixes.
  - D. Identify words with inconsistent but common spelling-sound correspondences.
  - E. Recognize and read grade-appropriate irregularly spelled words.
- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Writing

- W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
- W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
- W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

### Speaking & Listening

Born on: September 12, 2019

Annual Revision: OPS Board Approval September 2023      Oradell Public School District GR 2 Reading Curriculum 47



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

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

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

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

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

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

## 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.

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

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

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

## Computer Science and Design Thinking

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

- Read and research for just right chapter books online via Epic.com.

8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

- Take various types of notes as you read, for example tell what surprised you, a question you have, or the main idea.

## Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).  
 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).  
 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).  
 9.4.2.TL.2: Create a document using a word processing application.  
 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).  
 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

**Practices**

CLKSP1 Act as a responsible and contributing community member and employee.  
 CLKSP4 Demonstrate creativity and innovation.  
 CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.  
 CLKSP6 Model integrity, ethical leadership and effective management.

**Interdisciplinary Connections**

**Social Studies**

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.  
 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

**Unit 5: Reading and Responding to Chapter Books**

**Suggested Teaching Points**

**Unit 5/Bend 1: Reading In The Voice of the Characters**

***Students read chapter books with fluency by...***

- Noticing that there are different kinds of chapter books— some are written in short episodes with each chapter as a separate story others are one continuous story that builds.
- Knowing they have different jobs to do as readers of different genres — mystery readers try to figure out the mystery, adventure readers go on an adventure with the characters, etc.
- Thinking about reading longer sentences—they scoop up words into phrases (RS 4.4, 4.5).
- Practicing reading chapter books in storytellers’ voices (RS 4.16).
- Paying attention to dialogue while reading with fluency; they pay attention to what the characters say and how the author had the character say it (RS 4.21).
- Inferring the tone of the dialogue by thinking about what is happening in the story.

**Unit 5/Bend 2: Reading With Deep Comprehension**

***Students will read with comprehension by...***

- Envisioning as they read to help them create a clear picture of what is happening as they read.
- Paying attention to the dialogue between characters; they picture their characters speaking to each other.

	<ul style="list-style-type: none"> <li>● Stopping and monitoring for comprehension every few pages or at the end of each chapter to retell what is happening.</li> <li>● Knowing that chapter titles help them retell the main ideas of each chapter.</li> <li>● Creating chapter titles for chapters that only have numbers, keeping that main idea in mind.</li> <li>● Reviewing previous chapters to make sure they remember what has happened so far .</li> <li>● Use post-its to help keep track of the important events at the end of each chapter or episode.</li> </ul>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Unit 5/Bend 3: Noticing Literary Language

<p><b><i>Students notice literary language by...</i></b></p>	<ul style="list-style-type: none"> <li>● Figuring out the meaning of tricky words as they read (RS 11.11).</li> <li>● Using context clues to figure out the meaning of new words (11.15).</li> <li>● Solving two and three syllable words in flexible ways by noticing syllable types, word parts, etc.</li> <li>● Noticing and collecting new and interesting words on post-its.</li> <li>● Noticing that some words have multiple meanings and figuring out how the word fits into the text.</li> <li>● Collecting literary language and sketch or write what it means. (ex: Frog, you look green today).</li> </ul>
--------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Unit 5/Bend 4: Sharing and Talking About Opinions

<p><b><i>Students think, talk, and write about their opinions about books by...</i></b></p>	<ul style="list-style-type: none"> <li>● Discovering their opinions about books by: <ul style="list-style-type: none"> <li>○ Remembering what happened and saying, “What do I think about this?”</li> <li>○ Rereading their post-it retellings</li> <li>○ Thinking about the characters.</li> <li>○ Thinking about their favorite parts.</li> <li>○ Explaining the problem and solution.</li> <li>○ Recounting important parts.</li> <li>○ Stopping and jotting down surprising parts.</li> <li>○ Thinking and talking about the lessons learned.</li> </ul> </li> <li>● Writing their opinions on post-its and in reading notebooks.</li> <li>● Sharing their opinions with using “I think...because...”</li> <li>● Asking each other questions to tell why and ask, “What makes you think that?”</li> <li>● Rereading their post-its and choosing one they can say more about.</li> <li>● Placing their post-its on a piece of paper (post-it parking lot) and writing more about it.</li> <li>● Asking themselves, “Why do I think this?” and “What else happened in my book that made me think this?”</li> <li>● Giving reasons to support their opinion — “I think this...because...”</li> <li>● Giving evidence from the book using examples.</li> <li>● Using precise story words—including title, characters, setting, etc.</li> <li>● Always writing a first best draft everytime they write about their reading (using capital letters, punctuation, and try their best with</li> </ul>
---------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	spelling).
--	------------

**Unit 5/Bend 5: Celebrating Successes**

<b>Students celebrate their writing about reading with partners by...</b>	<ul style="list-style-type: none"> <li>● Sharing their opinions that are easiest to write more about.</li> <li>● Sharing what good writing about reading looks and sounds like.</li> <li>● Talking about how to write a first best draft while writing about reading.</li> <li>● Discussing ways to continue writing about reading in their future reading lives.</li> <li>● Celebrating all of their writing about reading with a museum share. (Students will have a choice of presentation style, including use of digital tools.)</li> </ul>
---------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Unit Specific Vocabulary**

episodes, chapters, chunking, phrases, fluency, dialogue, infer, envision, monitor for comprehension, main idea, syllable, word parts, literary language, retell, problem, solution, lessons learned, museum share, support, reasons, first best draft, opinions, evidence, first best draft

**Suggested Phonics Skills**

- Dictate sounds and words with vowel teams (oi, oy, ow, ou, oo, ew, au, aw )
- Practice creating and reading words with vowel teams
- Read and spell words with vowel teams
- Define prefixes and suffixes and how they are used in words
- Introduce common prefixes (un-, dis-, mis-, non-, trans-, pre-, pro-, re-, de-) and suffixes (-s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty)

**Suggested Modifications**

*These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product and learning environment.*

**Special Education Students**

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Refer to student’s IEP for goals and modifications.
- Use preferential seating.
- Use HoverCam to identify and highlight how to support an opinion.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction on finding out meaning of tricky words.

- Breakdown the questions by asking, “Why do I think this?” and “What else happened in my book that made me think this?”
- Provide sample responses to text questions.
- Model how to use post-its to help keep track of the important events at the end of each chapter or episode.
- Provide leveled texts.
- Provide audiobooks with paper copies for marking up when possible.
- Provide visuals such as audio and/or videoclips and multiple short stories.
- Model fluency, inflection, intonation while reading poetry and chapter books.
- Incorporate differentiated reading techniques based on the 2nd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Students with 504 Plans

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Refer to the student's 504 plan for goals and modifications.
- Use preferential seating.
- Use HoverCam to identify and highlight how to support an opinion.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction on finding out the meaning of tricky words.
- Break down the questions by asking, “Why do I think this?” and “What else happened in my book that made me think this?”
- Provide sample responses to text questions.
- Model how to use post-its to help keep track of the important events at the end of each chapter or episode.
- Provide leveled texts.
- Provide audiobooks with paper copies for marking up when possible.
- Provide visuals such as audio and/or videoclips and multiple short stories.
- Model fluency, inflection, intonation while reading poetry and chapter books.
- Incorporate differentiated reading techniques based on the 2nd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Students at Risk

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Use HoverCam to identify and highlight how to support an opinion.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction on finding out the meaning of tricky words.
- Break down the questions by asking, “Why do I think this?” and “What else happened in my book that made me think this?”
- Provide sample responses to text questions.
- Model how to use post-its to help keep track of the important events at the end of each chapter or episode.
- Provide leveled texts.
- Provide audiobooks with paper copies for marking up when possible.
- Provide visuals such as audio and/or videoclips and multiple short stories.
- Model fluency, inflection, intonation while reading poetry and chapter books.
- Decode and write tricky words by using the [Sight Word Practice](#) sheets.

- Incorporate differentiated reading techniques based on the 2nd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### English Language Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Use HoverCam to identify and highlight how to support an opinion.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction on finding out the meaning of tricky words.
- Break down the questions by asking, “Why do I think this?” and “What else happened in my book that made me think this?”
- Provide sample responses to text questions.
- Model how to use post-its to help keep track of the important events at the end of each chapter.
- Provide leveled texts.
- Provide audiobooks with paper copies for marking up when possible.
- Provide visuals such as audio and/or videoclips and multiple short stories.
- Model fluency, inflection, intonation while reading poetry and chapter books.
- Incorporate differentiated reading techniques based on the 2nd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide students with their own copies of the text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide student opportunities to set their own agenda.
- Incorporate differentiated reading techniques based on the 2nd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
  - Connections:
    - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
    - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
  - Connections:
    - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
    - Cool down spot in classroom to take a break.

- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
  - Connections:
    - Students becoming the “expert” helper to support others in their work.
    - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules
    - Class discussions
    - Following rules

**Diversity Mandate Read-Aloud Lesson Plans**

March: *Each Kindness* by Jacqueline Woodson

**Suggested Mentor Texts**

*The Elephant and Piggie Series* By Mo Willems  
*Henry and Mudge Series* By Cynthia Rylant  
*Frog and Toad Series* By Arnold Lobel  
*Magic Tree House Series* By Mary Pope Osborne  
*Horrible Harry Series* By Suzy Kline  
*Judy Moody Series* By Megan McDonald  
*Mercy Watson Series* By Kate DiCamillo  
*Ivy and Bean Series* By Annie Barrows  
*My Weird School Series* By Dan Gutman  
*Amelia Bedelia Series* By Peggy Parish  
*Black Lagoon Series* By Mike Thaler  
*Cam Jansen Series* By David A. Adler

**Professional Resources**

*Units of Study for Teaching Reading*, Bigger Books Mean Amping Up Reading Power, Grade 3, Unit 3 by Lucy Calkins, Lauren Kolbeck, and Brianna Parlitsis.  
*The Reading Strategies Book* by Jennifer Serravallo  
*Scholastic Leveled Bookroom 4.0*  
[Wilson Foundations Scope and Sequence](#)

## Unit 6: Nonfiction: Informational Reading Strategies in a Content Area

### Unit Overview

This second and final nonfiction unit focuses on reading and writing nonfiction in the content area of Ancient Egypt. The unit will begin with a reintroduction into reading nonfiction as we review strategies for this genre. This time around, students will be focusing on topics in Ancient Egypt and will immerse themselves in a specific area of interest under this subject's umbrella. Following that, students will progress by gathering information on the topic of choice (within the realm of Ancient Egypt) to further their understanding and enjoyment. The ultimate goal of this unit is to turn all of the information collected into a nonfiction or all about book that focuses on a topic within the subject of Egypt. Students might craft an all about book, either as a physical book or in digital form, on The Great Pyramids, gods or goddesses, The Valley of Kings, mummies and many others. The unit will culminate by publishing and celebrating their nonfiction books. Students will also be encouraged to read just right books on their level so they continue to build foundational reading skills in fiction during this unit, as well.

### Enduring Understandings

Readers will:

- Read to learn all about ancient Egypt.
- Learn and apply nonfiction reading strategies to help them read, think, and talk about their topics.
- Determine the meaning of vocabulary in nonfiction books.
- Learn by taking notes on the main ideas and supporting details as they read nonfiction.
- Decide what they will teach about in their all about books.
- Draft, revise, and edit an all about book on the ancient Egyptian topic of their choice.

### Assessments

#### Possible Ongoing Assessments

- TCRWP Assessment for Independent Reading Levels
- LinkIt!
- Conferring Notes: daily observation of students' participation and conversation with partners
- Teacher-Student Conferences (e.g. individual, small group, strategy group and guided reading)
- Reading logs, reader's notebooks, writing about reading evidence (e.g. Post-its, journal entries, writing long about reading)
- DIBELS

#### Possible Reading Notebook Entries

- I want to learn all about ...because...
- This is mostly about...
- I already know/want to know/learned these things about my topic...(KWL Chart)
- Take a post-it and write long about it.
- Retell the main ideas of the book.
- This is important because...
- This (text feature) is important because it helps/shows me...
- Compare similarities and differences.
- Come up with a theory and give text evidence.
- One place where my writing is really strong is ...I think this because...
- I could use some help with...because...



## Standards (NJSLs) Addressed in this Unit

### Reading Literature

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

### Reading Informational

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

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

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

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

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

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

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

RI.2.8. 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.

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

### Reading Foundational Skills

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

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

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

C. Decode words with common prefixes and suffixes.

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

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

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

A. Read grade-level text with purpose and understanding.

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

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

### Writing

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

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

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

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

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

## Speaking & Listening

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

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

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

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

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

SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

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

## 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.

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

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

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

## Computer Science and Design Thinking

8.1.2.AP.4: Break down a task into a sequence of steps.

- Follow reading workshop model.

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

- Read and research for just right nonfiction books online via Epic.com.

8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

- Take appropriate notes on nonfiction books to gain knowledge and become experts on a topic.

## Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.  
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).  
9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).  
9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).  
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).  
9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).  
9.4.2.TL.2: Create a document using a word processing application.  
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).  
9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

### Practices

CLKSP1 Act as a responsible and contributing community member and employee.  
CLKSP4 Demonstrate creativity and innovation.  
CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.  
CLKSP6 Model integrity, ethical leadership and effective management

## Interdisciplinary Connections

### Social Studies

6.1.5.EconNE.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

## Unit 6: Informational Reading Strategies in a Content Area

### Suggested Teaching Points

#### Unit 6/Bend 1: Building Knowledge in a Content Area

***Readers build up a base of knowledge about a topic by...***

- Immersing themselves in many nonfiction books on ancient Egypt, both independently and with reading clubs.
- Preparing their brain for a new topic by thinking about what they know, want to know, and what they have learned (RS 9.3).
- Getting their minds ready to learn by thinking about the cover, table of contents, and organization of the book.
- Exploring Ancient Egypt books of all topics.
- Making sure to also read Just Right Books, too.
- Figuring out which Ancient Egyptian related topic is of interest.

#### Unit 6/Bend 2: Gathering Information About a Topic

***Readers gather information by...***

- Surveying the text to see what pops out (RS 8.6).
- Paying attention to and utilizing nonfiction text features while they are reading ex: diagrams, facts, captions, photos, glossary etc.
- Understanding that one book can have multiple ideas/topics.
- Chunking the text as they read and breaking it up into smaller parts.

	<ul style="list-style-type: none"> <li>● Rereading the facts on the page and rereading the heading afterwards to decide what that part is mostly about.</li> <li>● Reading the text to check for understanding (RS 9.4)</li> <li>● Consistently asking, “How do I know?” (RS 9.6).</li> <li>● Creating Boxes and Bullets to organize information (RS 8.5).</li> </ul>
<b><i>Readers take notes to learn by...</i></b>	<ul style="list-style-type: none"> <li>● Deciding what is important vs. interesting (RS 9.13).</li> <li>● Using post-its to hold onto information (new info, question, interesting word, opinion, sketch, your own caption etc).</li> <li>● Reading, covering, remembering, and retelling facts and information in the book (RS 9.8).</li> <li>● Asking questions as they read, jotting down these notes, and sharing with their reading clubs (RS 8.4 and 9.18).</li> <li>● Turning 2D notes into 3D notes (RS 10.1).</li> <li>● Paying attention to important words (RS 10.7).</li> <li>● Organizing their post-its in their folder by grouping ideas of similar topics together.</li> <li>● Paraphrasing Chunks and putting it all together (RS 8.7)</li> <li>● Shrinking the text by paraphrasing (RS 8.18).</li> <li>● Discussing notes with their groups to help each other learn more about the topic.</li> </ul>

### Unit 6/Bend 3: Utilizing Nonfiction Reading Strategies

<b><i>Readers use all types of tools to figure out new words by...</i></b>	<ul style="list-style-type: none"> <li>● Using a variety of print strategies to decode words ex: breaking up larger words into parts, looking for familiar sounds, etc.</li> <li>● Reading the next sentence to figure out the meaning of the vocabulary word (RS 11.19).</li> <li>● Using context clues to help figure out the meaning of the word (RS 11.15).</li> <li>● Paying attention to punctuation to help find the meaning of the word.</li> <li>● Using text features to help them understand new vocabulary words (RS 11.6).</li> <li>● Making sure they understand the meaning of bold words as they read nonfiction texts (RS 11.6).</li> <li>● Stopping and jotting new vocabulary and their meanings on post-its.</li> <li>● Sharing new science words and definitions with their reading clubs.</li> </ul>
----------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Unit 6/Bend 4: Transferring Learning to Writing

<b><i>Writers plan their all about books by...</i></b>	<ul style="list-style-type: none"> <li>● Rereading all of their notes to help them get ready to write.</li> <li>● Thinking about the main ideas they wish to convey in their book.</li> <li>● Deciding what they want to teach others about their topic.</li> <li>● Thinking about how nonfiction books are structured and organized.</li> <li>● Rereading their notes to decide which chapters to include and what information belongs in each.</li> <li>● Creating a table of contents for their “All About” books in physical or digital format. (WS 4.21, 5.13).</li> </ul>
--------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><b><i>Writers draft their all about books by....</i></b></p>	<ul style="list-style-type: none"> <li>● Deciding how to organize and structure their project. Paper-based: ex: paper choice, design for each chapter and page, etc (WS 5.23) or Digital: Google slide, images, voice over, etc.</li> <li>● Crafting careful introductions to their all about books by using mentor texts.</li> <li>● Creating titles for each chapter.</li> <li>● Paying attention to topic sentences at the beginning of their books and making sure it sets the tone for the rest of the chapter (WS 5.14).</li> <li>● Thinking about which text features they would like to include in each chapter.</li> <li>● Writing true facts and explaining to help readers understand the ideas presented better.</li> <li>● Using their notes to help them write each chapter.</li> <li>● Writing in complete sentences</li> <li>● Including important vocabulary words in the text (WS 7.7)</li> <li>● Drawing precise illustrations to teach information and include captions with important vocabulary.</li> <li>● Highlighting important information by using bold and underlined words.</li> <li>● Asking their readers questions as they write ex: Did you know...? Have you ever...? Could you imagine...?</li> <li>● Highlight the main ideas in the conclusion of their all about books.</li> </ul>
-----------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Unit 6/Bend 5: Cleaning Up and Publishing All About Books on Ancient Egypt**

<p><b><i>Writers polish up their writing by...</i></b></p>	<ul style="list-style-type: none"> <li>● Rereading their writing independently and with partners to make sure it makes sense (WS 5.3, 5.25).</li> <li>● Revise their table of contents and chapter titles.</li> <li>● Revising the introduction chapter.</li> <li>● Making sure sentences are complete and include proper punctuation (WS 9.12).</li> <li>● Making sure the book has a variety of text features.</li> <li>● Checking to see that the chapter titles align with the facts.</li> <li>● Checking their notes to make sure they haven't left out any important information.</li> <li>● Adding a glossary of important vocabulary.</li> <li>● Adding an index to the book.</li> <li>● Revising independently and then with a partner (WS 5.25).</li> <li>● Making sure all of their writing is easy to read.</li> <li>● Editing their piece for spelling, capitalization, and punctuation mistakes.</li> </ul>
<p><b><i>Writers publish and celebrate their writing by...</i></b></p>	<ul style="list-style-type: none"> <li>● Crafting a cover that attracts readers and accurately represents the book's information.</li> <li>● Creating a title that pulls in the reader.</li> <li>● Coloring all of the diagrams and pictures within the book or choosing appropriate images on the internet to connect with their writing.</li> <li>● Put their writing together in a logical order (WS 5.25).</li> </ul>

- Celebrating all of their hard work and sharing their all about books with others.

### Unit Specific Vocabulary

table of contents, diagrams, captions, glossary, index, big ideas, main ideas, supporting details, titles, subtitles, vocabulary, bold words, definitions, facts, opinions, topic sentences, illustrations, complete sentences, introduction, conclusion, compare, contrast, Egypt, Egyptians, ancient, pyramids, Valley of Kings, gods and goddesses, The Nile River, Tutankhamun, mummy, Giza, afterlife, mummify, canopic jars, Hieroglyphs, pharaoh, sarcophagus, mummify.

### Suggested Phonics Skills

- Define prefixes and suffixes and how they are used in words
- Introduce common prefixes (un-, dis-, mis-, non-, trans-, pre-, pro-, re-, de-) and suffixes (-s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty)
- Identify words with inconsistent, but [common spelling-sound correspondence](#) (such as: laughter, daughter, wool, fool, but, and put)
- Read and spell phonetically regular one, two, and three syllable words
- Read and spell [irregular high frequency words](#)

### Suggested Modifications

*These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product and learning environment.*

### Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Refer to student's IEP goals and modifications.
- Use preferential seating.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide direct instruction and scaffolding on note-taking and jotting thoughts.
- Breakdown the questions by chunking and asking, "What are they really looking for?" or "What do they want me to do?"
- Provide sample responses to text questions.
- Use HoverCam to identify and highlight key ideas.
- Work in pairs or small groups to discuss clues and how they help with better understanding.
- Provide definitions and examples of new vocabulary. (e.g. text evidence, theories, main idea)
- Provide direct instruction on text features and skimming.
- Provide anchor charts on text features, main idea, topic, and big idea refer to them throughout the unit.
- Provide graphic organizers and create anchor charts that model how to predict, recognize patterns and compare and contrast.
- Provide choices of leveled books in a series by multiple authors.
- Use audio books when possible.

- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction with examples on marking up the text.
- Provide guided notes on strategies for close reading.
- Provide leveled texts.
- Model fluency, inflection, intonation while reading poetry.
- Provide audiobooks with paper copies for marking up when possible.
- Provide visuals such as audio and/or videoclips and multiple short stories.
- Incorporate differentiated reading techniques based on the 2nd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Students with 504 Plans

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Refer to the student's 504 plan goals and modifications.
- Use preferential seating.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide direct instruction and scaffolding on note-taking and jotting thoughts.
- Breakdown the questions by chunking and asking, “What are they really looking for?” or “What do they want me to do?”
- Provide sample responses to text questions.
- Use HoverCam to identify and highlight key ideas.
- Work in pairs or small groups to discuss clues and how they help with better understanding.
- Provide definitions and examples of new vocabulary. (e.g. text evidence, theories, main idea)
- Provide direct instruction on text features and skimming.
- Provide anchor charts on text features, main idea, topic, and big idea refer to them throughout the unit.
- Provide graphic organizers and create anchor charts that model how to predict, recognize patterns and compare and contrast.
- Provide choices of leveled books in a series by multiple authors.
- Use audio books when possible.
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction with examples on marking up the text.
- Provide guided notes on strategies for close reading.
- Provide leveled texts.
- Model fluency, inflection, intonation while reading poetry.
- Provide audiobooks with paper copies for marking up when possible.
- Provide visuals such as audio and/or videoclips and multiple short stories.
- Incorporate differentiated reading techniques based on the 2nd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Students at Risk

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.

- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide direct instruction and scaffolding on note-taking and jotting thoughts.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction with examples on marking up the text.
- Breakdown the questions by chunking and asking, “What are they really looking for?” or “What do they want me to do?”
- Provide sample responses to text questions.
- Use HoverCam to identify and highlight key ideas.
- Work in pairs or small groups to discuss clues and how they help with better understanding.
- Provide definitions and examples of new vocabulary. (e.g. text evidence, theories, main idea)
- Provide direct instruction on text features and skimming.
- Provide anchor charts on text features, main idea, topic, and big idea refer to them throughout the unit.
- Provide graphic organizers and create anchor charts that model how to predict, recognize patterns and compare and contrast.
- Provide choices of leveled books in a series by multiple authors.
- Use audio books when possible.
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction with examples on marking up the text.
- Provide guided notes on strategies for close reading.
- Provide leveled texts.
- Model fluency, inflection, intonation while reading poetry.
- Provide audiobooks with paper copies for marking up when possible.
- Provide visuals such as audio and/or videoclips and multiple short stories.
- Decode and write tricky words by using the [Sight Word Practice](#) sheets.
- Incorporate differentiated reading techniques based on the 2nd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### English Language Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide direct instruction and scaffolding on note-taking and jotting thoughts.
- Breakdown the questions by chunking and asking, “What are they really looking for?” or “What do they want me to do?”
- Provide sample responses to text questions.
- Use HoverCam to identify and highlight key ideas.
- Work in pairs or small groups to discuss clues and how they help with better understanding.
- Provide definitions and examples of new vocabulary. (e.g. text evidence, theories, main idea)
- Provide direct instruction on text features and skimming.
- Provide anchor charts on text features, main idea, topic, and big idea refer to them throughout the unit.
- Provide graphic organizers and create anchor charts that model how to predict, recognize patterns and compare and contrast.
- Provide choices of leveled books in a series by multiple authors.



- Use audio books when possible.
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction with examples on marking up the text.
- Model fluency, inflection, intonation while reading poetry.
- Provide audiobooks with paper copies for marking up when possible.
- Provide visuals such as audio and/or videoclips and multiple short stories.
- Incorporate differentiated reading techniques based on the 2nd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide students with their own copies of the text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide student opportunities to set their own agenda.
- Incorporate differentiated reading techniques based on the 2nd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
  - Connections:
    - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
    - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
  - Connections:
    - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
    - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
  - Connections:
    - Students becoming the “expert” helper to support others in their work.
    - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Sharing materials, taking turns, understanding that everyone may not always get a

turn for every activity.

- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules
    - Class discussions
    - Following rules

## Suggested Mentor Texts

*Ancient Egypt* By Stephanie Warren Drimmer

*Mummies in the Morning* By Mary Pope Osborne

*Where Are The Great Pyramids?* By Dorothy and Thomas Hoobler

*Who Was King Tut?* By Roberta Edwards and True Kelley

*I Am Cleopatra* By Grace Norwich

*Magic Tree House Fact Tracker Mummies and Pyramids* By Will Osborne and Mary Pope Osborne

*Everything Ancient Egypt* By Crispin Boyer

*National Geographics Pyramids* By Laura Marsh

*Mummies, Pyramids, and Pharaohs* By Gail Gibbons

## Professional Resources

*Units of Study for Teaching Reading, Becoming Experts: Reading Nonfiction, Grade 2, Unit 2* by Lucy Calkins, Amanda Hartman, Celena Dangler Larkey, Lindsay Wilkes.

*Everything Ancient Egypt, Crispin Boyer (National Geographic)*

*The Reading Strategies Book* by Jennifer Serravallo

*The Writing Strategies Book* by Jennifer Serravallo

*Scholastic Leveled Bookroom 4.0*

## Unit 7: Book Clubs

### Unit Overview

In the book club unit, students will learn how to choose just right series books on their level to read with a partner or a book club. Within this unit, students will begin to explore series that they know and love and series that are not familiar to them. As they move through the unit, students will begin to notice different patterns within that series, focusing on characters, problems, and settings. Once they finish a series, students will choose another series to read. Students will continue to notice patterns as well as talk about their findings with their partners/book clubs. At the completion of the unit, students will celebrate all of their new learning by continuing to read series books. They will also celebrate by sharing their book recommendations with others.

### Enduring Understandings

Readers will:

- Explore books in a series and identify characteristics of that series.
- Read just right series books independently and with reading partners/book clubs.
- Notice patterns across books in a series.
- Compare and contrast books in a series

Born on: September 12, 2019

Annual Revision: OPS Board Approval September 2023      Oradell Public School District GR 2 Reading Curriculum 65

- Think about characters across a series.
- Engage in accountable talk with their reading partner/club.

## Assessments

Possible Ongoing Assessments
<ul style="list-style-type: none"> <li>• TCRWP Assessment for Independent Reading Levels</li> <li>• LinkIt!</li> <li>• Conferring Notes: daily observation of students' participation and conversation with partners</li> <li>• Teacher-Student Conferences (e.g. individual, small group, strategy group and guided reading)</li> <li>• Reading logs, reader's notebooks, writing about reading evidence (e.g. Post-its, journal entries, writing long about reading)</li> <li>• DIBELS</li> </ul>
Possible Reading Notebook Entries
<ul style="list-style-type: none"> <li>• What series do I know and love? Why?</li> <li>• The patterns I am noticing are...</li> <li>• What is happening to my character so far?</li> <li>• How do these books in this series go together?</li> <li>• These books are similar/different because...</li> <li>• Think about what your characters say and do. What does it tell you about them?</li> <li>• What is the main character feeling at this point in the book?</li> <li>• Would you recommend this book? Why? Give examples.</li> </ul>

## Standards (NJSLs) Addressed in this Unit

Reading Literature
RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RL.2.3. Describe how characters in a story respond to major events and challenges using key details RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections. RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate an understanding of its characters, setting, or plot. RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
Reading Informational Text
N/A
Reading Foundational Skills
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> <li>Know spelling-sound correspondences for common vowel teams.</li> <li>Decode regularly spelled two-syllable words with long vowels.</li> <li>Decode words with common prefixes and suffixes.</li> </ol>

- D. Identify words with inconsistent but common spelling-sound correspondences.
  - E. Recognize and read grade-appropriate irregularly spelled words
- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

## Writing

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

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

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

## Speaking & Listening

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

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

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

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

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

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

## 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.

## Computer Science and Design Thinking

8.1.2.AP.4: Break down a task into a sequence of steps.

- Follow book club process

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

- Use google classroom to share opinions and ideas about book club books.

## Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

**Practices**

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management

**Interdisciplinary Connections**

**Social Studies**

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

**Unit 7: Book Clubs**

**Suggested Teaching Points**

<b>Unit 7/Bend 1: Exploring Series</b>	
<b><i>Readers think about...</i></b>	<ul style="list-style-type: none"> <li>• Book series that they already know and love.</li> <li>• How series books have familiar characters and places.</li> <li>• How a series book is like a little episode of characters' lives.</li> <li>• Perusing the series baskets to find a just-right series to study.</li> <li>• Planning which series to study first with their reading partner.</li> </ul>
<b><i>Readers choose a just right book series to study by...</i></b>	<ul style="list-style-type: none"> <li>• Forming a reading club based on the just right book series they chose.</li> <li>• Thinking about what books they will read first.</li> <li>• Knowing that they will study another series when they finish reading all of the books in that series.</li> </ul>

**Unit 7/Bend 2: Talking About Patterns Across Books**

<p><b><i>Readers notice patterns across books in a series by...</i></b></p>	<ul style="list-style-type: none"> <li>• Looking for predictable patterns as they read across a series (ex: similar characters, problems, setting etc.).</li> <li>• Paying attention to the main characters in a series.</li> <li>• Thinking about problems or troubles that their characters encounter.</li> <li>• Accumulating the story by chunking the text or stopping at the end of episodes or chapters (RS 5.16).</li> <li>• Stopping and asking themselves, “What is happening with my character so far?”</li> <li>• Reading more than one book in a series.</li> <li>• Making predictions about the next books in a series based upon the patterns they have already learned about (RS 6.8).</li> <li>• Thinking about how different books in the series go together.</li> <li>• Using post its to write down their ideas as they read series books.</li> </ul>
<p><b><i>Readers talk to their partners/reading clubs by...</i></b></p>	<ul style="list-style-type: none"> <li>• Using post-its to mark patterns or important ideas they find in their series books to prepare them for partner/club talk..</li> <li>• Talking long about a post-it that they wrote with their partner/club.</li> <li>• Using text evidence when sharing ideas.</li> <li>• Using sentence starters to help start their talk (ex: I think...because...).</li> <li>• Sharing similarities and differences in their series.</li> </ul>

### Unit 7/Bend 3: Thinking Across a Series

<p><b><i>Readers think and talk about characters across a series by...</i></b></p>	<ul style="list-style-type: none"> <li>• Paying attention to what the characters say, do, and think (RS 6.23).</li> <li>• Thinking about the traits of the characters in their series.</li> <li>• Envisioning how their characters feel (RS 6.12).</li> <li>• Looking for predictable things about their character (ex: Henry always... Mudge never...)</li> <li>• Jotting down notes about their characters.</li> <li>• Sharing findings about their characters in the series with their partner/group.</li> </ul>
<p><b><i>Readers choose <u>another</u> series book to study by...</i></b></p>	<ul style="list-style-type: none"> <li>• Making a plan with their reading partners/club by deciding which book series to read and in what order.</li> <li>• Making a plan with their reading partners/club by deciding what to think about as they read.</li> <li>• Looking for patterns as they begin a new series.</li> <li>• Discussing patterns they find within their new series.</li> <li>• Getting to know the characters in their new series.</li> </ul>

### Unit 7/Bend 4: Comparing and Contrasting Within a Series

<p><b><i>Readers compare and contrast series by...</i></b></p>	<ul style="list-style-type: none"> <li>• Rereading all of the notes they have taken about their series books.</li> <li>• Thinking about patterns they see across a series (characters, problems, and messages).</li> <li>• Discussing how certain types of books are similar and different.</li> <li>• Paying attention to underlying themes across books in a series.</li> <li>• Comparing and contrasting series books together.</li> </ul>
----------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Unit 7/Bend 5: Celebrating Series Work

### ***Readers celebrate their series work by...***

- Thinking about what their favorite series is and why.
- Recommending their favorite series to another person.
- Writing about their favorite series by thinking, “What is my favorite series? Why? What examples can I give?”
- Celebrating series books by sharing their recommendations with others.

## Unit Specific Vocabulary

series, characters, episodes, partners, reading clubs, patterns, predictable, chunking, similarities, differences, predictions, talking long, similarities, differences, and envisioning.

## Suggested Phonics Skills

- Segment syllables into sounds - up to six sounds
- Review word structures such as vowels, consonants, blends, digraphs, digraph blends
- Recall parts of words, syllables, base words, suffixes, prefixes

## Suggested Modifications

*These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product and learning environment.*

## Special Education Students

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Refer to student’s IEP goals and modifications.
- Use preferential seating.
- Use HoverCam to identify and highlight key ideas.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction on how to notice patterns in a series (with characters, problems, messages).
- Provide direct instruction of character motives and actions.
- Breakdown the questions by chunking and asking, “What are they really looking for?” or “What do they want me to do?”
- Provide sample responses to text questions.
- Provide guided notes on strategies for close reading.
- Provide leveled texts.
- Provide audiobooks with paper copies for marking up when possible.
- Provide visuals such as audio and/or videoclips and multiple short stories.
- Incorporate differentiated reading techniques based on the 2nd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

## Students at Risk

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Use HoverCam to identify and highlight key ideas.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction on how to notice patterns in a series (with characters, problems, messages).
- Provide direct instruction of character motives and actions.
- Provide explicit and direct instruction with examples on marking up the text.
- Breakdown the questions by chunking and asking, “What are they really looking for?” or “What do they want me to do?”
- Provide sample responses to text questions.
- Provide guided notes on strategies for close reading.
- Provide leveled texts.
- Provide audiobooks with paper copies for marking up when possible.
- Provide visuals such as audio and/or videoclips and multiple short stories.
- Model fluency, inflection, intonation while reading poetry.
- Decode and write tricky words by using the [Sight Word Practice](#) sheets.
- Incorporate differentiated reading techniques based on the 2nd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### English Language Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Use HoverCam to identify and highlight key ideas.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction with examples on marking up the text.
- Provide explicit and direct instruction on how to notice patterns in a series (with characters, problems, messages).
- Provide direct instruction of character motives and actions.
- Breakdown the questions by chunking and asking, “What are they really looking for?” or “What do they want me to do?”
- Provide sample responses to text questions.
- Provide guided notes on strategies for close reading.
- Provide leveled texts.
- Provide audiobooks with paper copies for marking up when possible.
- Provide visuals such as audio and/or videoclips and multiple short stories.
- Incorporate differentiated reading techniques based on the 2nd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide students with their own copies of the text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide student opportunities to set their own agenda.



- Incorporate differentiated reading techniques based on the 2nd Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

## **Social Emotional Learning Competencies**

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
  - Connections:
    - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
    - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
  - Connections:
    - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
    - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
  - Connections:
    - Students becoming the “expert” helper to support others in their work.
    - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules
    - Class discussions
    - Following rules

### **Suggested Mentor Texts**

*The Elephant and Piggie Series* By Mo Willems  
*Henry and Mudge Series* By Cynthia Rylant  
*Frog and Toad Series* By Arnold Lobel  
*Magic Tree House Series* By Mary Pope Osborne  
*Horrible Harry Series* By Suzy Kline  
*Judy Moody Series* By Megan McDonald  
*Mercy Watson Series* By Kate DiCamillo  
*Ivy and Bean Series* By Annie Barrows

*My Weird School Series* By Dan Gutman  
*Amelia Bedelia Series* By Peggy Parish  
*Black Lagoon Series* By Mike Thaler  
*The Stories Julian Tells* By Ann Cameron

### **Professional Resources**

*Units of Study for Teaching Reading, Series Book Clubs, Grade 2, Unit 4* by Lucy Calkins and Amanda Hartman.

*The Reading Strategies Book* by Jennifer Serravallo

*The Writing Strategies Book* by Jennifer Serravallo

[\*Wilson Foundations Scope and Sequence\*](#)