

NEPTUNE TOWNSHIP SCHOOL DISTRICT

English Language Arts Reading Curriculum Grade 2



NEPTUNE TOWNSHIP SCHOOL DISTRICT
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NEPTUNE TOWNSHIP SCHOOL DISTRICT

ENGLISH LANGUAGE ARTS

READING

CURRICULUM

GRADE 2

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NEPTUNE TOWNSHIP SCHOOL DISTRICT

English Language Arts Reading

Acknowledgements

The English Language Arts Reading Curriculum for second grade was developed through the dedicated efforts of Hillary Wilkins, with guidance of the district's curriculum steering committee members including Lakeda Demery-Alston, Supervisor of Humanities and ESL/Bilingual K-12 and Sally A. Millaway, Ed.D., Director for Curriculum, Instruction and Assessment.

Students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. They must also learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. As a result, all curricula have been intentionally and coherently structured to develop rich content knowledge within and across grades.

This curriculum was written in alignment with the 2023 New Jersey Student Learning Standards for English Language Arts. The curriculum fosters and promotes critical thinking and effective communication. All curricula ensure that students are able to demonstrate independence, comprehend as well as critique, value evidence, respond to varying demands of audience, task, purpose and discipline, use technology and understand other perspectives and cultures.

It is our hope that this curriculum will serve as a valuable resource for the staff members who teach this course and that they will provide feedback and make recommendations for improvement.

NEPTUNE TOWNSHIP SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the Neptune Township School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially, and culturally-conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive, equitable, and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its diverse people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

NEPTUNE TOWNSHIP SCHOOL DISTRICT

Educational Outcome Goals

The students in the Neptune Township schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- X Recognize one's own feelings and thoughts
- X Recognize the impact of one's feelings and thoughts on one's own behavior
- X Recognize one's personal traits, strengths and limitations
- X Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- X Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- X Recognize the skills needed to establish and achieve personal and educational goals
- X Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- X Recognize and identify the thoughts, feelings, and perspectives of others
- X Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- X Demonstrate an understanding of the need for mutual respect when viewpoints differ
- X Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- X Develop, implement and model effective problem solving and critical thinking skills
- X Identify the consequences associated with one's action in order to make constructive choices
- X Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- X Establish and maintain healthy relationships
- X Utilize positive communication and social skills to interact effectively with others
- X Identify ways to resist inappropriate social pressure
- X Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- X Identify who, when, where, or how to seek help for oneself or others when needed

Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

Multilingual Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose

- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, the group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share

- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Unit Plan Title	Second Grade Reading Growth Spurt (Book 1)
Suggested Time Frame	Approximately 26 Days

Overview / Rationale

This unit is designed as an introduction to second grade reading workshop. Part I launches the year and gets readers working toward the big work of reading with fluency, stamina, and comprehension. Part II recruits students to work on tackling hard words. Part III invites readers to use what they are learning in writing to help them think more deeply in reading.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts 2023

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

L. 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.

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures).

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

RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

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

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

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

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Interdisciplinary Connections

2020 New Jersey Student Learning Standards for 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.
- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

2020 Career Readiness, Life Literacies, and Key Skills
















- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 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.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 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).

2020 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.

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do readers take charge of their reading? • How can I become a strong, independent reader who sets and meets goals and who recognizes and problem-solves when something in my reading doesn't make sense? • How can I get ready to share books I'm reading with my partner, retelling the important parts that stood out to me and talking about what I have learned? • How do I use what I have learned about the author's craft to help me grow as a reader and think more deeply about my reading? 	<p>Enduring Understandings: <i>Students will be able to understand:</i></p> <ul style="list-style-type: none"> • Readers take charge of their reading by choosing not only what they are going to read but also how they are going to read. • Readers draw on everything they already know to solve tricky words independently. • Readers share what they are reading and learning with a partner by retelling the important parts. • Readers pay attention to authors' craft not only when they write but also when they read.
<p>Knowledge: <i>Students will know:</i></p> <ul style="list-style-type: none"> • Reading workshop routines and procedures. • Strategies for increasing stamina and volume. • Strategies for increasing fluency. • Strategies for monitoring for meaning. • Strategies for decoding unknown words. • Strategies for understanding new vocabulary or new meanings for known words. • Strategies for self-monitoring and fixing up reading. • Strategies for retelling stories. • Strategies for finding the big ideas or lesson(s) in a story. • Authors have intentions. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Actively participate in a reading workshop. • Choose just-right books, set goals, and push themselves to read more and longer each day. • Preview books before reading in order to support the larger work of retelling, summarizing, synthesizing, and determining the important lessons authors are trying to teach. • Read in longer phrases by scooping up snap words. • Draw on everything they know to solve tricky words. • Apply what they are learning in word study about prefixes, suffixes, vowel teams, and vocabulary to their independent reading work. • Read with accuracy by stopping when something doesn't look right, sound right, or make sense and drawing on a

	<p>repertoire of strategies to correct miscues.</p> <ul style="list-style-type: none"> ● Keep tabs on comprehension by stopping to think and retell the events in order. ● Use “stop and jots” to remember ideas.
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Student Resources	
<p>Students read diverse books or text from various genres. Students have access to grade appropriate books that have characters they can identify with, incorporate information with multiple perspectives and acknowledge the contributions of diverse members of society. The books respect and value the talents, beliefs, backgrounds and ways of all people.</p>	
Teacher Resources	
<p><i>Units of Study for Teaching Reading</i> (Grade 2) by Lucy Calkins, 2015, ISBN-13: 978-325-07707-9</p> <ul style="list-style-type: none"> ● Second-Grade Reading Growth Spurt (Book 1) www.heinemann.com <p><i>The Reading Strategies Book 2.0</i> by Jennifer Serravallo</p> <p> Unit 1 Snapshot - Unit overview</p> <p>Mentor Texts - <i>There Was an Old Lady Who Swallowed a Fly</i> <i>Katie Woo Has the Flu</i> by Fran Manushkin</p> <p> Readers Grow Like Beanstalks anchor chart.pdf  There Was An Old Lady Who Swallowed a Fly.pdf  Reading Partners Work Together.pdf  A Reading Workshop First Grade Reading Partnership  Engagement Inventory.pdf</p> <p> Post-it note reading goal.pdf  Reading Log template.pdf  Sample Reading Log  Reading Log.pdf  Small Group Planning sheet</p> <p> What's the Story? Structure of a Story Beginning and Ending 2nd Grade Reading eSpa...  Story Elements PowToon  Post-it note thinking.pdf</p> <p> BME retelling.pdf</p>	

■ When Words Are Tricky, Roll Up Your Sleeves.pdf

■ Authors Have Intentions.pdf

■ Readers Talk About Books.pdf

■ Sample Accountable Talk anchor charts.pdf

[Fables for Grade 2 | K5 Learning](#)

▶ 2nd Grade - Reading - Folktales, Fables, and Fairy tales - Topic Video

To access the following resource you must have an account. Please contact the Supervisor of Humanities and ESL/Bilingual K-12 for account information.

Reading Eggs - <https://readingeggs.com/>

Raz-Plus - [Raz-Plus](#)

Create a free account for the following resources:

Newsela - [Newsela](#)

ReadWorks - [ReadWorks](#)

Epic! [Epic](#)

Neptune Township Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

■ Checkpoints for Reading Growth 7.17.17 Copy.pdf

W How to Use The Reading Strategies Book 2.0 for Whole Group Lessons.docx

☰ Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers...

Stage 2 – Assessment Evidence

Formative Assessments

- ■ Engagement Inventory.pdf
- DRA2 fall assessment
- Conference notes
- Small group work notes
- STAR fall assessment (Administered by the Library Media Specialist)

Stage 3-Learning Plan

Instructional Guidance:

☰ Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers...

Guided Reading Groups are conducted every day (10-15 minutes per group).

- Use data to group students. Choose an instructional level text and increase the level as students become proficient readers.
- Please see the Checkpoints for Reading Growth Expectations document-
■ Checkpoints for Reading Growth 7.17.17 Copy.pdf .
- Choose instructional level text that is appropriate for the genre of study.
- For more information on the Structure of a Guided Reading Lesson: See
■ Structure of A Guided Reading Lesson .pdf from *The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8*, Pinnell and Fountas (2017). pg. 402
- Guided Reading Lesson Plan Template- ■ Copy of F&P Guided Reading Template

Guidance for how to teach the *added lessons* using *The Reading Strategies Book 2.0* by Jennifer Serravallo. ■ How to Use The Reading Strategies Book 2.0 for Whole Group Lessons.docx

Getting Ready: Please read xii-xv in advance, to prepare for the unit. During the first part of the unit, as you establish routines/expectations, be sure to use the engagement inventory to guide next steps for reading expectations. ■ Engagement Inventory.pdf

As always, please preview the resources, as well as any web-based resources accompanying online materials, before giving them to your students to make sure they are best-suited for your particular class.

Important Note: Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review the “Checkpoints” document to ensure the appropriate level text is being used.

■ Checkpoints for Reading Growth 7.17.17 Copy.pdf

Neptune Township Board of Education Approved Technology List:

https://www.educationframework.com/Districts/main.aspx?district_id=30623

Interactive/ Instructional Read Aloud - 15 Minutes Daily

Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes. During the interactive/instructional read-aloud, the teacher reads aloud a selected text to students, occasionally pausing for conversation. The instruction (stopping points) is organized for highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help students to construct meaning.

Structure of an Interactive/Instructional Read - Aloud Lesson

- Introduce the Text - Engage student interest and activate thinking.

- Read the Text- Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes, etc.
- Discuss the Text - Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.
- Revisit the Text - (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.
- Respond to the Text - (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.

Use the mentor text for the unit for the Read Aloud as well as the mini-lessons. The mini lessons stem from the Read Aloud. For more information:

 Copy of Interactive/Instructional Read Aloud March 2023

Note: The Read Aloud at the end of this unit is ***in addition*** to your daily Interactive/Instructional Read Aloud. Read the section in the Teacher's Guide carefully before you start the unit as it may outline how a mentor text is used during the Interactive/Instructional Read Aloud time ***outside of the reading block.***

Part I - Taking Charge of Reading - Approximately 8 Days

Standards:

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

L.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.

RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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

Mentor Text/Song - There Was an Old Lady Who Swallowed a Fly, *Katie Woo Has the Flu* by Fran Manushkin

Teacher Objective - You will teach students strategies for decoding words and fluency.

Lesson - Sessions 1 and 2 (combined) pg. 7 - Second Grade Readers Take a Sneak Peek to Decide How a Book Wants to Be Read

You will teach students that before reading, it helps to look the book over, using a sneak peek to decide how the book *wants* to be read.

Standards:

L.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.

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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

Add “Readers Choose How to Read” to the anchor chart.

■ Readers Grow Like Beanstalks anchor chart.pdf

- Display and read ■ There Was An Old Lady Who Swallowed a Fly.pdf
 - Use a think-aloud to demonstrate that when reading a book, readers should think if they will read it in a funny way, a sad way or a serious way. (Note - this portion of the lesson is from Session 1, pg. 2)
- Next, teach students that before reading, it also helps readers to look over the book, using a sneak peek to decide how the book wants to be read.
 - Add the strategy “Give the Book a Sneak Peek” to the anchor chart.
 - Model the strategy using *Katie Woo Has the Flu* by Fran Manushkin.
- Before sending students off to read, quickly review the expectations for partner reading.
 - Reading Partners Work Together.pdf
 - Note - Reading partnerships should be formed before Part 2 of this unit. This video can be shown to remind students what a reading partnership looks and sounds like. ▶ A Reading Workshop First Grade Reading Partnership
- As students are reading with their partners, use this time to gather initial data about your students and to determine possible changes to these newly formed partnerships.

Lesson - Session 3 pg. 13 - Readers Get Stronger by Reading a Lot!

You will teach students that second grade can be a year when readers take off! And to do that, volume is key.

- Add the strategy “Read more and MORE” to the anchor chart.
- Students make reading goals related to volume. Students can use a Post-it note to jot their reading goal. [■ Post-it note reading goal.pdf](#)

Conferring and Small Group Work (pg. 16)

- Continue to use this time to assess your students in preparation for the launching of guided reading in part 2 of this unit.

Mid-workshop Teaching - Introduce reading logs (pg. 16)

- Completion of the reading log on a daily basis may be time consuming for some second graders.
- When conferencing with students, consider having them tell or show you the books they have read and then quickly jot the titles on the reading log for them. A few samples have been provided. [■ Reading Log template.pdf](#) [■ Sample Reading Log](#)
[■ Reading Log.pdf](#)

Lesson - Session 4 pg. 19 - Readers Read in Longer Phrases, Scooping Up Snap Words Standard -

L.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.

You will teach students that readers run their eyes across the words on a page, looking for the ones they know in a snap. Then they can read scooping up longer phrases.

- Add the strategy “Read in BIGGER scoops” to the anchor chart.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 4.8 pg. 140) Scoop Up Words To Read in Phrases

- **Strategy** - Instead of reading word by word, try to scoop up a few words at a time. Read all the words in one scoop together, before pausing. Then scoop up the next few words.
 - Model the strategy while reading from *Katie Woo Has the Flu* by Fran Manushkin.
 - Students will practice the strategy with their partners using the book they brought to the meeting area.
 - Have students complete their reading logs.

Conferring and Small Group Work (pg. 22)

- Continue to use this time to assess your students in preparation for the launching of guided reading in part 2 of this unit.
- Jot observations related to fluency as you circulate and notice students who need to learn more high frequency words, scooping, reading quickly and smoothly, and reading with

expression. A small group planning sheet for fluency is suggested (pg. 21)

 [Small Group Planning sheet](#)

Lesson - Session 5 pg. 24 - Keeping Tabs on Comprehension (2 days)

Standard -

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

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

RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

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

You will teach students that readers not only work to read more and more, but they also need to remember to think about their books. Reading is thinking.

Readers need to be careful not to get going, reading faster and faster, and forget to THINK about the story. They can keep tabs by stopping to make sure they can retell the events in order.


This is a 2-day lesson.

Students will learn how to identify and describe elements of a story, and how its structure leads to the understanding of the story.

Day 1:

Teachers may choose to show one of the suggested videos.

 [What's the Story? | Structure of a Story | Beginning and Ending | 2nd Grade Reading | eSp...](#)

 [Story Elements PowToon](#)

Added Lesson: [BetterLesson - Beginning, Middle, End!.pdf](#)

- Students identify BME, retell the story and learn about how story structure adds meaning.
- Adapt the lesson as needed to focus on story structure.

Suggested lesson language:

- *All stories have structure that holds it together and gives it order. Do you have structure to your day? (math first, then gym, then art...) What is the structure of meals? (breakfast, lunch, dinner...)*
- *"So what is the structure of the book? Can you think of how it's put together?" (Elicit ideas.. beginning, middle, end, characters first...)*

- *"Suppose I told you a story... 'We had a good time there. We lost a ball. Mom and I went to the park. I found it.' What's wrong with that story?" Elicit ideas..... "the order is not right. I should start with 'Mom and I went to the park. We lost a ball. I found it. We had a good time there.'*
- *Stories usually start with a beginning, then have a middle, and then an end. I didn't have a good structure with my story."*
- *Write beginning, middle and end on the board or chart paper.*
- *Provide a quick review of story elements (characters, setting, events, problem, and solution).*
- *"As we read stories, we can ask and answer questions to find out these story elements. The answers are in the words, illustrations, or we may have to infer the answers."*


Read the first chapter of the mentor text, familiar text, or the beginning of a familiar story all students will recognize. Throughout the oral reading, write and discuss students' responses on the board or chart paper.

- Read the first page, thinking aloud - "Who are the main characters? The words on the page said the names in the beginning. "I'll write ---."
- Continue reading. "There's another person on this page, but he/she isn't on every page - No, they are not main characters."
- Continue reading, using think-alouds to identify and explain the setting.

Active engagement: Prompt students to identify and discuss the middle and end of the story. Encourage students to use text and illustrations to verify answers to questions.

- "Let's ask a few more questions about the middle and end of the story. It really helps to think about each part of the story - beginning, middle and end - separately."
- "Help me with the next big event. How did the characters change at the end?"(turn and talk)
- "Finally, tell me about the end of the chapter (or book). What was the solution? How do you know that? It's in the words!"

During independent reading, students can work in partnerships to identify the story elements and structure of their selected books.

- Small group instruction should reinforce the day's mini-lesson, with students identifying and explaining the story elements and structure of their independent books. The teacher may consider sharing a different familiar text during small group instruction instead.
- Suggested resource -  [BME retelling.pdf](#)

Day 2: During the mini-lesson, quickly recall the lesson from Day 1. This can be done by showing one of the suggested videos again.


Standard -

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

RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

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

You will teach students that readers not only work to read more and more, but they also need to remember to think about their books. Reading is thinking.

- Add the strategy “STOP, think, retell” to the anchor chart.
- Show the video to demonstrate how to do a “Five finger retell.”
 Story Elements PowToon
- Students will practice monitoring comprehension in partnerships.
- Students will be expected to discuss story elements and structure as part of their conversations.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added lesson (5.2 pg. 166) Say What’s Most Essential

- Strategy - Name the main character(s). Say where the story takes place. Say one sentence for the beginning of the story. Say one sentence for the middle of the story. Say one sentence for the end of the story. *Note - this strategy differs slightly from the “Five finger retell” listed above. The teacher should decide which strategy is best suited for individual students.*

Lesson - Session 6 pg. 30 - Second-Graders Can Mark Their Thinking with a Post-it


Standard -

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

RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

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

You will teach your second graders that grown-up readers stop often to think as they read. In fact, readers need Post-its to remember all the great ideas they might want to talk about with a partner.  Post-it note thinking.pdf

- Add the strategy “Use stop and jots to remember ideas” to the anchor chart.
- Teachers should revisit how to use post it notes for the *stop and jot* strategy.

- Model the strategy using *Katie Woo Has the Flu*.
 - As you model, reinforce story structure from Session 5.
 - Incorporate story structure with post-its referencing something that happened from the “beginning, middle or end.”

During Active Engagement, students will not only jot ideas on post-its, but will also practice the strategy “STOP, think, retell.”

Part II - Working Hard to Solve Tricky Words - Approximately 6 Days

Standard -

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

Note:

- By this time of the year, you should be conducting guided reading groups. See pgs. 40-41. [Elem. Reading Instruction Checklist- Guidance for administrators and elementary t...](#)
- During Guided Reading, refer to the Small Group Planning sheet as a reminder of students’ individual needs.
- Students should be aware of their individual reading goals, as well as the strategies they can use to solve tricky words.
- Continue to assess students as they participate during active engagement (turn and talk), independent practice and during guided reading, adjusting groupings as needed and differentiating when necessary.
- Before students return to independent reading, you want to send the message that they should continue practicing what was taught without teacher support. Give clear, explicit directions for using the skill/strategy during the work.

Lesson - Session 7 pg. 36 - Second Grade Readers Roll Up Their Sleeves to Figure Out Tricky Words, Drawing on Everything They Know

Standard -

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

You will teach students that readers don’t let tricky words derail them; instead, they roll up their sleeves, get down to work, and draw upon all they already know to tackle those words.

Refer to the anchor chart [When Words Are Tricky, Roll Up Your Sleeves.pdf](#) to review strategies they should be familiar with from first grade.

- Model the new strategy using the mentor text, *Katie Woo Has the Flu*, or another familiar text.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:


Added Lesson (Lesson 3.2 pg. 100) Check the Beginning, Middle and End

- Strategy - Check the beginning of the word, sliding the sounds together. Check the middle of the word, sliding the sounds together. Check the end of the word, sliding the sounds together. Say the whole word, blending the beginning, middle, and end. Check to make sure the word you read makes sense and sounds right.

Model the new strategy using the mentor text, *Katie Woo Has the Flu*, or another familiar text.

- Continue to strengthen partnerships by having students use and discuss the strategy during active engagement and independent practice.
- Refer to the companion charts during small groups and or guided reading. Remind students of strategies to use to solve tricky words.

Conferring and Small Group Work - Launching Guided Reading (pg. 40)

- Guided reading lessons should be planned following District guidance for Guided Reading  Elem. Reading Instruction Checklist- Guidance for administrators and ele...


Lesson - Session 8 pg. 44 - Readers Use More Than One Strategy at a Time

Standard -

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

You will teach your students that to become flexible word solvers, readers often need to use multiple strategies at the same time.

Students should be aware of their individual reading goals (engagement, print work, fluency, or comprehension) and related strategies.

- A reading goal sheet will help students stay focused and on track for achieving their goal by using strategies consistently. Sample reading goal sheets have been provided - or you can use a similar method of your choosing.  Sample reading goal sheet

Lesson - Session 9 pg. 51 - Some Beginnings and Endings Can Be Read in a Snap!

Standard -

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

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 3.20 pg. 118) Cover and Slide

- Strategy - When trying to read a longer word, you can cover up the word with your finger, revealing the letters of the word slowly. Slide your finger across the word left to right to show more and more letters as you read them, blending the sounds together as you go.

Model the new strategy using the mentor text, *Katie Woo Has the Flu*, or another familiar text.

- Continue to strengthen partnerships by having students use and discuss the strategy during active engagement and independent practice.
- Refer to the companion charts during small groups and or guided reading. Remind students of strategies to use to solve tricky words.

Lesson - Session 10 pg. 54 - Don't Forget the Middle! Readers Are Flexible When They Encounter Vowel Teams in Tricky Words

Standard -

L.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.

You will teach students that readers pay close attention to the middle of tricky words and are flexible when they encounter vowel teams, using what they know about the variety of sounds a vowel team might represent to help them read.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 3.15 pg. 113) Remember: Be Flexible with Vowels

- Strategy - Be flexible with vowel sounds-try one sound, then another you know that the letter(s) can represent-until you read a word that sounds like a word you know and that makes sense in the sentence.

Model the new strategy using the mentor text, *Katie Woo Has the Flu*, or another familiar text.

- Continue to strengthen partnerships by having students use and discuss the strategy during active engagement and independent practice.
- Refer to the companion charts during small groups and or guided reading. Remind students of strategies to use to solve tricky words.

Lesson - Session 11 pg. 61 - Readers Have Strategies for Figuring Out Brand - New Words, Too

Standard -

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

You will teach students that there are other words - new vocabulary words - that might trick them, and when reading come to a tricky word they don't know; they think about what that word means in the story.

Add the strategy "Don't just SAY the words, figure out what they MEAN too!" to the anchor chart.

Model the new strategy using the mentor text, *Katie Woo Has the Flu*, or another familiar text.

- Continue to strengthen partnerships by having students use and discuss the strategy during active engagement and independent practice.
- Refer to the companion charts during small groups and or guided reading. Remind students of strategies to use to solve tricky words.

Lesson - Session 12 pg. 68 - Readers Check Themselves and Their Reading

Standard -

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

You will teach students that readers use strategies to check themselves and fix their mistakes as they read.

- Continue to strengthen partnerships by having students use and discuss the strategy during active engagement and independent practice.
- Refer to the companion charts during small groups and or guided reading.
- Remind students of strategies to use to solve tricky words.

Part III - Paying Close Attention to Authors - Approximately 12 Days

Standards -

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures).

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

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

Lesson - Session 13 pg. 74 - Authors Have Intentions

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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

You will teach students that readers pay attention to the author's craft not only when they write but also when they read, noticing what authors do, why they do it, and how.

Create the anchor chart  **Authors Have Intentions.pdf**

- Add the strategy “NOTICE, STOP, and THINK; What part is powerful? WHY is it powerful? How did the author do it?”

Lesson - Session 14 pg. 80 - Readers Don't Just Notice Craft Moves - They Try Them!

Standards -

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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

W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

You will teach students that readers can try the author's craft moves in their writing, too.

- Refer to the anchor chart.
- Prepare to use and add to the shared writing piece you are using for writing workshop (pg. 81)

Conferring and Small-Group Work: Checking in on Partnerships (pg. 83)

- Check in on students to assess how they are preparing for their partner conversations. Ask students what their plan is for partner time.
- Consider next steps for students observed not getting ready to talk or struggling with their discussion.
- This may be a good time to introduce same-book partnerships (for students level K and higher).
- After identified students have chosen a book to read together, encourage them to think about a focus for their discussion - such as noticing what the author does (the focus of this part of the unit.)

Lesson - Session 15 pg. 85 - Readers Think About How the Whole Book Clicks Together,
Noticing Masterful Writing

Standards:

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures).

RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

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

You will teach students that readers notice the ways an author makes the parts of a story click together.

- Add the strategy “Ask How Did the Author Make This WHOLE Book Click Together?” to the anchor chart.
- Using *Those Darn Squirrels*, read the end of the story and have students ask themselves, “How does the author make it all click together?”
- Students will jot on post-it notes.
- Students should notice that the squirrels are doing the same sorts of things they did earlier in the book.
- Remind students to think about how the whole book clicks together.

During the Share, students will practice retelling. Remind students of the strategy “Say What’s Most Essential” **from *The Reading Strategies Book 2.0* by Jennifer Serravallo:**

- Strategy - Name the main character(s). Say where the story takes place. Say one sentence for the beginning of the story. Say one sentence for the middle of the story. Say one sentence for the end of the story.

Create an anchor chart for students to reference throughout the school year to provide reminders of how to keep their retells short. “Readers retell to help them remember what has happened” (pg. 91)

Lesson - Session 16 pg. 92 - Readers Think, “What Does the Author Want to Teach Me?”

Standard -

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures).

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

You will teach students that once readers have finished reading a book and know how the parts fit together, they can retell it to think about what lessons the author wants to teach.

*The following lessons meet the standard - recount a text in oral and written form and determine the central message (in literary texts, **e.g. fables and folktales from diverse cultures**).

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 7.1 pg. 239) - Think about the Moral of the Story

Strategy - Read the fable. Read the moral of the story. Put it into your own words. Think about whether the main action in the story is positive or negative, whether the outcome is positive or negative. Think, “How does this story connect to and teach me this moral?”

- Consider creating your own anchor chart entitled “Think About the Moral of the Story.”
- The anchor chart features the morals of stories read throughout the school year.

 2nd Grade - Reading - Folktales, Fables, and Fairy tales - Topic Video

Lesson-Session 17 - Celebrate How Much Readers Have Grown!

Standard -

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

You will celebrate the tremendous growth your readers have made and teach students that they can share what they have learned with future readers of their books.

READ ALOUD and SHARED READING:

The following lessons are to be taught after Session 17.

- You will expose students to richer literature than the books they are likely reading independently.
- You will use the suggested books or choose different books that feature engaging plotlines, colorful story language, and new vocabulary.
- Teachers will read and familiarize themselves with the lessons prior to teaching.

Read Aloud - Sessions pg. 102 (1-2 days)

Standards -

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures).

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

RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

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

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

Text - *Those Darn Squirrels* by Adam Rubin

Lesson - Session 1

- Model how you take a sneak peek to preview.
- Model reading with expression, and invite students to do the same with their partners.

- Engage the students in a whole-class discussion in which they collaboratively retell the book as you turn the pages. (story elements and structure)
- Discuss how the parts of the book want to be read (fluency, expression)

Lesson - Session 2

- Students will think deeply about how the text fits together and what the lesson (or lessons) might be that the author is trying to teach.
- Start an accountable talk chart to provide students with language stems to support their ability to share ideas and questions when discussing the text.

■ Readers Talk About Books.pdf ■ Sample Accountable Talk anchor charts.pdf

Shared Reading pg. 115 (5 Days)

Standards -

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

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

L.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.

RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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

Text - *Mercy Watson to the Rescue* by Kate DiCamillo; *There Was An Old Lady Who Swallowed a Fly* lyrics

Day 1 - Warm Up, Book Introduction, and First Read

Day 2 - Cross - Checking-Meaning, Structure, Visual (MSV)

- Cross-checking during shared reading will slow down fast readers and provide a vision of what monitoring sounds and looks like.
- Does it make sense? Does it sound right? Does it look right?

Day 3 - Word Study

- Choose a word study focus based on data from assessments / student observations, such as spelling patterns or inflectional endings.

Day 4 - Fluency

- Students will work on parsing, pacing and prosodic cues.
- Revisit strategies from *The Reading Strategies Book 2.0* by Jennifer Serravallo previously taught in the unit:
 - 4.10 Read to the End of the Line, pg. 142
 - **Strategy** - Read all the words on one line in one breath. Pause only if there's punctuation telling you to, then move to the next line.
 - 4.12 Mind the Ending Punctuation pg. 144
 - **Strategy** - To be sure you're attending to the ending punctuation, look ahead to the end of the sentence. Notice if there is an exclamation point, question mark, or period. Make your voice match the punctuation.
 - 4.14 Snap to the Next Line, pg 145
 - **Strategy** - Sentences only sometimes end at the end of the line. If you don't see ending punctuation (., !, ?, ...) at the end of the line, you need to snap your eyes to the next line quickly. Try reading with only the briefest pause or break between the end of one line and the beginning of the next.

Day 5 - Orchestration and Comprehension

- Students will read for deeper comprehension - thinking about how the chapter fits with the whole book.  Sample Accountable Talk anchor charts.pdf

Unit Plan Title	Becoming Experts: Reading Nonfiction (Book 2)
Suggested Time Frame	Approximately 36 Days

Overview / Rationale
<p>This unit is divided into three parts. Part I focuses students’ attention on growing knowledge as they pay attention to details, put parts of text together, and question texts. Part II works to tackle both the tricky word work and vocabulary development students need to navigate nonfiction reading. Part III sets readers up to grow knowledge across texts as they read topic sets of texts, comparing, contrasting, and connecting information across texts and text sets and doing the vocabulary work that accompanies nonfiction reading.</p>

Stage 1 – Desired Results
<p>Established Goals: New Jersey Student Learning Standards - English Language Arts 2023</p> <p>L.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>L.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.</p> <p>RI.CI.2.2. Recount a text in oral and written form and determine the main topic (in multi-paragraph informational text, focusing on specific paragraphs).</p> <p>RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.</p> <p>RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.</p> <p>RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.</p> <p>SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>

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

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

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

L.VL.2.2. 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.

Interdisciplinary Connections

2020 New Jersey Student Learning Standards for 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.

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

2020 Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 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.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 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).

2020 Computer Science and Design Thinking

Computing Systems

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.

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do nonfiction readers read to become smarter about our world? • How do nonfiction readers accumulate information by seeing more than just the text on the page? • How do nonfiction readers tackle tricky words in their books? • How do nonfiction readers read more than one book about a topic to compare and contrast? 	<p>Essential Understandings:</p> <p><i>Students will be able to understand:</i></p> <ul style="list-style-type: none"> • There are many ways readers read nonfiction to become smarter about our world. • Readers do not just use text only to accumulate information, but they use pictures, ask questions, talk to their partners and use post-its.
<p>Knowledge:</p> <p><i>Students will know:</i></p> <ul style="list-style-type: none"> • Readers use all their strategies for tricky words for fiction reading during their nonfiction reading; including figuring it out with our partner. • There are ways readers read books across a topic to understand their subject or compare and contrast. 	<p>Skills:</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Read books across a topic to understand their subject or to compare/contrast. • Read nonfiction texts to learn about the world. • Use all their strategies for tackling tricky words. • Use strategies for holding onto main ideas; for example looking for special print words/phrases. • Use text to accumulate information and ask questions.

Student Resources


Students read diverse books or text from various genres. Students have access to grade appropriate books that have characters they can identify with, incorporate information with multiple perspectives and acknowledge the contributions of diverse members of society. The books respect and value the talents, beliefs, backgrounds and ways of all people.

Teacher Resources

Units of Study for Teaching Reading (Grade 2) by Lucy Calkins, 2015, ISBN-13: 978-0-325-07708-6

- Becoming Experts: Reading Nonfiction (Book 2) www.heinemann.com

The Reading Strategies Book 2.0 by Jennifer Serravallo

 Unit 2 Snapshot - Unit overview

Mentor texts:

Knights in Shining Armor by Gail Gibbons

Tigers by Laura Marsh

Amazing Animals: Tigers by Valerie Bodden

- NF Readers Grow Knowledge.pdf
- Ways to Talk About Your Thinking cards.pdf
- Talk the Talk - Learn to Read the Lingo.pdf
- Experts Grow Knowledge Across Books.pdf
- Ways To Say More.pdf
- Compare Contrast: Platypus.pdf
- Readers Talk About Books.pdf
- Be a Tour Guide.pdf

- Sample Accountable Talk anchor charts.pdf
- BetterLesson - Introduction of Text Features.pdf
- NF Main Idea and Details Graphic Organizer.pdf
- Text Feature Hunt-2nd Grade.pdf

- ▶ Amazing Animals: Tigers
- ▶ Comparing and contrasting texts on the same topic
- ▶ Using text features to locate information | Reading | Khan Academy
- ▶ Interpreting text features | Reading | Khan Academy

[Determine the main topic of a text; Retell a text \(Inclusive Big Idea #2\) | TIES Center](#)

Instructional Guidance:

- ☰ Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers ...
- W How to Use The Reading Strategies Book 2.0 for Whole Group Lessons.docx
- Checkpoints for Reading Growth 7.17.17 Copy.pdf

Neptune Township Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Stage 2 – Assessment Evidence

Formative Assessments:


- Running records
- Conference notes
- Small group notes

Summative Assessment: ■ Text Feature Hunt-2nd Grade.pdf




- Enlarge and display on SMART Board. The students record the answers in their reader's notebook.


Stage 3 – Learning Plan

Instructional Guidance:

 Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers...

Guided Reading Groups are conducted every day (10-15 minutes per group).


- Use data to group students. Choose an instructional level text and increase the level as students become proficient readers.
- Please see the Checkpoints for Reading Growth Expectations document-
 Checkpoints for Reading Growth 7.17.17 Copy.pdf .
- Choose instructional level text that is appropriate for the genre of study.
- For more information on the Structure of a Guided Reading Lesson: See
 Structure of A Guided Reading Lesson .pdf from *The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8*, Pinnell and Fountas (2017). pg. 402
- Guided Reading Lesson Plan Template-  Copy of F&P Guided Reading Template

Guidance for how to teach the *added lessons* using *The Reading Strategies Book 2.0* by Jennifer Serravallo.  How to Use The Reading Strategies Book 2.0 for Whole Group Lessons.docx

Getting Ready: Read pages xii-xiv in advance, to prepare for the unit.

As always, please preview the resources, as well as any web-based resources accompanying online materials, before giving them to your students to make sure they are best-suited for your particular class.

Important Note: Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review the “Checkpoints” document to ensure the appropriate level text is being used.

 Checkpoints for Reading Growth 7.17.17 Copy.pdf

Neptune Township Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Interactive/ Instructional Read Aloud- 15 Minutes Daily

Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes. During the interactive/instructional read-aloud, the teacher reads aloud a selected text to students, occasionally pausing for conversation. The instruction (stopping points) is organized for highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help students to construct meaning.

Structure of an Interactive/Instructional Read- Aloud Lesson

- Introduce the Text -Engage student interest and activate thinking.

- Read the Text- Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes, etc.
- Discuss the Text- Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.
- Revisit the Text - (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.
- Respond to the Text - (Optional) - Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.

Use the mentor text for the unit for the Read Aloud as well as the mini-lessons. The mini lessons stem from the Read Aloud. For more information:

 Copy of Interactive/Instructional Read Aloud March 2023

Note: The Read Aloud at the end of this unit is ***in addition*** to your daily Interactive/Instructional Read Aloud. Read the section in the Teacher's Guide carefully before you start the unit as it may outline how a mentor text is used during the Interactive/Instructional Read Aloud time ***outside of the reading block.***

Part I - Thinking Hard and Growing Knowledge - Approximately 6 Days

Standards:

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RI.CI.2.2. Recount a text in oral and written form and determine the main topic (in multi-paragraph informational text, focusing on specific paragraphs).

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

Mentor Text - *Knights in Shining Armor* by Gail Gibbons

Teacher Objective: Teachers will teach students how to determine the main idea, describe the overall structure of a text and use text features.

Lesson - Session 1 pg. 2 - Nonfiction Readers Notice and Learn
Standard -

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

You will teach students that nonfiction readers pay attention to the details, the bits and pieces, putting all this together to really understand and grow knowledge about a topic.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 10.1 pg. 325) Scan and Plan

- **Strategy** - First, scan the page or section to notice the text layout and organization. Then, make a plan for how you'll read the information from the text and features. Read it according to your plan.

Create this anchor chart to teach the strategies "Pay attention to details" and "Put the parts of the text together in your mind." ■ [NF Readers Grow Knowledge.pdf](#)

- Provide students with a variety of nonfiction texts to work with. Be sure the texts are filled with drawings and labels that will support their discussions about what they have learned from the details on the page.
- Display a picture of a castle from *Knights in Shining Armor* to demonstrate how to pay attention to the details on the page in order to learn about the topic.
- As students work with their partners to grow knowledge, they will jot notes about what they learned from their nonfiction texts.

Lesson - Session 2 pg. 8 - Nonfiction Readers Notice, Learn and Question

Standard -

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

You will teach students that as nonfiction readers notice details and put them together to learn about a topic, they find that questions come up.

- Add the strategy "Ask questions" to the anchor chart.

Return to the diagram from the previous session and model how noticing details and putting those details together can prompt the reader to ask questions.

During Active Engagement, students will work with partners to read, notice details and ask questions. Consider providing students with a tool to support them as they talk about their thinking. ■ [Ways to Talk About Your Thinking cards.pdf](#)

Lesson - Session 3 pg. 13 - Nonfiction Readers Ask, "What Is This Book Teaching Me?"

Standards -

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

You will teach students that nonfiction readers grow their knowledge by putting together the details they read with their own thoughts and asking, “What is this book teaching me?”

- Add the strategy “Think - What is this book (and part) teaching me?” to the anchor chart.
- Demonstrate previewing a text, noticing and questioning what they see and then thinking about what each part of the book will teach.
- Use think-alouds to show your thinking as you look at the front cover and back cover of the book to determine what you think the book will be about.
- During Active Engagement students will turn and talk about what the book is teaching them. Before sending them off for independent reading, students will practice the strategy with the book they brought to the meeting area.

Lesson - Session 4 pg. 19 - Nonfiction Readers Ask, “How Does This Book Go?”

Standard -

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

You will teach students that nonfiction readers preview all parts of a book to determine what a book will teach. They ask themselves, “How does this book go?”

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:


Added Lesson (Lesson 10.11 pg. 335) PREview the Table of Contents

- **Strategy** - To preview the text, read through the chapter and/or section titles in the table of contents. Think, “How is this book organized? What are some of the main ideas (topics) in the book?” Prime your brain to create “file folders” that will help you to organize information as you read.

Added lessons - 2 days

The following lessons meet the standard **RI.CI.2.2. Recount a text in oral and written form and determine the main topic (in multi-paragraph informational text, focusing on specific paragraphs).**

You will teach students that when readers have skills and strategies for determining the main idea of a text, they will be able to gather the main points the author wanted the reader to understand about the topic.

- Use *Knights in Shining Armor* or a different nonfiction text to teach students how to determine the main idea.
- Each day’s lesson should feature students practicing the strategies below in their own nonfiction books that they bring to the meeting area.
-  NF Main Idea and Details Graphic Organizer.pdf

Lessons from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 8.2 Notice What Repeats pg. 274)

- **Strategy** - To figure out what a part or section is mostly about, it's helpful to pay attention to the word(s) you see again and again. Then think, "If the whole book is about ____, based on the words (s) that repeat, this part is about ____."

Added Lesson (Lesson 8.5 Clue In to Key Sentences, p. 277)

- **Strategy** - See if you can identify a single sentence - somewhere in the beginning, middle, or end - that seems to sum up the main idea, what the whole part or section is mostly about. When you think you've found it, check the other information to make sure it supports the main idea. It doesn't all have to, but most should. If you find that most of the information doesn't support that sentence, try a different sentence.

Part II - Learning the Lingo of a Topic - Approximately 10 Days

Standards -

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

L.VL.2.2. 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.

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

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

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

Teacher Objective: Teachers will teach students how to use text features to locate information.

Mentor Text - *Tigers* by Laura Marsh

Lesson - Session 6 pg. 28 - Anticipating and Using the Lingo of a Nonfiction Topic

Standards -

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

L.VL.2.2. 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.

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

You will build context and urgency around the work of this part, explaining that reading to learn and using vocabulary is an important part of growing knowledge.

You will teach students that even before nonfiction readers start to read a new book - they think ‘What keywords do I expect to run into?’ and they generate a list. Later, when they encounter one of the words in the book, they will not get stuck on the word.

Add the strategy “Understand and use keywords” to the anchor chart.

- Use *Tigers* to generate a list of words (keywords) students already know about the topic.
- Students will practice anticipating key words in their text with their partners.

Begin a new anchor chart ■ [Talk the Talk - Learn to Read the Lingo.pdf](#) .

- Add the strategy “Expect and Look out for keywords.”

Lesson - Session 7 pg. 34 - Using Text Features to Notice and Understand Keywords

Standard -

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

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

You will teach students to notice and utilize text features when figuring out keywords.

- Add the strategy “Look for and use features to help” to the anchor chart.
- Model the strategy using *Tigers*.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 10.9 pg. 333) Preview Important Words

- Strategy - Preview important words and their definitions by reading key terms/word box or by skimming the chapter for bold words and then reading their definitions in the glossary. Get a basic understanding of the words(s) from the definition(s). Read the section or chapter. When you come to a word whose definition you previewed, add to that definition based on our understanding of what’s in the text.

Lesson - Session 8 pg. 40 - Using Context to Build Knowledge of Unknown Words

Standards -

L.VL.2.2. 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.

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

You will teach students to understand undefined keywords by using the whole page to figure out what those words mean.

- Add the strategies “Use the WHOLE page to figure out what new keywords mean” and “Ask ‘What’s it like or similar to?’” to the anchor chart.
- Use page 20 of *Tigers* to model the strategy below.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 10.10 pg. 334) Use Text Features to Learn New Words

- **Strategy** - When you come to a word and you don’t know its meaning, check the features on the page, in the section, and across the book (for example: a word bank, a chart, a map, a picture, a glossary).

Lesson - Session 9 pg. 47 - Solving Words Takes Strategic and Flexible Thinking

Standard -

L.VL.2.2. 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.

You will demonstrate how figuring out keywords requires both persistence and practice.

- Use pages 10 and 12 of *Tigers* to model the strategy with the words territory, carnivores, hooved and buffalo.
- Locate a word with a pronunciation guide - Ex. Siberian, pg. 25.
- Revisit previously taught strategies to figure out tricky words (from Unit 1).
■ When Words Are Tricky, Roll Up Your Sleeves.pdf
- Suggested strategies from *The Reading Strategies Book 2.0* by Jennifer Serravallo:
 - (Lesson 3.2 pg. 100) Check the Beginning, Middle and End
 - (Lesson 3.20 pg. 118) Cover and Slide
 - (Lesson 3.15 pg. 113) Remember: Be Flexible with Vowels

Lesson - Session 10 pg. 52 - Rereading Like Experts

Standard -

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

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

You will show students the importance of rereading to grow more information about the topic.

- Add the strategy “Reread it like an expert” to the anchor chart.
- Reread page 12 in *Tigers* to model the strategy below.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 4.18 pg. 150) Use a “This Is Interesting” Voice

- **Strategy** - Read an informational text with a “wow” tone of voice. Slow your pace. Be careful to emphasize the part of the sentence that’s most interesting or surprising. Raise your voice at questions.

Lesson - Session 11 pg. 58 - Talk the Talk and Walk the Walk! Using Lingo to Teach Others
Standards -

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

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

You will focus students’ attention on taking in information as well as teaching and sharing their learning with partners.

- Students will work in partnerships to teach each other about a part of their book.

Added Lessons (2-3 Days): Text Features

Standard -

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

The following lessons have been added to allow students to practice using various text features.

Introduction of Text Features -

[Second grade Lesson Introduction of Text Features | BetterLesson](#)- Focus on the Text Features Chart as it has the feature, example, and how it helps the reader. After discussing the chart with students, have them use a feature to locate information.

📄 BetterLesson - Introduction of Text Features.pdf

▶ Using text features to locate information | Reading | Khan Academy

▶ Interpreting text features | Reading | Khan Academy

Added Lesson - Assessment

Students use classroom books to complete the Text Feature Hunt -

📄 Text Feature Hunt-2nd Grade.pdf

- Enlarge and display on SMART Board. The students record the answers in their reader’s notebook.

Part III - Reading Across a Topic - Approximately 20 Days

Standards -

RI.CI.2.2. Recount a text in oral and written form and determine the main topic (in multi-paragraph informational text, focusing on specific paragraphs).

RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

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

Teacher Objective: Teachers will teach students how to determine the main idea and compare and contrast nonfiction text on the same topic by different authors.

A variety of texts on the same topic should be gathered for these lessons.

At this point in the unit, students should have already chosen a topic to focus on in preparation for the end of unit celebration / presentation.

- Students will use post-its throughout this portion of the unit to identify important information about their chosen topics.
- Students should be using post-its to identify details in their book.

Lesson - Session 12 pg. 62 - Growing Knowledge Across Books! Getting Ready to Read (and Learn) a Bunch!

Standard -

RI.CI.2.2. Recount a text in oral and written form and determine the main topic (in multi-paragraph informational text, focusing on specific paragraphs).

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

You will teach students how to set themselves up for reading not just one book on a topic but several. *Students should discuss the main topic in multiple books.

- Students should bring a set of books that go together to the meeting area for this lesson.
- Create a new anchor chart for this part of the unit.
 - Experts Grow Knowledge Across Books.pdf
- Add the strategy “Notice parts that go together.”
- Partners will give each other a tour of their topics, sounding like an expert.

Lesson - Session 13 pg. 68 - Nonfiction Readers Add Information Across Books

Standard -

RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).


RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

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

You will teach students that when you read about a topic, you try to add information together to learn about a subtopic and the whole topic.

- Add the strategy “Add what you know” to the anchor chart.

Select passages from *Tigers* by Laura Marsh, that support the skill of comparing and adding information.

- Preview the texts in order to identify what information is the same and what information is new.
- A video of *Valerie Bodden's: Amazing Animals: Tigers* can also be used if the text is not available.  [Amazing Animals: Tigers](#)

Added lesson- Students recount a text in oral and written form and determine the main topic (in multi-paragraph informational text, focusing on specific paragraphs).

Standard -

RI.CI.2.2. Recount a text in oral and written form and determine the main topic (in multi-paragraph informational text, focusing on specific paragraphs).

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

[Determine the main topic of a text; Retell a text \(Inclusive Big Idea #2\) | TIES Center](#)

- Think Aloud: To model retelling, read aloud or listen to a text with the class. At different points, demonstrate how to retell the text and find the key details that help determine the main idea as a model for your students. You can use visuals from the text and model how to look back in the text and match the visual in order to retell the text or use note-taking techniques to record main ideas as you read.
- Preview the type of information to look for prior to reading the text. Practice finding key events with a set of short paragraphs or very short texts. Provide graphic organizers, visuals, or ways for students to track the key ideas.
- Model think-aloud of key events and evidence supporting a main idea from the story. Include helpful sentence stems for thinking aloud.
- Record any transitional signal words used in the text.
- Identify visuals that represent the key events of a given text.

Lesson - Session 14 pg. 74 - Thinking and Rethinking About How Information is Connected Across Books

Standard -

RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

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

You will teach students how to connect information from more than one book that seems different by rethinking ways to categorize and name the information.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 9.9 pg. 309) Build Knowledge with a Text Set

- **Strategy** - Collect a set of texts on the same topic. Find the text that seems the least complex. As you read it, collect information (in your mind, or by jotting notes). As you read each additional text, notice when the information is new and adds on to what you already learned, or when information is the same and reinforces what you already learned.

Conferring: Coaching and Scaffolding Students' Comprehension (pg.78)

- Use the anchor charts made throughout this unit to teach students how to self-assess and make certain they are using all of their strategies to fully understand their books and topics.
- Encourage some students to set new goals for themselves based on your observations.
- Continue to use the sample reading goal sheets, or one of your own.

As students share, display the chart  **Ways To Say More.pdf** to help students talk about how their books go together.

- Students should be using post-its to identify details in their book.

Lesson - Session 15 pg. 81 - Finding, Thinking, and Talking About What is the Same and What is Different

Standard -



RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

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

You will teach students how to notice the similarities in and differences between subtopics in their books. You could help them study not only how to notice and name them but also how to think and talk about them.

- Add the strategy “Spot differences (big and small)” to the anchor chart.
- Students should be using post-its to identify details in their book.

Added Lesson (2 Days) - Students will compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

- Show/discuss the video  **Comparing and contrasting texts on the same topic**
- Model how to compare and contrast topics using appropriate text.
- Repeat this lesson - Student resource for practice. Students also practice with their independent books that are genre specific. Teacher will need to create an answer key.
-  **Compare Contrast: Platypus.pdf**

Lesson - Session 16 pg. 84 - Readers Retell Topics, Not Just Books

Standard -

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RI.CI.2.2. Recount a text in oral and written form and determine the main topic (in multi-paragraph informational text, focusing on specific paragraphs).

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

You will demonstrate how, after reading many books on a topic, readers put information together to retell the entire topic part by part instead of book by book.

- Add the strategy “Retell topics (not just books)” to the anchor chart.

During Active Engagement, provide an example to make sure students understand that retelling a topic does not necessarily mean naming fact after fact.

- Tell students they are going to retell the big things, part by part - for example, “We learned about how tigers are endangered. Think about a detail from both books that goes with that part of the topic.”
- Students should be using post-its to identify details in their book.
- Students will work in partnerships to retell one of their topics to each other.

WRITING LESSONS ----The following lessons have been added to address the standards listed below and align with the celebration- Lesson-Session 17.

Standards -

W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

Added lessons - Gathering Ideas (2-3 days)



Over the next few days, begin the lessons by modeling re-reading the text to determine what information to share with others. Use post-its and a graphic organizer.

- Provide students with ample time to prepare for the presentation.
- Students will identify what pages from their books they will mark the specific examples to discuss and the pictures they will show.
- Plan to meet with students in small groups each day to assist with gathering information and identifying what pictures to show as they are teaching others about their topic.

■ Be a Tour Guide.pdf

Day 1

Use a familiar nonfiction text to model how to gather important information on a topic.

- Re-read a few page(s) that have been marked with post-its (from previous lessons) to determine what parts of the text will be featured in the presentation. Use a think-aloud to show the process of determining what information to use.
- Use the graphic organizer to identify the main idea and details from the selected page(s) and post it notes.
-  NF Main Idea and Details Graphic Organizer.pdf
-  Informational Writing Graphic Organizer.pdf

During independent practice, students will identify the main idea and details from a particular part of their nonfiction book and complete a graphic organizer.

- In preparation for the presentation, students can practice sharing their information with a partner.

Day 2 -3

- Continue to model using a familiar nonfiction text, this time showing students how to incorporate the text features to highlight the main idea and details of their topics.
- You will also want to model what voice you will use when presenting certain information.

During independent practice, students will continue to gather information from a particular part of their nonfiction book and complete a graphic organizer.

- In preparation for the presentation, students can practice sharing their information with a partner.
- Students will incorporate text features into their presentation to highlight the main idea and details of the topic.
- In preparation for the presentation, students can practice sharing their information with a partner.

Lesson - Session 17 pg. 91 - Getting Ready for the Celebration (2 days)

Standards -

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

Announce that the book fairy has returned, this time with an assignment to create exhibits where students will soon take on the role of tour guides, teaching visitors about topics they have grown knowledge about.

You will teach students that they must be prepared if they are going to teach others what they have learned. They should mark the parts, think about what they want to say, and use their voices to help people listen and learn a lot.

Lesson - Session 18 pg. 96 - Celebration: Pay it Forward by Teaching Others

Standards -

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

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

SL.ES.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.

You will teach students that they can keep visitors engaged by initiating questions about their topics.

- Demonstrate how to rehearse for a tour of their topic and show students how to incorporate a question for their audience to think about.
- Students will practice in partnerships before the celebration.

READ ALOUD and SHARED READING

The following lessons are to be taught after Session 18.

Read-Aloud and Shared Reading

- You will expose students to richer nonfiction books than the books they are likely reading independently.
- will use the suggested books or choose different books that feature topics of interest that will help students grow new knowledge.
- Teachers will read and familiarize themselves with the lessons prior to teaching.

Read Aloud - Sessions 1-3 pg. 102 (3 days)

Knights in Shining Armor by Gail Gibbons

Standards -

RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

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

Lesson - Session 1 -

- Think aloud as you preview the front and back covers, using details from the pictures to anticipate main topics the book might teach.
- Partnership discussions will focus on discussing the illustrations, retelling what they are learning, explaining how the pages fit together and identifying the main idea and details of each part of the text.

Lesson - Session 2-

- Students discuss the text (preview text, recall what was learned, how information changes across text, text features, and make predictions).

Lesson - Session 3 -

- Students discuss the author's purpose.
- Reread to compare selected parts of the books that will engage students in thinking deeply about the author's purpose.
- Suggested sections to reread include pages 10-15 (how knights protect themselves); pages 18-21 (battles).

Shared Reading pg. 116 (5 days)

Tigers by Laura Marsh

Standards:

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

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

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

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

Day 1 - Warm Up, Book Introduction, and First Read

Day 2 - Cross-Checking-Meaning, Structure, Visual (MSV)

- Cross-checking during shared reading will slow down fast readers and provide a vision of what monitoring sounds and looks like.
- Model using think-alouds - Does it make sense? Does it sound right? Does it look right?

Day 3 - Word Study

- Focus on vocabulary, bringing attention to the keywords authors use to teach about a topic.

Day 4 - Fluency

- Focus on developing readers' pace, parsing and prosody.

Day 5 - Putting It All Together

- Students will reread the story, practicing all the different strategies they have used throughout the week.
- Conduct a whole class discussion, sharing questions or responses to the text.

Unit Plan Title	Bigger Books Mean Amping Up Reading Power (Book 3)
Suggested Time Frame	Approximately 42 Days

Overview / Rationale
In this unit, students learn strategies to build three foundational reading skills - fluency, understanding figurative language and comprehension. Students will practice reading with more alertness to the intent that an author brings to a particular book. Students will use their own voices, inflections, and gestures to bring out the author's intent and will also work to read with a smooth, steady, confident voice.

Stage 1 – Desired Results
<p>Established Goals: New Jersey Student Learning Standards English Language Arts 2023</p> <p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.</p> <p>RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.</p> <p>RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

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

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

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

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

L.VL.2.2. 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.

L.VI.2.3. 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).

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

Interdisciplinary Connections

2020 New Jersey Student Learning Standards for 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.
- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

<ul style="list-style-type: none"> 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
2020 Career Readiness, Life Literacies, and Key Skills
<ul style="list-style-type: none"> 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business. 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 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.IML.1: Identify a simple search term to find information in a search engine or digital resource. 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).
2020 Computer Science and Design Thinking
<p>Computing Systems</p> <p>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.</p>

<p>Essential Questions:</p> <ul style="list-style-type: none"> How can I use my voice to read fiction books in ways that help me get the most out of them — and so that they sound the way an author intended them to be read? How do I tackle any new and tricky vocabulary as I read, using clues like other words and what’s happening in the text to make sense of these? How do I understand all the many reasons to reread so that I can get the most out of my books a second, third, and even fourth time reading them? 	<p>Essential Understandings:</p> <p><i>Students will be able to understand:</i></p> <ul style="list-style-type: none"> Readers read with voice and meaning. Readers tackle new vocabulary and tricky words with greater effort and skill.
<p>Knowledge:</p> <p><i>Students will know:</i></p> <ul style="list-style-type: none"> Readers know the effectiveness of rereading their text. 	<p>Skills:</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Tackle new vocabulary and tricky words with greater effort and skill.

- Readers can form clubs to reflect on what was learned and make reading shine.

- Explain the importance of the details in a story.
- Read with voice and meaning.
- Understand the special language that authors use in their text .

Student Resources


Students read diverse books or text from various genres. Students have access to grade appropriate books that have characters they can identify with, incorporate information with multiple perspectives and acknowledge the contributions of diverse members of society. The books respect and value the talents, beliefs, backgrounds and ways of all people.

Teacher Resources

Units of Study for Teaching Reading (Grade 2) by Lucy Calkins, 2015, ISBN-13: 978-0-325-07709-3

- Bigger Books Mean Amping Up Reading Power (Book 3) www.heinemann.com

The Reading Strategies Book 2.0 by Jennifer Serravallo

 Unit 3 Snapshot - Unit overview

Mentor Texts:

Houndsley and Catina by James Howe

Happy Like Soccer by Maribeth Boelts

Minnie and Moe Go Dancing by Denys Cazet

 Owl Moon PDF text only.pdf [Owl Moon Close Reading Plan](#)

 Shades of Meaning for Kids

 2nd Grade - Reading - Context Clues - Topic Video

 Same Book Partners.pdf  Questions Partners Can Ask bookmark.pdf

 Keeping Track of Longer Books.pdf

 Working Together in Goal Clubs anchor chart.pdf

 Making Your Reading More Fluent.pdf

 When Words Are Tricky, Roll Up Your Sleeves.pdf

 Understanding Literary Language.pdf

 Idioms for Kids  Figurative Language | Types of Figurative Language

 Sample Club plan.pdf  Club plan template.pdf

 Making Your Reading More Fluent.pdf

 Read dialogue using dialogue tags

- ▶ Tone of Voice
- ▶ Figurative Language with Owl Moon
- ▶ Idioms for Kids
- 📄 Owl Moon Figurative Language lesson.pdf
- ▶ Read dialogue in the voice of a character
- ▶ Shades of Meaning for Kids
- ▶ Authors use extraordinary language
- 📄 2nd Grade Breaking News.pdf

📄 Compare Contrast Cinderella - Sadlier.pdf

- ▶ Cinderella: A Read-Along Storybook
- ▶ Yeh-Shen Read Aloud
- ▶ The Korean Cinderella by Shirley Climo and Ruth Heller / A Trophy Picture Book
- ▶ Mufaro's Beautiful Daughters - Read Aloud
- ▶ Cendrillon: An Island Cinderella
- ▶ THE ROUGH-FACE GIRL By Rafe Martin and David Shannon I My Cozy Corne...

Instructional Guidance:

- ☰ Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers...
- 📖 How to Use The Reading Strategies Book 2.0 for Whole Group Lessons.docx
- 📄 Checkpoints for Reading Growth 7.17.17 Copy.pdf

Neptune Township Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Stage 2 – Assessment Evidence

Formative Assessments




- Running records
- Conference notes
- Small group notes
- DRA2 Assessment
- STAR Assessment (Administered by the Media Specialist)


Stage 3 – Learning Plan

Instructional Guidance:

- ☰ Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers...

Guided Reading Groups are conducted every day (10-15 minutes per group).

- Use data to group students. Choose an instructional level text and increase the level as students become proficient readers.
- Please see the Checkpoints for Reading Growth Expectations document-  Checkpoints for Reading Growth 7.17.17 Copy.pdf .
- Choose instructional level text that is appropriate for the genre of study.
- For more information on the Structure of a Guided Reading Lesson: See  Structure of A Guided Reading Lesson .pdf from *The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8*, Pinnell and Fountas (2017). pg. 402
- Guided Reading Lesson Plan Template-  Copy of F&P Guided Reading Template

Guidance for how to teach the *added lessons* using *The Reading Strategies Book 2.0* by Jennifer Serravallo.  How to Use The Reading Strategies Book 2.0 for Whole Group Lessons.docx

Getting Ready: Please read pgs. xii-xiv in advance, to prepare for the unit.

As always, please preview the resources, as well as any web-based resources accompanying online materials, before giving them to your students to make sure they are best-suited for your particular class.

Important Note: Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review the “Checkpoints” document to ensure the appropriate level text is being used.

 Checkpoints for Reading Growth 7.17.17 Copy.pdf

Neptune Township Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Interactive/ Instructional Read Aloud- 15 Minutes Daily

Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes. During the interactive/instructional read-aloud, the teacher reads aloud a selected text to students, occasionally pausing for conversation. The instruction (stopping points) is organized for highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help students to construct meaning.

Structure of an Interactive/Instructional Read - Aloud Lesson

- Introduce the Text- Engage student interest and activate thinking.
- Read the Text- Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes, etc.

- Discuss the Text- Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.
- Revisit the Text- (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.
- Respond to the Text- (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects. Use the mentor text for the unit for the Read Aloud as well as the mini-lessons. The mini lessons stem from the Read Aloud. For more information:

 Copy of Interactive/Instructional Read Aloud March 2023

Note: The Read Aloud at the end of this unit is ***in addition*** to your daily Interactive/Instructional Read Aloud. Read the section in the Teacher’s Guide carefully before you start the unit as it may outline how a mentor text is used during the Interactive/Instructional Read Aloud time ***outside of the reading block***.

Part I - Reading with Fluency - Approximately 8 Days

Standard -

L.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.


Teacher Objective: Teachers will teach students how to read fluently.

Lesson - Session 1 pg. 2 - Rehearsing Reading Voices

Standard -

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

You will teach students that reading aloud can help their in-their-head reading voices.

Use the anchor chart throughout this part of the unit.  Making Your Reading More Fluent.pdf

- Add the strategy “Reread aloud and in your head” to the anchor chart.
- Display the beginning of *Owl Moon* by Jane Yolen to demonstrate rereading, emphasizing how readers envision the story and match their voices to what is happening as they read aloud.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 4.1 pg. 133) Reread for Fluency

- Strategy - When you have to slow way down-to figure out a word, to check your understanding, because you found your phrasing was awkward-go back to the beginning of the sentence and reread. This time, read the words automatically, pause in places that make sense, and make your voice match the meaning.

Lesson - Session 2 pg. 8 - Scooping up Words into Phrases

Standard -

L.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.

You will teach students that readers scoop up words into phrases and notice punctuation so that their reading makes sense and sounds right.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 4.8 pg. 140) Scoop Up Words to Read in Phrases

Strategy - Instead of reading word by word, try to scoop up a few words at a time. Read all the words in one scoop together, before pausing. Then scoop up the next few words.

- Add the strategy “Scoop words into longer phrases” to the anchor chart.
- Use page 2 from *Houndsley and Catina* by James Howe to demonstrate reading using punctuation cues to scoop the text into longer, meaningful phrases, pausing explicitly to help students see and hear how you’ve parsed the text. Then, stop and check that your reading makes sense and sounds right.

Lesson - Session 3 pg. 14 - Noticing Dialogue Tags


Standard -

L.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.

You will teach students that dialogue tags can help readers read dialogue with expression.

Added Lesson - Reading Dialogue Practice

Show the students the video. Model how to read dialogue. Have students practice reading dialogue.  Read dialogue using dialogue tags

- Add the strategy “Talk like the characters” to the anchor chart.
- Read aloud pages 2-5 from *Houndsley and Catina* to demonstrate that dialogue tags tell the reader not only who is talking, but they also can help you know how the character sounds.

Added Lesson - This lesson has been added to address RL.PP.2.5. - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Standard -

RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

You can use text in which two characters are talking to each other. Show the students the video.

 Read dialogue in the voice of a character

Lesson - Session 4 pg. 21 - Using Meaning to Read Fluently

Standard -


RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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

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

Added Lesson - Talking About Intonation

You will teach students that readers match their voices to the meaning of the text.

- Add the strategy “Make your voice match the mood” to the anchor chart.
- Show the students the video. Model how to use intonation when reading. Refer back to the teaching point for Session 4.  Tone of Voice
- Read pages 22-24 from *Houndsley and Catina* to demonstrate how readers figure out intonation and meaning from context using the strategy below.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 4.21 pg. 153) Make Your Voice Match the Feeling

- Strategy - Think about how the character feels. Think about how you sound when you feel like that. Read the dialogue or narration to match the character’s feelings.

Lesson - Session 5 pg. 27 - Reading at a Just-Right Pace

Standard -

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

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

You will teach students that readers make sure they read at a pace that is not too fast and not too slow - one that allows them to understand what they are reading.

- Add “Read with a just right pace” to the anchor chart.
- Read pages 29-30 of Houndsley and Catina to demonstrate reading at a just-right pace using the strategy below.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 4.6 pg. 138) Find a Good Pace: Fluency, Not Fast

- Strategy - Listen to yourself as you’re reading, whether you’re reading aloud or silently. If you’re losing track of the text’s meaning, slow down. Read smoothly, pausing at the punctuation, but don’t rush.

Part II - Understanding Literary Language - Approximately 11 Days

Standards -

L.VI.2.3. 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).
- C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

L.VL.2.2. 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.

Teacher Objective: Teachers will teach students the meaning behind figurative language.

Lesson - Session 6 pg. 34 - Recognizing Literary Language

Standard -

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.


You will teach students that readers pay attention to literary language - comparisons, invented word, figurative language - asking, “What might the author want me to see, to understand?”

Added Lesson - Noticing Figurative Language

Standard -

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Use the Mid-Workshop Teaching Point - Don't Let Inventive Language Pass Readers By on page 39.


- Read figurative language from a book or poem and discuss with students. The teacher will model finding the figurative language.  [Figurative Language with Owl Moon](#)

Lesson - Session 7 pg. 41 - Understanding Comparisons

Standard -

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

You will teach students that when authors use comparisons, they are signaling that they want readers to combine their knowledge of both things being compared and how they're alike.

- Note: You may want to revisit the added lesson above and replay parts of the video.  [Figurative Language with Owl Moon](#)

Lesson - Session 8 pg. 49 - Noticing When Authors Play with Words

Standard -

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

You will teach students that readers notice when authors use language in creative ways by playing around with words. Readers work to understand what the author is really saying.

Read excerpts from *Happy Like Soccer* by Maribeth Boelts


Added Lesson - Authors Use Extraordinary language

- Show Video. Reteach/practice.
- You will teach students that readers notice when authors use language in creative ways by playing around with words.
- Readers work to understand what the author is really saying.

-  Authors use extraordinary language

Added Lesson - Idioms

Use the Mid-Workshop Teaching Point - Noticing Literary Language that is Especially Tricky - Idioms on pg.53.

- Read figurative language from a book or poem and discuss with students.
- Show the video -  Idioms for Kids
- Students practice locating and understanding the meaning of idioms.

Lesson - Session 9 pg. 55 - Reading as a Writer - Focusing on Special Language

Standard -



L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

You will teach students that when readers notice special language in a book, they think about the writer's craft and the special meaning the author wants them to get from that language.

*Mentor Text for the following lessons - Revisit *Owl Moon* by Jane Yolen

Added Lessons (2 Days) - Revisiting Figurative Language - The Footprints and Shadow - Personification

- Lesson modified from - Analyzing Figurative Language in the Story *Owl Moon*
 Owl Moon Figurative Language lesson.pdf
- Show video first: Pause after each form of figurative language and use Owl moon to find the form of figurative language.  Figurative Language | Types of Figurative Language
- Personification - Read page 5 of *Owl Moon*. Teacher asks questions. "Let's look at the author's words closely. What does the author do to describe the little gray footprints? What does the author do to describe her shadow? What does she do?"
- Students practice understanding figurative language with the teacher and while reading independently.

Added Lesson - Revisiting Owl Moon - Visualization Based on Words/Phrases

Standard -

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

Revisiting Owl Moon to focus on *how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.*

In this lesson you will teach students how an author introduces the story's setting by visualizing the words and phrases in the beginning.

Teacher language: I'm going to get a copy of the first two pages of text and a highlighter. As I reread these first two pages, I notice that the author includes a few of the senses to establish the story's setting.

- For example, on the first page of text (page 2), the author writes, "...a train whistle blew, long and low, like a sad, sad song." I'm going to highlight that phrase because the author evoked the sense of hearing.
- On that same page, she writes, "...the moon was so bright the sky seemed to shine." I'm going to highlight that because the author evoked the sense of sight.
- On the second page (page 3), Yolen writes, "A farm dog answered the train and then a second dog joined in. They sang out, trains and dogs, for a real long time. And when their voices faded away..." I'm going to highlight these lines. 2) Ask yourself, "How do the words and phrases help me visualize?"
- I'm going to go back to what I highlighted and reread those parts.
- In my mind, I'm going to create a picture or movie in my mind using the words and phrases in the beginning of the text. For example, when Yolen writes, "...a train whistle blew, long and low, like a sad, sad song," I'm going to close my eyes and in my head I'm going to listen for a train whistle blowing. When she writes, "...the moon was so bright..." I'm going to picture a bright full moon in the sky shining down on the characters.
- I'm going to repeat this same process for the remaining words and phrases that describe the story's setting.

Lesson modified from -

https://portal.ct.gov/-/media/SDE/CT-Core-Standards/2014/10/CTDT_Gr_K-2_Owl_Moon.pdf


📄 Owl Moon Close Reading lesson plan.pdf


Added Lesson - Describe Shades of Meaning among closely related verbs and closely related adjectives.

Standard -

L.VI.2.3. 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).

Show students the video and discuss shades of meaning.  [Shades of Meaning for Kids](#)

- Use the SMART Board to display the text of Owl Moon in order to locate some of the adjectives and verbs in Owl Moon and discuss other words relative to shades of meaning.
 [Owl Moon PDF text only.pdf](#)

Added lesson - This lesson has been added to address standard **L.VL.2.2. 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.**

Show the video.  [2nd Grade - Reading - Context Clues - Topic Video](#)

Use the SMART Board or document camera to display Owl Moon and have students provide context clues to selected words.

- And when their voices *faded* away it was as quiet as a dream. (What does the word faded mean? What words in the sentence help you determine the meaning of faded?)
- Then the owl *pumped* its *great wings* and *lifted off* the branch like a shadow without sound. (What is the owl doing? What words help you understand what is happening?)

Part III - Meeting the Challenges of Longer Books - Approximately 5 Days

Standards -

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

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

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

Teacher Objective: Teachers will teach students strategies to read, discuss and comprehend longer books.

Note - *Minnie and Moo Go Dancing* is used in the Read Aloud section (after Lesson 17). The Read Aloud lesson guidance specifically references *Minnie and Moo Go Dancing*. You may, however, choose any chapter book for the Read Aloud.

Lesson - Session 10 pg. 62 - Setting Up Routines for Same - Book Partners

Standards -

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

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

You will teach students that reading the same books as a partner can help readers talk, clarify, and ask questions to better understand the books they are reading. Reference the anchor chart.

■ Same Book Partners.pdf

Conferring and Small Group Work: Strong Partnership Work for All Readers (pg. 67)

- As students are working in partnerships, circulate and ask students to name what they can do together to get the most out of their new books.
- Provide students with the bookmark to help generate ideas and spark conversations.

■ Questions Partners Can Ask bookmark.pdf

Lesson - Session 11 pg. 70 - Holding on to Stories Even When Books Are Long

Standards -

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

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

RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

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

You will teach students that, as books become longer and more complex, readers jot down notes on post-its to keep track of the story and remember the important things that happen.

Create the anchor chart ■ [Keeping Track of Longer Books.pdf](#) .

- Add the strategy post-its “Ask your same-book partner for help” and “Determine what’s important.”

Demonstrate how to use post-it notes effectively to note the main events of the story in a longer book (*Minnie and Moo Go Dancing*), and help students name why it’s especially useful for keeping track of the storyline.

Lesson - Session 12 pg. 77 - Staying on Track When Books Get Tricky

Standard -

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

You will teach students that when readers don’t understand what’s happening, they don’t keep going. They use their fix-up strategies. They slow down, reread, and ask questions.

- Add the strategy “When you get off track, stop, reread, and answer questions” to the anchor chart.

Read chapter 7 of *Minnie and Moo Go Dancing*, which could be confusing to some students.

- Use think alouds to ask questions at the end of the chapter to help clarify the events of the story - “Wait, what exactly happened in this chapter? What is going on? I am confused!”

Lesson - Session 13 pg. 80 - Using Writing to Solve Reading Problems

Standard -

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

You will teach students that readers can invent ways to use writing to help them tackle confusing parts in their reading.

- Add the strategy “Write notes to help you keep track” to the anchor chart.

Model the strategies below using recommended passages from *Minnie and Moo Go Dancing* (pg. 82).

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 6.1 pg. 207) Identify Characters Using Pictures and Names

- Strategy - As you read a book, remind yourself who the characters are. Look at the illustrations to see who is pictured. Look for names in the story. List (aloud or on a sticky note) the facts you know about them from the book.

Added Lesson (Lesson 13.1 pg. 419) Hold on to a Thought with a Symbol

- Strategy - When you find yourself reacting to something in a text, but don't want to take long to stop and jot, mark the spot with a symbol, then keep reading. Later when you want to revisit your thinking, you can look at the symbol to remember.

Mini-Unit - Comparing Literary Versions of the Same Story - Approximately 3-4 days

Standards -

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).

RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

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

In this brief 3-4 day mini-unit, students will use the strategies learned from previous lessons in this unit as they compare and contrast literary versions of the same story.

Lesson plan resources have been provided. Lessons should be modified to reflect the workshop model, and the focus of the mini-unit. Although students will not be reading their own versions of stories, they can still practice the mini-lesson strategies using their own fiction books, using post-it notes to track their thinking.

■ [Compare Contrast Cinderella - Sadlier.pdf](#)

Suggested mini-lessons to teach as you read each story:

- Character traits, supported with text evidence.
- Compare/contrast character traits (within the story and/or across the stories)
- Compare / contrast story elements
- Literary language
 - Figurative Language
 - Shades of meaning (Yeh-Shen): task, glimmering, served, content, worn
- Retelling / Story structure (beginning, middle end)
- Central message

Day 1 - Read (or watch the video) the familiar text of Cinderella. Have students recall key elements of the traditional Cinderella story and record them on the board or projector.

- Explain to students that when you compare stories, you find ways they are alike. When you contrast you find ways they are different. The stories have a similar plot, but may have different characters or settings. This is called a version of a story. Different versions of the same story are often told in different countries

Days 2 and 3 - Read (watch the video) of 1 or 2 other versions of Cinderella.

- Begin to compare / contrast the different versions. Use of Venn diagrams or T charts is recommended.

Texts and resources

- *Cinderella* by the Brothers Grimm  [Cinderella: A Read-Along Storybook](#)
- *The Rough Face Girl* by Rafe Martin
 [THE ROUGH-FACE GIRL By Rafe Martin and David Shannon I My Cozy Corne...](#)
- *Yeh Shen - A Cinderella Story from China* by Ai-Ling Louie  [Yeh-Shen Read Aloud](#)
- *The Korean Cinderella* by Shirley Climo
 [The Korean Cinderella by Shirley Climo and Ruth Heller / A Trophy Picture Book](#)
- *Mufaro's Beautiful Daughters - An African Tale* by John Steptoe
 [Mufaro's Beautiful Daughters - Read Aloud](#)
- *Cendrillon - An Island Cinderella*  [Cendrillon: An Island Cinderella](#) - This Creole variant of the Cinderella tale is set in the Caribbean and narrated by the godmother, Nannin, who helps Cendrillon find true love.

Part IV - Tackling Goals in the Company of Others - Approximately 14 Days

Standards -

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.


L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

Teacher objective - Teacher will support students as they assess their own reading and set new goals.

Lesson - Session 14 pg. 90 - Self-Assessing and Setting Goals

You will teach students to self-assess their own reading in order to set goals. They work with a reading club to help each other reach those goals.




- Display the anchor charts from each part of this unit - Making Your Reading More Fluent, Understanding Literary Language and Keeping Track of Longer Books.
- Students will set their own goals based on the anchor charts and work in clubs to make plans to reach those goals.
-  Club Tip Sheet.pdf

Lesson - Session 15 pg. 97 - Organizing Goal Clubs

Standard -

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

You will teach students that reading clubs need to create their own clear plans to accomplish their goals.

- Create the anchor chart.  Working Together in Goal Clubs anchor chart.pdf
 - Add the post-its “Create a Plan” and “Talk together”
 - Use the club templates, or create your own. You may want to fill in select portions of the club plan for some groups ahead of time.
 -  Sample Club plan.pdf  Club plan template.pdf

Lesson - Session 16 pg. 103 - Giving Feedback to Group Members

Standard -

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

You will teach students to support each other’s work by giving helpful feedback. Review strategies from the anchor chart from Part I of this unit.

 Making Your Reading More Fluent.pdf

Lesson - Session 17 pg. 108 - Celebration

Standards -

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

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

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

You will celebrate all that the class has learned. You’ll revisit the big skills of the unit and invite

students to become researchers, learning from each other and sharing what they have learned. Students will meet in clubs to discuss and write about what they have learned.

■ 2nd Grade Breaking News.pdf

READ ALOUD and SHARED READING

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

The following lessons are to be taught after Session 17.

- You will expose students to richer literature than the books they are likely reading independently.
- You will use the suggested books or choose different books that feature engaging plotlines, colorful story language, and new vocabulary. Teachers will read and familiarize themselves with the lessons prior to teaching.

Read Aloud pg. 112 - Lessons 1-5

Text - *Minnie and Moe Go Dancing* by Denys Cazet

- Areas of focus for this read aloud include fluency, literary language and keeping track of story characters and events.
- Display and reference charts with accountable talk rules and prompts throughout the lessons.

Lesson - Session 1

Focus on story events, characters of the first three chapters.

- Use details from the text to figure out what's happening in the story (inferring).
- Monitor for meaning by asking students what the characters are doing, and why.
- Understanding characters - Demonstrate using a T-chart to keep track of the characters, adding details describing each character throughout the reading.

- At the end of chapter 3, stop and think about the most important things that happened so far. (In books with longer chapters, this should be done after each chapter)
- Whole class discussion - practice talking about the story (chapters 1-3).

■ Readers Talk About Books.pdf

Lesson - Sessions 2 and 3

- Students will recall what they learned about the characters from the first three chapters.
- Provide background knowledge and guide them in monitoring for meaning (pg. 32)
- Model slow down and reread to clarify story confusion (pg. 36)
- Review lessons / strategies below as needed.

Lessons from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 5.1, p. 165) Touch, Look, Retell

- Strategy - When you finish reading a book and want to go back to retell, you can touch the first page where something important happened, look at any pictures on the page, and tell what happened. Then turn until you find a page with another important event: touch, look, retell. Keep going throughout the entire book.

Added Lesson (Lesson 6.1, p. 207) Identify Characters Using Pictures and Names

- Strategy - When you read a book, remind yourself who the characters are. Look at the illustrations to see who is pictured. Look for names in the story. List (aloud or on a post-it note) the facts you know about them from the book.

Lesson - Session 4 and 5 -

- Model thinking aloud, asking yourself questions about what is happening in the story.
- Refer back to the T-chart in Session 1 to continue the discussion about characters, adding additional details to the chart.
- Identify and discuss the message of the story.
- Conduct whole class discussion, reminding students of accountable talk rules.

■ Readers Talk About Books.pdf

Shared Reading pg. 123 (5 Lessons)

Text - *Happy Like Soccer* by Maribeth Boelts

Day 1 - Warm Up, Book Introduction, and MSV.

Day 2 - Word Work

Identify excerpts from the book to practice using context clues to define words.

■ When Words Are Tricky, Roll Up Your Sleeves.pdf

Suggested excerpts:

- pg. 2 - “any kid who **shows** up can play” - multiple meanings (show)
- pg. 5 -Then my **ride** comes,... - multiple meanings (ride); We **weave** past the empty lot and through my neighborhood and outside the city, where the buses don’t run. (weave - go in and out where the buses don’t travel)
- pg. 7 - I do play hard and I do have fun, buy my eyes have their own mind, **spying the sidelines**, where families sit on blankets and wave from foldout chairs (context clues - eyes- looking)
- pg. 11 - He asked her if she would like to **trade** her shift on Saturday for one on Sunday so she could come to my last game (context clues - trade - come in on Sunday instead of Saturday)

Other areas you may choose to focus on include trying the long and then the short vowel sound to solve a word, using syllables to solve words or using prefixes and suffixes to solve words.

Day 3 - Vocabulary and Literary Language

Students will notice similes, metaphors, personification and the use of imagery.

- Revisit the video from Lessons 8 and 9 to review idioms and types of figurative language (as needed). [▶ Idioms for Kids](#) [▶ Figurative Language | Types of Figurative Language](#)
■ Understanding Literary Language.pdf
- In addition to the literary phrases mentioned on page 131, others could include:
 - pg. 9 - I **bite my lip** without meaning to tell him no. (idiom)
 - pg.15 - Then thunder **starts its show**. (personification)

Day 4 - Fluency

Students will practice scooping up words into phrases, reading at a just-right pace and noticing the mood to read with expression. ■ Making Your Reading More Fluent.pdf

Day 5 - Putting it All Together to Understand the Story

Students will practice all of the strategies they have tried during the week.

- Write a book review through shared writing, thinking about all that the author did in the text.

Unit Plan Title	Reading Nonfiction Cover to Cover: Nonfiction Book Clubs (If...Then...Curriculum)
Suggested Time Frame	Approximately 25 Days

Overview / Rationale

In this unit students will work to improve nonfiction reading skills, as well as their speaking and listening skills. Many nonfiction books today contain vivid imagery, action, humor, and connections to students' lives and are meant to be enjoyed in their entirety and not just skimmed for facts. Students will learn how to read nonfiction books fully and deeply from the first page to the last. They will move from simply "fact collecting" to a deeper understanding of main ideas and supporting details. Students will be reading longer books and will acquire the strategies to hold onto the important information in the text and let go of the less important material. They will also learn to take the information provided in one book and add it to information learned in other books, thinking and learning about a topic across many texts.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts 2023

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

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

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).

RI.IT.2.3. Describe connections between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

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

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

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

L.VL.2.2. 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.

Interdisciplinary Connections

2020 New Jersey Student Learning Standards for 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.
- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

2020 Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 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.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 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).

2020 Computer Science and Design Thinking

Computing Systems

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.

Essential Questions:



- How can readers draw on everything they know about informational reading to understand how the different parts of the books they read go together?
- How can readers work together in a club to add their own thinking to the information they learn from the books they read?
- How can readers in a club hold meaningful conversations, make inferences, revise their thinking and grow ideas, in the company of one another?
- How can clubmates compare and contrast two (or more) texts on the same topic and put together this

Essential Understandings:

Students will be able to understand:

- Readers can break longer text apart into manageable sections. As they read they use clues to figure out how to break the text apart.
- Readers can get ready to read by taking a tour of all the pages in the book, from cover to cover, to see what kind of text structures the book contains. Then they can make a plan for how best to read each section.
- Readers can read like writers, comparing and contrasting the styles of different books. They notice an author's choices and think, "How is the style of this book similar to the style of another book? How is it different? Why did the author write it

information to come up with newer, bigger thinking?	this way?"
Knowledge: <i>Students will know:</i> <ul style="list-style-type: none"> • Readers consider the author's purpose in writing the book. • Readers draw on everything they know about informational reading to understand how the different parts of the books they read go together. • Readers assume a teaching voice and stance as they read, so that they are able to share their learning with their reading club. • Readers in a club hold meaningful conversations, make inferences, revise their thinking and grow ideas, in the company of one another. 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> • Teach their clubmates the main ideas of what they've learned. • Can break longer text apart into manageable sections. As they read they use clues to figure out how to break the text apart. • Name what each chapter or section in a book was mostly about to compare it to other books (and sections within other books). They can then begin to notice which books have similar main ideas and which books contain new main ideas.

Student Resources
Students read diverse books or text from various genres. Students have access to grade appropriate books that have characters they can identify with, incorporate information with multiple perspectives and acknowledge the contributions of diverse members of society. The books respect and value the talents, beliefs, backgrounds and ways of all people.
Teacher Resources
<p><i>Units of Study for Teaching Reading</i> (Grade 2) by Lucy Calkins, ISBN-13: 978-0-325-07738-3</p> <ul style="list-style-type: none"> • Reading Nonfiction Cover to Cover: Nonfiction Book Clubs (If...Then...) • www.heinemann.com/rg/ <p> Unit 4 Snapshot - Unit overview</p> <p>Texts -</p> <ul style="list-style-type: none"> • All About - <i>Breeds of Dogs</i>, Raz • Everything Castles, <i>Epic</i>; • <i>Saving the Last Wild Tigers</i> by Terri Patterson, Raz Kids • <i>Endangered Baby Animals</i> by Bonna Rouse (Epic) • <i>Working with Animals</i> by Fay Robinson (Raz Kids) • <i>Caterpillar to Butterfly</i> by National Geographic (Epic) • <i>A Butterfly's Life</i> by Pam Holden (Epic) •  <i>Shelter Pets are Best.pdf</i>

Common NF Text Structure.pdf

Key Details.pdf

Book Clubs Have Conversations to Grow New Ideas.pdf

NF Post it Note activity.pdf

[All About Tigers](#) | [United Parks & Resorts](#); [tiger - Kids](#) | [Britannica Kids](#) | [Homework Help](#)

Tigers Cause and Effect.pdf

Teaching Tips for Close Reading Packs.pdf

Giraffes - low.pdf Squirrels - high.pdf Kangaroos - med.pdf

Mammals Student Response sheet.pdf

Book Clubs Have Conversations to Grow New Ideas.pdf

NF Post it Note activity.pdf

Examining Author's Purpose in a Nonfiction Text.pdf

Should You Be Afraid of Sharks.pdf

Readers Compare and Contrast.pdf

Get Ready for Winter.pdf ; Animals Get Ready.pdf

Venn Diagram.pdf

Diagrams in Non-Fiction Text | 2nd Grade Reading | eSpark Instructional Video

Author's Purpose with PIE

Text Structure Mini Lesson

Types of Text Structures

Main Idea and Details Main Idea and Supporting Details

Animals in Winter - A Read With Me Book [All About Animals in Winter by Martha Rustad](#)

Stage 2 – Assessment Evidence

Formative Assessments:

- Running Records
- Conference notes
- Small group notes

Stage 3 – Learning Plan

Instructional Guidance:

Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers...

- Guided Reading Groups are conducted every day (10-15 minutes per group).

Use data to group students. Choose an instructional level text and increase the level as students become proficient readers.

- Please see the Checkpoints for Reading Growth Expectations document-

■ Checkpoints for Reading Growth 7.17.17 Copy.pdf .

Choose instructional level text that is appropriate for the genre of study.

- For more information on the Structure of a Guided Reading Lesson: See

■ Structure of A Guided Reading Lesson .pdf from *The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8*, Pinnell and Fountas (2017). pg. 402

Guided Reading Lesson Plan Template- ☰ Copy of F&P Guided Reading Template

Guidance for how to teach the *added lessons* using *The Reading Strategies Book 2.0* by Jennifer Serravallo. [W How to Use The Reading Strategies Book 2.0 for Whole Group Lessons.docx](#)

Getting Ready: Please read pgs. 91-96 in advance, to prepare for the unit.

As always, please preview the resources, as well as any web-based resources accompanying online materials, before giving them to your students to make sure they are best-suited for your particular class.

Important Note: Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review the “Checkpoints” document to ensure the appropriate level text is being used.

■ Checkpoints for Reading Growth 7.17.17 Copy.pdf

Neptune Township Board of Education Approved Technology List:

https://www.educationframework.com/Districts/main.aspx?district_id=30623

Interactive/ Instructional Read Aloud- 15 Minutes Daily

Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes. During the interactive/instructional read-aloud, the teacher reads aloud a selected text to students, occasionally pausing for conversation. The instruction (stopping points) is organized for highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help students to construct meaning.

Structure of an Interactive/Instructional Read- Aloud Lesson

- Introduce the Text - Engage student interest and activate thinking.
- Read the Text - Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes, etc.

- Discuss the Text - Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.
- Revisit the Text - (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.
- Respond to the Text - (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.

Use the mentor text for the unit for the Read Aloud as well as the mini-lessons. The mini lessons stem from the Read Aloud. For more information:

 Copy of Interactive/Instructional Read Aloud March 2023

Note: The Read Aloud at the end of this unit is ***in addition*** to your daily Interactive/Instructional Read Aloud. Read the section in the Teacher's Guide carefully before you start the unit as it may outline how a mentor text is used during the Interactive/Instructional Read Aloud time ***outside of the reading block.***

Part I - Individuals bring their strengths as nonfiction readers to clubs - Approximately 8 Days

Standards -

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

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

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

Lesson - Session 1 pg. 98 - Nonfiction readers already know many strategies to use when reading nonfiction books.

Standards -

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

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

You will teach students that they need not start from scratch when they read a new book. They already know many strategies to use when reading nonfiction books.

Revisit any of these books from Unit 2 to review previously taught strategies to use when reading nonfiction books.

- *Knights in Shining Armor* by Gail Gibbons
- *Tigers* by Laura Marsh
- *Amazing Animals: Tigers* by Valerie Bodden

Added Lesson - This lesson addresses text features found in an *electronic text* from standard RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, **electronic menus, icons**) to locate key facts or information.

Tell students that online resources also have text features. Similar to how you Scan and Plan in a book, you must do the same when reading an online text, such as a website.

Review the strategy previously taught in Unit 2.

- **Lesson 10.1 pg. 325 - Scan and Plan - Strategy** - First, scan the page or section to notice the text layout and organization. Then, make a plan for how you'll read the information from the text and features. Read it according to your plan.

Review the provided websites (or others of your choosing) to review headings, captions and main idea.

- [All About Tigers | United Parks & Resorts](#) - explain to students that this page is similar to a table of contents. Ask students where they would click to learn about tiger cubs, where tigers live, etc.
- [tiger - Kids | Britannica Kids | Homework Help](#) - review headings, captions, links within the text that take the reader to a different page to get additional information on cats and lions.


Lesson - Session 2 pg. 99 - Nonfiction readers take a tour of all the pages in the book to see what kind of text structures the book contains.

Standards -

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

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

You will teach students that nonfiction readers take a tour of all the pages in the book, from cover to cover, to see what kind of text structures the book contains. Then they can make a plan for how best to read each section.

Use this anchor chart to review text structure. Model using a book where each section exemplifies a new text structure.  Common NF Text Structure.pdf

- Suggested videos -  Text Structure Mini Lesson  Types of Text Structures

Gather a variety of texts that feature a variety of text structures.

- Cause and Effect -  Tigers Cause and Effect.pdf
- All About - Breeds of Dogs, Raz

Added Lesson - This lesson addresses the standard **RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text**

Teach students that authors often include pictures or diagrams to help the reader understand the text.

Show the video

-  Diagrams in Non-Fiction Text | 2nd Grade Reading | eSpark Instructional Video

Suggested resources:

- Everything Castles, Epic;
- *Saving the Last Wild Tigers* by Terri Patterson, Raz Kids (map showing tiger population change)

Added Lesson - This lesson addresses the standard **RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.**

Display the texts to model the identifying steps in a sequence.

- *Caterpillar to Butterfly* by Laura Marsh, National Geographic (Epic)
- *A Butterfly's Life* by Pam Holden (Epic)

Lesson - Session 3 pg. 102 - Readers gather information across an entire book and ask questions.


Standard -

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

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

You will teach students that readers don't just read each page or section of their book separately. They gather information across an entire book, thinking, How does this page fit with the one before it? Other times, they'll want to pause, section by section, thinking, How does this part fit with the one before it? or What are both of these parts talking about?

To help readers engage with nonfiction text, provide a mini-chart or bookmark to guide their thinking.  Key Details.pdf

- Gather books on various topics for book clubs.
- Model previewing the table of contents, using think alouds related to each chapter, and use chart paper to write questions you have about the book, based on the chapter titles.
- Model how to use the bookmark.
- Students will practice the same during active engagement and independent reading time with their clubmates.

Lesson - Session 4 pg. 103 - Readers teach their clubmates the main ideas of what they've learned (2 days)

Standard -

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

You will teach students that readers teach their clubmates the main ideas of what they've learned.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 8.2 pg. 274) Notice What Repeats

- **Strategy** - To figure out what a part or section is mostly about, it's helpful to pay attention to the word(s) you see again and again. Then think, "If the whole book is about ____, based on the word(s) that repeat, *this* part is about ____"







Show one of the suggested videos.

 Main Idea and Details

 Main Idea and Supporting Details

Using a short nonfiction passage, or selected page from a RazKids text, such as *Saving the Last Wild Tigers* by Terri Patterson, model how to find the main idea and supporting details.

Provide students with short passages to practice the skill during independent reading.

- Distribute a passage from the Close Reading Pack in Raz Kids to each book club. The passages range in difficulty. Students will work together to read the passage and identify the main idea and details.
-  Teaching Tips for Close Reading Packs.pdf - Focus on the main idea and details portion of the guide.
-  Giraffes - low.pdf  Squirrels - high.pdf  Kangaroos - med.pdf
 Blue Whales - med.pdf
-  Mammals Student Response sheet.pdf - page 1 only.

Part II - Nonfiction clubs add their own ideas to what they learn - Approximately 5 Days

Standards -

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

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

Lesson - Session 5 - pg. 105 - Expert nonfiction readers come up with ideas about what they are learning


Standard -


W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

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

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

Select a book club to demonstrate thinking of an idea about their book / topic.

- Use this chart to review and model book club conversations.
 Book Clubs Have Conversations to Grow New Ideas.pdf

- Demonstrate what to write on the Post-it note before sending students off.
- Students will track their thinking during independent practice.
 NF Post it Note activity.pdf
- Students can share their post-its with the class during the Share.

Added Lesson - Author's Purpose - This lesson has been added to address the standard


RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.


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

You will teach students that authors often write for several reasons: to persuade, to inform, or to entertain. Another way to generate ideas about a book is to consider the author's purpose in writing the book.

This is a 2-day lesson.

Day 1 -



This lesson is modified from  Examining Author's Purpose in a Nonfiction Text.pdf

- Display a variety of nonfiction books to provide students with concrete examples of different reasons an author writes a nonfiction book, for example display a book that explains how to do something, a book that explains or informs, a book that entertains, and a book that persuades someone to believe something.
- Show the students the covers of at least four nonfiction books, and ask students to determine why the author wrote the book.
- Create an anchor chart or show a video to explain the author's purpose.
 Author's Purpose with PIE
- Display the nonfiction text *Oceans* and model how to determine the author's purpose while reading the text.

Day 2 -

Added lesson - This lesson has been added to address standard **RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.**

In this lesson, you will use a nonfiction text to identify the reasons that support an author's claims.

- Begin the lesson by reviewing the author's purpose from the previous lesson.
- Have students identify the author's purpose of the text as you preview the text.
- Display the article *Should You Be Afraid of Sharks* or *Helpful Bats* by Lisa Harkrader (Raz Kids)  Should You Be Afraid of Sharks.pdf  Helpful Bats.pdf

- Use chart paper to identify the author's purpose, along with the author's claims and reasons from the selected text.

Lesson - Session 6 pg. 107 - Readers are flexible with their thinking.

Standards -

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

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

You will teach students that readers are flexible with their thinking. They read with an open mind, thinking, Yes, this confirms what I knew. They also think, This is different than I thought I knew. During club meetings, readers can talk about how their thinking has changed.

Lesson - Session 7 pg. 109 - Readers think about why what they are learning is so important.

Standards -

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

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

You will teach students that readers don't just absorb information. They think about why what they are learning is so important. When something they read seems very important they can take action: they can teach others why their topic is so important.

Part III - Nonfiction clubs compare and contrast information about topics - Approximately 12 Days

Standards -

RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

Lesson - Session 8 pg. 110 - Readers think about what is missing from their nonfiction book and they compare and contrast books on the same topic.

Standard -

RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

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

You will teach students that most nonfiction books only contain bits and pieces of the whole truth about a topic. Every author has to pick and choose what to include and what to leave out - there simply isn't room in one book to include everything. So one thing that readers do is think, What's missing from this book? How is this book the same or different from other books on this topic?

Gather books on the same topic so that students can notice the similarities and differences.

- Discuss the chart ■ Readers Compare and Contrast.pdf
- You may choose to display a RazKids or Epic nonfiction book and compare it to another book from your classroom library or school library on the same topic.

Lesson - Session 9 pg. 111- Readers make sense of texts by looking across, organizing, and comparing and contrasting Post-its and ideas.

Standard -

RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

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

You will teach students that when readers are trying to make sense of a text, it helps to look across their Post-its and ideas, either on the same page or across pages. First, they figure out a way to organize all of their information. And then they look at their Post-its, side by side, and ask, How are these the same and how are they different?

Choose two nonfiction books on the same topic. Suggested paired texts focus on the topic of animal behavior in winter.

- Texts from ReadWorks - ■ Get Ready for Winter.pdf ■ Animals Get Ready.pdf

Read two different nonfiction texts on the same topic.

- Create a large venn diagram on chart paper.
- While reading, record important points or information on post-its, placing them under that text name in the diagram.
- Then, as a class, discuss the important points for each text and move any information that is in both to the middle of the Venn Diagram. ■ Venn Diagram.pdf

Lesson - Session 10 pg. 112 - Readers can also read like writers, comparing and contrasting the styles of different books.

Standard -

RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

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

You will teach students that readers can also read like writers, comparing and contrasting the styles of different books. They notice an author's choices and think, How is the style of this book similar to the style of another book? How is it different? Why did the author write it this way?

The texts for this lesson continue the topic of animal behavior in winter.

- During the lesson, be sure to select one of the articles from the previous lesson to compare, as it does not contain any pictures, as the suggested texts below.
- Explain that even if two texts are written about the same topic, they can have different information depending on the author's perspective or the source of the information. When we compare two texts on the same topic, we get more information than we would if we read just one.
- Select two very different informational books on the same topic to compare the author's choice of words, sentence length, tone, mood and other stylistic choices, such as illustrations.

 Animals in Winter - A Read With Me Book [All About Animals in Winter by Martha Rustad](#)

Additional texts on Epic:

- *Animals in Winter* by Jenna Lee Gleisner
- *What Happens to Animals in Winter* by Jennifer Fretland VanVoorst
- *What Do Animals Do In Winter* by Rebecca Felix

Lesson - Session 11 pg. 113 - Celebration

Standards-

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

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

SL.ES.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.

You will set readers up to share the expert knowledge they grew as a club. You will ensure that they have a chance to reflect on how and why others might need to know this information, so that students understand that their learning has real-world consequences.

READ ALOUD and SHARED READING

The following lessons are to be taught after Session 11.

- You will expose students to richer nonfiction books than the books they are likely reading independently.
- You will use the suggested books or choose different books that feature topics of interest that will help students grow new knowledge.
- Teachers will read and familiarize themselves with the lessons prior to teaching.

Read Aloud (2 days)

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

Over the course of two days you will review previously taught strategies that help readers gain a deeper understanding of nonfiction texts.

In keeping with topic of animals, suggested texts include:

- Endangered Baby Animals by Bonna Rouse (Epic)
- Working with Animals by Fay Robinson (Raz Kids)

Lesson - Session 1

- Think aloud as you preview the text, using details from the pictures to anticipate main topics the book might teach.
- During the read aloud, recall strategies taught during the unit that may need to be addressed again, such as main idea and details.

Lesson - Session 2

- Begin with a quick review, with students discussing sharing what they learned from the previous lesson.
- Continue reading, recall strategies taught during the unit that may need to be addressed again.

Shared Read (5 days)

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

Suggested Text: *Shelter Pets Are Best* by Gabrielle Fimbres (Raz Kids text set - Shelter Animals)

 Shelter Pets are Best.pdf

Day 1 - Book Introduction and first read

Activate prior knowledge.

- Display the book *Shelter Pets Are Best*
- Notice text features and text structure throughout the reading.
- Model finding a sentence that seems to sum up the main idea, what the whole part or section is mostly about using the strategy from Lesson 8.5 - Clue In to Key Sentences, p. 277, *The Reading Strategies Book 2.0* by Jennifer Serravallo

Day 2 - Cross-Checking-Meaning, Structure, Visual (MSV) and Fluency

- Does it make sense? Does it sound right? Does it look right?
- Rereading for comprehension
- Discuss how the parts of the book want to be read (fluency, expression)

Day 3 - Word Study

- Focus on vocabulary, bringing attention to the keywords authors use to teach about the topic.

Day 4 - Fluency

- Focus on developing readers' pace, parsing and prosody.

Day 5 - Orchestration and Comprehension

- Focus on Author's Purpose

Unit Plan Title	Series Book Clubs (Book 4)
Suggested Time Frame	Approximately 30 Days

Overview / Rationale

Whether students are fans of Horrible Harry or Miami Jackson, Cam Jansen or Froggy, it's almost inevitable that they'll fall in love with recurring characters who find themselves in challenging predicaments again and again and yet exhibit reassuringly predictable behaviors and beliefs. Second-graders will welcome the opportunity this unit brings to read a lot about a favorite character.

In Part I of this unit, students will begin reading a series with their partners, collecting information about the stars (main characters) of their books. As the week progresses and students swap books within their clubs, they'll think and talk together about the similarities and differences that they find across the series.

In Part II, students will start rereading a book in their series and engaging in inquiry, thinking about the craft the writer uses. They will study the ways authors use word choice, figurative language, punctuation, and even patterns to construct their series. Students will uncover the craft that the author uses to hook readers into the series and link the books together.

In Part III, the final part, students will begin to innovate and invent ways to share their books with others. They will think about ways to share the series books that they most love with others. At the end of this bend, they will also begin to learn how to have a debate inside their clubs, as another way to share and talk about books.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts (2023)

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

L.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.

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

RL.CI.2.2. Recount a text in oral and written form and determine the central message in literary texts (e.g. fables and folktales from diverse cultures).

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

RL.TS.2.4. Describe the overall structure of a text, including how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.MF.2.6. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

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

- D. 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).
- E. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- F. Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

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

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

L.VL.2.2. 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.

L.VI.2.3. 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).
- C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Interdisciplinary Connections

2020 New Jersey Student Learning Standards for 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.
- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

2020 Career Readiness, Life Literacies, and Key Skills


- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 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.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 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).

2020 Computer Science and Design Thinking

Computing Systems

- 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.

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do readers figure out how a series goes, noticing patterns and predicting what will happen? • How do readers grow smart ideas across different series? • What do readers need to pay attention to so they are not surprised throughout their series book? • How do readers share opinions with the world about books they love? 	<p>Essential Understandings: <i>Students will be able to understand:</i></p> <ul style="list-style-type: none"> • Readers talk and share ideas in their clubs about their series books to push their thinking. • Readers wonder about new topics while reading series books and use many ways to research or find information out about that topic. • Readers can be surprised now and then on how their story ends or the character's behavior as they are not always predictable.
<p>Knowledge: <i>Students will know:</i></p> <ul style="list-style-type: none"> • How to collect information about main characters. • To notice similarities in characters across a series. • To research topics of interest after reading text. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Envision and make predictions about the characters and the story. • Explain the importance of the details in a story. • Compare characters and the lessons they learn within and across stories. • Describe how characters solve their problems and the lessons they learn.

Student Resources
Students read diverse books or text from various genres. Students have access to grade appropriate books that have characters they can identify with, incorporate information with multiple perspectives and acknowledge the contributions of diverse members of society. The books respect and value the talents, beliefs, backgrounds and ways of all people.
Teacher Resources
<p><i>Units of Study for Teaching Reading</i> (Grade 2) by Lucy Calkins, 2015, ISBN-13: 978-0-325-07710-9</p> <ul style="list-style-type: none"> • Series Book Clubs (Book 4) • www.heinemann.com <p><i>The Reading Strategies Book 2.0</i> by Jennifer Serravallo</p> <p>Mentor Texts - <i>Days with Frog and Toad</i> by Arnold Lobel <i>The Stories Julian Tells</i> by Ann Cameron</p> <p> Unit 5 Snapshot - Unit overview</p>

- 📄 Series Readers Become Experts on Characters.pdf
- 📄 Book Clubs Talk Together.pdf
- 📄 Keep the Character Conversations Going.pdf
- 📄 How Do Authors Paint Pictures.pdf
- 📄 Polar Bears Past Bedtime.pdf
- 📄 Understanding Literary Language.pdf
- 📄 Series Readers Become Experts on Author's Craft.pdf
- 📄 How Authors Bring a Story to Life.pdf
- 📄 *Moral of the Story.pdf*
- 📄 Make Your Arguments Stronger.pdf
- 📄 Debate Graphic Organizer.pdf
- 📄 Readers Talk About Books.pdf
- 📄 When Words Are Tricky, Roll Up Your Sleeves.pdf
- 📄 How We Can Share and Give Away Books that We Love.pdf

- ▶ Understanding Characters
- ▶ Character Traits
- ▶ Simile Lesson | Classroom Language Arts Video
- ▶ English Lesson #15 | What are Metaphors?
- ▶ Figurative Language | Types of Figurative Language
- ▶ *Finding the Lesson of a Story | Reading Comprehension | Khan Academy Kids*
- ▶ 2nd Grade - Reading - Folktales, Fables, and Fairy tales - Topic Video

Stage 2 – Assessment Evidence

Formative Assessments

- Reading Interest Survey
- Reading Engagement Inventory
- Running records
- Conference notes
- Small group notes

Summative Assessments

- DRA spring assessment
- STAR spring assessment (Administered by the Library Media Specialist)

Stage 3 – Learning Plan

Instructional Guidance:

☰ Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers...

- Guided Reading Groups are conducted every day (10-15 minutes per group).
Use data to group students. Choose an instructional level text and increase the level as students become proficient readers.
- Please see the Checkpoints for Reading Growth Expectations document-
📄 Checkpoints for Reading Growth 7.17.17 Copy.pdf .
Choose instructional level text that is appropriate for the genre of study.
- For more information on the Structure of a Guided Reading Lesson: See
📄 Structure of A Guided Reading Lesson .pdf from *The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8*, Pinnell and Fountas (2017). pg. 402
Guided Reading Lesson Plan Template- ☰ Copy of F&P Guided Reading Template

Guidance for how to teach the *added lessons* using *The Reading Strategies Book 2.0* by Jennifer Serravallo. 📄 How to Use The Reading Strategies Book 2.0 for Whole Group Lessons.docx

Getting Ready: Please read pgs. xii-xiv in advance, to prepare for the unit. As always, please preview the resources, as well as any web-based resources accompanying online materials, before giving them to your students to make sure they are best-suited for your particular class.

Important Note: Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review the “Checkpoints” document to ensure the appropriate level text is being used.

📄 Checkpoints for Reading Growth 7.17.17 Copy.pdf

Neptune Township Board of Education Approved Technology List:

https://www.educationframework.com/Districts/main.aspx?district_id=30623

Interactive/ Instructional Read Aloud - 15 Minutes Daily

Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes. During the interactive/instructional read-aloud, the teacher reads aloud a selected text to students, occasionally pausing for conversation. The instruction (stopping points) is organized for highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help students to construct meaning. Structure of an Interactive/Instructional Read- Aloud Lesson

- Introduce the Text - Engage student interest and activate thinking.

- Read the Text - Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes, etc.
- Discuss the Text - Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.
- Revisit the Text - (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.
- Respond to the Text - (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.

Use the mentor text for the unit for the Read Aloud as well as the mini-lessons. The mini lessons stem from the Read Aloud. For more information:

 Copy of Interactive/Instructional Read Aloud March 2023

Note: The Read Aloud at the end of this unit is ***in addition*** to your daily Interactive/Instructional Read Aloud. Read the section in the Teacher's Guide carefully before you start the unit as it may outline how a mentor text is used during the Interactive/Instructional Read Aloud time ***outside of the reading block.***

Part I - Becoming Experts on Characters - Approximately 8 Days

Standards -

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

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

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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

Lesson - Session 1 pg. 2 - Series Book Readers Collect Information About the Main Characters

Standard -

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

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

You will teach students that when readers aim to be experts on a particular series of books, they collect lots of information about the main characters in the series. One way they do this is by previewing the first book, paying close attention to what they learn about the main character.

- Create the anchor chart ■ [Series Readers Become Experts on Characters.pdf](#) .
- Add the strategy “Collect information about the main characters” to the anchor chart.
- Show students examples of post-its. ■ [Sample jottings from book clubs.pdf](#)
- Partners will discuss and jot what they have learned about the characters in their books.

Lesson - Session 2 pg. 8 - Series Book Readers Pay Attention to How Characters Respond to Problems

Standard -

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

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

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

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 6.16 p. 222) Find Complexity During Conflict(s)

- Strategy - Pause at a point of conflict in the story. Notice how the character acts before, during, and after the conflict. Describe the character in a way that shows the character’s complexity, or different sides of them.

You will teach students that readers can learn a lot about a character by thinking about how the character responds to problems.

- Add the strategy “Pay attention to how characters respond to problems” to the anchor chart.
- Read “Tomorrow,” the first chapter of *Days with Frog and Toad* by Arnold Lobel

Added Lesson - Character Traits (2 days)

Standard -


RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Lesson - Character Traits

Day 1-

Explain to students that characters have feelings and traits. Both are revealed in what characters do, say and think. However, character traits are often revealed through behaviors that characters repeat again and again.


- Add “Think about what characters say and do” to the anchor chart.
- Show the character traits video.  [Understanding Characters](#)
- Model the strategy below using “Tomorrow” from *Days with Frog and Toad*.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (6.8 pg. 214) Study Talk and Actions as Windows into Traits and Feelings

- Strategy - Notice what the character says. Notice how they say it. (Pay attention to dialogue tags, descriptions of character actions, and any illustrations.) Ask yourself: What words would I use to describe a character who talks and acts like this?

Re-read “Tomorrow” from *Days with Frog and Toad*, or choose a familiar story to re-read.

- Use the strategy to generate a list of character traits and note them on an anchor chart or graphic organizer.
- Invite students to work in partnerships to identify character traits in their books they have brought to the meeting area.
- During independent practice, students will read their books, using post-its to jot character traits.
- Encourage club discussions by reviewing how club members talk. and discuss the poster  [Book Clubs Talk Together.pdf](#) .

Day 2 - Using textual evidence to support ideas about characters.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 6.9 pg. 215) Back Up Ideas About Characters with Evidence

- Strategy - Focus on an idea you’ve had about the character: think about it or jot it on a sticky note. Reread to find a line where the character says or does something that connects to the idea. Explain *how* that line supports your idea.

Using the same text from the previous lesson, revisit the anchor chart to add textual evidence from the story to support the reasoning for each trait.

- Invite students to work in partnerships to identify character traits AND the supporting textual evidence in their books they have brought to the meeting area.
- During independent practice, students will read their books, using post-its to jot ideas about character traits and mark the evidence in the book that supports the reasoning for each trait. You may choose to have students use a graphic organizer instead.

Lesson - Session 3 pg. 16 - Series Book Readers Notice Similarities in Their Characters Across a Series

Standard -

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

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

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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

You will teach students that readers look closely for things that are similar in their series books by thinking about what the character always does or how the character usually feels.

- Students will chart the similarities and differences between the main characters in the series.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (6.5 pg. 211) Think About How the Character is Feeling

Strategy - Imagine yourself to be in the same situation as the characters or remember a time when you were. Think about how you felt or would feel. Then, use a word to describe that feeling.

- Add the strategy “Notice the things that are the SAME across the series.”
- Read to identify similar character traits of the main characters.
- Find textual evidence to support the character traits.
- Students will use post-its to identify character traits across the series.

Lesson - Session 5 pg. 27 - Series Book Readers Use What They Know About the Characters to Predict

Standard -

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

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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

You will teach students that once they come to know the star character of a series well, they can draw on their knowledge of the character’s behavior to almost predict that character’s next steps.

- Add the strategy “Use what they know to guess what the character will do next” to the anchor chart.
- Read the chapter “The Hat” from *Days with Frog and Toad*.

Lesson - Session 6 p.g. 33 - Series Book Readers Learn About Characters From Their Relationships with Other Characters

Standard -

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

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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

You will teach students that readers get to know the different people in a character's life and compare them to their own relationships so that they too get to know and understand their characters even better.

- Add the strategy “ Notice what a character's relationships show” to the anchor chart.
- Select a familiar text to discuss what the relationships a character has with other characters in a book tells you.
- Students will study character relationships in the books, jot ideas on a post-it and discuss their ideas during clubs.
- Use the chart Keep the Character Conversations Going to encourage quality club discussions. ■ Keep the Character Conversations Going.pdf

Part II - Becoming Experts on Author's Craft - Approximately 8 Days

In this part, students will start rereading a book in their series and engaging in inquiry, thinking about the craft the writer uses. They will study the ways authors use word choice, figurative language, punctuation, and even patterns to construct their series. Students will uncover the craft that the author uses to hook readers into the series and link the books together.

Standards -

L.VI.2.3. 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).

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

Lesson - Session 7 pg. 42 - Authors Paint Pictures with Words

Standard -

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

L.VI.2.3. 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).

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

You will invite students to join you in a class inquiry. Together, you will explore this question: “What do authors do to paint a vivid picture with words?”

Read the first pages of *Polar Bears Past Bedtime* by Mary Pope Osborne to demonstrate how authors paint a vivid picture with words. ■ [How Do Authors Paint Pictures.pdf](#)

■ [Polar Bears Past Bedtime.pdf](#)

Lesson - Session 8 pg. 49 - Authors Use Precise Words

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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

You will teach students that readers pay close attention to the words that authors choose to know what is happening in a story.

Read “Alone” from *Days with Frog and Toad*. Demonstrate how authors use words and phrases that show how something is happening in the story.

- Display “The Pudding Like a Night on the Sea” from *The Stories Julian Tells* by Ann Cameron.
- Identify words the author chose to show how things are happening.

Lesson - Session 9 - Authors Use Literary Language to Make the Ordinary Extraordinary Standard -

L.VI.2.3. 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).

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



You will teach students that another craft move that readers notice is the author’s use of literary language. Readers notice the words authors choose to make simple things extraordinary, and they figure out what the author really means.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:


Added Lesson (Lesson 11.23 pg. 383) Picture It

- Strategy - For certain types of figurative language (metaphor, simile, hyperbole), it can be helpful to picture what the phrase would mean if the author meant it *literally*, and then think, “What does it mean knowing that the author means it *figuratively*?”

Suggested instructional books and videos include:

- Similes and Metaphors by Ann Heinrichs (Epic)
-  Simile Lesson | Classroom Language Arts Video
-  English Lesson #15 | What are Metaphors?

Read the first few pages from *The Stories Julian Tells*, paying attention to the author’s word choice. Use think-alouds to ask “What does the author really mean?”

- Add the strategy “Think about extraordinary language (Ask, ‘What does it really mean?’)”
 Series Readers Become Experts on Author's Craft.pdf
- Students will use post-its in their own book to identify the author’s use of amazing language.

Added - Assessment  The Twisted Ankle (simile).pdf

Lesson - Session 10 pg. 56 - Authors Think about How Whole Stories - and Series - Will Go

Standard -

RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

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

You will teach students that when readers study an author’s craft, they don’t just notice the way the author uses words and language, they also notice the way the whole story tends to go.

- Add “Predict how your story will go, using what you know about the other stories in the series” to the anchor chart.
- Revisit a few familiar stories to demonstrate, such as *Days with Frog and Toad*.
- During active engagement, reread the opening pages from *Magic Tree House* books, *Cam Jansen* books, or *Junie B. Jones* and have students discuss how these books tend to go.

Lesson - Session 11 pg. 64 - Authors Have Ways to Bring Stories to Life

Standard -

L.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.

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

You will teach students that authors include signals in the print - like bold or italic font or large type or even teeny tiny things like commas and periods - to tell the reader how they want a story to sound.

Add “Use the punctuation and special print to bring your story to life” to the anchor chart.

■ **How Authors Bring a Story to Life.pdf**

- Using a few paragraphs from the first story of *The Stories Julian Tells*, demonstrate how the punctuation and special print make the meaning of the text clearer.
- Read it the first time without any signals (punctuation), and then a second time, noticing the punctuation and reading it differently.
- Create a chart that lists the different ways an author brings a story to life (pg.67).
- Students will identify how the author brings a story to life in their own books using post-it notes.

Lesson - Session 12 pg. 71 - Authors Plan Their Story Endings

Standard -



RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures).

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

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

You will teach students that readers think about the end of the book and ask “Why did the author choose to end the story this way? Is there an important lesson for me to learn?”

Video options include:

-  *Finding the Lesson of a Story | Reading Comprehension | Khan Academy Kids*
-  *2nd Grade - Reading - Folktales, Fables, and Fairy tales - Topic Video* from *Session 16 - Paying Close Attention to Authors* from Unit 1, Part III.

Add ““Why did the author choose to end the story this way? Is there an important lesson for me to learn?” to the anchor chart.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 7.6 pg. 244) Pay Attention to “Aha Moments”

Strategy -

- Look for a moment, often toward the end of the book, where the character reflects on what’s happened in the story. Reread it. Ask yourself, “What can I learn from this passage?”

Chart examples of common morals found in stories, such as:

- Be kind to others; Be loyal to your friends and family; Hard work pays off; Just be yourself; Ask for help when you need it; Never give up; Tell the truth

Demonstrate using endings to several previously read stories, such as the ending to *Frog and Toad’s* “Alone” or *Julian’s* “The Pudding Like a Night on the Sea.”

- Model determining the lesson of the story by reviewing the important events of the story, especially the problem of the story and how the character changes.
- Think about mistakes that they learned from, OR how their feelings changed from the beginning to the end of the story.
 - What did you and the character learn?
 - What is the lesson of the story?
 - What are 3 details that help determine the lesson of the story?
- Students will work in partnerships to discuss- Why did the author end the book this way - what lessons am I supposed to learn?
- A graphic organizer can be used to help students identify the important events of the story, the lesson, and the details that help determine the lesson of the story.

■ Moral of the Story.pdf

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 7.9 pg. 247) Find Different Lessons Within a Series

Strategy -

- Identify the different problems in the books you’ve read from within the same series. Think about a lesson the character learned based on each problem. State different lessons for each book.

Discuss the different lessons the characters learned from the familiar text read in this unit.

- Students will work in clubs to discuss the different lessons characters within the series learned. ■ *Moral of the Story.pdf*

Part III - Sharing Opinions with the World - Approximately 16 days

Standards -

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

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


Lesson - Session 13 pg. 76 - When Readers Love a Series, They Can't Keep It to Themselves

Standard -

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

You will teach the students that when you love a book, and especially when you love a whole series, you can't keep that love to yourself. You can invent ways to get others to love that book, or that series of books, as you do.

Discuss a variety of ways to share ideas about books.

- Students will select a book to share and then reread to find parts they want to share.
-  How We Can Share and Give Away Books that We Love.pdf

Lesson - Session 14 pg. 81 - Planning the Very Best Way to Share a Book

Standard -

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

You will teach students that when sharing books they must tell the important things to know.

Demonstrate giving a book introduction that highlights the important details about the whole series, such as the thing readers have learned about the main character, or the ways the books tend to go.

- Students will work with their club to decide on the most important things other readers need to know about their series.
- Students will introduce their books to another club, and then swap books.

Lesson - Session 16 pg. 87 - Sharing Opinions by Debating (1-2 days)

Standards -

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

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



You will teach students that readers debate the opinions that they have about their books. Readers can read (and reread) to collect evidence to support their side, or opinion.

- Conduct a practice debate using “Alone” from *Days with Frog and Toad*.
- Students will listen to collect evidence that supports their side (opinion) based on the question - Is Frog a good friend?

Explain the structure / process of a debate.

- Model using post-its to identify evidence throughout the story that supports the debate topic. Consider using a graphic organizer.

Students will then work with their partners in their clubs to prepare for the debate.

- Review the structure of a debate by reviewing the chart Make Your Arguments Even Stronger.  [Make Your Arguments Stronger.pdf](#)
- You may want to provide a graphic organizer to help students organize their ideas as they prepare for their own debate in a few days.  [Debate Graphic Organizer.pdf](#)

Lesson - Session 17 pg. 87 - Celebration: Supporting Reasons with Examples to Strengthen Debate Work

Standards -

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

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

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

You will teach students that in order to make your debate stronger, it is important to be able to say more about your reasons.

In this lesson, students will continue to prepare for the debate, reviewing their post-its and graphic organizer, and making sure they have provided enough details (evidence) to support their opinion.

Demonstrate by going back to the *Frog and Toad* debate the previous day.

- You might say “I think Frog is a good friend because he tried to help Toad.”
- Then demonstrate going back to the text to find additional details that explain *how* he helps Toad.

Students will continue to prepare for the debate, adding additional information (evidence) to support their opinion.

Plan to invite other classes to your debate the following day.

READ ALOUD and SHARED READING:

The following lessons are to be taught after Session 17.

- You will expose students to richer nonfiction books than the books they are likely reading independently.
- You will use the suggested books or choose different books that feature topics of interest that will help students grow new knowledge.
- Teachers will read and familiarize themselves with the lessons prior to teaching.

Standards -

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

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

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

RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.


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

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

Read Aloud - pg. 95 (5 days)

Text - *The Stories Julian Tells* by Ann Cameron

Sessions 1 and 2 (pg. 94-97)

- Collect information about the characters, noticing descriptive language.
- Students should jot notes on post-its.
- Retell the story to ensure students are holding onto the story and remembering all of the characters.
- Make predictions / confirm and/or revise predictions.
- Describe the characters' feelings, citing textual evidence.
- Conduct a book talk based on chapter 1.  Readers Talk About Books.pdf

Sessions 3 and 4 (pg. 98-100)

Review information about the characters based on students' post-it notes.

- Revise and/or confirm predictions.
- Connect information about characters across chapters.
- Make inferences about characters.
- Summarize the key events in partnerships.

Session 5 (pg. 101-102)

- Students will review what they learned about the characters in the first two chapters.
- Continue to examine characters to infer and learn more about them.
- Reread to examine how the character has changed.

Shared Reading pg. 103-115 (5 days)

Standards -

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

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

RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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

L.VL.2.2. 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.

Text: "My Very Strange Teeth from *The Stories Julian Tells* by Ann Cameron
"Magic Penny" by Malvina Reynolds

Day 1 - Warm Up, Book Introduction and First Read

Remind students of strategies they can use to solve tricky words.

■ When Words Are Tricky, Roll Up Your Sleeves.pdf

- Read for comprehension - clarifying unknown vocabulary and phrases
- Focus on characters and their relationships

Day 2 - Cross-Checking Sources of Information (MSV)

Second Reading

- Read for comprehension; reread to gain a deeper understanding of the characters.
- Use previous strategies to solve tricky words, including MSV;

■ When Words Are Tricky, Roll Up Your Sleeves.pdf


Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 3.22 pg. 120) Take the Word Apart, Then Put It Back Together: Syllables

Strategy - Find the syllable breaks to read a longer word syllable by syllable. Remember there is at least one vowel in every syllable, so start by underlining (or finding) each vowel. Break the word apart keeping at least one vowel in each syllable. Pronounce each syllable. Blend them together.

Day 3 - Vocabulary and Literary Language

Third Reading

- Determine meaning from context, multiple meaning words - pliers, simple, method, shrugged
- Discuss literary language - hyperbole and idioms;
 **Figurative Language | Types of Figurative Language**
- **■ Understanding Literary Language.pdf**

Day 4 - Fluency

Focus - Reading with fluency (appropriate pacing, parsing and prosody)

- Reading dialogue and using the characters' voices
- **■ Making Your Reading More Fluent.pdf**

Day 5 - Putting it All Together to Understand the Story

Focus - reading for deeper comprehension

- Study author's craft - Series Readers Become Experts on Authors (chart, pg. 113)
- Whole class debate - Should Julian have waited for his tooth to fall out? Or should he have let his dad pull it out?

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An Affirmative Action Equal Opportunity Employer

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