

Mendham Township School District  
Reading Curriculum  
Grade 2

**Grade 2 Unit 1: Taking Charge of Reading**

Stage 1: Desired Results

Reading Level Benchmark: I, J, K

Unit Goals:

- Readers establish reading workshop routines and expectations to create a strong reading community.
- Readers build reading stamina.
- Readers utilize metacognitive strategies to think before, and after reading just right books.
- Readers use thinking stems to generate and record thoughts about reading.
- Readers read and discuss books with partners.

Essential Questions:

- What are the reading workshop routines?
- How do you select just-right books?
- How do readers build reading stamina?
- What is metacognition?
- What are the thinking stems we can use to generate thinking before, during and after reading?
- How do you generate thoughts before, during, and after reading?
- What are ways to discuss reading with partners?

Skills/Knowledge:

- Students will read with independence.
- Students will choose and care for just-right books.
- Students will read with accuracy and fluency.
- Students will read with purpose and understanding.
- Students will set personal goals for independent reading.

Common Core Standards for ELA

RL.2. 1-7, 9,10

FS.2. 3, 4

**Stage 2-Assessment Evidence**

Observations  
Accountable Talk  
Running Records  
Reading Conferences  
Developmental Reading Assessment (DRA)  
Reading Logs  
Reading Responses  
Spelling Inventory

## Stage 3- Learning Plan

### Teaching Points:

1. Readers' responsibilities in a "grown-up" reading workshop.
2. Readers try on just right books by reading smoothly and accurately.
3. Readers use bookmarks to keep track of their place in the book.
4. Readers take a second to reread the place where they left of to ready their minds for reading more.
5. Readers set goals/resolutions for their reading lives.
6. Readers monitor their reading goals using reading logs, book bags, and post-its.
7. Readers think while reading and write their thoughts on post-its.
8. Readers think and record ideas onto post-it notes before, during, and after reading (Ex. use a movie clip).
9. Readers use the front cover, back cover, and the pictures to generate thoughts and record ideas before reading using the following thinking stems:
  - I am noticing...
  - I am thinking...
  - I am wondering...
  - I am predicting...
  - I am seeing...
  - This reminds me of...
  - I am feeling...
10. Readers use the characters' thoughts, feelings, and experiences to generate thoughts and record ideas during reading using the aforementioned thinking stems.
11. Readers use their own reactions, emotions, and feelings towards a completed book to generate thoughts and record ideas using the aforementioned thinking stems.
12. Grown up readers read in the company of others to better their reading lives by sharing their thoughts, feeling, and reactions with their reading partners.
13. To make reading partnerships the best they can be, readers need to listen carefully in order to react/respond to what the partner is telling us (ex. face your partner, knee to knee, eyes on the speaker, do not interrupt).
14. Readers respond to what their partners say by saying...
  - Tell me more
  - What do you mean by that?
  - Can you give me another example of that?
  - I'm confused when you said...can you explain that again in a different way?
15. Reading partners are friends and friends often recommend books to each other so they have more to talk about (start with the title, tell a little about the characters or subject that you found interesting, and why you think they would enjoy it).

### Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Resources:

Various mentor texts, and level appropriate trade books

A Curricular Plan for the Reading Workshop, Grade 1, *Common Core Reading and Writing Workshop*, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2011

## Grade 2 Unit 2: Tackling Troubles; Strategies to Figure Out Words and to Comprehend Stories

### Stage 1: Desired Results

Reading Level Benchmark: I/J/K

#### Unit Goals:

- Readers read with the expectation that they will encounter difficulties and will rely on strategies to overcome difficulties rather than giving up.
- Readers utilize many word solving strategies together rather than using one at a time when encountering tricky words.
- After applying appropriate strategies, readers check to make sure the word makes sense with what is being read.
- Readers recognize that many words they encounter will be words that are known with automaticity.
- Readers make sure that they *understand* the words after they have been decoded.

#### Essential Questions:

- Why is it important to expect that we will encounter difficulties when we read?
- What are the strategies for figuring out the meaning of unfamiliar words and phrases?
- How can we increase the amount of sight words that are known with automaticity?

#### Skills/Knowledge

Students will be able to...

- Recognize when they are encountering difficulty in figuring out a word.
- Apply word attack strategies where appropriate.
- Expand on known sight words to increase fluency.
- Fix their reading if and when they make mistakes.

#### Common Core Standards for ELA

RL.2. 1-7, 9,10

FS.2. 3, 4

### Stage 2-Assessment Evidence

#### Evidence:

Observations  
Accountable Talk  
Running Records  
Reading Conferences  
Developmental Reading Assessment (DRA)

Reading Logs  
Reading Responses  
Spelling Inventory

### Stage 3- Learning Plan

#### Teaching Points:

- Readers are problem solvers. They notice and name the troubles they are having while reading.
- When readers come across a hard word they don't just mumble over it—they try something. When that doesn't work, they try something else.
- Readers can look at words and think about whether there are words they know inside the word that can help them to understand that new word.
- Readers can break up a word to help them problem solve. They look at the first few letters of the word plus the vowel and then a letter or two after the vowel and try to use that running start in a word to help them figure it out.
- Readers use what they know about letters and patterns from word study to help them read their books. They can look closely at words and say, "Do any of these letters go together to make special sounds? Can I use those sounds to help me read?"
- Readers need to look all the way across words to help them read.
- Readers can think about what kind of word would make sense to help them figure out the tricky part.
- Readers use words they already know to help them read new words.
- Readers pay close attention to endings to make sure their reading doesn't just make sense but also looks right. They notice familiar endings like *-ing*, *-ed*, *-s*, and use them to help with their reading.
- Readers can use their partners to help in figuring out tricky words.
- Readers begin to build up a collection of words that they don't need to work to figure out. Those words can just be read with ease and this frees their brain up to pay more attention to what a book means.
- Readers check words to make sure they make sense. They ask themselves:
  - Does this go with what is happening in the story?
  - Does this sound like it would sound in a book?
  - Do the letters I see match the sounds in the word I'm saying?
- Readers can reread to make sure what they are reading is right.
- Readers can keep track of new and interesting words that are read by putting them on Post-its and sharing with a partner.
- Readers look at the pictures carefully and think about who is in the story and what is happening before getting ready to read the words.
- Readers need to use every bit of information that a book gives to figure out what new words mean. Read back in the book and then read ahead, using the context to figure out the word or phrase in question.
- As readers work to figure out tricky words, it is important to continue to build stamina and push to read more and more.
- Readers can lose track of what is happening in the story while working to figure out an unknown word. It is important to get reading back on track by touching each page to retell the big parts of the story.

#### Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.

- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Resources:

Various mentor texts, and level appropriate trade books

A Curricular Plan for the Reading Workshop, Grade 1, *Common Core Reading and Writing Workshop*, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2011

## Grade 2 Unit 3: Characters Face Bigger Challenges...and so do Readers

### Stage 1: Desired Results

Reading Level Benchmark: J/K/L

Unit Goals:

- Readers identify characters' wants and troubles in order to better understand them.
- Readers identify characters' traits and feelings to deepen their understanding of them.
- Readers find deeper meanings in books by discussing their characters' actions, traits, and feelings with their partners.

Essential Questions:

- How can we get to know our characters' wants and troubles?
- How can we think about our characters' traits and feelings?
- How can we find deeper meanings in books?
- How can we deepen our understanding of the characters by talking with partners?

Skills/Knowledge:

- Students will be able to make predictions about the characters' wants and troubles.
- Students will synthesize information about the characters after reading the beginning, middle, and end of books.
- Students will use evidence from the text to support their thinking about the characters.
- Students will identify character traits and support their ideas with evidence from the text.
- Students will track the characters' feelings throughout the text.
- Students will deepen their understandings of the books by discussing characters with their partners.

Common Core Standards for ELA

RL.2. 1-7, 9,10

FS.2. 3, 4

### Stage 2-Assessment Evidence

Observations  
 Accountable Talk  
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 Reading Conferences  
 Developmental Reading Assessment (DRA)  
 Reading Logs

### Stage 3- Learning Plan

#### Teaching Points:

##### Part 1: Getting to Know our Characters' Wants and Troubles

- Readers get to know their characters' wants and troubles by looking at the title and the blurb on the back of the book, and asking 'What kind of problem will this character face?' or 'What does this character want?'
- As readers go forward in reading their books, they carry and build an understanding of who the characters are by holding in their heads the information learned from reading the blurbs, adding new information about the setting and characters' lives, and expecting a problem to show up soon.
- Readers make predictions about what will happen to a character and write those predictions down on post-its. Readers ask themselves, "What would I do in this situation?"
- Readers make predictions about characters by paying close attention to the characters' behavior. They think, "Does this character act a certain way over and over again?" "What does that make me think about how he/she will work out the problem?"
- Readers don't only make predictions at the beginning of books they also confirm or revise predictions as they go along. If what happens in the story matches what we predicted would happen, we notice that and carry our prediction with us as we read on. If what happens in the story does not match what we predicted, we then revise our thinking.
- Readers read on and create new predictions about what will happen, and then read on with the revised prediction in mind.
- Readers keep track of their characters' actions by lining up the post-its in the order they have written them and retelling the story to themselves and others.
- Readers are alert for scenes and details that are unexpected and say, "huh?"
- When meaning breaks down while reading, readers reread to help it make sense.

##### Part 2: Readers Think about Characters' Traits and Feelings

- Readers don't just make guesses about characters. They refer to specific examples from the story to prove that the characters are a certain way. They look for information about what kind of person the character is and then read on, looking for places in the text that show that information.
- Readers push themselves to come up with more specific words to describe characters instead of just saying, "The character is nice."
- Readers notice when characters act "out of character" by paying close attention to those moments and acting surprised.
- Readers don't just think about the characters' traits, they track the characters' feelings too.
- Readers notice what the characters are feeling in the beginning, middle, and end of books.
- Readers track information by jotting Post-its where they are noticing character traits and lining them up to make a timeline or by creating a timeline in their reader's notebooks.

##### Part 3: Readers Can Find Deeper Meanings in their Books

- Reading partners don't just talk about their reading and thinking, they also listen carefully to each other and add on to or raise questions about what their partner is saying.
- Reading partners ask "why" to push each other to have some new thinking about the characters' actions.

- Readers talk about the important parts in their books to grow big ideas.
- Readers prepare for their partner by jotting down notes about what they want to go over with their partner.
- Readers get ready for conversations with their partners and look for many things to talk about such as how two post-its go together, why or how the information gathered is important to the story, and what their opinions are about the characters' actions.
- Readers talk to their partners about how the characters' change throughout the story.
- Readers not only learn about characters, they learn from them too. As they come to the end of the book, readers ask themselves "Did this character learn something that I could use to help me think about my life?"
- Readers reflect upon what they learned from characters by writing down their ideas in their readers' notebooks. Readers use prompts to push their thinking so they can write more.

Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Resources:

Various mentor texts, and level appropriate trade books

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## Grade 2 Unit 4: Reading Nonfiction, Reading the World

### Stage 1: Desired Results

Reading Level Benchmark: J/K/L

### Unit Goals:

- Readers read nonfiction texts to learn new information about topics in the world.
- Readers recall information learned from nonfiction texts and share that information with others.
- Readers of nonfiction interact with the text by thinking, questioning, connecting, and discussing the topics, as opposed to just reading the words on the page.
- Readers of nonfiction read several books about the same topic to grow a more complete understanding of the topic.

### Essential Questions:

- What are the text features of nonfiction?
- What is a topic sentence?
- How can I discuss nonfiction texts with my reading partner?
- How can I keep track of the information learned while reading nonfiction texts?
- What can I do to think beyond what is on the page?
- What are some strategies for tackling tricky words? (refer back to unit 2 chart)

### Skills/Knowledge:

- Students will be able to use nonfiction text features to predict and learn new information from texts.
- Students will be able to identify topic sentences in paragraphs.
- Students will chunk the information in nonfiction texts that do not have subheadings.
- Students will be able to retell the information learned from nonfiction texts.
- Students will be able to write lists in their readers' notebooks to gather information from nonfiction texts.
- Students will analyze illustrations to gain more information from nonfiction texts about the topics.
- Students will generate questions and seek answers to their questions while reading nonfiction texts.
- Students will push themselves to think more deeply about the topics within the nonfiction texts by responding to thinking prompts.
- Students will use various strategies for understanding hard words found in nonfiction texts.
- Students will compare and contrast different nonfiction texts about the same topics.

### Common Core Standards for ELA

RL.2. 1-7, 9,10

RI. 2. 1-10

FS.2. 3,4

### Stage 2-Assessment Evidence

Observations  
Accountable Talk  
Running Records  
Reading Conferences  
Developmental Reading Assessment (DRA)  
Reading Logs  
Reading Responses  
Spelling Inventory

### Stage 3- Learning Plan

#### Teaching Points:

#### Part 1: Nonfiction Readers Read to Become Smarter about the World and the Things in It

- Nonfiction readers begin reading their books by glancing at the table of contents, the chapter headings, and the subheadings to get an idea of how the text will go.
- Nonfiction readers read with an explaining voice, a voice that explains or teaches new things.
- Nonfiction readers don't roar through texts at the speed of lightning. They pause often to collect their thoughts about what they're learning, and they put all that they learned about a topic into different mental containers.
- Nonfiction readers use the section headings to help them remember the material they are reading. They even create their own section headings for the books when the books do not have any (chunk the information)
- Nonfiction readers train their minds to pick out topic sentences. Nonfiction readers know that text paragraphs have one special sentence within them that tells them the topic of what that entire paragraph is about.

- Nonfiction readers can retell their nonfiction texts to their partners by retelling across their fingers, teaching what they have learned.
- Readers can also retell by using special transition words like *or*, *and*, *however*, and *but*.
- Reading partners don't just retell their nonfiction books to each other. They also ask each other questions such as, "What does that really mean?" and "Can you give an example of that information" to make sure they really understand.
- Nonfiction readers use phrases that help them create a list of things they learned. They can say things like, 'One kind of \_\_\_\_\_ is \_\_\_\_\_. Another kind is \_\_\_\_\_. The last kind of \_\_\_\_\_ I learned about is \_\_\_\_\_.'

#### Part 2: Nonfiction Readers See More Than the Text on the Page

- Nonfiction readers read more than just the words on the page. They 'study' and 'read' pictures by looking carefully at the details of the picture and reading the labels, the headings, the sidebars, and any other words that will help them understand exactly what the picture is telling them and how it connects to the words they are reading.
- Sometimes readers find pictures without any text. When this happens they search for words to explain what the picture is teaching.
- Reading is not a one-way highway. Nonfiction readers don't just take texts in, they come up with questions and ideas in response. It is two-way traffic! When readers pay attention to and jot down all the thoughts and questions that they have as they read, they grow even bigger ideas.
- Nonfiction readers push themselves to respond to the new things they are learning. They can respond on Post-its, minipads, or in their reader's notebooks to the new things they're learning, and they don't just copy down the words on the page. They jot things like: "This makes me think \_\_\_\_\_." "This makes me wonder \_\_\_\_\_." "This is just like \_\_\_\_\_." "This surprises me because \_\_\_\_\_."
- Nonfiction readers don't just ask questions, they also work hard to answer them. When they have a question about their topic that the page doesn't answer, they hunt elsewhere in the book—or they pick up another book to find it! They can use the table of contents and the index in this book and in other books to find answers.

#### Part 3: Nonfiction Readers Tackle Tricky Words in Their Books

- When readers come across a hard word in their nonfiction books, they use the following strategies to figure out the word's meaning: read a little further, consult the pictures and the sidebars on the page, check the glossary or try fitting another word in the place of the hard word and then reading on.
- To tackle tricky words, nonfiction readers use the charts in the room and think of all the different ways they already know how to figure these words out. They ask themselves, 'What word would sound right here? What kinds of words would make sense?'
- When readers come across a hard word in their nonfiction texts, they try to pronounce it by reading it part by part, then check the text features—pictures, captions, labels—to help them figure out what it means.
- Sometimes readers will come across a hard word in their nonfiction texts and they may try every strategy they know to figure it out but still not understand what it might mean. When they've tried and they still are unsure, they jot it down on a Post-it and try to figure it out with their reading partner.

#### Part 4: Nonfiction Readers can Read More Than One Book about a Topic to Compare and Contrast

- Nonfiction readers often read more than one book on topics they love. Then they can compare and contrast the information by noting the ways in which different books on the same topic are organized and the details provided.
- Nonfiction readers grow their understanding of a topic by reading many books on it. When they have

read the second, third, and/or fourth book on a topic, they mix and match what they're reading now with what they've read before to grow a more complete understanding of the topic.

- Nonfiction readers can celebrate all they've learned about a topic by collecting their big ideas and creating a poster or big book page highlighting their new thinking.

Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Resources:

Various mentor texts, and level appropriate trade books

A Curricular Plan for the Reading Workshop, Grade 1, *Common Core Reading and Writing Workshop*, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2011

## Grade 2 Unit 5: Reading and Role Playing: Fiction and Fairy Tales

### Stage 1: Desired Results

Reading Level Benchmark: K/L/M

Unit Goals:

- Readers read to embody the character and see through his or her eyes.
- Readers compare and contrast characters, storylines, morals, and lessons
- Readers develop their characters through dramatization, explore point of view, and discover how different characters can see the same events differently.
- Readers continue to work in partnerships/ book clubs to dramatize scenes, talk about the characters, and share ideas.

Essential Questions:

- How can we read in a way that allows us to step inside the characters' shoes and see through their eyes?
- How do dramatizations help us to better understand characters?
- Why is it important to understand the predictable roles we encounter in stories and fairy tales?
- Why should readers recognize the morals, lessons, and author's purpose that stories convey?

Skills/Knowledge

Students will be able to...

- Notice and interpret the details that tell about a character.
- Infer characters' roles and their impact on the story's bigger meaning.
- Envision while reading and imagine the world of the story.
- Read aloud repetitively while increasing fluency and intonation.
- Speak in a different voice for each character when reading dialogue aloud.

- Engage in a variation of reader's theater and share ideas with partners.

#### Common Core Standards for ELA

RL.2. 1-7, 9,10

FS.2. 3,4

#### Stage 2-Assessment Evidence

Observations  
Accountable Talk  
Running Records  
Reading Conferences  
Developmental Reading Assessment (DRA)  
Reading Logs  
Reading Responses  
Spelling Inventory

#### Stage 3- Learning Plan

##### Teaching Points:

- Readers dramatize their characters by making facial expressions, gesturing with hands and shoulders, and making voice changes for each character.
- Readers consider what might be going on in their character's heads.
- Readers notice when a character's feelings might be changing and make sure that the voice in their head changes along with the character's feelings.
- Readers read very closely and notice clues that will help them learn more about the character.
- Readers think to themselves:
  - What sort of person is this character?
  - What does she/he like and dislike?
  - What does she/he really, really want?
- Readers analyze how the character is feeling.
- Readers meet with their partners and talk about places where the character felt something especially intense.
- Readers read aloud passages where characters go through intense feelings and read those passages aloud in a way that conveys how the character's feelings are growing with intensity over the course of the passage.
- Readers read in such a way that their voice rises and falls in tune with the character's emotions.
- Readers notice and describe the strong reactions characters have in response to a major event or challenge.
- Readers hold onto, expand on, and share ideas with partners by utilizing Post-it notes.
- Not only do readers identify characters' feelings, they push themselves to try to understand those feelings.
- Readers reread, look for clues, and try out different possible interpretations to understand why a character is acting/feeling a certain way.
- Readers cite evidence for the conclusions that they are drawing about their characters.
- Readers have reasons why a character should be dramatized one way versus another.
- Readers pay attention not only to *what* and *why* a character does things but also to *how* the character does these things.

- Readers pay attention to the way characters talk; the words they choose, their tone of voice, and the emotional cues the author implies with dialogue.
- Readers fill in the gaps of a story as they read by drawing on all that is learned from this book, from other books, and from their lives.
- Readers recognize that authors sometimes make deliberate choices about which characters in their book will take different roles.
- Readers think about what it *means* to be one kind of character/role or another.
- Readers think about whether a character in the story is the one who is teaching a lesson or learning a lesson.
- Readers use what they know about a character to predict what's going to happen next.
- Readers recognize the morals, lessons, and author's purpose that stories convey (can be broken into different lessons).
- Readers learn side by side with the characters in these tales, imagining how they might live their own lives differently because of what they and the characters have learned.
- Strong readers know that deeper inferences are made when they reread.

Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Resources:

Various mentor texts, and level appropriate trade books

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## Grade 2 Unit 6: Readers Can Read about Science Topics to Become Experts

### Stage 1: Desired Results

Reading Level Benchmark: K/L

Unit Goals:

- Readers focus their nonfiction reading on specific topics and may only read specific parts of nonfiction books.
- Readers explain the information they learned to others.
- Readers identify the main ideas of nonfiction texts.
- Readers discover similarities and differences in information by looking across texts, at parts of texts, or at whole texts.
- Readers ask questions and seek answers to their questions about the topics they are studying.

Essential Questions:

- How do readers read nonfiction texts?
- How do readers teach others about the information learned?
- How do readers identify the main ideas of the texts?

- How do readers search for similarities and differences among the information?
- How do readers generate questions on a given topic?

Skills/Knowledge:

- Students will be able to make connections from past experiences (experiments, activities, explorations, and learning from science and writing workshops) to gain a deeper understanding of nonfiction topics.
- Students will be able to synthesize all the information they know about a given topic.
- Students will be able to compare and contrast information about their topic from various sources and experiences.
- Students will generate questions about the science topics they are researching.
- Students will engage in discussions (partnerships and/or book clubs) to further explore the topics they are studying.

Common Core Standards for ELA

RL.2. 1-7, 9,10

RI. 2. 1-10

FS.2. 3, 4

Stage 2-Assessment Evidence

Observations  
 Accountable Talk  
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 Spelling Inventory

Stage 3- Learning Plan

Teaching Points:

Part 1: Science Readers Build Up a Base of Knowledge on a Topic by Reading Deeply about the Topic

- Readers can look at a nonfiction book in parts. The whole book is about a big, watermelon topic, but each section is like one seed of that watermelon.
- Science readers push themselves to understand their reading well enough to be able to explain it to others. One way that they can do this is to read it in their own words to make their learning stick. After reading a chunk, they might put the book down and think to themselves, write, or say to their partner, ‘What this means is \_\_\_\_\_.’”
- Science readers think and talk about the main ideas in their books by using all the sentences on the page to think about what’s most important—the big, main idea of that section. Main ideas are not just words but phrases.
- Science readers chunk the text using the subheadings or section headings. At the end of each chunk, they can cover the text and say (or write on a Post-it), ‘This part teaches me \_\_\_\_\_,’ and then, ‘It teaches me by giving examples or evidence such as \_\_\_\_\_.’”
- After readers determine the main idea of a small section, they want to think about the main idea of bigger parts. As they read, they notice whether the next paragraph builds on the same idea or maybe

starts another new idea. They want to mark parts where the idea is changing with a Post-it, and when they are done reading the whole chapter, they think, ‘This whole text is mostly about \_\_\_\_\_.’”

- Readers of nonfiction remember and use all they know about the topic when they are reading. They recall experiments, activities, explorations, and learning from science and writing workshops to help them explain and think about what they are learning during reading workshop.
- Science readers build up background knowledge quickly by starting with books that feel like easy reads, the ones that can give them a quick and big overview of the topic. As they read, they orient themselves to a new topic and quickly gain knowledge by skimming and scanning across all of the features of the page—not just text but also the photographs, maps, timelines, diagrams, charts, captions, and sidebars. While reading across the different features, they try to name the big concepts and say or jot, ‘The big idea in this section is \_\_\_\_\_, and this timeline and this photograph show \_\_\_\_\_.’
- Science readers keep in mind that they will be able to work with a partner to support and push their learning. They might say, ‘The big thing that I just learned from this chapter is \_\_\_\_\_, and some of the most fascinating details about this are \_\_\_\_\_.’ They also ask one another questions like: ‘Why is that important?’ ‘How is that important to our topic?’ ‘Is that the most important thing in that part/section?’
- Readers of nonfiction collect and use the words that they learn when teaching and talking about their topic. They can do this by placing Post-its in places where they learn a new word and writing down what they think the word means, or they can keep a running list.” (Tip: They will want to have these words with them as they are reading and talking with their partners and clubs.)

## Part 2: Science Readers Compare and Contrast Different Texts on the Same Topic

- Readers of nonfiction carry all that they have learned from one book with them as they move to another book. One way that they do this is to look out for what sounds the same and also for what is different when it comes to the information they are learning. (Tip: “Come to partnerships or clubs ready to discuss what is the same and different.”)
- Readers capture their responses to texts on Post-its and discuss these responses with their partners or in their book clubs.
- Readers defend their responses by pointing to and citing the page or parts of a text that caused them to respond in the way that they did. (Tips: You may even need to read a section aloud. Your partners should be listening for whether the idea matches the evidence. Partners help one another further by trying to talk long about the idea. We may even open our text to a similar section.
- Readers come well prepared to their book clubs/partnerships. One thing that they can do is to make sure that they bring clear ideas to talk about. Often times, readers look across their Post-its for topics that go together. Then they look within a same-topic pile of Post-its for information that is the same. They also think about whether they can find differences among the Post-its.
- Science readers think about their books and the information they know from their experiences, experiments, and discussions during science workshop to help think about what is the same and what is different.
- Readers discover similarities and differences in information by looking across texts, at parts of texts, or at whole texts. Each of these different ways of looking at information in a text helps them figure out what an author wants them to learn most. One way to do this is to zoom in on parts of texts that talk about a similar topic, thinking about parts of the text that are similar and parts that are different.
- Science readers note when information from two different texts doesn’t add up and they question this. One way we do this is by being on the lookout for contradictions and wondering what the author

really wants them to think about the topic. (Tip: “We bring these contradictions to our partnership conversations as ways to spark good talk”).

### Part 3: We Learn by Asking Questions

- Science readers often hold their questions and thoughts by jotting them down. One thing that they can do is to jot quick notes on Post-its about questions that occur to as they read. Thinking about what they already know about the topic, they consider what might make sense and predict/hypothesize about the answers. (Tip: “Our Post-it might say, ‘I wonder \_\_\_\_\_, and I’ll bet it’s \_\_\_\_\_.’ Or we might prefer to read through the whole page/chapter once and then reread before jotting our thinking. Either way, we bring these quick notes to our research partners to talk and think some more about them together”).
- Scientists can think about the information they already know from their experiences, their experiments, and their discussions during science workshop and bring that to their reading. Sometimes what we think we know is different from what we read. We can notice when something that we think we knew doesn’t agree with what the author is saying and ask questions about it. (Mid-workshop teaching point: “Scientists return to books we’ve read and learned from. We often think, ‘If the author were to write a few more chapters on this topic, what else would I want to know?’ This can help us generate more ideas that we want to investigate about our topics.”)
- Scientists formulate important questions by reading and thinking across not just one but many books on a topic. They think about how the information from one text helps them understand information from another text more deeply, and then they ask a question about what they still want to know. (Tip: “Asking questions like, ‘Why does this happen often?’ or ‘How does this affect the world?’ or ‘Does this always happen?’ are beginning ways to think about asking bigger questions that we hope lead to bigger ideas to investigate.”) (Mid-workshop teaching point: “Scientists question when information from two different texts doesn’t add up. One way we do this is to be on the lookout for contradictions and wonder about the author’s slant or perspective on a topic. We bring these inquiries to our partnership conversations as ways to spark good talk.”)
- Science readers use reading workshop to come up with their own questions that they want to explore more deeply in science or writing workshop. They can reread parts of the text and think to themselves, ‘What does that make me think? What experiment could I try in class?’ ” Example: “After reading a chunk of text, you might say something like, ‘Hmm. I learned that going up a ramp takes more force and going down a ramp takes less.’ Then you need to say, ‘What does that make me think? What experiment could I try in class?’ You might add, ‘I wonder if I could make a ball go faster or farther with the ramps during science later. Maybe I could change how high the ramp goes?’ (Tips: “What we have done is lift a fact from our reading and made a connection with our science topic that we are studying.” “We can test the ideas we are thinking about using not only examples in the text but also things we see and know from our life experiences. For example, someone might say, ‘I learned that going up a ramp takes more force and going down a ramp takes less. I wonder if that’s why I see trucks unload their boxes into the basement of the bodega by a ramp? It makes their work easier.”)

#### Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

#### Resources:

Various mentor texts, and level appropriate trade books

A Curricular Plan for the Reading Workshop, Grade 1, *Common Core Reading and Writing Workshop*, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2011

## Grade 2 Unit 7: Series Reading

### Stage 1: Desired Results

Reading Level Benchmark: L/M

#### Unit Goals:

- Readers figure out how a series will go by noticing patterns and making predictions about what will happen next.
- Readers identify similarities and differences in series books to gain a deeper understanding.
- Readers recognize when unexpected events occur and change their thinking accordingly.
- Readers grow ideas about their series books by engaging in book club discussions.
- Readers develop theories about their characters based on their characters' actions and reactions.
- Readers let series books lead them to learning new topics.

#### Essential Questions:

- What patterns might occur among series books?
- How can patterns in series books support our predictions?
- What should I do when unexpected events occur?
- How can readers grow ideas in book clubs?
- How can readers develop theories about characters?
- How can series books lead readers to learning new topics?

#### Skills/Knowledge:

- Students will be able to notice patterns and make predictions about what will happen in the series books.
- Students will be able to elaborate their thinking by adding “because” to the writing on their post-it notes.
- Students will be able to compare and contrast books in a series.
- Students will be able to identify parts in books where unexpected events occur.
- Students will be able to recognize when they are interested in learning about a new topic.
- Students will be able to conduct research on the topic they discovered when reading series books.
- Students will be able to ask questions and seek answers to the topics they discovered when reading series books.

Common Core Standards for ELA

RL.2. 1-7, 9,10

FS.2. 3-4

### Stage 2-Assessment Evidence

Observations

Accountable Talk

Running Records  
Reading Conferences  
Developmental Reading Assessment (DRA)  
Reading Logs  
Reading Responses  
Spelling Inventory

### Stage 3- Learning Plan

#### Teaching Points:

##### Part 1: Readers Figure Out How a Series Goes, Noticing Patterns and Predicting What Will Happen

- As readers read on in a series they carry everything they know about the series with them. They enter each book in the series expecting to re-encounter certain things, like a recurring cast of characters or setting.
- Series books have predictable patterns. When readers read a series book, they are on the lookout for those patterns—for how a particular series goes. Does the character usually run into problems right away? Does she tend to act in similar ways? When readers notice one, they ask themselves, “Why is this pattern happening?”
- As readers read, they pay attention to certain things, like parts where the main character experiences trouble, seems to change, or experiences a big feeling. Readers put Post-its on those parts in their books and ask themselves, ‘Why is this happening?’
- Post-its are also a place to explore thinking about the book. As readers stop and jot, they ask themselves: ‘What is it about this that makes me think it is important?’ or add ‘because.’
- Readers pay close attention to patterns and use them to predict what will happen next in the story. They say, ‘I bet this means that \_\_\_\_\_ will \_\_\_\_\_.’
- When preparing to work with book club mates, one thing readers can do is look over their Post-its and ask themselves, ‘Will this help me talk well about the book?’ or ‘Is this Post-it important to understand the book?’ Then they collect the Post-its that will help them talk long and strong about the book.”
- When readers read on their own, or with a partner, they think about how different books in the series go together. They can ask, ‘Did one happen first?’ ‘Did the character learn something in one book that he or she uses in the next?’ ‘Do other characters come back?’ They can talk about the things that are the same and different or how parts in the different books fit together.

##### Part 2: Even When Readers Think We Know How a Series Will Go, We Are Ready to Be Surprised

- When readers finish a chapter or a chunk of text, they stop and make sure they are accumulating the story. One way they do this is to ask themselves, ‘What is going on with my character so far?’ or ‘What do I know about my character so far?’ (Tip: “We can keep track of our thoughts by jotting them on a Post-it or using a graphic organizer, such as a T-chart.”)
- Readers know that characters, like people, aren’t always one way—even if they are often predictable. This is because characters are complex. As we talk and learn about characters, we can use this knowledge to challenge and revise our all-or-nothing thinking. Instead of saying, ‘Pinky always,’ we might say, ‘Sometimes he \_\_\_\_\_.’
- Since readers know characters don’t always act predictably, they can expect to be surprised now and then by things they do and say. They read their series on the lookout for those surprising moments—when a character acts out of character. When readers see a character acting in a surprising way, they pause and do some big thinking, jotting on a Post-it what they notice that is different and why they think that this is so.

- When readers end a book, they can reflect by asking, ‘What was the whole book about?’ and ‘Was the author trying to teach us something?’ Then they go back and find evidence in the book where the author really was trying to teach that lesson.

### Part Three: Readers Grow Smart Ideas by Looking Across Different Series, and We Use the Smart Work of Club Members to Push Our Thinking

- When readers meet with book club members, they don’t only think about their current series, they think about all the series books they have read, and they think about the patterns in those books. They can think about the types of characters, the types of problems, even the messages the different authors might be teaching. They talk with their club, thinking ‘What is the same in these series?’ and ‘What is different?’
- Your book club could get lots of ideas going by having two members read a couple books in one series while the other members read two books in another series, or you could focus on character similarities and differences across series. Other book clubs may prefer to focus on the big ideas. Maybe you might even think about how certain types of books (funny, detective, etc.) are similar and different.
- We know that, just like real people, characters can act differently depending on who they are with or who they are around. As readers, we can come up with possible reasons this is so. We can closely study the patterns around our characters’ interactions and then make theories about these patterns. We can try to figure out why they’re acting or reacting in certain ways. Are they trying to impress or embarrass or annoy the other character they’re with? Why?
- Readers can even come up with new theories as we study characters’ reactions and interactions. They can look from book to book to book within a series to see if and when these patterns tend to repeat.
- Whether we’re reading alone or talking in our clubs, readers come up with theories about why characters do certain things or say certain things. We also read to find out what the author is trying to teach us. We can think about how these theories and ideas matter to the real world. For example, after reading Chester’s Way, we may ask, ‘What does this make me think about copycats now?’ or ‘Does this book or this series help me to think differently about best friends now?’

### Part Four: Readers Let a Series Book Lead Us into Learning about a Topic

- Reading one book can lead us to wonder about new topics. When you find yourself wondering about something as you read your series book, you can stop and say, ‘I want to learn more about that!’
- Readers go back and forth between books to find out what all the new information we’re learning makes us feel and think about a topic. After reading a nonfiction text on a topic, we can go back to the series book that introduced the topic and see how the new information changes our ideas or helps us grow new ones.
- There are many different ways we can research the answers to our questions. After we read our fiction books and collect many, many questions about different things, we have to look over these questions, together, in our clubs and think about which ones we can find the answers to quickly and which ones we may have to study more by collecting more and more information.
- In our book club conversations, we use all the information we’ve learned to teach others and to talk smart about our topics. That is, we talk with our club members using explaining language and any specific information or new vocabulary we may have learned. We can ask each other, ‘Did you know that \_\_\_\_\_?’ or explain, ‘I read this part and started to wonder \_\_\_\_\_. Then I found out \_\_\_\_\_.’

### Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.

- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Resources:

Various mentor texts, and level appropriate trade books

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## Grade 2 Unit 8: Readers Read Poetry with Expression, Fluency, and Understanding

### Stage 1: Desired Results

Reading Level Benchmark: M

#### Unit Goals:

- Readers read poetry with expression in their voice.
- Readers read poetry fluently.
- Readers understand the poems they read through visualization and other comprehension strategies.

#### Essential Questions:

- What are the elements of poetry?
- How can readers read poetry fluently?
- How can visualizations help with comprehension?
- What are the tools used by poets?

#### Skills/Knowledge:

- Students will be able to identify the genre of poetry and its elements.
- Students will be able to read poems fluently by recognizing beat and line breaks.
- Students will be able to create visualizations in the minds when reading poetry to better understand a poem's meaning.
- Students will be able to recognize the tools poets use when writing poems (repetition and pattern).
- Students will be able to understand the tools poets use (similes, metaphors, personification).

#### Common Core Standards for ELA

RL.2. 1-7, 9,10

FS.2. 3, 4

### Stage 2-Assessment Evidence

Evidence: Observations  
 Accountable Talk  
 Running Records  
 Reading Conferences  
 Developmental Reading Assessment (DRA)  
 Reading Logs  
 Reading Responses

## Spelling Inventory

### Stage 3- Learning Plan

#### Teaching Points:

- Readers identify the genre of poetry by recognizing poetry elements.
- Readers identify the beat and music in poetry.
- Readers develop fluency by paying attention to line breaks.
- Readers visualize the words in poems to better understand poetry.
- Readers align visual images with poets' words.
- Readers use specific words to visualize.
- Readers explore visual images through the genre of haiku.
- Readers respond to poetry through art.
- Readers use sensory details to visualize.
- Readers read poetry to see the world in surprising ways.
- Readers recognize poets' tools---Repetition.
- Readers recognize poet's tools---Pattern.
- Readers explore the voices of Poetry---Odes.
- Readers understand the tools of poetry----Similes.
- Readers understand the tools of poetry---Metaphors.
- Readers understand the tools of poetry---Sustaining a Metaphor.
- Readers understand the tools of poetry---Personification.
- Readers of poetry create anthologies and prepare to perform.
- Readers of poetry perform poems in front of an audience.

#### Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

#### Resources:

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