

Mendham Township

Second Grade Reading Curriculum

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Philosophy

The Mendham Township Elementary School is committed to delivering comprehensive reading instruction based on the New Jersey Learning Standards and best practices found in research. The K - 4 curriculum is based around the essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension and elements of each component are found at each grade level. Reading is the ability to create meaning from print or text. Through word recognition (phonemic awareness and phonics) and an understanding of the print/text (vocabulary and comprehension) reading becomes automatic (fluency). Reading instruction includes a variety of whole group, small group, and individualized instruction. At each grade level there is a whole group objective/skill that is modeled and practiced using a core text. Students then apply the objective/skill using texts at their own individual reading level. Through all genres of reading, critical thinking skills are empowering the students to become thoughtful, articulate and active members of our society.

Goals

This curriculum is designed to advance students through grade-specific standards, develop a deeper understanding of skills, and work toward meeting the expectations of reading to prepare students for college and careers in order for them to succeed in the future. The goals of this curriculum will develop in our students the ability to:

1. read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. analyze how and why individuals, events, and ideas develop and interact over the course of a text.

4. interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. assess how point of view or purpose shapes the content and style of a text.

7. integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8. delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

10. read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Mendham Township School District

Reading Curriculum

Grade 2

Grade 2 Unit 1: Second-Grade Reading Growth spurts

September - November

Overview: Students will learn procedures for participating in their new classroom community, reading independently, and working with partners. They will begin to develop routines for selecting and recording book information. They will analyze habits of good readers, and begin to read independently and silently, actively thinking as a reader by recording thoughts, using post-its.

Stage 1: Desired Results

Reading Level Benchmark: I, J, K

Unit Goals:

- Readers make decisions on how they want their reading life to go.
- Readers are always thinking - before, during, and after the book.
- Readers prepare and plan for partner reading time.
- Readers understand there are many ways that they can help themselves while reading.
- Readers understand that one of the most important ways to understand what they read is to successfully retell books to their partners.

Essential Questions:

- How do readers make decisions based on habits, volume, and stamina?
- How do readers think before, during, and after reading?
- What can partners talk about to grow ideas about their reading?
- How do readers become independent problem solvers?
- How can I get ready to share books I'm reading with my partner, retelling the important parts or parts that stood out to me and talking about what I've learned.

Skills/Knowledge:

- Students will use strategies and skills to check for comprehension, for example using post-its to monitor understanding.
- Students will choose and read books on their level with fluency and understanding.
- Students will help themselves while reading.
- Students will make decisions about their reading life.
- Students will prepare and plan for partner reading time.
- Students will retell a story from beginning to end.
- Students will think about their reading before, during, and after the book.
- Students will use strategies and skills to understand hard words, for example locate small known words inside larger words.

NJSLSA:

RL.2.1-7, 19

RF.2.3-4

W.2.3, 8

SL.2.1-4, 6

L.2.1, 3-6

Stage 2 - Assessment

Assessment:

- o Formative - Observations, Accountable Talk, Reading Conferences, Book Club
- o Summative Assessment - Reading Responses, Logs, Projects
- o Benchmark Assessment - DRA, Running Records, DIBELS

Stage 3- Learning Plan

Teaching Points/Sessions

Bend I: Taking Charge of Reading

Session 1: Readers Choose How to Read (Unit 1, p. 2)

Second grade readers get to be in charge of their own reading - choose what to read and how to read it:

1. Pick a book.
2. Think: "How will I read this?"
3. Read in a voice that matches the feeling.

~Anchor Chart: Readers Grow Like Beanstalks!

Session 2: Second-Grade Readers Take a Sneak Peek to Decide How a Book *Wants* to Be Read (Unit 1, p. 7)

When readers choose how they are going to read a book, it helps them to think, "How does this book want to be read?" To answer that, readers give the book a sneak peek - a grown-up, second-grade peek.

~How to Give the Book a Sneak Peek

1. Study the cover of the book.
2. Think about what this story is going to be about.
3. Turn to the back of the book or table of contents.
4. Read the back blurb or table of contents.
5. Think...
 - What might this book be about?
 - How would this book or parts of the book want to be read?

~Anchor Chart: Readers Grow Like Beanstalks!

Session 3: Readers Get Stronger by Reading a Lot (Unit 1, p. 13)

Second-graders work hard to become stronger readers by setting goals to read more and longer each day.

~How Readers Get Stronger!:

1. Think about the kinds of books you are reading.
2. Set a goal (Read longer!).
3. Jot your goal.

~Anchor Charts: Readers Grow Like Bean Stalks

Add: Read more and more

Session 4: Readers Read in Longer Phrases, Scooping Up Snap Words (Unit 1, p. 19)

When readers find a lot of tough words on a page they don't fall back to reading one word at a time. There are always lots of snap words, words that they can read easily and right away, and they use those words to read in bigger scoops.

~How to Read in Longer Phrases

1. Find a tough word.
2. Find words you know.
3. Scoop them together.

~Anchor Chart: Readers Grow Like Bean Stalks

Add: Read in Bigger Scoops

Session 5: Keeping Tabs on Comprehension (Unit 1, p. 24)

Readers not only work to read more, but they also need to remember to *think* about their books. Reading *is* thinking. Keep tabs by stopping to make sure they can retell the events in order.

~How to Keep Tabs on Comprehension

1. Stop.
2. Think.
3. Retell.

~Anchor Chart: Readers Grow Like Bean Stalks

Add: Stop, Think, Retell

Session 6: Second-Graders Can Mark Their Thinking with a Post-It (Unit 1, p. 30)

Grown-up readers stop often to think as they read. Readers need post-its to remember all the great ideas they might want to talk about with a partner. Post-its mark places in their books so they can go back to those ideas to talk and think more about them.

~How to Mark Your Thinking With a Post-It

1. Read.
2. Think and retell.
3. Jot.

~Anchor Chart: Readers Grow Like Bean Stalks

Add: Use stop and jots to remember ideas

Bend II: Working Hard to Solve Tricky Words

Session 7: Second-Grade Readers Roll Up Their Sleeves to Figure Out Tricky Words, Drawing on Everything They Know (Unit 1, p. 36)

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.

1. Check the picture, and think, "What would make sense?"
2. Use what's happening in the story.
3. Look through the WHOLE word, part-by-part.
4. Look for a word inside a word.
5. Don't give up! Try something! Take a guess!

~Anchor Chart: Start new chart titled: When Words Are Tricky, Roll Up Your Sleeves!

Session 8: Readers Use More Than One Strategy at a Time (Unit 1, p. 44)

To become flexible word solvers, readers often need to use two strategies at the same time. It helps to reread a sentence and think about what word probably goes in that spot and then check it by reading the first chunk of a word.

~How to Use More Than One Strategy at a Time

1. Find a tricky word.
2. Reread sentence.
3. Think: What word would make sense?
4. Check the first chunk.

~Anchor Chart: When Words Are Tricky, Roll Up Your Sleeves!

Session 9: Some Beginnings and Endings Can Be Read in a Snap!

When readers read words part by part, they know that lots of words use the same beginnings and endings, which they can read in a snap, just as if they are snap words.

~How Some Beginnings and Endings Can Be Read in a Snap!

1. Find a tricky word.
2. Check the beginning.
3. Check the end.

~Anchor Chart: When Words Are Tricky, Roll Up Your Sleeves!

Session 10: Don't Forget the Middle!: Readers Are Flexible When They Encounter Vowel Teams in Tricky Words (Unit 1, p. 54)

Readers have to read extra hard to figure out the middle of a word. Readers keep an eye out for those tricky vowel teams that can make different sounds. Readers know they may need to try one sound and then another to figure out a word.

~Don't Forget the Middle Sound!

1. Find a tricky word--Use a vowel team.
2. Ask: Would a different sound help?
3. Reread and ask, "Does that sound right?"

~Anchor Chart: When Words Are Tricky, Roll Up Your Sleeves!

Session 11: Readers Have Strategies for Figuring Out Brand-New Words, Too (Unit 1, p. 61)

Readers understand that easy words aren't always as easy as they seem. Once readers figure out how to say a word, they know to stop and think, "Wait, but what does this word mean in this story?"

~How to Figure Out Brand New Words

1. Picture the story in your mind.
2. Think of a word that would make sense.
3. Try that word in the sentence.
4. Reread and ask, "Does that sound right?"

~Review Anchor Chart: When Words Are Tricky, Roll Up Your Sleeves!

Session 12: Readers Check Themselves and Their Reading (Unit 1, p. 68)

Readers use strategies to check themselves and fix their mistakes as they read.

~Readers Check Themselves and Their Reading

1. Stop when it doesn't sound right.
2. Pick a strategy.
3. Make it make sense.
4. Reread.

~Anchor Chart: Readers Grow Like Beanstalks!

~Anchor Chart: When Words Are Tricky, Roll Up Your Sleeves!

Bend III: Paying Close Attention to Authors

Session 13: Authors Have Intentions (Unit 1, p. 74)

Readers notice the ways authors make them react when they read. When readers chuckle or sigh or whimper or gasp, they stop. Then they reread and think, "Why did the author do that? And how did the author do it?"

~Readers Don't Just Notice Craft Moves - They Try Them

1. Read.

2. Notice, Stop & Think - Notice a place where the author made us react (a craft move).
3. Ask: "What part is powerful?"
4. Ask: "Why is it powerful?"
5. Ask: "How did the author do it?"

Session 14: Readers Don't Just Notice Craft Moves - They Try Them! (Unit 1, p. 79)

When readers notice an author's craft move - and they really love it - they take action. They try it in their own writing. (Create Anchor Chart: Authors Have Intentions - So Pay Attention! - see page 79 for a chart to create during read aloud.)

~Readers Don't Just Notice Craft Moves - They Try Them

1. Read.
2. Notice, Stop & Think - Notice a place where the author made us react (a craft move)
3. Ask: "What part is powerful?"
4. Ask: "Why is it powerful?"
5. Ask: "How did the author do it?"
6. Try it in your own writing.

Session 15: Readers Think About How the Whole Book Clicks Together, Noticing Masterful Writing (Unit 1, p. 85)

When readers get to the end of a story, they reread and ask, "How does the author make the whole story click together?"

~Noticing How the Whole Book Clicks Together

1. Finish a book.
2. Reread the ending.
3. Ask: "How did the author make this WHOLE book click together?"

~Anchor Chart: Authors Have Intentions - So Pay Attention!

Session 16: Readers Think, "What Does the Author Want to Teach Me?"

Once readers have finished reading a book and know how the parts fit together, they know it is important to think, "What does the author want to teach me?"

~What Does the Author Want to Teach Me?

1. Finish a book.
2. Retell the beginning, middle, and end (think how they connect).
3. Ask: "What lesson does the author want to teach me?"

~Anchor Chart: Authors Have Intentions - So Pay Attention!

Session 17: Celebrate How Much Readers Have Grown (Unit 1, p. 98)

When readers know a lot about a book, they can help future readers of that book by leaving the reader tips, important pieces of advice. Then when the future reader picks up the book, they get a little help with their reading.

~Readers Do This by:

1. Choose a familiar book.
2. Think about what was tricky.
3. Write a note for future readers that names the tricky part.
4. Give a piece of advice.

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- The unit includes presentation of material through multiple modalities such as visual, auditory, 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.
- The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.

List of Core Instructional and Supplemental Materials:

Units of Study by Lucy Calkins Reading, 2015 edition

[Units of Study Online Resources](#)

Reading Strategies by Jennifer Serravallo

Mentor Texts/Read Alouds:

Those Darn Squirrels by Adam Rubin

The Three Little Pigs by Paul Galdone

Jack and the Beanstalk by Steven Kellogg

The Three Little Pigs and the Big Bad Pig by Eugene Trivizas

The True Story of the Three Little Pigs by Jon Scieszka

Mentor Texts/Shared Reading:

Mercy Watson to the Rescue by Katie DiCamillo

Interdisciplinary Connections

- Social Studies:

- **SOC.6.1.4.A.10** - Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
- Students will read stories about Dr. Martin Luther King, Jr. and other civil rights leaders and identify lessons learned from the books.

Integration of 21st Century Skills and Life and Career Standard

CRP1, 2, 4, 6, 8, 11

Integration of the Technology Standard

NJSLS.8.1

Grade Unit 2: Becoming Experts: Reading Nonfiction

December - January

Overview: This unit is designed to teach second graders the strategies of nonfiction reading. The teacher will need to make sure the classroom library has a rich variety of nonfiction books that will sustain the various levels of readers, as well as books across the disciplines - social studies, science, math, so the teacher will want to make sure the classroom library includes a range of topics.

Stage 1: Desired Results

Reading Level Benchmark: J, K, L

Unit Goals:

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

Essential Questions:

- How do nonfiction readers read to become smarter about the 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?

Skills/Knowledge:

- Students will read books across a topic to understand their subject or to compare/contrast.
- Students will read nonfiction texts to learn about the world.
- Students will read the title and subtitles, and will skim the text.
- Students will use all their strategies for tackling tricky words.
- Students will use post-its to mark places in the text that support the lesson teaching points.
- Students will use strategies for holding onto main ideas; for example looking for special print words/phrases.
- Students will use text to accumulate information and ask questions.
- Students will use texts to talk to partners.

NJSLSA:

RI.2.1-10

RF.2.3-4

W.2.2, 7

SL.2.1-6

L.2.1, 3-4, 6

Stage 2-Assessment

Assessment:

- Formative - Observations, Accountable Talk, Reading Conferences, Book Club
- Summative Assessment - Reading Responses, Logs, Projects
- Benchmark Assessment - DRA, Running Records, DIBELS

Stage 3- Learning Plan

Teaching Points/Sessions

Bend I: Thinking Hard and Growing Knowledge

Session 1: Nonfiction Readers Notice and Learn (Unit 2, p. 2)

Readers of nonfiction books pay attention to the details, the bits and pieces, putting all this together to *really* understand and grow knowledge about a topic.

~Nonfiction Readers Notice and Learn

1. Read.
2. Look at all the parts.
3. See what you notice.
4. Put together what you see to grow your knowledge.

~Anchor Chart: Nonfiction Readers Grow Knowledge

Session 2: Nonfiction Readers Notice, Learn, and Question (Unit 2, p. 8)

As nonfiction readers notice details and put them together to learn about a topic, they find that questions come up. Readers keep these questions in mind as they read.

~Notice, Learn, and Question

1. Notice: I notice...
2. Learn: I'm learning...
3. Question: I wonder...

~Anchor Chart: Nonfiction Readers Grow Knowledge

Session 3: Nonfiction Readers Ask, "What Is This Book Teaching Me?" (Unit 2, p. 13)

Nonfiction readers grow their knowledge by putting together the details they read with their own thoughts and asking, "What is this book teaching me?"

~What Is This Book Teaching Me?

1. Read a part.
2. Stop.
3. Think: What is this part teaching me?

~Anchor Chart: Nonfiction Readers Grow Knowledge

Session 4: Nonfiction Readers Ask, "How Does This Book Go?" (Unit 2, p. 19)

When readers get ready to read and learn from a nonfiction book, they preview all the different parts of the book when they take a sneak peek. Readers look at each part and think, "How does this book go?"

~How Will This Book Go?

1. Look at front and back cover.
2. Think: "How does this book go?"
3. Look inside book at table of contents and text features.
4. Think: "How does this book go?"

Session 5: Celebrate the Gift of Learning Something New (Unit 2, p. 22)

Even after taking a sneak peek and anticipating what the book will probably teach the reader, there will be surprises. Usually, the places where books surprise the reader are the places where they teach the most, so be glad for the surprises.

~The Gift of Learning Something New

1. Find a surprising part.
2. Think: "What new information did I learn?"
3. Retell the new information across your fingers.

Bend II: Learning the Lingo of a Topic**Session 6: Anticipating and Using the Lingo of a Nonfiction Topic (Unit 2, p. 28)**

Readers learn that reading to learn and using vocabulary is an important part of growing knowledge.

~Talk the Talk! Read to Learn the Lingo!

1. Before reading, think: “What words will be in this book?”
2. Jot those words down.
3. See a jotted word and think: “Aha, I knew you would be in here!”
4. Read on!

~Anchor Chart: Nonfiction Readers Grow Knowledge

Session 7: Using Text Features to Notice and Understand Keywords (Unit 2, p. 34)

Nonfiction readers notice and utilize text features when figuring out keywords.

~Nonfiction Readers Grow Knowledge

1. Find a keyword.
2. Look for a text feature to help you understand the word.

Session 8: Using Context to Build Knowledge of Unknown Words (Unit 2, p. 40)

Readers understand undefined keywords by using the whole page to figure out what those words mean.

~How to Unlock Keywords

1. Find a keyword.
2. Study the picture.
3. Read the page.
4. Think: “What does this word mean?”

~Anchor Chart: Talk the Talk! Read to Learn the Lingo!

Session 9: Solving Words Takes Strategic and Flexible Thinking (Unit 2, p.47)

When readers are stuck on a keyword, they know that figuring out keywords requires both persistence and practice.

~If You See a Tricky Keyword You Can Play Around with It Until It Makes Sense.

1. See a tricky word.
2. Try a few different strategies to figure it out.

Session 10: Rereading Like Experts (Unit 2, p. 52)

Once readers have unlocked keywords in their books, they know it helps to reread, this time moving more smoothly through the parts, scooping up the keywords to grow even more knowledge about the topic.

~How to Figure out a Tricky Word

1. Think about the tricky word.
2. Scoop up the words and reread.
3. Reread the page smoothly to learn more about the topic.

~Anchor Chart: Talk the Talk! Read to Learn the Lingo!

Session 11: Talk the Talk and Walk the Walk! Using Lingo to Teach Others (Unit 2, p.58)

When readers read nonfiction, they don’t only read keywords and learn information. They start to use keywords to think and talk about the topic. In that way, the reader begins to own the language of the text.

~Using Lingo to Teach Others

1. Skim the pages of the book and find the keywords.
2. Record the keywords on post-its.
3. Use the keywords to teach others about this book.

Bend III: Reading Across a Topic**Session 12: Growing Knowledge Across Books! Getting Ready to Read (and Learn) a Bunch! (Unit 2, p. 62)**

Readers will set themselves up for reading not just one book on a topic but several.

~How to Notice that Parts Go Together

1. Take a sneak peek of a few books in your topic.
2. Think: “How are the books similar and different?”
3. Make a plan for what books to read first, second, third.

~Anchor Chart: Experts Grow Knowledge Across Books

Session 13: Nonfiction Readers Add Information Across Books (Unit 2, p. 68)

When reading about a topic, the reader will try to add information together to learn about a sub-topic and the whole topic.

~How to Add to What You Know

1. Read one book on a topic.
2. Read another book on the same topic.
3. Think: “What did I already know? What new information am I learning?”

Session 14: Thinking and Rethinking about How Information Is Connected Across Books (Unit 2, p. 74)

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

~How to Name What’s Going On

1. Reread.
2. Think: “How else might these books fit together?”

~Anchor Chart: Experts Grow Knowledge Across Books!

Session 15: Finding, Thinking, and Talking about What Is the Same and What Is Different (Unit 2, p. 81)

When readers read a second or third book on a topic, they start thinking about how this page and that page are sort of the same. They look really closely and see they are both the same and different.

~How to Spot Differences (Big and Small)

1. Reread similar parts of two books.
2. Be on the lookout for BIG or small differences.
3. Think or jot: “Both of these parts were about....In this part I learned...but that’s different from the other book where I learned....”

~Anchor Chart: Experts Grow Knowledge Across Books

Session 16: Readers Retell Topics, Not Just Books (Unit 2, p. 84)

After reading many books on a topic, readers put information together to retell the entire topic part by part instead of book by book.

~How to Retell Topics (Not Just Books)

1. Think about the parts of your topic.
2. Retell about each part across your fingers.
3. Give examples of each part down your fingers.

~Anchor Chart: Experts Grow Knowledge Across Books!

Session 17: Getting Ready for the Celebration

In order to get others to learn a lot, get prepared. Readers mark the parts, think about what they want to say, and use their voice to help people listen and learn a lot.

~How to Be a Tour Guide

1. Mark your spots.
2. Decide the order.
3. Pick the pictures, examples, voices.

Session 18: Celebration: Pay It Forward by Teaching Others (Unit 2, p. 96)

Readers can keep visitors engaged by initiating questions about their topics.

~How to Rehearse for a Tour of Your Topic

1. Tell about your topic.
2. Ask a question.
3. Answer the question with the audience.

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- The unit includes presentation of material through multiple modalities such as visual, auditory, 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.
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Mentor texts/Read Alouds:

Knights in Shining Armor by Gail Gibbons

Amazing Tigers: Tigers by Valerie Bodden

Ant Cities by Arthur Dorros

Apples by Gail Gibbons

Apples and Pumpkins by Anne Rockwell

Butterflies and Moths by Bobbie Kalman

Everybody Needs a Rock by Byrd Baylor

Honey I Love and Other Poems by Eloise Greenfield

I'm in Charge of Celebrations by Byrd Baylor

Snow Is Falling by Franklyn Branley

Mentor Texts/Shared Reading:

Tigers by Laura Marsh

"I Just Can't Wait to Be King" from the Lion King

Interdisciplinary Connections

Social Studies 6.1.P.D.3-Express individuality and cultural diversity (e.g., through dramatic play).

Integration of 21st Century Skills and Life and Career Standard

CRP1, 2, 4, 6, 8, 11

Integration of the Technology Standard

NJSLS.8.1

Grade 2 Unit 3: Bigger Books Mean Amping Up Reading Power

February - March

Overview: In this unit, children will practice reading with more alertness to the intent that an author brings to a particular book, whether a story or an informational book. They'll 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

Reading Level Benchmark: L, M

Unit Goals:

- Readers read with voice and meaning.
- Readers tackle new vocabulary and tricky words with greater effort and skill.
- Readers understand the effectiveness to reread their text.
- Readers can form clubs to reflect on what they learned and make their reading shine.

Essential Questions:

- 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?
- Once I've figured out what I need to focus on most to make my reading stronger, how can I work with other kids who have the same goal in a (fluency/vocabulary/or rereading) club to tackle that goal?

Skills/Knowledge:

- Readers will tackle new vocabulary and tricky words with greater effort and skill.
- Readers will envision and make predictions about the characters and the story.
- Readers will explain the importance of the details in a story.
- Students will form clubs to reflect on what they learned and make their reading shine.
- Readers will read with voice and meaning.
- Readers will understand special language that authors use in their text.
- Readers will understand the effectiveness to reread their text.

NJSLSA:

RL.2.1-7, 10

RF.2.3-4

W2.3, 5-6, 8

SL2.1-2, 4, 6

L2.1-6

Stage 2-Assessment Evidence

Assessment:

- o Formative - Observations, Accountable Talk, Reading Conferences, Book Club
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Stage 3- Learning Plan

Teaching Points/Sessions

Bend I: Reading with Fluency

Session 1: Rehearsing Reading Voices (Unit 3, p. 2)

Reading aloud can help the reader's in-their-head reading voices. Voice is everything.

~How to Rehearse Your Reading Voice

1. Mark spots in your book that are perfect for reading out loud.
2. Reread out loud matching your voice to the story.
3. Then read silently using your inner reading voice.

~Anchor Chart: Making Your Reading More Fluent

Add: Reread aloud and in your head

Session 2: Scooping Up Words into Phrases (Unit 3, p. 8)

Reader scoop up words into phrases and notice punctuation so that their reading makes sense and sounds right.

~How to Scoop Up Words into Phrases

1. Scoop up words noticing punctuation.
2. Then pause and check that your reading sounds right.
3. Pay attention to parts with no punctuation and think, "Which words would make sense and sound right when scooped up together?" (scoop in groups of 3, 4, or 5)

~Anchor Chart: Making Your Reading More Fluent

Add: Scoop words into longer phrases

Session 3: Dialogue Tags Can Help Readers Read Dialogue with Expression. (Unit 3, p. 14)

Dialogue tags can help readers read dialogue with expression.

~How to Read Dialogue Tags

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

~Anchor Chart: Making Your Reading More Fluent

Add: Talk Like the Characters

Session 4: Using Meaning to Read Fluently (Unit 3, p. 21)

Readers match their voices to the meaning of the text.

~How to Make Your Reading Fluent

1. Read on the lookout for words that give clues about the mood of the story.
2. Pause and think, "What is story trying to show?"

<p>3. Reread making your voice match the mood.</p> <p>~Anchor Chart: Making Your Reading More Fluent</p> <p>Add: Make your voice match the mood</p>
<p>Session 5: Reading at a Just-Right Pace (Unit 3, p. 27)</p> <p>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.</p> <p>~How to Read at a “Just Right” Pace:</p> <ol style="list-style-type: none"> 1. Read the text aloud to your partner. 2. Listen and think, “Does it sound too fast, too slow, or just right?” 3. Give each other tips. <p>~Anchor Chart: Making Your Reading More Fluent</p> <p>Add: Read with a “just right” pace</p>
<p>Bend II: Understanding Literary Language</p>
<p>Session 6: Recognizing Literary Language (Unit 3, p. 34)</p> <p>Readers pay attention to literary language - comparisons, invented words, figurative language - asking, “What might the author want me to see, to understand?”</p> <p>~How to Recognize Literary Language</p> <ol style="list-style-type: none"> 1. Notice when words are used in special ways. 2. Reread that part. 3. Remember what is going on in that story. 4. Think, “What special meaning might the author want me to get?” <p>~Anchor Chart: Understanding Literary Language</p> <p>Add: Pay attention to special language</p>
<p>Session 7: Understanding Comparisons (Unit 3, p. 41)</p> <p>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.</p> <p>~How to Understand Comparisons</p> <ol style="list-style-type: none"> 1. Pause and ask, “What are the things the author is bringing together?” 2. Create a picture in your mind. Try to understand that special meaning by bringing those two things together and thinking about how they are alike. <p>~Anchor Chart: Understanding Literary Language</p> <p>Add: When two things are compared, think about how they are alike</p>
<p>Session 8: Noticing When Authors Play with Words (Unit 3, p. 49)</p> <p>Readers notice when authors use language in creative ways, playing around with words. Readers work to understand what the author is <i>really</i> saying.</p> <p>~Understanding Playful Language</p> <ol style="list-style-type: none"> 1. Read noticing playful language. 2. Stop and think, “Wait a minute! That is not what it really means!”
<p>Session 9: Reading as a Writer - Focusing on Special Language</p> <p>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.</p> <p>~Understanding Literary Language</p> <ol style="list-style-type: none"> 3. Read looking for things you do as a writer. 4. Use writing charts in the classroom to help you. 5. Stop and think, “What special meaning does the author want me to get?”

Bend III: Meeting the Challenges of Longer Books

Session 10: Setting Up Routines for Same-Book Partners (Unit 3, p. 62)

Reading the same books as a partner can help readers talk, clarify, and ask questions to better understand the books they are reading.

~Same Book Partners

1. Make plans for stopping to check in after reading a section.
2. Don't just ignore the confusing part.
 - * They ask questions.
 - * They read to figure things out.
3. Talk to remember parts of the story together.

~Anchor Chart: Keeping Track of Longer Books

Add: Ask your same book partner for help

Session 11: Holding On to Stories Even When Books Are Long (Unit 3, p. 70)

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.

~How to Determine What Was Important

1. Read to the end of the chapter.
2. Pause and think, "What's the main event that happened in this chapter?"
3. Jot a post-it as a reminder.

~Anchor Chart: Keeping Track of Longer Books

Add: Determine what's important

Session 12: Staying on Track When Books Get Tricky (Unit 3, p. 77)

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.

~How to Keep Track of Longer Books

1. Slow down and stop at confusing parts.
2. Go back and reread.
3. Stop and ask questions: "What is this part about? How is the character acting?"

~Anchor Chart: Keep Track of Longer Books

Add: When you get off track, stop, reread, and answer questions

Session 13: Using Writing to Solve Reading Problems (Unit 3, p. 80)

Readers can invent ways to use writing to help them tackle confusing parts in their reading.

~How to Use Writing to Solve Reading Problems

1. Stop your reading at confusing parts.
2. Think of ways to create notes: sketch with labels, lists.
3. Jot it down on a post-it.

~Anchor Chart: Keeping Track of Longer Books

Add: Write notes to help you keep track

Bend IV: Tackling Goals in the Company of Others

Session 14: Self-Assessing and Setting Goals (Unit 3, p. 90)

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

~Setting Literary Goals

1. Think about your reading work.
2. Ask yourself, “Do I need more work with fluency? Track stories I read? Understanding literary language?”
3. Choose a goal to focus on.

~Review Anchor Chart: Understanding Literary Language, Making Your Reading Fluent, and Keeping Track of Longer Books

Session 15: Organizing Goal Clubs (Unit 3, p. 97)

Reading clubs need to create their own clear plans to accomplish their goals.

~Create a Plan

1. Goal: “What do we want to accomplish?”
2. Tools and Materials: “What will we need to do this?”
3. Steps: “What will happen first, then second, then third?”

~Anchor Chart: Working Together in Goal Clubs

Session 16: Giving Feedback to Group Members (Unit 3, p. 103)

Readers support each other’s work by giving helpful feedback.

~How to Help Each Other

1. Give a compliment.
2. Give a tip.
3. Be specific.
4. Show how you do it.

~Anchor Chart: Working Together in Goal Clubs

Add: Help each other

Session 17: Celebrations (Unit 3, p. 108)

Readers can be researchers. Readers can study others in their clubs to notice what they do and how they do it. Then readers can publish their findings so others can learn from them.

~How to Work Together in Goal Clubs

1. Study other readers.
2. Notice what strategies they are using.
3. Jot down what you notice.
4. Ask questions.

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- The unit includes presentation of material through multiple modalities such as visual, auditory, 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.
- The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.

List of Core Instructional and Supplemental Materials:

Units of Study by Lucy Calkins Reading, 2015 edition

[Units of Study Online Resources](#)

Reading Strategies by Jennifer Serravallo

Mentor Texts/Read Alouds:

My Name is Maria Isabel by Alma Flor Ada

Iron Man by Ted Hughes

Iras and Walter by Elissa Haden Guest

Minnie and Moo Go Dancing by Denys Cazet

Animal Look-Alikes by Rachel Griffiths

Mr. Putter & Tabby Walk the Dog by Cynthia Rylant

Owl Moon by Jane Yolen

Houndsley and Catina by James Howe

Happy Like Soccer by Maribeth Boelts

Amelia Bedelia Goes Camping by Peggy Parish

Katie Woo Has the Flu by Fran Manushkin

Ramona by Beverly Cleary

Mentor Texts/Shared Reading:

Happy Little Soccer by Maribeth Boelts

You Are My Sunshine by Jimmie David and Charles Mitchell

Chicken Soup with Rice by Maurice Sendak

Interdisciplinary Connections

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

Integration of 21st Century Skills and Life and Career Standard

CRP1, 2, 4, 6, 8, 11

Integration of the Technology Standard

NJSLS.8.1

Grade 2 Unit 4: Series Book Clubs

April - June

Overview: Student's comprehension is supported when they encounter familiar characters and places, book after book, throughout a series. Scaffolded learning is inherent in the reading of series books and is aligned with standards.

Stage 1: Desired Results

Reading Level Benchmark: L, M

Unit Goals:

- Students will notice many things while reading series book and they are often marked with a post-it.
- 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 predictably.

Essential Questions:

- 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?

Skills/Knowledge:

- Students will envision and make predictions about the characters and the story.
- Students will explain the importance of the details in a story.
- Students will talk and share ideas in their clubs about their series books to push their thinking.
- Students will be surprised now and then on how their story ends or the character's behavior as they are not always predictably.
- Students will compare characters and the lessons they learn within and across stories.
- Students will describe how characters solve their problems and the lessons they learn.
- Students will notice while reading their series book and they are often marked with a post-it.
- Students will wonder about new topics while reading series books and use many ways to research or find information out about that topic.

NJSLSA:

RL.2.1-7, 10

RF.2.3-4

SL.2.1-4, 6

L.2.1-6

Stage 2-Assessment Evidence

Assessment:

- Formative - Observations, Accountable Talk, Reading Conferences, Book Club
- Summative Assessment - Reading Responses, Logs, Projects
- Benchmark Assessment - DRA, Running Records, DIBELS

Stage 3- Learning Plan

Teaching Points/Sessions

Bend I: Becoming Experts on Characters

Session 1: Series Book Readers Collect Information about the Main Characters (Unit 4, p. 2)

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 characters.

~Collecting Information about the Main Character

1. Take a sneak peek of book.
2. Look at the cover and the back of the book.
3. Read a bit of the story.
4. Pause and collect information about the main characters.
5. Flag the things you are noticing with a post-it.

~Anchor Chart: Series Readers Become Experts on Characters

Add: Collect information about the main characters

Session 2: Readers Pay Attention to How Characters Respond to Problems (Unit 4, p. 8)

Readers can learn a lot about a character by thinking about how the character responds to problems.

~Notice How Characters Respond to Problems

1. Reread text.
2. Stop and think, "How does my character respond to trouble?"
3. Write ideas on post-its so you won't forget.

~Anchor Chart: Series Readers Become Experts on Characters

Add: Pay attention to how characters respond to problems.

Session 3: Series Book Readers Notice Similarities in Their Characters across a Series (Unit 4, 16)

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.

~Notice the Things that Are the Same in a Series

1. Start a new story in a series; be on the lookout for how the main character responds to problems.
2. Pause after a few pages and ask, "What do I notice about the character in this book that is the same as in the story we already read?"
3. Mark page with post-it to discuss with partner/club.

~Anchor Chart: Series Readers Become Experts on Characters

Add: Notice the things that are the SAME across the series

Session 4: Series Book Readers Grow to Understand the Characters (Unit 4, p. 22)

Readers think about the things they have learned about the characters to understand them even better, like experts.

~Growing to Understand the Characters

1. Read your story.
2. Think, "Why did he/she ___?"
3. Think of the answer to better understand the characters.

Session 5: Series Book Readers Use What They Know about the Characters to Predict (Unit 4, p. 27)

Once readers 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.

~Using What You Know to Guess What the Character Will Do Next

1. Read the story thinking about what you already know about the character.
2. Stop and guess, “What might happen next?”
3. Give reasons from the text to support your answer.

~Anchor Chart: Series Readers Become Experts on Characters

Add: Use what they know to guess what the character will do next

Session 6: Series Book Readers Learn about Characters from Their Relationships with Other Characters (Unit 4, p. 33)

Readers get to know the different people in a character’s life and compare them to their own relationships so that they get to know and understand their character even better.

~Noticing What a Character’s Relationships Show

1. Read noting the way a character acts around other characters.
2. Pause and think, “How is my character acting?”
3. Jot ideas about your character’s relationship.

~Anchor Chart: Series Readers Become Experts on Characters

Add: Notice what a character’s relationship shows

Bend II: Becoming Experts on Author’s Craft

Session 7: Authors Paint Pictures with Words (Unit 4, p. 42)

Children will join the teacher in a class inquiry. Together they will explore this question: “What do authors do to paint a vivid picture with words?”

~How Do Authors Paint Pictures with Words?

1. Describe the setting.
2. Include sound words.
3. Use small actions.
4. Include lots of dialogue.

Session 8: Authors Use Precise Words (Unit 4, p. 49)

Readers pay close attention to the words that authors choose to know what is happening in a story.

~Noticing Precise Words

1. Read on the lookout for precise words.
2. Pause and think, “What are some words that show what and how things are happening?”
3. Create a picture in your mind of what is happening in the story.

~Anchor Chart: Series Readers Become Experts on Author’s Craft

Add: Notice how the author helps you make vivid pictures in your mind. Use the author’s precise words to understand the story better.

Session 9: Authors Use Literary Language to Make the Ordinary Extraordinary (Unit 4, p. 56)

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.

~Noticing Extraordinary Language...What Does It Really Mean?

1. Read text on the lookout for words that make things sound extraordinary.
2. Pause and wonder, “What does this really mean?”
3. Imagine what the author wants you to see.

~Anchor Chart: Understanding Literary Language

Add: Think about the extraordinary language. Ask, “What does it really mean?”

Session 10: Authors Think about How Whole Stories - and Series - Will Go (Unit 4, p. 61)

Authors craft more than just the words. They also think about how the whole story - even the whole series - will go. Once readers figure out how *one* story goes, they can figure out how *all* the books in that series will tend to go.

~Predicting in Series Books

1. Pick a new book in the series.
2. Think, “Oh, yeah, I know how this book is going to go because I know how the series goes!”
3. Take a guess (predict) how your story will go. I think...
4. Read on.
5. Check your prediction.

~Anchor Chart: Series Readers Become Experts on Author’s Craft

Add: Predict how the story will go, using what you know about the other stories in the series

Session 11: Authors Have Ways to Bring Stories to Life (Unit 4, p. 64)

Readers listen for author’s craft in the words the author uses and look for it in how the author places the words on the page so that they know how to read like storytellers.

~How Author’s Bring a Story to Life

1. Read on the lookout for special print and punctuation.
2. Follow the signals to read the story.
3. Use post-its to mark pages where the author tells how to make the story sound.
4. Share it with your club.

~Anchor Chart: Series Readers Become Experts on Author’s Craft

Add: Use the author’s punctuation and special print to bring your story to life

Session 12: Authors Plan Their Story Ending (Unit 4, p. 71)

Readers pay attention to story endings because they prompt readers to think about a lesson the author may be trying to teach.

~Notice Endings of Stories

1. Reread the ending carefully.
2. Think, “Why did the author choose to end the story this way? Is there an important lesson for me to learn?”
3. Jot your ideas down to share with club.

~Anchor Chart: Series Readers Become Experts on Author’s Craft

Add: Ask “Why did the author end the book this way?” “What lesson am I supposed to learn?”

Bend III: Sharing Opinions with the World**Session 13: When Readers Love a Series, They Can’t Keep It to Themselves**

Part of the joy of reading is sharing what the reader read with other people.

~How We Can Share and Give Away Books We Love:

1. We can talk about books.
2. We can leave notes to the reader.
3. We can write valentines.
4. We can act out parts.
5. We can write nominations.
6. We can create games.

Session 14: Planning the Very Best Way to Share a Book (Unit 4, p. 81)

The best way to share a book or series of books that the readers love is to prepare a wonderful, thoughtful presentation.

~Planning How to Share Your Book

1. Set up a gallery walk for students to learn from each other (they observe classmates work).
2. Plan with your partner the work you will do today.
3. Work on plan to prepare for book swap.

Session 15: Readers Share Books They Love with Friends: A Book Swap (Unit 4, p. 85)

Students prepare to give a series introduction as a prelude to the actual book swap.

~A Book Swap

1. Give a book introduction.
2. Describe the main characters.
3. Talk about the way your series book usually goes, how it starts and ends.

Session 16: Sharing Opinions by Debating (Unit 4, p. 87)

A debate is a way to share opinions about a book.

~Make Your Arguments Even Stronger!

1. Make sure the examples show your side.
2. Help each other say WHY and how it fits with your side.
*“Why?”
*“This fits because...”
3. Help each other find more examples.

Session 17: Celebration: Supporting Reasons with Examples to Strengthen Debate Work (Unit 4, p. 91)

Students support their reasons with examples from the book.

~How to Strengthen Your Debate

1. Use your book to give examples.
2. Flip through the pages to find text evidence.
3. Say, “In this book...” or “For example...”
4. Use a post-it to mark examples and use as a reference.

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- The unit includes presentation of material through multiple modalities such as visual, auditory, 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.
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Units of Study by Lucy Calkins Reading, 2015 edition

[Units of Study Online Resources](#)

Reading Strategies by Jennifer Serravallo

Mentor Texts/Read Alouds:

The Stories Julian Tells by Ann Cameron

Day With Frog and Toad by Arnold Lobel

The One in the Middle Is a Green Kangaroo by Judy Blume (Chapter 2)

Poppleton by Cynthia Rylant

Amelia Bedelia by Peggy Parish
Benny and Watch by Gertrude Warner
Nate the Great by Marjorie Sharmat
Pink and Rex and the Bully by James Howe
Magic Tree House books
My Father's Dragon Books
Pinky and Rex Books
Ramona Books
Clementine Series

Mentor Texts/Shared Reading:

Song of your choice, for example “Magic Penny” by Malvina Reynolds

Interdisciplinary Connections

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

Integration of 21st Century Skills and Life and Career Standard

CRP1, 2, 4, 6, 8, 11

Integration of the Technology Standard

NJSLS.8.1

Pacing Guide

Unit	NJSLS	Duration (Months)
1	RL.2.1-7, 19 RF.2.3-4 W.2.3, 8 SL.2.1-4, 6 L.2.1, 3-6	September - November MP1
2	RI.2.1-10 RF.2.3-4 W.2.2, 7 SL.2.1-6 L.2.1, 3-4, 6	December-January MP2
3	RL.2.1-7, 10 RF.2.3-4 W.2.3, 5-6, 8 SL.2.1-2, 4, 6 L.2.1-6	February - March MP 2 & 3
4	RL.2.1-7, 10 RF.2.3-4 SL.2.1-4, 6 L.2.1-6	April-June MP 4