

Berkeley Heights Public Schools Curriculum
Berkeley Heights, New Jersey



Reading Units of Study

Grade Level 2

Date Adopted: July 2021



TABLE OF CONTENTS

Acknowledgements	Page 3
Document Overview	Page 4
Curriculum Pacing Guide	Page 5
Introductory Unit - Launching Reading Workshop	Pages 6 - 15
Unit 1 - Second Grade Reading Growth Spurt	Pages 16 - 25
Unit 2a - Becoming Experts	Pages 26 - 36
Unit 2b - Study of People	Pages 37 - 46
Unit 3 - Bigger Books Mean Amping Up Reading Power	Pages 47 - 57
Unit 4 - Series Book Clubs it	Pages 58 - 68
English Language Arts Course Overview/ Teaching Expectations	Pages 69 - 72



ACKNOWLEDGEMENTS

BOARD OF EDUCATION

Doug Reinstein, President

Michael D'Aquila, Vice-President

Robert Cianciulli

Angela Pena

Chris Reilly

Joy Young

Jordan Hyman - Mountainside Representative

CENTRAL OFFICE ADMINISTRATION

Melissa Varley, Superintendent

Scott McKinney, Assistant Superintendent

Julie Kot, Business Administrator and Board Secretary

Marybeth Kopacz, Director of Elementary Education and Intervention

CURRICULUM WRITING TEAM

We would like to thank our 2nd grade ELA/Reading Curriculum Writing Team members:

Stephanie Parrott

Anna Simonelli

Haley Smith

along with the 2nd grade district-wide team:

Nicole Belisario, Gale Bradford, Loriann DiBelardino, Jen Hughes, Kristin Insabella,

Joanne Jocus, Cheryl McKinney, Courtney Reinl, and Alexa Rubino



DOCUMENT OVERVIEW

The guidelines for developing curriculum in the Berkeley Heights Public Schools include the New Jersey State Learning Standards (NJSLS). These standards spell out specific learning expectations for each grade level and content area. We use a variation of the *Understanding by Design* (UbD) model of curriculum development and organization.

Prerequisite Knowledge and Skills: A brief description of foundational knowledge and skills that students should have mastered to equip them with the readiness skills necessary to make meaning of the objective of this lesson/unit.

Essential Questions and Enduring Understandings: These questions are used to help students conceptualize overarching ideas and to find personal meaning in their learning. Enduring Understandings are statements summarizing important ideas, key take-aways, and core processes that are central to a discipline, and have lasting value beyond the classroom.

Formative Assessment: Assessments that give ongoing diagnosis of learning as students engage in the unit. Results of formative assessment are used for reteaching or extending learning.

Summative Assessment: Assessment that indicates the level of mastery of concepts, knowledge and skills of a unit.

Instructional Strategies/Learning Activities: Describes the differentiated teaching strategies that create high quality instruction to address the needs of all students, engage students in their own learning, and build students' capacity and interest in learning.

Demonstrations of Understanding: These Six Facets underlie students' opportunities to demonstrate their understanding of content knowledge and skills using the *Understanding by Design* model of curriculum.

1. **Explanation:** Students can explain the core meaning of learning in a way that communicates the key concepts embodied in the knowledge and skill of the standard.
2. **Interpretation:** Students can articulate why a particular standard/learning matters, relate it to other learnings, and can translate the impact of this learning on personal, societal, and scientific issues.
3. **Application:** Students can use the learning in new contexts that differ from the instructional context and can modify and flexibly use learning to suit the context.
4. **Perspective:** Students can question assumptions, conclusions and points of view and can express different viewpoints on issues and/or seek different solutions for problems.
5. **Empathy:** Students can "stand in another's shoes" and see a situation from the inside out.
6. **Self-knowledge:** Students can evaluate how they learn, examine what helps and does not help them in the learning process, and set goals to support ongoing learning. Self-knowledge asks students to identify their own barriers to learning, e.g., blind spots, misconceptions.



CURRICULUM PACING GUIDE

UNIT NUMBER	UNIT TITLE	SUGGESTED PACING
1	Establishing the Readers' Workshop/Launching Unit	September; Approx. 15 instructional days
2	TC-Unit 1 - Second-Grade Reading Growth Spurt	October-November; Approx. 30 instructional days
3	TC-Unit 2 - Becoming Experts	December-January; Approx. 30 instructional days
4	Study of People Unit	February; Approx. 15 instructional days
5	TC- Unit 3 - Bigger Books Mean Amping Up Reading Power	March-April; Approx. 30 instructional days
6	TC-Unit 4 - Series Book Clubs	May-June; Approx. 30 instructional days



UNIT TITLE			
“Establishing the Readers’ Workshop: The Launching Unit			
UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT			
Launching Reading Workshop - September - approx. 15 instructional days			
UNIT FOCUS - SUMMARY OF UNIT			
<p>In this unit, students will be able to start Second-grade reading off on the right foot while being introduced to second-grade reading workshop expectations and how to participate in reading workshop. Students will be exposed to routines of reading in a new grade level which includes: mini lessons, reading workshop/reading partnerships, choosing just right books, the classroom library set up, growing reading stamina, how to focus/think about their reading, and how to respond to reading. Students will learn procedures for participating in whole group mini-lessons, reading independently, reading with a partner, and conferencing. They will learn lessons such as how to select just right books, how to care for books, how to read different genres, what to do when they get to a tricky word, what to do when distracted, and how to build reading stamina. Second-graders will also learn to think while reading such as using post-its and how to respond to their reading. Additionally, students will develop habits for reading and talking about books with partners that may include how to sit and actively listen, how to take turns, read together and retell. Ultimately, this unit will help establish a positive classroom reading environment which helps the students know and understand the structure of reading workshop while growing as readers.</p>			
KEY UNDERSTANDINGS			
<p>NEW JERSEY STUDENT LEARNING STANDARDS: Reading Standards</p> <ul style="list-style-type: none"> ● RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections ● RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. ● RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed. ● RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. 			

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

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

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

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

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

Speaking and Listening Standards

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - 1) Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - 2) Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - 3) Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language Standards

- L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Compare formal and informal uses of English.
- L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
 - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

PREREQUISITE KNOWLEDGE AND SKILLS:

- Students should be able to identify books they would like to read.
- Students should be able to read independently for short periods of time.
- Students should be able to understand what reading workshop is.
- Students should be able to demonstrate appropriate reading behaviors.

ENDURING UNDERSTANDINGS:

- Readers participate in reading workshop to become stronger readers.
- Readers use different strategies to pick just right books for themselves.
- Readers build their reading stamina and add various strategies into their reading toolbox.
- Readers think about the books they read, and begin to have favorites.
- Readers enjoy talking about books with others.
- Readers read different types of genres for a variety of purposes.

ESSENTIAL QUESTIONS:

- What does reader’s workshop consist of?
- Why do we participate in reading workshop?
- How do I identify appropriate books based on my independent reading level (just-right books)?
- What strategies do I use when I am distracted during reading?
- What strategies do I use to build reading stamina and reading skills?
- How do I work with a reading partner?

UNIT LEARNING TARGETS (STUDENTS WILL KNOW)

- Students will know how to participate in reading workshop.
- Students will know how to take care of books.
- Students will know how to pick a just right books.
- Students will know how to pick books based on their genre.
- Students will know how to use the five finger rule.
- Students will know how to read around the room and with a partner.
- Students will know how to use strategies to help figure out tricky words and basic reading skills.
- Students will know how to build reading stamina.
- Students will know how to identify good and bad reading habits.
- Students will know how to identify when they are distracted while they are reading.

STUDENTS WILL BE ABLE TO:

- Students will be able to read independently for a selected period of time.
- Students will be able to pick out just-right books and take care of them.
- Students will be able to identify book genres.
- Students will be able to use the five finger rule to help identify if a book is right for them.

- Students will be able to build reading stamina to read for longer periods of time.
- Students will be able to react to their reading using sticky notes.
- Students will be able to use strategies to read tricky words.
- Students will be able to use good reading habits vs. bad reading habits.
- Students will be able to identify when they are distracted and how to get back on track.

ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING

FORMATIVE ASSESSMENTS

- Reading conference and small group check-ins
- Anecdotal notes
- Running records
- Listening comprehension assessments
- Teacher created performance assessment
- Reader's notebook/writing about reading
- Reading Learning Progression Checklist

SUMMATIVE ASSESSMENTS

- Fountas and Pinnell Reading Assessment (Fall, Winter, and Spring)
- DIBELS
- Gr. 2 Required Assessment Schedule

ALTERNATE ASSESSMENTS

- Reading conference
- Recording of a student's oral reading
- TC Running Records - All levels
- iReady
- A-Z reading Fluency passages
- Oral responses

LEARNING PLAN/INSTRUCTIONAL STRATEGIES

LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

Note: Each session equals one lesson.

Shared Reading/Interactive Read Aloud

Shared Reading and Interactive Read Aloud instruction occurs outside of the workshop block throughout the unit. These components of reading connect the work done in Workshop and bring students together to improve and celebrate learned strategies. One text is selected each week and utilized to address different objectives covering the big ideas to teach reading in each session. Texts are selected based on suggestions from the unit as well as classroom teacher and student preference.

Session 1	Introducing and Expectations for Reading Workshop: In this session, you will introduce
-----------	---

	<p>reading workshop and the expectations you have for reading workshop. This will include how to behave during reading workshop time and what reading workshop looks like. You will model behaviors such as no talking, reading expectations, and no extra bathroom breaks.</p> <p>This can be shown by using the book, Miss Nelson is Missing or Amelia Bedelia First Day of School</p>
Session 2	<p>Book Care: In this session, your students will learn how to care for the books in the classroom. You will model where the books belong, how to handle books in order to keep them in good shape. You will also model what to do when you are not done with a book such as using a bookmark.</p> <p>This can be shown by using any book of the teachers choosing.</p> <p>Suggested Resources: Book Care Poster</p>
Session 3	<p>Genre Books and Baskets: In this session, your students will learn about the different genres they will see throughout the library and books they may find in their just right baskets.</p> <p>This can be shown by scanning the books of different genres.</p> <p>Suggested Resources: Genre Poster</p>
Session 4	<p>Selecting a Just Right Book: In this session, your students will learn how to select a just right book and how to find their book bands. These students will be given their book bands and bags during this lesson to explore their levels.</p> <p>This can be shown by using the book, Goldilocks and the Three Bears</p> <p>Suggested Resources: Just Right Book Poster</p>
Session 5	<p>Five Finger Rule: In this session, you will model the five finger rule and the students will learn how to use the five finger rule in order to pick a book.</p> <p>Five Finger Rule: 1) Choose a book! 2) Open the book to any page and begin reading. 3) Put one finger up for each word you don't know 4) 0-2 Fingers is too easy, 2-3 Fingers is just right, and 4-5 is too hard. 5) Continue reading if it is just right or find a new book</p> <p>This can be shown by using a book that is too easy for you to read, a book that is too hard for you to read, and a book that is just right for you.</p> <p>Suggested Resources: Five Finger Rule Bookmark or Five Finger Poster</p>
Session 1	<p>Partner Reading: In this session, your students will learn how to partner read. The teacher will review how to set up partner reading and what it should look like. Expectations and rules will be discussed in order to set up what this should look like.</p> <p>This can be shown by using the book, You Read to Me, I'll Read to You</p> <p>Suggested Resources: Partner Reading Poster</p>
Session 2	<p>Reading Around the Room: In this session, your students will learn how to read around</p>

	<p>the room and what behaviors should be demonstrated during this time. Remind the students that they need to be responsible while reading around the room.</p> <p>This can be shown by using any book of the teachers choosing.</p>
Session 3	<p>Strategies to Use When You Get to A Tricky Word: In this session, your students will learn strategies to use while reading tricky words. The students will learn helpful strategies for how to decode tricky words. The teacher can select any strategies they feel would help when trying to figure out a tricky word.</p> <p>This can be shown by using any book of the teachers choosing</p> <p>Suggested Resources: Reading Strategies Poster</p>
Session 4	<p>Good and Bad Habits While Reading Independently: In this session, your students will discuss good habits vs. bad habits while reading independently. They will discuss bad habits such as freezing and staring, wanting to be told a word, and mumbling through your reading. Then the teacher will show their students good habits such as looking at the picture, checking it, and looking at the parts of the word.</p> <p>This can be shown by using any book of the teachers choosing.</p> <p>Suggested Resources: Good Vs Bad Habits Poster</p>
Session 5	<p>Review Good and Bad Habits While Reviewing Reading Workshop Expectations: In this session, your students will review the good vs. bad habits of reading. Focus your discussion on what good reading habits look like while also reviewing expectations for reading workshop and how group work time should look like.</p> <p>This can be shown by using any book of the teachers choosing.</p> <p>Suggested Resources: Good Vs Bad Habits Poster</p>
Session 1	<p>Stamina Building: In this session, your students will learn how to build stamina while reading. You will discuss that good readers can read for long periods of time without stopping or getting distracted. Teachers may want to start a stamina building chart. The teacher can show the students a chart and say that each day we will try to build our reading stamina longer than before.</p> <p>This can be shown by using any book of the teachers choosing.</p> <p>Suggested Resources: Reading Stamina Tracking Page & Stamina Chart</p>
Session 2	<p>Fixing the Fuzzy: In this session, your students will learn how to identify when they are distracted and how to get back from being distracted. The teacher will model aloud what they did while they were distracted and how they refocused themselves.</p> <p>This can be shown by using the book, The Circus Surprise.</p> <p>Suggested Resources: Fixing the Fuzzy Poster</p>
Session 3	<p>What Distracts You: In this session, your students will learn how to identify when they are getting distracted and how to get back on track when we are distracted. Also the teacher will discuss the difference between fake reading and real reading. This will show the</p>

	<p>students they need to make sure they are actually reading and help them get back on track when they are distracted.</p> <p>This can be shown by using any book of the teachers choosing.</p> <p>Suggested Resources: Fake Vs Real Reading Poster & What to Do When You get Distracted Poster</p>
Session 4	<p>Stop and Jot: In this session, you will model how to stop and jot on a sticky note. Your students will learn how to react to their reading by drawing a picture, writing, or reacting on a sticky note.</p> <p>This can be shown by using any book of the teachers choosing.</p> <p>Suggested Resources: Stop and Jot Poster</p>
Session 5	<p>Review Stamina Building: In this session, you will review how we can build our stamina in reading and continue to work on building it. The teacher will review the stamina building chart. The class should set a goal for reading in order to build a community and try to reach a common goal.</p> <p>This can be shown by using any book of the teachers choosing.</p> <p>Suggested Resources: Reading Stamina Tracking Page & Stamina Chart</p>

OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):

[Link redacted]

INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:

- Writing, Social Studies, Science, and Technology standards

STATE REQUIREMENTS

AMISTAD AND HOLOCAUST INTEGRATION:

Texts that are appropriate include -

Adler, David A. *A Picture Book of Anne Frank*. New York: Holiday House, 1994.

Adler, David A. *Number on My Grandfather's Arm*. Union of American Hebrew Congregations, n.d.

Bunting, Eve. *Terrible Things*. Philadelphia, PA: Jewish Publication Society, 1996.

Cohen, Barbara. *Molly's Pilgrim*. New York: William Morrow & Co., 1998.

Hesse, Karen. *The Cats in Krasinski Square*. New York: Scholastic Press, 2004.

Innocenti, Roberto. *Rose Blanche*. San Diego, CA: Harcourt Brace, 1996.

Oppenheim, Shulamith Levey. *The Lily Cupboard*. New York: HarperTrophy, 1995.

Pinkwater, Daniel Manus. *The Big Orange Splot*. New York: Scholastic Trade, 1993.

Seuss, Dr. *The Sneetches and Other Stories*. New York: Random House, 1988.

Wolkstein, Diane. *Esther's Story*. New York: William Morrow & Co., 1996.

Additional resources:

- Amistad Curriculum - <http://www.njamistadcurriculum.net/>
- Holocaust and Genocide Education - <https://www.nj.gov/education/holocaust/>
- "Learning for Justice" lessons and resources - <https://www.learningforjustice.org/classroom-resources>

21ST CENTURY SKILLS AND CAREER READY PRACTICES:

21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Standard 9 is composed of the Career Ready Practices and Standard 9.1, 9.2, and 9.3 which are outlined below:

- The 12 Career Ready Practices
These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.
- 9.1 Personal Financial Literacy
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- 9.2 Career Awareness, Exploration, and Preparation
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- 9.3 Career and Technical Education
This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
<https://www.state.nj.us/education/aps/cccs/career/>

P21 FRAMEWORK (Partnership for 21st Century Learning):

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

SEL Learning Activities:

- Students will build relationships with their teacher and classmates based on goal setting and partner work.
- Students will have a classroom community of readers with expectations and goals.
- Students will build confidence in their reading by being able to select books, read independently, and being able to read for a longer amount of time.

Additional Activities:

- Mindful moments
- Yoga and/or brain breaks
- Responsive classroom activities
- Morning meeting
- <https://www.centervention.com/social-emotional-learning-activities/>
- <https://www.education.com/lesson-plans/social-emotional-learning/>

INFORMATION, MEDIA, AND TECHNOLOGY INTEGRATION:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **Technology Standards**
New Jersey's Technology Standards consist of 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.
<https://www.state.nj.us/education/aps/cccs/tech/>
- **Framework for 21st Century Learning**
<https://www.battelleforkids.org/networks/p21/frameworks-resources>

GLOBAL THINKING:

- **LGBTQIA+:** In accordance with the Inclusive Curriculum Bill A1335, signed into law in NJ in 2020, this document is to include instruction, and instructional materials for Grades 5-12, that accurately

portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This curricular document includes classroom materials that are in alignment with NJSLs and Core Curriculum Content Standards and ensures that students receive diverse instruction in history, the social sciences, and other content areas, which cultivates respect towards minority groups, allows students to appreciate differences, and acquires the skills and knowledge needed to function effectively with people of various backgrounds.

- **Diversity, Equity, and Inclusion:** The ability to listen and grow empathy makes way for greater awareness of the importance of community, one's own culture, others' culture, the differences and similarities amongst people around the world, of the issues facing humanity, and of our shared interest in the success of all people. Having a "global perspective" means that we strive to educate students with the global understanding necessary to address the challenges and successes of our interdependent world. In the Berkeley Heights Public Schools, we are committed to overcoming challenges and to building interest and capacity amongst our students to be engaged with finding and celebrating commonalities and solutions to global problems, and we are committed to ensuring that our community is diverse, equitable, and inclusive. Our mission statement is to honor the diversity of our community and foster inclusiveness and acceptance through a three-tiered approach: celebration, communication, and education.
- **"Learning for Justice" Frameworks:**
<https://www.learningforjustice.org/frameworks>
Lessons and resources - <https://www.learningforjustice.org/classroom-resources>

RESOURCES

CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)

- *Miss Nelson is Missing!* by Harry Allard
- *Amelia Bedelia's First Day of School* by Herman Parish
- *Goldilocks and the Three Bears*
- *You Read to Me, I'll Read to You* by Mary Ann Hoberman
- *The Circus Surprise* by Ralph Fletcher

HUMAN AND PROFESSIONAL RESOURCES

- *The Continuum of Literacy Learning Grades Pre-K - 2* by, Pinnell and Fountas
- *The Next Step Forward in Word Study and Phonics* by, Richardson and Dufresne
- *The Reading Strategies Book* by, Jennifer Serravallo
- *The Ultimate Read-Aloud Resource* by, Lester Laminack
- "From Phonics to Fluency" by Tim Rasinski - Teacher resources can be found here:
http://www.timrasinski.com/presentations/IRA07Tim_Rasinski_2.pdf

TEACHER NOTES



UNIT TITLE	
Unit 1 -Second-Grade Reading Growth Spurt	
CONTENT AREA:	Reading
GRADE LEVEL:	2
UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT	
Unit 1 - October to November - approx. 30 instructional days	
UNIT FOCUS - SUMMARY OF UNIT	
<p>This unit helps students understand that reading well is not just saying words. Reading well is noticing how an author creates a book, lessons the book teaches, and using reading to grow knowledge. Second-graders will need the skill of retelling as they move into longer books and this unit will teach beginning, middle and end. Readers will think about how their book fits together and how the ending fits with the bigger story. This could be recognizing an ending that solves the problem or answers questions from earlier chapters. This unit will help readers realize the ending of a story may bring details to the surface that might have been missed. Second-graders will synthesize and summarize what is happening in the story and engage in inferential thinking in this unit. Fluency and accuracy will help students pull together longer books they are reading. Conferring and small group work in this unit will support comprehension and you will be asking readers to tell you about characters. Reading will be very social with partners and there will be many opportunities to collaborate.</p>	
KEY UNDERSTANDINGS	
<p>NEW JERSEY STUDENT LEARNING STANDARDS:</p> <p>Reading Standards</p> <ul style="list-style-type: none"> ● RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> A. Know spelling-sound correspondences for common vowel teams. B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes. D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words. ● RF.2.4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as 	

Necessary.

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

Speaking and Listening Standards

- SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Language Standards

- L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Compare formal and informal uses of English.
- L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).

C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).

D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

- L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
 - B. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
- L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Writing Standards

- W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

PREREQUISITE KNOWLEDGE AND SKILLS:

- Students should be able to find the classroom library.
- Students should be able to read independently for a short period of time.
- Students should be able to recognize what they do well as a reader.
- Students should be able to understand what a goal is.

ENDURING UNDERSTANDINGS:

- During reading, readers can pick books and topics that interest them.
- Every reader has things they do well while reading.
- Readers will use different strategies to decode new words and become more fluent.
- Reading Workshops provides opportunities to explore Author’s craft.

ESSENTIAL QUESTIONS:

- How do readers think about their text before, during, and after reading?
- How do readers become independent problem solvers?
- What can partners discuss in order to expand their reading ideas?
- 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?

UNIT LEARNING TARGETS (STUDENTS WILL KNOW):

- Students will know how to pick a book.

- Students will know established routines, procedures, and expectations of reading time.
- Students will know how to scan a book.
- Students will know how to stay focused and build stamina.
- Students will know how to set goals.
- Students will know how to retell events.
- Students will know how to write important events from the book.
- Students will know how to discuss books with partners.

STUDENTS WILL BE ABLE TO:

- Students will be able to pick books and choose how to read them.
- Students will be able to take a sneak peek and then decide how to read the book.
- Students will be able to set goals for their reading.
- Students will be able to read more fluently.
- Students will be able to monitor comprehension using different reading strategies such as retelling, thinking before, during, and after reading, and understanding hard words.
- Students will be able to help themselves while reading.
- Students will be able to make decisions about their reading life.
- Students will be able to prepare and participate when discussing reading with a partner.

ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING

FORMATIVE ASSESSMENTS

- Reading conference and small group check-ins
- Anecdotal notes
- Running records
- Listening comprehension assessments
- Teacher created performance assessment
- Reader's notebook/writing about reading
- Learning Progressions Checklist

SUMMATIVE ASSESSMENTS

- Fountas and Pinnell Reading Assessment
- DIBELS
- Gr. 2 Required Assessment Schedule

ALTERNATE ASSESSMENTS

- Reading conference
- Recording of a student's oral reading
- iReady
- A-Z reading Fluency passages
- Oral responses

LEARNING PLAN/INSTRUCTIONAL STRATEGIES

LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

Note: Each session equals one lesson.

Shared Reading/Interactive Read Aloud

Shared Reading and Interactive Read Aloud instruction occurs outside of the workshop block throughout the unit. These components of reading connect the work done in Workshop and bring students together to improve and celebrate learned strategies. One text is selected each week and utilized to address different objectives covering the big ideas to teach reading in each session. Texts are selected based on suggestions from the unit as well as classroom teacher and student preference.

Bend 1: Taking Charge of Reading

Session 1	<p>Readers Choose How to Read: In this session you'll teach your students how to read and to take charge of their own reading. You will teach them that they can pick their books while also showing them how they can change their reading.</p> <p>This can be shown by using the book, <i>There Was an Old Lady Who Swallowed a Fly</i>.</p>
Session 2	<p>Second- Grade Readers Take a Sneak Peek to Decide How a Book Wants to Be Read: In this session, you'll teach students to decide how they are going to read a book. You will teach students how to give a sneak peek of the book. You will model for students by looking at the covers, scanning the pages, and looking at the different elements of the book. Once you have completed the sneak peek, you will demonstrate how to decide how the book should be read.</p> <p>This can be shown by using the book, <i>Katie Woo Has the Flu</i> by Fran Manushkin.</p>
Session 3	<p>Readers Get Stronger by Reading a Lot: In this session, you'll teach students how to get stronger in their reading. You will teach students how bigger books mean more time reading and smaller books may mean reading more books. You will model how to set up goals for their reading time. For example, if we have a smaller book, students may set the goal of reading the book and then rereading it in order to learn new information. You could also make a goal to read multiple books throughout the period.</p> <p>This could be shown by using a book from the <i>Fly Guy</i> series.</p>
Session 4	<p>Readers Read in Longer Phrases, Scooping Up Snap Words: In this session, you'll teach students how to read by scooping up words and not just reading one word at a time. You will show your students that there are a lot of tough words on a page, but you do not want to fall back to reading one word at a time. You will model for students that several of the words on the page can be read automatically and demonstrate how to scoop them up into bigger phrases.</p> <p>This can be shown by using the book, <i>Katie Woo Has the Flu</i> by Fran Manushkin.</p>
Session 5	<p>Keeping Tabs on Comprehension: In this session, you will teach students how to think about the story they are reading. You will show your students how to keep tabs by</p>

	<p>stopping to make sure they can retell the events in order. You will model for students how to stop and think while they are reading. Throughout the lesson you will show them how to stop, think, and then retell.</p> <p>This can be shown by using the book, <i>Katie Woo Has the Flu</i> by Fran Manushkin (Chapter 2).</p>
Session 6	<p>Second-Graders Can Mark Their Thinking with a Post - it: In this session, you will teach students how to stop and jot on Post-it notes in order to mark important places in their books. You will show your students how to pause and jot short notes on Post-its to hold on to thoughts worth sharing.</p> <p>This can be shown by using the book, <i>Katie Woo Has the Flu</i> by Fran Manushkin.</p>

Bend 2: Working Hard to Solve Tricky Words

Session 1	<p>Second-Graders Readers Roll Up Their Sleeves to Figure Out Tricky Words, Drawing on Everything They Know: In this session, you will teach your students to roll up their sleeves and draw on everything they know in order to figure out a hard word. This includes modeling different strategies they can use to figure out a tricky word.</p> <p>This can be shown by using the book, <i>Katie Woo Has the Flu</i> by Fran Manushkin.</p>
Session 2	<p>Readers Use More Than One Strategy at a Time: In this session, you will teach your second graders that they need to be flexible when solving tricky words. This means they may need to use more than one strategy at a time.</p>
Session 3	<p>Some Beginnings and Endings Can Be Read in a Snap: In this session, you will model for your students that words can be read part by part because lots of words have similar beginnings and endings. This can help them read words in a snap.</p> <p>This can be shown by using the book, <i>Katie Woo Has the Flu</i> by Fran Manushkin.</p>
Session 4	<p>Don't Forget the Middle!: Readers Are Flexible When They Encounter Vowel Teams in Tricky Words: In this session, you will teach your students that the middle of tricky words can be extra hard. It is important to keep an eye out for those tricky vowel teams that can make different sounds.</p> <p>This can be shown by using the book, <i>Katie Woo Has the Flu</i> by Fran Manushkin.</p>
Session 5	<p>Readers Have Strategies for Figuring Out Brand-New Words, Too: In this session, you will teach your second graders that sometimes easy words are not as easy as we think and we may need to stop and think, "What does this word mean in this story?"</p> <p>This can be shown by using the book, <i>Katie Woo Has the Flu</i> by Fran Manushkin.</p>
Session 6	<p>Readers Check Themselves and Their Reading: In this session, you will model for your students that good readers check themselves and stop when something does not seem right.</p>

Bend 3: Paying Close Attention to Authors

Session 1	<p>Authors Have Intentions: In this session, you will teach students to recognize the author’s craft, specifically what the authors do, why they do it, and how they do it when writing and reading about a text.</p> <p>This can be shown by using the book, <i>Those Darn Squirrels</i> by Adam Rubin</p>
Session 2	<p>Readers Don’t Just Notice Craft Moves - They try Them: In this session, you will explain that a reader can apply an author’s craft when writing too. Children will take the author’s craft they learned in the prior session, and apply it to their writing.</p> <p>This can be shown by using the book, <i>Those Darn Squirrels</i> by Adam Rubin</p>
Session 3	<p>Readers Think about How the Whole Book Clicks Together, Noticing Masterful Writing: In this session, you will have children notice the ways an author makes parts of their story click together through the end of book reflection.</p> <p>This can be shown by using the book, <i>Those Darn Squirrels</i> by Adam Rubin</p>
Session 4	<p>Readers Think “What Does the Author Want to Teach Me?”: In this session, students will reflect on a book after reading to identify how the parts fit together. They can use retelling to think about lessons the author might have wanted to teach through the text.</p> <p>This can be shown by using the book, <i>Those Darn Squirrels</i> by Adam Rubin</p>
Session 5	<p>Celebrate How Much Readers Have Grown: In this session, students will share what they have learned during this unit of study. They will share the information they have learned to help future readers by leaving reading tips and important pieces of advice.</p>

OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):

[Link redacted]

INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:

- Writing, Social Studies, Science, and Technology standards

STATE REQUIREMENTS

AMISTAD AND HOLOCAUST INTEGRATION:

Texts that are appropriate include -

Adler, David A. *A Picture Book of Anne Frank*. New York: Holiday House, 1994.

Adler, David A. *Number on My Grandfather’s Arm*. Union of American Hebrew Congregations, n.d.

Bunting, Eve. *Terrible Things*. Philadelphia, PA: Jewish Publication Society, 1996.

Cohen, Barbara. *Molly’s Pilgrim*. New York: William Morrow & Co., 1998.

Hesse, Karen. *The Cats in Krasinski Square*. New York: Scholastic Press, 2004.

Innocenti, Roberto. *Rose Blanche*. San Diego, CA: Harcourt Brace, 1996.

Oppenheim, Shulamith Levey. *The Lily Cupboard*. New York: HarperTrophy, 1995.

Pinkwater, Daniel Manus. *The Big Orange Splot*. New York: Scholastic Trade, 1993.

Seuss, Dr. *The Sneetches and Other Stories*. New York: Random House, 1988.

Wolkstein, Diane. *Esther's Story*. New York: William Morrow & Co., 1996.

Additional resources:

- Amistad Curriculum - <http://www.njamistadcurriculum.net/>
- Holocaust and Genocide Education - <https://www.nj.gov/education/holocaust/>

21ST CENTURY SKILLS AND CAREER READY PRACTICES:

21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

The Standards: Standard 9 is composed of the Career Ready Practices and Standard 9.1 and 9.2 are appropriate for this unit.

- The 12 Career Ready Practices
These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.
- 9.1 Personal Financial Literacy
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

<https://www.state.nj.us/education/aps/cccs/career/>

P21 FRAMEWORK (Partnership for 21st Century Learning):

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):

- Self-awareness

- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

SEL Learning Activities:

- **Bend 3, Session 5: Celebrate How Readers Have Grown.** Readers celebrate how they have grown and their accomplishments.
- Students also get to work on SEL learning by working with partners and collaborating with each other.

INFORMATION, MEDIA, AND TECHNOLOGY INTEGRATION:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **Framework for 21st Century Learning**
<https://www.battelleforkids.org/networks/p21/frameworks-resources>
- **Technology Standards**
New Jersey's Technology Standards consist of 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.
<https://www.state.nj.us/education/aps/cccs/tech/>

GLOBAL THINKING:

- **LGBTQIA+ and Disability Law:** In accordance with the Inclusive Curriculum Bill A1335, signed into law in NJ in 2020, this document is to include instruction, and instructional materials for Grades 5-12, that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This curricular document includes classroom materials that are in alignment with NJSLS and Core Curriculum Content Standards and ensures that students receive diverse instruction in history, the social sciences, and other content areas, which cultivates respect towards minority groups, allows students to appreciate differences, and acquires the skills and knowledge needed to function effectively with people of various backgrounds.
- **Diversity, Equity, and Inclusion:** The ability to listen and grow empathy makes way for greater awareness of the importance of community, one's own culture, others' culture, the differences and similarities amongst people around the world, of the issues facing humanity, and of our shared interest in the success of all people. Having a "global perspective" means that we strive to educate

students with the global understanding necessary to address the challenges and successes of our interdependent world. In the Berkeley Heights Public Schools, we are committed to overcoming challenges and to building interest and capacity amongst our students to be engaged with finding and celebrating commonalities and solutions to global problems. Moreover, we are committed to ensuring that there is diversity, equity, and inclusion in all aspects of the Berkeley Heights Public Schools. Our mission statement is to honor the diversity of our community and foster inclusiveness and acceptance through a three-tiered approach: celebration, communication, and education.

RESOURCES

CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)

- Second-grade Reading Growth Spurt - *Unit of Study* by Lucy Calkins and Natalie Louis
- Columbia Teachers College Pacing Guide
- Suggested Read Aloud texts including -
 - *There Was an Old Lady Who Swallowed a Fly*
 - *Katie Woo Has the Flu* by Fran Manushkin
 - *Those Darn Squirrels* by Adam Rubin
- www.heinemann.com - "My Online Resources"
- <https://readingandwritingproject.org/> - Create or use your login for access to the "Resource Center" which includes assessments, curriculum calendars, test prep units, videos and PD.

HUMAN AND PROFESSIONAL RESOURCES

- *The Continuum of Literacy Learning Grades Pre-K - 2* by, Pinnell and Fountas
- *The Next Step Forward in Word Study and Phonics* by, Richardson and Dufresne
- *The Reading Strategies Book* by, Jennifer Serravallo
- *The Ultimate Read-Aloud Resource* by, Lester Laminack
- "From Phonics to Fluency" by Tim Rasinski - Teacher resources can be found here:
http://www.timrasinski.com/presentations/IRA07Tim_Rasinski_2.pdf

TEACHER NOTES



UNIT TITLE

Unit 2a -Becoming Experts

CONTENT AREA:

Reading

GRADE LEVEL:

2

UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT

Unit 2a - December to January - approx. 30 instructional days

UNIT FOCUS - SUMMARY OF UNIT

This unit helps teach second graders different reading strategies for nonfiction texts. Students will focus their attention on growing knowledge as they pay attention to details, questions, and learn new information. They will tackle both the tricky word work and vocabulary development that can be found in nonfiction reading. Readers will grow their knowledge on different topics as they explore different text sets. As they read nonfiction texts, students will learn to compare, contrast and connect information across the texts. The instruction in this unit will contribute greatly to comprehension, vocabulary development, fluency and several different strategies for understanding nonfiction text. Students will also be exposed to different text features and how these features help enhance their learning and understanding of nonfiction topics.

KEY UNDERSTANDINGS

NEW JERSEY STUDENT LEARNING STANDARDS:

Reading Standards

- RI.2.1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Know spelling-sound correspondences for common vowel teams.
 - B. Decode regularly spelled two-syllable words with long vowels.
 - C. Decode words with common prefixes and suffixes.
 - D. Identify words with inconsistent but common spelling-sound correspondences.
 - E. Recognize and read grade-appropriate irregularly spelled words.
- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.
- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Speaking and Listening Standards

- SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards

- L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
 - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
 - E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Writing Standards

- 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).

PREREQUISITE KNOWLEDGE AND SKILLS:

- Students should be able to recognize different parts of a book, specific to nonfiction texts.
- Students should be able to recognize different text features.
- Students should be able to use a variety of strategies to read tricky words.
- Students should be able to pick books on similar topics.

ENDURING UNDERSTANDINGS:

- Readers read across a topic to gain knowledge about that topic.
- Readers use many skills and strategies while reading for decoding and meaning.
- Reading non-fiction helps us learn about the world around us.
- Readers ask questions about their reading to gain understanding.

ESSENTIAL QUESTIONS:

- How do nonfiction readers read to become smarter about our world?
- How do nonfiction readers accumulate information by exploring more than just the text on the page?
- How do nonfiction readers tackle tricky words they are reading?
- How do nonfiction readers compare and contrast information after reading more than one book about a topic?

UNIT LEARNING TARGETS (STUDENTS WILL KNOW):

- Students will know that readers read books across a topic. .
- Students will know that readers pay attention to text structure to learn and understand information. .
- Students will know that readers use many skills and strategies to tackle the hard words that complicate meaning; for example-.turning to a glossary.
- Students will know strategies for accumulating information ..
- Students will know strategies for dealing with nonfiction difficulty. .
- Students will know strategies for reading keywords.
- Students will know how to use text features to learn and understand new information. ..

STUDENTS WILL BE ABLE TO:

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

ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING**FORMATIVE ASSESSMENTS**

- Reading conference and small group check-ins
- Anecdotal notes
- Running records
- Listening comprehension assessments
- Teacher created performance assessment
- Reader's notebook/writing about reading
- Learning Progressions Checklist

SUMMATIVE ASSESSMENTS

- Fountas and Pinnell Reading Assessment (fall, winter, and spring)
- DIBELS
- Gr. 2 Required Assessment Schedule

ALTERNATE ASSESSMENTS

- Reading conference
- Recording of a student's oral reading
- iReady
- A-Z reading Fluency passages

- Oral responses

LEARNING PLAN/INSTRUCTIONAL STRATEGIES

LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

Note: Each session equals one lesson.

Shared Reading/Interactive Read Aloud

Shared Reading and Interactive Read Aloud instruction occurs outside of the workshop block throughout the unit. These components of reading connect the work done in Workshop and bring students together to improve and celebrate learned strategies. One text is selected each week and utilized to address different objectives covering the big ideas to teach reading in each session. Texts are selected based on suggestions from the unit as well as classroom teacher and student preference.

Bend 1: Thinking Hard Notice and Learn

Session 1	<p>Nonfiction Readers Notice and Learn: In this session, you will introduce the new nonfiction unit and have students become nonfiction readers. Readers will pay attention to things such as key details and ask questions while they read.</p> <p>This can be shown by using the book, <i>Knights in Shining Armor</i> by Gail Gibbons</p>
Session 2	<p>Nonfiction Readers Notice, Learn, and Question: In this session, you will teach students that as a nonfiction reader goes through a book, they notice key details to help them learn about the topic. They also have questions that come up while they read, and they should keep those in mind.</p> <p>This can be shown by using the book, <i>Knights in Shining Armor</i> by Gail Gibbons</p>
Session 3	<p>Nonfiction Readers Ask, “What Is This Book Teaching Me?”: In this session, you will introduce a key question students should ask themselves while reading, “What is this book teaching me?” While they read, they will put what they see and think together to answer the key question.</p> <p>This can be shown by using the book, <i>Knights in Shining Armor</i> by Gail Gibbons</p>
Session 4	<p>Nonfiction Readers Ask, “How Does This Book Go?”: In this session, you will teach students that the first step to reading a nonfiction book is to preview all the different parts of the text during their sneak peek.</p> <p>This can be shown by using the book, <i>Knights in Shining Armor</i> by Gail Gibbons</p>
Session 5	<p>Celebrate the Gift of Learning Something New: In this session, you will teach students that even after a sneak peek and anticipation of what you think the book will be about, there will still be surprises you learn while reading.</p> <p>This can be shown by using the book, <i>Knights in Shining Armor</i> by Gail Gibbons</p>

Bend 2: Learning the Lingo of a Topic

Session 1	<p>Anticipating and Using the Lingo of a Nonfiction Topic: In this session, you will model to your students that even before reading a nonfiction book, you can anticipate keywords and information that you may run into while reading.</p> <p>This can be shown by using the book, <i>Tigers</i> by Laura Marsh.</p>
Session 2	<p>Using Text Features to Notice and Understand Keywords: In this session, second graders will learn how to use text features in order to notice and understand keywords in their reading.</p> <p>This can be shown by using the book, <i>Tigers</i> by Laura Marsh.</p>
Session 3	<p>Using Context to Build Knowledge of Unknown Words: In this session, your students will learn how to unlock keywords that are hard to understand. They will do this by using the whole page and their background knowledge on the topic to figure out what the word probably means.</p> <p>This can be shown by using the book, <i>Tigers</i> by Laura Marsh.</p>
Session 4	<p>Solving Words Takes Strategies and Flexible Thinking: In this session, your students will learn how to play around and be flexible with keywords in order to unlock and understand it.</p> <p>This can be shown by using the book, <i>Tigers</i> by Laura Marsh.</p>
Session 5	<p>Rereading Like Experts: In this session, you will model for your students that once you have unlocked keywords it is important to go back and reread. While rereading your students should focus on reading smoothly while scooping the words in order to grow more knowledge.</p> <p>This can be shown by using the book, <i>Tigers</i> by Laura Marsh.</p>
Session 6	<p>Talk the talk and Walk the Walk! Using Lingo to Teach Others: In this session, second graders will learn how to use keywords to think and talk about the topic, not just read keywords and facts.</p> <p>This can be shown by using the book, <i>Tigers</i> by Laura Marsh.</p>

Bend 3: Reading Across a Topic

Session 1	<p>Growing Knowledge Across Books! Getting Ready to Read (and Learn) a Bunch: In this session, your students will learn how to not just read one book on a topic but to look at and explore multiple books on a topic, in order to think about how all their books go together.</p> <p>This can be shown by using the book, <i>Tigers</i> by Valerie Bodden.</p>
Session 2	<p>Nonfiction Readers Add Information across Books: In this session, second graders will learn how they can read a couple of books on a topic and connect the information they learned from one book to another.</p> <p>This can be shown by using the book, <i>Tigers</i> by Laura Marsh and <i>Amazing Animals</i>:</p>

	Tigers by Valerie Bodden.
Session 3	<p>Thinking and Rethinking about How Information is Connected across Books: In this session, you will model for your students how to think and rethink about how the information is connected across books. They will learn that information from one book can go with information from another book.</p> <p>This can be shown by using the book, <i>Tigers</i> by Laura Marsh and <i>Amazing Animals: Tigers</i> by Valerie Bodden.</p>
Session 4	<p>Finding, Thinking, and Talking about What Is the Same and What is Different: In this session, you will have your students learn how after reading several books on a topic they will be able to notice how pages and topics are sort of the same as some of their previous books, but also notice what is different.</p> <p>This can be shown by using the book, <i>Tigers</i> by Laura Marsh and <i>Amazing Animals: Tigers</i> by Valerie Bodden.</p>
Session 5	<p>Readers Retell Topics, Not Just Books: In this session, you will teach students how to not just retell information from a book, but rather retell about an entire topic. Students will take all the information they have gathered from books and retell what they learned on an entire topic in their own words.</p> <p>This can be shown by using the book, <i>Tigers</i> by Laura Marsh and <i>Amazing Animals: Tigers</i> by Valerie Bodden.</p>
Session 6	<p>Getting Ready for the Celebration: In this session, you will allow students to create an exhibit about a topic they have learned a lot about through their reading. They will focus on marking parts, thinking about what to say, and using a voice to help people listen and learn a lot.</p> <p>This can be shown by using the book, <i>Tigers</i> by Laura Marsh and <i>Amazing Animals: Tigers</i> by Valerie Bodden.</p>
Session 7	<p>Celebration: Pay It Forward by Teaching Others: In this session, you will have students act as tour guides to teach visitors all they have learned about their topic. They should also focus on asking questions to the visitors to help them grow more knowledge about what they have taught.</p> <p>This can be shown by using the book, <i>Tigers</i> by Laura Marsh and <i>Amazing Animals: Tigers</i> by Valerie Bodden.</p>

OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):

[Link redacted]

INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:

- Writing, Social Studies, Science, and Technology standards

STATE REQUIREMENTS

AMISTAD AND HOLOCAUST INTEGRATION:

Texts that are appropriate include -

Adler, David A. *A Picture Book of Anne Frank*. New York: Holiday House, 1994.

Adler, David A. *Number on My Grandfather's Arm*. Union of American Hebrew Congregations, n.d.

Bunting, Eve. *Terrible Things*. Philadelphia, PA: Jewish Publication Society, 1996.

Cohen, Barbara. *Molly's Pilgrim*. New York: William Morrow & Co., 1998.

Hesse, Karen. *The Cats in Krasinski Square*. New York: Scholastic Press, 2004.

Innocenti, Roberto. *Rose Blanche*. San Diego, CA: Harcourt Brace, 1996.

Oppenheim, Shulamith Levey. *The Lily Cupboard*. New York: HarperTrophy, 1995.

Pinkwater, Daniel Manus. *The Big Orange Splot*. New York: Scholastic Trade, 1993.

Seuss, Dr. *The Sneetches and Other Stories*. New York: Random House, 1988.

Wolkstein, Diane. *Esther's Story*. New York: William Morrow & Co., 1996.

Additional resources:

- Amistad Curriculum - <http://www.njamistadcurriculum.net/>
- Holocaust and Genocide Education - <https://www.nj.gov/education/holocaust/>

21ST CENTURY SKILLS AND CAREER READY PRACTICES:

21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

The Standards: Standard 9 is composed of the Career Ready Practices and Standard 9.1 and 9.2 are appropriate for this unit.

- The 12 Career Ready Practices
These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.
- 9.1 Personal Financial Literacy
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in

order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

<https://www.state.nj.us/education/aps/cccs/career/>

P21 FRAMEWORK (Partnership for 21st Century Learning):

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

SEL Learning Activities:

- Students will build relationships with their teacher and classmates based on goal setting and partner work.
- Students will have a classroom community of readers with expectations and goals.
- Students will build confidence in their reading by being able to select books, read independently, and being able to read for a longer amount of time.

Additional Activities:

- Mindful moments
- Yoga and/or brain breaks
- Responsive classroom activities
- Morning meeting
- <https://www.centervention.com/social-emotional-learning-activities/>
- <https://www.education.com/lesson-plans/social-emotional-learning/>

INFORMATION, MEDIA, AND TECHNOLOGY INTEGRATION:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Framework for 21st Century Learning

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

Technology Standards

New Jersey's Technology Standards consist of 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.

<https://www.state.nj.us/education/aps/cccs/tech/>

GLOBAL THINKING:

- **LGBTQIA+ and Disability Law:** In accordance with the Inclusive Curriculum Bill A1335, signed into law in NJ in 2020, this document is to include instruction, and instructional materials for Grades 5-12, that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This curricular document includes classroom materials that are in alignment with NJSL and Core Curriculum Content Standards and ensures that students receive diverse instruction in history, the social sciences, and other content areas, which cultivates respect towards minority groups, allows students to appreciate differences, and acquires the skills and knowledge needed to function effectively with people of various backgrounds.
- **Diversity, Equity, and Inclusion:** The ability to listen and grow empathy makes way for greater awareness of the importance of community, one's own culture, others' culture, the differences and similarities amongst people around the world, of the issues facing humanity, and of our shared interest in the success of all people. Having a "global perspective" means that we strive to educate students with the global understanding necessary to address the challenges and successes of our interdependent world. In the Berkeley Heights Public Schools, we are committed to overcoming challenges and to building interest and capacity amongst our students to be engaged with finding and celebrating commonalities and solutions to global problems. Moreover, we are committed to ensuring that there is diversity, equity, and inclusion in all aspects of the Berkeley Heights Public Schools. Our mission statement is to honor the diversity of our community and foster inclusiveness and acceptance through a three-tiered approach: celebration, communication, and education.

RESOURCES

CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)

- SBecoming Experts: Reading Nonfiction - *Unit of Study* by Lucy Calkins and Natalie Louis
- Columbia Teachers College Pacing Guide
- Suggested Read Aloud texts including -
 - Knights in Shining Armor, by Gail Gibbons
 - Tigers, by Laura Marsh (National Geographic Kids)
 - Amazing Animals: Tigers, by Valerie Bodden
- www.heinemann.com - "My Online Resources"
- <https://readingandwritingproject.org/> - Create or use your login for access to the "Resource Center" which includes assessments, curriculum calendars, test prep units, videos and PD.

HUMAN AND PROFESSIONAL RESOURCES

- *The Continuum of Literacy Learning Grades Pre-K - 2* by, Pinnell and Fountas
- *The Next Step Forward in Word Study and Phonics* by, Richardson and Dufresne

- *The Reading Strategies Book* by, Jennifer Serravallo
- *The Ultimate Read-Aloud Resource* by, Lester Laminack
- “From Phonics to Fluency” by Tim Rasinski - Teacher resources can be found here:
http://www.timrasinski.com/presentations/IRA07Tim_Rasinski_2.pdf

TEACHER NOTES



UNIT TITLE

Unit 2b - Study of People Unit

CONTENT AREA:

Reading

GRADE LEVEL:

2

UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT

Unit 2b- February approx. 15 instructional days

UNIT FOCUS - SUMMARY OF UNIT

In this unit, second graders will explore a unit of study on people and continue to explore various nonfiction text features and reading strategies. Students will focus their attention on exploring biographies, the layout, how to find information, and how to become a researcher. They will tackle how to read parts of a biography such as timelines, how to identify interesting information vs. important information, and how to find research from different places. Readers will grow their knowledge on different people and events that have happened in history and present day. They will explore several different books about people and be able to identify different facts about the people they are reading about. As they read, students will learn how to identify a person's achievements and their contributions. They will also explore why this person is being written about and what makes them important to learn about. Second graders will learn how to identify important facts, and start learning how to become a researcher. Students will also be exposed to writing and presenting about an important person. This will help explore their understanding of nonfiction texts and how to identify important information they are reading.

KEY UNDERSTANDINGS

NEW JERSEY STUDENT LEARNING STANDARDS:

Reading Standards

- RI.2.1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.
- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Speaking and Listening Standards

- SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Language Standards

- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Use collective nouns (e.g., *group*).
 - Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
 - Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
 - Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
- L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Writing Standards

- W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
- W.2.7. 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).

PREREQUISITE KNOWLEDGE AND SKILLS:

- Students should be able to identify a nonfiction book and what a biography is.
- Students should be able to identify various nonfiction text features.
- Students should be able to identify how to find facts.
- Students should be able to know that there are different types of print and digital resources that we can learn from.

ENDURING UNDERSTANDINGS:

- Readers will learn about important people.
- Readers will learn what a biography is and its layout.
- Readers will know how to find important information.
- Readers will learn how to be a researcher.

ESSENTIAL QUESTIONS:

- How do readers identify and read a biography effectively?
- How do readers explore people's achievements and contributions?
- How do readers find important information vs. interesting information?
- How do readers become researchers?

UNIT LEARNING TARGETS (STUDENTS WILL KNOW):

- Students will know the elements of a biography.
- Students will know the layout of the biography and what to expect from a biography.
- Students will know how to explore a person's personal achievements.
- Students will know how to explore a person's cultural/ world contributions.
- Students will know how to become a researcher.
- Students will know how to explore different forms of research.
- Students will know how to present research.

STUDENTS WILL BE ABLE TO:

- Students will be able to identify what a biography is and the different elements of a biography.
- Students will be able to identify important parts of a biography such as the layout and timeline.
- Students will be able to read a timeline.
- Students will be able to identify a person's personal achievements and community/world contributions.
- Students will be able to identify important information vs. interesting information.
- Students will be able to research information on a person using different medias.
- Students will be able to find factual information on a person.
- Students will be able to present the information they learned from a biography.

ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING**FORMATIVE ASSESSMENTS**

- Reading conference and small group check-ins
- Anecdotal notes
- Running records
- Listening comprehension assessments
- Teacher created performance assessment
- Reader’s notebook/writing about reading
- Learning Progressions Checklist

SUMMATIVE ASSESSMENTS

- Fountas and Pinnell Reading Assessment (fall, winter, and spring)
- DIBELS
- Gr. 2 Required Assessment Schedule

ALTERNATE ASSESSMENTS

- Student self-assessment and peer assessment
- Reading conference
- Recording of a student’s oral reading
- iReady
- A-Z reading Fluency passages
- Oral responses

LEARNING PLAN/INSTRUCTIONAL STRATEGIES

LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

Note: Each session equals one lesson.

Shared Reading/Interactive Read Aloud

Shared Reading and Interactive Read Aloud instruction occurs outside of the workshop block throughout the unit. These components of reading connect the work done in Workshop and bring students together to improve and celebrate learned strategies. One text is selected each week and utilized to address different objectives covering the big ideas to teach reading in each session. Texts are selected based on suggestions from the unit as well as classroom teacher and student preference.

Session 1	<p>Introduction of Biographies: In this session, you will introduce biographies and what your students will see when reading a biography. Students will explore the different parts of biographies and look at what they can expect when reading one.</p> <p>This can be shown by using any National Geographic Kids Biography</p> <p>Suggested Resources: Biography Introduction Poster</p>
Session 2	<p>Characteristics of a Biography: In this session, you will show your students what the characteristics of a biography are. Students will focus on characteristics such as how the books focus on a person’s life, it has facts, and it celebrates the person’s accomplishments.</p>

	<p>This can be shown by using any National Geographic Kids Biography Suggested Resources: Characteristics of a Biography & Biography Poster</p>
Session 3	<p>Layout of Biographies: In this session, the students will learn and explore the layout of a biography. They will focus on what they may see when reading a biography such as headings, photographs, timelines, and facts. This can be shown by using any National Geographic Kids Biography Suggested Resources: Layout of a Biography</p>
Session 4	<p>Timelines in Biographies: In this session, your students will explore what timelines look like in a biography. Your students will learn how timelines are chronological and how they have dates that are associated with special and important events in a person's life. This can be shown by using any National Geographic Kids Biography Suggested Resources: Timeline Anchor Chart</p>
Session 5	<p>Why is this Person Important: In this session, your students will explore why a biography was written and why the person is being written about. This may include exploring the person's accomplishments and achievements. It is important to focus on why the person is important to learn about. This can be shown by using any National Geographic Kids Biography</p>
Session 1	<p>Exploring a Person's Personal Achievements: In this session, you will invite students to explore a person's personal achievements. For example, one of Anne Frank's personal achievements was to become a writer. While this was a personal achievement, this is not why she is studied and discussed in history. Teachers should model that they may find information about a person's personal goals and achievements in biographies. This can be shown by using Anne Frank National Geographic Kids Biography or any Anne Frank grade level appropriate book</p>
Session 2	<p>Exploring a Person's Community/World Contributions: In this session, you will show your students how to explore a person's community and world contributions. You will explore what contributions the person made to the world and how they affect their community and/or the world. For example, Anne Frank was able to show the world what it was like to live as a Jewish citizen during World War II. We were able to learn about the history of World War II through her writing. This can be shown by using Anne Frank National Geographic Kids Biography or any Anne Frank grade level appropriate book</p>
Session 3	<p>Finding Important vs. Interesting Information: In this session, you will teach your students the difference between important information vs. interesting information that they can find in a biography. For this lesson, you should focus on pointing out what facts in the book are important to the person's life and their accomplishments. This can be shown by using any book from Ordinary People Change the World series.</p>

	Suggested Resources: Important vs. Interesting
Session 4	<p>Discussing Important vs. Interesting Information: In this session, you will teach your students the difference between important information and interesting information that they will find in a biography. For this lesson, you should focus on pointing out which facts in the book are just interesting to read about but not important to why they were being written about.</p> <p>This can be shown by using any book from Ordinary People Change the World series.</p>
Session 1	<p>How to Become a Researcher: In this session, you will teach students that it is important to become a researcher when reading biographies. This means we should explore where we find information we are learning. We ask our students, where might we find the information we want to know about a person.</p> <p>This can be shown by using any biography of the teacher's choice.</p>
Session 2	<p>What Does it Mean to Be a Researcher: In this session, you will teach your students what it means to be a researcher. You will discuss that researchers find information from different places, they should be able to determine what information is important and then think about how they might want to present the information they learn.</p> <p>Suggested Resources: Research Poster</p>
Session 3	<p>Finding Research in Print: In this session, you will teach your students that you can find information from different places and different medias. Then you should show your students the first place you can look is in print. The teacher will then model looking through print research and how you can find important research information.</p> <p>This can be shown by using any biography of the teacher's choice.</p>
Session 4	<p>Digital Research: In this session, you will teach students that you can find research in a digital form but you have to make sure it is factual. It is important to show and explain that not all information is accurate just because it is on the internet. Then explore false information that you may find on the internet. Finally, show your students that websites that end in .com are less reliable than websites ending in .org or .edu.</p>
Session 5	<p>Presenting Research: In this session, you will show your students that once they have researched information they should think and explore how they would want to present the information they learned. Teachers will discuss different presentations you may give to someone such as a speech, a poster, a song, or a powerpoint.</p> <p>This can be shown by using any biography of the teacher's choice.</p> <p>Suggested Resources: Presentation Poster</p>
Session 6	<p>Tips for Presenting Research: In this session, you will explore how to present research information. You will model that good researchers stand tall, speak loudly, and are precise and condense with their information. Students may practice with a partner discussing a</p>

person they read about.

This can be shown by using any biography of the teacher's choice.

Suggested Resources: Presentation Poster

OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):

[Link redacted]

INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:

- Writing, Social Studies, Science, and Technology standards

STATE REQUIREMENTS

AMISTAD AND HOLOCAUST INTEGRATION:

Texts that are appropriate include -

Adler, David A. *A Picture Book of Anne Frank*. New York: Holiday House, 1994.

Adler, David A. *Number on My Grandfather's Arm*. Union of American Hebrew Congregations, n.d.

Bunting, Eve. *Terrible Things*. Philadelphia, PA: Jewish Publication Society, 1996.

Cohen, Barbara. *Molly's Pilgrim*. New York: William Morrow & Co., 1998.

Hesse, Karen. *The Cats in Krasinski Square*. New York: Scholastic Press, 2004.

Innocenti, Roberto. *Rose Blanche*. San Diego, CA: Harcourt Brace, 1996.

Oppenheim, Shulamith Levey. *The Lily Cupboard*. New York: HarperTrophy, 1995.

Pinkwater, Daniel Manus. *The Big Orange Splot*. New York: Scholastic Trade, 1993.

Seuss, Dr. *The Sneetches and Other Stories*. New York: Random House, 1988.

Wolkstein, Diane. *Esther's Story*. New York: William Morrow & Co., 1996.

Additional resources:

- Amistad Curriculum - <http://www.njamistadcurriculum.net/>
- Holocaust and Genocide Education - <https://www.nj.gov/education/holocaust/>

21ST CENTURY SKILLS AND CAREER READY PRACTICES:

21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

The Standards: Standard 9 is composed of the Career Ready Practices and Standard 9.1 and 9.2 are appropriate for this unit.

- The 12 Career Ready Practices
These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.
- 9.1 Personal Financial Literacy
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

<https://www.state.nj.us/education/aps/cccs/career/>

P21 FRAMEWORK (Partnership for 21st Century Learning):

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

SEL Learning Activities:

- Students will learn to work with partners to present information they learned.
- Students will have the chance to work with partners and in groups to build a community of readers.

INFORMATION, MEDIA, AND TECHNOLOGY INTEGRATION:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

- **Framework for 21st Century Learning**

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

- **Technology Standards**

New Jersey's Technology Standards consist of 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.

<https://www.state.nj.us/education/aps/cccs/tech/>

GLOBAL THINKING:

- **LGBTQIA+ and Disability Law:** In accordance with the Inclusive Curriculum Bill A1335, signed into law in NJ in 2020, this document is to include instruction, and instructional materials for Grades 5-12, that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This curricular document includes classroom materials that are in alignment with NJSLS and Core Curriculum Content Standards and ensures that students receive diverse instruction in history, the social sciences, and other content areas, which cultivates respect towards minority groups, allows students to appreciate differences, and acquires the skills and knowledge needed to function effectively with people of various backgrounds.
- **Diversity, Equity, and Inclusion:** The ability to listen and grow empathy makes way for greater awareness of the importance of community, one's own culture, others' culture, the differences and similarities amongst people around the world, of the issues facing humanity, and of our shared interest in the success of all people. Having a "global perspective" means that we strive to educate students with the global understanding necessary to address the challenges and successes of our interdependent world. In the Berkeley Heights Public Schools, we are committed to overcoming challenges and to building interest and capacity amongst our students to be engaged with finding and celebrating commonalities and solutions to global problems. Moreover, we are committed to ensuring that there is diversity, equity, and inclusion in all aspects of the Berkeley Heights Public Schools. Our mission statement is to honor the diversity of our community and foster inclusiveness and acceptance through a three-tiered approach: celebration, communication, and education.

RESOURCES

CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)

- Suggested Read Aloud texts including -
 - National Geographic Kids Biography
 - Anne Frank National Geographic Kids Biography
 - Ordinary People Change the World series
- www.heinemann.com - "My Online Resources"
- <https://readingandwritingproject.org/> - Create or use your login for access to the "Resource Center" which includes assessments, curriculum calendars, test prep units, videos and PD.

HUMAN AND PROFESSIONAL RESOURCES

- *The Continuum of Literacy Learning Grades Pre-K - 2* by, Pinnell and Fountas
- *The Next Step Forward in Word Study and Phonics* by, Richardson and Dufresne

- *The Reading Strategies Book* by, Jennifer Serravallo
- *The Ultimate Read-Aloud Resource* by, Lester Laminack
- “From Phonics to Fluency” by Tim Rasinski - Teacher resources can be found here:
http://www.timrasinski.com/presentations/IRA07Tim_Rasinski_2.pdf

TEACHER NOTES



UNIT TITLE

Unit 3 - Bigger Books Mean Amping Up Reading Power

CONTENT AREA:

Reading

GRADE LEVEL:

2

UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT

Unit 3- March - April; approx. 30 instructional days

UNIT FOCUS - SUMMARY OF UNIT

In this unit, children will learn how to practice reading with more awareness and intention in order to understand what the author wants to bring to a particular book. They will learn to use their own voices and new tools to bring out the author's intention. This unit will focus on reading fluency, understanding the author's language, how to tackle more challenging books, and how to accomplish our reading goals. Students will work to read with a smooth, steady, confident voice in order to become more fluent. They will have the chance to work on these skills both on their own and with a partner. Throughout the unit they will tackle tricky words and new vocabulary with greater understanding. While working with more complex books, they will be shown how to tackle harder texts and how to understand them with a deeper meaning. The students will learn strategies for working with several different types of books in order to apply strategies while reading. Students will also learn the many purposes behind rereading. They will learn how to clarify confusing parts, understand how two parts fit together, and connect the beginning with the ending. Finally, children will learn how to coach and support one another with goals. Some of these goals may include fluency, understanding literary language, or/and keeping track of longer books. This unit will contribute greatly to fluency, vocabulary development, and the applications of strategies for understanding text.

KEY UNDERSTANDINGS

NEW JERSEY STUDENT LEARNING STANDARDS:

Reading Standards

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

- RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
- RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Know spelling-sound correspondences for common vowel teams.
 - B. Decode regularly spelled two-syllable words with long vowels.
 - C. Decode words with common prefixes and suffixes.
 - D. Identify words with inconsistent but common spelling-sound correspondences.
 - E. Recognize and read grade-appropriate irregularly spelled words.
- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Speaking and Listening Standards

- SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards

- L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Compare formal and informal uses of English.
- L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known prefix is added to a known

word (e.g., *happy/unhappy, tell/retell*).

C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).

D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

- L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
 - B. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
- L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Writing Standards

- W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

PREREQUISITE KNOWLEDGE AND SKILLS:

- Students should be able to understand how to read with fluency.
- Students should be able to give positive feedback to a partner.
- Students should be able to understand the definition of a goal, and how to create their own reading goals.
- Students should be able to read with a partner.

ENDURING UNDERSTANDINGS:

- Readers will learn to improve fluency.
- Readers learn and understand literary language.
- Readers learn how to meet challenges using longer and more challenging books.
- Readers learn to tackle goals.

ESSENTIAL QUESTIONS:

- How can I use my voice to become a more fluent reader and sound the way an author intended the book to be read?
- How do I tackle any new and tricky vocabulary as I read, including using clues and what's happening in the text to make sense of the new words.
- How do I use the strategy of rereading so

- that I can get the most out of my books?
- How can I make and accomplish a reading goal that can help me become a stronger reader while working with other students that need to tackle a similar goal?

UNIT LEARNING TARGETS (STUDENTS WILL KNOW):

- Students will know forming book partnerships make reading shine.
- Students will know readers learn different rereading strategies to recall what they have read.
- Students will know readers recognize special language that an author uses to better their understanding.
- Students will know readers become aware of strategies to apply with new vocabulary and tricky words.
- Students will know readers use tools to visualize and make predictions while they read.
- Students will know readers need to read a text focusing on the voice and meaning.

STUDENTS WILL BE ABLE TO:

- Students will be able to take on and understand new vocabulary and tricky words with greater effort and skill. .
- Students will be able to envision and make predictions about the story they are reading..
- Students will be able to explain the importance of details in a story in order to connect the beginning to the end..
- Students will be able to form clubs in order to reflect what they have learned and make their reading stronger. .
- Students will be able to read with voice, meaning, understanding, and fluency. .
- Students will be able to understand special language that authors use in their text. .
- Students will be able to understand the effectiveness to reread their text to become more fluent.

ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING

FORMATIVE ASSESSMENTS

- Reading conferences and small group check-ins
- Anecdotal notes
- Running records
- Listening comprehension assessments
- Teacher created performance assessments
- Reader's notebook/writing about reading
- Learning Progressions Checklist

SUMMATIVE ASSESSMENTS

- Fountas and Pinnell Reading Assessment (fall, winter, and spring)
- DIBELS
- Gr. 2 Required Assessment Schedule

ALTERNATE ASSESSMENTS

- Student self-assessment and peer assessment
- Reading conference
- Recording of a student’s oral reading
- iReady
- A-Z reading Fluency passages
- Oral responses

LEARNING PLAN/INSTRUCTIONAL STRATEGIES

LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

Note: Each session equals one lesson.

Shared Reading/Interactive Read Aloud

Shared Reading and Interactive Read Aloud instruction occurs outside of the workshop block throughout the unit. These components of reading connect the work done in workshop and bring students together to improve and celebrate learned strategies. One text is selected each week and utilized to address different objectives covering the big ideas to teach reading in each session. Texts are selected based on suggestions from the unit as well as classroom teacher and student preference.

Bend 1: Reading Fluency

Session 1	Rehearsing Reading Voices: In this session, you will teach students the key to making your reading more fluent is by rereading both aloud and in your head. The teacher will demonstrate how to reread aloud through the use of the mentor text. This can be shown by using the book, <i>Owl Moon</i> by Jane Yolen
Session 2	Scooping Up Words into Phrases: In this session, you will introduce how to make your reading voice more smooth by reading in longer phrases, or “scoop up more words”. Demonstrate how punctuation cues help scoop the text into longer phrases. This can be shown by using the book, <i>Houndsley and Catina</i> by James Howe
Session 3	Noticing Dialogue Tags: In this session, you will teach students that dialogue tags help readers read with expression while also allowing them to understand who is talking and how they sound. This can be shown by using the book, <i>Houndsley and Catina</i> by James Howe
Session 4	Using Meaning to Read Fluently: In this session, you will teach students that you can show what is happening in the text through the use of their voice. Explain that your voice will sound different to match the meaning of the text. This can be shown by using the book, <i>Houndsley and Catina</i> by James Howe
Session 5	Reading at a Just-Right Pace: In this session, you will teach students about the importance

of reading at a pace that is not too fast and not too slow. Finding a speed to read that is *just right* is important in order for the text to make sense.

This can be shown by using the book, *Houndsley and Catina* by James Howe

Bend 2: Understanding Literacy Language

Session 1	<p>Recognizing Literacy Language: In this session, you will introduce how to recognize literary language and different types of literary language students may see in their reading.</p> <p>This can be shown by using the book, <i>Owl Moon</i> by Jane Yolen</p>
Session 2	<p>Understanding Comparison: In this session, you will model how to understand comparisons in texts.</p> <p>This can be shown by using the book, <i>Come On, Rain!</i> By Karen Hesse and <i>When Sophia Gets Angry</i> by Molly Bang</p>
Session 3	<p>Noticing When Authors Play with Words: In this session, second graders will learn how to notice when authors play with words in their books. You will model how the use of language can be creative and may require extra thinking to understand what it really means.</p> <p>This can be shown by using the book, <i>Amelia Bedelia Goes Camping</i> by Peggy Parish and <i>Happy Like Soccer</i> by Maribeth Boelts</p>
Session 4	<p>Reading as a Writer - Focusing on Special Language: In this session, you will teach your students how sometimes you may need to read as a writer and be able to focus on special language.</p> <p>This can be shown by using the book, <i>Happy Like Soccer</i> by Maribeth Boelts</p>

Bend 3: Meeting the Challenges of Longer Books

Session 1	<p>Setting Up Routines for Same-Book Partners: In this session, introduce how reading in partnerships can help a reader hold on to longer storylines. Begin to set up routines for same-book partnerships.</p> <p>This can be shown by using the book, <i>Minnie and Moo Go Dancing</i> by Denys Cazet</p>
Session 2	<p>Holding On to Stories Even When Books Are Long: In this session, you will teach students how to keep track of a story through the use of Post-it notes. Demonstrate how to jot notes on a Post-it at the end of a chapter to identify the main event.</p> <p>This can be shown by using the book, <i>Minnie and Moo Go Dancing</i> by Denys Cazet</p>
Session 3	<p>Staying on Track When Books Get Tricky: In this session, you will teach students ways to stay on track when books get longer by creating an “emergency kit” with tools to help.</p> <p>This can be shown by using the book, <i>Minnie and Moo Go Dancing</i> by Denys Cazet</p>

Session 4	<p>Using Writing to Solve Reading Problems: In this session, you will teach students one of the tools in their reading “emergency kit”, which is writing. Readers can use writing tricks to help work through reading troubles.</p> <p>This can be shown by using the book, <i>Minnie and Moo Go Dancing</i> by Denys Cazet</p>
-----------	---

Bend 4: Tackling Goals in the Company of Others

Session 1	<p>Self-Assessing and Setting Goals: In this session, you will show your second graders how to self assess and set goals throughout their reading. Your students will learn how to look at their reading and set goals that fit their reading needs.</p> <p>This can be shown by using the book, <i>Happy Like Soccer</i> by Maribeth Boelts</p>
Session 2	<p>Organizing Goal Clubs: In this session, you will model how reading club members work together and share what they know with each other while also making plans to reach their goals. They will learn how to gather tools that they have, make their own charts, and help each other make a plan.</p>
Session 3	<p>Giving Feedback to Group Members: In this session, your second graders will learn how to give feedback to group members in their book club.</p>
Session 4	<p>Celebration: In this session, you will celebrate with your students the hard work they have done and the goals they have met.</p>

OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):

[Link redacted]

INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:

- Writing, Social Studies, Science, and Technology standards

STATE REQUIREMENTS

AMISTAD AND HOLOCAUST INTEGRATION:

Texts that are appropriate include -

Adler, David A. *A Picture Book of Anne Frank*. New York: Holiday House, 1994.

Adler, David A. *Number on My Grandfather’s Arm*. Union of American Hebrew Congregations, n.d.

Bunting, Eve. *Terrible Things*. Philadelphia, PA: Jewish Publication Society, 1996.

Cohen, Barbara. *Molly’s Pilgrim*. New York: William Morrow & Co., 1998.

Hesse, Karen. *The Cats in Krasinski Square*. New York: Scholastic Press, 2004.

Innocenti, Roberto. *Rose Blanche*. San Diego, CA: Harcourt Brace, 1996.

Oppenheim, Shulamith Levey. *The Lily Cupboard*. New York: HarperTrophy, 1995.

Pinkwater, Daniel Manus. *The Big Orange Splot*. New York: Scholastic Trade, 1993.

Seuss, Dr. *The Sneetches and Other Stories*. New York: Random House, 1988.

Wolkstein, Diane. *Esther's Story*. New York: William Morrow & Co., 1996.

Additional resources:

- Amistad Curriculum - <http://www.njamistadcurriculum.net/>
- Holocaust and Genocide Education - <https://www.nj.gov/education/holocaust/>

21ST CENTURY SKILLS AND CAREER READY PRACTICES:

21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

The Standards: Standard 9 is composed of the Career Ready Practices and Standard 9.1 and 9.2 are appropriate for this unit.

- The 12 Career Ready Practices
These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.
- 9.1 Personal Financial Literacy
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

<https://www.state.nj.us/education/aps/cccs/career/>

P21 FRAMEWORK (Partnership for 21st Century Learning):

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):

- Self-awareness
- Self-management

- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

SEL Learning Activities:

- Students will learn to work with partners positively and effectively.
- Students will have the chance to work with partners and in groups to build a community of readers.
- Students will have the opportunity to set positive reading goals in order to become a better reader.

INFORMATION, MEDIA, AND TECHNOLOGY INTEGRATION:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

- **Framework for 21st Century Learning**

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

- **Technology Standards**

New Jersey's Technology Standards consist of 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.

<https://www.state.nj.us/education/aps/cccs/tech/>

GLOBAL THINKING:

- **LGBTQIA+ and Disability Law:** In accordance with the Inclusive Curriculum Bill A1335, signed into law in NJ in 2020, this document is to include instruction, and instructional materials for Grades 5-12, that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This curricular document includes classroom materials that are in alignment with NJSLS and Core Curriculum Content Standards and ensures that students receive diverse instruction in history, the social sciences, and other content areas, which cultivates respect towards minority groups, allows students to appreciate differences, and acquires the skills and knowledge needed to function effectively with people of various backgrounds.
- **Diversity, Equity, and Inclusion:** The ability to listen and grow empathy makes way for greater awareness of the importance of community, one's own culture, others' culture, the differences and similarities amongst people around the world, of the issues facing humanity, and of our shared interest in the success of all people. Having a "global perspective" means that we strive to educate students with the global understanding necessary to address the challenges and successes of our

interdependent world. In the Berkeley Heights Public Schools, we are committed to overcoming challenges and to building interest and capacity amongst our students to be engaged with finding and celebrating commonalities and solutions to global problems. Moreover, we are committed to ensuring that there is diversity, equity, and inclusion in all aspects of the Berkeley Heights Public Schools. Our mission statement is to honor the diversity of our community and foster inclusiveness and acceptance through a three-tiered approach: celebration, communication, and education.

RESOURCES

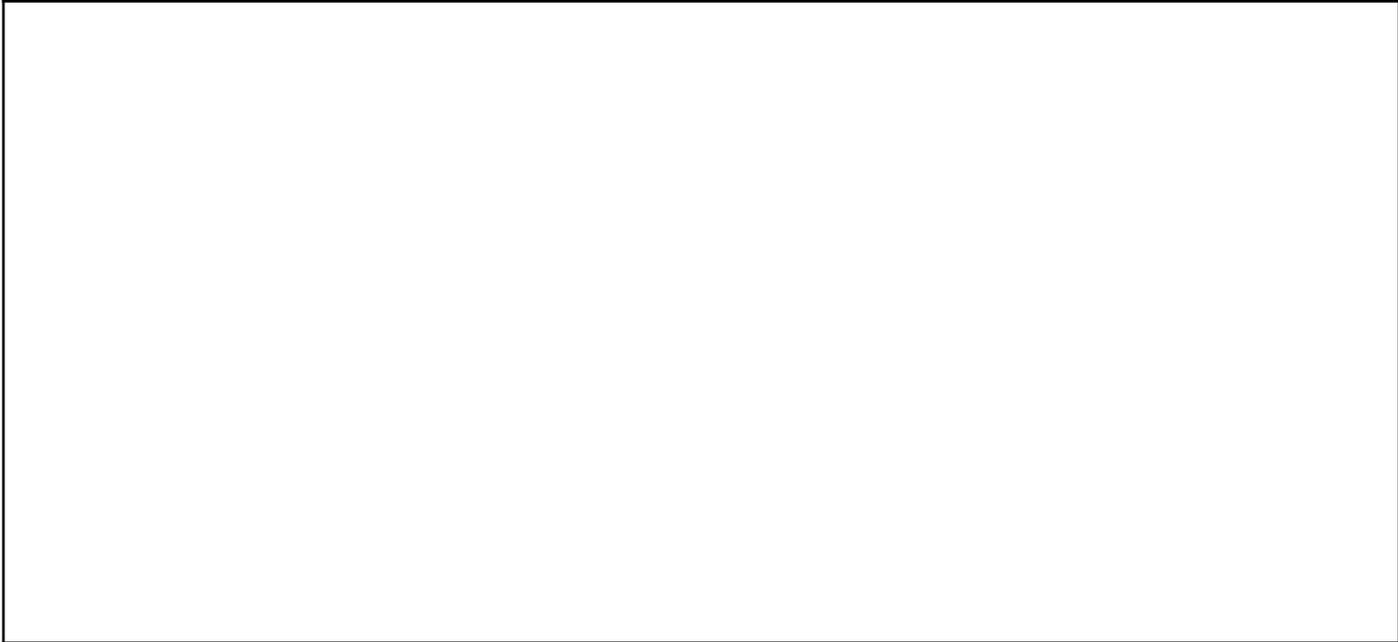
CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)

- Bigger Books Mean Amping Up Reading Power - *Unit of Study* by Lucy Calkins and Natalie Louis
- Columbia Teachers College Pacing Guide
- Suggested Read Aloud texts including -
 - Owl Moon by Jane Yolen
 - Come On, Rain! by Karen Hesse
 - When Sophia Gets Angry by Molly Bang
 - Amelia Bedelia Goes Camping by Peggy Parish
 - Happy Like Soccer by Maribeth Boelts
- www.heinemann.com - "My Online Resources"
- <https://readingandwritingproject.org/> - Create or use your login for access to the "Resource Center" which includes assessments, curriculum calendars, test prep units, videos and PD.

HUMAN AND PROFESSIONAL RESOURCES

- *The Continuum of Literacy Learning Grades Pre-K - 2* by, Pinnell and Fountas
- *The Next Step Forward in Word Study and Phonics* by, Richardson and Dufresne
- *The Reading Strategies Book* by, Jennifer Serravallo
- *The Ultimate Read-Aloud Resource* by, Lester Laminack
- "From Phonics to Fluency" by Tim Rasinski - Teacher resources can be found here:
http://www.timrasinski.com/presentations/IRA07Tim_Rasinski_2.pdf

TEACHER NOTES



UNIT TITLE			
Unit 4 - Series Book Clubs			
CONTENT AREA: Reading			
GRADE LEVEL:		2	
UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT			
Unit 4- May - June; approx. 30 instructional days			
UNIT FOCUS - SUMMARY OF UNIT			

In this unit, children will learn to read series books. Students will learn different comprehension strategies that encourage looking closely at characters and setting. Scaffolded learning is inherent in the reading of series books. These books help students learn common characters, settings, problems, and relationships. Teaching students to think across books is also good practice to set them up for working longer, stamina, and multi-chapter novels. These stories encourage longer stamina for students and their reading. Students learn to draw on previously learned strategies, and develop new ones, to interpret what they already know about a character (or characters) across a series. The students will use this information to understand, predict, and critique a story. They will react and pay attention to the important events in the story and learn about how stories in series tend to go. They will learn to predict structures that contain familiar, typical elements. These observations will help them predict and understand the characters better. Finally, children will learn to make decisions about their reading. They will learn what they want to study and how they will study those things together in reading clubs. This instruction will contribute greatly to comprehension of characters, fluency, vocabulary, and the applications of strategies for understanding texts.

KEY UNDERSTANDINGS

NEW JERSEY STUDENT LEARNING STANDARDS:

Reading Standards

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

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

Speaking and Listening Standards

- SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards

- L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Compare formal and informal uses of English.
- L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.

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

- L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
 - B. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
- L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Writing Standards

- W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

PREREQUISITE KNOWLEDGE AND SKILLS:

- Students should understand the basic structure of fiction texts.
- Students should be able to work in a group.
- Students should be able to make predictions.
- Students should be able to identify important details.
- Students should be able to notice story elements while they are reading.

ENDURING UNDERSTANDINGS:

- Readers will learn to make predictions before, during and while reading.
- Readers will learn to pay attention to details.
- Readers will learn about a topic through books.

ESSENTIAL QUESTIONS:

- How do readers figure out how a series goes and predict what will happen?
- How do readers grow smart ideas across different series?
- What do readers need to pay attention to so they are not

- Readers will learn about characters by making inferences.
- Readers will further develop strategies to read fiction, noting story elements.

surprised throughout their series book?

- How does reading series help us to understand story structure and elements of fiction?

UNIT LEARNING TARGETS (STUDENTS WILL KNOW):

- Students will know that readers compare the way characters handle problems and deal with situations. .
- Students will know that readers grow ideas by looking across series read by comparing and contrasting.
- Students will know that readers infer by thinking about what the characters are doing, saying, and thinking/feeling.
- Students will know that readers pay attention to the characters, specific problems in the story, and how those challenges are resolved.
- Students will understand that characters grow and change over the course of a story.
- Students will know that reading club partners help push our thinking..
- Students will know that reading can lead us to wonder about a topic. .
- Students will know that noticing patterns and predicting what will happen in a story helps a reader to grow..

STUDENTS WILL BE ABLE TO:

- Students will be able to make predictions about the characters and the story. .
- Students will be able to explain the details in a story, noticing story structure and elements..
- Students will be able to talk and share ideas in their clubs about their series.
- Students will be able to predict how characters will behave, based on what they know about the characters.
- Students will be able to compare characters and the lessons they learn within and across stories. .
- Students will be able to describe how characters solve their problems and the lessons they learn. .
- Students will be able to “notice and think” (metacognition) while reading books and mark the books/respond to the book using post-its. .
- Students will be able to wonder about new topics while reading and use ways to research that topic.

ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING

FORMATIVE ASSESSMENTS

- Reading conference and small group check-ins
- Anecdotal notes
- Running records

- Listening comprehension assessments
- Teacher created performance assessment
- Reader’s notebook/writing about reading
- Learning Progressions Checklist

SUMMATIVE ASSESSMENTS

- Fountas and Pinnell Reading Assessment (fall, winter, and spring)
- DIBELS
- Gr. 2 Required Assessment Schedule

ALTERNATE ASSESSMENTS

- Student self-assessment and peer assessment
- Reading conference
- Recording of a student’s oral reading
- iReady
- A-Z reading Fluency passages
- Oral responses

LEARNING PLAN/INSTRUCTIONAL STRATEGIES

LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

Note: Each session equals one lesson.

Shared Reading/Interactive Read Aloud

Shared Reading and Interactive Read Aloud instruction occurs outside of the workshop block throughout the unit. These components of reading connect the work done in Workshop and bring students together to improve and celebrate learned strategies. One text is selected each week and utilized to address different objectives covering the big ideas to teach reading in each session. Texts are selected based on suggestions from the unit as well as classroom teacher and student preference.

Bend 1: Becoming Experts on Characters

Session 1	<p>Series Book Readers Collect Information about the Main Character: In this session, you will teach your students that when they read a particular series of books, they are able to collect information about the main character.</p> <p>This can be shown by using the book, <i>Days with Frog and Toad</i> by Arnold Lobel</p>
Session 2	<p>Series Book Pay Attention to How Characters Respond to Problems: In this session, you will show your students that readers can learn a lot about characters by thinking about how the character responds to problems.</p> <p>This can be shown by using the book, <i>Days with Frog and Toad</i> by Arnold Lobel</p>
Session 3	<p>Series Book Readers Notice Similarities in Their Character across a Series: In this session,</p>

	<p>the students will learn how to look closely for things that are similar in their series of books by thinking about what the characters do and feel.</p> <p>This can be shown by using the book, <i>Days with Frog and Toad</i> by Arnold Lobel</p>
Session 4	<p>Series Book Readers Grow to Understand the Characters: In this session, you will model that readers think about the things they have learned about the characters to understand them even better.</p> <p>This can be shown by using the book, <i>Days with Frog and Toad</i> by Arnold Lobel</p>
Session 5	<p>Series Book Readers Use What They Know about the Characters to Predict: In this session, you will show the students that once they come to know the character of a series well, they can draw on their knowledge of the character’s behavior to almost predict the character’s next steps.</p> <p>This can be shown by using the book, <i>Days with Frog and Toad</i> by Arnold Lobel</p>
Session 6	<p>Series Book Readers Learn about Characters from Their Relationship with Other Characters: In this session, you will model that readers get to know 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.</p> <p>This can be shown by using the book, <i>Pinky and Rex and the Bully</i> by James Howe & <i>The Stories Julian Tells</i> by Ann Cameron</p>

Bend 2: Becoming Experts on Author’s Craft

Session 1	<p>Authors Paint Pictures with Words: In this session, you will invite students to join in a class inquiry. Students will investigate, “What authors do to paint a vivid picture in the story by using words?”</p> <p>This can be shown by using the book, <i>Magic Tree House: Polar Bears Past Bedtime</i> by Mary Pope Osborne</p>
Session 2	<p>Authors Use Precise: In this session, you will teach students to pay close attention to the precise words the author chose in order to know what is going on and how things are happening in their stories.</p> <p>This can be shown by using the book, <i>Days with Frog and Toad</i> by Arnold Lobel</p>
Session 3	<p>Authors Use Literary Language to Make the Ordinary Extraordinary: In this session, you will teach students an important step when studying an author’s craft: paying attention to the words the author uses. They must then think, “What does the author really mean?”</p> <p>This can be shown by using the book, <i>The Stories Julian Tells</i> by Ann Cameron</p>
Session 4	<p>Author Think about How Whole Stories- and Series- Will Go: In this session, you will teach students that when you learn an author’s craft, you also learn the way the whole story tends to go. Once they know how a story tends to go, it will help them understand a new story in the series created by the author.</p>

	This can be shown by using the book, <i>Days with Frog and Toad</i> by Arnold Lobel
Session 5	Author Have Ways to Bring Stories to Life: In this session, you will teach students that the author's craft is not just about the words they use, but also about how they place words on the page. Some of the signals an author makes are; different types of print such as bold or italics, or different kinds of punctuation. This can be shown by using the book, <i>The Stories Julian Tells</i> by Ann Cameron
Session 6	Author Plan Their Story Ending: In this session, you will teach students that readers need to reflect when they get to the end of a book, just as they do at the start. Readers should think, “ Why did the author decide to end their story this way? Are they trying to share an important lesson for the reader to learn?” This can be shown by using the book, <i>Days with Frog and Toad</i> by Arnold Lobel

Bend 3: Sharing Opinions with the World

Session 1	When Readers Love a Series, They Can't Keep It to Themselves: In this session, you will teach students that part of the enjoyment of reading a book is sharing what you read with different people. This can be shown by using the song, <i>The Magic Penny</i> by Malvina Reynolds
Session 2	Planning the Very Best Way to Share a Book: In this session, you will teach students that the best way they can share a book they love is to display it in a detailed and wonderful presentation.
Session 3	Readers Share Books They Love with Friends: In this session, you will teach students how to share books with others by telling them the important things to know about it. This can be shown by using the book, <i>Days with Frog and Toad</i> by Arnold Lobel
Session 4	Sharing Opinions by Debating: In this session, you will teach students one way to share their opinions about a book, which is to have a debate. Readers can read to collect evidence to support their opinion. This can be shown by using the book, <i>Days with Frog and Toad</i> by Arnold Lobel
Session 5	Celebration: Supporting Reasons with Examples to Strengthen Debate Work: In this session, you will teach students how to strengthen their debate. Using examples and elaborating on your reasons are ways that will be introduced. This can be shown by using the book, <i>Days with Frog and Toad</i> by Arnold Lobel

OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):

[Link redacted]

INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:

- Writing, Social Studies, Science, and Technology standards

STATE REQUIREMENTS

AMISTAD AND HOLOCAUST INTEGRATION:

Texts that are appropriate include -

Adler, David A. *A Picture Book of Anne Frank*. New York: Holiday House, 1994.

Adler, David A. *Number on My Grandfather's Arm*. Union of American Hebrew Congregations, n.d.

Bunting, Eve. *Terrible Things*. Philadelphia, PA: Jewish Publication Society, 1996.

Cohen, Barbara. *Molly's Pilgrim*. New York: William Morrow & Co., 1998.

Hesse, Karen. *The Cats in Krasinski Square*. New York: Scholastic Press, 2004.

Innocenti, Roberto. *Rose Blanche*. San Diego, CA: Harcourt Brace, 1996.

Oppenheim, Shulamith Levey. *The Lily Cupboard*. New York: HarperTrophy, 1995.

Pinkwater, Daniel Manus. *The Big Orange Splot*. New York: Scholastic Trade, 1993.

Seuss, Dr. *The Sneetches and Other Stories*. New York: Random House, 1988.

Wolkstein, Diane. *Esther's Story*. New York: William Morrow & Co., 1996.

Additional resources:

- Amistad Curriculum - <http://www.njamistadcurriculum.net/>
- Holocaust and Genocide Education - <https://www.nj.gov/education/holocaust/>

21ST CENTURY SKILLS AND CAREER READY PRACTICES:

21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

The Standards: Standard 9 is composed of the Career Ready Practices and Standard 9.1 and 9.2 are appropriate for this unit.

- The 12 Career Ready Practices
These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

- 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

<https://www.state.nj.us/education/aps/cccs/career/>

P21 FRAMEWORK (Partnership for 21st Century Learning):

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

SEL Learning Activities:

- Students will learn to work with partners positively and effectively.
- Students will have the chance to work with partners and in groups to build a community of readers.
- Students will have the opportunity to set positive reading goals in order to become a better reader.

INFORMATION, MEDIA, AND TECHNOLOGY INTEGRATION:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

- **Framework for 21st Century Learning**

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

- **Technology Standards**

New Jersey's Technology Standards consist of 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.

<https://www.state.nj.us/education/aps/cccs/tech/>

GLOBAL THINKING:

- **LGBTQIA+ and Disability Law:** In accordance with the Inclusive Curriculum Bill A1335, signed into law in NJ in 2020, this document is to include instruction, and instructional materials for Grades 5-12, that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This curricular document includes classroom materials that are in alignment with NJSL and Core Curriculum Content Standards and ensures that students receive diverse instruction in history, the social sciences, and other content areas, which cultivates respect towards minority groups, allows students to appreciate differences, and acquires the skills and knowledge needed to function effectively with people of various backgrounds.
- **Diversity, Equity, and Inclusion:** The ability to listen and grow empathy makes way for greater awareness of the importance of community, one's own culture, others' culture, the differences and similarities amongst people around the world, of the issues facing humanity, and of our shared interest in the success of all people. Having a "global perspective" means that we strive to educate students with the global understanding necessary to address the challenges and successes of our interdependent world. In the Berkeley Heights Public Schools, we are committed to overcoming challenges and to building interest and capacity amongst our students to be engaged with finding and celebrating commonalities and solutions to global problems. Moreover, we are committed to ensuring that there is diversity, equity, and inclusion in all aspects of the Berkeley Heights Public Schools. Our mission statement is to honor the diversity of our community and foster inclusiveness and acceptance through a three-tiered approach: celebration, communication, and education.

RESOURCES

CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)

- Bigger Books Mean Amping Up Reading Power - *Unit of Study* by Lucy Calkins and Natalie Louis
- Columbia Teachers College Pacing Guide
- Suggested Read Aloud texts including -
 - Days with Frog and Toad by Arnold Lobel
 - Pinky and Rex and the Bully by James Howe
 - The Stories Julian Tells by Ann Cameron
- www.heinemann.com - "My Online Resources"
- <https://readingandwritingproject.org/> - Create or use your login for access to the "Resource Center" which includes assessments, curriculum calendars, test prep units, videos and PD.

HUMAN AND PROFESSIONAL RESOURCES

- *The Continuum of Literacy Learning Grades Pre-K - 2* by, Pinnell and Fountas
- *The Next Step Forward in Word Study and Phonics* by, Richardson and Dufresne
- *The Reading Strategies Book* by, Jennifer Serravallo
- *The Ultimate Read-Aloud Resource* by, Lester Laminack
- "From Phonics to Fluency" by Tim Rasinski - Teacher resources can be found here:

TEACHER NOTES



English Language Arts Course Overview

The focus of the English Language Arts (ELA) curriculum is to provide students with the ability to effectively communicate their ideas through reading, writing, speaking, listening, and technology literacy. Our program is based on the balanced/structured literacy model and includes reading workshop, writing workshop, word study, and integrated technology literacy instruction.

In reading, our program encompasses a wide selection of fiction and nonfiction texts. Reading instruction includes phonological/phonemic awareness, phonics, vocabulary, fluency, and comprehension lessons. Teachers accommodate students' varying needs through their use of individual conferences, guided reading, shared reading, interactive read alouds, and small strategy groups.

Writing Workshop is a methodology allowing teachers to accommodate students' needs by tailoring their instruction through shared writing, guided writing, individual writing conferences and small strategy groups. Students use the writing strategies

presented in the Berkeley Heights units to compose narrative, explanatory and opinion pieces. Students also use the writing process to construct meaning. The teaching of grammar and mechanics is integrated with the teaching of writing.

In grades K-2, literacy centers are also an important part of the ELA block. Center based teaching and learning is a curriculum approach that is developmentally appropriate, incorporates active learning, and includes evidence-based teaching strategies in the areas of language/literacy learning.

Word study is an important part of the balanced/structured literacy program. The general term “word study” encompasses three parts, that is, spelling, phonics, and vocabulary instruction. Students learn how to identify and sort text features according to their developmental level. Our word study program is differentiated as students are pre-assessed to determine where they fall on the word study continuum and receive instruction based on their needs.

Handwriting is a part of our ELA program, and students are taught to form printed letters in the early grades, and script in the later elementary grades. Handwriting is linked to basic reading and spelling achievement. Attention to the linkages among handwriting, reading, and spelling skills can help to reinforce early achievement across these areas.

Assessments are an important part of the instructional program. Teachers use the Fountas and Pinnell Benchmark Assessment, Dibels, and running records to determine the reading level of students and also to monitor progress. Teachers assess writing using pre and post assessments as well as with the many writing products they compose throughout the year. Spelling inventories and weekly tests are used to monitor student progress with word study.

Standards

Berkeley Heights Public Schools’ curricula meets all New Jersey Student Learning Standards (NJSLs).

Best Practices in Reading Instruction

Reading instruction is intended to be a major part of a balanced/structured literacy program. Reading instruction must include five main pillars: phonemic/phonological awareness, phonics, fluency, vocabulary, and comprehension. (National Reading Panel.) The first four pillars are foundations, all leading to the ultimate goal of reading, that is, comprehension and a lifelong love of reading.

Reading Workshop Overview

A reading workshop approach to instruction recognizes that “one size does NOT fit all.” When you walk into a workshop classroom at any given moment, you’ll see

instruction that is designed to:

- address each child's individual learning
- teach strategies students will use on a regular basis
- support small-group work and conferring, with multiple opportunities for personalizing instruction
- tap into the power of welcoming, learning community
- facilitate partnerships, encourage collaboration and accountable talk
- help students to be actively engaged so that teachers are able to coach individuals and lead small groups.
- build self-reflection and goal-setting
- provide choice and assessment-based learning into the very design of the curriculum

Components of Reading Workshop in a Balanced/Structured Literacy Classroom

Shared Reading/Interactive Read Aloud (with accountable talk):

Shared Reading and Interactive Read Aloud instruction occurs outside of the workshop block throughout the unit. These components of reading connect the work done in workshop and bring students together to improve and celebrate learned strategies. One text is selected each week and utilized to address different objectives covering the big ideas to teach reading in each session. Texts are selected based on suggestions from the unit as well as classroom teacher choices and student preference. Accountable talk and interaction between teacher and students, and among the students themselves is an important part of the read aloud and shared reading blocks.

Minilessons and Independent Work Time:

The reading workshop opens with a mini lesson. After approximately ten minutes, students turn to their ongoing reading work. Every reader has work to do, and that work grows out of assessments, coaching, mini lessons, and goals.

Small Group Differentiated Instruction and Conferences:

As students are engaged in independent reading workshop time, teachers will spend time teaching into each student's zone of proximal development, addressing the needs and goals of each child. This should be done by way of conferences, strategy groups, or through guided reading groups.

Mid-workshop Teaching:

This is an optional part of the workshop, and can be used to highlight a student or reiterate the teaching point. In the earlier grades, it is a great time to redirect, and remind students of the goal/objective/teaching point for the day.

Partnerships and Book Clubs:

Depending on the unit, there are times when students will work with their ability-based partners, and other times when students will work in groups of 3-4 to form a book club. Partner/Book Club time is designed to have students:

- Create a plan
- Talk together
- Look at each other and listen to each other
- Help each other/collaborate

Share:

The workshop ends with a small amount of time for readers to collaborate and share their thinking/learning. This sharing can take place with partners, in book clubs, or as a whole group.

Word Study:

Word Study is part of the literacy block, and should provide time for the teaching of phonological/phonemic awareness, phonics, spelling, and vocabulary.

Fluency Instruction:

Reading fluency is the ability to read accurately, smoothly and with expression. It is part of the five pillars of reading instruction (which includes phonemic/phonological awareness, phonics, vocabulary and comprehension.) Fluent readers recognize words automatically, without struggling over decoding issues, and they sound natural while reading, as if they're speaking. Fluency is important because it's a bridge between word recognition and comprehension. Fluency instruction might include choral reading, echo reading, partner reading, repeated readings, and reader's theater.

Assessment:

Assessment must be ongoing via formative and summative assessments. A variety of assessments are used and include (but are not limited to): concepts about print, literacy continuum stages (learning progressions), letter-sound identification, phonics/decoding strategies, fluency, spelling inventory, high-frequency words, running records, conferences, small-group anecdotal notes, book logs,

comprehension checks, and writing about reading.

In addition, Berkeley Heights will use universal reading assessments including Fountas and Pinnell benchmarks, LinkIt! Benchmarks, and iReady assessments.