Washington Township School District

> **The mission of the Washington Township Public Schools** is to provide a safe educational environment for all students to attain the skills and knowledge specified in the New Jersey Core Curriculum Content Standards at all grade levels so as to ensure their full participation in our global society as responsible, self-directed, and civic-minded citizens.

Course Title:	Reader's Workshop

Grade Level(s):	2nd Grade

Duration:	*Full Year:*		*Semester:*		*Marking Period:*	**X**
Course Description:	*Schoolwide: Reading Fundamentals* for grade two is designed to mirror a "Balanced Literacy" approach. Time is spent both on whole and small group reading as students interact with texts both on and above grade level as well as through individual reading conferences where students read self selected texts on their assessed independent reading level. Teachers expose students to a variety of text types and genres through "Interactive Read-Alouds." Explicit instruction of reading strategies occurs during teacher-directed "Mini-lessons." Students will become familiar with the procedures and routines of Reading Workshop during the Launching unit. After the Launching unit, students will continue to engage in a variety of both Fiction and Non-Fiction texts within the units that follow (*Fiction*, *Non-Fiction*, and multi-genre chapter books).					
Grading Procedures:	**Formative Assessments:** Standard tracking/goal sheet: Assess student understanding of skills and/or goals throughout the duration of unit through individual conferences and assessment of reading responses (via reading notebook and/or observed informal conversations with peers or on an individual basis).					

Primary Resources:	*Schoolwide Reading Fundamentals Units of Study:*
	
	• <u>Revised Teacher Manual</u>:
	
	Inclusion of –
	
	    – "Close Reads (student and teacher copy)"
	    – Standard charts for the teaching of student summaries for fiction and non-fiction
	    – Introduction to vocabulary and student response notebooks
	    – Annotation guidelines
	    – Talking stems
	    – Formative assessment checklists/goal sheets (reflective of standards)
	    – Independent Reading/ Coached IDR Guidelines
	    – Omission and/or substitution of selected texts.
	• <u>Teacher Toolkit</u>:
	
	Outlining "normed" strategies for the teaching of reading across units—
	
	    – Independent Reading/Coached IDR Structure
	    – Story Retell Organizers (Fiction and Non-Fiction)
	    – Text Annotation Guidelines
	    – Talking Stems					

	− Reader's Notebook (including both Reader Responses and Vocabulary) − Close Reads

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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Under the Direction of:	Gretchen Gerber

Written: ___August 2016___

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BOE Approval: _____

Unit Title: Launching

Unit Description:
The Launching unit serves to acquaint students with the methods and procedures for Reading Workshop. It is here that students will be exposed to types of Literature and Informational texts for the first time this year. In addition, students will begin to gather ideas and strategies for reading success through interactive read alouds, mini-lessons, and close-reads. Students will participate in partner conversations as well as remain active listeners throughout the unit of study.

Interactive Read Alouds (IRA) – Serve to model expected reading behaviors. This may include (but is not limited to): thinking aloud, stopping to retell, making connections, inferring, holding conversations, and/or predicting.

Mini-Lesson (ML) – A brief (10-15 minute) lesson where an explicit skill is taught and is responsive to student needs. This is teacher directed time where the teacher demonstrates a skill and/or strategy and provides a gradual release to ensure understanding through guided practice and lastly, independent practice ("I do, we do, you do").

Close Read (CR) – A time when a student is exposed to a short, complex text (often a short poem or a few lines from a larger text) for the purpose of analysis and/or discovery (i.e. attention to patterns, craft, word choice, details, etc.) to better understand the meaning and purpose.

Small Group Reading – Another component of reading workshop. Teacher uses time to address reading concerns and/or needs. This may consist of strategy groups, guided reading groups, and/or interventions.

Unit Duration: <u>18 sessions</u> (Some sessions will span across several days**)

Desired Results

Standard(s): Primary:

IRA= "Interactive Read Aloud"

ML= "Mini-Lesson"

(RL.2.1 and 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.* (As in: IRA 1, IRA 2, IRA 4, IRA 7, IRA 8, ML 1)

(RL.2.2 and RI.2.2) *Focus on specific parts within a text to recount stories or identify the main topic of a text.* (As in: IRA 4, ML 3, ML 4, ML 5, ML 10, Close Reads)

(RL.2.4 and RI.2.4) *Determine the meaning of words and phrases in a text or describe how words and phrases supply meaning in a text.* (As in: IRA 5, IRA 6, ML 6, ML 7, Close Reads)

(RL.2.5 and RI.2.5) *Describe the overall structure of a text to determine characteristics of genre. Use knowledge of text structure and features to preview and navigate text types for understanding.* (As in: IRA 3, IRA 4, IRA 5, ML 10)

Reinforced (or introduced)

RL2.3, RL2.10, RI2.10, SL2.1, SL2.2, SL2.6, L2.1, L2.2, L2.3, L2.6, W2.8
RL.2.3. Describe how characters in a story respond to major events and challenges using key details.
RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
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.
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
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.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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.

Indicators:

- Students will learn and develop procedures reflective of reading workshop (i.e. come prepared to hold meaningful and reflective conversations in response to reading both in small and large groups as well as in partner conversations).
- Students will develop and strengthen skills necessary for reading development; consisting of retelling and summarizing, identifying main ideas and gathering evidence, determining meaning of words, describing an overall structure, and focusing on specific parts and/or details.
- Students will create and develop "Readers Notebooks" responsive to reading and vocabulary.
- Students will retell by touching and telling across fingers, to pages, with a partner, and either aloud or with written response to stories.
- Students will draw upon annotations (as evidence) in support of their ideas.
- Students will analyze short, complex text and develop a greater understanding of details, patterns, craft, and other authorial choices.

Understandings:	**Essential Questions:**
Students will understand that …	- How can we develop as independent readers? - How can we identify and use an author's choice (of words, craft moves, etc.) to create our own understanding? - How can we construct a thoughtful response to reading that demonstrates an accurate understanding?
- Readers use a variety of skills and strategies to navigate and understand different text types. - Readers develop through careful reflection and responses to reading. - Texts are created and structured for a variety of different purposes. - Authors make choices responsive to their message and purpose for writing.	

Assessment Evidence

Performance Tasks:	**Other Evidence:**
Daily Tasks	Individual and small group conferring and record keeping in response to independent or small group reading (i.e. comprehension checklists and running records)
Student responses to reading (i.e. retell, conversations through talking stems, etc.) via verbally and with a partner (through "turn and talk") or in small groups	
Performance Tasks	
- DRA Assessment - Columbia Assessment - Student responses to reading via "Readers Response" notebook	

Benchmarks:

Running Records Assessments

- DRA for "Instructional" Reading level
  and/or
- Columbia Assessment for "Independent Reading Level"
- "STAR (Standardized Test for the Assessment of Reading)" data

Learning Activities:
Throughout the unit, Readers will…

Develop Independent Reading

- Increase Reading Volume (amount) and Stamina (duration)
  As in: Independent Reading Time

Develop skills within small group reading

- The development of foundational skills (i.e. word attack skills, fundations, sight words, fluency) either in guided reading or targeted small groups
- Development of guided strategies within appropriately leveled texts
  As in: Small Group Time

Differentiate between different text and genre types

- Record characteristics of text types as they appear in the unit (via developed anchor chart)
- Hold discussions as to what makes the reading a ___text (i.e. poetry, fiction, non-fiction, biography, etc.)
  As in: IRA 3, IRA 4, IRA 5, ML 10

Hold meaningful conversations with peers through the incorporation of talking stems

- Explain or question ("I have a question…," "Can you explain…," "Can you tell me more…")
- Summarize the text ("The most important part…," "I think the author is saying…")
- Prove with evidence ("The author wrote…," "The picture shows…")
- Elaborate on ideas ("This means…," "This is important because…")
  As in: IRA 8, ML 4 and onward as "Turn and Talks" become a standard procedure

Recount and retell stories and/or identify main idea

- Touch and tell retell
  - *Tell stories across fingers (i.e. Beginning, Middle, End)*
  - *Tell stories across pages (Use organizer to point and speak about B, M, E)*
  - *Recount stories (Using "Touch and Tell") with a partner after using strategy*
- Formulate Titles
  - *Construct one sentence "titles" to identify main idea of a section of non-fiction text*
  - *Point (or underline) to text details (evidence) that supports the main idea*

  As in: IRA 1, IRA 2, IRA 4, IRA 7, IRA 8, ML 1, ML 3, ML 4, ML 5, ML 10, Close Reads

Formulate responses to reading

- Construct reader's responses (i.e. making prediction sentences, drawing and labeling a story setting, various "stop and jots," etc.) in regards to reading
- Develop vocabulary section in "Readers Notebook" as necessary for comprehension
  - *Include example/non-examples*
  - *Pictures and labels*
  - *Words in context*

  As in: IRA 5, IRA 6, IRA 7, ML 6, ML 7, Close Reads

Annotate and navigate a complex text

- Frame unknown words
- Underline evidence in support of understandings
  As in: ML 1, ML 6, Close Reads

Set Goals for Reading

- Discuss expectations for setting goals
- Brainstorm Class and individual goals
  As in: ML 2 and onward through "Coached Independent Reading"

Resources:

Schoolwide: Reading Fundamentals (Launching Grade 2), Mentor Texts/Interactive Read Aloud Texts (Mentor Texts summaries p. 20 of manual), Shared Texts (starting at page 25 of TM), Student selected independent reading books (leveled libraries, book baskets/bags, etc.), guided reading books/materials (i.e. text sets), "Normed Toolkit" for Reading (including information for talking stems, annotation guidelines, "Reader's Notebook," etc.), Close Readings (revised and embedded in Unit—"Hummingbird," "Dragonfly," and, "A Story for Bear").

Unit Modifications for Special Population Students	

Advanced Learners	• Move up the level of rigor with exposure to more complex texts when completing close reads (i.e. variance of language, structure, and meaning)
	  – When a close read prompts students to identify and construct metaphors, but also lends itself to other content—stretch this to meet advanced learners. Have students find evidence not only of metaphors, but also language/word choices, setting (and how the author makes choices reflective of setting), and construction (i.e. why the text is laid out in this way), as well as what is the meaning/message behind this passage and identifying evidence to support it.
	• When setting goals for advanced learners (As in Mini-Lesson 2), let it be more reflective of independent reading level. For example, a student reading a level "M" text at the beginning of the year will need to focus on vocabulary and the use of context clues in order for them to be prepared to read books at their next level ("N") which includes greater use of tier two vocabulary words.
	• Pull small groups consisting of a few students who would benefit from the focus of a similar task (i.e.-formulating verbal retells into paragraph construction, referring explicitly to the text/making in-text annotations as evidence to support main ideas (reflective of third grade standards), etc.).
	  – When teaching annotations (Starting in ML 1), pull a small group of students to practice this work independently and with the inclusion of not only "framing" unknown words and underlining evidence, but also constructing reading responses in their reading notebook consisting of elaboration: "In the text I saw _____. I think it means_____. I think this because _____."
	  – When students are successful at formulating verbal retells (first introduced in IRA 5), have students construct reading responses to include in-text examples. Develop responses to include multiple examples to stretch their thinking. Eventually turn sentences into paragraphs when necessary, as well as expand with inclusion of paired texts.
	  – Incorporate the use of "Book Snaps" during independent reading where students can snap a photo of a section of text where they then identify what it is mostly about and show underlined evidence (with a recorded explanation) to support it (*this can be done through use of I-pads, Seesaw, and other tools).

Struggling Learners	• Pull small groups consisting of a few students who would benefit from the focus of a similar task (i.e. needing more exposure to navigating types of non-fiction, giving oral retells, etc.).
	  – Re-teaching when necessary at the conclusion of any mini-lesson.
	  – When first being introduced to retelling (Starting in IRA 1), model the retell and have students practice by repeating what is said. Students repeat the constructed retell from the teacher until they develop language to construct their own retell. Then have students practice this retell by working with a partner to talk it through together, and when necessary, complete a verbal retell independently.
	  – For students who are unable to identify text types, pull a small group and collect several text type examples, have students sort the texts into piles by type, hold discussions as to why those books are in that particular pile— holding conversations and pointing to specific characteristics within that text type. Then prior to reading a book in small group, have students try to identify the text type, discuss why, and even include a verbal or written response as to how this story will go (taking knowledge from knowing what text type it is).
	  – Students who are unable to find evidence within a text to support the main idea, can be given the evidence portion and the small group can include students discussing how those examples all go together a certain way (formulating only the main idea together). When students are ready, you can

	scaffold them in finding only one piece of evidence to support the main idea, then when ready, a second, and so forth.
	– For a student who struggles with fluency, find a level at which a student is completely fluent (not necessarily the level at which they can comprehend). Have students practice reading this text that includes pictures (as context clues if necessary)—echo read it with them (modeling expression and intonation), have students practice with you and then practice by themselves—consider recording their reading for motivation and ability for students to listen and reflect. Take the same text (after they have re-read it multiple times) and provide a copy that excludes pictures to see if they are able to fluently read on this level without the assistance of pictures as context clues. If the student can then successfully read it with fluency, complete a second reading (in this same manner—echo read, independent practice with pictures, and without pictures), with a text, on the same level. With the success of this second text, student is ready to move to the next level for fluency. Continue procedure.
	• Conduct individual conferences to set attainable goals for readers that are reflective of where they are independently.
	– During independent reading time, a students goal may be to re-read texts to practice fluency, develop stamina by reading in ten minute increments and building from there, using fix-up strategies when coming to a difficult word, and/or retelling the text with a partner (or recording) to practice retelling skills after each text.
	*Each modification is supported in a two teacher classroom as well as is attainable in a one-teacher classroom through the use of:
	– Pre-selected centers consisting of reading tasks such as listeing to books on tape or via I-pad, reading to a partner station, working on word study tasks (i.e. rainbow writing site words), and/or addition "Read to Self" time.
English Language Learners	• Reading a text aloud in support of finding evidence. Scaffold students at a higher level and gradually release responsibilities and tasks when students demonstrate more independency and understanding when it comes to finding (underlining) text evidence.
	• With the use of vocabulary notebooks, provide visuals (possibly from the text itself) to include in vocabulary notebook to support identification (through pictures) and connection of vocabulary.
	• Support students written responses with the support of sentence frames. When asking students to respond to reading by making a connection (as seen in ML 1), the frame may be, "_____(Characters) is_____. This reminds me of _____."
	• Support retells by using "normed retell organizer" that includes examples and pictures as they talk about the text including characters, beginning, middle, and end.
	• Create "print-rich" classrooms where students have access to see writing (books and otherwise) throughout multiple genres either independently, in small group, or whole group instruction.
	– In small groups, students can sort groups of books by genre. Hold discussions and create charts (together and with images) to include their findings and hold discussions about tying characteristics to a specific genre type.
	– Model how you might preview a text: "I know this is a fiction book, and by looking at the cover, I think this is how it will go…" Have students practice this with you, with a partner, and eventually on their own as they grow in language development.

Special Needs Learners	• Set goals for readers reflective of their needs and conduct small groups responsive to their development of reading. Goals may include:
	  – Reading stamina—reading text independently for a goal of ten minutes (increase as student develops.
	  – Fluency – re-read texts in book basket for stamina, and include texts that student is fluent (not necessarily reflective of comprehension—
	      (See also "Fluency" in "Struggling Readers" section above**).
	
	  – Using touch and tell organizer after each text is read to practice retelling—students can be provided with laminated copy of organizer to touch and tell across the organizer to include characters, beginning, middle, and ending.
	• Allow students to have access to sentence frames (insert in notebook) to support writing about reading.
	• When making annotations, have students identify difficult words by "framing" them. Instead of underlining evidence, teacher re-reads and stops at various points to identify/discuss examples, rather than finding and underlining in text. Scaffold as necessary, and eventually lead students to identifying one example as evidence, then two, and so on.
	• Use "Fish bowl" as frequent demonstration for holding conversations and turn and talks. Consider recording these so students can go back and refer to it often and when necessary.
	• Use recordings as necessary in support of retell practice, read alouds, fluency, and re-teachings.
	• Support small groups with additional assistance (if available)—Have assistance oversee small group work. Have two teacher classrooms meet with small groups regularly.
	• Accomadate based on "504"—making medical and additional modification as necessary.

Learners with a 504	Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

Interdisciplinary Connections

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

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

Through incorporation of writing (Via "Reader's Response" Notebooks) within mini-lessons, small groups, and conferring, students will develop writing skills as necessary for clarifying reading comprehension (i.e. constructing sentences supportive of summarizing, predicting, clarifying, to show and demonstrate evidence, etc.).

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.2.1.A: Follow agreed-upon rules 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).
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.

Readers will often turn to partners to develop a fluid recall of events and/or details of a text to clarify or construct understanding in response to reading.

Language Standards:

L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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).

L.3.3.A: Choose words and phrases for effect.

Through text exposure, students will use authors as mentors to develop components of language necessary for speaking and writing.

Integration of 21st Century Skills

Indicators:

9.1.4.G.1 : Describe how valuable items might be damaged or lost and ways to protect them.

In the teaching of rules and procedures, students will learn the use of resources as tools to reading.

9.2.4.A.4 : Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

As students develop reading skills, it will enable them to hold conversations in regards to reading and serve as a component of communication for the future.

9.3.12.AC-DES.2 : Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

In partner talk, small group, and one to one conferring, students will develop necessary skills to communicate effectively.

9.3.12.ED.1 : Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

In the construction of responses to reading, students will speak about a variety of texts to different peers and audiences.

9.3.12.ED-ADM.1 : Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.

Reading workshop is a researched based practice to support the learning of reading to a variety of students.

9.3.12.ED-ADM.2 : Identify behaviors necessary for developing and sustaining a positive learning culture.

Students will work in partnerships within the classroom and in small groups as well as within whole group conversations that support a positive learning environment.

9.3.12.ED-PS.1 : Identify strategies, techniques and tools used to determine the needs of diverse learners.

Resources can be used throughout small group, strategy group, and conferring to support individual student needs.

9.3.12.ED-PS.2 : Implement methods to enhance learner success.

Teaching students where they are according to their independent reading levels and needs will enable success in all learners and at various levels.

9.3.12.ED-PS.3 : Identify resources and support services to meet learners' needs.

Resources and methods can be used in the instruction of students on a one to one or small group basis.

Unit Title: Fiction

Unit Description:

The Fiction unit serves to teach students stories that carry a similar theme and structure. Students will be exposed to specific types of fiction including realistic, fantasy, historical, and traditional sub-genre types. It is here that students will take their knowledge gained from the "Launching" unit and apply it to a specific genre type—using strategies such as tracking their thinking, retelling, and vocabulary. In addition, students will continue to gather ideas and strategies for reading success through interactive read alouds, mini-lessons, and close-reads—within the confines of fiction text types. Students will continue to participate in partner conversations as well as remain active listeners throughout the fiction unit of study.
 	
Interactive Read Alouds (IRA)—Serve to model expected reading behaviors. This may include (but is not limited to): thinking aloud, stopping to retell, making connections, inferring, holding conversations, and/or predicting.
 	
    Mini-Lesson (ML) – A brief (10-15 minute) lesson where an explicit skill is taught and is responsive to student needs. This is teacher directed time where the teacher demonstrates a skill and/or strategy and provides a gradual release to ensure understanding through guided practice and lastly, independent practice ("I do, we do, you do").
 	
    Close Read (CR) – A time when a student is exposed to a short, complex text (often a short poem or a few lines from a larger text) for the purpose of analysis and/or discovery (i.e. attention to patterns, craft, word choice, details, etc.) to better understand the meaning and purpose.
 	
    Small Group Reading – Another component of reading workshop. Teacher uses time to address reading concerns and/or needs. This may consist of strategy groups, guided reading groups, and/or interventions.

Unit Duration: <u>18 sessions</u> (8 Interactive Read Aloud Lessons, 10 Mini-lessons [Some sessions will span across several days**]).

Desired Results

Standard(s): Primary:
IRA= "Interactive Read Aloud" ML= "Mini-Lesson" (RL.2.3, RL.2.5) *Describe the overall structure of a story, including describing how the beginning introduces, the ending concludes, and how characters in a story respond to major events and challenges.* (As in: IRL 2, IRL 6, IRL 7, ML 1, ML 2, ML 8, ML 9, Close Reads) (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.* (As in: ML 6, ML 7, ML 8, Close Reads) (RL.2.2, RL.2.7) *Use information gained from the illustrations and words to demonstrate understanding of its characters, setting, plot, or moral/central message.* (As in: IRL 1, IRL 4, IRL 5, IRL 7, ML 1, ML 3, ML 4, ML 5, ML 9, ML 10, Close Reads) (RL.2.9) *Compare and contrast two or more versions of the same story (e.g. Cinderella Stories) by different authors or from different cultures.* (As in: IRL 2, IRL 7) Reinforced (or introduced): 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.2.4. Describe how words and phrases (e.g. regular beats, alliteration, rhyms, repeated rhymes) supply rhythm and meaning in a story, poem, or song. RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed. W.2.3. Write narratives in which they recount a well-ellaborated even 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.

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.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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.

Indicators:

- Students will continue to practice precedures refelctive of reading workshop (i.e. come prepared to hold meaningful and reflective conversations in response to reading both in small and large groups as well as in partner conversations).
- Students will recognize different structures and types of fiction (i.e. fantasy, traditional, and realistic).
- Students will strengthen skills necessary for reading development; consisting of retelling and summarizing, identifying main ideas and gathering evidence, determining meaning of words, describing an overall structure, and focusing on specific parts and/or details.
- Students will get to know characters through inferencing characters' traits and feelings, understanding points of view, and asking questions to clarify and/or deepen understanding of characters and/or events.
- Students will continue to develop "Readers Notebooks" responsive to reading and vocabulary from fictional texts.
- Students will retell fiction texts by touching and telling across fingers, to pages, with a partner, and either aloud and/or with written response to stories.
- Students will draw upon annotations (as evidence) in support of their ideas.
- Students will analyze short, complex text and develop a greater understanding of details, patterns, craft, and other authorial choices.
- Students will identify and integrate language supportive of a specific text type (i.e. characters, setting, plot).

Understandings:	Essential Questions:
Students will understand that …	- How can we develop an understanding of fictional text types?
- Readers use a variety of skills and strategies to navigate and understand different text types.	- How can we develop as independent readers?
- Readers develop through careful reflection and responses to reading.	- How can we identify and use an author's choice (of words, craft moves, etc.) to create our own understanding?
- Texts are created and structured for a variety of different purposes.	- How can we construct a thoughtful response to reading that demonstrates an accurate understanding?
- Authors of fiction make choices responsive to their message and purpose for writing.	

Assessment Evidence	
Performance Tasks:	**Other Evidence:**
Daily Tasks	- Individual and small group conferring and record keeping in response to independent or small group reading (i.e. comprehension checklists and running records)
- Student responses to reading (i.e. retell, conversations through talking stems, etc.) via verbally and with a partner (through "turn and talk") or in small groups	

Performance Tasks	
• DRA Assessment • Columbia Assessment • Student responses to reading via "Readers Response" notebook and/or "Close Read" written responses	

Benchmarks:

- Running Records Assessments
- DRA for "Instructional" Reading level
  and/or
- Columbia Assessment for "Independent Reading Level"
- "STAR (Standardized Test for the Assessment of Reading)" data

Learning Plan

Learning Activities:
Throughout the Fiction unit, Readers will…

Develop Independent Reading

- Increase Reading Volume (amount) and Stamina (duration) of Fictional texts.
  As in: Independent Reading Time

Develop skills within small group reading

- The development of foundational skills (i.e. word attack skills, fundations, sight words, fluency) either in guided reading or targeted small groups
- Development of guided strategies within appropriately leveled texts
- The identification of characteristics of fiction text types and how to navigate them
  As in: Small Group Time

Differentiate between different text and genre types

- Record characteristics of fictional text types as they appear in the unit (via culminating anchor chart)
- Hold discussions as to what makes the reading a fictional text
- Focus on specific sub-genres of fiction (fantasy, realistic, etc.) and identification through specific characteristics of each
  As in: IRA 1, IRA 2, IRA 3, IRA 5, ML 1, ML 2, ML 7, Close Reads

Hold meaningful conversations with peers through the incorporation of talking stems

- Explain or question ("I have a question…," "Can you explain…," "Can you tell me more…")
- Summarize the text ("The most important part…," "I think the author is saying…")
- Prove with evidence ("The author wrote…," "The picture shows…")
- Elaborate on ideas ("This means…," "This is important because…")
  As in: "Turn and Talks" as a standard procedure during ML and Small Group time

Recount and retell stories and/or identify main idea

- Touch and tell retell
  − Tell stories across fingers (i.e. Beginning, Middle, End)
  − Tell stories across pages (Use organizer to point and speak about B, M, E)
  − Recount stories (Using "Touch and Tell") with a partner after using strategy
  − Begin to formulate fictional written retell responses in reader's notebooks
- Formulate Titles
  − Construct one sentence "titles" to identify main idea of a section of fiction text
  − Point (or underline) to text details (evidence) that supports the main idea

As in: IRA 1, IRA 2, IRA 3, IRA 5, IRA 6, IRA 7

Formulate responses to reading (also consisting of the development of characters)

- Construct reader's responses (i.e. making prediction sentences, drawing and labeling a story setting, various "stop and jots," etc.) in regards to fictional reading
- Develop vocabulary section in "Readers Notebook" as necessary for comprehension
  - Include example/non-examples
  - Pictures and labels
  - Words in context
  As in: Beginning any new fictional text, IRA 6, IRA 7, ML 1, ML 2, ML 4, ML 5, ML 9, ML 10, Close Reads

Annotate and navigate a complex text

- Frame unknown words
- Underline evidence in support of understandings
  As in: ML 2, Close Reads

Set Goals for Reading

- Discuss expectations for setting goals
- Brainstorm Class and individual goals
- Develop new goals as necessary
  As in: "Coached Independent Reading"

Resources:
Schoolwide: Reading Fundamentals (Fiction Grade 2), Mentor Texts/Interactive Read Aloud Texts (Mentor Texts summaries p. 19 of manual), Shared Texts (starting at page 23 of TM), Student selected independent reading books (leveled libraries, book baskets/bags, etc.), guided reading books/materials (i.e. text sets), "Normed Toolkit" for Reading (including information for talking stems, annotation guidelines, "Reader's Notebook," etc.), Close Readings (revised and embedded in Unit—"Sheila Rae the Brave," and "The Three Little Pigs").

Unit Modifications for Special Population Students	
Advanced Learners	- Move up the level of rigor with exposure to more complex texts when completing close reads (i.e. variance of language, structure, and meaning) - When a close read prompts students to identify and construct metaphors, but also lends itself to other content—stretch this to meet advanced learners. Have students find evidence not only of metaphors, but also language/word choices, setting (and how the author makes choices reflective of setting), and construction (i.e. why the text is laid out in this way), as well as what is the meaning/message behind this passage and identifying evidence to support it. - Have students identify specific "in-text" examples of fictional characteristics (finding spefic evidence to support reasoning for identification of this genre type). - When setting goals for advanced learners (during "coached IDR" time), let it be more reflective of independent reading level. For example, a student reading a level "M" text at the beginning of the year will need to focus on vocabulary and the use of context clues in order for them to be prepared to read books at their next level ("N") which includes greater use of tier two vocabulary words. - Pull small groups consisting of a few students who would benefit from the focus of a similar task or strategy (i.e.-formulating verbal retells into paragraph construction, referring explicitly to the text/making in-text annotations as evidence to support main ideas (reflective of third grade standards), etc.). - Have students construct more written responses to reading including most pertitnent information in fictional texts (also inclusive of main idea/message,

	character, setting, plot). Eventually turn sentences into paragraphs when necessary, as well as expand with inclusion of paired texts. • Incorporate the use of "Book Snaps" during independent reading where students can snap a photo of a section of text where they then identify what it is mostly about and show underlined evidence (with a recorded explanation) to support it (*this can be done through use of I-pads, Seesaw, and other tools).

Struggling Learners	• Pull small groups consisting of a few students who would benefit from the focus of a similar task (i.e. needing more exposure to fictional text structure).
	  − Re-teaching when necessary at the conclusion of any mini-lesson.
	  − Continuously retelling fictional texts to gain an understanding of story structure and development. Students repeat the constructed retell from the teacher until they develop language to construct their own retell. Then have students practice this retell by working with a partner to talk it through together, and when necessary, complete a verbal retell independently.
	  − Prior to reading fictional texts in small group, have students try to identify characteristics of the text type, discuss why, and even include a verbal or written response as to how this story will go (taking knowledge from knowing what text type it is).
	  − Providing students with a character trait for a specified character and having them give evidence to support this trait and/or describing a character through details and explanation of personalily/traits and have students identify which character you are referring to.
	  − For a student who struggles with fluency, find a level at which a student is completely fluent (not necessarily the level at which they can comprehend). Have students practice reading this text that includes pictures (as context clues if necessary)—echo read it with them (modeling expression and intonation), have students practice with you and then practice by themselves—consider recording their reading for motivation and ability for students to listen and reflect. Take the same text (after they have re-read it multiple times) and provide a copy that excludes pictures to see if they are able to fluently read on this level without the assistance of pictures as context clues. If the student can then successfully read it with fluency, complete a second reading (in this same manner—echo read, independent practice with pictures, and without pictures), with a text, on the same level. With the success of this second text, student is ready to move to the next level for fluency. Continue procedure.
	
	• Continuously conduct individual conferences to set attainable goals for readers that are reflective of where they are independently.
	  − During independent reading time, a students goal may be to re-read texts to practice fluency, develop stamina by reading in ten minute increments and building from there, using fix-up strategies when coming to a difficult word, and/or retelling the text with a partner (or recording) to practice retelling skills after each text.
	
	• Each modification is supported in a two teacher classroom as well as is attainable in a one-teacher classroom through the use of:
	  − Pre-selected centers consisting of reading tasks (such as listeing to books on tape or via I-pad, reading to a partner station, working on word study tasks (i.e. rainbow writing site words), and/or additional "Read to Self" time). **Each rotation should be a reflection/reinforcement of reading skills.

English Language Learners	• Hold topic discussions prior to the reading of texts to ensure understanding of topic (referring to pictures and giving examples—i..e "Baseball" may be a sport that an ELL student may not be familiar with and to understand the text, you may

	have to show them pictures, describe the rules of the game, and/or compare it to a similar sport in which they are familiar).
	• With the use of vocabulary notebooks, provide visuals (possibly from the text itself) to include in vocabulary notebook to support identification (through pictures) and connection of vocabulary.
	• Support students written responses with the support of sentence frames. When asking students to respond to reading by identifying character traits (As in: ML 2), you can frame a sentence as such: "(Character) says/does_____, so I know he is _____(trait)."
	• Support retells by using "normed retell organizer" that includes examples and pictures as they talk about the text including characters, beginning, middle, and end.
	• Create "print-rich" classrooms where students have access to see writing (books and otherwise) throughout multiple genres either independently, in small group, or whole group instruction.
	– In small groups, students can sort groups of books by genre and/or sub-genre (i.e. specific types of fiction). Hold discussions and create charts (together and with images) to include their findings and hold discussions about tying characteristics to a specific genre type.
	– Model how you might preview a text: "I know this is a fiction book, and by looking at the cover, I think this is how it will go…" Have students practice this with you, with a partner, and eventually on their own as they grow in language development.
Special Needs Learners	• Set goals for readers reflective of their needs and conduct small groups responsive to their development of reading. Goals may include: – Reading stamina—reading text independently for a goal of ten minutes (increase as student develops. – Fluency—re-read texts in book basket for stamina, and include texts that student is fluent (not necessarily reflective of comprehension) – Using touch and tell organizer after each text is read to practice retelling—students can be provided with laminated copy of organizer to touch and tell across the organizer to include characters, beginning, middle, and ending. – The inclusion of types of fictional texts in book baskets (i.e. a variation of both realistic and fantasy fiction).
	• Allow students to have access to sentence frames (insert in notebook) to support writing about reading.
	• When making annotations, have students identify difficult words by "framing" them. Instead of underlining evidence, teacher re-reads and stops at various points to identify/discuss examples, rather than finding and underlining in text. Scaffold as necessary, and eventually lead students to identifying one example as evidence, then two, and so on.

	• Use "Fish bowl" as frequent demonstration for holding conversations and turn and talks. Consider recording these so students can go back and refer to it often and when necessary.
	• Use recordings as necessary in support of retell practice, read alouds, fluency, and re-teachings.
	• Support small groups with additional assistance (if available)—Have assistance oversee small group work. Have two teacher classrooms meet with small groups regularly through the incorporation of center/station rotations.
	• -Accomadate based on "504"—making medical and additional modifications as necessary.
Learners with a 504	Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:
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.2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.2.8: Recall information from experiences or gather information from provided sources to answer a question.
Through incorporation of writing (Via "Reader's Response" Notebooks) within mini-lessons, small groups, and conferring, students will develop writing skills as necessary for clarifying reading comprehension (i.e. constructing sentences supportive of summarizing, predicting, clarifying, to show and demonstrate evidence, etc.).

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.2.1.A: Follow agreed-upon rules 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).
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.
Readers will often turn to partners to develop a fluid recall of events and/or details of a text to clarify or construct understanding in response to reading.

Language Standards
L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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).

L.3.3.A: Choose words and phrases for effect.

Through text exposure, students will use authors as mentors to develop components of language necessary for speaking and writing.

Social Studies Standards

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core demographic values as productive citizens in local, national, and global communities.

Citizenship begins with becoming a contributing member of the classroom community.

6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.

6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.

6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.

Everyone is part of a larger neighborhood and community.

6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community.

6.1.P.B.2 Identify, discuss, and role-play the duties of a range of community workers.

Individuals and families have unique characteristics.

There are many different cultures within the classroom and community.

6.1.P.D.1 Describe characteristics of oneself, one's family, and others.

6.1.P.D.2 Demonstrate an understanding of family roles and traditions.

6.1.P.D.4 Learn about and respect other cultures within the classroom and community.

Students will be exposed to texts representative of various cultures, people, and environments. Through conversations and discussions of texts, students will also practice skills reflecting classroom citizenship (i.e. procedures, rules, etc.) and community (holding conversations with peers).

Science Standards

2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

Scientists look for patterns and order when making observations about the world. (2-LS4-1)

LS4.D: Biodiversity and Humans

There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)

PS1.A: Structure and Properties of Matter

Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties. (2-PS1-1)

Different properties are suited to different purposes. (2- PS1-2),(2-PS1-3)

Through text exposure (idependently, in whole, and/or in small groups), students will enocunter science topics such as living things, patterns, and drawing conlusions while also developing reading skills.

Integration of 21st Century Skills

Indicators

Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: *Students demonstrate a sound understanding of technology concepts, systems and operations.*

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

B. Creativity and Innovation: *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*
8.1.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device.
8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and [resources](#).

C. Communication and Collaboration: *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*
8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.
8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

D. Digital Citizenship: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*
8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.

E: Research and Information Fluency: *Students apply digital tools to gather, evaluate, and use information.*
8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Students will use technology as a tool to share, explain, collaborate, and create responses and activities prompted by reading (i.e. recordings of resonses to reading, listening to peer's recordings, creating videos reflecting retelling, gathering information via online resources pertaining to a topic or question, etc.) (Use of I-pad and applications such as "Draw and Tell," "Seesaw," Etc.)

21st Century Life and Careers
9.1.4.G.1 : Describe how valuable items might be damaged or lost and ways to protect them.
In the teaching of rules and procedures, students will learn the use of resources as tools to reading.
9.2.4.A.4 : Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
As students develop reading skills, it will enable them to hold conversations in regards to reading and serve as a component of communication for the future.
9.3.12.AC-DES.2 : Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.
In partner talk, small group, and one to one conferring, students will develop necessary skills to communicate effectively.
9.3.12.ED.1 : Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
In the construction of responses to reading, students will speak about a variety of texts to different peers and audiences.
9.3.12.ED-ADM.1 : Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.
Reading workshop is a researched based practice to support the learning of reading to a variety of students.
9.3.12.ED-ADM.2 : Identify behaviors necessary for developing and sustaining a positive learning culture.
Students will work in partnerships within the classroom and in small groups as well as within whole group conversations that support a positive learning environment.
9.3.12.ED-PS.1 : Identify strategies, techniques and tools used to determine the needs of diverse learners.
Resources can be used throughout small group, strategy group, and conferring to support individual student needs.
9.3.12.ED-PS.2 : Implement methods to enhance learner success.
Teaching students where they are according to their independent reading levels and needs will enable success in all learners and at various levels.
9.3.12.ED-PS.3 : Identify resources and support services to meet learners' needs.
Resources and methods can be used in the instruction of students on a one to one or small group basis.

Unit Title: Nonfiction

Unit Description:
The Nonfiction unit serves to teach students reading skills through texts that carry a similar theme and structure. Students will be exposed to specific types of nonfiction including reference and literary nonfiction. It is here that students will take their knowledge gained from previous units and apply it to a specific genre type—using strategies such as tracking their thinking, identifying main ideas, and vocabulary. In addition, students will continue to gather ideas and strategies for reading success through interactive read alouds, mini-lessons, and close-reads—within the confines of nonfiction text types. Students will continue to participate in partner conversations as well as remain active listeners throughout the nonfiction unit of study.
Interactive Read Alouds (IRA)—Serve to model expected reading behaviors. This may include (but is not limited to): thinking aloud, stopping to retell, making connections, inferring, holding conversations, and/or predicting.

> *Mini-Lesson (ML)* – A brief (10-15 minute) lesson where an explicit skill is taught and is responsive to student needs. This is teacher directed time where the teacher demonstrates a skill and/or strategy and provides a gradual release to ensure understanding through guided practice and lastly, independent practice ("I do, we do, you do").

> *Close Read (CR* – A time when a student is exposed to a short, complex text (often a short poem or a few lines from a larger text) for the purpose of analysis and/or discovery (i.e. attention to patterns, craft, word choice, details, etc.) to better understand the meaning and purpose.

> *Small Group Reading* – Another component of reading workshop. Teacher uses time to address reading concerns and/or needs. This may consist of strategy groups, guided reading groups, and/or interventions.

Unit Duration: <u>18 sessions</u> (8 Interactive Read Aloud Lessons, 10 Mini-lessons (Some sessions will span across several days**)).

Desired Results

Standard(s): Primary:
IRA= "Interactive Read Aloud"
ML= "Mini-Lesson"

(RI.2.5, RI.2.7) *Know and use various text features (e.g., captions, bold print, subheadings, illustrations, etc.) to locate key facts or information as well as explain how specific images contribute to a non-fiction text.* (As in: IRA 2, IRA 3, IRA 6, ML 3, ML 5, ML 9, Close Reads)

(RI.2.6, RI.2.8) *Identify the main purpose of a text and describe how reasons support specific points.* (As in: IRA 7, IRA 8, ML 1, ML 2, ML 4, ML 7, ML 8, ML 10, Close Reads)

(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.* (As in: IRA 1, IRA 2, IRA 3, IRA 4, IRA 6, IRA 7, IRA 8, ML 1, ML 2, ML 3, ML 4, ML 5, ML 7, ML 8, ML 9, ML 10, Close Reads)

(RI.2.4) *Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.* (As in: IRA 2, IRA 3, IRA 6, ML 1, ML 2, ML 5, ML 9, Close Reads)

Reinforced (or introduced):
RI.2.10. By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
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.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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.

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).*

Indicators:

- Students will continue to practice precedures refelctive of reading workshop (i.e. come prepared to hold meaningful and reflective conversations in response to reading both in small and large groups as well as in partner conversations).
- Students will recognize different structures and types of nonfiction (i.e. literary, reference).
- Students will strengthen skills necessary for reading development; consisting of retelling and summarizing, identifying main ideas and gathering evidence, determining meaning of words, describing an overall structure, and focusing on specific parts and/or details.
- Students will continue to develop "Readers Notebooks" responsive to reading and vocabulary from nonfictional texts.
- Students will identify main ideas of nonfiction texts by underlining evidence supportive of main ideas (through modeling, guided, and independent practice) and will continue to retell literary nonfiction by touching and telling across fingers, to pages, with a partner, and either aloud and/or with written response to stories.
- Students will draw upon annotations (as evidence) in support of their ideas.
- Students will analyze short, complex text and develop a greater understanding of details, patterns, craft, and other authorial choices.
- Students will identify and integrate language supportive of a specific text type (i.e. main idea, evidence, examples).

Understandings:	**Essential Questions:**
Students will understand that … - Readers use a variety of skills and strategies to navigate and understand different text types. - Readers develop through careful reflection and responses to reading. - Texts are created and structured for a variety of different purposes. - Authors of nonfiction make choices responsive to their message and purpose for writing.	- How can we develop an understanding of nonfictional text types? - How can we develop as independent readers? - How can we identify and use an author's choice (of words, craft moves, etc.) to create our own understanding? - How can we construct a thoughtful response to reading that demonstrates an accurate understanding?

Assessment Evidence	

Performance Tasks:	**Other Evidence:**
Daily Tasks - Student responses to reading (i.e. retell, conversations through talking stems, etc.) via verbally and with a partner (through "turn and talk") or in small groups *Performance Tasks* - DRA Assessment - Columbia Assessment	- Individual and small group conferring and record keeping in response to independent or small group reading (i.e. comprehension checklists and running records)

• Student responses to reading via "Readers Response" notebook and/or "Close Read" written responses	

Benchmarks:

- Running Records Assessments—
- DRA for "Instructional" Reading level
  and/or
- Columbia Assessment for "Independent Reading Level"
- "STAR (Standardized Test for the Assessment of Reading)" data

Learning Plan

Learning Activities:
Throughout the Nonfiction unit, Readers will…

Develop Independent Reading

- Increase Reading Volume (amount) and Stamina (duration) of Nonfiction text types
  As in: Independent Reading Time

Develop skills within small group reading

- The development of foundational skills (i.e. word attack skills, fundations, sight words, fluency) either in guided reading or targeted small groups
- Development of guided strategies within appropriately leveled texts
- The identification of characteristics of nonfiction text types and how to navigate them
  As in: Small Group Time

Differentiate between different text and genre types

- Record characteristics of nonfictional text types as they appear in the unit (via culminating anchor chart)
- Hold discussions as to what makes the reading a nonfictional text
- Focus on specific sub-genres of nonfiction (literary, reference, etc.) and identification through specific characteristics of each
  As in: IRA 1, IRA 2, IRA 3, IRA 5, IRA 6, ML 1, ML 2, ML 3, ML 7, ML 8, Close Reads

Hold meaningful conversations with peers through the incorporation of talking stems

- Explain or question ("I have a question…," "Can you explain…," "Can you tell me more…")
- Summarize the text ("The most important part…," "I think the author is saying…")
- Prove with evidence ("The author wrote…," "The picture shows…")
- Elaborate on ideas ("This means…," "This is important because…")
  As in: "Turn and Talks" as a standard procedure during ML and Small Group time

Recount and retell stories and/or identify main idea

- Touch and tell retell
  - Tell stories across fingers (i.e. Beginning, Middle, End)
  - Tell stories across pages (Use organizer to point and speak about B, M, E)
  - Recount stories (Using "Touch and Tell") with a partner after using strategy
  - Begin to formulate fictional written retell responses in reader's notebooks
- Formulate Titles
  - Construct one sentence "titles" to identify main idea of a section of fiction text
  - Point (or underline) to text details (evidence) that supports the main idea
  As in: IRA 4, IRA 7, IRA 8, ML 4, ML 10, Close Reads

Formulate responses to reading

- Construct reader's responses (i.e. posing questions, drawing and labeling terminology or setting, various "stop and jots," etc.) in regards to nonfictional reading

- Develop vocabulary section in "Readers Notebook" as necessary for comprehension
    - Include example/non-examples
    - Pictures and labels
    - Words in context
    As in: Beginning any new nonfictional text, ML 1, ML 2, ML 3, ML 4, ML 5, ML 9, Close Reads

Annotate and navigate a complex text

- Frame unknown words
- Underline evidence in support of understandings
    As in: IRA 4, IRA 6, ML 1, ML 4, Close Reads

Set Goals for Reading

- Discuss expectations for setting goals
- Brainstorm Class and individual goals
- Develop new goals as necessary
    As in: "Coached Independent Reading"

Resources:
Schoolwide: Reading Fundamentals (NonFiction Grade 2), Mentor Texts/Interactive Read Aloud Texts (Mentor Texts summaries p. 20 of manual), Shared Texts (starting at page 26 of TM), Student selected independent reading books (leveled libraries, book baskets/bags, etc.), guided reading books/materials (i.e. text sets), "Normed Toolkit" for Reading (including information for talking stems, annotation guidelines, "Reader's Notebook," etc.), Close Readings (revised and embedded in Unit—"CR One, Gaciers and Erosion," and "CR 2, Bugs, Bugs, Bugs!").

Unit Modifications for Special Population Students	
Advanced Learners	- Move up the level of rigor with exposure to more complex texts when completing close reads (i.e. variance of language, structure, and meaning) - When a close read prompts students to identify the main idea of a specific section of text, ask students to do this independently (to several sections), then have students look at every section together in order to see how they all fit together as one, culminating piece reflective of one larger main idea. - Have students identify specific "in-text" examples of nonfictional characteristics (finding spefic evidence to support reasoning for identification of this genre type). - When setting goals for advanced learners (during "coached IDR" time), let it be more reflective of independent reading level. For example, a student reading a level "M" text at the beginning of the year will need to focus on vocabulary and the use of context clues in order for them to be prepared to read books at their next level ("N") which includes greater use of tier two vocabulary words. - Pull small groups consisting of a few students who would benefit from the focus of a similar task or strategy (i.e.-referring explicitly to the text/making in-text annotations as evidence to support main ideas (reflective of third grade standards), etc.). - Have students construct more written responses to reading including most pertinent information in nonfictional texts. Eventually turn sentences into paragraphs and/or short informational writing pieces when necessary, as well as expand with inclusion of paired texts. - Incorporate the use of "Book Snaps" during independent reading where students can snap a photo of a section of text where they then identify what it is mostly about and show underlined evidence (with a recorded explanation) to support it (*this can be done through use of I-pads, Seesaw, and other tools).

Struggling Learners	• Pull small groups consisting of a few students who would benefit from the focus of a similar task (i.e. needing more exposure to nonfictional text structure).
	   – Re-teaching when necessary at the conclusion of any mini-lesson.
	   – Chunking sections of texts in order to identify and discuss most pertinent information and/or main idea as supported by facts/evidence.
	   – Prior to reading nonfictional texts in small group, have students try to identify characteristics of the text type, discuss why, and even include a verbal or written response as to how this text will go (taking knowledge from knowing what text type it is).
	   – Providing students with evidence from the text and guide them to construct a main idea sentence and/or give them a main idea sentence of a section of text and provide students with a hard copy in which they can underline specific evidence to support.
	   – For a student who struggles with fluency, find a level at which a student is completely fluent (not necessarily the level at which they can comprehend). Have students practice reading this text that includes pictures (as context clues if necessary)—echo read it with them (modeling expression and intonation), have students practice with you and then practice by themselves—consider recording their reading for motivation and ability for students to listen and reflect. Take the same text (after they have re-read it multiple times) and provide a copy that excludes pictures to see if they are able to fluently read on this level without the assistance of pictures as context clues. If the student can then successfully read it with fluency, complete a second reading (in this same manner—echo read, independent practice with pictures, and without pictures), with a text, on the same level. With the success of this second text, student is ready to move to the next level for fluency. Continue procedure.
	
	 • Continuously conduct individual conferences to set attainable goals for readers that are reflective of where they are independently.
	   – During independent reading time, a students goal may be to re-read texts to practice fluency, develop stamina by reading in ten minute increments and building from there, using fix-up strategies when coming to a difficult word, and/or retelling the text with a partner (or recording) to practice retelling skills after each text.
	
	 *Each modification is supported in a two teacher classroom as well as is attainable in a one-teacher classroom through the use of:
	   – Pre-selected centers consisting of reading tasks (such as listeing to books on tape or via I-pad, reading to a partner station, working on word study tasks (i.e. rainbow writing site words), and/or additional "Read to Self" time). **Each rotation should be a reflection/reinforcement of reading skills.

English Language Learners	• Hold topic discussions prior to the reading of texts to ensure understanding of topic (referring to pictures and giving examples—i..e "Baseball" may be a sport that an ELL student may not be familiar with and to understand the text, you may have to show them pictures, describe the rules of the game, and/or compare it to a similar sport in which they are familiar). • With the use of vocabulary notebooks, provide visuals (possibly from the text itself) to include in vocabulary notebook to support identification (through pictures) and connection of vocabulary.

	• Support students written responses with the support of sentence frames. When asking students to respond to reading by identifying the main idea and details, you can frame a sentence as such: "This section of text is about _____. For example_____."
	
	 • Support retells by using "normed retelling organizer" that includes examples and pictures as they talk about the text.
	
	 • Create "print-rich" classrooms where students have access to see writing (books and otherwise) throughout multiple genres either independently, in small group, or whole group instruction.
	
	   − In small groups, students can sort groups of books by genre and/or sub-genre (i.e. specific types of fiction). Hold discussions and create charts (together and with images) to include their findings and hold discussions about tying characteristics to a specific genre type.
	
	   − Model how you might preview a text: "I know this is a nonfiction book, and by looking at the cover, I think this is how it will go…" Have students practice this with you, with a partner, and eventually on their own as they grow in language development.

Special Needs Learners	• Set goals for readers reflective of their needs and conduct small groups responsive to their development of reading. Goals may include:
	   − Reading stamina—reading text independently for a goal of ten minutes (increase as student develops.
	   − Fluency—re-read texts in book basket for stamina, and include texts that student is fluent (not necessarily reflective of comprehension)
	   − Using touch and tell organizer after each text is read to practice retelling—students can be provided with laminated copy of organizer to touch and tell across the organizer to include characters, beginning, middle, and ending and/or MI and details.
	   − The inclusion of types of nonfictional texts in book baskets (i.e. a variation of both reference and literary types).
	
	 • Allow students to have access to sentence frames (insert in notebook) to support writing about reading.
	
	 • When making annotations, have students identify difficult words by "framing" them. Instead of underlining evidence, teacher re-reads and stops at various points to identify/discuss examples, rather than finding and underlining in text. Scaffold as necessary, and eventually lead students to identifying one example as evidence, then two, and so on.
	
	 • Use "Fish bowl" as frequent demonstration for holding conversations and turn and talks. Consider recording these so students can go back and refer to it often and when necessary.
	
	 • Use recordings as necessary in support of retell practice, read alouds, fluency, and re-teachings.

	• Support small groups with additional assistance (if available)—Have assistance oversee small group work. Have two teacher classrooms meet with small groups regularly through the incorporation of center/station rotations. • Accomadate based on "504"—making medical and additional modifications as necessary.
Learners with a 504	Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:
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).

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

Through incorporation of writing (Via "Reader's Response" Notebooks) within mini-lessons, small groups, and conferring, students will develop writing skills as necessary for clarifying reading comprehension (i.e. constructing sentences supportive of summarizing, predicting, clarifying, to show and demonstrate evidence, etc.).

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.2.1.A: Follow agreed-upon rules 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).
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.
Readers will often turn to partners to develop a fluid recall of events and/or details of a text to clarify or construct understanding in response to reading.

Language Standards
L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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).
L.3.3.A: Choose words and phrases for effect.
Through text exposure, students will use authors as mentors to develop components of language necessary for speaking and writing.

Social Studies Standards
6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core demographic values as productive citizens in local, national, and global communities.
Citizenship begins with becoming a contributing member of the classroom community.
6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.
6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.
6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.
Everyone is part of a larger neighborhood and community.
6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community.
6.1.P.B.2 Identify, discuss, and role-play the duties of a range of community workers.
Individuals and families have unique characteristics.
There are many different cultures within the classroom and community.
6.1.P.D.1 Describe characteristics of oneself, one's family, and others.
6.1.P.D.2 Demonstrate an understanding of family roles and traditions.
6.1.P.D.4 Learn about and respect other cultures within the classroom and community.
Students will be exposed to texts representative of various cultures, people, and environments. Through conversations and discussions of texts, students will also practice skills reflecting classroom citizenship (i.e. procedures, rules, etc.) and community (holding conversations with peers).

Science Standards
2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.
Scientists look for patterns and order when making observations about the world. (2-LS4-1)
LS4.D: Biodiversity and Humans
There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)
PS1.A: Structure and Properties of Matter
Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties. (2-PS1-1)
Different properties are suited to different purposes. (2- PS1-2),(2-PS1-3)
Through text exposure (idependently, in whole, and/or in small groups), students will enocounter science topics such as living things, patterns, and drawing conlusions while also developing reading skills.

Integration of 21st Century Skills

Indicators:

Technology
8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: *Students demonstrate a sound understanding of technology concepts, systems and operations.*
8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

B. Creativity and Innovation: *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*
8.1.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device.
8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

C. Communication and Collaboration: *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*
8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

D. Digital Citizenship: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*
8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.

E: Research and Information Fluency: *Students apply digital tools to gather, evaluate, and use information.*
8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Students will use technology as a tool to share, explain, collaborate, and create responses and activities prompted by reading (i.e. recordings of resonses to reading, listening to peer's recordings, creating videos reflecting retelling, gathering information via online resources pertaining to a topic or question, etc.) (Use of I-pad and applications such as "Draw and Tell," "Seesaw," Etc.)

21st Century Life and Careers
9.1.4.G.1 : Describe how valuable items might be damaged or lost and ways to protect them.
In the teaching of rules and procedures, students will learn the use of resources as tools to reading.
9.2.4.A.4 : Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
As students develop reading skills, it will enable them to hold conversations in regards to reading and serve as a component of communication for the future.
9.3.12.AC-DES.2 : Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.
In partner talk, small group, and one to one conferring, students will develop necessary skills to communicate effectively.
9.3.12.ED.1 : Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
In the construction of responses to reading, students will speak about a variety of texts to different peers and audiences.
9.3.12.ED-ADM.1 : Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.
Reading workshop is a researched based practice to support the learning of reading to a variety of students.
9.3.12.ED-ADM.2 : Identify behaviors necessary for developing and sustaining a positive learning culture.
Students will work in partnerships within the classroom and in small groups as well as within whole group conversations that support a positive learning environment.
9.3.12.ED-PS.1 : Identify strategies, techniques and tools used to determine the needs of diverse learners.
Resources can be used throughout small group, strategy group, and conferring to support individual student needs.
9.3.12.ED-PS.2 : Implement methods to enhance learner success.
Teaching students where they are according to their independent reading levels and needs will enable success in all learners and at various levels.
9.3.12.ED-PS.3 : Identify resources and support services to meet learners' needs.
Resources and methods can be used in the instruction of students on a one to one or small group basis.

Unit Title: Getting to Know Characters in Longer Chapter Books

Unit Description:
The "Getting to Know Characters in Longer Chapter Books" unit serves to integrate the skills and strategies that students have acquired in previous units and apply it to longer text types that often include authentic stories and characters. Students will have opportunity to get to know characters in a book series as well as exposure and practice in navigating larger texts including chapter books. It is here that students will encounter themes, patterns, traits, etc. that these beloved series and chapter books posses. Students will prepare themselves for a future of reading longer books—a necessary skill in preparing students for future grade levels.

Interactive Read Alouds (IRA) – Serve to model expected reading behaviors. This may include (but is not limited to): thinking aloud, stopping to retell, making connections, inferring, holding conversations, and/or predicting.

Mini-Lesson (ML) – A brief (10-15 minute) lesson where an explicit skill is taught and is responsive to student needs. This is teacher directed time where the teacher demonstrates a skill and/or strategy and provides a gradual release to ensure understanding through guided practice and lastly, independent practice ("I do, we do, you do").

Close Read (CR) – A time when a student is exposed to a short, complex text (often a short poem or a few lines from a larger text) for the purpose of analysis and/or discovery (i.e. attention to patterns, craft, word choice, details, etc.) to better understand the meaning and purpose.

Small Group Reading – Another component of reading workshop. Teacher uses time to address reading concerns and/or needs. This may consist of strategy groups, guided reading groups, and/or interventions.

Unit Duration: 15 Sessions (Some will span across several days**)
Bend I: *Keeping Track of Longer Books* (4 sessions, 1 Close Read), Bend II: *Becoming Experts on Characters* (6 sessions, 1 Close Read), Interactive Read Aloud: *The Stories Julian Tells* (3 sessions).

Desired Results

Standard(s): Primary:
IRA= "Interactive Read Aloud"
ML= "Mini-Lesson"

(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. (As in Bend I-Session 1, Session 2, Session 3)
(RL.2.3) Describe how characters in a story respond to major events and challenges using key details. (As in Bend I-Session 1, Session 2, Session 3, Bend II-Session 1, Session 2, Session 3, Session 4, Session 5, Session 6, IRA)
(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. (As in Bend I-Session 1, Session 2, Session 3, Bend II-Session 6)
(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. (As in Bend I-Session 4)
Reinforced (or introduced):
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
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.
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.
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.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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.

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).

Indicators:

- Students will continue to practice precedures refelctive of reading workshop (i.e. come prepared to hold meaningful and reflective conversations in response to reading both in small and large groups as well as in partner conversations).
- Students will strengthen skills necessary for reading development; consisting of retelling and summarizing, identifying main ideas and gathering evidence, determining meaning of words, describing an overall structure, and focusing on specific parts and/or details.
- Students will continue to develop "Readers Notebooks" responsive to reading and vocabulary.
- Students will analyze short, complex text and develop a greater understanding of details, patterns, craft, and other authorial choices.
- Students will identify and integrate language supportive of a specific text type (i.e. main idea, evidence, examples).
- Students will learn how to navigate longer, more complex texts through reading at an appropriate pace and using "fix-up" strategies, as well as jotting down notes to keep track of the story, characters, and the important things that happened.
- Students will differentiate between character traits and feelings and use evidence in support of their findings.

Understandings:	Essential Questions:
Students will understand that …	
- Readers use a variety of skills and strategies to navigate and understand different text types.	- How can we grow into readers of longer texts as a group and independently (and hold onto our reading)?
- Readers develop through careful reflection and responses to reading.	- How can we construct a thoughtful response to reading that demonstrates an accurate understanding?
- Texts are created and structured for a variety of different purposes.	- How can we identify patterns in literature to better understand the characters and story?
- Long books and book series often have authentic characters and structure.	

Assessment Evidence	
Performance Tasks:	**Other Evidence:**
Daily Tasks	- Individual and small group conferring and record keeping in response to independent or small
- Student responses to reading (i.e. retell, conversations through talking stems, etc.) via	

verbally and with a partner (through "turn and talk") or in small groups *Performance Tasks* • DRA Assessment • Columbia Assessment • Student responses to reading via "Readers Response" notebook and/or "Close Read" written responses	group reading (i.e. comprehension checklists and running records)

Benchmarks:

Running Records Assessments—

• DRA for "Instructional" Reading level
  and/or

• Columbia Assessment for "Independent Reading Level"
• "STAR (Standardized Test for the Assessment of Reading)" data

<h2 style="text-align:center">Learning Plan</h2>

Learning Activities:
Throughout the Nonfiction unit, Readers will…

Develop Independent Reading
Increase Reading Volume (amount) and Stamina (duration) of Nonfiction text types
As in: Independent Reading Time

Develop skills within small group reading
The development of foundational skills (i.e. word attack skills, fundations, sight words, fluency) either in guided reading or targeted small groups
Development of guided strategies within appropriately leveled texts
The identification of characteristics of nonfiction text types and how to navigate them
As in: Small Group Time

Hold meaningful conversations with peers through the incorporation of talking stems
Explain or question ("I have a question…," "Can you explain…," "Can you tell me more…")
Summarize the text ("The most important part…," "I think the author is saying…")
Prove with evidence ("The author wrote…," "The picture shows…")
Elaborate on ideas ("This means…," "This is important because…")
As in: "Turn and Talks" as a standard procedure during ML and Small Group time

Recount and retell stories and/or identify main idea
Touch and tell retell
Tell stories across fingers (i.e. Beginning, Middle, End)
Tell stories across pages (Use organizer to point and speak about B, M, E)
Recount stories (Using "Touch and Tell") with a partner after using strategy
Begin to formulate fictional written retell responses in reader's notebooks
Formulate Titles
Construct one sentence "titles" to identify main idea of a section of fiction text
Point (or underline) to text details (evidence) that supports the main idea
As in: The conclusion of a chapter and/or section of longer text, Close Reads

Formulate responses to reading
Construct reader's responses (i.e. posing questions, drawing and labeling terminology or setting, various "stop and jots," etc.) in regards to nonfictional reading
Develop vocabulary section in "Readers Notebook" as necessary for comprehension
Include example/non-examples
Pictures and labels

Words in context
As in: Bend I and II, Close Reads

Annotate and navigate a complex text
Frame unknown words
Underline evidence in support of understandings
As in: Close Reads

Set Goals for Reading
Discuss expectations for setting goals
Brainstorm Class and individual goals
Develop new goals as necessary
As in: "Coached Independent Reading"

Resources:
Reading Supplemental Unit: "Getting to Know Characters in Longer Chapter Books," Mentor Texts/Interactive Read Aloud Texts (*Reddy Freddy: Tooth Trouble, Days with Frog and Toad, Mercy Watson to the Rescue,* and *The Stories Julian Tells*), Student selected independent reading books (leveled libraries, book baskets/bags, etc.), guided reading books/materials (i.e. text sets), "Normed Toolkit" for Reading (including information for talking stems, annotation guidelines, "Reader's Notebook," etc.), Close Readings (Embedded in Unit—"Amelia Bedelia," "Days With Frog and Toad").

Unit Modifications for Special Population Students	

Advanced Learners	• Move up the level of rigor with exposure to more complex texts when completing close reads (i.e. variance of language, structure, and meaning)
	• When setting goals for advanced learners (during "coached IDR" time), let it be more reflective of independent reading level. For example, a student reading a level "M" text at the beginning of the year will need to focus on vocabulary and the use of context clues in order for them to be prepared to read books at their next level ("N") which includes greater use of tier two vocabulary words.
	• Pull small groups consisting of a few students who would benefit from the focus of a similar task or strategy (i.e.-referring explicitly to the text/making in-text annotations as evidence to support main ideas (reflective of third grade standards), etc.).
	  – Have students construct more written responses to reading including most pertitnent information in nonfictional texts. Eventually turn sentences into paragraphs and/or short opinion pieces in regards to their character/ character traits—pulling evidence from specific in-text examples.
	  – Have students use skills in order to identify and infer the meaning of new vocabulary.
	  – Have students pull specific examples in support of their characters (i.e. something the character says, does, thinks, feels) as evidence for understanding.
	  – Incorporate the use of "Book Snaps" during independent reading where students can snap a photo of a section of text where they then identify what it is mostly about and show underlined evidence (with a recorded explanation) to support it (*this can be done through use of I-pads, Seesaw, and other tools).

Struggling Learners	• Pull small groups consisting of a few students who would benefit from the focus of a similar task (i.e. needing more exposure to nonfictional text structure).
	  – Re-teaching when necessary at the conclusion of any mini-lesson.
	  – Supporting students with continuous modeling of strategies as in daily lessons and Interactive Read Alouds.
	  – Chunking sections of texts in order to identify and discuss most pertinent information and/or main idea as supported by facts/evidence.
	  – Re-teaching students to read at the "right" pace, using "fix-up" strategies when necessary (reflective of Bend I).
	  – Paying particular attention to patterns in longer texts and series books such that students are better able to predict what will happen next based on what they already know.
	  – Have students chunk the text into smaller portions for retelling.
	  – For a student who struggles with fluency, find a level at which a student is completely fluent (not necessarily the level at which they can comprehend). Have students practice reading this text that includes pictures (as context clues if necessary)—echo read it with them (modeling expression and intonation), have students practice with you and then practice by themselves—consider recording their reading for motivation and ability for students to listen and reflect. Take the same text (after they have re-read it multiple times) and provide a copy that excludes pictures to see if they are able to fluently read on this level without the assistance of pictures as context clues. If the student can then successfully read it with fluency, complete a second reading (in this same manner—echo read, independent practice with pictures, and without pictures), with a text, on the same level. With the success of this second text, student is ready to move to the next level for fluency. Continue procedure.

	- Continuously conduct individual conferences to set attainable goals for readers that are reflective of where they are independently. - During independent reading time, a students goal may be to re-read texts to practice fluency, develop stamina by reading in ten minute increments and building from there, using fix-up strategies when coming to a difficult word, and/or retelling the text with a partner (or recording) to practice retelling skills after each text. *Each modification is supported in a two teacher classroom as well as is attainable in a one-teacher classroom through the use of: - Pre-selected centers consisting of reading tasks (such as listeing to books on tape or via I-pad, reading to a partner station, working on word study tasks (i.e. rainbow writing site words), and/or additional "Read to Self" time). **Each rotation should be a reflection/reinforcement of reading skills.
English Language Learners	- Hold topic discussions prior to the reading of texts to ensure understanding of topic (referring to pictures and giving examples—i..e "Baseball" may be a sport that an ELL student may not be familiar with and to understand the text, you may have to show them pictures, describe the rules of the game, and/or compare it to a similar sport in which they are familiar). - With the use of vocabulary notebooks, provide visuals (possibly from the text itself) to include in vocabulary notebook to support identification (through pictures) and connection of vocabulary. - Support students written responses with the support of sentence frames. When asking students to respond to reading by identifying a character's feeling, you may incporporate: "(My Character) feels _____. I know this because_____." - Support retells by using "normed retelling organizer" that includes examples and pictures as they talk about the text. - Create "print-rich" classrooms where students have access to see writing (books and otherwise) throughout multiple genres either independently, in small group, or whole group instruction. - In small groups, students can sort groups of books by genre and/or sub-genre (i.e. specific types of fiction). Hold discussions and create charts (together and with images) to include their findings and hold discussions about tying characteristics to a specific genre type. - Model how you might preview a text: "I know this is a chapter book, and by looking at the cover, I think this is how it will go…" Have students practice this with you, with a partner, and eventually on their own as they grow in language development.
Special Needs Learners	- Set goals for readers reflective of their needs and conduct small groups responsive to their development of reading. Goals may include: - Reading stamina—reading text independently for a goal of ten minutes (increase as student develops. - Fluency—re-read texts in book basket for stamina, and include texts that student is fluent (not necessarily reflective of comprehension)

	– Using touch and tell organizer after each text is read to practice retelling—students can be provided with laminated copy of organizer to touch and tell across the organizer to include characters, beginning, middle, and ending and/or MI and details. – The inclusion of types of series texts in book baskets (i.e. longer texts on level with familiar characters). • Allow students to have access to sentence frames (insert in notebook) to support writing about reading. • When making annotations, have students identify difficult words by "framing" them. Instead of underlining evidence, teacher re-reads and stops at various points to identify/discuss examples, rather than finding and underlining in text. Scaffold as necessary, and eventually lead students to identifying one example as evidence, then two, and so on. • Use "Fish bowl" as frequent demonstration for holding conversations and turn and talks. Consider recording these so students can go back and refer to it often and when necessary. • Use recordings as necessary in support of retell practice, read alouds, fluency, and re-teachings. • Support small groups with additional assistance (if available)—Have assistance oversee small group work. Have two teacher classrooms meet with small groups regularly through the incorporation of center/station rotations. • Accomadate based on "504"—making medical and additional modifications as necessary.
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Readers will often turn to partners to develop a fluid recall of events and/or details of a text to clarify or construct understanding in response to reading.
Language Standards:
L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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).
L.3.3.A: Choose words and phrases for effect.
Through text exposure, students will use authors as mentors to develop components of language necessary for speaking and writing.

Social Studies Standards
6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core demographic values as productive citizens in local, national, and global communities.
Citizenship begins with becoming a contributing member of the classroom community.
6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.
6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.
6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.
Everyone is part of a larger neighborhood and community.
6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community.
6.1.P.B.2 Identify, discuss, and role-play the duties of a range of community workers.
Individuals and families have unique characteristics.
There are many different cultures within the classroom and community.
6.1.P.D.1 Describe characteristics of oneself, one's family, and others.
6.1.P.D.2 Demonstrate an understanding of family roles and traditions.
6.1.P.D.4 Learn about and respect other cultures within the classroom and community.
Students will be exposed to texts representative of various cultures, people, and environments. Through conversations and discussions of texts, students will also practice skills reflecting classroom citizenship (i.e. procedures, rules, etc.) and community (holding conversations with peers).

Science Standards
2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.
Scientists look for patterns and order when making observations about the world. (2-LS4-1)
LS4.D: Biodiversity and Humans
There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)
PS1.A: Structure and Properties of Matter
Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties. (2-PS1-1)
Different properties are suited to different purposes. (2- PS1-2),(2-PS1-3)

Through text exposure (idependently, in whole, and/or in small groups), students will enocounter science topics such as living things, patterns, and drawing conlusions while also developing reading skills.

Integration of 21st Century Skills

Indicators

Technology
8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: *Students demonstrate a sound understanding of technology concepts, systems and operations.*
8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

B. Creativity and Innovation: *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*
8.1.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device.
8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

C. Communication and Collaboration: *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*
8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.
8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

D. Digital Citizenship: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*
8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.

E: Research and Information Fluency: *Students apply digital tools to gather, evaluate, and use information.*
8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Students will use technology as a tool to share, explain, collaborate, and create responses and activities prompted by reading (i.e. recordings of resonses to reading, listening to peer's recordings, creating videos reflecting retelling, gathering information via online resources pertaining to a topic or question, etc.) (Use of I-pad and applications such as "Draw and Tell," "Seesaw," Etc.)

21st Century Life and Careers
9.1.4.G.1 : Describe how valuable items might be damaged or lost and ways to protect them.
In the teaching of rules and procedures, students will learn the use of resources as tools to reading.
9.2.4.A.4 : Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
As students develop reading skills, it will enable them to hold conversations in regards to reading and serve as a component of communication for the future.
9.3.12.AC-DES.2 : Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.
In partner talk, small group, and one to one conferring, students will develop necessary skills to communicate effectively.
9.3.12.ED.1 : Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
In the construction of responses to reading, students will speak about a variety of texts to different peers and audiences.

9.3.12.ED-ADM.1 : Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.

Reading workshop is a researched based practice to support the learning of reading to a variety of students.

9.3.12.ED-ADM.2 : Identify behaviors necessary for developing and sustaining a positive learning culture.

Students will work in partnerships within the classroom and in small groups as well as within whole group conversations that support a positive learning environment.

9.3.12.ED-PS.1 : Identify strategies, techniques and tools used to determine the needs of diverse learners.

Resources can be used throughout small group, strategy group, and conferring to support individual student needs.

9.3.12.ED-PS.2 : Implement methods to enhance learner success.

Teaching students where they are according to their independent reading levels and needs will enable success in all learners and at various levels.

9.3.12.ED-PS.3 : Identify resources and support services to meet learners' needs.

Resources and methods can be used in the instruction of students on a one to one or small group basis.