

**Grade 2 Reading Scope and Sequence**

	<b>Reading Workshop</b>	<b>Words Study/Project Read</b>	<b>Grammar Skill Work</b>
<p><b>September - October</b> <i>(30 Instructional Days)</i></p>	<p><a href="#">Second-Grade Reading Growth Spurt (Book 1)</a> Students will learn procedures for participating in their new classroom community, reading independently, and working with partners. They will begin to develop routines for selecting and recording book information. They will analyze habits of good readers, and begin to read independently and silently, actively thinking as a reader by recording thoughts, using post-its.</p>	<p><a href="#">Growing Into Second Grade Phonics</a> In this unit students will grow their phonics knowledge so they know more options for how words could go. Alongside knowledge about words and spellings, you will teach the grit and intellectual curiosity they need to try to get closer to the right spelling.</p> <p><a href="#">Silent E Bootcamp</a></p> <p><a href="#">Word Builders Using Vowel Teams to Build Big Words (Grade 1 Book 4)</a> This is a unit steeped in play, and we expect children will actually have a lot of fun taking on the challenge of learning more about vowels. “Let’s go, let’s go,” you’ll sing in the first session of this unit. “It’s time to work. Let’s go!” And then you’ll send them off to take on the role of a word builder, using familiar word parts to build new words. Being a word builder then becomes the theme for the rest of this unit, as children learn more about vowel teams, one of the most important parts they need to read and write.</p>	<p><a href="#">Using an editing checklist &amp; Checking end punctuation</a></p>
<p><b>November-December</b> <i>(30 Instructional Days)</i></p>	<p><a href="#">Growing Word Solving Muscles (User Guide)</a> This unit is helpful for students who are reading at J/K/L levels and entering into chapter books. The goals of this unit are to remind readers to monitor for accuracy, noticing trouble and drawing on known word-solving strategies to fix up their reading. Secondly, to help students become more flexible, efficient readers building a repertoire of strategies for solving hard words.</p>	<p><a href="#">Word Builders Using Vowel Teams to Build Big Words (Grade 1 Book 4)</a> This is a unit steeped in play, and we expect children will actually have a lot of fun taking on the challenge of learning more about vowels. “Let’s go, let’s go,” you’ll sing in the first session of this unit. “It’s time to work. Let’s go!” And then you’ll send them off to take on the role of a word builder, using familiar word parts to build new words. Being a word builder then becomes the theme for the rest of this unit, as</p>	<p><a href="#">Reflexive Pronouns &amp; Adjectives</a></p>

Revised August 2022

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		<p>children learn more about vowel teams, one of the most important parts they need to read and write.</p> <p><b><u>Marvelous Bloopers (Grade 1 Book 5)</u></b>          This unit has been designed to help you teach an assortment of smallish topics that the first-grade curriculum hasn't addressed and deserve attention before the year is over: R-controlled vowels, high frequency words, and capitalization. This unit celebrates mess ups, the uh-ohs, and what we lovingly refer to as "marvelous bloopers." Bloopers that happen when you are game to learn, when you are willing to take the risk of trying things you've never tried before, knowing that you'll mess up and then pick yourself up to try once more.</p>	
<p><b>December-January</b>  <i>(30 Instructional Days)</i></p>	<p><b><u>Becoming Experts: Reading Nonfiction (Book 2)</u></b>          This unit is designed to teach second graders the strategies of nonfiction reading. You will need to make sure your library has a rich variety of nonfiction books that will sustain your various levels of readers, as well as books across the disciplines—social studies, science, math, so you will want to include a range of topics.</p>	<p><b><u>Growing Into Second Grade Phonics</u></b>          In this unit students will grow their phonics knowledge so they know more options for how words could go. Alongside knowledge about words and spellings, you will teach the grit and intellectual curiosity they need to try to get closer to the right spelling.</p>	<p><a href="#"><u>Tackling Tricky Words with a Repertoire of Strategies &amp; Past tense</u></a></p>
<p><b>February-March</b>  <i>(30 Instructional Days)</i></p>	<p><b><u>Accelerating Readers' Growth in Longer Books (Curricular Calendar)</u></b>          This unit is designed to give second grade readers a hand as they begin to transition into longer stories. Within these longer stories students encounter predictable challenges like linking chapters together, noticing and understanding new vocabulary and growing relevant ideas about a story. Students will be reminded of prior work they have done about characters and use this within their longer books.</p>	<p><b><u>Big Words Take Big Resolve: Tackling Multisyllabic Words</u></b>          The books that many second-graders read are full of multisyllabic words, and so, more instruction needs to focus on transitioning to longer, more complex words earlier in the year. Working with multisyllabic words can be a cognitive load for readers, but it can also create an emotional load, since many children are intimidated by the sheer length of words once a second or third syllable is involved. Helping children muster the courage to recognize the difficulty and still tackle these words- rather than just mumbling past them- is as important as solving the words themselves.</p>	<p><a href="#"><u>Transitions &amp; Mid-Sentence punctuation</u></a></p>

Florham Park English Language Arts Curriculum

[Grade 2 Scope and Sequence](#)

<p><b>April - May</b> (30 Instructional Days)</p>	<p><a href="#">Bigger Books Mean Amping Up Reading Power (Book 3)</a> In this unit, children will practice reading with more alertness to the intent that an author brings to a particular book, whether a story or an informational book. They'll use their own voices, inflections and gestures to bring out the author's intent and will also work to read with a smooth, steady, confident voice.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 4: Word Collectors</a></li> <li>• This unit is devoted to a careful study of words. Spotlighting vocabulary instruction matters. Using books, colleagues, and community, you'll foster an environment of rich talk and careful listening. We imagine second-grade classrooms brimming with conversations and fascination about words and their wonder.</li> </ul>	<p><a href="#">Apostrophes &amp; Contractions</a></p>
<p><b>May - June</b> (30 Instructional Days)</p>	<p><a href="#">Series Book Clubs (Book 4)</a> Student's comprehension is supported when they encounter familiar characters and places, book after book, throughout the series. Scaffolded learning is inherent in the reading of series books and is an alignment with the NJ Student Learning Standards.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 4: Word Collectors</a></li> <li>• This unit is devoted to a careful study of words. Spotlighting vocabulary instruction matters. Using books, colleagues, and community, you'll foster an environment of rich talk and careful listening. We imagine second-grade classrooms brimming with conversations and fascination about words and their wonder.</li> <li>• <b>Review areas of need</b></li> <li>• We will conduct an end of year assessment to assess students' phonics skills. Individual classes will determine which skills they need to reteach students in order to bridge gaps in knowledge and use the phonics units and extensions to reteach the necessary skills identified from the assessment.</li> </ul>	<p><a href="#">Paragraphing</a></p>
<p><b>Optional Additional Units</b></p>	<p><a href="#">Reading Nonfiction Cover to Cover: Nonfiction Book Clubs (If... Then...)</a> In this unit students will work to improve nonfiction reading skills, as well as their speaking and listening skills. They will move from simply "fact collecting; to a deeper understanding of main ideas and supporting details. Students will be able to use the information provided in one book and add it to information learned in another book.</p> <p><a href="#">Optional Additional Unit: Studying CHaracters and Their Stories</a></p>	<p><b>Review areas of need</b> We will conduct an end of year assessment to assess students' phonics skills. Individual classes will determine which skills they need to reteach students in order to bridge gaps in knowledge and use the phonics units and extensions to reteach the necessary skills identified from the assessment.</p>	<p><a href="#">Complete &amp; compound simple sentences</a></p>

<b>Reading Workshop</b>	<b>Grade: 2nd</b>
<p><b>Unit 1: Second-Grade Reading Growth Spurt (Book 1)</b>  <b>Unit Description: Second-Grade Reading Growth Spurt</b>                  This unit is designed as an introduction to second grade reading workshop. Students will learn procedures for participating in their new classroom community, reading independently, and working with partners. They will begin to develop routines for selecting and recording book information. They will analyze habits of good readers, and begin to demonstrate those same habits which include reading independently and silently, actively thinking as a reader by recording thoughts, using post-its, as well as staying focused and building stamina by keeping a reading log. Students will develop habits for reading and talking about books with partners that may include how to sit, taking turns, reading together and retelling.</p>	
<p><b>NJ Student Learning Standards</b></p>	
<p><u>Writing Standards:</u>                  W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.                  W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.                  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.</p> <p><u>Reading Standards:</u>                  RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.                  RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.                  RL.2.3 Describe how characters in a story respond to major events and challenges using key details.                  RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.                  RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.                  RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.                  RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.                  RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.                  RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.                  RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p>	

<p><b>Speaking &amp; Listening Standards:</b>                  SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> 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.2.3 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.</p> <p><b>Language Standards:</b>                  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 <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.                  L.2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.                  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., <i>When other kids are happy that makes me happy</i>).</p> <p><b>NJSLS from other subject(s)</b>  <b>Standard 8 Computer Science</b>                  8.1.2.DA.3: Identify and describe patterns in data visualizations.  <b>Standard 9 Career Readiness, Life Literacy, and Key Skills</b>                  9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.  <b>Careers (Description of a career that relates to this unit)</b></p>	
<b>Enduring Understandings/Goals</b>	<b>Essential Questions</b>
Students will understand that... <ul style="list-style-type: none"> <li><input type="checkbox"/> Readers make decisions on how they want their reading life to go.</li> <li><input type="checkbox"/> Readers are always thinking- before, during, and after the book.</li> <li><input type="checkbox"/> Readers prepare and plan for partner reading time.</li> <li><input type="checkbox"/> There are many ways that readers can help themselves while reading.</li> <li><input type="checkbox"/> One of the most important ways to understand what we read is to successfully retell books to our partners.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How do readers make decisions based on habits, volume, and stamina?</li> <li><input type="checkbox"/> How do readers think about before, during, and after reading?</li> <li><input type="checkbox"/> What can partners talk about to grow ideas about their reading?</li> <li><input type="checkbox"/> How do readers become independent problem solvers?</li> <li><input type="checkbox"/> How can I get ready to share books I'm reading with my partner, retelling the important parts or parts that stood out to me and talking about what I've learned?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	<b>Accommodations and Modifications</b>
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• <i>Learning Progressions (Grades 2-8)</i></li> <li>• <i>Project Read Assessments</i></li> <li>• Writing about reading</li> <li>• Readers' notebooks</li> <li>• Teacher-created performance assessment</li> <li>• Book club talks</li> <li>• Student reflections</li> <li>• Conferences and small groups</li> </ul> <p><b>Summative Assessments:</b></p>	<p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Preview content and concepts</i></li> <li>• <i>Behavior management plan</i></li> <li>• <i>Highlight text</i></li> <li>• <i>Small group setting</i></li> </ul> <p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Alternative formative and summative assessments</i></li> </ul>

<ul style="list-style-type: none"> <li>• <i>Learning Progressions (Grades 2-8)</i></li> <li>• <a href="#">TCRWP Reading Assessment</a></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Guided Reading</i></li> <li>• <i>Personal agendas</i></li> <li>• <i>Project-based learning</i></li> <li>• <i>Tiered activities/assignments</i></li> <li>• <i>Varying organizers for instructions</i></li> </ul>
<p><b>Benchmark Assessments:</b></p>	<p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Clubbing activities</i></li> <li>• <i>Exploration by interest</i></li> <li>• <i>Flexible groupings</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Nonsense Words</i></li> <li>• <a href="#">Teachers College Running Records</a></li> <li>• <a href="#">Letter Sound ID</a></li> <li>• <a href="#">High Frequency Word Assessment</a></li> </ul>	<p><b>Suggested Lessons for Differentiation with Small Groups:</b></p> <p><b>Bend I: Taking Charge of Reading</b></p> <p>3-Conducting Running Records Efficiently          4-Maximizing Opportunities to Assess          5-Pushing All Readers Forward          6-Using Post-its Productively</p> <p><b>Bend II: Working Hard to Solve Tricky Words</b></p> <p>8-Building Momentum in Your Small Groups          9-Some Beginnings and Endings Can be Read in a Snap!          10-Word Work during Reading Workshop          11-Supporting Vocabulary</p> <p><b>Bend III: Paying Close Attention to Authors</b></p> <p>15-Assessing Retells On-the-Run and Supporting Small Groups of Readers Who Are Ready to Move Up          16-Supporting Readers as They Reach the End of Their Books</p>
<p><b>Alternative Assessments:</b></p>	<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1: Curriculum for ELL</a></li> <li>• <a href="#">ESL K-2</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
<ul style="list-style-type: none"> <li>• F &amp; P Running Records</li> <li>• Scholastic Running Records</li> <li>• BeBop Books for running records</li> <li>• G &amp; T Assessments:Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies</li> <li>• Reasoning</li> <li>• Yopp-Singer test of Phoneme Segmentation</li> <li>• Sentence-Writing Grade Placement Test</li> <li>• Linguistics Phonemic Awareness Screener</li> <li>• Linguistics Decoding Pre/Post Test</li> <li>• Dyslexia Screener</li> <li>• PRIM checklist</li> <li>• <i>LLI; Test Preparation Lesson Framework F&amp;P levels</i></li> </ul>	<p><b>Students at Risk for Failure:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners}</a></li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Students with 504 Plans</b></p>

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<ul style="list-style-type: none"> <li>• Unit of Study Text Reading Growth Spurts by Lucy Calkins</li> <li>• 2019-20 Teachers College Calendar, Second Grade, Reading Growth Spurts Unit</li> <li>• <a href="#">2019-20 Teachers College Calendar</a></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">The Reading Strategies Book</a> by Jen Serravallo</li> <li>• <a href="#">Prompting Guide</a></li> <li>• <a href="#">Writing Resources and Scope and Sequences</a></li> <li>• <a href="#">Units of Study Online Resources</a></li> </ul>									
<p><b>Supplemental Professional Resources:</b></p>									
<ul style="list-style-type: none"> <li>• <a href="#">Leveled Literacy Intervention Kits</a></li> <li>• <a href="#">When Readers Struggle - Teaching What Works - Irene Fountas and Gay Su Pinnell</a></li> <li>• <a href="#">Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College)</a></li> <li>• <a href="#">Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College)</a></li> <li>• <a href="#">Primm Book</a></li> <li>• <a href="#">Fountas and Pinnell Guided Reading Series</a></li> <li>• <a href="#">Prompting Guide Part 1 - For Oral Reading and Early Writing</a></li> <li>• <a href="#">Prompting Guide Part 2 - For Comprehension: Thinking, Talking, Writing</a></li> <li>• <a href="#">Teachers College Units of Study - Phonics K-2</a></li> <li>• <a href="#">Reading Strategies Book - Jennifer Serravallo</a></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">Conferring Menus</a></li> </ul>									
<p><b>Core Instructional Resources:</b></p>									
<ul style="list-style-type: none"> <li>• Any appropriate grade 2 novel as a read-aloud model to set up the routines</li> <li>• <i>The One Day House</i> (Level N/A)</li> <li>• <i>Those Darn Squirrels</i> by: Adam Rubin (Level M)</li> <li>• <i>The Three Little Pigs</i> by: Paul Galdone (Level L)</li> <li>• <i>Jack and the Beanstalk</i> by: Steven Kellogg (Level M)</li> <li>• <i>The Three Little Pigs and the Big Bad Pig</i> by: Eugene Trivizas (Level O)</li> <li>• <i>The True Story of the Three Little Pigs</i> by: Jon Scieska (Level Q)</li> <li>• <i>Ruby Lu Series</i> by Lenore Look (Level N)</li> <li>• <i>Nikki and Deja Series</i> by Karen English (Level N)</li> <li>• <i>The High Rise Private Series</i> by Cynthia Rylant (Level K)</li> <li>• <i>Graphic Sparks Series</i> by Scott Nickel (Level K)</li> <li>• <i>King and Kayla Series</i> by Dori Butler (Level L)</li> </ul> <p><b>Mentor Texts/Shared Reading:</b></p> <ul style="list-style-type: none"> <li>• <i>Mercy Watson to the Rescue</i> by: Kate DiCamillo (Level L)</li> <li>• Song of your choice, for example “There Was an Old Lady Who Swallowed a Fly</li> <li>• Teacher-selected books for book talks and modeling good reader behaviors</li> </ul>									
<p><b>Supplemental Resources:</b></p>									
<ul style="list-style-type: none"> <li>• <a href="#">Conferring Curriculum</a></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">Conferring Menus</a></li> <li>• <i>Aggie the Brave</i> by Lori Ries (Level H)</li> <li>• <i>City Fun</i> by Hillert Margaret (Level F)</li> <li>• <i>Field Trip Fiasco</i> Kelli Hicks (Level J)</li> <li>• <i>Katie Woo Series</i> by Fran Manusbkin (Level J)</li> <li>• <i>Fred Stays With Me</i> by Nancy Coffelt (Level I)</li> <li>• <i>Julian is a Mermaid</i> by Jessica Love (Level I)</li> <li>• <i>Lola Reads Series</i> by Naa McQuinn (Level I)</li> <li>• <i>Pedro Series</i> by Fran manusbkin (Level J)</li> <li>• <i>Subway Ride</i> by Miller Heather (Level E)</li> </ul>									

	<p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> <li>• Six Minute Solutions</li> <li>• Fountas and Pinell Guided Reading</li> <li>• Fountas and Pinell Shared Reading</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<p><b>Integration of Technology through NJSLS</b></p>
<ul style="list-style-type: none"> <li>• Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies.</li> <li>• In Social Studies discuss routines in the community</li> <li>• Understand what it means to “read close” in social studies, science, and foreign language.</li> <li>• Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students.</li> <li>• Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading.</li> <li>• Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a word study word sort in Inspiration.</li> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>• Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts.</li> <li>• Use Inspiration to create a double timeline looking at plot events and character motivation.</li> </ul>
<p><b>Integration of 21st Century Themes and Skills</b></p>	<p><b>Media Literacy Integration</b></p>
<ul style="list-style-type: none"> <li>• Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>• Civic Literacy</li> <li>• Health Literacy</li> <li>• Social Justice Literacy</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving Communication and Collaboration Information Literacy</li> <li>• Media Literacy</li> <li>• Life and Career Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>• Use print materials to practice reading and comprehension skills</li> </ul>
<p><b>Career Education</b></p>	<p><b>Global Perspective</b></p>
<ul style="list-style-type: none"> <li>• <a href="#">New Jersey Educational Field Trip</a></li> <li>• <a href="#">Connect With Rick Riordan</a></li> <li>• <a href="#">Author Visit Kit</a></li> <li>• <a href="#">Authors Who Skype</a></li> </ul>	<ul style="list-style-type: none"> <li>• National Hispanic-Latino Heritage Month</li> <li>• National Disability Employment Awareness Month</li> <li>• National American Indian Heritage Month</li> <li>• Black History Month</li> <li>• National Women’s History Month,</li> <li>• National Irish-American Heritage Month</li> <li>• National Italian American Heritage Month</li> </ul>

	<ul style="list-style-type: none"> <li>• Asian Pacific American Heritage</li> <li>• Older Americans' Month</li> <li>• Jewish American Heritage Month</li> <li>• Week of Respect</li> <li>• Red Ribbon Week</li> <li>• International Dot Day (September 16)</li> </ul>
<b>Bend</b>	<b>Teaching Points</b>
<p><b>Bend I: Taking Charge of Reading</b>  <i>Session 1: Readers Choose How to Read</i></p> <p><i>Session 2: Second-Grade Readers Take a Sneak Peek to Decide How a Book Wants to Be Read</i></p> <p><i>Session 3: Readers Get Stronger by Reading a Lot</i></p>	<p><b>*(Unit 1, pg. 2) Readers, today I want to teach you that reading, also, changes as you get older. Second grade readers don't only get to read longer and harder books; they also get to be in charge of their own reading. They get to choose not only what they are going to read but also how they are going to read.</b></p> <p>~Second grade readers</p> <ol style="list-style-type: none"> <li>1. Pick a book.</li> <li>2. Think: "How will I read this?"</li> <li>3. Read in a voice that matches the feeling.</li> </ol> <p>~Anchor Chart: Readers Grow Like Beanstalks</p> <p><b>*(Unit 1, pg. 7) Today I want to teach you that when readers choose how they are going to read a book, it helps them to think, 'How does this book want to be read?' To answer that, readers give the book a sneak peek- a grown-up, second-grade sneak peek.</b></p> <p>~How to Give the Book a Sneak Peek</p> <ol style="list-style-type: none"> <li>1. Study the cover of the book.</li> <li>2. Think about what this story is going to be about.</li> <li>3. Turn to the back of the book or table of contents.</li> <li>4. Read the back blurb or table of contents.</li> <li>5. Think....             <ul style="list-style-type: none"> <li>• What might this book be about?</li> <li>• How would this book or parts of the book want to be read?</li> </ul> </li> </ol> <p>~Anchor Chart: Readers GROW Like Beanstalks!</p> <p><b>*(Unit 1, pg. 13) Today I want to teach you that second-grade readers work hard to become stronger and stronger readers. To get stronger, they set goals to read more and longer each day.</b></p> <p>~How Readers Get Stronger!</p> <ol style="list-style-type: none"> <li>1. Think about the kinds of books you are reading</li> <li>2. Set a goal (Read longer!)</li> <li>3. Jot your goal</li> </ol>



<p><i>Session 7: Second-Grade Readers Roll Up Their Sleeves to Figure Out Tricky Words, Drawing on Everything They Know</i></p>	<ol style="list-style-type: none"> <li>1. Check the picture, and think, ‘What would make sense?’</li> <li>2. Use what’s happening in the story.</li> <li>3. Look through the WHOLE word, part-by-part.</li> <li>4. Look for a word inside a word.</li> <li>5. Don’t give up! Try something! Take a guess!</li> </ol> <p>~Anchor Chart: Start New Chart Titled: When Words Are Tricky, Roll Up Your Sleeves!</p>
<p><i>Session 8: Readers Use More Than One Strategy at a Time: Figuring Out What Makes Sense and Checking the First Letters</i></p>	<p>*(Unit 1, pg. 45) <b>Today I want to teach you a trick to help you become flexible word solvers, one of the tricks readers use is to use two strategies at the same time! Specifically, it helps to reread a sentence and think about what word probably goes in that spot and then check it by reading the first chunk of a word.</b></p> <p>~How to Use More Than One Strategy at a Time</p> <ol style="list-style-type: none"> <li>1. Find a tricky word</li> <li>2. Reread sentence</li> <li>3. Think: what word would make sense?</li> <li>4. Check the first chunk</li> </ol> <p>~Anchor Chart: When Words Are Tricky, Roll Up Your Sleeves!</p>
<p><i>Session 9: Some Beginnings and Endings Can be Read in a Snap!</i></p>	<p>*(Unit 1, pg. 51) <b>Today I want to teach you that when second-grade readers read words part by part, they know that lots of words use the same beginnings and endings, which they can read in a snap, just as if they are snap words.</b></p> <p>~How Some Beginning and Endings Can Be Read in a Snap!</p> <ol style="list-style-type: none"> <li>1. Find a tricky word</li> <li>2. Check the beginning</li> <li>3. Check the end</li> </ol>
<p><i>Session 10: Don’t Forget the Middle!: Readers Are Flexible when They Encounter Vowel Teams in Tricky Words</i></p>	<p>*(Unit 1, pg. 55) <b>Today I want to teach you that readers sometimes have to work extra hard to figure out the middle of a word. Readers keep an eye out for those tricky vowel teams that can make different sounds. Readers know they may need to try one sound and then another to figure out a word.</b></p> <p>~Don’t Forget the Middle Sound!</p> <ol style="list-style-type: none"> <li>1. Find a tricky word---Use a vowel team</li> <li>2. Ask: Would a different sound help?</li> <li>3. Reread and ask, “Does that sound right?”</li> </ol> <p>~Anchor Chart: When Words Are Tricky, Roll Up Your Sleeves!</p>





- prepare and plan for partner reading time
- retell a story from beginning to end
- think about their reading before, during and after the book
- use strategies and skills to understand hard words, for example locate small known words inside larger words

<b>Reading Workshop</b>	<b>Grade: 2nd</b>
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**Unit 2: Growing Word Solving Muscles (User Guide)**  
**Unit Description:**  
 As students move into second grade and into levels J/K/L, they will be entering into early chapter books. At these higher levels, the books become longer, the characters and storylines become more complex, and some of the vocabulary becomes less familiar. Often, even at these levels of reading, students are still learning how to orchestrate the sources of information to word solve with more efficiency and confidence. To address this, we’ve designed this unit to help second graders shore up their word solving muscles early in the year, so they’re able to move through the reading process smoothly and can focus on the trickier comprehension work that is expected of them at these levels. All of this work requires students to be able to fix up at the point of error quickly.

This mini-unit leans heavily on the teaching from the first two bends of *Readers Have Big Jobs to Do* (First Grade Book 3) with two main goals in mind: first, to remind readers to monitor for accuracy, noticing trouble and drawing on known word-solving strategies to fix up their reading; and second, to help students become more flexible, efficient readers, building a repertoire of strategies for solving hard words.

**NJ Student Learning Standards**

- RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- RL.2.3. Describe how characters in a story respond to major events and challenges using key details.
- RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
- RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - A. Know spelling-sound correspondences for common vowel teams.
  - B. Decode regularly spelled two-syllable words with long vowels.
  - C. Decode words with common prefixes and suffixes.
  - D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words.
- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
  - A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 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.
- 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.
  - A. Use sentence-level context as a clue to the meaning of a word or phrase.
  - B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).

<p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <p>E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>B. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p> <p>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., <i>When other kids are happy that makes me happy</i>).</p> <p><b>NJSLS from other subject(s)</b></p> <p><b>Standard 8 Computer Science</b></p> <p>8.1.2.DA.3: Identify and describe patterns in data visualizations.</p> <p><b>Standard 9 Career Readiness, Life Literacy, and Key Skills</b></p> <p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p><b>Careers (Description of a career that relates to this unit)</b></p>							
<b>Enduring Understandings/Goals</b>	<b>Essential Questions</b>						
<ul style="list-style-type: none"> <li>• Readers can think about the story and how books sound to help them figure out tricky parts.</li> <li>• Readers react when they reach a tricky part in their reading, and work through difficulty with independence.</li> <li>• Readers reread to help their reading sound better and to monitor for understanding.</li> <li>• Readers use context and word parts to figure out the meaning of unknown words.</li> <li>• Readers match the picture in their mind with the words on the page.</li> <li>• Partners can help each other solve tricky parts in their books.</li> </ul>	<ul style="list-style-type: none"> <li>• How can I be the kind of reader who remembers to check my reading, stop when there is trouble, and fix it up using everything I know to solve words?</li> <li>• How can I be the kind of reader who notices trouble and rolls up my sleeves to fix it up?</li> </ul>						
<b>Evidence of Learning (Assessments)</b>	<b>Accommodations and Modifications</b>						
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<p><b>Benchmark Assessments:</b></p>	<ul style="list-style-type: none"> <li>• <i>Varying organizers for instructions</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Nonsense Words</i></li> <li>• <a href="#">Teachers College Running Records</a></li> <li>• <a href="#">Letter Sound ID</a></li> <li>• <a href="#">High Frequency Word Assessment</a></li> </ul>	<p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Clubbing activities</i></li> <li>• <i>Exploration by interest</i></li> <li>• <i>Flexible groupings</i></li> </ul>
<p><b>Alternative Assessments:</b></p>	<p><b>Suggested Lessons for Differentiation with Small Groups:</b></p> <p><b>Bend I: Roll up Your Sleeves to Get the Job Done</b></p> <p>3-Be the Boss of Your Reading: Say, "I Can Do This!"</p> <p>4-Readers Use Everything They Know to Solve a Word</p> <p>5-Don't Forget to Triple Check Tricky Words!</p> <p>7-Readers Use Everything They Know to Get the Job Done Quickly</p> <p><b>Bend II: Grow Muscles by Using Everything You Know to Solve Tricky Words</b></p> <p>9-Readers Use Strategies to Get the Job Done</p> <p>10-Break the Word Into Parts</p> <p>11-Readers Use Words They Know to Solve Words They Don't Know</p>
<ul style="list-style-type: none"> <li>• F &amp; P Running Records</li> <li>• Scholastic Running Records</li> <li>• BeBop Books for running records</li> <li>• G &amp; T Assessments:Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies</li> <li>• Reasoning</li> <li>• Yopp-Singer test of Phoneme Segmentation</li> <li>• Sentence-Writing Grade Placement Test</li> <li>• Linguistics Phonemic Awareness Screener</li> <li>• Linguistics Decoding Pre/Post Test</li> <li>• Dyslexia Screener</li> <li>• PRIM checklist</li> <li>• <i>LLI; Test Preparation Lesson Framework F&amp;P levels</i></li> </ul>	<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1: Curriculum for ELL</a></li> <li>• <a href="#">ESL K-2</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
	<p><b>Students at Risk for Failure:</b></p>
	<ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
	<p><b>Gifted and Talented</b></p>
	<ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
	<p><b>Students with 504 Plans</b></p>
	<ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modification</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>

Core Instructional and Supplemental Materials Professional Resources:	Core Instructional, Supplemental, Instructional, and Intervention Resources
<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Unit of Study Text Growing Word Solving Muscles by Lucy Calkins</li> <li>• 2019-20 Teachers College Calendar, Second Grade, Growing Word Solving Muscles Unit</li> <li>• <a href="#">2019-20 Teachers College Calendar</a></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">The Reading Strategies Book</a> by Jen Serravallo</li> <li>• <a href="#">Prompting Guide</a></li> <li>• <a href="#">Writing Resources and Scope and Sequences</a></li> <li>• <a href="#">Units of Study Online Resources</a></li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Leveled Literacy Intervention Kits</a></li> <li>• <a href="#">When Readers Struggle - Teaching What Works - Irene Fountas and Gay Su Pinnell</a></li> <li>• <a href="#">Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College)</a></li> <li>• <a href="#">Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College)</a></li> <li>• <a href="#">Primm Book</a></li> <li>• <a href="#">Prompting Guide Part 1 - For Oral Reading and Early Writing</a></li> <li>• <a href="#">Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</a></li> <li>• <a href="#">Reading Strategies Book - Jennifer Serravallo</a></li> <li>• <a href="#">Teachers College Units of Study - Phonics K-2</a></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">Conferring Menus</a></li> <li>• <a href="#">Conferring Curriculum</a></li> </ul>	<p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• Any appropriate grade 3 novel as a read-aloud model to set up the routines</li> <li>• <i>Those Darn Squirrels Go South</i>-Adam Rubin (Level M)</li> <li>• <i>Frog and Toad All Year</i>-Arnold Lobel (Level K)</li> <li>• <i>The Sandwich Shop</i>-Queen Rania (Level M)</li> <li>• <i>Jambari Jumps</i>-Gaia Cornwall (Level J)</li> <li>• <i>Fireflies</i>-Julie Brinckloe (Level K)</li> <li>• <i>Mt. Putter and Tabby Series</i> by Cynthia Rylant (Level J)</li> <li>• <i>Sky Color</i> by Peter Reynolds (Level K)</li> <li>• <i>The Andy Shane Series</i> by Jennifer Jacobson (Level J)</li> <li>• <i>The High Rise Private Series</i> by Cynthia Rylant (Level K)</li> </ul> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Conferring Curriculum</a></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">Conferring Menus</a></li> <li>• <i>Aggie the Brave</i> by Lori Ries (Level H)</li> <li>• <i>City Fun</i> by Hillert Margaret (Level F)</li> <li>• <i>Field Trip Fiasco</i> Kelli Hicks (Level J)</li> <li>• <i>Katie Woo Series</i> by Fran Manushkin (Level J)</li> <li>• <i>Fred Stays With Me</i> by Nancy Coffelt (Level I)</li> <li>• <i>Julian is a Mermaid</i> by Jessica Love (Level I)</li> <li>• <i>Lola Reads Series</i> by Naa McQuinn (Level I)</li> <li>• <i>Pedro Series</i> by Fran manushkin (Level J)</li> <li>• <i>Subway Ride</i> by Miller Heather (Level E)</li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> <li>• Six Minute Solutions</li> <li>• Fountas and Pinell Guided Reading</li> <li>• Fountas and Pinell Shared Reading</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<p><b>Integration of Technology through NJSLs</b></p>
	<ul style="list-style-type: none"> <li>• Create a word study word sort in Inspiration.</li> </ul>

<ul style="list-style-type: none"> <li>• Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies.</li> <li>• In Social Studies discuss routines in the community</li> <li>• Understand what it means to “read close” in social studies, science, and foreign language.</li> <li>• Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students.</li> <li>• Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading.</li> <li>• Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>• Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts.</li> <li>• Use Inspiration to create a double timeline looking at plot events and character motivation.</li> </ul>
<p><b>Integration of 21st Century Themes and Skills</b></p>	<p><b>Media Literacy Integration</b></p>
<ul style="list-style-type: none"> <li>• Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>• Civic Literacy</li> <li>• Health Literacy</li> <li>• Social Justice Literacy</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving Communication and Collaboration Information Literacy</li> <li>• Media Literacy</li> <li>• Life and Career Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>• Use print materials to practice reading and comprehension skills</li> </ul>
<p><b>Career Education</b></p>	<p><b>Global Perspective</b></p>
<ul style="list-style-type: none"> <li>• <a href="#">New Jersey Educational Field Trip</a></li> <li>• <a href="#">Connect With Rick Riordan</a></li> <li>• <a href="#">Author Visit Kit</a></li> <li>• <a href="#">Authors Who Skype</a></li> </ul>	<ul style="list-style-type: none"> <li>• National Hispanic-Latino Heritage Month</li> <li>• National Disability Employment Awareness Month</li> <li>• National American Indian Heritage Month</li> <li>• Black History Month</li> <li>• National Women’s History Month,</li> <li>• National Irish-American Heritage Month</li> <li>• National Italian American Heritage Month</li> <li>• Asian Pacific American Heritage</li> <li>• Older Americans’ Month</li> <li>• Jewish American Heritage Month</li> <li>• Week of Respect</li> <li>• Red Ribbon Week</li> <li>• International Dot Day (September 16)</li> </ul>
<p><b>Bend/Goals</b></p>	<p><b>Teaching Points</b></p>
<p><b>Bend I: Roll up Your Sleeves to Get the Job Done</b></p>	<p>(Pg. 3 Growing word solving muscles, PDF unit) <b>Today I want to teach you that readers not only work hard to solve words; they also work hard to understand what they’re reading. Readers pay attention to what’s happening and imagine more than just what’s in the pictures. They use their imagination to turn the pictures into a movie in their mind.</b></p> <p>~Imagination in Reading</p>

<p><i>Session 1: Readers Make Mind Movies to Picture What’s Happening</i></p>	<ol style="list-style-type: none"> <li>1. I look at the words and the pictures on the page, using my imagination to create an opening scene for the “movie in my mind.”</li> <li>2. I talk through what I see in my imagination.</li> <li>3. I look back at the words and pictures on the page to add on to my scene—making the characters move, talk, and express feelings.</li> <li>4. I tell my partner about all the details I see in my movie.</li> </ol>
<p><i>Session 2: Readers Create a Clear Image in Their Mind</i></p>	<p>(Pg. 3) <b>Today I want to teach you that readers create a clear image in their mind by thinking about all the parts of the scene--both the characters AND the setting</b></p> <p>~Readers ask themselves</p> <ol style="list-style-type: none"> <li>1. Who is in this scene</li> <li>2. Where are they</li> <li>3. When is this happening</li> <li>4. What/How are they doing it</li> <li>5. How are they feeling</li> </ol>
<p><i>Session 3: Be the Boss of Your Reading; Say, “I Can Do This!”</i></p>	<p>(Pg. 5) <b>Today I want to remind you that when readers are the <i>boss</i> of their reading, one of their jobs is to <i>stop</i> at the first sign of trouble noticing when their reading starts to slow down or their mind movie begins to get fuzzy. Then they say, “I can solve this! I can try something, using all that I know, and if that doesn’t work I can try something else.</b></p> <p>~How to be the Boss of Your Own Reading</p> <ol style="list-style-type: none"> <li>1. When we come to a tricky word, we stop.</li> <li>2. Think “What strategies can I use to help me solve this word?” (check the picture, notice snap words, look at all parts of the word, get a running start, check and double check, try it two ways, crash the parts together, do a slow check, say the word as best you can and think about what it means)</li> <li>3. After we try one, we check to see if we can use a second (or third) strategy to help us.</li> </ol> <p>~Anchor Chart: Be the Boss of Your Reading!</p>
<p><i>Session 4: Readers Use Everything They Know to Solve a Word</i></p>	<p>(Pg. 5) <b>Today I want to teach you that if you are <i>really</i> in charge of your reading, you do everything it takes to figure out the hard parts. You try <i>something</i> and then try <i>something else</i> to get the job done!</b></p> <p>~In order to be the boss of our own reading we:</p> <ol style="list-style-type: none"> <li>1. STOP at the first sign of trouble!</li> <li>2. Try SOMETHING!</li> <li>3. Try something else to get the job done! (Using our strategies chart OR our partner to help us!)</li> </ol> <p>~Anchor Chart: Be the Boss of Your Reading</p>





- Make a moving picture in their minds
- Solve unknown words using (vowel teams, blends, etc)
- Make their reading sound smooth
- Notice high-frequency words

<b>Reading Workshop</b>	<b>Grade: 2nd</b>
<b>Unit 3: Becoming Experts ~ Reading Nonfiction (Book 2)</b>	
<b>Unit Description: Becoming Experts ~ Reading Non-fiction</b>	
<p>This unit is designed to teach second graders the strategies of nonfiction reading. You will need to make sure your library has a rich variety of nonfiction books that will sustain your various levels of readers, as well as books across the disciplines—social studies, science, math, so you will want to make sure your library includes a range of topics. Students’ will be sorting and organizing the classroom library which will allow them to have briefly opened &amp; scanned many books. As they study and categorize these books, children will make some personal sense of this new genre and acquire a new mental language for it.</p>	
<b>NJ Student Learning Standards</b>	
<p><u>Writing Standards:</u>                  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).</p> <p><u>Reading Standards:</u>                  RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.                  RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.                  RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.                  RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.                  RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.                  RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.                  RI.2.7 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.                  RI.2.8 Describe and identify the logical connections of how reasons support specific points the author makes in a text.                  RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.                  RI.2.10 Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.                  RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words                  RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p><u>Speaking &amp; Listening Standards:</u>                  SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> 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.2.3 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.</p> <p><u>Language Standards:</u>                  L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                  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 <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p>	

<p>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., <i>When other kids are happy that makes me happy</i>).</p> <p><b>NJSLS from other subject(s)</b></p> <p><b>8.1 Educational Technology</b></p> <p><b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</b></p> <p><b>Career Ready Practices</b></p> <p><b>9.1 Personal Finance Literacy</b></p> <p><b>9.2 Career Awareness, Exploration, and Preparation</b></p> <p><b>Careers (Description of a career that relates to this unit)</b></p>									
<b>Enduring Understandings/Goals</b>	<b>Essential Questions</b>								
<p>Students will understand that...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> There are many ways readers read nonfiction to become smarter about our world.</li> <li><input type="checkbox"/> Readers do not just use text only to accumulate information, but they use pictures, ask questions, talk to their partners and use post-its.</li> <li><input type="checkbox"/> Readers use all their strategies for tricky words for fiction reading during their nonfiction reading; including figuring it out with our partner.</li> <li><input type="checkbox"/> There are ways readers read books across a topic to understand their subject or compare and contrast.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How do nonfiction readers read to become smarter about our world?</li> <li><input type="checkbox"/> How do nonfiction readers accumulate information by seeing more than just the text on the page?</li> <li><input type="checkbox"/> How do nonfiction readers tackle tricky words in their books?</li> <li><input type="checkbox"/> How do nonfiction readers read more than one book about a topic to compare and contrast?</li> </ul>								
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<ul style="list-style-type: none"> <li>• <a href="#">Letter Sound ID</a></li> <li>• <a href="#">High Frequency Word Assessment</a></li> </ul>	<p><b>Suggested Lessons for Differentiation with Small Groups:</b></p> <p><b>Bend I</b></p> <p>3-Active Readers are thoughtful readers          4-<i>Nonfiction Readers Ask, "How Does This Book Go?"</i>          5-Stepping Back to research and check</p> <p><b>Bend II</b></p> <p>8-Coaching Students to use meaning, structure/syntax, and visual cues          9-Coaching Students to think as they read          10-Supporting students in unlocking keywords and rereading like an expert          13-Coaching students to use replicable strategies to maintain meaning</p> <p><b>Bend III</b></p> <p>14-Coaching and scaffolding students comprehension          15-<i>Finding, Thinking, and Talking about What Is the Same and What Is Different</i>          16-Lifting the level of student thinking</p>
<p><b>Alternative Assessments:</b></p>	<p><b>English Language Learners:</b></p>
<ul style="list-style-type: none"> <li>• F &amp; P Running Records</li> <li>• Scholastic Running Records</li> <li>• BeBop Books for running records</li> <li>• G &amp; T Assessments:Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies</li> <li>• Reasoning</li> <li>• Yopp-Singer test of Phoneme Segmentation</li> <li>• Sentence-Writing Grade Placement Test</li> <li>• Linguistics Phonemic Awareness Screener</li> <li>• Linguistics Decoding Pre/Post Test</li> <li>• Dyslexia Screener</li> <li>• PRIM checklist</li> <li>• <i>LLI; Test Preparation Lesson Framework F&amp;P levels</i></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 2: Curriculum for ELL</a></li> <li>• <a href="#">ESL K-2</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
	<p><b>Students at Risk for Failure:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
	<p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
	<p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modification</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>

Core Instructional and Supplemental Materials Professional Resources:	Core Instructional, Supplemental, Instructional, and Intervention Resources
<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>Unit of Study Text Becoming Experts: Reading Nonfiction by Lucy Calkins</li> <li>2019-20 Teachers College Calendar, Second Grade, Becoming Experts: Reading Nonfiction Unit</li> <li><a href="#">2019-20 Teachers College Calendar</a></li> <li>Florham Park <a href="#">ELA PD Sharing Website</a></li> <li><i>The Reading Strategies Book</i> by Jen Seravallo</li> <li><i>Prompting Guide</i></li> <li><a href="#">Writing Resources and Scope and Sequences</a></li> <li><a href="#">Units of Study Online Resources</a></li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li><i>Leveled Literacy Intervention Kits</i></li> <li><a href="#">When Readers Struggle - Teaching What Works - Irene Fountas and Gay Su Pinnell</a></li> <li><a href="#">Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College)</a></li> <li><a href="#">Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College)</a></li> <li><i>Primm Book</i></li> <li><i>Teachers College Units of Study - Phonics K-2</i></li> <li><i>Prompting Guide Part 1 - For Oral Reading and Early Writing</i></li> <li><i>Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</i></li> <li><i>Reading Strategies Book - Jennifer Serravallo</i></li> <li>Florham Park <a href="#">ELA PD Sharing Website</a></li> <li><a href="#">Conferring Menus</a></li> <li><a href="#">Conferring Curriculum</a></li> </ul>	<p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>Any appropriate grade 2 novel as a read-aloud model to set up the routines</li> <li><i>Knights in Shining Armor</i> by: Gail Gibbons (Level O)</li> <li><i>Amazing Animals : Tigers</i> by: Valerie Bodden (Level L)</li> <li><i>Ant Cities</i> by: A. Dorros (Level O)</li> <li><i>Apples</i> by: G. Gibbons (Level M)</li> <li><i>Apples and Pumpkins</i> by: A. Rockwell (Level M)</li> <li><i>Butterflies and Moths</i> by: B. Kalman (Level J)</li> <li><i>Everybody Needs a Rock</i> by: B. Baylor (Level T)</li> <li><i>Honey I Love and Other Poems</i> by: E. Greenfield (Level M)</li> <li><i>I'm in Charge of Celebrations</i> by: B. Baylor (Level M)</li> <li><i>Snow is Falling</i> by: F. Branley (Level H)</li> </ul> <p><b>Mentor Texts/Shared Reading:</b></p> <ul style="list-style-type: none"> <li><i>Tigers</i> by: Laura Marsh (Level H)</li> <li>"I Just Can't Wait to be King" from the Lion King</li> </ul> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li><a href="#">Conferring Curriculum</a></li> <li>Florham Park <a href="#">ELA PD Sharing Website</a></li> <li><a href="#">Conferring Menus</a></li> <li><i>Read and Discover Series</i> by Mary Lindeen (Level I)</li> <li><i>Zoom in on Biomes series</i> by Colin Grady (Level G)</li> <li><i>Keep Cities Clean Series</i> by Braiget Heos (Level J)</li> <li><i>Insect World</i> by Mari Schub (Level E)</li> <li><i>Everyday Mysteries Demi Jackson</i> (Level H)</li> <li><i>Space Explorers</i> by Giles Sparrow (Level G)</li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>Leveled Literacy Intervention Texts</li> <li>Six Minute Solutions</li> <li>Fountas and Pinell Guided Reading</li> <li>Fountas and Pinell Shared Reading</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<p><b>Integration of Technology through NJSLs</b></p>

<ul style="list-style-type: none"> <li>• Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies.</li> <li>• In Social Studies discuss routines in the community</li> <li>• Understand what it means to “read close” in social studies, science, and foreign language.</li> <li>• Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students.</li> <li>• Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading.</li> <li>• Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a word study word sort in Inspiration.</li> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>• Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts.</li> <li>• Use Inspiration to create a double timeline looking at plot events and character motivation.</li> </ul>
<p><b>Integration of 21st Century Themes and Skills</b></p>	<p><b>Media Literacy Integration</b></p>
<ul style="list-style-type: none"> <li>• Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>• Civic Literacy</li> <li>• Health Literacy</li> <li>• Social Justice Literacy</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving Communication and Collaboration Information Literacy</li> <li>• Media Literacy</li> <li>• Life and Career Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>• Use print materials to practice reading and comprehension skills</li> </ul>
<p><b>Career Education</b></p>	<p><b>Global Perspective</b></p>
<ul style="list-style-type: none"> <li>• <a href="#">New Jersey Educational Field Trip</a></li> <li>• <a href="#">Connect With Rick Riordan</a></li> <li>• <a href="#">Author Visit Kit</a></li> <li>• <a href="#">Authors Who Skype</a></li> </ul>	<ul style="list-style-type: none"> <li>• National Hispanic-Latino Heritage Month</li> <li>• National Disability Employment Awareness Month</li> <li>• National American Indian Heritage Month</li> <li>• Black History Month</li> <li>• National Women’s History Month,</li> <li>• National Irish-American Heritage Month</li> <li>• National Italian American Heritage Month</li> <li>• Asian Pacific American Heritage</li> <li>• Older Americans’ Month</li> <li>• Jewish American Heritage Month</li> <li>• Week of Respect</li> <li>• Red Ribbon Week</li> <li>• International Dot Day (September 16)</li> </ul>
<p><b>Bend/Goals</b></p>	<p><b>Teaching Points</b></p>
<p><b>Bend I: Thinking Hard and Growing Knowledge</b></p>	<p><b>* (Unit 2, pg. 3)Today I want to teach you that readers of nonfiction books do an extra-brainy, intense kind of thinking. Readers pay attention to details and think, “How can I put together what I’m seeing to grow knowledge of this topic?”</b> ~Nonfiction Readers Notice and Learn</p>

<p><i>Session 1: Nonfiction Readers Notice and Learn</i></p>	<ol style="list-style-type: none"> <li>1. Read</li> <li>2. Look at all the parts</li> <li>3. See what you notice</li> <li>4. Put together what you see to grow your knowledge</li> </ol> <p>~Anchor Chart: Nonfiction Readers Grow Knowledge</p>
<p><i>Session 2: Nonfiction Readers Notice, Learn, and Question</i></p>	<p><b>*(Unit 2, pg. 9) Today I want to teach you that as readers notice details and try putting things together to learn about a topic, questions often come up. Readers keep these questions in mind as they read.</b></p> <p>~Notice, Learn, and Question</p> <ol style="list-style-type: none"> <li>1. Notice: I notice...</li> <li>2. Learn: I'm learning...</li> <li>3. Question: I wonder...</li> </ol> <p>~Anchor Chart: Nonfiction Readers Grow Knowledge</p>
<p><i>Session 3: Nonfiction Readers Ask, "What is This Book Teaching Me?"</i></p>	<p><b>*(Unit 2, pg. 14) Today I want to teach you that to grow knowledge from books, nonfiction readers put what they see and think together and then ask: "What is this book teaching me?"</b></p> <p>~What is This Book Teaching Me?</p> <ol style="list-style-type: none"> <li>1. Read a part</li> <li>2. Stop</li> <li>3. Think: What is this part teaching me?</li> </ol> <p>~Anchor Chart: Nonfiction Readers Grow Knowledge</p>
<p><i>Session 4: Nonfiction Readers Ask, "How Does This Book Go?"</i></p>	<p><b>*(Unit 2, pg. 19) Today I want to teach you that when readers get ready to read and learn from a nonfiction book, they preview all the different parts of the book when they take a sneak peek. Readers look at each part and think, "How does this book go?"</b></p> <p>~How Will This Book Go?</p> <ol style="list-style-type: none"> <li>1. Look at the front and back cover</li> <li>2. Think: "How does this book go?"</li> <li>3. Look inside book at table of contents and text features</li> <li>4. Think: "How does this book go?"</li> </ol>







<p><i>Session 17: Getting Ready for the Celebration</i></p>	<p><b>*(Unit 2, pg. 92) Today I want to teach you that to teach in ways that get others to learn a lot, you need to be prepared. You can mark the parts, think about what you want to say, and use your voice to help people listen and learn a lot.</b></p> <p>~How To Be A Tour Guide</p> <ol style="list-style-type: none"> <li>1. Mark your spots</li> <li>2. Decide the order</li> <li>3. Pick the pictures, examples, voices</li> </ol>
<p><i>Session 18: Celebration: Pay It Forward by Teaching Others</i></p>	<p><b>*(Unit 2, pg. 97) Today I want to teach you that to help your visitors learn all that they can, you will want to ask them questions about the things that you taught. Then you and your visitors can work on answering those questions to help them grow more knowledge about your special topic.</b></p> <p>~How to Rehearse for a Tour of Your Topic</p> <ol style="list-style-type: none"> <li>1. Tell about your topic</li> <li>2. Ask a question</li> <li>3. Answer the question with the audience</li> </ol>

**Skills (Students will be able to...)**

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

<b>Reading Workshop</b>	<b>Grade: 2nd</b>
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**Unit 4: Accelerating Readers’ Growth in Longer Fiction Books (Curricular Calendar)**  
**Unit Description: Accelerating Readers’ Growth in Longer Fiction Books**  
 This unit is designed to give second grade readers a hand as they begin to transition into longer stories. As readers begin to read longer books, they often run into some predictable challenges. Those challenges include linking chapters together, noticing and understanding new vocabulary and growing relevant ideas about a story. During this unit, you will be reminding readers of all the work they have done in the past to track characters across a book as well as how feelings change from the beginning to the

end. You will also emphasize some additional work they will need to do to hold onto longer stories, including putting the larger parts together to think deeply about both the characters and the story as a whole.

**NJ Student Learning Standards**

Writing Standards:

- W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
- W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Reading Standards:

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

Speaking & Listening Standards:

- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**NJSLS from other subject(s)**

- 8.1 Educational Technology**
- 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming**
- Career Ready Practices**
- 9.1 Personal Finance Literacy**
- 9.2 Career Awareness, Exploration, and Preparation**
- Careers (Description of a career that relates to this unit)**

**Enduring Understandings/Goals**

- Students will understand that...
- Readers keep track of their characters throughout the book.
  - Readers think about how chapters of a book are connected to each other
  - Readers think about the problem and how each chapter connects to it throughout reading
  - Readers reread to make sure they understand what happened as well as to read with expression
  - Readers think about how character’s feelings have changed throughout the course of the book
  - Readers think about the lessons learned by a character

**Essential Questions**

- What can I do to read, think, and talk about longer stories and their characters?
- How can I keep track of the characters and their problems in my longer books?
- How can I make sure I always have a clear picture of all that is happening across the big parts of the story?
- How can I grow ideas about characters in one story and across different books?

**Evidence of Learning (Assessments)**

**Accommodations and Modifications**

<p><b>Formative Assessments:</b></p>	<p><b>Special Education:</b></p>
<ul style="list-style-type: none"> <li>● <i>Learning Progressions (Grades 2-8)</i></li> <li>● <i>Project Read Assessments</i></li> <li>● Writing about reading</li> <li>● Readers' notebooks</li> <li>● Teacher-created performance assessment</li> <li>● Book club talks</li> <li>● Student reflections</li> <li>● Conferences and small groups</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li>● <a href="#">Subgroup Accommodations and Modifications</a></li> <li>● <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
<p><b>Summative Assessments:</b></p>	<p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <i>Preview content and concepts</i></li> <li>● <i>Behavior management plan</i></li> <li>● <i>Highlight text</i></li> <li>● <i>Small group setting</i></li> </ul>
<ul style="list-style-type: none"> <li>● <i>Learning Progressions (Grades 2-8)</i></li> <li>● <a href="#">TCRWP Reading Assessment</a></li> </ul>	<p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <i>Alternative formative and summative assessments</i></li> <li>● <i>Guided Reading</i></li> <li>● <i>Personal agendas</i></li> <li>● <i>Project-based learning</i></li> <li>● <i>Tiered activities/assignments</i></li> <li>● <i>Varying organizers for instructions</i></li> </ul>
<p><b>Benchmark Assessments:</b></p>	<p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <i>Clubbing activities</i></li> <li>● <i>Exploration by interest</i></li> <li>● <i>Flexible groupings</i></li> </ul>
<ul style="list-style-type: none"> <li>● <i>Nonsense Words</i></li> <li>● <a href="#">Teachers College Running Records</a></li> <li>● <a href="#">Letter Sound ID</a></li> <li>● <a href="#">High Frequency Word Assessment</a></li> </ul>	<p><b>Suggested Lessons for Differentiation with Small Groups:</b></p> <p><b>Bend I: Jumpstart Your Reading Life in Longer Books</b></p> <p>3-Paying Close Attention to the First Chapter</p> <p>4-Reading with Predictions in Mind</p> <p>5-Connecting Chapters Together</p> <p>6-Thinking About the Characters and the Problem Throughout the Story</p> <p>7-Using How a Character Speaks to Determine How They Feel</p> <p><b>Bend II: Rereading to Make Sure You Have a Clear Picture of the Story and the Characters</b></p> <p>9-Readers Sharpen the Picture in Their Minds</p> <p>11-Reading with Expression to Match the Characters</p> <p>12-Getting to Know Characters Through Dialogue</p> <p><b>Bend III: Thinking and Talking About Characters Across a Story and Across Books</b></p> <p>15-Marking Different or Confusing Parts</p> <p>17-Comparing the Lessons that Different Characters Learn</p> <p>18-Comparing Lessons Characters Learned in Different Books</p>
<p><b>Alternative Assessments:</b></p>	<p><b>English Language Learners:</b></p>
<ul style="list-style-type: none"> <li>● F &amp; P Running Records</li> <li>● Scholastic Running Records</li> <li>● BeBop Books for running records</li> <li>● G &amp; T Assessments:Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies</li> <li>● Reasoning</li> <li>● Yopp-Singer test of Phoneme Segmentation</li> <li>● Sentence-Writing Grade Placement Test</li> <li>● Linguistics Phonemic Awareness Screener</li> <li>● Linguistics Decoding Pre/Post Test</li> <li>● Dyslexia Screener</li> <li>● PRIM checklist</li> <li>● <i>LLI; Test Preparation Lesson Framework F&amp;P levels</i></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Unit 3: Curriculum for ELL</a></li> <li>● <a href="#">ESL K-2</a></li> </ul>

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<ul style="list-style-type: none"> <li>• <a href="#">When Readers Struggle - Teaching What Works - Irene Fountas and Gay Su Pinnell</a></li> <li>• <a href="#">Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College)</a></li> <li>• <a href="#">Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College)</a></li> <li>• <i>Primm Book</i></li> <li>• <i>Prompting Guide Part 1 - For Oral Reading and Early Writing</i></li> <li>• <i>Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</i></li> <li>• <i>Reading Strategies Book - Jennifer Serravallo</i></li> <li>• <i>Teachers College Units of Study - Phonics K-2</i></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">Conferring Menus</a></li> <li>• <a href="#">Conferring Curriculum</a></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Ivy and Bean by Annie Barrows (Level M)</i></li> <li>• <i>William’s Doll by Charlotte Zolotow (Level K)</i></li> <li>• <i>The Rain Stomper by Addie Boswell (Level K)</i></li> </ul>
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	<p><b>Intervention Resources:</b></p>
	<ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> <li>• Six Minute Solutions</li> <li>• Fountas and Pinell Guided Reading</li> <li>• Fountas and Pinell Shared Reading</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p>	<p style="text-align: center;"><b>Integration of Technology through NJSLs</b></p>
<ul style="list-style-type: none"> <li>• Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies.</li> <li>• In Social Studies discuss routines in the community</li> <li>• Understand what it means to “read close” in social studies, science, and foreign language.</li> <li>• Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students.</li> <li>• Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading.</li> <li>• Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a word study word sort in Inspiration.</li> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>• Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts.</li> <li>• Use Inspiration to create a double timeline looking at plot events and character motivation.</li> </ul>

<b>Integration of 21st Century Themes and Skills</b>		<b>Media Literacy Integration</b>	
<ul style="list-style-type: none"> <li>Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>Civic Literacy</li> <li>Health Literacy</li> <li>Social Justice Literacy</li> <li>Creativity and Innovation</li> <li>Critical Thinking and Problem Solving Communication and Collaboration Information Literacy</li> <li>Media Literacy</li> <li>Life and Career Skills</li> </ul>		<ul style="list-style-type: none"> <li>Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>Build on the intuitive knowledge students have gained from media about the story and character</li> <li>Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>Use print materials to practice reading and comprehension skills</li> </ul>	
<b>Career Education</b>		<b>Global Perspective</b>	
<ul style="list-style-type: none"> <li><a href="#">New Jersey Educational Field Trip</a></li> <li><a href="#">Connect With Rick Riordan</a></li> <li><a href="#">Author Visit Kit</a></li> <li><a href="#">Authors Who Skype</a></li> </ul>		<ul style="list-style-type: none"> <li>National Hispanic-Latino Heritage Month</li> <li>National Disability Employment Awareness Month</li> <li>National American Indian Heritage Month</li> <li>Black History Month</li> <li>National Women’s History Month,</li> <li>National Irish-American Heritage Month</li> <li>National Italian American Heritage Month</li> <li>Asian Pacific American Heritage</li> <li>Older Americans’ Month</li> <li>Jewish American Heritage Month</li> <li>Week of Respect</li> <li>Red Ribbon Week</li> <li>International Dot Day (September 16)</li> </ul>	
<b>Bend</b>	<b>Teaching Points</b>		
<p><b>Bend I: Jumpstart Your Reading Life in Longer Books</b></p> <p><i>Session 1: How to Keep Track of Longer Books</i></p> <p><i>Session 2: Getting to Know the Characters and Problem Before Read</i></p>	<p><b>*(pg. 12) You can give your reading life a jumpstart in the new year! Today I want to remind you that you have so many habits and strategies that will support you in doing strong reading work in longer fiction books. Remember, as you read, you should be pausing often to understand the story, retelling as you go, and jotting Post-its to capture your thinking.</b></p> <ol style="list-style-type: none"> <li>Read one chapter at a time</li> <li>Jot down any reactions you have throughout the chapter</li> <li>At the end of the chapter, jot a quick Post-it that will capture the main idea from the chapter.</li> </ol> <p><b>*(Page 12) Today I want to teach you that readers get to know the characters and their problems before they even read the first page! You can use the title, cover, back blurb and even table of contents to learn more about the story.</b></p> <ol style="list-style-type: none"> <li>Preview the title and ask, “Who is in this story and what is the problem these characters will face?”</li> <li>Preview the back blurb and ask, “Who is in this story and what is the problem these characters will face?”</li> </ol>		

<p><i>Session 3: Paying Close Attention to the First Chapter</i></p>	<ol style="list-style-type: none"> <li>3. Preview the book using the table of contents and ask, “Who is in this story and what is the problem these characters will face?”</li> <li>4. Jot a post-it of the characters &amp; problem.</li> <li>5. Keep these post-its handy while you read</li> </ol> <p><b>*(pg. 12) Today I want to teach you that readers pay extra-special attention to the first chapter of their new book. After reading the first chapter, you can pause to retell the story. Then you can go back and reread to confirm all that information and check to see if you’ve missed anything.</b></p> <ol style="list-style-type: none"> <li>1. Finish the First Chapter of a Book</li> <li>2. Retell that chapter by including:             <ol style="list-style-type: none"> <li>a. Main Characters</li> <li>b. Setting</li> <li>c. Important events that have happened so far</li> </ol> </li> <li>3. Reread the chapter to check you didn’t miss anything.</li> </ol>
<p><i>Session 4: Reading with Predictions in Mind</i></p>	<p><b>*(pg. 13) Today I want to teach you that readers don’t just make predictions--they read with their prediction in their mind, thinking, “What’s going to happen? Was I right? Should I change my mind?”</b></p> <ol style="list-style-type: none"> <li>1. Make a prediction about what the problem will be before you start reading.</li> <li>2. Read and be on the lookout for clues about the problem.</li> <li>3. When you find clues, ask yourself:             <ol style="list-style-type: none"> <li>a. “Was I right?”</li> <li>b. “Should I change your mind?”</li> </ol> </li> <li>4. If you need to change your mind, make a new prediction and keep reading with that prediction in mind.</li> </ol>
<p><i>Session 5: Connecting Chapters Together</i></p>	<p><b>*(pgs. 12-13) Today I want to teach you that readers don’t just think about each chapter in the book separately--instead, readers work hard to put the whole book together.</b></p> <ol style="list-style-type: none"> <li>1. Go back and look at your Post-its from each chapter</li> <li>2. Retell the story to yourself.</li> <li>3. Think about the entire story by saying things like:             <ol style="list-style-type: none"> <li>a. “This chapter fits with the last because...”</li> <li>b. “Throughout the whole book...”</li> <li>c. “Across the story...”</li> <li>d. “This whole book is mostly about...”</li> </ol> </li> </ol>

<p><i>Session 6: Thinking About the Characters and the Problem Throughout the Story</i></p>	<p><b>*(Page 12) Today I want to teach you that readers think about the characters and their problems as they read. You can stop at the end of the chapter and think, “How does this part go with the whole story?”</b></p> <ol style="list-style-type: none"> <li>1. Look over your post-its about the characters and main problem</li> <li>2. Read to the end of chapter</li> <li>3. At the end of the chapter think:             <ol style="list-style-type: none"> <li>a. How does this part go with the whole story?</li> <li>b. Does it introduce a new character?</li> <li>c. Does it introduce the problem?</li> <li>d. Does it solve the problem or make it worse?</li> <li>e. Does it set up the ending?</li> </ol> </li> </ol>
<p><i>Session 7: Using How a Character Speaks to Determine How They Feel</i></p>	<p><b>*(pg. 13) Today I want to teach you that readers need to notice not just what that character says, but how the character says it, and how they react to what’s happening in the story.</b></p> <ol style="list-style-type: none"> <li>1. As you read, be on the lookout for major events involving the main character</li> <li>2. Stop and notice:             <ol style="list-style-type: none"> <li>a. How the character speaks</li> <li>b. How the character reacts to the event</li> </ol> </li> <li>3. Use this information to infer how the character feels.</li> </ol>
<p><i>Session 8: Planning to Share Your Book</i></p>	<p><b>*(pg. 13) Today I want to remind you that when you reach the end of the book, you can plan what you’ll talk about with your partner. Readers love to talk about important parts, character’s feelings and traits, favorite parts, funny parts, confusing parts, and questions they still have.</b></p> <p>~Planning to Share with a Partner</p> <ol style="list-style-type: none"> <li>1. After you finish reading, think about what you want to share with your partner.</li> <li>2. Go back to find:             <ol style="list-style-type: none"> <li>a. An important part about the problem</li> <li>b. Favorite part</li> <li>c. funny part</li> <li>d. Confusing part</li> </ol> </li> </ol>

	<p>e. Question you still have</p> <p>~Anchor Chart: Partners Share Their Reading Adventures (Book 4, Grade 1)</p>
<p><b>Bend II: Rereading to Make Sure You Have a Clear Picture of the Story and the Characters</b></p> <p><i>Session 9: Readers Sharpen the Picture in Their Minds</i></p>	<p>*(pg. 13) <b>Today I want to teach you that readers reread often to help sharpen the picture in their mind. You can add to the pictures on the page using the details in the words to help imagine where the characters are, who is there, what they're doing, and saying and how they feel.</b></p> <ol style="list-style-type: none"> <li>1. Find a page with lots of description but little picture</li> <li>2. Reread the page</li> <li>3. Sketch a descriptive picture of that page to match the actions and feelings.</li> <li>4. If there aren't adjectives to describe parts of the setting imagine places you know to fill in the details!</li> </ol>
<p><i>Session 10: Rereading the First Chapter for Fluency</i></p>	<p>*(pg.13) <b>Today I want to teach you another good reason to reread the first chapter: for fluency! Often those first few pages are a little bit tough to get through the first time around. On a second read, readers can smooth out their voices - they've already figured out the characters names (which are often some of the trickiest words in the book to solve) and they know what the characters are doing and saying, so it is easier to match their voices to what's happening and read expressively.</b></p> <ol style="list-style-type: none"> <li>1. Quickly retell what happened in the first chapter, thinking about how characters felt</li> <li>2. Reread the chapter, making your voice match the action</li> </ol>
<p><i>Session 11: Reading with Expression to Match the Characters</i></p>	<p>*(pg. 13 ) <b>Today I want to teach you that one thing readers do to help them understand books even better is to read with expression. Matching your voice to how the characters feel as well as their personality will help you understand the whole story even better. Use clues like punctuation, dialogue tags, and the pictures to sound like the character!</b></p> <ol style="list-style-type: none"> <li>1. Pay Attention to Punctuation</li> <li>2. Notice dialogue tags</li> <li>3. Look at the pictures to see characters expression</li> <li>4. Reread, matching the character's voice</li> </ol>
<p><i>Session 12: Getting to Know Characters Through Dialogue</i></p>	<p>*(pg. 13) <b>Today I want to teach you that readers can get to know the characters and track the main problem of the story by paying attention to dialogue. You can look for the dialogue tags, line breaks, and bold or italicized words to help you figure out who's talking and how they might sound. Then you can reread to show how each character might feel by changing your voice.</b></p>

<p><i>Session 13: Thinking About New Words</i></p>	<ol style="list-style-type: none"> <li>1. Pay Attention to Punctuation</li> <li>2. Notice dialogue tags</li> <li>3. Look at the pictures to see characters expression</li> <li>4. Reread to make your voice match the character</li> </ol> <p><b>*(pg. 14) Today I want to remind you that readers come across new words all the time! It's helpful to jot those words on a Post-it so you can think more about what the word means and use the whole page to think about what's happening!</b></p> <ol style="list-style-type: none"> <li>1. When you come across a tricky word, jot it on a Post-it</li> <li>2. Finish reading the whole page</li> <li>3. Think about what is happening</li> <li>4. Use what is happening in the story to determine what the word means</li> </ol>
<p><b>Bend III: Thinking and Talking About Characters Across a Story and Across Books</b> <i>Session 14: Thinking About a Book After Finishing It</i></p>	<p><b>*(pg. 14) Today I want to teach you that when you are reading longer books, it's even more important to make sure you are stopping to think about the story, especially at the END. You can look back at each chapter, using the pictures and your Post-its to remember the big, important parts of the story and think about how the character changed from the beginning, to the middle, to the end of the story.</b></p> <ol style="list-style-type: none"> <li>1. Look back at the Pictures and Post-its from each chapter</li> <li>2. Jot down how the character felt in the beginning, middle and end</li> <li>3. Notice how the characters' feelings changed throughout the story.</li> </ol>
<p><i>Session 15: Marking Different or Confusing Parts</i></p>	<p><b>*(pg. 14) Today I want to teach you that while we are reading and something different or confusing happens with a character, we mark those parts to talk about those parts with a partner.</b></p> <ol style="list-style-type: none"> <li>1. As you read, mark places where something different or confusing happens to the character</li> <li>2. Meet with your partner</li> <li>3. Talk over what happened to make sense of it</li> </ol>
<p><i>Session 16: Rereading to Learn More About Characters</i></p>	<p><b>*(pg. 14) Today I want to teach you that you can reread and pay close attention to how different characters react to the problem and resolution to help you learn more about these relationships.</b></p> <ol style="list-style-type: none"> <li>1. Notice how each character reacts to the problem and the resolution             <ol style="list-style-type: none"> <li>a. “ _____ reacts to the problem by _____ while _____ reacts by _____ ”</li> </ol> </li> </ol>



- Participate in conversations about the books.

<b>Reading Workshop</b>
<p><b>Unit 5: Bigger Books Mean Amping Up Reading Power (Book 3)</b></p> <p><b>Unit Description: Bigger Books Mean Amping Up Reading Power</b></p> <p>In this unit, children will practice reading with more alertness to the intent that an author brings to a particular book, whether a story or an informational book. They’ll use their own voices, inflections and gestures to bring out the author’s intent and will also work to read with a smooth, steady, confident voice. They’ll do this both on their own and with a partner. They will tackle tricky words and new vocabulary with greater understanding. In more complicated books where they are encountering both words that are hard to read and ones that are hard to understand—i.e., new vocabulary. Throughout this part of the unit, they will learn strategies for what to do when this happens, and they will practice applying these to the books that they read. Then the students will learn the many purposes behind rereading, such as, to clarify confusing parts, to understand how two parts fit together, to connect the beginning (or an earlier part) with the ending (or a later part). Finally children will sort themselves, coach and support one another in one of three goal clubs: Fluency, Literary Language, or Keeping Track of Longer Books, based on common goals.</p>
<b>NJ Student Learning Standards</b>
<p><u>Writing Standards:</u></p> <p>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.</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p><u>Reading Standards:</u></p> <p>RL.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges using key details.</p> <p>RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p><u>Speaking &amp; Listening Standards:</u></p> <p>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.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><u>Language Standards:</u></p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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.</p>

<p>L.2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>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., <i>When other kids are happy that makes me happy</i>).</p> <p><b>NJSLS from other subject(s)</b></p> <p><b>8.1 Educational Technology</b></p> <p><b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</b></p> <p><b>Career Ready Practices</b></p> <p><b>9.1 Personal Finance Literacy</b></p> <p><b>9.2 Career Awareness, Exploration, and Preparation</b></p> <p><b>Careers (Description of a career that relates to this unit)</b></p>								
<b>Enduring Understandings/Goals</b>	<b>Essential Questions</b>							
<p>Students will understand that...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Readers read with voice and meaning</li> <li><input type="checkbox"/> Readers tackle new vocabulary and tricky words with greater effort and skill</li> <li><input type="checkbox"/> Readers understand the effectiveness to reread their text</li> <li><input type="checkbox"/> Readers can form clubs to reflect on what we learned and make our reading shine.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How can I use my voice to read fiction books in ways that help me get the most out of them—and so that they sound the way an author intended them to be read?</li> <li><input type="checkbox"/> How do I tackle any new and tricky vocabulary as I read, using clues like other words and what’s happening in the text to make sense of these?</li> <li><input type="checkbox"/> How do I understand all the many reasons to reread so that I can get the most out of my books a second, third, and even fourth time reading them?</li> <li><input type="checkbox"/> Once I’ve figured out what I need to focus on most to make my reading stronger, how can I work with other kids who have the same goal in a (fluency/vocabulary/or rereading) club to tackle that goal?</li> </ul>							
<b>Evidence of Learning (Assessments)</b>	<b>Accommodations and Modifications</b>							
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<ul style="list-style-type: none"> <li>• <i>Nonsense Words</i></li> <li>• <a href="#">Teachers College Running Records</a></li> <li>• <a href="#">Letter Sound ID</a></li> <li>• <a href="#">High Frequency Word Assessment</a></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Clubbing activities</i></li> <li>• <i>Exploration by interest</i></li> <li>• <i>Flexible groupings</i></li> </ul>
<p><b>Alternative Assessments:</b></p>	<p><b>Suggested Lessons for Differentiation with Small Groups:</b></p>
<ul style="list-style-type: none"> <li>• F &amp; P Running Records</li> <li>• Scholastic Running Records</li> <li>• BeBop Books for running records</li> <li>• G &amp; T Assessments:Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies</li> <li>• Reasoning</li> <li>• Yopp-Singer test of Phoneme Segmentation</li> <li>• Sentence-Writing Grade Placement Test</li> <li>• Linguistics Phonemic Awareness Screener</li> <li>• Linguistics Decoding Pre/Post Test</li> <li>• Dyslexia Screener</li> <li>• PRIM checklist</li> <li>• <i>LLI; Test Preparation Lesson Framework F&amp;P levels</i></li> </ul>	<p><b>Bend I</b></p> <p>1-Moving Quickly from reader to reader                  2-Identify and helping readers who struggle with fluency                  3-Quick conferences reinforce prior learning</p> <p><b>Bend II</b></p> <p>6-Noticing Figurative Language in other books                  8-Supporting students through shared reading, guided reading, and partnerships                  10-Supporting Strong Partnerships work for all readers                  11-Support Students at all levels of text complexity                  12-<i>Staying on Track When Books Get Tricky</i></p> <p><b>Bend III</b></p> <p>14-Helping Students Self-Assess to Launch Clubs Smoothly                  15-Using Shared Reading to Help Clubs Meet Their Goals</p>
	<p><b>English Language Learners:</b></p>
	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3: Curriculum for ELL</a></li> <li>• <a href="#">ESL K-2</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
	<p><b>Students at Risk for Failure:</b></p>
	<ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
	<p><b>Gifted and Talented</b></p>
	<ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
	<p><b>Students with 504 Plans</b></p>
	<ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modification</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>
<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Unit of Study Text Bigger Books Mean Amping Up Reading Power by Lucy Calkins</li> <li>• 2019-20 Teachers College Calendar, Second Grade, Bigger Books Mean Amping Up Reading Power Unit</li> <li>• <a href="#">2019-20 Teachers College Calendar</a></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <i>The Reading Strategies Book</i> by Jen Serravallo</li> <li>• <i>Prompting Guide</i></li> <li>• <a href="#">Writing Resources and Scope and Sequences</a></li> <li>• <a href="#">Units of Study Online Resources</a></li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>Leveled Literacy Intervention Kits</i></li> <li>• <a href="#">When Readers Struggle - Teaching What Works - Irene Fountas and Gay Su Pinnell</a></li> <li>• <a href="#">Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College)</a></li> <li>• <a href="#">Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College)</a></li> <li>• <i>Primm Book</i></li> <li>• <i>Teachers College Units of Study - Phonics K-2</i></li> <li>• <i>Prompting Guide Part 1 - For Oral Reading and Early Writing</i></li> <li>• <i>Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</i></li> <li>• <i>Reading Strategies Book - Jennifer Serravallo</i></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">Conferring Menus</a></li> <li>• <a href="#">Conferring Curriculum</a></li> </ul>	<p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• Any appropriate grade 2 novel as a read-aloud model to set up the routines</li> <li>• <i>My Name is Maria Isabel</i> by Alma Flor Ada (Level N)</li> <li>• <i>Iron Man</i> by Ted Hughes (Level N)</li> <li>• <i>Iras and Walter</i> by Elissa Haden Guest (Level J)</li> <li>• <i>Minnie and Moo Go Dancing</i> By: Denys Cazet (Level L)</li> <li>• <i>Animal Look-Alikes</i> by: Rachel Griffiths (Level N)</li> <li>• <i>Mr. Putter &amp; Tabby Walk the Dog</i> by: Cynthia Rylant (Level J)</li> <li>• <i>Owl Moon</i> by: Jane Yolen (Level O)</li> <li>• <i>Houndsley and Catina</i> by: James Howe (Level K)</li> <li>• <i>Happy Like Soccer</i> by Maribeth Boelts (Level L)</li> <li>• <i>Amelia Bedelia Goes Camping</i> by: Peggy Parish (Level L)</li> <li>• <i>Katie Woo Has the Flu</i> by: Fran Manusbkin (Level J)</li> <li>• <i>Ramona</i> by: Beverly Cleary (Level O)</li> </ul> <p><b>Mentor Texts/Shared Reading:</b></p> <ul style="list-style-type: none"> <li>• <i>Happy Little Soccer</i> by: Maribeth Boelts (Level L)</li> <li>• <i>You are My Sunshine</i> by Jimmie Davis &amp; Charles Mitchell (Level L)</li> <li>• <i>Chicken Soup</i> with Rice by: Maurice Sendak (Level M)</li> <li>• Teacher-selected books for book talks and modeling good reader behaviors</li> </ul> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Conferring Curriculum</a></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">Conferring Menus</a></li> <li>• <i>Aggie the Brave</i> by Lori Ries (Level H)</li> <li>• <i>City Fun</i> by Hillert Margaret (Level F)</li> <li>• <i>Field Trip Fiasco</i> Kelli Hicks (Level J)</li> <li>• <i>Katie Woo Series</i> by Fran Manusbkin (Level J)</li> <li>• <i>Fred Stays With Me</i> by Nancy Coffelt (Level I)</li> <li>• <i>Julian is a Mermaid</i> by Jessica Love (Level I)</li> <li>• <i>Lola Reads Series</i> by Naa McQuinn (Level I)</li> <li>• <i>Pedro Series</i> by Fran manusbkin (Level J)</li> </ul>

	<ul style="list-style-type: none"> <li>● <i>Subway Ride</i> by Miller Heather (Level E)</li> <li>● <i>How Oliver Olson Changed the World</i> by Claudia Mills (Level L)</li> <li>● <i>Iris and Walter: Lost and Found</i> by Elissa Guest (Level J)</li> <li>● <i>Lucy Tries Basketball</i> by Lisa Bowes (Level K)</li> <li>● <i>Mt. Putter and Tabby Series</i> by Cynthia Rylant (Level J)</li> <li>● <i>Sky Color</i> by Peter Reynolds (Level K)</li> <li>● <i>The Andy Shane Series</i> by Jennifer Jacobson (Level J)</li> <li>● <i>The High Rise Private Series</i> by Cynthia Rylant (Level K)</li> <li>● <i>Graphic Sparks Series</i> by Scott Nickel (Level K)</li> <li>● <i>King and Kayla Series</i> by Dori Butler (Level L)</li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>● Leveled Literacy Intervention Texts</li> <li>● Six Minute Solutions</li> <li>● Fountas and Pinell Guided Reading</li> <li>● Fountas and Pinell Shared Reading</li> </ul>
<b>Interdisciplinary Connections</b>	<b>Integration of Technology through NJSL</b>
<ul style="list-style-type: none"> <li>● Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies.</li> <li>● In Social Studies discuss routines in the community</li> <li>● Understand what it means to “read close” in social studies, science, and foreign language.</li> <li>● Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students.</li> <li>● Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading.</li> <li>● Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism.</li> </ul>	<ul style="list-style-type: none"> <li>● Create a word study word sort in Inspiration.</li> <li>● Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>● Listen to books on websites (<a href="http://pbskids.org/lions/index.html">pbskids.org/lions/index.html</a>, <a href="http://storylineonline.net">storylineonline.net</a>, <a href="http://storyit.com">storyit.com</a>, Elementary Connections Page)</li> <li>● Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>● Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>● Listen to books on websites (<a href="http://pbskids.org/lions/index.html">pbskids.org/lions/index.html</a>, <a href="http://storylineonline.net">storylineonline.net</a>, <a href="http://storyit.com">storyit.com</a>, Elementary Connections Page)</li> <li>● Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>● Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts.</li> <li>● Use Inspiration to create a double timeline looking at plot events and character motivation.</li> </ul>
<b>Integration of 21st Century Themes and Skills</b>	<b>Media Literacy Integration</b>
<ul style="list-style-type: none"> <li>● Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>● Civic Literacy</li> <li>● Health Literacy</li> <li>● Social Justice Literacy</li> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem Solving Communication and Collaboration Information Literacy</li> </ul>	<ul style="list-style-type: none"> <li>● Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>● Build on the intuitive knowledge students have gained from media about the story and character</li> <li>● Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>● Use print materials to practice reading and comprehension skills</li> </ul>

<ul style="list-style-type: none"> <li>• Media Literacy</li> <li>• Life and Career Skills</li> </ul>	
<p style="text-align: center;"><b>Career Education</b></p>	<p style="text-align: center;"><b>Global Perspective</b></p>
<ul style="list-style-type: none"> <li>• <a href="#">New Jersey Educational Field Trip</a></li> <li>• <a href="#">Connect With Rick Riordan</a></li> <li>• <a href="#">Author Visit Kit</a></li> <li>• <a href="#">Authors Who Skype</a></li> </ul>	<ul style="list-style-type: none"> <li>• National Hispanic-Latino Heritage Month</li> <li>• National Disability Employment Awareness Month</li> <li>• National American Indian Heritage Month</li> <li>• Black History Month</li> <li>• National Women’s History Month,</li> <li>• National Irish-American Heritage Month</li> <li>• National Italian American Heritage Month</li> <li>• Asian Pacific American Heritage</li> <li>• Older Americans’ Month</li> <li>• Jewish American Heritage Month</li> <li>• Week of Respect</li> <li>• Red Ribbon Week</li> <li>• International Dot Day (September 16)</li> </ul>
<p><b>Bend/Goals</b></p>	<p><b>Teaching Points</b></p>
<p><b>Bend I: Reading With Fluency</b>  <i>Session 1: Rehearsing Reading Voices</i></p>           <p><i>Session 2: Scooping Up Words into Phrases</i></p>	<p><b>*(Unit 3, pg. 3) Today I want to teach you a magical thing that reading scientists have found. They have discovered that rereading—especially rereading out loud—is the best way to change the voice inside a reader’s head. And that voice is everything.</b></p> <p>~How to Rehearse Your Reading Voice</p> <ol style="list-style-type: none"> <li>1. Mark spots in your book that is perfect for reading out loud.</li> <li>2. Reread out loud matching your voice to the story.</li> <li>3. Then read silently using your inner reading voice.</li> </ol> <p>~Anchor Chart: Making Your Reading More Fluent                  Add: reread aloud and in your head</p> <p><b>*(Unit 3, pg. 9) Today I want to teach you that you can make your reading voice just as smooth as your singing voice by reading in longer phrases. You can scoop up more words at a time by noticing punctuation. Then you can check that your reading sounds right.</b></p> <p>~How to Scoop Up Words into Phrases</p> <ol style="list-style-type: none"> <li>1. Scoop up words noticing punctuation.</li> <li>2. Then pause and check that your reading sounds right.</li> <li>3. Pay attention to parts with no punctuation and think, “Which words would make sense and sound right when scooped up together?” (scoop in groups of 3, 4, or 5)</li> </ol> <p>~Anchor Chart: Making Your Reading More Fluent                  Add: Scoop words into longer phrases</p>



<p><i>Session 6: Recognizing Literary Language</i></p>	<p>~How to Recognize Literary Language</p> <ol style="list-style-type: none"> <li>1. Notice when words are used in special ways.</li> <li>2. Reread that part.</li> <li>3. Remember what is going on in that story.</li> <li>4. Think, “What special meaning might the author want me to get?”</li> </ol> <p>~Anchor Chart: Understanding Literary Language Add: pay attention to special language</p>
<p><i>Session 7: Understanding Comparisons</i></p>	<p><b>*(Unit 3, pg. 42) Today I want to teach you that when an author describes something by suggesting it is like something else-something that actually is quite different-the author expects readers to bring those two distinct things together in ways that create a brand-new, made-for-the-moment meaning.</b></p> <p>~How to Understand Comparisons</p> <ol style="list-style-type: none"> <li>1. Pause and ask, “What are the things the author is bringing together?”</li> <li>2. Create a picture in your mind. Try to understand that special meaning by bringing those two things together and thinking about how they are alike.</li> </ol> <p>~Anchor Chart: Understanding Literary Language Add: When two things are compared, think about how they are alike</p>
<p><i>Session 8 Noticing When Authors Play With Words</i></p>	<p><b>*(Unit 3, pg. 50) Today I want to teach you that sometimes when authors use language in creative ways, readers need to do a bit of extra thinking to understand what is meant. Authors might, for example, play around with the words that can mean different things, and sometimes they intend a meaning readers don’t expect. When authors do that, readers can stop and think, ‘Wait a minute! That’s not what it really means!’ Then they can use what’s happening in the story to think about what would make sense.</b></p> <p>~Understanding Playful Language</p> <ol style="list-style-type: none"> <li>1. Read noticing playful language.</li> <li>2. Stop and think, “Wait a minute! That is not what it really means!”</li> <li>3. Use what’s happening in the story to think what would make sense.</li> </ol> <p>~Anchor Chart: Understanding Literary Language Add: figure out what playful language REALLY means</p>
<p><i>Session 9: Reading as a Writer-Focusing on Special Language</i></p>	<p><b>*(Unit 3, pg. 55) Today I want to teach you that you can think about all the strategies you use when you write books and poems, and notice when an author is using them in your books. When you notice what the author is doing, you can try to name it, and think ‘What special meaning does the author want me to get?’</b></p> <p>~Understanding Literary Language</p>







- W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
- W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- 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).

Reading Standards:

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

Speaking & Listening Standards:

- SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards:

- L.2.1 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.2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- 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*).

**NJSLS from other subject(s)**

**8.1 Educational Technology**

**8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming**

**Career Ready Practices**

**9.1 Personal Finance Literacy**

**9.2 Career Awareness, Exploration, and Preparation**

**Careers (Description of a career that relates to this unit)**

<b>Enduring Understandings/Goals</b>	<b>Essential Questions</b>
Students will understand that... <ul style="list-style-type: none"> <li><input type="checkbox"/> There are many things to notice while reading our series books and they are often marked with a post-it.</li> <li><input type="checkbox"/> Readers talk and share ideas in their clubs about their series books to push their thinking.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How do readers figure out how a series goes, noticing patterns and predicting what will happen?</li> <li><input type="checkbox"/> How do readers grow smart ideas across different series?</li> </ul>

<ul style="list-style-type: none"> <li><input type="checkbox"/> Readers wonder about new topics while reading series books and use many ways to research or find information out about that topic.</li> <li><input type="checkbox"/> Readers can be surprised now and then on how their story ends or the character’s behavior as they are not always predictably.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What do readers need to pay attention to so they are not surprised throughout their series book?</li> <li><input type="checkbox"/> How do readers share opinions with the world about books they love?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	<b>Accommodations and Modifications</b>
<div style="border: 1px solid black; padding: 5px;"> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• <i>Learning Progressions (Grades 2-8)</i></li> <li>• <i>Project Read Assessments</i></li> <li>• Writing about reading</li> <li>• Readers’ notebooks</li> <li>• Teacher-created performance assessment</li> <li>• Book club talks</li> <li>• Student reflections</li> <li>• Conferences and small groups</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• <i>Learning Progressions (Grades 2-8)</i></li> <li>• <a href="#">TCRWP Reading Assessment</a></li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>• <i>Nonsense Words</i></li> <li>• <a href="#">Teachers College Running Records</a></li> <li>• <a href="#">Letter Sound ID</a></li> <li>• <a href="#">High Frequency Word Assessment</a></li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• F &amp; P Running Records</li> <li>• Scholastic Running Records</li> <li>• BeBop Books for running records</li> <li>• G &amp; T Assessments:Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies</li> <li>• Reasoning</li> <li>• Yopp-Singer test of Phoneme Segmentation</li> <li>• Sentence-Writing Grade Placement Test</li> <li>• Linguistics Phonemic Awareness Screener</li> <li>• Linguistics Decoding Pre/Post Test</li> </ul> </div>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Preview content and concepts</i></li> <li>• <i>Behavior management plan</i></li> <li>• <i>Highlight text</i></li> <li>• <i>Small group setting</i></li> </ul> <p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Alternative formative and summative assessments</i></li> <li>• <i>Guided Reading</i></li> <li>• <i>Personal agendas</i></li> <li>• <i>Project-based learning</i></li> <li>• <i>Tiered activities/assignments</i></li> <li>• <i>Varying organizers for instructions</i></li> </ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Clubbing activities</i></li> <li>• <i>Exploration by interest</i></li> <li>• <i>Flexible groupings</i></li> </ul> <p><b>Suggested Lessons for Differentiation with Small Groups:</b></p> <p><b>Bend I</b></p> <ul style="list-style-type: none"> <li>3-Supporting below-benchmark readers through guided reading</li> <li>5-Lifting the level of your students predictions</li> <li>6-Building students’ skills in reading chapter books</li> </ul> <p><b>Bend II</b></p> <ul style="list-style-type: none"> <li>8-Moving Students into books with Greater Text complexity</li> <li>9-Conducting Coaching conferences around literacy language</li> <li>11-Supporting students in the work they need to progress</li> <li>12-<i>Authors Plan Their Story Endings</i></li> </ul> <p><b>Bend III</b></p> <ul style="list-style-type: none"> <li>13-Fostering the work of a new bend</li> <li>14-Keeping the work of the bend going</li> <li>15-<i>Readers Share Books They Love with Friends: A Book Swap</i></li> </ul> </div>

<ul style="list-style-type: none"> <li>• Dyslexia Screener</li> <li>• PRIM checklist</li> <li>• <i>LLI; Test Preparation Lesson Framework F&amp;P levels</i></li> </ul>	<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 4: Curriculum for ELL</a></li> <li>• <a href="#">ESL K-2</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Students at Risk for Failure:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modification</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>
<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Unit of Study Series Books Clubs Text by Lucy Calkins</li> <li>• 2019-20 Teachers College Calendar, Second Grade, Series Book Clubs Unit</li> <li>• <a href="#">2019-20 Teachers College Calendar</a></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <i>The Reading Strategies Book</i> by Jen Seravallo</li> <li>• <i>Prompting Guide</i></li> <li>• <a href="#">Writing Resources and Scope and Sequences</a></li> <li>• <a href="#">Units of Study Online Resources</a></li> </ul>	<p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• Any appropriate grade 2 novel as a read-aloud model to set up the routines</li> <li>• <i>Jasmine Toguchi: Mochi Queen</i> by Debbi Michiko Florence (Level O)</li> <li>• <i>Lola Levine is Not Mean</i> by: Monica Brown (Level M)</li> <li>• <i>The Stories Julian Tells</i> by: Ann Cameron (Level N)</li> <li>• <i>Day With Frog and Toad</i> by: Arnold Lobel (Level K)</li> <li>• <i>The One in the Middle Is a Green Kangaroo</i> by: Judy Blume (chapter 2) (Level L)</li> <li>• <i>Poppelton</i> by C. Rylant (Level J)</li> <li>• <i>Amelia Bedelia</i> by P. Parish (Level L)</li> </ul>

<p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>Leveled Literacy Intervention Kits</i></li> <li>• <a href="#">When Readers Struggle - Teaching What Works - Irene Fountas and Gay Su Pinnell</a></li> <li>• <a href="#">Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College)</a></li> <li>• <a href="#">Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College)</a></li> <li>• <i>Primm Book</i></li> <li>• <i>Fountas and Pinnell Guided Reading Series</i></li> <li>• <i>Teachers College Units of Study - Phonics K-2</i></li> <li>• <i>Prompting Guide Part 1 - For Oral Reading and Early Writing</i></li> <li>• <i>Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</i></li> <li>• <i>Reading Strategies Book - Jennifer Serravallo</i></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">Conferring Menus</a></li> <li>• <a href="#">Conferring Curriculum</a></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Benny and Watch</i> by G. Warner (Level L)</li> <li>• <i>Nate the Great</i> by M. Sharmat (Level K)</li> <li>• <i>Pink and Rex and the Bully</i> by James Howe (Level L)</li> <li>• <i>Magic Tree House</i> books (Level N)</li> <li>• <i>My Father’s Dragon</i> Books (Level N)</li> <li>• <i>Pinky and Rex</i> Books (Level N)</li> <li>• <i>Ramona</i> Books (Level O)</li> <li>• <i>Clementine</i> Series (Level P)</li> <li>• Song of your choice, for example “Magic Penny” by Malvina Reynolds</li> <li>• Teacher-selected books for book talks and modeling good reader behaviors</li> </ul>
	<p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Conferring Curriculum</a></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">Conferring Menus</a></li> <li>• <i>Julian is a Mermaid</i> by Jessica Love (Level I)</li> <li>• <i>Lola Reads Series</i> by Naa McQuinn (Level I)</li> <li>• <i>Pedro Series</i> by Fran manushkin (Level J)</li> <li>• <i>Subway Ride</i> by Miller Heather (Level E)</li> <li>• <i>How Oliver Olson Changed the World</i> by Claudia Mills (Level L)</li> <li>• <i>Iris and Walter: Lost and Found</i> by Elissa Guest (Level J)</li> <li>• <i>Lucy Tries Basketball</i> by Lisa Bowes (Level K)</li> <li>• <i>Mt. Putter and Tabby Series</i> by Cynthia Rylant (Level J)</li> <li>• <i>Sky Color</i> by Peter Reynolds (Level K)</li> <li>• <i>The Andy Shane Series</i> by Jennifer Jacobson (Level J)</li> <li>• <i>The High Rise Private Series</i> by Cynthia Rylant (Level K)</li> <li>• <i>Graphic Sparks Series</i> by Scott Nickel (Level K)</li> <li>• <i>King and Kayla Series</i> by Dori Butler (Level L)</li> </ul>
	<p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> <li>• Six Minute Solutions</li> <li>• Fountas and Pinell Guided Reading</li> <li>• Fountas and Pinell Shared Reading</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<p><b>Integration of Technology through NJSLs</b></p>
<ul style="list-style-type: none"> <li>• Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies.</li> <li>• In Social Studies discuss routines in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Create a word study word sort in Inspiration.</li> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> </ul>

<ul style="list-style-type: none"> <li>• Understand what it means to “read close” in social studies, science, and foreign language.</li> <li>• Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students.</li> <li>• Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading.</li> <li>• Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>• Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts.</li> <li>• Use Inspiration to create a double timeline looking at plot events and character motivation.</li> </ul>
<p><b>Integration of 21st Century Themes and Skills</b></p>	<p><b>Media Literacy Integration</b></p>
<ul style="list-style-type: none"> <li>• Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>• Civic Literacy</li> <li>• Health Literacy</li> <li>• Social Justice Literacy</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving Communication and Collaboration Information Literacy</li> <li>• Media Literacy</li> <li>• Life and Career Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>• Use print materials to practice reading and comprehension skills</li> </ul>
<p><b>Career Education</b></p>	<p><b>Global Perspective</b></p>
<ul style="list-style-type: none"> <li>• <a href="#">New Jersey Educational Field Trip</a></li> <li>• <a href="#">Connect With Rick Riordan</a></li> <li>• <a href="#">Author Visit Kit</a></li> <li>• <a href="#">Authors Who Skype</a></li> </ul>	<ul style="list-style-type: none"> <li>• National Hispanic-Latino Heritage Month</li> <li>• National Disability Employment Awareness Month</li> <li>• National American Indian Heritage Month</li> <li>• Black History Month</li> <li>• National Women’s History Month,</li> <li>• National Irish-American Heritage Month</li> <li>• National Italian American Heritage Month</li> <li>• Asian Pacific American Heritage</li> <li>• Older Americans’ Month</li> <li>• Jewish American Heritage Month</li> <li>• Week of Respect</li> <li>• Red Ribbon Week</li> <li>• International Dot Day (September 16)</li> </ul>
<p><b>Bend/Goals</b></p>	<p><b>Teaching Points</b></p>
<p><b>Bend I: Becoming Experts on Characters</b>  <i>Session 1: Series Book Readers</i>  <i>Collect Information About the Main Characters</i></p>	<p>*(Unit 4, pg. 2) <b>Today I want to teach you that when readers become an expert on series books—when they read a lot of books in a series—they especially collect knowledge about the characters that are the stars of the series.</b></p> <p>~Collecting Information about the Main Character</p> <ol style="list-style-type: none"> <li>1. Take a sneak peek of book.</li> <li>2. Look at the cover and the back of the book.</li> </ol>

<p><i>Session 2: Series Book Readers Pay Attention to How Characters Respond to Problems</i></p>	<ol style="list-style-type: none"> <li>3. Read a bit of the story.</li> <li>4. Pause and collect information about the main characters.</li> <li>5. Flag the things you are noticing with a post-it.</li> </ol> <p>~Anchor Chart: Series Readers Become Experts on Characters Add: collect information about the main characters</p> <p><b>*(Unit 4, pg. 9) Today I want to teach you that the way a person responds to trouble says a lot about who that person is. In real life and in stories, too, the way a person responds to trouble—to a problem—gives clues as to what kind of person this is.</b></p> <p>~Notice How Characters Respond to Problems</p> <ol style="list-style-type: none"> <li>1. Reread text.</li> <li>2. Stop and think, “How does my character respond to trouble?”</li> <li>3. Write ideas on post-it so you won’t forget.</li> </ol>
<p><i>Session 3: Series Book Readers Notice Similarities in Their Characters across a Series</i></p>	<p>~Anchor Chart: Series Readers Become Experts on Characters Add: pay attention to how characters respond to problems</p> <p><b>*(Unit 4, pg. 17) Today I want to teach you that when you read a bunch of books across a series, sometimes you’ll notice things about the character that are the same in book after book.</b></p> <p>~Notice the Things that are the Same in a Series</p> <ol style="list-style-type: none"> <li>1. Start a new story in a series; be on the lookout for how the main character responds to problems.</li> <li>2. Pause after a few pages and ask, “What do I notice about the character in this book that is the same as in the story we already read?”</li> <li>3. Mark page with post-it to discuss with partner/club.</li> </ol> <p>~Anchor Chart: Series Readers Become Experts on Characters (pg. 19) Add: notice the things that are the SAME across the series</p>
<p><i>Session 4: Series Book Readers Grow to Understand the Characters</i></p>	<p><b>*(Unit 4, pg. 22) Today I want to teach you that when you are an expert on a character, you can understand that character like you understand your best friend. You can think, ‘Why did he _____?’ or ‘Why did she _____?’ and then you can think of answers, too.</b></p> <p>~Growing to Understand the Characters</p> <ol style="list-style-type: none"> <li>1. Read your story.</li> <li>2. Think, “Why did he/she _____?”</li> <li>3. Think of the answer to better understand the characters.</li> </ol>



<p><i>Session 9: Authors Use Literary Language to Make the Ordinary Extraordinary</i></p>	<p>~Anchor Chart: Series Readers Become Experts on Author’s Craft Add: notice how the author helps you make vivid pictures in your mind and Use the author’s precise words to understand the story better</p> <p><b>*(Unit 4, pg. 57) Today I want to teach you that when readers study an author’s craft, they pay attention to the words that an author has used. Readers notice ways in which authors use words to make even a simple, ordinary thing be extraordinary, and they wonder, ‘What does the author really mean?’</b></p> <p>~Noticing Extraordinary Language...What does it Really Mean?</p> <ol style="list-style-type: none"> <li>1. Read text on the lookout for words that make things sound extraordinary.</li> <li>2. Pause and wonder, “What does this really mean?”</li> <li>3. Imagine what the author wants you to see.</li> </ol> <p>~Anchor Chart: Understanding Literary Language Add: think about the extraordinary language. Ask, “What does it really mean?”</p>
<p><i>Session 10: Authors Think about How Whole-Stories-and Series-Will Go</i></p>	<p><b>*(Unit 4, pg. 61) Today I want to teach you that when readers study an author’s craft, they don’t just notice that way the author uses words and language. They also notice the way the whole story tends to go. And once readers get to know a series particularly well, they can start a new book in the series and think, ‘Oh yeah, I know how this book is going to go because I know how the series goes!’</b></p> <p>~Predicting in Series Books</p> <ol style="list-style-type: none"> <li>1. Pick a new book in the series.</li> <li>2. Think, “Oh, yeah, I know how this book is going to go because I know how the series goes!”</li> <li>3. Take a guess (predict) how your story will go. I think...</li> <li>4. Read on.</li> <li>5. Check your prediction.</li> </ol> <p>~Anchor Chart: Series Readers Become Experts on Author’s Craft Add: predict how the story will go, using what you know about the other stories in the series</p>
<p><i>Session 11: Authors Have Ways to Bring Stories to Life</i></p>	<p><b>*(Unit 4, pg. 64) Today I want to teach you that author’s craft not just what the words they use, but also the way those words are placed on the page. Authors include signals in the print—like bold or italic font or large type or even teeny things like commas and periods—to tell the reader how they want a story to sound.</b></p> <p>~How Author’s Bring a Story to Life</p> <ol style="list-style-type: none"> <li>1. Read on the lookout for special print and punctuation.</li> <li>2. Follow the signals to read the story.</li> <li>3. Use post-its to mark pages where the author tells how to make the story sound.</li> <li>4. Share it with your club.</li> </ol>

<p><i>Session 12: Authors Plan Their Story Endings</i></p>	<p>~Anchor Chart: Series Readers Become Experts on Author’s Craft Add: use the author’s punctuation and special print to bring your story to life</p> <p><b>*(Unit 4, pg. 71) Today I want to teach you to think carefully at the end of a book, just as they do at the start. Readers think, ‘Why did the author choose to end the story this way? Is there an important lesson for me to learn?’</b></p> <p>~Noticing Endings of Stories</p> <ol style="list-style-type: none"> <li>1. Reread the ending carefully.</li> <li>2. Think, “Why did the author choose to end the story this way? Is there an important lesson for me to learn?”</li> <li>3. Jot your ideas down to share with club.</li> </ol> <p>~Anchor Chart: Series Readers Become Experts on Author’s Craft Add: ask, “Why did the author end the book this way?” “What lesson am I supposed to learn?”</p>
<p><b>Bend III: Sharing Opinions with the World</b> <i>Session 13: When Readers Love a Series, They Can’t Keep It to Themselves</i></p> <p><i>Session 14: Planning the Very Best Way to Share a Book</i></p> <p><i>Session 15: Readers Share Books They Love with Friends: A Book Swap</i></p>	<p><b>*(Unit 4, pg. 77) Today I want to teach you that when you love a book, and especially when you love a whole series, you can’t keep that love to yourself. You can invent ways to get others to love that book, or that series of books, as you do.</b></p> <p>~How We Can Share and Give Away Books We Love:</p> <ul style="list-style-type: none"> <li>● We can talk about books.</li> <li>● We can leave notes to the reader.</li> <li>● We can write valentines.</li> <li>● We can act out parts.</li> <li>● We can write nominations.</li> <li>● We can create games.</li> </ul> <p><b>*(Unit 4, pg. 81) Today I want to teach you that just like you wouldn’t carelessly give away a valentine to someone, readers wouldn’t carelessly give away a book they love. When you share your love of a book with someone, you do all that you can to make that person feel special by the extra special way you present your book.</b></p> <p>~Planning How to Share Your Book</p> <ol style="list-style-type: none"> <li>1. Set up a gallery walk for students to learn from each other (they observe classmates work).</li> <li>2. Plan with your partner the work you will do today.</li> <li>3. Work on plan to prepare for book swap.</li> </ol> <p><b>*(Unit 4, pg. 85) Today I want to teach you that when you give a gift, you explain what it is or how it’s special or how it works. Readers do the same thing when they share books. They tell the important things to know.</b></p> <p>~A Book Swap</p> <ol style="list-style-type: none"> <li>1. Give a book introduction.</li> <li>2. Describe the main characters.</li> </ol>



reading longer books and will acquire the strategies to hold onto the important information in the text and let go of the less important material. They will also learn to take the information provided in one book and add it to information learned in other books, thinking and learning about a topic across many texts.

**NJ Student Learning Standards**

- RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently
- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8 Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
- RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
  - A. Know spelling-sound correspondences for common vowel teams.
  - B. Decode regularly spelled two-syllable words with long vowels.
  - C. Decode words with common prefixes and suffixes.
  - D. Identify words with inconsistent but common spelling-sound correspondences.
  - E. Recognize and read grade-appropriate irregularly spelled words.
- RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
  - A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- 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*).

**NJSLS from other subject(s)**

**8.1 Educational Technology**

**8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming**

**Career Ready Practices**

**9.1 Personal Finance Literacy**

**9.2 Career Awareness, Exploration, and Preparation**

**Careers (Description of a career that relates to this unit)**

Enduring Understandings/Goals	Essential Questions
<ul style="list-style-type: none"> <li>• No matter what kind of book they are reading, readers should always be able to make sense of the text. If you are having trouble explaining the text to yourself or to your partner in your own words, that's a sign that it's time to go back to the last place where things were making sense and reread, paying closer attention to what the book is mostly about.</li> </ul>	<ul style="list-style-type: none"> <li>• How can readers draw on everything they know about informational reading to understand how the different parts of the books they read go together?</li> </ul>

<ul style="list-style-type: none"> <li>• Nonfiction readers respond to the information they learn in books. When something catches their attention, and they have an idea, they explain their thinking by using details from the text.</li> <li>• Readers can break longer text apart into manageable sections. As they read they use clues to figure out how to break the text apart.</li> <li>• Readers can get ready to read by taking a tour of all the pages in the book, from cover to cover, to see what kind of text structures the book contains. Then they can make a plan for how best to read each section.</li> <li>• Readers can read like writers, comparing and contrasting the styles of different books. They notice an author's choices and think, "How is the style of this book similar to the style of another book? How is it different? Why did the author write it this way?"</li> <li>• Readers consider the author's purpose in writing the book. They can come up with a theory based on what they know about the book. Authors often write to persuade, to inform, or to entertain.</li> <li>• Readers don't just read each page or section of their book separately. They gather information across an entire book, thinking, "How does this page fit with the one before it?"</li> <li>• Readers teach their clubmates the main ideas of what they've learned. They use their hand and five fingers to help stay organized. They point to the palm and say the main idea, then point to each finger to give an example to fit with the main idea.</li> <li>• When readers lay their books side by side, they can name what each chapter or section was mostly about to compare it to other books (and sections within other books). They can then begin to notice which books have similar main ideas, and which books contain new main ideas.</li> </ul> <p>With each section of the text, readers stop and think, "What is this mostly about?"</p>	<ul style="list-style-type: none"> <li>• How can readers assume a teaching voice and stance as they read, so that they are able to share their learning with their reading club?</li> <li>• How can readers work together in a club to add their own thinking to the information they learn from the books they read?</li> <li>• How can readers in a club hold meaningful conversations, make inferences, revise their thinking and grow ideas, in the company of one another?</li> <li>• How can clubmates compare and contrast two (or perhaps more) texts on the same topic and put together this information to come up with newer, bigger thinking?</li> </ul>
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<b>Evidence of Learning (Assessments)</b>	<b>Accommodations and Modifications</b>
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<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• <i>Learning Progressions (Grades 2-8)</i></li> <li>• <i>Project Read Assessments</i></li> <li>• Writing about reading</li> <li>• Readers' notebooks</li> <li>• Teacher-created performance assessment</li> <li>• Book club talks</li> <li>• Student reflections</li> <li>• Conferences and small groups</li> </ul>
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<p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Preview content and concepts</i></li> <li>• <i>Behavior management plan</i></li> <li>• <i>Highlight text</i></li> <li>• <i>Small group setting</i></li> </ul>
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<p><b>Summative Assessments:</b></p>	<p><b>High-Prep Differentiation:</b></p>
<ul style="list-style-type: none"> <li>● <i>Learning Progressions (Grades 2-8)</i></li> <li>● <a href="#">TCRWP Reading Assessment</a></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Alternative formative and summative assessments</i></li> <li>● <i>Guided Reading</i></li> <li>● <i>Personal agendas</i></li> <li>● <i>Project-based learning</i></li> <li>● <i>Tiered activities/assignments</i></li> <li>● <i>Varying organizers for instructions</i></li> </ul>
<p><b>Benchmark Assessments:</b></p>	<p><b>Low-Prep Differentiation:</b></p>
<ul style="list-style-type: none"> <li>● <i>Nonsense Words</i></li> <li>● <a href="#">Teachers College Running Records</a></li> <li>● <a href="#">Letter Sound ID</a></li> <li>● <a href="#">High Frequency Word Assessment</a></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Clubbing activities</i></li> <li>● <i>Exploration by interest</i></li> <li>● <i>Flexible groupings</i></li> </ul>
<p><b>Alternative Assessments:</b></p>	<p><b>Suggested Lessons for Differentiation with Small Groups:</b></p>
<ul style="list-style-type: none"> <li>● F &amp; P Running Records</li> <li>● Scholastic Running Records</li> <li>● BeBop Books for running records</li> <li>● G &amp; T Assessments:Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies</li> <li>● Reasoning</li> <li>● Yopp-Singer test of Phoneme Segmentation</li> <li>● Sentence-Writing Grade Placement Test</li> <li>● Linguistics Phonemic Awareness Screener</li> <li>● Linguistics Decoding Pre/Post Test</li> <li>● Dyslexia Screener</li> <li>● PRIM checklist</li> <li>● <i>LLI; Test Preparation Lesson Framework F&amp;P levels</i></li> </ul>	<p><b>Bend I</b></p> <p>3- Helping Children Read Closely, Think Inferentially, and Maintain Learned Habits</p> <p>4-Supporting Readers Who Fall below Benchmark Level</p> <p>5-Supporting Children’s Retelling and Recall Skills</p> <p><b>Bend II</b></p> <p>7-Coaching Readers to Use All That They Know</p> <p>8-Supporting Readers in Various Ways and Moving Them Toward Independence</p> <p>10-Supporting the learning of New Vocabulary</p> <p>11-Using Charts as Tools</p> <p><b>Bend III</b></p> <p>13-Using Table Conferences to Support Fluency, Determining Importance, and Thinking About the Text</p> <p>14-Supporting Students Who Are Reading at Higher Reading Levels</p> <p>15-Supporting Students in Studying Craft and Structure, Reading Like Writers</p> <p>16-Readers Plan to Talk and Think About Key Words</p>
	<p><b>English Language Learners:</b></p>
	<ul style="list-style-type: none"> <li>● <a href="#">Unit 4: Curriculum for ELL</a></li> <li>● <a href="#">ESL K-2</a></li> <li>● <a href="#">Subgroup Accommodations and Modifications</a></li> <li>● <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
	<p><b>Students at Risk for Failure:</b></p>
	<ul style="list-style-type: none"> <li>● <a href="#">Subgroup Accommodations and Modifications</a></li> <li>● <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners}</a></li> </ul>
	<p><b>Gifted and Talented</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modification</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>
<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Unit of Study Reading Non-Fiction Cover to Cover Text by Lucy Calkins</li> <li>• 2019-20 Teachers College Calendar, First Grade, Reading Non-Fiction Cover to Cover Unit</li> <li>• <a href="#">2019-20 Teachers College Calendar</a></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">The Reading Strategies Book</a> by Jen Serravallo</li> <li>• <a href="#">Prompting Guide</a></li> <li>• <a href="#">Writing Resources and Scope and Sequences</a></li> <li>• <a href="#">Units of Study Online Resources</a></li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Leveled Literacy Intervention Kits</a></li> <li>• <a href="#">When Readers Struggle - Teaching What Works - Irene Fountas and Gay Su Pinnell</a></li> <li>• <a href="#">Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College)</a></li> <li>• <a href="#">Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College)</a></li> <li>• <a href="#">Primm Book</a></li> <li>• <a href="#">Fountas and Pinnell Guided Reading Series</a></li> <li>• <a href="#">Teachers College Units of Study - Phonics K-2</a></li> <li>• <a href="#">Prompting Guide Part 1 - For Oral Reading and Early Writing</a></li> <li>• <a href="#">Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</a></li> <li>• <a href="#">Reading Strategies Book - Jennifer Serravallo</a></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> </ul>	<p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• Any appropriate grade 3 novel as a read-aloud model to set up the routines</li> <li>• <i>Wind and Storms</i>; Fred Biddulph (Level N)</li> <li>• <i>Rain</i>; Sheryl Sloan (Level N)</li> <li>• <i>That Sky, That Rain</i>; Carolyn Otto (Level I)</li> <li>• <i>Why Do Worms Come Up When It Rains?</i> Betty Erikson (Level L)</li> <li>• <i>It's Raining, It's Pouring</i>; Kin Eagle (Level E)</li> <li>• <i>Trucktown series</i>; Jon Scieszka (Level E)</li> <li>• <i>Truck</i>; Donald Crew (Level M)</li> <li>• "Monster Trucks;" Mark Todd (poem)</li> <li>• "Dig Dig Digging;" Margaret Mayo (poem)</li> <li>• <i>The Carrot Seed</i>; Ruth Krauss (Level G)</li> <li>• <i>Koala Lou</i>; Mem Fox (Level K)</li> <li>• <i>Hooray for Snail!</i> John Stadler (Level F)</li> <li>• <i>Subway Sparrow</i>; Leyla Torres (Level I)</li> <li>• <i>Super Storms</i>; Seymour Simon (Level M)</li> <li>• <i>Owls</i>; Mary R. Dunn (Level J)</li> <li>• <i>Eagle-flight</i>; Georgia Heard (Level L)</li> <li>• <i>Migration</i>; Georgia Heard (Level L)</li> <li>• "Little Bird, Little Bird;" Woodie Guthrie (folk song)</li> <li>• "Blackbird;" Beatles (song)</li> <li>• "Three Little Birds;" Bob Marley</li> <li>• Teacher-selected books for book talks and modeling good reader behaviors</li> </ul> <p><b>Supplemental Resources:</b></p>

<ul style="list-style-type: none"> <li>• <a href="#">Conferring Menus</a></li> <li>• <a href="#">Conferring Curriculum</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Conferring Curriculum</a></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">Conferring Menus</a></li> <li>• <i>Read and Discover Series by Mary Lindeen (Level I)</i></li> <li>• <i>Zoom in on Biomes series bt Colin Grady (Level G)</i></li> <li>• <i>Keep Cities Clean Series by Brđiget Heos (Level J)</i></li> <li>• <i>Insect World by Mari Schuh (Level E)</i></li> <li>• <i>Everyday Mysteries Demi Jackson (Level H)</i></li> <li>• <i>Space Explorers by Giles Sparrow (Level G)</i></li> <li>• <i>Little Biographies of Big People Series by Joan Stoltman (Level I)</i></li> <li>• <i>In the Spotlight Series Jenna Gleisner (Level G)</i></li> <li>• <i>My Itty-Bitty Bio Series by Emma Haldy (Level H)</i></li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> <li>• Six Minute Solutions</li> <li>• Fountas and Pinell Guided Reading</li> <li>• Fountas and Pinell Shared Reading</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<p><b>Integration of Technology through NJSLs</b></p>
<ul style="list-style-type: none"> <li>• Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies.</li> <li>• In Social Studies discuss routines in the community</li> <li>• Understand what it means to “read close” in social studies, science, and foreign language.</li> <li>• Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students.</li> <li>• Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading.</li> <li>• Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a word study word sort in Inspiration.</li> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>• Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts.</li> <li>• Use Inspiration to create a double timeline looking at plot events and character motivation.</li> </ul>
<p><b>Integration of 21st Century Themes and Skills</b></p>	<p><b>Media Literacy Integration</b></p>
<ul style="list-style-type: none"> <li>• Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>• Civic Literacy</li> <li>• Health Literacy</li> <li>• Social Justice Literacy</li> <li>• Creativity and Innovation</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character</li> </ul>



<p><i>Session 3: Nonfiction readers talk with explaining voices</i></p>	<p>(Pg. 98-99) <b>Today I want to teach you that nonfiction readers don't just read with explaining voices; nonfiction readers talk about the text with explaining voices. Readers can practice explaining the text to themselves as they go along, using their own words. Then they can explain the text to club members when it's time to talk.</b></p> <p>~Non-fiction readers read with explaining voices</p> <ol style="list-style-type: none"> <li>1. As you are reading, explain text to yourself</li> <li>2. Pause after reading a few pages</li> <li>3. Use your own words to explain what is happening</li> <li>4. Then you can explain to your partner</li> </ol>
<p><i>Session 4: Making sense of the text</i></p>	<p>(Pg.100) <b>Today I want to teach you that no matter what kind of book they are reading, you should always be able to make sense of the text. If you are having trouble explaining the text to yourself or to your partner in your own words, that's a sign that it's time to go back to the last place where things were making sense and reread, paying closer attention to what the book is mostly about.</b></p> <p>~How to make sense of the text</p> <ol style="list-style-type: none"> <li>1. Explain the book to your partner</li> <li>2. If you are having trouble explaining...</li> <li>3. Reread closely and carefully</li> <li>4. Pay attention to pictures and words</li> <li>5. Stop and think more often so it all makes sense</li> </ol>
<p><i>Session 5: Getting ready to read nonfiction</i></p>	<p>(Pg.100) <b>Today I want to teach you that readers can get ready to read by taking a tour of all the pages in the book, from cover to cover, to see what kind of text structures the book contains. Then they can make a plan for how best to read each section.</b></p> <p>~Get ready to read non-fiction</p> <ol style="list-style-type: none"> <li>1. Preview the book (take a sneak peek)</li> <li>2. Ask, "how is the book set up?" (text structure)</li> <li>3. Make a plan how to read each section of the book based on the structure!</li> </ol>
<p><i>Session 6: Break apart long texts</i></p>	<p>(Pg. 101) <b>Today I want to teach to you that readers can break longer text apart into manageable sections. As they read they use clues to figure out how to break the text apart.</b></p> <p>~How to break apart long text</p> <ol style="list-style-type: none"> <li>1. Look at headings and subheadings</li> <li>2. Pay attention to new pages</li> <li>3. Read the paragraphs</li> <li>4. Look at the pictures</li> <li>5. Pause at the end of sections and retell what you learned to yourself!</li> </ol>

<p><i>Session 7: Think about that the text is mostly about</i></p>	<p>(Pg. 101) <b>Today I want to teach you that with each section of the text, readers stop and think, "What is this mostly about?"</b>                  ~How to read each section of the text                  1. As you are reading each section..STOP                  2. Stop and think about what you just read                  3. Ask yourself...what is this section about?                  4. Do this in each section of the book</p>
<p><i>Session 8: Hang on to key details of the text</i></p>	<p>(Pg. 102) <b>Today I want to teach you that readers stop and think often to hang on to key details in the text. They ask themselves, "Who or what is this mostly about? What is happening? When or where is this taking place? Why is this happening? Why is this important? How does this work?"</b>                  ~Readers hang on to key details                  1. Preview a chunk of text ( looking at subheadings and pictures!)                  2. Read the section                  3. After you read 1 section stop!                  4. Ask yourself, what was this section about?                  (Add 5 questions from tp here)                  5. Repeat for every section of the book!</p>
<p><i>Session 9: Pulling the text altogether</i></p>	<p>(Pg. 103) <b>Today I want to teach you that readers don't just read each page or section of their book separately. They gather information across an entire book, thinking, "How does this page fit with the one before it?"</b>                  ~How to pull the text altogether                  1. Break down each section &amp; stop and retell                  2. Think.. 'How does this section fit with the one before?'                  3. Ask yourself, "What are both of these pages talking about"                  4. How do these separate sections fit together</p>
<p><i>Session 10: Be an active club member</i></p>	<p>(Pg. 103) <b>Today I want to teach you that it's important to come to your club time ready to talk. One of the ways you can share your book with your clubmates is by dramatizing what you see in the pictures or what you imagine in your head as you are reading.</b>                  ~Be an active club member                  1. Read your book before                   2. Come ready to talk                   3. Look at the pictures</p>

<p><i>Session 11: Teaching the main idea</i></p>	<p>4. Envision in your mind what you are reading</p> <p>5. Make the picture move and bring it to life!</p> <p>(Pg. 103) <b>Today I want to teach you that readers teach their clubmates the main ideas of what they've learned. You can use your hand and your five fingers to help you stay organized. Point to your palm and say the main idea, then point to each finger to give an example to fit with the main idea.</b></p> <p>~How club members use their hand and fingers to stay organized</p> <ol style="list-style-type: none"><li>1. Think about the main idea</li><li>2. Hold up your hand (like you are giving a high five)</li><li>3. Touch each finger for each supporting piece of information</li></ol>
<p><i>Session 12: Clubmates are your support system</i></p>	<p>(Pg. 104) <b>Today I want to teach you that clubmates can be a terrific source of support. When you struggle to understand something in your reading, don't be afraid to ask for help. Say, "In my book, I read ... and I don't understand this." Or " I read ... in my book. Did any of you see something similar in your book? I thought ... but..."</b></p> <p>~Supporting your clubmates when struggling</p> <ol style="list-style-type: none"><li>1. Partner read story</li><li>2. Ask for help if you are struggling</li><li>3. Reread</li></ol> <p>(Pg. 105) <b>Today I want to teach you that expert nonfiction readers do more than just learn information from their books, they also come up with their own ideas about what they are learning. Readers sometimes push themselves to have an idea</b></p>



<p><i>Session 16: Author's purpose</i></p>	<p>2. Read closely &amp; look at what the author is teaching us about the topic</p> <p>2.Think what is the book about.... How does this add to what I thought before?</p> <p>3. Prove what part of the book goes with your idea</p> <p>(Pg. 107) <b>Today I want to teach you that readers can consider the author's purpose in writing the book. We can come up with a theory based on what we know about the book. Authors often write to persuade, to inform, or to entertain.</b></p> <p>~What is the author's purpose</p> <p>1. Think, why the author wrote the story?</p> <p>2.What do we know about the story?</p> <p>3. Explain why!</p>
<p><i>Session 17: Readers are flexible</i></p>	<p>(Pg. 107) <b>Today I want to teach you that that readers are flexible with their thinking. They read with an open mind, thinking, "Yes. This confirms what I knew. They also think, "Oh! This is different than what I thought I knew." During club meetings, readers can talk about how their thinking has changed.</b></p> <p>~Be flexible with your thinking</p> <p>1.Read with confidence</p> <p>2.Think about what you already know before reading</p> <p>3.Confirm what you know</p> <p>4. Think, "How can you relate to the book?"</p>

<p><i>Session 18: Readers put their own thinking right into the text</i></p>	<p>(Pg. 108) <b>Today I want to teach you that readers embed, or put their own thinking about the text right into the text, by making their own picture captions, or adding to existing captions, writing theirs on a Post-it or removable tape.</b></p> <p>~Strategies for embedding their thinking into the text</p> <ol style="list-style-type: none"><li>1. Think about what's happening in the text... what am I learning What do I think?</li><li>2. What does this make me think? Add a sketch or caption!</li><li>3. Write it on a post-it</li></ol>
<p><i>Session 19: Organizing your information</i></p>	<p>(Pg. 108) <b>Today I want to teach you that readers often choose a way to organize their information that matches what they've read. They look across all the information they have collected as a group and ask themselves, "What are the main ideas we've learned? What are the categories? What's the best way to organize all this?" You can use writing to organize your ideas and supporting information.</b></p> <p>~Organize your information</p> <ol style="list-style-type: none"><li>1. Look across all information collected</li><li>2. Ask what are the main ideas?</li><li>3. Ask, What are the categories?</li><li>4. What is the best way to retell this?</li></ol>
<p><i>Session 20: Thinking about all you have learned</i></p>	<p>(pg. 109) <b>Today I want to teach you that readers don't just absorb information - they think about why what they are learning is so important. When something they read seems very important they can take action: they can teach others why their topic is so important.</b></p> <p>~Have a mini celebration</p>



<p><i>Session 23: Making sense of the text</i></p>	<p>(Pg. 111) <b>Today I want to teach you that when readers are trying to make sense of a text, it helps to look across their Post-its and ideas, either on the same page or across pages. First, they figure out a way to organize all of their information. And then they look at their Post-its, side by side, and ask, "How are these the same and how are they different?"</b></p> <p>~How to make sense of the text</p> <ol style="list-style-type: none"> <li>1. Figure out a way to organize all the information</li> <li>3. Look at your Post-its next to one another</li> </ol>
<p><i>Session 24: Talking to your partner about the text</i></p>	<ol style="list-style-type: none"> <li>3. Ask, "how are they the same?" and "how they are different?"</li> </ol> <p>(Pg. 112) <b>Today I want to teach you that partners can hold each other accountable to the information in the actual text and using evidence from the text by prompting one another with questions like, "Where does it say that? Is there another example? Prove it!"</b></p> <p>~Ask your partner:</p> <ol style="list-style-type: none"> <li>1. Where does it say that?</li> <li>2. Ask s there another example?</li> <li>3. Ask, Can you prove it with text evidence?</li> </ol>
<p><i>Session 25: Comparing and contrasting books</i></p>	<p>(Pg. 112) <b>Today I want to teach you that readers can also read like writers, comparing and contrasting the styles of different books. They notice an author's choices and think, "How is the style of this book similar to the style of another book? How is it different? Why did the author write it this way?"</b></p> <p>~Compare/Contrast different styles of books</p> <ol style="list-style-type: none"> <li>1. Select two books that are on the same topic</li> <li>2. Compare the author's word choice- What words did one author use? What types of words did the other author use?</li> </ol>

	<p>3. Ask how is the style the same to the style of another book? (Structure, choices, pictures, words)</p> <p>4. Think how is it different?</p> <p>5. Ask Why did each author write it this way? What is the difference</p>
<p><b>Skills (Students will be able to...)</b></p>	
<ul style="list-style-type: none"> <li>• Teach their clubmates the main ideas of what they've learned.</li> <li>• They use their hand and five fingers to help stay organized.</li> <li>• They point to the palm and say the main idea, then point to each finger to give an example to fit with the main idea.</li> </ul> <p>• Can break longer text apart into manageable sections. As they read they use clues to figure out how . to break the text apart.</p> <p>• Consider the author's purpose in writing the book. They can come up with a theory based on what . they know about the book. Authors often write to persuade, to inform, or to entertain.</p> <p>• Get ready to read by taking a tour of all the pages in the book, from cover to cover, to see what kind of . text structures the book contains. Then they can make a plan for how best to read each section.</p> <p>• Make sense of the text no matter what book they are reading. If you are having trouble explaining the . text to yourself or to your partner in your own words, that's a sign that it's time to go back to the last place where things were making sense and reread, paying closer attention to what the book is mostly about.</p> <p>• Name what each chapter or section in a book was mostly about to compare it to other books (and . sections within other books). They can then begin to notice which books have similar main ideas, and which books contain new main ideas.</p> <p>• Read each page or section of their book separately. They gather information across an entire book, thinking, "How does this page fit with the one before it?"</p> <p>• Read like writers, comparing and contrasting the styles of different books. They notice an author's . choices and think, "How is the style of this book similar to the style of another book? How is it different? Why did the author write it this way?"</p> <p>• Respond to the information they learn in books. When something catches their attention, and they . have an idea, they explain their thinking by using details from the text. Stop and think after reading each section of the text, "What is this mostly about?"</p>	

Reading Workshop	Grade: 2nd
<p>Optional Additional Unit: Studying Characters and Their Stories (If... Then...)                      Meeting Characters and Learning Lessons ~ A Study of Story Elements  <b>Unit Description: Meeting Characters and Learning Lessons~ A Study of Story Elements</b>                      After a sequence of units that focused tightly on the reading processes—on cross checking and integrating multiple sources of meaning and on reading across the word—this is a unit that helps kids experience the <i>power of story</i>. This unit teaches empathy, imagination, envisionment, prediction—all those beautiful comprehension skills that add up to engagement. It relies on the nuts and bolts of story elements and on the skills that are foundational to literal and inferential comprehension.</p> <p>This unit is divided into four bends. The first bend invites readers to track the events of the story—paying attention to the shifts in setting, using pictures and words to keep track of the story events and to “keep up” with the character, along the way making predictions to “look ahead” to anticipate what’s to come. You’ll also help your readers hold onto longer and more complex texts by determining importance to retell key details in sequence. The second bend teaches readers to learn all they can about the main and secondary characters and to grow ideas about how these characters feel, as well as what they might be saying and thinking, in order to sound like the characters, reading in a way that brings them to life. The third bend digs deeper, focusing on pulling lessons from the stories they read. Lastly, the fourth bend encourages readers to recommend favorite books, passing along those life lessons.</p>	
<p><b>NJ Student Learning Standards</b></p>	
<p><u>Reading Standards:</u></p> <p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.                      RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.                      RL.2.3 Describe how characters in a story respond to major events and challenges using key details                      RL.2.6 Describe how characters in a story respond to major events and challenges using key details                      RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.                      RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.                      RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.                          A. Know spelling-sound correspondences for common vowel teams.                          B. Decode regularly spelled two-syllable words with long vowels.                          C. Decode words with common prefixes and suffixes.                          D. Identify words with inconsistent but common spelling-sound correspondences.                          E. Recognize and read grade-appropriate irregularly spelled words.                      RF.2.4 Read with sufficient accuracy and fluency to support comprehension.                          A. Read grade-level text with purpose and understanding.                          B. Read grade-level text orally with accuracy, appropriate rate, and expression.                          C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards:</u></p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.                      W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.                      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).</p> <p><u>Speaking &amp; Listening Standards:</u></p> <p>SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.                          A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	

<p>B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.                  C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>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.</p> <p><b>Language Standards:</b></p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                  A. Use collective nouns (e.g., <i>group</i>).                  B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).                  C. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).                  D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).                  E. Use adjectives and adverbs, and choose between them depending on what is to be modified.                  F. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  A. Compare formal and informal uses of English.</p> <p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.                  A. Use sentence-level context as a clue to the meaning of a word or phrase.                  B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).                  C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).                  E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>L.2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.                  A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).                  B. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p> <p>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., <i>When other kids are happy that makes me happy</i>).</p> <p><b>NJSLS from other subject(s)</b>  <b>8.1 Educational Technology</b>  <b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</b>  <b>Career Ready Practices</b>  <b>9.1 Personal Finance Literacy</b>  <b>9.2 Career Awareness, Exploration, and Preparation</b>  <b>Careers (Description of a career that relates to this unit)</b></p>	
Enduring Understandings/Goals	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Readers can think about the story and how books sound to help them figure out tricky parts.</li> <li><input type="checkbox"/> Readers react when they reach a tricky part in their reading, and work through difficulty with independence.</li> <li><input type="checkbox"/> Readers reread to help their reading sound better and to monitor for understanding.</li> <li><input type="checkbox"/> Readers automatically use a repertoire of strategies as they read.</li> <li><input type="checkbox"/> Reading books helps us learn about our lives and our world.</li> <li><input type="checkbox"/> Readers match the picture in their mind with the words on the page.</li> <li><input type="checkbox"/> Readers share their opinions about books with others.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Why is it important to stop and think while we read?</li> <li><input type="checkbox"/> How can I become a better reader?</li> <li><input type="checkbox"/> How can working with a partner help me become a better reader, writer, and thinker?</li> </ul>

Evidence of Learning (Assessments)	Accommodations and Modifications
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• <i>Learning Progressions (Grades 2-8)</i></li> <li>• <i>Project Read Assessments</i></li> <li>• Writing about reading</li> <li>• Readers' notebooks</li> <li>• Teacher-created performance assessment</li> <li>• Book club talks</li> <li>• Student reflections</li> <li>• Conferences and small groups</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• <i>Learning Progressions (Grades 2-8)</i></li> <li>• <a href="#">TCRWP Reading Assessment</a></li> </ul> <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>• <i>Nonsense Words</i></li> <li>• <a href="#">Teachers College Running Records</a></li> <li>• <a href="#">Letter Sound ID</a></li> <li>• <a href="#">High Frequency Word Assessment</a></li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• F &amp; P Running Records</li> <li>• Scholastic Running Records</li> <li>• BeBop Books for running records</li> <li>• G &amp; T Assessments: Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies</li> <li>• Reasoning</li> <li>• Yopp-Singer test of Phoneme Segmentation</li> <li>• Sentence-Writing Grade Placement Test</li> <li>• Linguistics Phonemic Awareness Screener</li> <li>• Linguistics Decoding Pre/Post Test</li> <li>• Dyslexia Screener</li> <li>• PRIM checklist</li> <li>• <i>LLI; Test Preparation Lesson Framework F&amp;P levels</i></li> </ul>	<p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Preview content and concepts</i></li> <li>• <i>Behavior management plan</i></li> <li>• <i>Highlight text</i></li> <li>• <i>Small group setting</i></li> </ul> <p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Alternative formative and summative assessments</i></li> <li>• <i>Guided Reading</i></li> <li>• <i>Personal agendas</i></li> <li>• <i>Project-based learning</i></li> <li>• <i>Tiered activities/assignments</i></li> <li>• <i>Varying organizers for instructions</i></li> </ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Clubbing activities</i></li> <li>• <i>Exploration by interest</i></li> <li>• <i>Flexible groupings</i></li> </ul> <p><b>Suggested Lessons for Differentiation with Small Groups:</b></p> <p><b>Bend I</b></p> <ul style="list-style-type: none"> <li>3-Determining Importance</li> <li>4-Supporting Prediction Work</li> <li>5-Readers Reread to Notice Pages that Go Together</li> </ul> <p><b>Bend II</b></p> <ul style="list-style-type: none"> <li>7-Supporting Students with Inflectional Endings</li> <li>8-Differentiating Strategies and Support for Retelling</li> <li>9-Readers Become the Character</li> <li>12-Readers Reread to Smooth Out Their Voices and Show Big Feelings</li> <li>13- Looking at the Trouble to Analyze Characters</li> </ul> <p><b>Bend III</b></p> <ul style="list-style-type: none"> <li>14-Supporting Students in Finding the Story's Life Lessons</li> <li>16-Considering Author's Intentions</li> </ul> <p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 4: Curriculum for ELL</a></li> <li>• <a href="#">ESL K-2</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Students at Risk for Failure:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modification</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>		
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>		
<table border="1"> <tr> <td data-bbox="285 997 1031 1354"> <p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Unit of Study Meeting Characters and Learning Lessons Text by Lucy Calkins</li> <li>• 2019-20 Teachers College Calendar, Second Grade, Meeting Characters and Learning Lessons Unit</li> <li>• <a href="#">2019-20 Teachers College Calendar</a></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">The Reading Strategies Book by Jen Seravallo</a></li> <li>• <a href="#">Prompting Guide</a></li> <li>• <a href="#">Writing Resources and Scope and Sequences</a></li> <li>• <a href="#">Units of Study Online Resources</a></li> </ul> </td> </tr> <tr> <td data-bbox="285 1359 1031 1411"> <p><b>Supplemental Professional Resources:</b></p> </td> </tr> </table>	<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Unit of Study Meeting Characters and Learning Lessons Text by Lucy Calkins</li> <li>• 2019-20 Teachers College Calendar, Second Grade, Meeting Characters and Learning Lessons Unit</li> <li>• <a href="#">2019-20 Teachers College Calendar</a></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">The Reading Strategies Book by Jen Seravallo</a></li> <li>• <a href="#">Prompting Guide</a></li> <li>• <a href="#">Writing Resources and Scope and Sequences</a></li> <li>• <a href="#">Units of Study Online Resources</a></li> </ul>	<p><b>Supplemental Professional Resources:</b></p>	<p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• Any appropriate grade 2 novel as a read-aloud model to set up the routines</li> <li>• <i>Upstairs Mouse, Downstairs Mole</i> by: Wong Herbert Yee (Level L)</li> <li>• <i>Chrysanthemum</i> by: Kevin Henkes (Level M)</li> <li>• <i>A Chair For My Mother</i> by: Vera B. Williams (Level M)</li> <li>• <i>George and Martha One Fine Day</i> by: James Marshall (Level L)</li> <li>• <i>Iris and Walter and the Field Trip</i> by: Elissa Haden Guest (Level J)</li> <li>• <i>Mr. Putter and Tabby Drop the Ball</i> by: Cynthia Rylant (Level J)</li> <li>• <i>Fly Guy</i> by: Tedd Arnold (Level H)</li> <li>• <i>Pinky and Rex</i> by: James Howe (Level L)</li> <li>• <i>The Magic Tree House series</i> by: Mary Pope Osborne (Level M)</li> <li>• <i>Little Critter series</i> by: Mercer Mayer (Level I)</li> <li>• <i>Poppleton</i> by: Cynthia Rylant (Level J)</li> </ul>
<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Unit of Study Meeting Characters and Learning Lessons Text by Lucy Calkins</li> <li>• 2019-20 Teachers College Calendar, Second Grade, Meeting Characters and Learning Lessons Unit</li> <li>• <a href="#">2019-20 Teachers College Calendar</a></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">The Reading Strategies Book by Jen Seravallo</a></li> <li>• <a href="#">Prompting Guide</a></li> <li>• <a href="#">Writing Resources and Scope and Sequences</a></li> <li>• <a href="#">Units of Study Online Resources</a></li> </ul>			
<p><b>Supplemental Professional Resources:</b></p>			

<ul style="list-style-type: none"> <li>• <i>Leveled Literacy Intervention Kits</i></li> <li>• <a href="#">When Readers Struggle - Teaching What Works - Irene Fountas and Gay Su Pinnell</a></li> <li>• <a href="#">Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College)</a></li> <li>• <a href="#">Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College)</a></li> <li>• <i>Primm Book</i></li> <li>• <i>Teachers College Units of Study - Phonics K-2</i></li> <li>• <i>Fountas and Pinnell Guided Reading Series</i></li> <li>• <i>Prompting Guide Part 1 - For Oral Reading and Early Writing</i></li> <li>• <i>Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</i></li> <li>• <i>Reading Strategies Book - Jennifer Serravallo</i></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">Conferring Menus</a></li> <li>• <a href="#">Conferring Curriculum</a></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Ivy and Bean</i> by: Annie Barrows (Level M)</li> <li>• <i>Marvin Redpost</i> by: Louis Sachar (Level M)</li> <li>• <i>Amber Brown</i> by: Paula Danzinger (Level G)</li> <li>• <i>Lilly's Purple Plastic Purse</i> by: Kevin Henkes (Level N)</li> <li>• <i>Houndsley and Catina</i> by: James Howe (Level K)</li> <li>• <i>Ready Freddy: Tooth Trouble</i> by: Anne Klein (Level M)</li> <li>• <i>Amelia Bedelia (Level L)</i></li> <li>• <i>Flat Stanley (Level M)</i></li> <li>• <i>George and Martha One Fine Day</i> by: James Marshall (Level L)</li> <li>• "Chums" by: Arthur Guiterman</li> <li>• Teacher-selected books for book talks and modeling good reader behaviors</li> </ul>
	<p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Conferring Curriculum</a></li> <li>• Florham Park <a href="#">ELA PD Sharing Website</a></li> <li>• <a href="#">Conferring Menus</a></li> <li>• <i>How Oliver Olson Changed the World</i> by Claudia Mills (Level L)</li> <li>• <i>Iris and Walter: Lost and Found</i> by Elissa Guest (Level J)</li> <li>• <i>Lucy Tries Basketball</i> by Lisa Bowes (Level K)</li> <li>• <i>Mt. Putter and Tabby Series</i> by Cynthia Rylant (Level J)</li> <li>• <i>Sky Color</i> by Peter Reynolds (Level K)</li> <li>• <i>The Andy Shane Series</i> by Jennifer Jacobson (Level J)</li> <li>• <i>The High Rise Private Series</i> by Cynthia Rylant (Level K)</li> <li>• <i>Graphic Sparks Series</i> by Scott Nickel (Level K)</li> <li>• <i>Poppleton</i> by: Cynthia Rylant (Level J)</li> <li>• <i>Ivy and Bean</i> by: Annie Barrows (Level M)</li> <li>• <i>Marvin Redpost</i> by: Louis Sachar (Level M)</li> <li>• <i>Amber Brown</i> by: Paula Danzinger (Level G)</li> <li>• <i>Lilly's Purple Plastic Purse</i> by: Kevin Henkes (Level N)</li> <li>• <i>Houndsley and Catina</i> by: James Howe (Level K)</li> <li>• <i>Ready Freddy: Tooth Trouble</i> by: Anne Klein (Level M)</li> <li>• <i>Amelia Bedelia (Level L)</i></li> <li>• <i>Flat Stanley (Level M)</i></li> <li>• <i>George and Martha One Fine Day</i> by: James Marshall (Level L)</li> <li>• <i>King and Kayla Series</i> by Dori Butler (Level L)</li> </ul>
	<p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> <li>• Six Minute Solutions</li> <li>• Fountas and Pinell Guided Reading</li> <li>• Fountas and Pinell Shared Reading</li> </ul>

<b>Interdisciplinary Connections</b>		<b>Integration of Technology through NJSLS</b>	
<ul style="list-style-type: none"> <li>Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies.</li> <li>In Social Studies discuss routines in the community</li> <li>Understand what it means to “read close” in social studies, science, and foreign language.</li> <li>Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students.</li> <li>Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading.</li> <li>Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism.</li> </ul>		<ul style="list-style-type: none"> <li>Create a word study word sort in Inspiration.</li> <li>Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts.</li> <li>Use Inspiration to create a double timeline looking at plot events and character motivation.</li> </ul>	
<b>Integration of 21st Century Themes and Skills</b>		<b>Media Literacy Integration</b>	
<ul style="list-style-type: none"> <li>Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>Civic Literacy</li> <li>Health Literacy</li> <li>Social Justice Literacy</li> <li>Creativity and Innovation</li> <li>Critical Thinking and Problem Solving Communication and Collaboration Information Literacy</li> <li>Media Literacy</li> <li>Life and Career Skills</li> </ul>		<ul style="list-style-type: none"> <li>Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>Build on the intuitive knowledge students have gained from media about the story and character</li> <li>Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>Use print materials to practice reading and comprehension skills</li> </ul>	
<b>Career Education</b>		<b>Global Perspective</b>	
<ul style="list-style-type: none"> <li><a href="#">New Jersey Educational Field Trip</a></li> <li><a href="#">Connect With Rick Riordan</a></li> <li><a href="#">Author Visit Kit</a></li> <li><a href="#">Authors Who Skype</a></li> </ul>		<ul style="list-style-type: none"> <li>National Hispanic-Latino Heritage Month</li> <li>National Disability Employment Awareness Month</li> <li>National American Indian Heritage Month</li> <li>Black History Month</li> <li>National Women’s History Month,</li> <li>National Irish-American Heritage Month</li> <li>National Italian American Heritage Month</li> <li>Asian Pacific American Heritage</li> <li>Older Americans’ Month</li> <li>Jewish American Heritage Month</li> <li>Week of Respect</li> <li>Red Ribbon Week</li> <li>International Dot Day (September 16)</li> </ul>	
<b>Bend/Goals</b>	<b>Teaching Points</b>		





<p><i>Session 8: Rereading to Learn More about Characters</i></p>	<p><b>*(Unit 4, pg. 45) Today I want to teach you that when you reread, you don't just see new things in the story. You also notice new things about the characters. When you discover new details, you can think, "What is this teaching me about this character?"</b></p> <p>~Rereading to Learn More About the Character</p> <ol style="list-style-type: none"> <li>1. Reread important parts. Look at the words and pictures to notice new things about the character. You might say, "I knew ____ about this character. But <i>now</i> I see ____."</li> <li>2. Think deeper:                     <ul style="list-style-type: none"> <li>--This is teaching me ____ about (this character).</li> <li>--I am realizing that (this character) ____.</li> <li>--This is important because...</li> <li>--This got me thinking...</li> <li>--One thing I notice is...</li> </ul> </li> <li>3. Take turns talking through your ideas with your partner.</li> </ol> <p>~Anchor Chart: Readers Meet Characters Along the Way!</p>
<p><i>Session 9: Readers Become the Character</i></p>	<p><b>*(Unit 4, pg. 51) Today I want to teach you that when books take you on reading adventures, you don't just <i>follow</i> the character. You practically <i>become</i> the character. You can change your voice to show what the character is feeling and bring the character to life.</b></p> <p>~How to Bring the Characters to Life</p> <ol style="list-style-type: none"> <li>1. Look at the words and pictures. Notice what the characters <i>do</i> and <i>say</i>.</li> <li>2. Think, "How does this character <i>feel</i> during this part?"</li> <li>3. Reread that part. Make your voice match the feeling.</li> <li>4. Try rereading again, working hard to make your reading show the feelings in every part you read.</li> </ol> <p>~Anchor Chart: Readers Meet Characters Along the Way!</p>
<p><i>Session 10: Characters' Feelings change, and So Do Readers' Voices</i></p>	<p><b>*(Unit 4, pg. 54) Today I want to teach you that readers expect a character's feelings to change across the story, and that when feelings change, readers take action. They change their reading voices to show each new feeling.</b></p> <p>~How to Read To Express Feelings</p> <ol style="list-style-type: none"> <li>1. As we read we want to make sure our voices match the feeling in that part of the book. We keep an eye out for when the feelings change.</li> <li>2. When they do, we STOP. We think to ourselves,                     <ul style="list-style-type: none"> <li>--Did the feeling change?</li> <li>--What feeling is happening now?</li> </ul> </li> </ol>

<p><i>Session 11: Clues Help Readers Know How to Read a Story</i></p> <p><i>Session 12: Readers Reread to Smooth Out Their Voices and Show Big Feelings</i></p>	<p>--What information in the words and pictures <i>shows</i> that?</p> <p>3. Try to make your voice match the new part.</p> <p>4. Change your voice to match the feelings of <i>every</i> part of the book...all the way to the end!</p> <p>~Anchor Chart: Readers Meet Characters Along the Way!</p> <p><b>*(Unit 4, pg. 61) Guided Inquiry: What clues do authors leave that readers can use to bring characters to life?</b></p> <p>~Clues that Help Readers Know HOW to Read:</p> <p>--Punctuation at the end (. ? !)</p> <p>--Punctuation in the middle (, ...)</p> <p>--Special print (bold <i>italic</i> CAPITAL)</p> <p>--Dialogue (“ “ shouted whispered)</p> <p>--Pictures</p> <p><b>*(Unit 4, pg. 67) Today I want to remind you that readers reread to see new details, and to learn more about the characters, but they also reread to make their voices sound smoother. You can reread to smooth out bumpy parts and to show the <i>big</i> feelings in each part. Rereading can help you perform your books.</b></p> <p>~What to Do When Rereading a Book</p> <p>1. As you are reading, stop to check in on how your reading sounds.</p> <p>2. Ask yourself, “Is my voice smooth?” “Am I showing the big feelings in this part?”</p> <p>3. If not, remember to reread and try again!</p>
<p><b>Bend III: Learning Important Lessons</b></p> <p><i>Session 13: Discovering the Lessons Familiar Stories Teach</i></p> <p><i>Session 14: Readers Always Keep Life Lessons in Min</i></p>	<p><b>*(Unit 4, pg. 70) Today I want to teach you that stories are like fortune cookies. When you open up a story, you find there’s a little life lesson inside it.”</b></p> <p>~How to Find Life Lessons in Books</p> <p>1. Think about how the story went and what the trouble was.</p> <p>2. Reread the ending. Ask yourself, “How did the trouble get fixed?” and “What did the character realize?”</p> <p>3. Then think about the life lesson the story has left behind.</p> <p>~Anchor Chart: Readers Learn Lessons</p> <p><b>*(Unit 4, pg. 78) Today I want to teach you that you don’t just think about the life lessons at the <i>end</i> of a story. You also think about them when you <i>start</i> reading a new book. You can try to predict what the lesson will be even before you start to read, thinking right from the start, “I wonder if this is going to be one of those stories that teaches you...”</b></p> <p>~How to Predict the Lesson of the Book</p> <p>1. I begin reading my book.</p> <p>2. When I begin to have an idea about what the book might teach me, I stop. I can say, “I wonder if this is going to be one of those books that teaches me...”</p>



	<p>2. We name the things we have learned about the topic so we can teach others. (When we read, we retell what happened, make predictions, reread, talk about character relationships, reread to sound like the character, show big feelings, give feedback, tell about the lesson, tell how books are the same and different.)</p> <p>3. We show all we have learned by sharing and celebrating our OWN work (book recommendation performances: with their reading buddy OR a partner from another class).</p>
<b>Skills (Students will be able to...)</b>	
<ul style="list-style-type: none"><li>• Compare and contrast books by asking, "What's the same? What's different?"</li><li>• Change their voice to show what a character is feeling in the book they are reading.</li><li>• Mark important parts in their books in order to be able to retell and retain the story.</li><li>• Notice the lessons in their books by paying attention to what the character learns when a problem gets solved.</li><li>• Pay attention to the relationships in the story to get to know a character better.</li><li>• Share their opinions with others about the books they are reading.</li><li>• Understand the importance of rereading and to notice new details in their stories.</li><li>• Use what is happening in the story to predict what will come next.</li></ul>	