

Unit 5: Reading in Series Book Clubs and Writing About Reading

Content Area: **English Language Arts**
Course(s): **Writing 2, Reading 2**
Time Period: **May**
Length: **20 Days**
Status: **Published**

Unit Summary

In this reading unit, students will read books in a series. Their understanding of the elements of fiction will grow as they apply learning to successive reading experiences. Students will look for patterns that exist across books as well as close read for character analysis within a single book. Students will read in great volume in this unit. They will read books within book clubs and learn to talk to partners about their opinions and ideas. During this unit of study, Writing about Reading, you will help your children learn to write about beloved books in ways that persuade others to love them as much as they do. You'll help your second-graders form opinions about the books they read, thinking deeply about characters within and across series. In part, then, this is a unit on writing to think. Children will learn to state clear opinions and to support these ideas with evidence. They will learn to introduce the book they are writing about, supplying more than one supportive reason, linking parts together, and providing a longer, more formalized ending.

Standards

LA.W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
LA.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.
LA.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.
LA.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.
LA.RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
TECH.8.1.2.A.CS1	Understand and use technology systems.

Student Learning Objectives

Reading:

Students will learn to...

- Develop opinions about their reading.

- Close read to build comprehension and develop new thinking.
- Describe the overall structure of a story.
- Acknowledge differences in the points of view of characters.
- Speak in a different voice for each character when reading dialogue aloud.
- Compare and contrast two or more versions of the same story.
- Ask and answer questions to demonstrate understanding of key details in a text.
- Identify and discuss different patterns in and across a series.

Writing:

Students will learn to....

- Write opinions about texts clearly.
- Write a retell about a story in order to introduce an opinion.
- Use their Post-it notes to record thinking while reading.
- Use a persuasive voice when writing.
- Incorporate a quote to support an opinion.
- Use comparative language when writing about different books.
- Craft introductions and conclusions when writing about books.
- Use linking words to link opinions and reasons.
- Use linking phrases to say more about a reason, evidence or idea.

Essential Questions

Essential Questions for Reading:

- How can I notice patterns that stretch across a series to understand how the series goes?
- What do we notice about a character and story pattern across a series?
- How can I use what I know about a series to make predictions in new books?
- How can I keep track of how my series goes?
- What details are important for the understanding of a story?

Essential Questions for Writing:

- How do writers write about their books?
- How do writers craft opinion statements?
- How do writers convince an audience?
- How do writers elaborate their ideas?

Enduring Understandings

Enduring Understandings for Reading:

Students will understand that...

- Reader's make sure theynotice patterns that stretch across a series to understand how the series goes.
- Reader's make sure they notice characters and story patterns across a series.

- Reader's make sure they use what they know about a series to make predictions in new books.
- Reader's keep track of how series goes.
- Reader's understand details are important for the understanding of a story.

Enduring Understandings for Writing:

Students will understand that...

- Writers make sure that when writing about a book they have read they include: a retelling, an opinion statement, reasons and evidence from the story, an introduction and a conclusion.
- Writers craft opinion statements by stating a personal thought or idea they have about a character in a single sentence.
- Writers convince an audience by supporting their opinions with evidence taken directly from the text.
- Writers say more about an opinion by using linking phrases that help them to further a thought.

Application

Reading:

Students will be able to independently use their learning to...

- Reading independently for sustained periods of time.
- Stopping and jotting
- Share patterns in a series
- Share predictions, favorite parts, characters, problems.
- Voicing opinions about series and characters
- Book clubs
- Series library and running list of series titles student have read.

Writing:

Students will be able to independently use their learning to...

- Write independently for sustained periods of time.
- Produce well-developed opinion pieces using the writing process.
- Share writing with a partner.
- Give feedback to a writing partner.

Skills

Reading:

Students will be skilled at ...

- Understanding the elements of series books.
- Working with a partner/group to discuss a series book.
- Forming opinions about characters and series.

Writing:

Students will be skilled at ...

- Generating and brainstorming writing ideas
- Organizing paragraphs
- Elaborating ideas
- Collaborating with writing partners
- Using end punctuation
- Providing text evidence