

Unit 02 Reading: Reading the World

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 2**
Length: **5-6 Weeks**
Status: **Published**

Brief Summary of Unit

Students will read widely and deeply from among a broad range of high-quality, increasingly challenging informational texts. By reading texts in history/social studies, science, and other disciplines, students will build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students will also acquire the habits of reading independently and closely, which are essential to their future success.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision: June 2021

Pacing Guide

Please refer to this Language Arts [Reading and Writing Workshop Pacing Guide for grade 2](#);

For Word Study, see [Cranford Word Work Scope and Sequence](#) and [Phonemic Awareness Scope and Sequence](#)

A sample K-5 Literacy Schedule Across a Week is accessible in instructional materials section of the [Grades K-5 folder](#).

Instructional Reading Level Benchmark: K

Guided Reading and Small-Group work can provide small group instruction around **Level K** language and literary features:

- Some complex and memorable characters
- Some figurative language (metaphor, simile)
- Setting important to understanding the plot in some texts
- Complex plots with numerous episodes and time passing

- May have more than one point of view within one text
- Longer (more than fifteen words) and more complex sentences
- Wide variety of words to assign dialogue, with verbs and adverbs essential to meaning

For students reading below or above grade level expectations, please reference The Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target skills for additional reading levels.

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

Information Literacy

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources.

LA.RF.2.3.A	Know spelling-sound correspondences for common vowel teams.
LA.RF.2.3.B	Decode regularly spelled two-syllable words with long vowels.
LA.RF.2.3.C	Decode words with common prefixes and suffixes.
LA.RF.2.3.D	Identify words with inconsistent but common spelling-sound correspondences.
LA.RF.2.4.A	Read grade-level text with purpose and understanding.
LA.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
LA.RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.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.
LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.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.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LA.RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine

	works) contribute to and clarify a text.
LA.RI.2.8	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
LA.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
LA.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.

Essential Questions

- How do I become the kind of reader who learns information about the world from books, and has big ideas about that reading too?
- How can I become a thoughtful information book reader – using the features of a text to understand how the parts go together, asking big questions of the text, and reflecting on new learning with a partner.
- How do I make sense of the new topic-specific words and ideas that I find in my information books, so that they don't stump me, but instead help me learn even more?
- How can I tackle lots of books about a topic in ways that allow me to learn as much as I can, thinking about how each book teaches me something new and then putting all that information together to figure out what I think
- How can readers examine texts to increase knowledge?
- How can readers use various strategies to determine the meaning of unknown words.
- How can readers summarize information from multiple sources to gather information?
- How do readers read nonfiction to become smarter about our world?
- How do readers use text and pictures, ask questions, talk to their partners and use post-its to accumulate information?
- How do readers use all their strategies for tricky words for fiction reading during their nonfiction reading, ncluding figuring it out with our partner?
- How do students read books across a topic to understand their subject or compare and contrast?

Students Will Know/Students Will Be Skilled At

- Nonfiction text features
- Main idea and key details
- Patterns in organization/structure of nonfiction texts
- Strategies for understanding vocabulary
- Rereading is essential to understanding
- Reading to learn
- Rereading to build fluency
- Reading like a teacher/scientist
- Identifying and applying text features
- Determining main ideas and
- Identifying supporting details
- Developing ideas/theories
- Inferring

- Comparing/contrasting
- Questioning
- Synthesizing
- Summarizing
- Constructing conversation within partnerships
- Engaging in active listening

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative Assessments*

- Responses to Essential Questions
- One-to-one reading conferences and accompanying conferring notes
- Peer conferences
- Turn and talks
- Read Aloud/Shared Reading responses, written and oral
- Post-it notes to tally the number of times the book is read
- Exit tickets or do nows
- Engagement Observations
- Accountable Talk--Knee Talking, Sharing out
- Post-it Board
- Monitor Stamina and Fluency through rubrics
- Read increasingly complex text by monitoring student self-selection of leveled text
- Guiding Reading Group work
- Stop and Jot
- Stop and Sketch of thinking throughout unit
- Small Group Strategy Reading group work

Summative, including Alternative Assessments:

- Museum Exhibit presentation and materials
- Reading journal assessment (journal entry in reading notebook--remind students that these prompts are their opinion about the text but they should support their thinking with text evidence. Use the rubric to check their work before turning in.
- Unit 2: post-assessment using the text, *Bugs! Bugs! Bugs!* or, *Slinky, Scaly Snakes* by Jennifer Dussling
- Reading Conferences
- Running Records
- Reading Logs
- Reading Responses
- Word Study Assessments
- Performance- and project-based learning
- Personalized, student-designed assessments
- Teachers College Reading and Writing Project: Reading learning progressions
- Use teacher/student-created rubrics
- Teachers College Reading and Writing Project: rubrics with student samples
- Standards-based reporting system and report card

Benchmark Assessments

- Phonemic Awareness Assessment
- Cranford Public Schools Sight Word Assessment
- Fountas and Pinnell Benchmark Reading Assessment, recorded three times per year
- Screener: Dynamic Indicator of Basic Literacy Skills (DIBELS)
- Diagnostic: Phonological Assessment Profile by Linguistics (PAPL) Diagnostic Assessment, as needed
- iReady Screener and Diagnostic Assessment

*Consult A Guide to Reading Workshop, Primary Grades Chapter 6 for more ideas.

Learning Plan

Primary reading instruction for the Cranford Public Schools embraces a centrist approach, employing both structured and balanced literacy practices to both decode *and* comprehend print.

To teach decoding, reading instruction follows a structured literacy approach through an number of multi sensory strategies and research-used techniques. Daily word work emphasizing phonics and phonemic awareness uses a multisensory approach to instruction. Decodable and controlled texts are used. For Word Study, please refer to the [Cranford Scope and Sequence](#).

To teach comprehension, reading instruction is literature and informational text-based and follows a balanced

literacy approach through a number of strategies and techniques in Reading Workshop These include interactive read-alouds, mini lessons, shared reading, guided reading, independent reading, small group strategy instruction, one-to-one conferencing, and partnership discussions. Students will select from authentic literature at their independent reading levels. Teachers will focus on the needed skills and behaviors identified on the Continuum at each student's instructional reading level. Grade level indicators are outlined above. Individual conferences with each student will address specific needs of the reader.

During reading workshop, teachers follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses "think aloud" when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Writing/Student Conferences: Provides time for students to do independent writing while teacher confers with individual students, works with small groups, or writing clubs.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point. (See end of section for closure ideas.)

For teaching purposes, see attached template for structure of a Reading Workshop lesson. (Change the red font to match your teaching point). Click [here](#).)

Please see the Cranford Public School [Grades K-5 Google Folder](#) for instructional materials to identify teaching points and design strategy lessons for those above or below grade level reading. The bends below provide detailed teaching points and lesson ideas.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Suggested Teaching Points/Lessons: Readers Work Hard to Understand . . .

**Readers Work Hard to Understand What Information Books Have to Say and Grow Knowledge
(Suggestions: Choose 5 points in this bend, Teach 2-3 points per week)**

Nonfiction Readers Notice & Learn: 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?”

Nonfiction Readers Notice, Learn, and Question: 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 those questions in

mind as they read. Misconception: Students will sometimes confuse noticing a detail the text shows and growing knowledge (emphasize that the knowledge we grow comes from our thinking about the details we notice. Also, the details we notice and knowledge we grow must be about the topic we are learning and not something else mentioned in the book (i.e. a book about bats notices details about birds and grew knowledge about birds separately when the knowledge grown should have been about the bats and the comparison between them).

Nonfiction Readers Ask, “What is this book teaching me?”: 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?” Misconception: Students may fly through books but it is important the intention is to go back and reread. So talk up the importance of digesting the content of a book as you read.

Nonfiction Readers Ask, “How does this book go?”: 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?” Misconception: Read the title and address the misconception that most students will quickly read the title and name the topic. Then model how you push your thinking deeper (I have read books about animals before and I know they often have a chapter about where animals live and a chapter about babies, so I bet those will be in this book).

Celebrate the Gift of Learning Something New: Today I want to teach you that one of the best things about books is that even after you take a sneak peek and you anticipate what the book will probably teach you, there will be surprises! Usually, the places where books surprise you are the places where they teach you the most, so be glad for the surprises.

Nonfiction Readers Pay Attention to Text Features to Understand More About a Topic: ^[L]_{SEP} Today I want to teach you that we can understand more about our topic by paying attention to text features and understand the information it shares about the topic

Suggested Teaching Points/Lessons: Learning the Lingo of a Topic

(Suggestions: Choose 5 points in this bend, Teach 2-3 points per week)

Anticipating and Using the Lingo of a Nonfiction Topic: Today I want to teach you that even before nonfiction readers start to read a new book—one they expect will probably be filled with topic-specific vocabulary—they think, ‘What keywords do I expect to run into?’ and they generate a little list. Later, when readers encounter one of those words in the book, they don’t get as stuck. Instead, they think, ‘I knew that word would be here!’

Using Text Features to Notice and Understand Keywords: Today I want to teach you that nonfiction readers find keywords and work to know what those keywords mean. Readers can find and sometimes learn about,

keywords from reading the boldface words, the text boxes, the labels, the glossaries—the works! When readers learn more about a keyword, they learn more about the topic.

Using Context to Build Knowledge of Unknown Words: Today I want to teach you that when readers run into a keyword, they work hard to unlock it. They use the whole page and everything they know about the topic to figure out what it probably means.

Solving Words Takes Strategic and Flexible Thinking: Today I want to teach you that when readers are stuck on a key word, they know to play around with the word, like you might play around with a key in the lock, trying it one way and then another, and sometimes—presto!—they find the way to unlock it.

Rereading Like Experts: Today I want to teach you that once readers have unlocked keywords in their books, they know it helps to reread—this time moving more smoothly through the parts, scooping up the keywords to grow even more knowledge about the topic.

Talk the Talk and Walk the Walk! Using lingo to teach others: Today I want to teach you that when readers read nonfiction, they don't only read keywords and learn information. They start to use keywords to think and talk about the topic. In that way, the reader begins to own the language of the text.

Suggested Teaching Points/Lessons: Reading Across a Topic

(Suggestions: Choose 5 points in this bend, Teach 2-3 points per week)

*Students should pick a topic they want to become an expert on before beginning this bend--teacher should gather books (2-3 or more) for each students topic from the class, school, and public libraries, close to their level to be utilized in this bend.

Main idea: Good Readers find the main idea by pausing after reading chunks of text, recalling content by listing information across our hand, and asking, "what is the one big thing that this text is teaching?"

Identify sub topics: Good readers need to chunk the texts they read in order to the digest the information. One way they can do this is looking for natural breaks the author makes using headings. After they read that section, they jot "this part teaches me..."

Good readers notice when they are learning a **NEW IDEA**. They read a section and decide if it continues to build on one main idea or if it is introducing a new idea. When readers come to a new idea, they think, "this is

a subtopic" and identify the new idea.

Growing Knowledge Across Books! Getting Ready to Read (and Learn) a Bunch!: Today I want to teach you that when readers read a bunch of books on one topic, they get themselves ready not just by looking over one book but by looking over all the books. Readers especially think about how all their books on a topic seem to go together.

Nonfiction Readers Add Information across Books: Today I want to teach you that when readers have a couple books on one topic, they read a page in the second book on the topic and stop and think, 'Ohhhhhhh! That adds on to what I already knew.' They know that the information from a page in one book can get added on to the information from a page of another book.

Thinking and Rethinking about How Information is Connected across Books: Today I want to teach you that when readers read a bunch of books on a topic, they sometimes think that nothing from one book goes with the other books. When that happens, readers know to look again and try a different way of naming what's going on.

Finding, Thinking, and Talking about What is the Same and What is Different: Today I want to teach you that when readers read a second or a third book on a topic, they start thinking about how this page and that page are sort of the same. They look really closely and see they are both the same and different.

Readers Retell Topics, Not Just Books: Today I want to teach you that readers don't just retell the book; they retell the topic, using the words they own and all the information they have added together.

Good readers can share what they've learned with someone else by stating the main topic and some important details that directly relate to that main topic. If they read a long text with lots of subtopics, they can retell each part by stating each subtopic and some important details that directly relate to each subtopic.

Getting Ready for the Celebration: 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.

Celebration: Pay It Forward by Teaching Others: 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!

Materials

The materials used in this course integrate varied, leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. Classrooms will house rich and diverse classroom libraries of both classic and contemporary works.

Core materials used in all classrooms include the following:

- Fountas and Pinnell Benchmark Reading Assessment System, 2nd Edition, System 1.
- Fountas and Pinnell Classroom System, Shared Reading.
- Fountas and Pinnell Classroom System, Guided Reading.
- Fountas and Pinnell Classroom System, Read Aloud.
- Heggerty: Phonemic Awareness.
- Cranford Word Study Program.

For Fountas & Pinnell classroom shared reading and interactive read aloud books that link to each unit, please see [the FPC and Units of Study Crosswalk](#).

Possible intervention materials including resources from FCRR and West Virginia may be found in the [Pathways to Intervention](#) document. Teachers can access the blue Leveled Literacy Intervention (LLI) kits for striving readers.

Teachers must refer to the district-approved [Core Book List](#) while selecting whole-class or small-group leveled resources. Classrooms house rich and diverse libraries with both classic and contemporary works to support a wide range of student interest and readiness.

Supplemental Instructional Materials

MENTOR TEXTS:

Demonstration Texts

Tigers by Laura Marsh (National Geographic)

Amazing Animals: Tigers by Valerie Bodden (Creative Paperbacks)

Read-Aloud and Shared Reading Texts

Knights in Shining Armor by Gail Gibbons (Little Brown Books) [Read Aloud Questions](#)

Tigers by Laura Marsh (National Geographic)

“I Just Can’t Wait to Be King,” song from The Lion King

Suggested Texts and Resources

[“A Day in the Life, Museum Curator” video on YouTube](#)

See [FPC Crosswalk](#) for suggested shared reading and interactive read aloud titles by unit

[Anchor Charts](#)

Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, and other online resources (username: deacon@cranfordschools.org. password: Hillside125)

Teacher Resources

- Units of Study for Teaching Reading, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 2 Heinemann, 2013.
- Teachers College Reading and Writing Project Reading Units of Study, Grade 2, 2014-2015.
- Fountas and Pinnell Benchmark Assessment Kit
- Teachers College Reading Assessment Kits for Grades K-2, Lee and Low Books
- Word Study Scope and Sequence using multisensory approach to word work
- The Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching
- The Reading Strategies Book, Jennifer Serravallo
- The Literacy Teacher's Playbook, K-2, Jennifer Serravallo
- Confering with Readers, Jennifer Serravallo and Gravity Goldberg
- Teaching Reading in Small Groups, Jennifer Serravallo
- Cranford Public School Grades K-8 Google Folder for instructional materials
- For lessons for word work, [K-5 Google Folder](#), see [Florida Center for Reading Research](#)
- Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, and other online materials. (Consult with building principal or literacy team for access)

Suggested Strategies for Modifications and Accommodations

[Content specific accommodations and modifications as well as Career Ready Practices are listed here](#) for all

students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

The structure of reading workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The framework for teaching includes much demonstrating/modeling and opportunities for small-group and individual support/guidance.
- Reading workshop emphasizes varied teaching approaches including, but not limited to, use of manipulatives, pre-teaching, and graphic organizers.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- Individual conferences with each student will address specific needs of the reader.

Possible accommodations during reading workshop include, but are not limited to:

- Use visual presentations of all materials to include organizers, charts, word walls.
- Have a designated reader for difficult content
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to complete a task or project
- Take frequent breaks
- Hands-on activities
- Follow a routine/schedule and make visual for students
- Alternate quiet and active time
- Use an alarm to help with time management
- Large print textbooks
- Reading Viewers/Overlays (different sizes/colors)
- Additional time to reread
- Limit reading amount
- Review of directions and immediate feedback
- Student restates information
- Student provides oral responses
- Concrete examples
- Support auditory presentations with visuals (Strategies to Habits organizer)
- Space for movement or breaks
- Extra visual and verbal cues and prompts (Decoding Strategies Bookmark, Comprehension Strategies Bookmark)
- Preferential seating/choice seating
- Reduction of distractions (Reading folders with resources/labels)
- Answering fewer questions or completing shorter tasks
- Create alternate assignments or homework
- Provide a distinct steps in a process; eliminate unnecessary steps, as needed.

Additional modifications to content during reading workshop include, but are not limited to:

- The teacher will refer to the Fountas and Pinnell Literacy Continuum: A Tool for Assessment,

Planning and Teaching to target specific strategies to teach students below benchmark levels.

- Refer to the [Strategies for Striving Students](#) and [Pathways to Intervention](#) documents in the [Grades K-5 folder](#) for specific appropriate interventions.
- Adhere to all modifications and accommodations as prescribed in IEP and 504 plans.
- Consult with Cranford Problem Solving Team (CPST) at your school, as needed.
- Refer to the If...Then...Curriculum:Assessment based instruction, Grades K-2 book