# Unit 1 Reading: Becoming a Big Kid Reader

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 1**
Length: **5-6 Weeks**
Status: **Published**

## Brief Summary of Unit

Students will read literature individually, read in partnerships and be read to aloud. They will engage in discussions about text in large and small group settings daily. Students will be able to demonstrate comprehension of literature through retelling and by asking and answering questions about details in a text. Readers will participate in higher-level thinking about text by making inferences, analyzing characters, and comparing and contrasting different versions of texts.

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 2024

## 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
- Underlying structural patterns (description, sequential, question/answer)
- Content that goes beyond students' immediate experiences
- Concrete themes close to students' experiences (courage, friendship, diversity)
- Adjectives with comparative endings (-er, -est)
- Understanding perspective from which a story is told

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. Additionally, 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.

## Essential Questions

Bend 1: Launching: How do second graders regain automaticity, drawing on all they can already do as readers to read with stamina and fluency, returning to and renewing their knowledge of good reading habits?
Bend 2: Partnerships/Thinking Beyond the Literary Text: How do readers draw on a knowledge of story structure in order to read series books with strong literal and also some inferential comprehension?

## 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.

### Reading Foundational Skills (RF)

Phonics and Word Recognition:

- L.RF.2.3

- L.RF.2.3.A
- L.RF.2.3.B
- L.RF.2.3.C
- L.RF.2.3.F

Fluency:

- L.RF.2.4
- L.RF.2.4.A
- L.RF.2.4.B
- L.RF.2.4.C

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## Reading Literature (RL)

Craft and Structure:

- RL.CR.2.1

Central Ideas and Details:

- RL.CI.2.2

Integration of Textual Evidence:

- RL.IT.2.3

Structure of Text:

- RL.TS.2.4

Perspective and Purpose:

- RL.PP.2.5

Multimodal Format:

- RL.MF.2.6

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## Language (L)

Word Foundations:

- L.WF.2.1
- L.WF.2.1.A
- L.WF.2.2

Vocabulary Learning:

- L.VL.2.2
- L.VL.2.2.A

Vocabulary Integration:

- L.VI.2.3
- L.VI.2.3.B

Knowledge of Language:

- L.KL.2.1.A
- L.KL.2.1.B

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## Writing (W)

Writing Process and Routines:

- W.WP.2.4.A

Research and Writing to Sources:

- W.RW.2.7
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## Speaking and Listening (SL)

Participation and Expression:

- SL.PE.2.1
- SL.PE.2.1.A
- SL.PE.2.1.B
- SL.PE.2.1.C

Integration and Interpretation:

- SL.II.2.2

Evaluation of Spoken Information:

- SL.ES.2.3

Presentation of Ideas and Understanding Media:

- SL.PI.2.3
- SL.UM.2.5

Active Listening and Social Interaction:

- SL.AS.2.6

These mandates maybe hit through the selection of choice literacy:

Amistad Commission

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of African-Americans to the growth and development of American society in a global context.

Asian American and Pacific Islander History Law

This unit includes instructional materials that highlight the history and contributions of Asian Americans and Pacific Islanders in accordance with the New Jersey Student Learning Standards in Social Studies.

New Jersey Diversity and Inclusion Law

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

## Performing Arts Standards

1.4.2.Cr1: (a). Propose potential character choices and plot details in a guided drama

experience (e.g., process drama, story drama, creative drama). (b). Collaborate with peers to conceptualize props, costumes, and scenery in a guided drama experience (e.g., process drama, story drama, creative drama). (c). Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).

1.4.2.Pr4: (a). With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama). (b). Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).

## Students Will Know/Students Will Be Skilled At

- Establish Reading Workshop Routines
- Read with Engagement and Stamina
- Automatize the habits of good reading: Previewing, Word Solving, Monitoring for Sense, and Rereading
- Fluency
- Routines and expectations of workshop
- How to organize their workshop materials, reading logs etc.
- Stamina increases with time and practice
- What a just right book is
- Story elements for retelling
- Jots help us hold onto learning
- Sentence starters to communicate long and hard with partners
- Constructing goals
- Recalling routines of workshop
- Identifying “just right” books
- Reading with stamina
- Rereading
- Identifying important elements when retelling
- Building partner talk
- Word solving
- Self monitoring

By the end of this unit, students will be able to :

- follow reading workshop routines.
- read with engagement and stamina.
- automatize the habits of good reading: previewing, word solving, monitoring for sense, and rereading.

- improve fluency.

## 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:

- 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 Asessments

- 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 Linguisystems (PAPL) Diagnostic Assessment, as needed
- iReady Screener and Diagnostic Assessment
- Whole Group Spelling Inventory (as needed)

*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.

## Before Beginning the Unit

Before beginning this unit:

- Launch Reading Workshop routines:
    - How do students come to the carpet for Reading Workshop time?
    - How does reading workshop go? (Mini Lesson, Independent Reading, Partner Reading, Share)
    - Shopping for Books- Choosing “Just Right” books
    - Independent Reading Mats
- Prepare baskets of books for each table or individual book bins/bags for each reader. Including:
    - familiar books and charts from first grade
    - Decodable books designed to support students’ end-of-first-grade phonics.
    - Sticky Notes

## Detailed Curriculum Map

**Teaching Points and lessons** are located in the K-5 folder under curriculum for Language Arts. These curriculum unit guides include not only aligned teaching points to standards, but also specific lessons and appropriate resources. Guidelines for preparing to teach the unit as well as goals for the end of the unit are outlined. Academic vocabulary and prerequisite skills are identified. Essential questions and possible assessments are detailed as well.

## 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.

The core materials for this unit include the Units of Study in Reading for grade 2, The Reading and Writing Project at Mossflower, 2024-2025.

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.

## Instructional Materials

Please use this link to access instructional materials for this unit.

MENTOR TEXTS:

Demonstration Texts

There Was an Old Lady Who Swallowed a Fly by Lucille Colandro (Scholastic) Song Chart

Katie Woo Has the Flu by Fran Manushkin (Capstone)

Read-Aloud and Shared Reading Texts

Those Darn Squirrels by Adam Rubin (Houghton Mifflin Harcourt)

For Fountas & Pinnell classroom shared reading, and interactive read aloud books that link to each unit, please see the F&P Crosswalk.

Suggested Texts and Resources

Cam Jansen series by David A. Adler (Puffin Books)

Fly Guy series by Tedd Arnold (Scholastic)

Mercy Watson series by Kate DiCamillo (Candlewick Press)

Mrs. Jafee is Daffy! by Dan Gutman (HarperCollins)

Captain Awesome to the Rescue by Stan Kirby (Simon & Schuster)

Frog and Toad series by Arnold Lobel (HarperCollins)

Katie Woo series by Fran Manushkin (Capstone)

Fox on the Job by James Marshall (Penguin)

Stink, The Incredible Shrinking Kid by Megan McDonald (Candlewick Press)

Magic Tree House series by Mary Pope Osborne (Random House)

Readers Read like Beanstalks Anchor Chart

When Words are Tricky, Roll up your Sleeves Anchor Chart

Authors have Intentions, so Pay Attention Anchor Chart

- 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, 2023.
- 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
- Conferring wth Readers, Jennifer Serravallo and Gravity Goldberg
- Teaching Reading in Small Groups, Jennifer Serravallo
- Cranford Public School Grades K-5 Google Folder for instructional materials
- For lessons for word work, 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 compete 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.

**Framework for Alternative Setting (LEAP Program at Lincoln School)**

In our K–5 alternative school setting, each class consists of students who require a highly personalized approach to reading instruction. The district's core Reading Units of Study will continue to serve as the primary reading curriculum framework; however, lessons will be further adapted to ensure accessibility and engagement for all learners. Teachers will use a combination of pacing adjustments, flexible timing, and individualized goal setting to meet students at their current skill levels. Instruction will be delivered through a blend of whole-group, small-group, and one-on-one settings, with intentional scaffolds in place to build confidence and reduce frustration. Please see this document for detailed information.