Unit 4 Reading: Stepping into the World of Story

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

Brief Summary of Unit

In this unit, second graders “step into the world of story” by picturing characters and settings, studying how characters feel and change, and talking together in book clubs. They learn to connect stories to big life topics—like friendship, bravery, and family—while growing as thoughtful, engaged readers.

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: L

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

- New vocabulary in fiction texts (largely unexplained) expand meaning of a word by connecting it to other words
- Multiple characters to understand and follow development
- Various ways of showing characters' attributes (description, dialogue, thoughts, others' perspectives)
- Setting important to understanding plot
- Wide variety in showing dialogue, both assigned and unassigned
- Complex plots with numerous episodes and time passing

- Plots building toward problem resolution
- Texts with multiple points of view revealed through characters' behaviors and dialogue
- use of expressive language in dialogue
- Infer character traits, feelings, and motivations from what acharacters say, think, or do and what others say or think about them
- Recognize and understand traits in compolex characters that change
- Infer reasons for character change
- Use some academic langauge to talk about literary features (beginning, problem, message, chapter

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.

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.

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.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
LA.RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
LA.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.
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.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
LA.RL.2.8	(Not applicable to literature)
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.
LA.RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
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.2.3.E	Recognize and read grade-appropriate irregularly spelled words.
LA.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
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.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.
LA.SL.2.1.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).
LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.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.
LA.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LA.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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.Cr2: (a). Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). (b). Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (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).

1.4.2.Pr5: (a). With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama). (b). Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re7: (a). Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re8: (a). With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). (b). Identify and use props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama). (c). Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re9: (a). With prompting and support, Identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theater performance and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theater performance. (b). With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama). (c). Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience

(e.g., process drama, story drama, creative drama).

1.4.2.Cn10: (a). With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g.,

process drama, story drama, creative drama).

Essential Questions

- Bend I: How can readers enter a world of characters and settings and make them come alive by using all they know about characters?
- Bend II: How can readers see characters as friends, making sure they notice how they are feeling, who they are, and what they care most about?
- Bend III: How can readers read and talk about fiction books as part of a club, using all they know about characters and their stories to help them talk and
- understand?

Students Will Know/Students Will Be Skilled At

By the end of this unit:

- Students will recognize and analyze different text structures across narrative genres to deepen comprehension.
- Students will use visualization and inference strategies to better understand and engage with complex texts.
- Students will expand their vocabularies by identifying character traits, feelings, and high-utility words, making connections between familiar and rare words.
- Students will develop oral language skills by using precise academic language to discuss characters, plot, and themes.
- Students will actively participate in student-led book clubs, applying comprehension strategies, building fluency, and engaging in meaningful discussions.

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
- Post-It notes telling each time the text gives them new information about the character
- 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 students volume/reading stamina/engagement level 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:

- Comprehension pre assessment on how your students think about characters or about the lessons the characters have learned. Read aloud/stop and jot two or three places to capture a sample of their ideas about characters: how they act or behave, how they have changed, and lessons they've learned.
- Create a book club blog (www.kidblog.org) to discuss thoughts and observations about books
- 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

*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). Clickhere.)

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 this Unit

Before beginning this unit:

- Reading Scrapbooks: these can be stapled blank paper or notebooks
- Sticky notes
- Collections of mystery, fantasy, and realistic fiction books for book clubs
- Anchor charts: “Step into the World of the Story” and “Study Characters Closely”
- Writing utensils
- Anchor charts: “ As We Read, We Can Think...” and “Let’s Talk as a Class!”
- Vocabulary wall or space to display vocabulary words

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.

Demonstration Texts

Days with Frog and Toad by Arnold Lobel (HarperCollins)

Pinky and Rex and the Bully by James Howe (Simon & Schuster)

Polar Bears Past Bedtime (Magic Tree House #12) by Mary Pope Osborne (Random House)

The Stories Julian Tells, “The Pudding Like a Night on the Sea” by Ann Cameron (Random House)

Read-Aloud and Shared Reading Texts

"The Magic Penny" (song) by Malvina Reynolds

"My Very Strange Teeth" story from The Stories Julian Tells by Ann Cameron (Random House)

Suggested Texts for Book Clubs

Levels L/M (readers at benchmark)

- The Magic Tree House series by Mary Pope Osborne (Random House)
- Cam Jansen series by David A. Adler (Puffin Books)
- Junie B. Jones series by Barbara Park (Random House)
- Horrible Harry series by Suzy Kline (Puffin Books)
- Pinky and Rex series by James Howe (Simon & Schuster)
- Ready Freddy series by Abby Klein (Scholastic)
- The Kids of the Polk Street School series by Blanche Sims (Random House)
- Miami Jackson series by Patricia McKissack and Fredrick McKissack (Random House)
- Poppleton series by Cynthia Rylant (Scholastic)
- Jamaica series by Juanita Havill (Houghton Mifflin Harcourt)

Levels D-K (readers below benchmark)

- Frog and Toad series by Arnold Lobel (HarperCollins)
- Iris and Walter series by Elissa Haden Guest (Houghton Mifflin Harcourt)
- Fluffy series by Kate McMullan (Scholastic)
- Little Bear series by Elisa Holmelund Minarik (HarperCollins)
- Danny and the Dinosaur series by Syd Hoff (HarperCollins)
- Mr. Putter and Tabby series by Cynthia Rylant (Houghton Mifflin Harcourt)
- Biscuit series by Alyssa Satin Capucilli (HarperCollins)
- Little Critter series by Mercer Mayer (Thomas Nelson)
- Fly Guy series by Tedd Arnold (Scholastic)
- Brand New Reader series by various authors

Levels N-P (readers above benchmark)

- The Stories Julian Tells series by Ann Cameron (Random House)
- The Secrets of Droon series by Tony Abbott (Scholastic)
- A–Z Mysteries series by Ron Roy (Random House)
- Jigsaw Jones Mystery series by James Preller (Scholastic)
- Zack Files series by Dan Greenburg (Grosset & Dunlap)
- Amber Brown series by Paula Danziger (Puffin Books)
- Amazing Monty series by Johanna Hurwitz (Candlewick Press)
- Ivy and Bean series by Annie Barrows (Chronicle Books)
- Ramona series by Beverly Cleary (Harper Collins)

- Encyclopedia Brown series by Donald J. Sobol (Puffin Books)

Other Resources

A Sunday Afternoon on the Island of La Grande Jatte, 1884 by George Seurat

Teacher Resource: Reading for Real by Kathy Collins (explains how clubs work)

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

- 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 K-5 Google Folder for instructional materials
- For lessons for word work, see Florida Center for Reading Research
- Anchor Charts
- 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).

Possible Break down of Reader's workshop

Mini Lesson	5-7 minutes
Independent fiction reading (conferences and small group instruction simultaneously)	15 minutes
partnership time (conferences and small group instruction simultaneously)	5-10 minutes
Share	3-5 minutes

Possible Weekly Reading Block Breakdown

Monday	Tuesday	Wednesday	Thursday	Friday
Mini Lesson#1	Interactive Read Aloud (IRA) day 1 or Shared Reading (SR) day 1	IRA day 2 or SR day 2	IRA day 3 or SR day 3 or mini lesson #2	mini lesson #2 or #3

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.