

Unit 2: Amping Up Reading Power (Weeks 7-12)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit 2: Amping Up Reading Power

Unit Rationale

In this unit of study, students will learn how to read with fluency, understand literary language, meet the challenges of longer books, and set reading goals for themselves. Students will discover that reading with a clear, smooth voice inside one's head is a key to reading better, stronger, longer, and with more understanding. They will learn not only to pay attention to their own reading voices, but also to listen to the voices of the characters, reading those voices the way the author intended. Readers will also be exposed to and learn how to understand the figurative language that authors use. Because students will be reading longer books, they will learn how to keep track of longer books, using strategies such as "stop and jot". Lastly, students will take on the role of "researcher", self-assessing and setting goals for their reading work. They will coach and support one another in reaching their goals. The skills learned in this unit will set students up for success in reading longer and more challenging books throughout the course of the year.

21st Century Life and Career

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
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.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.

Essential Questions

1. How does noticing punctuation and dialogue tags improve reading expression?
2. How can questioning and discussing findings with others help readers maintain meaning?

3. How can understanding literary language guide readers in better comprehending the story?
4. What can readers jot to express their thinking?

Pre-Assessments

Teacher Observation

Independent Reading

Turn & Talk

Sticky Notes/Reading Notebook

Grand Conversations

Partner Work

Collaborative Group Work

Conferring Observations

Small Group Observations (Guided Reading and Strategy Groups)

Instructional Plan

[Unit 2: Amping Up Reading Power](#)

Please see the attached document for suggested Minilessons, Instructional Strategies and Activities, Formative Assessments, Instructional Materials and Resources, Reflections and Suggested Modifications.

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

See Crosswalk

New Jersey Student Learning Standards: Content Area

ELA.L.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
ELA.L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.RF.2.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
ELA.L.RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA.L.KL.2.1.A	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
ELA.L.KL.2.1.B	Compare formal and informal uses of English.
ELA.L.VL.2.2	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.
ELA.L.VL.2.2.A	Use sentence-level context as a clue to the meaning of a word or phrase.
ELA.L.VL.2.2.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).
ELA.L.VI.2.3	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
ELA.L.VI.2.3.A	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
ELA.L.VI.2.3.B	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
ELA.L.VI.2.3.C	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
ELA.RL.CR.2.1	Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
ELA.RL.IT.2.3	Describe how characters in a story respond to major events and challenges using key details within a text.
ELA.RL.TS.2.4	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
ELA.RL.PP.2.5	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

ELA.RL.MF.2.6	With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
ELA.RI.MF.2.6	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
ELA.SL.PE.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).
ELA.SL.ES.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.

Integration of Career Readiness. Life Literacies and Key Skills

TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive). Individuals from different cultures may have different points of view and experiences.

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math

SOC.K-12.3	Seeking Diverse Perspectives Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
SOC.K-12.5	Presenting Arguments and Explanations Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

Integration of Computer Science and Design Thinking

CS.K-2.8.1.2.AP.4	Break down a task into a sequence of steps. Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.
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SEL Competencies

SEL.PK-12.1	Self-Awareness
SEL.PK-12.1.1	Recognize one's feelings and thoughts

SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2	Self-Management
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3	Social Awareness
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4	Responsible Decision-Making
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
SEL.PK-12.5	Relationship Skills
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed