Sept. SW Reading Launching Unit

Content Area: **English**
Course(s):
Time Period: **September**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

The Schoolwide Launching Unit is the introduction to the program's second grade reading curriculum. It introduces the system, routines and terminology that will be used througout the school year. The Reading Fundamentals Launching Unit of Study provides models for many reading behaviors, rituals, and routines. Active listening, thinking, engagement, and participation are fundamental expectations for reading workshop. Establishing a community that fosters these behaviors is vital and will help your students develop and grow. Through the targeted lessons in this unit, your students' focused thinking and accountable talk will begin to evolve and develop. As students gain more experience, they begin to participate in meaningful conversations about the books they are reading.

Enduring Understandings

Students will develop an understanding of themselves as readers and learn to self-select appropriate texts. They will set goals for themselves as readers and learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and how to follow agreed-upon rules for discussions. Students will learn to identify the main topic or central message of a text, how to ask and answer questions to clarify understanding of a topic under discussion and to recognize the differences among books that entertain, inform, and persuade, drawing on a wide reading of a range of text types, including fiction, poetry, and nonfiction. They will develop habits of mind for engaging with a variety of texts. Students will learn how to apply self-monitoring skills, how to determine the meaning of challenging vocabulary words and phrases in a text and how to ask and answer questions about texts. Students will learn how to identify and use various text features to locate key information in a text.

Essential Questions

Why do we read? What are the purposes of reading? How does what we read affect the way we think and feel?

Instructional Strategies & Learning Activities

The following strategies and activities comprise the launching unit:

Interactive Read-Aloud Lessons

Lesson 1: What Is Reading Workshop? uses A Story for Bear by Dennis Haseley. Rationale: Readers read and

discuss books with others to learn and grow as readers. Students will learn the routines, procedures, and expectations as members of a reading workshop community.

Common Core State Standards: RL.2.1, RL.2.3, SL.2.1, SL.2.2, RL.2.10, SL.2.6, L.2.1, L.2.3, L.2.6

Skills and Strategies: Using Schema, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 2: Discovering and Sharing Our Reading Lives uses Interrupting Chicken by David Ezra Stein. Rationale: Readers develop an understanding of their unique identities and reflect about themselves as readers. Students will share their insights with each other and learn about the members of their reading community.

Common Core State Standards: RL.2.1, RL.2.2, RL.2.3, SL.2.1, SL.2.2, RL.2.10, SL.2.6, L.2.1, L.2.3, L.2.6

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Exploring Books and Growing as Readers uses Miss Brooks Loves Books! (and I don't) by Barbara Bottner. Rationale: Readers read all different kinds of texts for a variety of reasons. Students will learn how to use their own identities as well as recommendations from their reading community to self-select well-matched texts, read for different purposes, and set reading goals.

Common Core State Standards: RL.2.1, RL.2.3, SL.2.1, SL.2.2, RL.2.10, SL.2.6, L.2.1, L.2.3, L.2.6

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: Readers Build Good Reading Habits uses Hungry, Hungry Sharks! by Joanna Cole. Rationale: Readers bring what they know or have experienced to all types of reading (activating their schema) and ask questions as they continually interact with the text. Students will learn strategies for making meaning as they read.

Common Core State Standards: RI.2.1, RI.2.5, SL.2.1, SL.2.2, SL.2.3, RI.2.10, SL.2.6, L.2.1, L.2.3, L.2.6

Skills and Strategies: Using Schema, Questioning, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Readers Monitor and Check for Understanding uses Nasty Bugs by Lee Bennett Hopkins (Ed.). Rationale: Readers know how it feels to understand their reading and pay attention when meaning breaks down. Students will learn how to monitor for meaning and to use "fix-up" strategies when meaning breaks down.

Common Core State Standards: RL.2.1, RL.2.4, SL.2.1, SL.2.2, L.2.4, RL.2.10, SL.2.6, L.2.1, L.2.3, L.2.6

Skills and Strategies: Visualizing, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Making Movies in Our Minds uses Nasty Bugs by Lee Bennett Hopkins (Ed.). Rationale: Readers visualize what is happening as they read and can recount or describe key details to demonstrate understanding of a variety of texts. Students will learn how to read for meaning by using text and illustrations to create pictures or movies in their minds.

Common Core State Standards: RL.2.1, RL.2.4, RI.2.1, RI.2.4, SL.2.1, SL.2.2, RL.2.10, SL.2.6, L.2.1, L.2.3,

L.2.6

Skills and Strategies: Using Schema, Visualizing, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Take Note! uses Hungry, Hungry Sharks! by Joanna Cole. Rationale: Readers think about what they are reading and use tools to keep track of their thinking. Students will learn how to use sticky notes to prepare for conversations about texts.

Common Core State Standards: RI.2.1, RI.2.5, SL.2.1, SL.2.2, RI.2.10, SL.2.6, L.2.1, L.2.3, L.2.6, W.2.8

Skills and Strategies: Using Schema, Determining Importance, Synthesizing, Questioning, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: Let's Talk About It! uses King of the Playground by Phyllis Reynolds Naylor. Rationale: Readers have collaborative conversations about books to build ideas and deepen their understanding of texts. Students will learn how to discuss a topic, providing specific evidence from the text to support their points. They will also learn how to pose and respond to clarifying questions or comments.

Common Core State Standards: RL.2.1, RL.2.3, SL.2.1, SL.2.2, SL.2.3, RL.2.10, SL.2.6, L.2.1, L.2.3, L.2.6

Skills and Strategies: Questioning, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Mini-Lessons

Lesson 1: Responding to Our Reading uses "Little Porcupine is Different" by Shirley Kyle and "Listen" by Lucinda L. (age 10) from the Launching Shared Texts. Rationale: Readers make connections to texts to deepen understanding. Students will learn how to notate their thinking in their Reading Notebooks.

Common Core State Standards: RL.2.1, RL.2.3, SL.2.1, RL.2.10, SL.2.6, L.2.1, L.2.3, L.2.6, W.2.8

Skills and Strategies: Using Schema, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: Growing As Readers uses Miss Brooks Loves Books! (and I don't) by Barbara Bottner. Rationale: Readers set goals to enhance their reading lives. Students will learn how to reflect upon their reading habits and make plans for their growth as readers.

Common Core State Standards: RL.2.3, SL.2.1, RL.2.10, SL.2.6, L.2.1, L.2.3, L.2.6

Skills and Strategies: Using Schema, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Retelling Stories in Our Own Words uses Interrupting Chicken by David Ezra Stein and "The Bunny's Wish" by Kathy Riley from the Launching Shared Texts. Rationale: Readers think about what they have read and check for understanding. Students will learn how to retell, in their own words, the important parts of a story in the correct sequence.

Common Core State Standards: RL.2.1, RL.2.2, RL.2.5, RL.2.7, SL.2.1, SL.2.2, RL.2.10, SL.2.6, L.2.1, L.2.3, L.2.6

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Synthesizing, Speaking to

Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: Getting and Sharing Ideas uses “Turtle Temperature” from Zootles®: Turtles from the Launching Shared Texts. Rationale: Readers talk about the key ideas in texts with other readers in their reading community. Students will learn how to identify and share important information in texts and to actively and respectfully listen and respond to other readers during class discussions to grow their thinking.

Common Core State Standards: RI.2.1, RI.2.5, SL.2.1, SL.2.2, SL.2.3, RI.2.10, SL.2.6, L.2.1, L.2.3, L.2.6

Skills and Strategies: Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Building Habits of Mind uses “Stop the Hungry Giant Fish!” by Pam Calvert from Highlights® Magazine from the Launching Shared Texts. Rationale: Readers understand the importance of building stamina and using strategies to monitor their focus and recall. Students will learn how to read longer, more complex texts by stopping to retell important parts to maintain their understanding.

Common Core State Standards: RL.2.1, RL.2.2, SL.2.1, SL.2.2, RL.2.10, SL.2.6, L.2.1, L.2.3, L.2.6

Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Let’s Read Carefully! uses “Stop the Hungry Giant Fish!” by Pam Calvert from Highlights® Magazine from the Launching Shared Texts. Rationale: Readers understand that reading is a process of making meaning and paying attention when meaning breaks down. Students will learn how to monitor their reading for understanding and reread and/or change their reading rate in order to make sense of a text.

Common Core State Standards: RL.2.1, SL.2.1, SL.2.2, L.2.4, RL.2.10, SL.2.6, L.2.1, L.2.3, L.2.6

Skills and Strategies: Making Inferences, Monitoring and Repairing Comprehension, Finding Word Meaning

Lesson 7: Seeing the Movie in My Mind uses “Chicka-Dee-Dee-Dee!” by Charnan Simon from Zootles®: Backyard Birds from the Launching Shared Texts. Rationale: Readers of fiction visualize the story unfolding like a movie in their minds. Students will learn how to create mental images based upon the rich descriptions in the text. Common Core State Standards: RL.2.1, RL.2.4, RI.2.1, RL.2.10, SL.2.1, SL.2.2, SL.2.6, L.2.1, L.2.3, L.2.6 Skills and Strategies: Visualizing, Making Inferences, Determining Importance

Lesson 8: Reading Like a Poet uses “Ruby-throated Hummingbird” from Zootles®: Backyard Birds from the Launching Shared Texts. Rationale: Readers use the essential elements of the poetry genre to read for enjoyment and understanding. Students will learn to notice how poets repeat words and use line breaks to convey meaning and evoke feelings.

Common Core State Standards: RL.2.1, RL.2.4, SL.2.1, SL.2.2, RL.2.10, SL.2.6, L.2.1, L.2.3, L.2.6

Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 9: What’s the Big Idea? uses “My Horse and I” and “Frog Serenade” by Georgia Heard from the Launching Shared Texts. Rationale: Readers of poetry create personal meaning from texts by blending what is read with relevant prior knowledge or schema. Students will learn how to infer or draw conclusions about big ideas in poems.

Common Core State Standards: RL.2.1, RL.2.4, SL.2.1, SL.2.2, RL.2.10, SL.2.6, L.2.1, L.2.3, L.2.6

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 10: Reading to Learn! uses “Nutty for Peanuts?” by Karen Smith from the Launching Shared Texts. Rationale: Readers of nonfiction use the elements of the genre to make meaning. Students will learn how to use nonfiction text features and text structures to determine what is important and identify key ideas.

Common Core State Standards: RI.2.1, RI.2.2, RI.2.5, RI.2.6, RI.2.7, SL.2.1, SL.2.2, RI.2.10, SL.2.6, L.2.1, L.2.3, L.2.6

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Integration of Career Readiness, Life Literacies and Key Skills

9.4.2.CI	Creativity and Innovation
	Brainstorming can create new, innovative ideas.
	Different types of jobs require different knowledge and skills.
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).
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT	Critical Thinking and Problem-solving
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.IML	Information and Media Literacy
	Digital tools and media resources provide access to vast stores of information that can be searched.
9.4.2.TL.2	Create a document using a word processing application.

Technology and Design Integration

Students will interact with Smartboard, Ipads, Chromebooks and document camera.

CS	Computing Systems
	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
IC	Impacts of Computing
	Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools).

Interdisciplinary Connections

Mentor Texts and individual leveled reading choices in the launching unitmake natural connections to the disciplines in social studies.

SOC.6.1.4	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.4.D	History, Culture, and Perspectives
SOC.6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
SOC.6.1.4.D.CS4	The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.

Differentiation

Based on invidual need, teachers will offer additional support though conferencing, modified mentor text, peer support and individualized mini-lessons.

Advanced learners will be offered more rigorous mentor texts to emulate, teacher conferences and reference materials to support in-depth writing endeavors, based on choice.

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Student strengths and weaknesses will be assessed and monitored, and individualized/differentiated learning will be assigned as appropriate. Level appropriate text will be provided as deemed appropriate.

Additional leveled text will be made available and offered to students requiring additional challenge. Assignments may vary from the traditional.

Modifications & Accommodations

IEP accommodations, and modifications will be in place, and teacher assigned modifications and accommodations will be assigned, assessed, and monitored.

Follow IEP accommodations and differentiate materials, project requirements as needed.

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP modifications and accommodations will be used to assist those students in need of a different approach to the subject matter. Student strengths and weaknesses will be assessed and monitored, and individualized/differentiated learning will be assigned as appropriate.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a

standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

The Developmental Reading Assessment and Aimsweb will be admnistered throughout the year to monitor students' reading progress. Also the benchmark assessments provided by Schoolwide with each unit are available to monitor student reading growth.

Linkit testing 3 times a year.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can

include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

During reading and writing workshop, students spend the majority of their time reading and/or writing independently. During this independent practice, teachers confer with individual students in order to learn their strengths and challenges, build confidence and self-awareness, and teach specific reading/writing strategies or behaviors each student needs most. What teachers observe and say gets recorded for later reflection and instructional planning. The Schoolwide Conference Form can be used to document conferences with students in class. Also available for use are:

Worksheets associated with the unit

Discussion

Teacher made assessments

Anecdotal records

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

As explained in Formative assessements, during reading and writing workshop, students spend the majority of their time reading and/or writing independently. During this independent practice, teachers confer with individual students in order to learn their strengths and challenges, build confidence and self-awareness, and teach specific reading/writing strategies or behaviors each student needs most. What teachers observe and say gets recorded for later reflection and instructional planning. The Schoolwide Conference Form can be used to document conferences with students in class. Additional assessments in the Schoolwide program can be used as well as teacher-made assessments.

Instructional Materials

In addition to the graphic organizers found in the program to assist with the lessons, the Launching Unit will use mentor and shared texts. They are as follows:

Mentor Texts:

Hungry, Hungry Sharks! by Joanna Cole Popular children's author Joanna Cole introduces young readers to the exciting world of nonfiction. Her reference nonfiction text Hungry, Hungry Sharks! is filled with interesting facts supported by illustrations and explanatory labels. Students will learn how to activate their schema about the topic of sharks, sharing what they already know, generating new questions, and finally reading to learn many new and surprising facts about sharks. This is an excellent text for modeling how to stop, think, and take notes before, during, and after reading—essential strategies for enhancing comprehension and recall of nonfiction information.

Interrupting Chicken by David Ezra Stein The main character in this story, an enthusiastic little red chicken, simply cannot let her father finish reading without interrupting and concluding the story in her own fashion! Stein's vibrant cartoon illustrations earned him the 2011 Caldecott honor award and will captivate readers of all ages. Students will develop a love for storytelling and an excitement for reading as they explore with Chicken the various stories that are included in this engaging and fun book. Students will also learn how to make personal connections when reading to deepen their understanding, and they will begin to reflect on the kinds of readers they are as well as their favorite types of texts.

King of the Playground by Phyllis Reynolds Naylor This book about a playground bully and how one boy, Kevin, overcomes his fear of the bully and is able to find a way to enjoy his playtime is one with which many students will make a connection. The author subtly suggests some effective conflict resolution strategies. The illustrator supports students' understanding of the text by creatively using slightly muted colors to differentiate the imaginary scenes. This is a realistic story that focuses on an important topic that lends itself to further discussion. Students will learn to become active participants in book conversations as they relate their own experiences and also practice citing examples from the text to support their opinions.

Miss Brooks Loves Books! (and I don't) by Barbara Bottner Miss Brooks, the librarian in this wonderful story, allows students to see that there are many books in the world and that each person has to learn how to find the type of book that is just right. The protagonist of the story, young Missy, doesn't like any books, or so she thinks. Nevertheless, the commitment of Miss Brooks to help her find a "just-right" book is undeterred, and

Missy discovers that special book about a topic that is just her thing. The engaging humor and clever illustrations will thoroughly entertain young readers while imparting an important message.

Nasty Bugs by Lee Bennett Hopkins (Ed.) Lee Bennett Hopkins has selected wonderful poems that introduce readers to the world of poetry. The book includes sixteen poems with accompanying colorful illustrations written by several accomplished children's poets. Students will learn how to recognize the special elements of poetry and to use strategies to help them monitor for meaning and ensure that what they are reading is making sense. Nature enthusiasts will also enjoy reading the fun facts about these tiny, scary creatures detailed in the end pages of the text.

A Story for Bear by Dennis Haseley This is a heart-warming story of a bear who longs to learn how to decipher the secret code of reading. When he discovers a woman in his forest who knows the secret, they become friends and he listens to her stories every day. The beautiful illustrations, created in acrylic paint and colored pencil, set a dreamy tone for this fantastical tale about the magic of friendship and the joys of being read to. Students will begin to ponder their own personal reading journey and learn more about their own reading lives, as well as their reading community.

Launching Shared Texts:

"The Bunny's Wish" by Kathy Riley A kind bunny stops to help a fairy in distress in this delightful fairy tale. The fairy rewards his kindness by granting him one wish. He wishes that his family will never be hungry again and returns home to find a giant carrot has grown right outside his home. The simply told story ends with the bunny preparing to retell his adventure to his surprised family. Students will learn how to check for understanding when reading and to retell a story using the common story elements of character, setting, problem, plot, and resolution.

"Chicka-Dee-Dee-Dee!" by Charnan Simon from Zootles®: Backyard Birds Rich literary language is used to describe how some backyard birds face the challenge of finding food in the frozen, wintry landscape. Students are invited to practice visualizing and creating mental images of scenes in their minds as they read this beautifully crafted short story.

"Frog Serenade" and "My Horse and I" by Georgia Heard Well-known and talented poet Georgia Heard created these two simple yet thought-provoking poems, each for two voices. Both poems invite students to take a closer look at what is happening in their world. As these two poems are shared, students will be guided to create personal meaning by blending the words of the text with their relevant prior knowledge or schema about the topic. Students will learn how to infer the big ideas in poems and to support their inferences with clues form the text.

"Listen" by Lucinda L. (age 10) Students are sure to be inspired by and connect with the young author of this poignant poem. The message is conveyed through simply stated, direct questions. The big idea of her poem will surely touch the hearts and minds of your students. It is a wonderfully inviting text for discussing how readers make personal connections when reading poetry and thus deepen their enjoyment and understanding.

"Little Porcupine is Different" by Shirley Kyle Little Porcupine just doesn't seem to fit in with the rest of the crowd. But when trouble comes around, his quills save the day. Students will practice using the stop-and-think strategy and making personal connections to deepen their understanding of the text. They will also begin to explore ways to notate their reactions or responses to their reading.

"Nutty for Peanuts?" by Karen Smith In this very informative article, the author provides readers with interesting facts about peanuts and how to grow them. The text and accompanying illustrations allow readers to understand firsthand how nonfiction texts can teach us new facts and even how to make something—peanut butter! Students will gain a deeper understanding of the elements and organization of nonfiction texts, while learning how to use nonfiction text structures and features to determine key ideas in texts. "Ruby-throated

Hummingbird" from Zootles®: Backyard Birds This wonderfully descriptive poem invites students to envision this tiny hummingbird's movements in search of a suitable winter home. Students will explore the poet's use of descriptive words, alliteration, rhyme, and line breaks that create a rhythm and help them "hear" the poet's voice. They will also learn why readers may choose to reread texts and/or change their reading rates to enhance understanding.

"Stop the Hungry Giant Fish!" by Pam Calvert from Highlights® Magazine Author Pam Calvert created this exciting and suspenseful tale based on a legend from the island of Guam. Since this is a longer text filled with many new vocabulary words and unfamiliar names representative of the people from this island, it presents challenges for young readers as they learn how to maintain their focus and understanding. Students will learn how to stop to retell important parts of the story to monitor for understanding. This is an important habit of mind to teach to developing young readers.

"Turtle Temperature" from Zootles®: Turtles This interesting and informative article explains and illustrates how turtles are cold-blooded animals. Through simple text and bold, detailed illustrations, this award-winning nature magazine entices students to want to learn more about the animals in their world. While reading this article, students will learn how to determine important information in nonfiction reference articles. They will also learn how to share and build on the ideas of fellow readers in their community through the use of proper discussion techniques, such as appropriate listening and taking turns speaking.

Standards

L.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
L.RF.2.4.A	Read grade-level text with purpose and understanding.
L.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.
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.
RL.CI.2.2	Recount a text in oral and written form and determine central message (in literary texts, e.g., fables and folktales from diverse cultures).
RL.IT.2.3	Describe how characters in a story respond to major events and challenges using key details within a text.
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.
RL.CT.2.8	Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
SL.UM.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.