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| **Unit Overview** | | | | |
| **Content Area:** English Language Arts | | | | |
| **Unit Title:**Unit 1 Launching Reading Workshop | | | | |
| **Grade Level:**2 | | | | |
| **Duration:**Trimester 1 | | | | |
| **Description:**  In this first unit, students will be introduced to the routines and expectations of reading workshop. To ensure students' best learning environment, students will learn getting ready to read routines, choosing just right books, turning and talking, and building reading stamina. | | | | |
| **Enduring Understandings** | | | | |
| **Concepts / Reading Skills:**   * Routines and expectations of reading workshop * Building reading stamina * Just right books * Turn and talk * Choosing a just right book * Retelling * Rereading   **Understandings:**   * Readers will become part of a community of readers. * Readers will become familiar with the routines and expectations of reading workshop. * Readers will build stamina through independent reading time. * Readers will learn to choose just right books. * Readers will practice reading with fluency to demonstrate their comprehension * Readers will retell important parts of a story (beginning, middle, end). * Readers will reread for deeper comprehension. | | | | |
| **Learning Targets** | | | | |
| *New Jersey Student Learning Standards & Practices* [RF.2.3](http://www.corestandards.org/ELA-Literacy/RF/2/3/) Know and apply grade-level phonics and word analysis skills in decoding words.  * [RF.2.3.A](http://www.corestandards.org/ELA-Literacy/RF/2/3/a/) Distinguish long and short vowels when reading regularly spelled one-syllable words. * [RF.2.3.B](http://www.corestandards.org/ELA-Literacy/RF/2/3/b/) Know spelling-sound correspondences for additional common vowel teams.  * [RF.2.3.C](http://www.corestandards.org/ELA-Literacy/RF/2/3/c/) Decode regularly spelled two-syllable words with long vowels.  * [RF.2.3.D](http://www.corestandards.org/ELA-Literacy/RF/2/3/d/) Decode words with common prefixes and suffixes.  * [RF.2.3.E](http://www.corestandards.org/ELA-Literacy/RF/2/3/e/) Identify words with inconsistent but common spelling-sound correspondences.  * [RF.2.3.F](http://www.corestandards.org/ELA-Literacy/RF/2/3/f/) Recognize and read grade-appropriate irregularly spelled words.  * [RF.2.4](http://www.corestandards.org/ELA-Literacy/RF/2/4/) Read with sufficient accuracy and fluency to support comprehension.  * [RF.2.4.A](http://www.corestandards.org/ELA-Literacy/RF/2/4/a/) Read grade-level text with purpose and understanding.  * [RF.2.4.B](http://www.corestandards.org/ELA-Literacy/RF/2/4/b/) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.  * [RF.2.4.C](http://www.corestandards.org/ELA-Literacy/RF/2/4/c/) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. * 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.  * [RL.2.2](http://www.corestandards.org/ELA-Literacy/RL/2/2/) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  * [RL.2.3](http://www.corestandards.org/ELA-Literacy/RL/2/3/) Describe how characters in a story respond to major events and challenges. * 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. * RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. * 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.  * [RL.2.7](http://www.corestandards.org/ELA-Literacy/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. * RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area.* * RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. * [W.2.8](http://www.corestandards.org/ELA-Literacy/W/2/8/) Recall information from experiences or gather information from provided sources to answer a question. * [SL.2.1](http://www.corestandards.org/ELA-Literacy/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. * [SL.2.1.A](http://www.corestandards.org/ELA-Literacy/SL/2/1/a/) Follow agreed-upon rules 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). * [SL.2.1.B](http://www.corestandards.org/ELA-Literacy/SL/2/1/b/) Build on others' talk in conversations by linking their comments to the remarks of others. * [SL.2.2](http://www.corestandards.org/ELA-Literacy/SL/2/2/) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. * [SL.2.3](http://www.corestandards.org/ELA-Literacy/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. | | *Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies*  *World Language:*   * 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. * 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.   *Social Studies:*   * 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. * 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.   ***Career Readiness Practices:***   * Act as a responsible and contributing citizen and employee * Work productively in teams while using cultural global competence. * Work productively in teams while using cultural/global competence   **Social Emotional Learning**   * Social Awareness * Responsible Decision Making * Relationship Skills * Self-Awareness   **Computer Science: Computing Systems**   * 8.1.2.CS.1 Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally   **Life Literacies and Key Skills: Technology Literacy**        • 9.4.2.TL.2: Create a document using a word processing  application.  **Life Literacies and Key Skills: Engineering Data**   * 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.   **Life Literacies and Key Skills: Global and Cultural Awareness**   * 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals. * 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives | | |
| **Essential Questions** | | | | |
| * How do readers read with stamina? * How do readers read with meaning? * How do readers choose just right books? * How do readers talk about books with their reading partners? | | | | |
| **Student Learning Objectives** | | | | |
| ***Students will …***   * Follow the routines and expectations of reading workshop * Choose "just right" books independently * Read unfamiliar words * Read with stamina * Engage in conversation with a partner * Read with fluency * Retell important parts of a story (beginning, middle, end) * Reread for deeper comprehension | | | | |
| **Suggested Activities** | | | | |
| ***The following activities can be incorporated into the daily lessons:***  **Suggested Mini Lessons:**   * **What is reading workshop? Readers understand that reading workshop is a time for independent reading and time to work with partners.**         - Discuss the students' responsibilities and teacher's responsibilities during reading workshop. Readers work quietly and do not interrupt the teachers or other classmates during independent reading time.     * **Readers build a reading community by asking themselves "what kind of books do I like?"**          -  Use chart paper to record favorite characters, authors, genres, and / or series.     * **Readers share why they read.**          -  Have students talk about why they read different texts (to learn, be entertained, or etc.).     * **Readers create a museum of their favorite books and share them with partners**   + Share favorite books from home or the classroom and discuss why they are their favorites. * **Readers think about their own personal reading goals in second grade.**   - Brainstorm reading goals with the students (become chapter book readers, read for longer time, etc.).   * **Readers choose books by choosing books they're interested in.**   -  Model how to pick out of a high-interest book basket.  Students will choose books to read out of mixed level high interest table baskets.   * **Readers make smart decisions in choosing where they would like to read.**   + Discuss how readers can choose their own reading spots and the importance of sitting in the same spot each day. * **Readers turn and talk with a partner to discuss and share during reading.**             - Model how readers turn and talk during mini lessons or read aloud.   Reading partners sit knee to knee make eye contact, take turns speaking, and listen carefully to their reading partners.     * **Readers set goals to improve their reading stamina.**      - Discuss with class what an attainable amount of time spent on reading is to them, increasing reading minutes each week.     * **Readers read with meaning by stopping and checking for understanding every few pages.**   - Remind students that it is their job to understand what they are reading and model how to check for understanding every few pages to remind themselves what is happening in their book.     * **Readers retell to make sure they are understanding.**               - Model how readers retell their stories with a beginning, middle and end.     * **Readers retell with the characters' names and what is happening to them.**   - Show students what a good retell sounds like using the characters' names.     * **Readers envision the story as they read to make sure they are understanding.**           - Model how readers picture what the characters are doing and saying in their head as they read.     * **Readers choose just right books from the classroom library.**   - Discuss with students how it is important for them to choose just a just right book that makes them feel good as a reader (not too hard and not too easy).     * **Readers go book shopping once a week and keep their books in a book bag or box.**   - Model how students choose and keep the same books all week in a book bag or box.  Make sure the students have enough books to read for the entire week.  Readers know that reading time is for reading and not book shopping.     * **Readers carefully return their books before they go book shopping again.**   - Model the routines of book shopping and returning books, making sure that the books are carefully returned to the baskets and the books are right side up with the covers facing out.     * **Readers celebrate being a community of readers.**   **-**Celebrate with the class how many minutes they have read during reading workshop and how many books they have read.  ***Strategies for Differentiated Instruction:***  ***English Language Learners (ELL):***   * Add pictures to class charts to help students with meaning. * Pre-teach any new vocabulary and use picture cards if possible. * Conduct small groups to engage students in conversation and read alouds.   ***Special Education:***   * Review previously learned skills prior to introducing new skills. * Differentiate the lesson by process, product, or content, depending on the students’ needs. * Conduct smaller groups for concentrated instruction on targeted skills.   ***At-risk:***   * Pre-teach skills to students in small groups to introduce new reading skills before the whole class lessons. * Provide an alphabet chart to help students with letters and sounds. * Create class charts with pictures and reminders of what to do during reading workshop.   ***Gifted and Talented (G & T):***   * Provide students the opportunity to acquire higher-level reading skills in a small group. * Have student share their book with a reading buddy and retell what they read or discuss what they have learned. | | | | |
| **Materials** | | | | |
| **Materials:**   * Building Good Reading Habits * Leveled library * Book Bags / boxes * Chart paper * Markers * Anchor chart post- its * Flexible seating options * Smart Board activities * Raz Kids / Storia * CD Player for audio books * Read Works   **Mentor Texts:**   * Jack and the Beanstalk by Steven Kellog | | | | |
| **Assessments** | | | | |
| Formative   * Skills checklists * Teacher observations * Teacher created tests * Rubrics * Read Works Comprehension   Summative   * Teacher’s College Independent Reading Level Assessment (IRLA) as needed * Teacher’s College High Frequency Words Assessment * Fundations Unit Assessment * Fluency assessments * District created interdisciplinary assessments | | | | |
| **Modifications** | | | | |
| **English Language Learners**   * + Charts with pictures   + Scaffolding   + Word walls   + Sentence frames   + Bilingual translation   + Think aloud   + Read aloud   + Highlight key vocabulary   + Turn-and-talk   + Anchor charts   + Graphic organizers   + Modeling   + Audio books   + Working with partners   + Small group work (strategy lessons based upon skill/need, guided reading groups)   + Pre-teach vocabulary   + Retell parts of your favorite story by pictures, written responses, or both   + Provide students with pictures from the story and have them put the pictures in the correct order   + Raz Kids / Storia   + Anchor Charts | **Special Education**   * Word walls * Anchor charts with pictures * Graphic organizers * Leveled readers * Extended time * Highlighter * Answer eliminator * Small group work (strategy lessons based upon skill/need, guided reading groups) * Working with partners * Audio books * Modeling * Flexible/preferential seating * Retell parts of your favorite story by pictures, written responses, or both * Provide students with pictures from the story and have them put the pictures in the correct order * Raz Kids/ Storia * Partner reading * Assistive technology | | **At Risk**   * Teachers tutoring * Peer tutoring * Anchor charts / graphic organizer * Extended time * Parent communication * Modified assignments * Counseling * Preferential seating * Working with partners * Modeling * Word walls * Leveled readers * Small group work (strategy lessons based upon skill/need, guided reading groups) * Retell parts of your favorite story by pictures, written responses, or both * Provide students with pictures from the story and have them put the pictures in the correct sequence * Raz Kids/Storia | **Gifted & Talented**   * Challenge assignments * Enrichment activities * Tiered activities * Independent research / inquiry * Collaborative team work * Higher level questioning * Critical/Analytical thinking tasks * Self-directed activities * Leveled readers * Above grade level texts * Extended reading time * Response to writing |
| **504 Modifications** | | | | |
| * Environmental Strategies:   + Provide a structured learning environment.   + Make separate “space” for different types of tasks   + Possible adapting of non-academic times such as lunch, recess, and physical education   + Change student seating   + Utilize a study carrel   + Alter location or personal or classroom supplies for easier access or to minimize distraction   + Provide sensory breaks   + Provide a written or picture schedule   + Allow extra time in between classes   + Avoid allergy-causing substances   + Adapt physical education curriculum   + Provide book caddie   + Implement movement to avoid stiffness   + Provide seating accommodations * Organizational Strategies:   + Model and reinforce organizational systems   + Write out homework assignments, check student’s recording of assignments   + Tailor homework assignments toward student strengths   + Set time expectations for assignments   + Provide clues such as clock face indicating beginning and ending times   + Teach study/organizational skills   + Schedule before or after school tutoring/homework assistance   + Behavioral Strategies:   + Use behavioral management techniques consistently within a classroom and across classes   + Implement behavioral/academic contracts   + Utilize positive verbal and/or nonverbal reinforcements   + Utilize logical consequences   + Confer with the student’s parents and student as appropriate   + Establish a home/school communication system for behavior monitoring   + Post rules, procedures, and consequences for classroom behavior   + Put student on a daily/weekly progress report/contract   + Reinforce self-monitoring and self-recording of behaviors   “Section 504: Sample Accommodations and Modifications” Warmline Family Resource Center. http://www.warmlinefrc.org/uploads/5/9/5/8/5958794/section\_504\_accomodations.pdf | | | | |