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| **Unit Overview** | | | | | |
| **Content Area:** English Language Arts | | | | | |
| **Unit Title:**Unit 2 Print Strategies | | | | | |
| **Grade Level:**2 | | | | | |
| **Duration:**Trimester 1 | | | | | |
| **Description:**  Within this unit, readers will learn a variety of print strategies to figure out unknown words.  Students will build their own toolbox to solve tricky words.  Students will monitor for sense as they read and build upon their comprehension skills. Students will learn strategies to deal with words that have multiple meanings and use context clues. Students will practice reading with fluency and notice the author's craft. | | | | | |
| **Enduring Understandings** | | | | | |
| **Concepts / Reading Skills:**   * Print strategies * Reading with fluency * Reading with accuracy * Word study * Phonics * Self-monitoring * Self-correcting * Retelling * Activating schema * Multiple meaning words   **Understandings:**   * Readers will practice and learn new print strategies. * Readers will practice reading with fluency. * Readers will correct their miscues when reading doesn't make sense. * Readers will utilize multiple strategies for word solving. * Readers will look for patterns within words. * Readers will monitor for sense as they read. * Readers will retell with a beginning, middle, and an end. * Readers will build upon background knowledge to enhance reading. * Readers will learn that words have more than one meaning. | | | | | |
| **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. * [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).  * [W.2.3](http://www.corestandards.org/ELA-Literacy/W/2/3/) Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  * [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 * Demonstrate creativity and innovation   **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   **Interaction of Technology and Humans**   * 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.   **Life Literacies and Key Skills: Technology Literacy**   * 9.4.2.TL.2: Create a document using a word processing application.   **Life Literacies: Critical thinking and Problem Solving:**   * 9.4.2.CT.3: Use a variety of types of thinking to solve problems   **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 use a variety of print strategies to figure out unknown words? * How do readers monitor for sense as they read? * How do readers figure out the meaning of words by using context clues? * How do readers retell at the beginning, middle, and end? * How do readers read with fluency? | | | | | |
| **Student Learning Objectives** | | | | | |
| ***Students will …***   * Practice and learn new print strategies * Read with fluency * Correct miscues when something doesn’t make sense * Utilize multiple strategies for word solving * Look for patterns within words * Monitor for sense as they read * Retell with a beginning, middle, and end * Build upon background knowledge to enhance reading * Learn that words have more than one meaning | | | | | |
| **Suggested Activities** | | | | | |
| ***The following activities can be incorporated into the daily lessons:***  **Suggested Mini Lessons:**   * **Readers think about what print strategies they already know to solve unknown words.**       - Conduct a class inquiry to find out what print strategies the students already know and create a class chart.     * **Readers use a variety of print strategies to solve tricky words.**   - Review previously taught print strategies. (Second Grade Reading Growth Spurt, p. 37)   * **Readers use sight words (high frequency words) to help them read.**               - Remind students that word wall words are meant to be memorized, and not decoded.     * **Readers use illustrations to help them figure out unfamiliar words.**   **-** Model how readers use the pictures to help them figure out unknown words by thinking about what is happening in the story.     * **Readers figure out words by looking at the beginning sound(s).**   **-** Demonstrate how readers get their mouths ready by looking at the beginning sounds.  Remind students that some letters make more than one sound, as well as thinking about blends and digraphs.     * **Readers are flexible word solvers and try more than one strategy to figure out unknown words.**   - Model how readers use two strategies at the same time to figure out unknown words. (Second Grade Reading Growth Spurt, p. 44)   * **Readers think about what is happening in the story and ask themselves, "Does that word make sense"?**      - Model how readers look monitor for meaning when thinking about tricky words; look at pictures for clues to figure out words by connecting the words on a page with the picture.  (Second Grade Reading Growth Spurt, p. 45)     * **Readers skip hard words and read on for meaning.**   **-**Demonstrate how readersskip an unknown word and read to the end of the sentence, then go back and try to figure out the word again.     * **Readers** **figure out unknown words by breaking words part by part.**     - Model how readers use the beginnings and endings of words to help them figure it out. (Second Grade Reading Growth Spurt, p. 51)     * **Readers use word chunks / families to help them solve words.**             - Demonstrate how readers use what they have learned during phonics as they read; they remember what they have been taught and apply it to their reading.     * **Readers use the middle of word to help them figure out words.**   **-**Model how readers use tricky vowel teams to help them figure out unknown words. (Second Grade Reading Growth Spurt, p. 54)     * **Readers monitor for sense as they read.**        - Model how readers ask themselves, "Does it look right?  Does it sound right?  Does it make sense?"     * **Readers write tricky words on Post-It's and share them with a partner.**   **-** Model how readers jot down tricky words while reading to discuss their meanings with a reading partner.     * **Readers know that some words have more than one meaning.**   **-**Demonstrate how readers use context clues to figure out the meaning of words in context (ex. I went to the bank to get money, I sat by the river bank).     * **Readers use context clues to figure out homophones.**        - Explain to the students that some words are homophones which are words that sound alike, are spelled differently, and have different meanings.  Readers use context clues to figure out what the homophones mean.     * **Readers decide what word can come next in a text.**   - Demonstrate "Guess the covered word". (Second-Grade Growth Spurt, p. 60)     * **Readers stop and retell the beginning, middle and end to monitor for sense.**        - Model how readers stop and retell the beginning, middle, and end as they read. (Second Grade Reading Growth Spurt, p. 91)     * **Readers stop and retell with their reading partners as they read.**         - Demonstrate how reading partners stop and retell as they read.     * **Readers know that careful readers read with smooth voices.**              - Model what fluency sounds like, rereading tricky parts to make it sound smooth.     * **Readers practice fluency while making sense of phrases.**             - Model how readers read the first part of a sentence (the subject) that goes with the second part of a sentence (the predicate), saying with a smooth voice     * **Readers know that they read each kind of end punctuation differently.**       - Model how end punctuation changes the meaning of sentences and how it is read (exclamation voice with extreme emotion, question marks with a question voice, periods with a pause).     * **Readers understand that authors have intentions.**   **-**Model using "Those Darn Squirrels' and how the author uses his craft to show how grumpy the character is. (Second Grade Growth Spurt, p. 75)     * **Readers celebrate all the print strategies they've acquired throughout the unit.**              - Create a review print strategies anchor chart and / or student strategy tool boxes  **Strategies for Differentiated Instruction:**  **English Language Learner (ELL):**   * Provide ELL with picture cards and letter cards. * Teach students how to look at the pictures and tell a story. * Provide students with sight words cards, approximately 2-3 words/week. * Do a shared reading activity daily point under each word and pointing out sight words.   **Special Education:**   * Provide students with a reference sheet for letter sound and sight words. * Use the IRLA to help determine the students’ strengths and what skill you need to teach into. * Work in small groups with a leveled book to practice reading strategies (cover all but first letter of the word and look at picture).   **At-risk:**   * Provide students with a reference sheet for letter sounds as well as sight word cards to practice daily. * Check in with these students multiple times throughout the week and build upon their strengths in reading while working on any difficulties. * Use the IRLA to help determine what assistance the student needs. * Do a shared reading activity daily point under each word and pointing out sight words.   **G & T:**   * Provide students who are above-level with the appropriate books and activities that can challenge their thinking. * Reinforce vocabulary and sounds the student has not yet mastered. * Practice skills in an above-grade-level text. | | | | | |
| **Materials** | | | | | |
| **Materials:**   * Second Grade Reading Growth Spurt * If…Then… Curriculum * 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   **Mentor Texts:**   * Those Darn Squirrels by Adam Rubin * Katie Woo Has the Flu by Fran Manushkin * Whoever You Are by Mem Fox (**Diversity)** | | | | | |
| **Assessments** | | | | | |
| Formative   * Skills checklists * Teacher observations * Teacher created tests * Rubrics * Read Works Comprehension   Sumative   * 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 | | **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 | | **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 | **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 |
| **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 | | | | | |