

Verona Public School District Curriculum Overview

Literacy - Grade Two



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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

Students are engaged in a literacy program that fosters the necessary skills to become independent readers, writers, speakers, thinkers, and learners. To further this goal, the Verona School district promotes a balanced literacy based framework. This framework is designed to help all students learn to read and write effectively in a differentiated workshop approach. Specifically, a three block balanced literacy framework is employed that encompasses reading workshop, writing workshop and word work. Students learn in a supportive environment where lessons are scaffolded to meet their needs. They will achieve a balanced literacy experience through independent reading, writing, speaking, and listening. With the support of teachers, students take ownership and assume gradual responsibility of their learning. Teachers assess students at regular intervals to inform their instructional decisions.

Prerequisite(s): none

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> A. Technology Operations and Concepts x B. Creativity and Innovation C. Communication and Collaboration D. Digital Citizenship E. Research and Information Fluency F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> x A. The Nature of Technology: Creativity and Innovation B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> x CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> CRP3. Attend to personal health and financial well-being. x CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> x CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

<p>9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i></p>	<p>9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i></p>	<p>9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i></p>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> x A. Career Awareness (K-4) B. Career Exploration (5-8) C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

<p>Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i></p>	<p>Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i></p>
<ul style="list-style-type: none"> ● Lucy Calkins Writing Units of Study ● School Wide Reading Units of Study 	<ul style="list-style-type: none"> ● <u>Classroom mentor texts</u> ● Links to videos, class sites, strategies for Reader's Workshop http://www.readersworkshop.org ● TCRWP - Teachers College Reading & Writing Project http://tc.readingandwritingproject.com ● <u>The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers</u> Jennifer Serravallo ● <u>The Comprehension Toolkit</u> Grades 3-5 Stephanie Harvey and Anne Goudvis

Reading Units of Study

Reading Unit One Title / Topic: Launching

Unit Duration: 5 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for English

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. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

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 identifying how each successive part builds on earlier sections.

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.2.1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know spelling-sound correspondences for common vowel teams.
- B. Decode regularly spelled two-syllable words with long vowels.
- C. Decode words with common prefixes and suffixes.
- D. Identify words with inconsistent but common spelling-sound correspondences.
- E. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.

- 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).
- B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

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. 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.

L.2.4. 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.

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- 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*).
- C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
- D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
- E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Transfer Goal:

Students will be able to independently use their learning to establish positive reading habits and behaviors to ensure a productive learning environment conducive to supporting both reading stamina and independence of students.

Meaning

Enduring Understandings

Students will understand that:

- Readers build reading lives.
- Readers set goals for themselves.
- Readers work on building stamina, expression and fluency.
- Readers apply comprehension strategies in order to understand books.
- Readers make decisions and set goals for their reading.
- Readers think about what they are reading, before, during, and after they read.
- Readers engage in book talks about their reading.
- Readers help themselves when they get stuck while they read.

Essential Questions:

- How do readers grow?
- How do readers set goals for themselves?
- How do readers choose books?
- How do you read for meaning?
- How do readers make decisions and set goals for reading?
- How do readers think about their reading before, during, and after reading?
- How do readers engage in productive and meaningful book talks/conversations?
- What do readers do when they are stuck?

Knowledge & Skills

Students will know:

- A “just right” book is a book that is on reading level.
- Books are categorized in a variety of ways, including interest, level, author, and genre.
- Fluency is the ability to read smooth and strong, matching the way we speak.
- Stamina means reading for increasingly longer periods of time with complete engagement.
- Retelling a story involves zooming in on narrative elements (character, setting, problem, and solution) to focus on important details.
- Readers work towards reading longer, stronger, and faster by
- setting reading goals and objectives for themselves.
- Readers pay attention to the meaning behind words and use context clues.
- Accountable book talk involves active listening and responding to each other’s thoughts about a book.
- How to respond to literature in thoughtful, detailed manner.
- Choose a “just-right” book through practicing multiple strategies. (previewing, five finger rule, interest).
- Distinguish between book categories in order to find their “just-right” books.
- Read often to build fluency and intonation.
- Formulate and respond to thoughtful questions to demonstrate an understanding of the text.
- Think, respond, and react in a reader’s notebook.

Students will be able to:

- Identify how readers read discuss a variety of books with others to learn, and how reading workshop is time for them to grow as readers.
- develop an understanding of their identity as a reader.
- understand their own identity as a reader to help them select appropriate texts and set goals for reading.
- demonstrate expectations of Reading Log/Reading Workshop.
- activate their schema to ask questions and interact with the text.
- pay attention to their reading when meaning breaks down, by monitoring meaning of the text.
- make meaning by using text and illustrations to create pictures or movies in their minds.
- track meaning while reading by post it noting the text.
- make meaning by connecting to the text they are reading.
- make meaning by asking questions about the text they are reading.
- make meaning by creating images about the text they are reading
- use fix up strategies while they are reading.
- make meaning by monitoring understand about the text they are reading.
- make meaning by inferring throughout the text they are reading.
- make meaning by determining importance throughout the text they are reading.
- make meaning by synthesizing information from the text they are reading.

- Engage in a range of collaborative discussions (one-on-one, groups, teacher-led) to build on others' ideas and to express their own understandings.
- Use stop and jot, turn and talk type strategies during lessons
- Use post-its to mark thinking in their reading.

- initiate and build conversations around the text by discussing the topic and providing specific evidence from the text to support their points.
- set goals to enhance their reading lives by reflecting upon their reading habits and making plans for growth as a reader.
- retell the story in their own words, the important parts in sequence.
- read carefully, by monitoring understanding to figure out new words.
- visualize fiction from the rich descriptions, unfolding like a movie in their mind.
- use elements of the nonfiction genre to make meaning by using the text features to determine what is important and identifying key details.

Stage 2: Acceptable Evidence

Transfer Task

Students will be able to choose books at their appropriate reading levels. They will “stop and jot” to reflect, analyze and comprehend text. They will also work on building their reading stamina.

Stage 3: Activities

Potential Teaching Points:

<p><u>Bend One</u> <i>Learning Goal:</i> Engagement</p>	<p><u>Lesson One:</u> <u>Teaching Point:</u> Readers choose “Just Right” books by using a five finger strategy so they can maximize their accuracy and comprehension. <u>Share:</u> Abandoning bad choices and low interest titles.</p>	<p><u>Lesson Two:</u> <u>Teaching Point:</u> Readers choose books wisely by finding books that grab their interest. <u>Share:</u> Navigating the library and caring for our books.</p>	<p><u>Lesson Three:</u> <u>Teaching Point:</u> Readers set goals for reading stamina by using a timer so that they can increase the volume of books they read. <u>Share:</u> Recording what we read using a record/log.</p>
<p><u>Bend Two</u> <i>Learning Goal:</i> Good Habits</p>	<p><u>Lesson Four:</u> <u>Teaching Point:</u> Readers increase their reading stamina by noticing when they become distracted and refocusing their attention on their reading.</p>	<p><u>Lesson Five:</u> <u>Teaching Point:</u> Readers share their excitement about reading and books by meeting with partners to listen and learn about others' ideas.</p>	<p><u>Lesson Six:</u> <u>Teaching Point:</u> Readers use the title, cover, a picture walk, and the ToC to activate their schema, preview and predict so that they can get their minds ready to read. <u>Share:</u> Understanding the difference between nonfiction and fiction</p>
	<p><u>Lesson Seven:</u></p>	<p><u>Lesson Eight:</u></p>	<p><u>Lesson Nine:</u></p>

	<p>Teaching Point: Readers think about their reading by making a movie in their minds so they can better understand what's happening in the story.</p>	<p>Teaching Point: Readers monitor and fix up their reading by noticing when they don't understand so they can keep their minds on the story.</p>	<p>Teaching Point: Readers monitor their reading fluency by practicing prosody, parsing and pace so their reading sounds like talking.</p>
	<p>Lesson 10: Teaching Point: Readers reflect on their reading by summarizing or retelling what they've read.</p>	<p>Lesson 11: Teaching Point: Readers stop and jot text-to-self connections during their reading to better understand what they have read</p>	<p>Lesson 12: Teaching Point: Readers stop and jot text-to-text connections during their reading to make better connections to what they are reading</p>
	<p>Lesson 13: Teaching Point: Readers stop and jot text-to-world connections to make better connections to what they are reading</p>		
<p>Bend Three <i>Learning Goal:</i> Reading Communities Make Plans When Coming Together</p>	<p>Lesson 14: Teaching Point: Readers work in partnerships by reading aloud to their partners to practice their pace, accuracy, and expression so that they become more fluent and expressive readers.</p>	<p>Lesson 15: Teaching Point: Readers discuss their stories in partnerships by sharing facts, ideas, opinions, and predictions so that they better understand what they are reading.</p>	<p>Lesson 16: Teaching Point: Readers share their reading with a partner by sitting knee to knee and taking turns so that each person gets to read and share.</p>
	<p>Lesson 17: Teaching Point: Readers talk long with a partner by listening and responding to their partner so they can understand, discuss and ask questions about what is happening in their reading.</p>	<p>Lesson 18: Teaching Point: Readers grow their ideas by asking good questions of their partners so that they can discuss their thinking.</p>	
<p>Bend Four <i>Learning Goal:</i> Maintaining a Reader's Notebook</p>	<p>Lesson 19: Teaching Point: Readers write longer responses by choosing one Post-It and writing more about that idea so that they expand their thinking.</p>	<p>Lesson 20: Teaching Point: Day 1 of 2: Readers write summaries in their notebook by retelling the important parts of their story so that they can hold on to the events in that story. (2 Days of modeling and practice)</p>	<p>Lesson 21: Teaching Point: Day 2 of 2. See Lesson 20</p>

	<p><u>Lesson 22:</u> <u>Teaching Point:</u> Day 1 of 2_Readers can respond in their notebooks in many different ways by writing a recommendation, drawing a storyboard, writing to a character or author, or writing to their partner so that they better understand and reflect upon their reading. (2 Days of modeling and practice)</p>	<p><u>Lesson 23:</u> <u>Teaching Point:</u> Day 2 of 2. See Lesson 22</p>	
<p><u>Bend One</u> <i>Learning Goal:</i> Engagement</p>	<p><u>Lesson One:</u> <u>Teaching Point:</u> Readers choose “Just Right” books by using a five finger strategy so they can maximize their accuracy and comprehension. <u>Share:</u> Abandoning bad choices and low interest titles.</p>	<p><u>Lesson Two:</u> <u>Teaching Point:</u> Readers choose books wisely by finding books that grab their interest. <u>Share:</u> Navigating the library and caring for our books.</p>	<p><u>Lesson Three:</u> <u>Teaching Point:</u> Readers set goals for reading stamina by using a timer so that they can increase the volume of books they read. <u>Share:</u> Recording what we read using a record/log.</p>
<p><u>Bend Two</u> <i>Learning Goal:</i> Good Habits</p>	<p><u>Lesson Four:</u> <u>Teaching Point:</u> Readers increase their reading stamina by noticing when they become distracted and refocusing their attention on their reading.</p>	<p><u>Lesson Five:</u> <u>Teaching Point:</u> Readers share their excitement about reading and books by meeting with partners to listen and learn about others’ ideas.</p>	<p><u>Lesson Six:</u> <u>Teaching Point:</u> Readers use the title, cover, a picture walk, and the ToC to activate their schema, preview and predict so that they can get their minds ready to read. <u>Share:</u> Understanding the difference between nonfiction and fiction</p>

Reading Unit Two Title / Topic: Fiction**Unit Duration: 6 weeks****Stage 1: Desired Results****Established Goals:****New Jersey Student Learning Standards (NJSLS) for English**

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. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

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 identifying how each successive part builds on earlier sections.

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. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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.

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know spelling-sound correspondences for common vowel teams.
- B. Decode regularly spelled two-syllable words with long vowels.
- C. Decode words with common prefixes and suffixes.
- D. Identify words with inconsistent but common spelling-sound correspondences.
- E. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

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.

- 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).
- B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Use collective nouns (e.g., *group*).
- B. Form and use frequently occurring irregular plural nouns (e.g., *feet*, *children*, *teeth*, *mice*, *fish*).
- C. Use reflexive pronouns (e.g., *myself*, *ourselves*).
- D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*).
- E. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- F. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie*; *The little boy watched the movie*; *The action movie was watched by the little boy*).

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Compare formal and informal uses of English.

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Transfer Goal:

Students will be able to independently use their learning to read and comprehend a variety of fiction, so they understand that life and the world in which they live, is reflected through literature.

Meaning

Enduring Understandings

Students will understand that:

- There are different varieties of fictional text (realistic, traditional, and fantasy)
- Readers step into the characters' shoes thinking as we read.
- There are many ways readers have to think about characters and their feelings.
- There are many ways readers get to know their characters better- we discover predictable roles they play: understanding the villain, hero, and everyone in between.
- Traditional tales are often written to convey morals or teach a lesson.
- Life lessons can be gained by exploring stories from the past.
- Characters are like people; unique and diverse.
- Stories reflect the values of culture.
- Readers continually monitor and check their interpretations of the author's intent and meaning.
- Readers are always making connections to the stories they read and the characters they read about.
- Readers attack words and parts of the text when they do not make sense.
- Readers access many different strategies when they are stuck.
- Readers engage in literary conversations with each other to make meaning of their reading.
- Readers get to know and learn about the characters by identifying their traits.
- Readers think about characters while reading, determining changes they go through, problems they face, and lessons they learn

Essential Questions:

- How do readers get to know their characters better?
- How do readers recognize the morals, lessons, and author's purpose that stories convey?
- How can readers live our lives differently because of what we and the characters have learned?
- How do readers make connections to the characters and stories?
- How do readers stop, pause and attack tricky words to read by decoding and for meaning?
- What do readers do when something does not make sense, or sound right?
- How do readers monitor understanding?
- How do readers reflect upon their reading and set goals?
- How do readers talk to each other to make meaning?
- How do readers get to know their character?
- How do readers identify character traits?
- How do readers think about characters struggles, conflicts, lessons, and apply it to real life?

Knowledge & Skills

Students will know:

- Characters in traditional literature face challenges.
- Characters in traditional literature learn lessons as their conflict is solved.
- Characters change over the course of a story.

Students will be able to:

- learn a life lesson from the character that they can apply to their life
- look all the way across the word to help us figure our tricky words.
- think what makes sense to figure out a tricky word.

- Fiction writers use descriptive language and create vivid images for readers.
- Readers make connections to their reading by comparing them to their own lives, other texts, or the world around them.
- Fiction writers set a tone for readers by using punctuation and illustrations to make readers feel a certain way.
- Different characters have different feelings, opinions, and points of view.
- Dialogue enhances the meaning of a text.
- Plays are similar to stories but are written with specific text features.
- Readers stop and ask themselves questions about the plot to clarify their understanding of the story.
- Writers often use figurative language to enhance their text descriptions.
- The elements of fiction (character, setting, events)
- Different types of fiction
- To infer information about a character based on the text.
- How to analyze character's decisions as they face obstacles.
- To compare and contrast characters' emotional and physical traits.
- How to retell through visualizing scenes in a book through speaking, sketching, or writing.
- To infer character traits by paying close attention to a character's development.
- To grow ideas and thoughts into theories by responding in a reader's notebook.
- How to predict characters' responses to events based upon textual evidence.
- How to Interpret and discuss ideas effectively both orally and in written form.
- How to compare and contrast traditional tales.
- How to distinguish the features of folktales and fables.
- How to identify and explain the central message, lessons, or morals found in a type of literature.
- How to respond to text by inferring, predicting, and questioning on post-its and in their reader's notebook.

- pause after attacking a tricky word to check that it makes sense, and reread to confirm. "Read, fix, reread."
- post it note and research new, interesting, and tricky words.
- reflect upon their reading logs and set a stamina goal.
- use information from the book to figure out tricky words, when decoding strategies don't work.
- smooth out their reading by rereading a tricky part as if they were talking.
- retell using new words that were tricky.
- stop often to ask themselves, Who is this about? What is this about? Rereading if they cannot answer both questions. (monitor understanding)
- pay attention to the characters wants and problems to get to know them.
- consider the setting as part of the events of the story.
- consider the characters' traits throughout the beginning, middle and end of the book
- notice and reflect when a character is acting out of character and determine why.
- predict what the character will do based on their previous actions/feelings/traits etc.
- recognize when a character is expressing a strong emotion/change in feeling about something more carefully to identify a big idea in the book.
- use post its to track character emotion and feeling changes throughout the book.
- note how the character changed from the beginning of the book to the end and why.
- break words into parts to help us figure out ones we do not know by looking at parts they do know, or by finding little words inside the big word.

Stage 2: Acceptable Evidence

Transfer Task

Students will be able to independently read and comprehend a variety of fiction, while accurately applying the skills and concepts covered in the unit.

Stage 3: Activities

Potential Teaching Points:

<p align="center">Bend One <i>Learning Goal:</i> Readers Explore the Wonders of the Types and Structures of Fiction</p>	<p><u>Lesson One:</u> <u>Teaching Point:</u></p> <p>Readers understand that fiction texts are created from the authors' imaginations and are not true so that they can identify the fiction genre as well as the three types of fiction texts: traditional literature, fantasy and realistic fiction. <u>Share:</u> Use well-known and understood fiction books and mentor texts to predict what types of fiction these books would be categorized as.</p>	<p><u>Lesson Two:</u> <u>Teaching Point:</u></p> <p>Readers recognize that fiction stories follow a chronological structure with a sequence of events that unfold over time so that they can demonstrate an understanding of fictional stories by using the text's structure to retell the key details that occurred. (Beginning, Middle, End) <u>Share:</u> Partners practice retelling other traditional tales they both know using chronological story structure.</p>	<p><u>Lesson Three:</u> <u>Teaching Point:</u></p> <p>Readers recognize that folktales are stories that have been passed down from generation to generation by storytellers all around the world so that they can recognize the common elements in traditional folktales. <u>Share:</u> Partners work together to brainstorm as many examples of literature and folktales they can think of in which three are used.</p>	<p><u>Lesson Four:</u> <u>Teaching Point:</u></p> <p>Readers appreciate how a writer's use of descriptive language helps bring the story to life so that they create mental images or visualize what is taking place by using the rich literary language of folktales. As well as make inferences about what will happen next in the text. <u>Share:</u> Partners use their imaginations to describe favorite scenes from books.</p>
	<p><u>Lesson Five:</u> <u>Teaching Point:</u></p> <p>Readers recognize that fiction writers use rich descriptive language to create vivid images for their readers so that they can monitor for meaning and determine the meaning of new or unfamiliar words using context clues, text language, punctuation and illustration.</p>	<p><u>Lesson Six:</u> <u>Teaching Point:</u></p> <p>Readers understand the importance of dialogue in enhancing their understanding of a text so that they will be able to reveal important information about the characters and move the plot along.</p>	<p><u>Lesson Seven:</u> <u>Teaching Point:</u></p> <p>Readers recognize the similarities and differences between the text features of narrative stories and drama scripts so that they can use the important text features of a drama script to read and/or perform a play with understanding.</p>	<p><u>Lesson Eight:</u> <u>Teaching Point:</u></p> <p>Readers recognize that fiction writers often use non-literal language to enhance their text descriptions so that they can determine the meaning of different types of figurative language expressions to enhance understanding of text.</p>

<p style="text-align: center;">Bend Two <i>Learning Goal:</i> Getting to Know Our Character's Wants and Troubles by Tracking Them Through Our Books</p>	<p><u>Lesson Nine:</u> <u>Teaching Point:</u></p> <p>Readers can get to know the characters in a book well by paying attention to their wants and problem so that they can ask themselves, "What kind of problem will my character face?", or "What does my character want?" As readers jot the answers to these questions it helps guide what they notice and understand.</p>	<p><u>Lesson 10:</u> <u>Teaching Point:</u></p> <p>Readers carry and build an understanding of who the characters are by holding in our heads the information we learned from reading the beginning of the text so that as we read we can add new information about the setting and the character's life. <u>Share:</u> When we read on, we can discuss with our partner our expectations for a problem to show up.</p>	<p><u>Lesson 11:</u> <u>Teaching Point:</u></p> <p>Readers make predictions about what will happen to a character by thinking about the problems a character faces and ask "What would I do if I" had this problem?", or "How would I try to work it out or get what I want?" so that they can track their thinking about how the story will go. <u>Share:</u> We can make predictions about the character's behavior and discuss how the character acts in a certain way over and over again. We can also discuss our thoughts about how the character will work out his/her problem.</p>	<p><u>Lesson 12:</u> <u>Teaching Point:</u></p> <p>Readers don't only make predictions at the beginning of books, we also confirm or revise predictions as we go along by observing if the story matches what we predicted would happen, so the reader notices that and carries their prediction as they read on. If what happens in the story does not match what we predicted, then we need to revise our thinking. <u>Share:</u> We can talk with our partners how we created new predictions about what will happen. We read on, keeping this revised prediction in mind.</p>
	<p><u>Lesson 13:</u> <u>Teaching Point:</u></p> <p>Readers keep track of a character's actions to make sure that we follow all that is happening in the story by lining up our post-its in a row as we write them to see what big things we've noticed as we read so we can tell the story back to ourselves and our partners.</p>	<p><u>Lesson 14:</u> <u>Teaching Point:</u></p> <p>Readers are on the alert for scenes or details that don't fit with what we're expecting by saying, "Huh?" when something unexpected happens or when meaning breaks down so we can reread to help us make sense of the text.</p>		

	<p>Share: We retell what the character wants and what the character does to get that want.</p>			
<p>Bend Three <i>Learning Goal:</i> Readers Think About Characters' Traits and Feelings</p>	<p>Lesson 15: Teaching Point:</p> <p>Readers don't just make guesses about a character, we refer to the story by finding specific examples from the story to prove that our character is a certain way so we can look for information about what kind of person a character is and push ourselves to come up with specific words to describe characters.</p>	<p>Lesson 16: Teaching Point:</p> <p>Readers notice when our characters act out of character by reading and stopping when we are surprised and saying, "Wait! That is not like him!" We do this so we can better understand why the characters are acting a certain way in the story.</p>	<p>Lesson 17: Teaching Point:</p> <p>Readers track characters' feelings by noticing what they are feeling in the beginning, middle and end of book so they can deepen their appreciation of fiction texts by learning to identify and contrast characters at the beginning of a story and at the end when the action concludes. Share: Readers can track this information jotting post-its where they're noticing character traits and feelings and lining them up to make a timeline or by creating a timeline in our readers' notebooks.</p>	<p>Lesson 18: Teaching Point:</p> <p>Readers understand that various characters in a text may express their opinions from different vantage points by identifying the clues in a text, including the choice of words, punctuation and accompanying illustrations so that they can determine different characters' points of view.</p>
<p>Bend Four <i>Learning Goal:</i> Readers Can Find Deeper Meanings in Our Books</p>	<p>Lesson 19: Teaching Point:</p> <p>Readers don't just talk about their thinking; they also listen carefully to each other by adding on or raising questions about what their partner said so that they can push the partnership to have some</p>	<p>Lesson 20: Teaching Point:</p> <p>Readers make connections to the texts they are reading by comparing them to their life experiences, other texts, and/or events in the world around them so that they can make connections, discussing them, and writing</p>	<p>Lesson 21: Teaching Point:</p> <p>Readers grow big ideas (theme or author's message) in our books by using those feelings they have been noticing in books so that they can think about bigger ideas that the story is showing or teaching us.</p>	<p>Lesson 22: Teaching Point:</p> <p>Readers of fiction notice patterns and make text-to-text connections as they read a variety of texts by identifying the story elements and comparing the similarities and differences between texts</p>

	<p>new thinking about the character's actions.</p> <p>Share: Readers can talk with their partners and ask, "Why would...?" or "Why did...?" or "Would you...?"</p>	<p>about their reading enhances comprehension and appreciation of texts.</p>	<p>Share: Readers can notice whenever a character is expressing a strong opinion-or changing how she feels-and then ask ourselves, "Is something big happening here?" This will help us to find the important parts of our books, read more carefully in those parts, and talk about those parts with our reading partners. Talking about the important parts in our books can help us talk about big ideas.</p>	<p>with similar story elements so that they can understand the characters and enjoy reading in a whole new way.</p>
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Reading Unit Three Title / Topic: Series Books (character study)	Unit Duration: 4 weeks
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Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSL) for English

- 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. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- RL.2.3. Describe how characters in a story respond to major events and challenges using key details.
- 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.
- 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.
- RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Know spelling-sound correspondences for common vowel teams.
 - B. Decode regularly spelled two-syllable words with long vowels.
 - C. Decode words with common prefixes and suffixes.
 - D. Identify words with inconsistent but common spelling-sound correspondences.
 - E. Recognize and read grade-appropriate irregularly spelled words.
- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 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.

Transfer Goal:

Students will be able to independently use their learning to think across books in a series, noticing patterns and predicting what will happen. Readers grow ideas by looking across all series read by comparing and contrasting characters and events.

Meaning

Enduring Understandings

Students will understand that:

- Characters face problems.
- Characters have traits and feelings.
- Readers can find deeper meanings in books.
- Readers monitor their thinking by noticing patterns and making predictions.

Essential Questions:

- What can you learn from the way a character acts?
- What helps you make a decision about a character?
- What clues help you understand a character?
- How do readers figure out how a series goes, noticing patterns and predicting what will happen?
- How do readers grow smart ideas across different series?

Knowledge & Skills

Students will know:

- Main characters struggle with problems.
- Characters' external traits include their physical traits, actions and dialogues.
- Characters' internal traits include their wants, struggles and motivations.

Students will be able to:

- Infer information about a character based on the text.
- Predict characters' responses to events based upon schema and text evidence.
- Compare and contrast characters' emotional and physical traits.
- Analyze characters' decisions as they face obstacles.
- Grow ideas and thoughts by responding to text.

Stage 2: Acceptable Evidence**Transfer Task**

Use knowledge gained about character traits and transfer them to other texts. This will ensure understanding of how characters move stories along and change throughout the story in various texts.

Stage 3: Activities**Potential Teaching Points:**

<p align="center"><u>Bend One</u> <i>Learning Goal:</i> Readers Figure Out How a Series Goes, Noticing Patterns and Predicting What Will Happen</p>	<p><u>Lesson One:</u> <u>Teaching Point:</u></p> <p>Readers figure out how a series goes, noticing patterns and recurring characters and settings so that they can notice the new events, new characters, new settings, and things that are out of the ordinary in the book that they are reading. <u>Share:</u> Use a well-loved and understood series book and a new one from the series as mentor texts to model.</p>	<p><u>Lesson Two:</u> <u>Teaching Point:</u></p> <p>Readers notice predictable patterns in series books and question why these patterns are happening by asking questions such as, "Does the character usually run into problems right away?", "Does the character tend to act in similar ways?" so that they can gather more information about the story they are reading.</p>	<p><u>Lesson Three:</u> <u>Teaching Point:</u></p> <p>Readers come up with theories about characters by noticing changes in the characters. Readers pay attention to parts where the main character experiences trouble, seems to change, or when he/she has big feelings so that they can ask themselves, "Why is this happening?"</p>	<p><u>Lesson Four:</u> <u>Teaching Point:</u></p> <p>Readers pay close attention to patterns by jotting down on 'Post-its' when they think something is important so that, as they jot, they can ask themselves, "What is it about this that makes it important?"</p>
	<p><u>Lesson Five:</u> <u>Teaching Point:</u></p>	<p><u>Lesson Six:</u> <u>Teaching Point:</u></p>	<p><u>Lesson Seven:</u> <u>Teaching Point:</u></p>	

	<p>Readers make predictions based on the patterns they have noticed in a series by paying close attention to the story and saying, "I bet this means _____ will _____ because..." so that they can track their thinking about how the story will go.</p>	<p>Readers talk long and strong about a book by collecting the "Post-its" they wrote while reading and preparing to talk to a partner about their observations so that they can share ideas to better understand their reading.</p>	<p>Readers work hard to make sure they understand their books by comparing and contrasting two books in the same series. They can ask questions like, "Did one happen first?", "Did the character learn something in one book that they used or talked about in the next book?", "Do other characters come back?" so that they can see how things are similar or different or how parts of in the different books fit together . Share: Partner or Independent work on comparing and contrasting series books (2 days if needed)</p>	
<p align="center">Bend Two <i>Learning Goal:</i> Even When Readers Think They Know How a Series Will Go, They Are Ready to be Surprised</p>	<p><u>Lesson Eight:</u> <u>Teaching Point:</u></p> <p>Readers gather more information about a story by stopping and asking themselves questions when they finish a chapter or chunk of the book so that they are sure they understand the story events so far. They ask questions like, "What is going on with my character so far?", or, "What do I know about this character so far?"</p>	<p><u>Lesson 9:</u> <u>Teaching Point:</u></p> <p>Readers revise their thinking about a character by understanding that characters, like people, are complex, even if they are often predictable. Readers use this knowledge to challenge and change their "all or nothing" thinking about a character. Share: When we notice a character acting in a way we don't understand or agree with, we can discuss our thinking with a partner.</p>	<p><u>Lesson 10:</u> <u>Teaching Point:</u></p> <p>Readers expect to be surprised by the characters by being "on the lookout" for those surprising moments when a character acts "out-of-character" so that they can better understand why the characters are acting a certain way in the story. Share: When you see this, you can pause do some big thinking, jotting on a Post-it what you notice that is different, and why you think this is so.</p>	<p><u>Lesson 11:</u> <u>Teaching Point:</u></p> <p>Readers continue their thinking after they finish a book by reflecting on the author's message or lesson. Readers go back and find evidence in the book that shows that the author was trying to teach that lesson or send that message to the reader, so that we can reflect on what we have read and gain a deeper understanding of the story.</p>

<p style="text-align: center;"><u>Bend Three</u> <i>Learning Goal:</i> Readers Grow Smart Ideas by Looking Across Different Series, and They Use the Smart Work in Book Partnerships/ Clubs to Push Their Thinking</p>	<p><u>Lesson 12:</u> <u>Teaching Point:</u></p> <p>Readers think deeply about their books by talking to partners or club members about what is the same and what is different in the different series books so that they can think about the patterns in those books, the types of characters, problems, and messages the different authors might be teaching.</p> <p><u>Share:</u> Partnerships/Clubs don't just think about current series, they think about all of the series books that they have read and they discuss, compare, and contrast.</p>	<p><u>Lesson 13:</u> <u>Teaching Point:</u></p> <p>Readers compare and contrast their books by reading different books in a series and thinking about how they are alike and different so they can learn more about the series' characters, the author's message, and gain a deeper understanding about how characters grow and change throughout the books in a series.</p>	<p><u>Lesson 14:</u> <u>Teaching Point:</u></p> <p>Readers understand that characters are sometimes the same and sometimes different by studying their interactions and reactions within a series so that they can figure out why they are acting a certain way in a certain story in the series.</p> <p><u>Share:</u> We can closely study the patterns around our characters' interactions and then make theories about these patterns. We try to figure out why they're acting or reacting in certain ways. Are they trying to impress or embarrass or annoy the other character they're with? And why? We can even come up with new theories as we study characters' reactions and interactions. We can look from book to book to book within a series to see if and when these patterns tend to repeat</p>	<p><u>Lesson 15:</u> <u>Teaching Point:</u></p> <p>Readers come up with theories about their characters' actions and the author's message by making connections and asking questions so that they can figure out how these things matter to the real world.</p>
<p style="text-align: center;"><u>Bend Four</u> <i>Learning Goal:</i> Readers Let a Series Book Lead Them Into Learning About a Topic</p>	<p><u>Lesson 16:</u> <u>Teaching Point:</u></p> <p>Readers can learn more about their book, its topics, and character by reading other books to get more information so that they can grow as a</p>	<p><u>Lesson 17:</u> <u>Teaching Point:</u></p> <p>Readers grow their ideas by going back and forth between fiction and nonfiction books to expand their knowledge so that they can go back to the series</p>	<p><u>Lesson 18:</u> <u>Teaching Point:</u></p> <p>Readers can find answers to their questions by using many nonfiction sources. They can look over these questions together with partners or</p>	<p><u>Lesson 19:</u> <u>Teaching Point:</u></p> <p>Readers use the information they gain about their topics and series books by teaching others and talking smart about their topics so that they can explain</p>

	<p>reader and increase their reading repertoire.</p> <p>Share: Readers know sometimes reading one book can lead us to wonder about new topics. We can read our series book and stop and say, "I want to learn more about that!". We may wonder things like, "What kind of place is this?" or "Who are/were these people?" or "What is life like for ...?" We can look over the books we have read so far and come up with some possible topics to learn about. We can work together in our clubs to find out more about one wondering or we can each investigate a different wondering and then bring back what we each find to share with our clubs. This can help us find topics we may want to learn more about.</p> <p>Lesson 20: Teaching Point:</p> <p><u>Wrap up and Review-</u> What have we learned about different series books and the characters in them? What new things did we learn about well-known series books? What did we learn about characters?</p>	<p>they are reading and see how the new information changes their ideas or helps them grow new ones.</p>	<p>groups and think about which ones they can find the answers to quickly and which ones they may have to study more by collecting more information.</p>	<p>and understand the meaning of the text.</p> <p>Share: We can talk with our partners or group members using explaining language, specific information or any new vocabulary we may have learned. We can ask each other, "Did you know that...?" or explain, "I read this part and started to wonder...Then I found out..."</p>
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	<p>Did the characters or stories surprise us? Why? When? What new nonfiction topics did we learn more about because of the books that we read? How did learning about these topics help us better understand our stories?</p> <p>Share: Discuss these questions as a whole group, in partnerships, small groups, or as a written reflection.</p>			
<p><u>Bend One</u> <i>Learning Goal:</i> Readers Figure Out How a Series Goes, Noticing Patterns and Predicting What Will Happen</p>	<p><u>Lesson One:</u> <u>Teaching Point:</u></p> <p>Readers figure out how a series goes, noticing patterns and recurring characters and settings so that they can notice the new events, new characters, new settings, and things that are out of the ordinary in the book that they are reading.</p> <p>Share: Use a well-loved and understood series book and a new one from the series as mentor texts to model.</p>	<p><u>Lesson Two:</u> <u>Teaching Point:</u></p> <p>Readers notice predictable patterns in series books and question why these patterns are happening by asking questions such as, “Does the character usually run into problems right away?”, “Does the character tend to act in similar ways?” so that they can gather more information about the story they are reading.</p>	<p><u>Lesson Three:</u> <u>Teaching Point:</u></p> <p>Readers come up with theories about characters by noticing changes in the characters. Readers pay attention to parts where the main character experiences trouble, seems to change, or when he/she has big feelings so that they can ask themselves, “Why is this happening?”</p>	<p><u>Lesson Four:</u> <u>Teaching Point:</u></p> <p>Readers pay close attention to patterns by jotting down on ‘Post-its’ when they think something is important so that, as they jot, they can ask themselves, “What is it about this that makes it important?”</p>

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for English

- RL.2.3. Describe how characters in a story respond to major events and challenges using key details.
- 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.
- RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.
- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
- RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- Know spelling-sound correspondences for common vowel teams.
 - Decode regularly spelled two-syllable words with long vowels.
 - Decode words with common prefixes and suffixes.
 - Identify words with inconsistent but common spelling-sound correspondences.
 - Recognize and read grade-appropriate irregularly spelled words.
- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
 - Read grade-level text orally with accuracy, appropriate rate, and expression.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 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.
- 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).
 - Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- 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. 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.
- SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- L.2.4. 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.
- Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).
 - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).

- E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- A. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
- B. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
- L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Transfer Goal:

Students will be able to independently use their learning to use nonfiction comprehension strategies to make connections to the real world and their own lives.

Meaning

Enduring Understandings

Students will understand that:

- We read nonfiction to gain knowledge that helps us to understand our world and ourselves.
- It is important to understand different perspectives and points of view about various topics.
- There are many ways that readers come prepared to talk in their nonfiction reading clubs.
- There are many ways nonfiction readers grow their own ideas about a topic after reading it.
- There are many ways nonfiction readers compare and contrast information about topics learned.

Essential Questions:

- In what ways can reading nonfiction help us explore and understand our world?
- How can the understanding of nonfiction text element help us to better understand what we are reading?
- How do nonfiction readers become stronger thinkers with their clubs?
- How do readers have their own ideas about a topic and not just what a text has taught us?
- How do nonfiction clubs compare and contrast information about their topics?

Knowledge & Skills

Students will know:

- The text elements of nonfiction
- Three different types of nonfiction (biography, reference, and literary nonfiction)
- How to apply their understanding of the nonfiction text elements to a variety of nonfiction texts
- Biographies are written to inform the reader about a person's life.
- Some nonfiction is written like narrative stories.
- How to utilize headings, captions, illustrations, and charts to enhance understanding of text.
- Authors use various text structures, such as chronological or comparison, to communicate information
- Using context clues, recalling background knowledge, and searching the glossary can help to define unknown words.
- Nonfiction lets readers explore various perspectives.

Students will be able to:

- Use context clues to develop vocabulary
- Reflect, analyze, and draw conclusions about nonfiction texts
- Clearly record their thinking about a text
- Examine and synthesize the important events of a person's life.
- Recognize narrative elements present in biographical texts.
- Use graphic organizers, post-it notes, and notebook entries to analyze and categorize main ideas.
- Interpret text features in informational texts.
- Apply strategies to comprehend text structure, such as: cause and effect, problem and solution; question and answer; compare and contrast, description and sequence.
- Recognize and interpret domain-specific words
- Read, think, questions, and reread to make connections and deepen understanding.

- Nonfiction readers can share what they have learned with book club members.

- Identify why an author has written their text (to entertain, persuade, or inform)
- Work in a book club to share information and new learnings.

Stage 2: Acceptable Evidence

Transfer Task

Students will be able to independently use their learning to accurately read and comprehend grade level nonfiction text.

Stage 3: Activities

Potential Teaching Points:

<p style="text-align: center;"><u>Bend One</u> <i>Learning Goal:</i> Getting to know nonfiction</p>	<p><u>Teaching Point:</u> Readers of nonfiction understand why and how we read nonfiction by exploring literature presented from the teacher and in the classroom library so that they will understand that non-fiction is read for enjoyment and to learn information.</p>	<p><u>Teaching Point:</u> Readers will recognize and identify the three types of nonfiction books (reference, biography, and literary non-fiction) by reading examples with the teacher and exploring the classroom library so that they will select one type of each book for their book boxes to read actively.</p>	<p><u>Teaching Point:</u> Readers of nonfiction use text features to help them build meaning by examining and identifying common text features so that they can sort, understand, and analyze the information presented in the text.</p>	<p><u>Teaching Point:</u> Readers notice how nonfiction writers organize their texts to communicate information by exploring text structures (description and compare/contrast) so that they can use the text structure to help identify important information.</p>
<p style="text-align: center;"><u>Bend Two</u> <i>Learning Goal:</i> Using text features and context to make meaning</p>	<p><u>Teaching Point:</u> Readers of nonfiction understand that reading to learn information is often a slower, more deliberate process than reading fiction for enjoyment by using prior knowledge, generating questions, and rereading words and text features so that they will discover new information</p>	<p><u>Teaching Point:</u> Readers understand that identifying text structures in nonfiction texts helps them navigate important information by exploring nonfiction text structures: chronological, problem/solution, and cause and effect, so that they can determine important information</p>	<p><u>Teaching Point:</u> Readers use strategies when what they are reading doesn't make sense or includes words and phrases that are unfamiliar by stopping and monitoring for meaning so that they will uncover the meaning of new and unfamiliar words.</p>	<p><u>Teaching Point:</u> Readers identify when information in a text is presented in time order to enhance their understanding and recall of key ideas by learning to identify the chronological text structure in nonfiction texts so that they can make meaning and recall important steps in a process.</p>

	and deepen their understanding.	and deepen their understanding of a topic or subject.		
<p>Bend Three <i>Learning Goal:</i> Using strategies to create meaning and inference</p>	<p>Teaching Point: Readers of nonfiction recognize and understand different perspectives and points of view about topics by identifying the author’s purpose for writing a text in order to better analyze the content and make inferences.</p>	<p>Teaching Point: Readers of nonfiction recall key details from a text by answering: who, what, when, where, why, and how questions about a text so that they can explain what the text is about and share how they feel about a topic using evidence from the text.</p>	<p>Teaching Point: Readers use what they know about the specific types of nonfiction to enhance their enjoyment and understanding of texts by examining the purpose and components of literary nonfiction so that they will support content understanding.</p>	<p>Teaching Point: Readers know the three types of nonfiction texts help them construct meaning by discussing how they understand why and how writers write biographies so they can deepen their understanding and enjoyment of the texts.</p>
<p>Bend Four Readers recognize author’s purpose</p>	<p>Teaching Point: Readers of nonfiction use information from the text and visual and graphic details to make meaning by using text features so that they can activate prior knowledge and enhance understanding of a topic.</p>	<p>Teaching Point: Readers learn that identifying how nonfiction writers organize their texts will help them sort and chunk important information by using a comparison text structure to find answers to questions and enhance understanding.</p>	<p>Teaching Point: Readers identify when information in a text is presented in time order by learning how to identify the chronological text structure in nonfiction texts so that they can recall key ideas, important steps in a process, and make meaning.</p>	<p>Teaching Point: Readers understand that identifying how writers organize their nonfiction texts helps them stay focused and keep track of the important information by identifying a problem and solution text structure so that they can find answers to questions and enhance understanding.</p>
	<p>Teaching Point: Readers understand that the way nonfiction writers organize their information provides valuable clues for them by identifying cause and effect text structures so that they can better comprehend the writer’s main point.</p>	<p>Teaching Point: Readers monitor for meaning, use word solving strategies, and recognize when what they are reading does not make sense by noticing new or unfamiliar words so that they can use context clues to determine the meaning of the word.</p>	<p>Teaching Point: Readers understand how reading nonfiction texts allows them to explore different topics from various perspectives by identifying author’s purpose (entertain, persuade, inform) so that they can enhance their understanding of the key ideas and infer the author’s message.</p>	

Nonfiction Book Clubs (mini-unit following NF)

<p><u>Bend One</u> <i>Learning Goal:</i> Students are strong nonfiction readers and can now share their knowledge with their book clubs.</p>	<p><u>Lesson One:</u> <u>Teaching Point:</u> Nonfiction readers monitor for meaning by using strategies so that they can learn what the author is trying to teach</p>	<p><u>Lesson Two:</u> <u>Teaching Point:</u> Nonfiction readers read fluently and with intonation so their voices convey that everything the author has to say is interesting and meaningful</p>	<p><u>Lesson Three:</u> <u>Teaching Point:</u> Nonfiction readers determine the main idea of a section so that they can think about what supporting ideas go with that main idea.</p>	<p><u>Lesson Four:</u> <u>Teaching Point:</u> Nonfiction readers notice the specific words an author uses and make it a habit to use that language in their club book discussions.</p>
<p><u>Bend Two</u> <i>Learning Goal:</i> Nonfiction clubs don't only learn what the author says, we have our own ideas too.</p>	<p><u>Lesson Five:</u> <u>Teaching Point:</u> Readers come to the club with information that they find fascinating but also talk about their own thinking so that they can support their own ideas about the topic</p>	<p><u>Lesson Six:</u> <u>Teaching Point:</u> Readers react and think about new information by using words like how do, why do, and how come so that they can infer and deeper their comprehension (push past, "wow, that's a cool fact," and think deeper about the fact)</p>	<p><u>Lesson Seven:</u> <u>Teaching Point:</u> Readers connect to reading by revising their thinking so that they can confirm and add to their knowledge or revise their misconceptions (I used to think, but now I think.... My new thinking about...is different because... I thought I knew something about...but then I read this part that says...so now I think... I was right about...and I also learned...so now I think.)</p>	<p><u>Lesson Eight:</u> <u>Teaching Point:</u> Readers will make their own captions to add to pictures in the text so that they can deepen their understanding</p>
	<p><u>Lesson 9:</u> <u>Teaching Point:</u> Readers visualize by looking at illustrations and thinking of images they have seen in other books so that they can deepen their understanding</p>			
<p><u>Bend Three</u></p>	<p><u>Lesson 10:</u> <u>Teaching Point:</u></p>	<p><u>Lesson 11:</u> <u>Teaching Point:</u></p>	<p><u>Lesson 12:</u> <u>Teaching Point:</u></p>	<p><u>Lesson 13:</u> <u>Teaching Point:</u></p>

<p><i>Learning Goal:</i> Nonfiction clubs can compare and contrast information about their topics</p>	<p>Readers compare/contrast information with facts they already know so that they can have meaningful discussions with their clubs</p>	<p>Readers will identify differences, consider what makes them different and consider what might explain the difference so that they can deepen their understanding</p> <ul style="list-style-type: none"> ● On this page...but on this page... ● In this book...but in this book... ● The difference between...and...is ● What's the same about these two... is...what's different about these two... is... 	<p>Readers jot on post it notes and use those notes during discussions so that they can support their conversation and question their club members during discussion</p>	<p>*Readers meet and implement their strategies Independently in book clubs with teacher monitoring (for several days)</p>
<p><u>Bend Four</u> <i>Learning Goal:</i>Book Clubs develop and progress through meaningful discussions</p>	<p><u>Lesson 14:</u> <u>Teaching Point:</u> Clubs will continue to read and meet while the teacher checks in with groups *Clubs will decide on a final presentation/project to share with their classmates as a celebration</p>	<p><u>Lesson 15:</u> <u>Teaching Point:</u> Clubs will continue to read and meet while the teacher checks in with groups Clubs will continue to work on their final presentation/project</p>	<p><u>Lesson 16:</u> <u>Teaching Point:</u> Clubs will continue to read and meet while the teacher checks in with groups Clubs will continue to work on their final presentation/project.</p>	<p><u>Lesson 17:</u> <u>Teaching Point:</u> Clubs will share their final presentation/projects with their classmates</p>

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for English

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.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know spelling-sound correspondences for common vowel teams.
- B. Decode regularly spelled two-syllable words with long vowels.
- C. Decode words with common prefixes and suffixes.
- D. Identify words with inconsistent but common spelling-sound correspondences.
- E. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- D.

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.

- 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).
- B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

L.2.4. 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.

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- 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*).
- C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).
- D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).
- E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
- B. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Transfer Goal:

Students will be able to independently use their learning to read and comprehend a variety of poems to expand their experiences as readers and understand that poetry can teach real-world lessons.

Meaning

Enduring Understandings

Students will understand that:

- Poets share feelings, experiences, or thoughts through well-chosen words, formats, techniques, and poetic elements.
- Poetry has many different purposes and forms.
- Poetry is a rich genre that awakens readers' senses to the extraordinary things in our everyday world.

Essential Questions:

- What is poetry?
- Why is poetry written?
- How is poetry read?

Knowledge & Skills

Students will know:

- Poets use language to paint a clear picture in a reader's mind
- Sound impacts the reading of a poem, and can help readers interpret the meaning of a poem.
- Poems incorporate a rhyme scheme to help us figure out unknown words.
- We use our background knowledge to figure out new words in the context of poems.
- Poetry is written to evoke feelings.
- Poems have big ideas to be discovered.
- We use our five senses to create mental images to aid in the understanding of poetry.
- Line breaks and white space are the "punctuation of poetry."
- Poets carefully select the words that will create a mood.
- Readers of poetry must look for evidence to support the feeling they infer from the words.
- Poets have a purpose for writing a poem, which the reader must infer.
- Images, rhythm and text features can help readers understand the poem's message.

Students will be able to:

- Recognize the structural differences among poems.
- Read a poem aloud using sound and pause to affect a listener.
- Use sound to interpret the meaning of a poem.
- Use senses to create mental images.
- Find the big idea hidden inside a poem.
- Question how the words in a poem make us feel.
- Use sensory images and context clues to infer the meanings of unknown words, phrases and the big idea.
- Recognize how poets carefully select the words that will create a mood.
- Determine the real meaning and purpose behind a poem.
- Stop, reread and rethink as they read to build meaning.
- Compare and contrast several poems to understand meaning.

Stage 2: Acceptable Evidence

Transfer Task

Students will be able to independently use their learning to accurately read and comprehend grade level poetry.

Stage 3: Activities

Potential Teaching Points:

<p style="text-align: center;"><u>Bend One</u> <i>Learning Goal:</i> Exploring Poetry and what makes it unique</p>	<p><u>Lesson One:</u> <u>Teaching Point:</u> Readers notice shape, white space, layout and other structural elements by reading poems carefully so that they can have a greater understanding of the content of the poem.</p>	<p><u>Lesson Two:</u> <u>Teaching Point:</u> Readers recognize that poems are organized into lines and stanzas and can have varied layouts that affect the meaning and sound of a poem.</p>	<p><u>Lesson Three:</u> <u>Teaching Point:</u> Readers makes pictures in their minds as they read poems so that they can understand the poems in a deeper way.</p>	<p><u>Lesson Four:</u> <u>Teaching Point:</u> Readers closely inspect poems so that they can discover a poet's inspirations and understand the poet's message, thereby deepening their own comprehension.</p>
<p style="text-align: center;"><u>Bend Two</u> <i>Learning Goal:</i> Making connections and understanding the poems you read</p>	<p><u>Lesson Five:</u> <u>Teaching Point:</u> Readers make connections to their own lives as they read poems so that they can better understand the meaning behind the poem.</p>	<p><u>Lesson Six:</u> <u>Teaching Point:</u> Readers reread a poem several times so that unfamiliar words can be figured out</p>	<p><u>Lesson Seven:</u> <u>Teaching Point:</u> Readers closely examine a poem's illustrations when a poet's message is unclear so that they can make sense of the poem.</p>	<p><u>Lesson Eight:</u> <u>Teaching Point:</u> Readers analyze poetry by comparing multiple poems, focusing on how and why poets use varied layouts and structural elements so that they can appreciate the many styles of poems.</p>
	<p><u>Lesson 9:</u> <u>Teaching Point:</u> Readers figure out unfamiliar words in poems by determining the rhyme scheme so that they can comprehend the poet's work.</p>	<p><u>Lesson 10:</u> <u>Teaching Point:</u> Readers figure out new words in poems by using their schema so that they can comprehend the poet's work.</p>	<p><u>Lesson 11:</u> <u>Teaching Point:</u> Readers analyze clues to recognize the feelings inside a poem by looking at literary devices and formatting techniques so that the poet's feelings can be understood.</p>	<p><u>Lesson 12:</u> <u>Teaching Point:</u> Readers read across several stanzas of a poem to determine the big idea or message that the poet is presenting to readers.</p>
	<p><u>Lesson 13:</u> <u>Teaching Point:</u> Readers understand poems can be connected by theme and this theme can help with</p>	<p><u>Lesson 14:</u> <u>Teaching Point:</u> Readers recognize that repeated readings and reading a poem aloud can heighten the</p>		

	understanding individual poems within a collection.	readers' understanding of a poem.		
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Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSL) for English

RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

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.

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know spelling-sound correspondences for common vowel teams.
- B. Decode regularly spelled two-syllable words with long vowels.
- C. Decode words with common prefixes and suffixes.
- D. Identify words with inconsistent but common spelling-sound correspondences.
- E. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

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.

- 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).
- B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

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. 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.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Use collective nouns (e.g., *group*).
- B. Form and use frequently occurring irregular plural nouns (e.g., *feet*, *children*, *teeth*, *mice*, *fish*).
- C. Use reflexive pronouns (e.g., *myself*, *ourselves*).
- D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*).
- E. Use adjectives and adverbs, and choose between them depending on what is to be modified.

- F. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Capitalize holidays, product names, and geographic names.
 - B. Use commas in greetings and closings of letters.
 - C. Use an apostrophe to form contractions and frequently occurring possessives.
 - D. Generalize learned spelling patterns when writing words (e.g., *cage badge; boy boil*).
 - E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.
- L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Compare formal and informal uses of English.

Transfer Goal:

Students will be able to independently use their learning to participate in book discussions with others in which they share their own personal connections, opinions, and analysis of shared texts.

Meaning

Enduring Understandings

Students will understand that:

- Discussions engage readers, and asking readers for their opinions encourages participation, a sense of ownership, and an acceptance of different perspectives.
- Discussing the text with others—asking and answering questions, debating, reflecting—forms another crucial aspect of constructing meaning.

Essential Questions:

- How can working with a book club help you better understand the books that you are reading?
- Why is it important to share your connections, predictions, and ideas about literature with others?
- Why do people form book clubs?

Knowledge & Skills

Students will know:

- Book clubs are groups of people reading the same book and meeting together to discuss what they have read.
- Readers in book clubs make decisions for themselves and do some independent work as well as some group work together.
- Readers must prepare for their book club meeting
- Readers think and talk about a text in a variety of ways.
- Readers respond to and build upon each other's thinking about a text.
- Readers engage in behaviors that elicit and sustain meaningful conversations with their peers.
- Readers will develop a theory or set of ideas that will drive their reading and discussions.
- Readers collect evidence to support an idea about the story
- Book clubs interact socially to share information and accomplish tasks
- Book clubs discuss, define and explore unfamiliar words.
- Readers use evidence in text to verify predictions.
- Readers ask relevant and focused questions to clarify understanding

Students will be able to:

- Work cooperatively within the book club.
- Prepare specific assignments to bring to book club sharing (ex. Post-its, discussion question sheet, journal entry)
- Make connections, predictions, and reflections when reading.
- Comment on, question, and discuss story events.
- Cite specific story details to support opinions.
- Find evidence about the different characters and their ideas.
- Find details to support what you infer about the characters in the text. (i.e. character traits, character emotions or actions)
- Formulate questions about text while reading.
- Plot a story map (characters, setting, problem, solution).
- Retell story events, chapters or sections read for book club meeting.
- Work independently on assignments to be discussed at book club meeting
- Reflect on reading and ask the following:
- Were our predictions correct?

- Book club participants respond to questions and discussion with relevant and focused comments.
- Readers and analyze literary elements in text

- What did we think of the end of the story? Why?
- What character did you relate to most? Why?
- Would we recommend this book to others? Why or why not?

Stage 2: Acceptable Evidence

Transfer Task

Students will be able to conduct and take part in conversations about their book in club selections.

Stage 3: Activities

Potential Teaching Points:

<p><u>Bend One</u> <i>Learning Goal:</i> Readers figure out how a series progresses, noticing patterns and making predictions</p>	<p><u>Lesson One:</u> <u>Teaching Point:</u> Readers notice similarities in the beginning of a series book so that they realize that books in a series do not need to be read in sequential order.</p>	<p><u>Lesson Two:</u> <u>Teaching Point:</u> Readers keep track of the stories as they develop so that they can make connections and predictions.</p>	<p><u>Lesson Three:</u> <u>Teaching Point:</u> Readers mark parts (patterns, repeated text, character traits, setting, plot development) that they want to address in their reading clubs so that they will remember what to discuss when it is meeting time.</p>	<p><u>Lesson Four:</u> <u>Teaching Point:</u> Continue lesson 3</p>
<p><u>Bend Two</u> <i>Learning Goal:</i> Readers grow their ideas about characters</p>	<p><u>Lesson Five:</u> <u>Teaching Point:</u> Readers notice and predict based on what they've read and know about a character so that they can deepen their comprehension and understanding of the story and its elements.</p>	<p><u>Lesson Six:</u> <u>Teaching Point:</u> Readers may find themselves surprised by the actions of characters that they thought they knew well so that they recognize changes and progression in the story.</p>	<p><u>Lesson Seven:</u> <u>Teaching Point:</u> Readers notice what happens to a character throughout the book, and note how the character's feelings change so that the students can deepen their understanding of the character.</p>	<p><u>Lesson Eight:</u> <u>Teaching Point:</u> Readers back up ideas about characters with evidence from the text so that they can support their conversation in book clubs.</p>
<p><u>Bend Three</u></p>	<p><u>Lesson 9:</u> <u>Teaching Point:</u></p>	<p><u>Lesson 10:</u> <u>Teaching Point:</u></p>	<p><u>Lesson 11:</u> <u>Teaching Point:</u></p>	<p><u>Lesson 12:</u> <u>Teaching Point:</u></p>

<p><i>Learning Goal:</i> Book Clubs have a plan and purpose</p>	<p>Readers will create discussion guidelines and book club rules by brainstorming with the teacher and reviewing a contract so that they know how to conduct their club independently.</p>	<p>Readers will set a reading calendar dividing pages to read each day by using their book and a template so that they can have a plan for their club.</p>	<p>Readers utilize a notebook or post it notes to collect their questions and thoughts as they read so that they can have meaningful discussions with their clubs.</p>	
<p><u>Bend Four</u> <i>Learning Goal:</i> Book Clubs develop and progress through meaningful discussions</p>	<p><u>Lesson 13:</u> <u>Teaching Point:</u> Clubs will continue to read and meet while the teacher checks in with groups.</p>	<p><u>Lesson 14:</u> <u>Teaching Point:</u></p>	<p><u>Lesson 15:</u> <u>Teaching Point:</u></p>	<p><u>Lesson 16:</u> <u>Teaching Point:</u></p>

Writing Units of Study

Writing Unit One Title / Topic: Launching w/Small Moments

Unit Duration: 5 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for English

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.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Use collective nouns (e.g., *group*).
- B. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- C. Use reflexive pronouns (e.g., *myself, ourselves*).
- D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- E. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- F. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize holidays, product names, and geographic names.
- B. Use commas in greetings and closings of letters.
- C. Use an apostrophe to form contractions and frequently occurring possessives.
- D. Generalize learned spelling patterns when writing words (e.g., *cage badge; boy boil*).
- E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Compare formal and informal uses of English.

L.2.4. 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.

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- 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*).
- C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
- D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
- E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
- B. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Transfer Goal:

Students will be able to independently use their learning to write about small moments and real experiences in their lives so they can effectively communicate their thoughts and feelings in writing.

Meaning

<p>Enduring Understandings <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Writes create stories based on their own experiences. ● Authors use different techniques to add content to their writing pieces. ● Authors edit their work to make it easy to read. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do writers choose their topics? ● How do good writers take a small moment in time and stretch it into a story? ● How do writers express their thoughts and feelings in words?
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Knowledge & Skills

<p>Students will know:</p> <ul style="list-style-type: none"> ● small details of life are worth capturing ● topics are chosen, sketched, and then written ● writing can continuously be embellished with detail ● where to find and how to take care of the tools needed for writing ● drawings are representational ● writers write with pictures and with words ● how to form words by separating sounds and writing down the letters that correspond to those sounds ● many resources are available to assist in writing ● there are various genres to write about ● how to write for a purpose ● stories move in a sequential way ● writing needs to be revised/revisited before publishing/finalizing ● writing is worthy of celebration ● Authors continuously revise and edit during the writing process. ● Authors generate ideas to plan small moment narratives. ● There are rules and procedures for Reader’s Workshop. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● cultivate rich conversations, lots of storytelling, and create detailed drawings ● develop a story independently ● utilize various writing tools when creating a story ● tell a story through the use of illustrations ● decide on a story topic ● develop word building strategies for writing ● begin to build on details within writing ● engage themselves in a specific writing piece for several days ● expand the writing to create a mini-book ● write using various genres and for a range of purposes ● use learned knowledge to reread, check and fix their writing ● connect to and incorporate real life experiences within writings ● publish a final writing product ● Work collaboratively to revise and edit by: <ul style="list-style-type: none"> ○ Focusing on end punctuation – making sure it looks right and sounds right. ○ Spelling ○ Word Choice ○ Reading and re-reading to check for meaning ● Compose a small moment narrative that: <ul style="list-style-type: none"> ○ Has an engaging beginning. ○ Establishes a clear setting and situation. ○ Uses sensory details to elaborate details. ○ Uses temporal words to signal event order and show the passage of time. (first, next, last). ○ Provides a satisfying conclusion.
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Stage 2: Acceptable Evidence

Transfer Task

Student will be able to write narrative about a small moments that reflect a real experience from their life.

Stage 3: Activities

Potential Teaching Points:

<u>Bend One</u>	<p><u>Day One:</u> On demand assessment where you just teach kids to the 4 steps; Think, Plan, Draft and Revise</p> <p><u>Mini Lesson:</u> Writers get started by thinking of a memory, telling it across their fingers, sketching and writing so that they can share their stories with the world.</p> <p><u>Share:</u> Writers keep their writing in a safe place by using a folder so that they can return to their stories again and again. (Introduce the writing folders (red vs. green))</p>	<p><u>Day Two:</u></p> <p><u>Mini Lesson:</u> Writers revise by adding who, what, when, and where to their pictures and words so that the reader can visualize the story.</p> <p><u>Share:</u> Writers carry on independently by revising (adding more to the pictures and words) or by starting a new story so that they can write more and more. (show kids where to get the book)</p> <p style="color: red;">*The first two lessons are very general so students can be assessed and give you a baseline assessment of the student. Days following will be more focused.</p>	<p><u>Day Three:</u></p> <p><u>Mini Lesson:</u> Writers generate ideas by thinking about people they spend time with, places they like to go, and things they like to do, and writing about one moment/memory with that person so that they can share their stories with others.</p> <p><u>Share:</u> Writers carry on independently by using tools and resources on their own so that they can write more and more. (Show students small copies of the word wall, remind them to date their work, show where charts are located in room, revision straps, etc...)</p>	<p><u>Day Four:</u></p> <p><u>Mini Lesson:</u> Writers elaborate by including their feelings either in the heart of the story or the end (or both) so that they evoke emotions in the reader/ the readers can feel like they are in the story.</p> <p><u>Share:</u> Writers carry on independently by quickly sketching their ideas across pages so that they write more and more.</p>
<u>Bend Two</u>	<p><u>Day Five:</u></p> <p><u>Mini Lesson:</u> Writers show not tell their feelings by using dialogue, internal thought or actions so that they can evoking an emotion in a reader. (e.g., Get out of here, I shouted. I wish they would just leave me alone I thought to myself.)</p>	<p><u>Day Six:</u></p> <p><u>Mini Lesson:</u> Writers plan focused stories by telling what stories that happened one time and in one place. (first, next and last in one place).</p>	<p><u>Day Seven:</u> (introduce the concept of partnerships)</p> <p><u>Mini Lesson:</u> Writers story tell by using lots of actions bit by bit so that they make a movie in the readers mind.</p>	<p><u>Day Eight:</u></p> <p><u>Mini Lesson:</u> Writers story tell by using a combination of action, dialogue, internal thought and feelings so that the reader feels like they were in the moment.</p>

	<p>Share : Writers carry on independently by spelling the best they can and moving on so that they can write more and more. (talk about the importance of being independent – each connects to the day before – now move on to pushing themselves to be better writers.)</p>	<p>Share: Writers push themselves to write longer and stronger by setting goals for stamina and volume.</p>	<p>Share: (mini lesson about partnerships) Writers push themselves to write longer and stronger by getting feedback from partners so that they can add more their writing. (students go off to their partnerships after this share)</p> <p>*Partnerships should be long-term and they should at least stay together the whole unit.</p>	<p>Share: Writers select just right paper by reflecting on their volume and setting goals so that their stories fit into their booklets. (i.e., Look back at your writing and if you fill 5 lines then you need extra lines for your writing – should have 3 and 4 pages staples together and sheets with different line amounts)</p>
Bend Three	<p>Day Nine: Mini Lesson: Writers share by including elements of setting so that the reader can make a picture in their mind. (Setting can be place, time of day, time of year – it can be used in your introduction)</p> <p>Share: Remaining shares will stay open so the teacher can be responsive to what they need.</p>	<p>Day Ten Mini Lesson: Writers end their stories in the moment using action, dialogue, feelings or reflection so that they stay close to the moment.</p> <p>Share: (See Share from Day Nine)</p>	<p>Day Eleven: Mini Lesson: Writers stretch out the heart of the story by building tension with small details, ellipses, and tiny actions so that the reader is on the edge of their seat.</p> <p>Share: (See Share from Day Nine)</p>	<p>Day Twelve: Mini Lesson: Writers do their best spelling by finding words around the room or stretching words letter by word part so their writing is readable.</p> <p>Share: (See Share from Day Nine)</p>
Bend Four	<p>Day Thirteen: Mini Lesson: Writers generate stronger story ideas by thinking of moments in their lives when they had strong feelings so that their stories are more compelling.</p> <p>Share: (See Share from Day Nine)</p>	<p>Day Fourteen: Mini Lesson: Writers use more details such as vivid verbs, precise adjectives and proper nouns to help give the reader a clearer picture</p> <p>Share: (See Share from Day Nine)</p>	<p>Day Fifteen: Mini Lesson: Writers use detail by varying their dialogue tags (not just “said” in the text) so the reader is more engaged and it livens up their reading.</p> <p>Share: (See Share from Day Nine)</p>	<p>Day Sixteen: Mini Lesson: Buffer day/catch up</p> <p>Share: Writers select by choosing the one story that is most meaningful to them and reflects their best work so that they can share themselves with the world.</p>
Bend Five	<p>Day Seventeen: Mini Lesson: Writers further revise by trying on different leads and</p>	<p>Day Eighteen: Mini Lesson: Writers edit by checking for capitalization,</p>	<p>Day Nineteen Mini Lesson: Writers prepare to publish by coloring their</p>	<p>Day Twenty</p>

	<p>endings to see which fits so they can hook their readers. (show through by revisiting the mentor texts)</p> <p><u>Share:</u></p>	<p>punctuation, and spelling so that their writing is readable. (teacher needs to model each separately)</p> <p><u>Share:</u> Writers edit by cross checking their partner's work for capitalization,, punctuation, and spelling so that their writing is readable.</p> <ul style="list-style-type: none"> • May use editing checklist 	<p>illustrations, making a title & cover and writing a dedication so that their writing is ready for the world.</p> <p><u>Share:</u></p>	<p>CELEBRATION</p>
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Stage 1: Desired Results

Established Goals:

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.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

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.2.3. Describe how characters in a story respond to major events and challenges using key details.

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.

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. 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. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

- 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).
- B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

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. 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.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Use collective nouns (e.g., *group*).
- B. Form and use frequently occurring irregular plural nouns (e.g., *feet*, *children*, *teeth*, *mice*, *fish*).
- C. Use reflexive pronouns (e.g., *myself*, *ourselves*).
- D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*).
- E. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- F. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie*; *The little boy watched the movie*; *The action movie was watched by the little boy*).

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize holidays, product names, and geographic names.
- B. Use commas in greetings and closings of letters.
- C. Use an apostrophe to form contractions and frequently occurring possessives.
- D. Generalize learned spelling patterns when writing words (e.g., *cage badge*; *boy boil*).
- E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
- B. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).

Transfer Goal:

Students will be able to independently use their learning to write realistic fiction stories that include all story elements (character, setting, problem, solution, beginning, middle, end).

Enduring Understandings

Students will understand that:

- Writers draw on everything they know to write fiction stories. They collect ideas from ordinary moments and issues in their own lives.
- Realistic fiction writing involves writing stories about real life problems that pretend characters get into.
- Planning writing is important to success.
- Characters have certain traits to make them just like people we know in real life.
- Writers use key story elements to write a fictional story.

Essential Questions:

- What is fiction?
- What is Realistic Fiction?
- Where do writers get ideas for realistic fiction?
- What are the key elements of a fictional story?

Students will know:

- Fictional texts are not real, but are created from a writers' mind.
- Writers collect story ideas by imagining stories from ordinary moments and issues in their lives.
- Writers plan and rehearse their ideas for realistic fiction stories.
- Fictional stories follow a chronological or sequence structure and include basic story elements.
- Main characters struggle with problems.
- Characters' personalities are revealed through their words, thoughts, actions, and comments made by other characters.
- Writers learn strategies for drafting their realistic fiction stories.
- Authors add detailed illustrations to enhance the story events for the reader.
- Writers learn strategies for revising and editing their realistic fiction stories.
- Writers publish and share their realistic fiction stories

Students will be able to:

- Generate ideas for realistic fiction stories by paying attention to people, places, and events in their lives.
- Generate ideas for realistic fiction stories by rereading their writer's notebook entries with a fiction writer's eyes.
- Create and develop characters for a story by focusing on character traits.
- Create several possible storylines (problems and solutions) for their realistic fiction stories.
- Choose a storyline and plan out the story events.
- Create several strong leads for their stories that include details about the setting.
- Develop their characters using action and description, dialogue, and thoughts.
- Stretch out the heart of their story letting scenes unfold step-by-step.
- Create detailed illustrations that support story events
- Writers learn to try out different ways to create strong endings for their stories.
- Writers learn how to revise their stories for clarity and meaning.
- Combine short sentences to make longer ones.
- Writers learn how to revise by varying the length of some of their sentences.
- Use revision/editing checklists to edit their writing.
- Authors celebrate their finished pieces.

Stage 2: Acceptable Evidence

Transfer Task

Students will compose realistic fiction stories that include all story elements (character, setting, problem, solution, beginning, middle, end).

Stage 3: Activities

Potential Teaching Points:

Week One	Realistic fiction writers get started by dreaming up a character who is like themselves. We imagine their name, age, traits (inside and out), their likes, dislikes, talents and struggles so that they can create believable and developed characters.	Realistic fiction writers brainstorm lots of story possibilities by creating lists of every day, ordinary types of problems and solutions, typical wants and needs, as well as borrowing common themes from other books, tv shows or movies.	Realistic fiction writers plan a story by telling it across their fingers: <ol style="list-style-type: none">1. Introduce the character and setting2. Character faces a problem or wants/needs something3. They try to solve it one way, but it doesn't work4. They try to solve it another way, but it doesn't work5. They finally solve the problem so that they can begin to write.	Realistic fiction writers draft by using the characters name and he/she, or his/her so that they can use a narrators voice.	Realistic fiction writers write and revise by using dialogue to show interactions between characters so that they can create scenes like a movie in the readers mind
Week Two	Realistic fiction writers generate new ideas for stories by thinking of problems, wants, needs that match the characters talents, struggles, traits, likes or dislikes so that the story is believable.	Realistic fiction writers story tell each scene by using action, dialogue, internal thoughts and feelings so that they create a movie in the readers mind.	Realistic fiction writers stretch out big scenes and build tension through tiny action, ellipses and words like "suddenly, not before long, all of a sudden, moments later, before he/se knew it..."	Realistic fiction writers create great leads that introduce the character, the setting and an action all on the first page. We can study mentor texts for examples.	Realistic fiction writers create great endings by using what they learned in small moments or by summarizing the lesson learned.

<p>Week Three</p>	<p>Realistic fiction writers add feelings by showing and not telling the characters feeling so that the reader can empathize with the character.</p>	<p>Realistic fiction writers draft by using vivid verbs so that they can describe the characters actions precisely.</p>	<p>Realistic fiction writers draft using adjectives that describe characters and settings so that the reader can make a picture in their mind.</p>	<p>Realistic fiction writers create stronger dialogue statements by thinking “how might this character say this?” and then using precise words and dialogue tags that match so that it sounds just like that character might say it.</p>	<p>Realistic fiction writers rehearse a plan for their story by thinking about a few different ways the story could possibly go before deciding with a partner how it should go so that they play with a few possibilities</p>
<p>Week Four</p>	<p>Realistic fiction writers draft using sensory details that describe what they could see, hear, smell, taste, and touch so that the reader can visualize the story.</p>	<p>Realistic fiction writers draft surprise endings by creating a plot twist or unexpected ending to surprise their reader. Sometimes a problem doesn't get solved and the character gets something else instead.</p>	<p>Realistic fiction writers plan new stories using a story mountain structure where tension builds across multiple scenes as opposed to a 3-strike problem to try a different structure</p>	<p>Writers further revise by reading their writing out loud to a partner and making sure it all makes sense.</p>	<p>Writers further revise by adding more or taking away to make sure their story is the best it can be.</p>

Writing Unit Three Title / Topic: Fairytales		Unit Duration: 4 weeks	
Stage 1: Desired Results			
Established Goals:			
New Jersey Student Learning Standards (NJSLs) for English:			
<p>RL.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p> <p>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.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.</p> <p>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p style="padding-left: 20px;">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).</p> <p style="padding-left: 20px;">B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p style="padding-left: 20px;">C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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.</p> <p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>			
Transfer Goal:			
Students will be able to independently use their learning to generate ideas for fairytales by identifying the recurring events and elements that make a story a fairytale. Students will become critical readers of published works and will write with a purpose.			
Enduring Understandings <i>Students will understand that:</i>		Essential Questions:	
<ul style="list-style-type: none"> ● As writers, fairytales can be adapted. ● There are many common elements that occur in fairytales. ● Writers carefully revise and elaborate stories to create tension, convey meaning and consider different possibilities. ● As writers reading fairytales, they can begin to craft their own versions using some of the same elements their mentor authors used. 		<ul style="list-style-type: none"> ● What are the key elements of fairytales writers use as they revise and elaborate their writing? ● What are the repeated elements of a fairytale 	
Students will know:		Students will be able to:	
<ul style="list-style-type: none"> ● Fairytales are based on a main event or action. ● The elements of a fairytale are setting, characters, problem, events and solution. ● Fairytales have special language like, "Once Upon a Time." 		<ul style="list-style-type: none"> ● Plan and draft main events or actions. ● Brainstorm structure (setting, characters, problems, events and solutions) ● Identify story structure of mentor authors. ● Identify beginnings, middles and endings of familiar stories. 	

- Magic is typically present in fairytales.
- Writers show not tell emotions of characters.

- Sequence a story using a storyboard.
- Adapt a fairytale in another creative way.
- Develop characters by adding actions and dialogue that show characters' traits.

Stage 2: Acceptable Evidence

Transfer Task

Student publish a fairytale.

Stage 3: Activities

Potential Teaching Points:

<p>Bend One</p>	<p>Day 1: We have been reading a lot of classic tales and learning about different elements, in each story. Today I'm going to teach you that good writers generate ideas by changing an element of a folktale to write a different version to entertain our readers. As good writers you can choose an element to change to make it your own.</p> <p>*Use adaptation chart for this lesson.</p>	<p>Day 2: Today I'm going to teach you that good writers plan by using a storyboard to keep the structure of a folktale, we can do this by touching each page and matching it to the storyboard. This is important because it helps us organize our thoughts and helps us keep the structure of a folktale.</p>	<p>Day 3: Today I'm going to teach you how writers tell their story across pages using storyteller voice. We do this by using descriptive towards to make a mental picture. This helps the reader visualize the story in their heads.</p>	<p>Day 4: Today I'm going to teach you how good writers give their characters voice. To do this good writers add dialogue into their classic tale. We do this to make our characters come to life.</p>	<p>Day 5: Today I'm going to teach you that good writers let their reader know what the character is thinking by adding the character's thoughts. We do this by thinking out loud what the character might be thinking and then writing down what the character in our story is thinking. This is important so that the reader can better understand our characters.</p>
<p>Bend Two</p>	<p>Day 6: Today I am going to teach you how good writers elaborate by</p>	<p>Day 7: Today I am going to teach you that good writers stretch out the</p>	<p>Day 8: Today I am going to teach you that one way we can add tension and</p>	<p>Day 9: Today I am going to teach you that writers can also build tension</p>	<p>Day 10: Today I am going to teach you that writers can use their</p>

	<p>writing more complex sentences. We do this by using the words and, so, but and because to create more complex sentences and complete thoughts. This is important because it makes our writing more descriptive and keeps our reader interested</p>	<p>problems in their story to build tension and suspense for their reader. We do this by having the character face a problem and not solving it right away. The character must encounter obstacles while trying to solve their problem. We stretch the problem so that readers stay interested in our story and want to find out what happens next.</p>	<p>suspense to our stories is to include how our characters are feeling by showing not telling. We do this by showing how the character is feeling through our writing and not simply telling the reader how the character is feeling. Good writers do this to add more tension and suspense to their story and to create a deeper understanding of our characters.</p>	<p>and suspense in their writing by adding action in their story. We can do this by making each scene like a Small Moment and write how the characters walk and talk and use precise language to detail their actions. This is important because it makes our writing more descriptive and builds tension and suspense for our reader.</p>	<p>writing to teach the reader a lesson. We can think, “What do I want my reader to learn from my story? What do I want them to learn about life?” For example, you could use your writing to teach them that being greedy is not good, that we shouldn’t judge someone by their outside appearance... Good writers share these lessons in our writing to make it more meaningful to our reader.</p>
<p>Bend Three</p>	<p>Day 11: Today I am going to teach you that writers use transitional phrases in their writing. We can do this by including words like, suddenly...all of a sudden...after that...moments later...the next day...etc. We do this so that the reader knows how and when something is happening.</p> <p>(Make a chart on transitional phrases.)</p>	<p>Day 12: Today I am going to teach you that writers use author’s craft in their own writing. We can do this by including onomatopoeias and other sensory details. We do this so that the reader feels a part of the story.</p> <p>(Use senses chart from previous units.)</p>	<p>Day 13: Today I am going to teach you that writers don’t always use the same font (size and style of letters/words). We can do this by making words big and bold when shouting or emphasizing them. We do this so the reader will read the words how they are intended.</p>	<p>Day 14: Today I am going to teach you that writers compare one thing to another. We can do this by using comparisons (similes and metaphors). (Use examples using like or as and without.) We do this so the reader will know how fast she was running or how happy she felt.</p>	<p>Day 15: Today I am going to teach you that writers use repeated refrains. We can do this by repeating the same phrase throughout our story, almost like creating a pattern. We do this so the reader will anticipate what is going to happen next.</p>

<p>Bend Four</p>	<p>Day 16: Today I am going to teach you that writers revise their writing. We can do this by using a checklist. We are going to do this so the readers get a full understanding of the story.</p> <div data-bbox="409 500 695 1112" style="border: 1px solid black; padding: 5px;"> <p>Checklist: Names and Proper Nouns are capitalized Setting Descriptions Descriptive Adjectives Precise Verbs Feelings Actions Dialogue Thought Show-Not-Tell Comparisons (similes and metaphors) Onomatopoeias Sensory Images Slang or Voice Personification</p> </div>	<p>Day 17: Today I am going to teach you that writers edit their writing. One way we do this by counting the words and if you get to ten words you probably have missed a period. Another way is to make sure every new sentence is capitalized. Look after every period and make sure there is a capital letter. We do this so that it is easier for readers to read your story.</p>	<p>Day 18: Today I am going to teach you that writers publish their work. We do this by rewriting it, adding a cover sheet, author's page, copyright, and dedication page. We do this so that it is a formal/ final product.</p>	<p>Day 19: Today I am going to teach you that writers publish their work. We do this by rewriting it, adding a cover sheet, author's page, copyright, and dedication page. We do this so that it is a formal/ final product.</p>	<p>Day 20: Celebrate</p>
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Writing Unit Four Title / Topic: Authors as Mentors**Unit Duration: 5 weeks****Stage 1: Desired Results****Established Goals:****New Jersey Student Learning Standards (NJSL) for English:**

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

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.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

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.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

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.

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).

B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Use collective nouns (e.g., *group*).

B. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

C. Use reflexive pronouns (e.g., *myself, ourselves*).

D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

E. Use adjectives and adverbs, and choose between them depending on what is to be modified.

F. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Capitalize holidays, product names, and geographic names.

B. Use commas in greetings and closings of letters.

C. Use an apostrophe to form contractions and frequently occurring possessives.

D. Generalize learned spelling patterns when writing words (e.g., *cage badge; boy boil*).

E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Literacy- Grade Two

- A. Compare formal and informal uses of English.
- L.2.4. 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.
- A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - 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*).
 - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).
 - D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).
 - E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Transfer Goal:

Students will be able to independently use their learning to produce non-fiction books that model the form, layout, and technique of their mentor author, Gail Gibbons.

Meaning

Enduring Understandings

Students will understand that:

- Writers know that their lives and their thoughts are worth writing about.
- Writers use strategies to communicate their thoughts clearly.
- Writers use research to make writing informative.
- Writers have various ways we let their mentor author influence their own work to make their stories better.

Essential Questions:

- How do good writers get ideas?
- How does writing relay information?
- How do people learn through written pieces?
- How do writers rehearse and draft lots of stories under the influence of one mentor author?
- How do writers take the strategies of one mentor author and try their craft in their own writing?

Knowledge & Skills

Students will know:

- Topics are chosen, sketched, and then written.
- Writers plan their writing for non-fiction topics.
- Where to find and how to take care of the tools needed for writing.
- Non-fiction text features help writers tell about their topic in different ways.
- Our mentor writes with pictures and with words.
- Authors write for a purpose
- Writers form words by stretching word sounds and writing down the letters that correspond to those sounds
- Writers use many resources are available to assist in writing.
- Our mentor has a technique in writing.
- Writers write for a purpose.
- Writing moves in a sequential way.
- Writing needs to be revised/revisited before publishing/finalizing.
- Our peers can give us constructive feedback to improve our writing.

Students will be able to:

- use a selected author to give them tips on how to come up with ideas to write about.
- Describe they layout of Gail Gibbons’s books, noticing a reoccurring pattern.
- Plan a story across their fingers before they write.
- Revise their writing using the selected author as the revision teacher..
- Get information for their own story by doing research.
- Add details to their books.
- Study any book to get ideas for their writing.
- Use techniques that improve their writing.
- Look at his/her own writing to see what it needs and other’s writing for specific help.
- Check their own writing for correct spelling and over-usage of words.
- Prepare their writing for the upcoming writing celebration.
- Demonstrate an understanding of a “how to” book

- Writing is worthy of celebration.

- Understand that clarity and details are fundamental to this genre
- Read one another's directions and check for clarity
- Revise their words and pictures to be sure they are detailed and explicit
- Understand that the features of a non-fiction book help readers comprehend and learn about the topic.
- Compare various texts to explore differences in mentor texts
- Structure the table of contents for an "All-About" book
- Use various forms to structure their writing
- Label diagrams to communicate information
- Investigate mentor texts for research
- Reread each other's work and revise
- Reread to check for accuracy and appropriate placement of information in each section
- Use resources for spelling accuracy
- Publish a final writing product
- Participate in ceremonial book placement

Stage 2: Acceptable Evidence

Transfer Task

Students will produce produce non-fiction books that model the form, layout, and technique of their mentor author, Gail Gibbons.

Stage 3: Activities

Potential Teaching Points:

<p>Bend One <i>Learning Goal: Writers get their minds ready to write like Gail Gibbons</i></p>	<p>Lesson One: Getting to Know Gail Gibbons Teaching Point: writers will get to know Gail Gibbons as an author and explore her texts so that they can model her writing style.</p>	<p>Lesson Two: Text Features Used by Gail Gibbons Teaching Point: writers will generate a list of text features they discovered through exploring Gail Gibbons books to prepare for their writing</p>	<p>Lesson Three: Breaking Topics Down Teaching Point: writers will explore how Gail Gibbons breaks her topics down into smaller topics so that writers can break up their topics into smaller topics</p>	<p>Lesson Four: Choosing a Topic Teaching Point: Writers will choose one topic they know a lot of information about and continue to break that topic down into sub topics</p>
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<p align="center">Bend Two</p> <p align="center"><i>Learning Goal: Writers study different text features to model Gail Gibbons</i></p>	<p>Lesson Five: Introduction Teaching Point: Writers will begin writing the introduction for their chosen topic. Teacher will model using <i>The Pumpkin Book</i> by Gail Gibbons</p>	<p>Lesson Six: Different Kinds of... Teaching Point: Writers will explore how Gail Gibbons includes "Different Kinds of... How can you use this feature in your writing? Students will be introduced to list paper</p>	<p>Lesson Seven: Diagrams/ Illustrations Teaching Point: Writers will explore Gail Gibbons diagrams and illustrations. Including labels, pictures, filling up the pages, word bubbles, fact boxes Students will discuss how they can incorporate these features into their writing</p>	<p>Lesson Eight: Text Features (captions, bold letters, headings) Teaching Point: Writers will identify text features such as captions, bold letters, headings, etc. Writers will understand why these features are important and why an author might use them</p>
	<p>Lesson Nine: Maps/ Timelines Teaching Point: Writers will explore Gail Gibbons book for maps and timelines. Where/ when might you include a map or timeline in your writing?</p>	<p>Lesson 10: Glossary Teaching Point: Writers will explore Gail Gibbons glossaries and create one that pertains to their topic</p>	<p>Lesson 11: Fun Facts Teaching Point: Writers will explore Gail Gibbons fun facts pages. They will include a Fun Facts page towards the end of their book about their topic.</p>	
<p align="center">Bend Three</p> <p align="center"><i>Learning Goal: Writers will edit and revise their writing and get it ready for publication.</i></p>	<p>Lesson 12: Revise/Edit Teaching Point: Writers will review the difference between revising and editing their work. They will reread their work and start revising and editing to get ready for publication</p>	<p>Lesson 13: Fix and Fancy Teaching Point: Writers will have the opportunity to fix and fancy up their books for publication</p>	<p>Lesson 14: All About Author Teaching Point: Writers will write an All About the Author page and include it at the end of their books Teacher will meet with individual students to conference</p>	<p>Lesson 15: Publish Teaching Point: Writers will work on the publication of their non fiction books Teacher will meet with individual students to conference</p>
	<p>Lesson 16: Publish Teaching Point: Writers will work on the publication of their non fiction books Teacher will meet with individual students to conference</p>	<p>Lesson 17: Publish Teaching Point: Writers will work on the publication of their non fiction books Teacher will meet with individual students to conference</p>	<p>Lesson 18: Publish Teaching Point: Writers will work on the publication of their non fiction books Teacher will meet with individual students to conference</p>	<p>Lesson 19: Celebration Teaching Point: Writers will celebrate their nonfiction writing with their classmates</p>

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for English:

- RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
- W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
- 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.
- 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).
 - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- A. Use collective nouns (e.g., *group*).
 - B. Form and use frequently occurring irregular plural nouns (e.g., *feet*, *children*, *teeth*, *mice*, *fish*).
 - C. Use reflexive pronouns (e.g., *myself*, *ourselves*).
 - D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*).
 - E. Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - F. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie*; *The little boy watched the movie*; *The action movie was watched by the little boy*).
- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Capitalize holidays, product names, and geographic names.
 - B. Use commas in greetings and closings of letters.
 - C. Use an apostrophe to form contractions and frequently occurring possessives.
 - D. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
 - E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.
- L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Compare formal and informal uses of English.
- L.2.4. 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.
- A. Use sentence-level context as a clue to the meaning of a word or phrase.

- 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*).
- C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
- D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
- E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Transfer Goal:

Students will be able to independently use their learning to write an informational book that teaches readers all about a topic that relates to the research completed in the classroom.

Meaning

Enduring Understandings

Students will understand that:

- Informational writing enables writers to share their expertise about a topic with others.
- Writers gather ideas for informational writing through research.
- Information writers write with stamina, volume and independence.
- Information writers write with elaboration and can study a mentor text to make information books longer and more interesting.
- Information writers need to edit, fancy up, and publish their writing so that it teachers in clear and exciting ways.

Essential Questions:

- How can I use what I already know about organization details, and editing to write information books?
- How can I learn from a mentor author to make my information books longer and more interesting?
- How can I revise one of my books by studying and researching the topic?
- How can I use and improve my editing skills to get my work ready for the world?

Knowledge & Skills

Students will know:

- Writers use mentor texts or structures as models for informational writing.
- Writers use nonfiction features to improve the reader's understanding.
- Writers revise and edit.
- Writers get stronger by setting goals and making plans for writing.
- Informational articles are non-fiction pieces based on facts.
- Writers begin with leads to get the reader excited about reading more.
- An effective conclusion reiterates main ideas and keeps readers thinking.

Students will be able to:

- Locate examples of informational texts such as reference, biographies and nonfiction books.
- Brainstorm and develop list of "expert topics" that interest them and in which they have good knowledge.
- Recall and organize information about a familiar topic.
- Write an informational text that introduces the topic, uses details that support topic and provides a concluding statement or action.
- Incorporate nonfiction text features.
- Identify the difference between a fact and an opinion.
- Use a graphic organizer to record facts and details relevant to a specific topic.
- Draft the lead/introduction to their informational writing.
- Draft and edit the body of writing to make sure main ideas are supported.
- Generate and decide on a conclusion that effectively reiterates the main idea.

Stage 2: Acceptable Evidence

Transfer Task

Students will compose an informational book that teaches readers all about a topic that relates to the research completed in the classroom.

Stage 3: Activities

Potential Teaching Points:

<p>Bend One <i>Learning Goal:</i> Characteristics of a Biography</p>	<p>Lesson One: Features of a Biography Teaching Point: Writers recognize the features of a biography by exploring mentor biographies (teacher choice) and chart elements of a good biographies so that they will know what to include in their independent writing</p>	<p>Lesson Two: Features of a Biography Teaching Point: writers continue to explore different features of a biography and add to anchor chart so that they are exposed to various biography literature</p>	<p>Lesson Three: Features of a Biography Teaching Point: writers continue to explore features of biographies. They will begin to list important people in the community to interview/research</p>	<p>Lesson Four: Teaching Point: Writers generate a list of questions to help conduct their interview/research so that they know what to include in their biographies</p>
<p>Bend Two <i>Learning Goal:</i> Modeling and Shared Writing - Turning research into a Biography</p> <p>*This is the week students should begin to gather their research</p>	<p>Lesson Five: Teaching Point: Writers research by interviewing their teacher so they can gather information to write a class biography</p>	<p>Lesson Six: Teaching Point: Writers divide information into early, middle and later years so they can organize their biography</p>	<p>Lesson Seven: Teaching Point: Writers collect information in the first person and change it to the third person so that they can write a biography</p>	<p>Lesson Eight: Teaching Point: Writers will draft a class biography about their teacher using the research they gathered</p>
<p>Bend Three <i>Learning Goal:</i> Independent Writing - Turning research into a Biography</p>	<p>Lesson 9: Teaching Point: Writers begin to draft their independent biographies using the research they gathered</p> <p>Teacher will conference with individual students</p>	<p>Lesson 10: Teaching Point: Writers continue to draft their independent biographies using the research they gathered.</p> <p>Teacher will conference with individual students</p>	<p>Lesson 11: Teaching Point: Writers continue to draft their independent biographies using the research they gathered.</p> <p>Teacher will conference with individual students</p>	<p>Lesson 12: Teaching Point: Writers continue to draft their independent biographies using the research they gathered.</p> <p>Teacher will conference with individual students</p>
<p>Bend Four <i>Learning Goal:</i> Writers will edit and revise their writing and get it ready for publication.</p>	<p>Lesson 13: Teaching Point: Writers review the difference between revising and editing their work. They will reread their work and start revising and editing to get ready for publication</p>	<p>Lesson 14: Teaching Point: Writers will have the opportunity to fix and fancy up their books for publication</p>	<p>Lesson 15: Teaching Point: Writers will write an All About the Author page and include it at the end of their books Teacher will meet with individual students to conference</p>	<p>Lesson 16: Teaching Point: Writers will celebrate their biographies with their classmates</p>

Writing Unit Six Title / Topic: Poetry

Unit Duration: 4 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for English

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.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

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.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

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.

- 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).
- B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Use collective nouns (e.g., *group*).
- B. Form and use frequently occurring irregular plural nouns (e.g., *feet*, *children*, *teeth*, *mice*, *fish*).
- C. Use reflexive pronouns (e.g., *myself*, *ourselves*).
- D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*).
- E. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- F. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie*; *The little boy watched the movie*; *The action movie was watched by the little boy*).

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize holidays, product names, and geographic names.
- B. Use commas in greetings and closings of letters.
- C. Use an apostrophe to form contractions and frequently occurring possessives.
- D. Generalize learned spelling patterns when writing words (e.g., *cage badge*; *boy boil*).
- E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Compare formal and informal uses of English.

L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
- B. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Transfer Goal:

Students will be able to independently use their learning explore and use many different poetic elements so that they will be able to write a variety of poems and expand their writing repertoire.

Meaning

Enduring Understandings

Students will understand that:

- Good writers of poetry collect ideas by looking at the world and describing it in new ways.
- Poets share feelings, experiences, or thoughts through well- chosen words, formats, techniques, and poetic elements.
- Poetry has many different purposes and forms.

Essential Questions:

- What makes a great poem?
- What role does music/patterns play in writing poetry?
- How can we communicate through poetry?
- Where do poets get their ideas?
- Why is poetry read?
- Is all poetry similar?

Knowledge & Skills

Students will know:

- There are differences between the structure of poetry and other forms of writing.
- Poets write for the ear.
- Poets see the world in a special way.
- Writers write from different points of view.
- Line breaks support the meaning and influence the reading of poems.
- Poetry and music are related.
- Poets choose their own topics.
- Poets convey meaning by showing, not telling.
- Writers have a repertoire of ways for writing poetry: repetition, sound effects,
- onomatopoeia, alliteration, rhythm, parallel construction, deliberate line breaks.
- Poetry has a variety of voices: lyrical, dramatic, narrative, conversational.
- Poems emerge from patterns.
- Poems have visual patterns and language.
- Writing is worthy of celebration.

Students will be able to:

- Use appropriate language, tone and word choice when writing poetry.
- Implement repertoire of skills for writing poetry: repetition, sound.
- Use poetic effects: onomatopoeia, alliteration, rhythm, etc.
- Use deliberate line breaks.
- See the concrete details of their lives in fresh, unusual ways.
- Use observations to generate new ideas.
- Shift between writing and reading while drafting poetry.
- Identify similarities between music and poetry.
- Find a big topic that gives them big, strong feelings.
- Utilize a poetry notebook.
- Identify topics that have the ingredients to become a poem.
- Use poetic voice.
- Use words that precisely match their feelings and emotions.
- Identify patterns in poetry, both in words and structure.
- Use comparisons such as similes in writing.
- Identify appropriate comparisons to convey a sound, image or observation.
- Recall stretching techniques as used previously in other writing units.
- Find ideas in discarded poem drafts.
- Create a poem from a story.
- Implement editing and revising strategies.
- Publish a final writing product.

Stage 2: Acceptable Evidence

Transfer Task

Students will produce a variety of poems and expand their writing repertoire.

Stage 3: Activities

Potential Teaching Points:

<p style="text-align: center;">Bend One <i>Learning Goal:</i> Turning Our Classroom into a Place Where Poems Grow</p>	<p><u>Lesson One:</u> <u>Teaching Point:</u> Writers look at the world with poet’s eyes so that they see ordinary things in extraordinary ways. -Use sample poems from Lucy Calkins Poetry unit book.</p>	<p><u>Lesson Two:</u> <u>Teaching Point:</u> Writers talk and write about things in their own lives in unusual ways--ways that evoke a strong image or feeling so that they can convey these feelings in a poem. -Use Nan Fry’s poem “Apple” for example of what it means to see with “poet’s eyes”</p>	<p><u>Lesson Three:</u> <u>Teaching Point:</u> Writers use a notebook to collect thoughts and ideas so that they don’t get lost or forgotten as they explore the world through a poet’s eyes -Students should decorate a notebook to make it personal with things that inspire them and evoke special, strong feelings. Spend time exploring objects in classroom, school and outside. Use the notebook to sketch and write ideas, then eventually, poems.</p>	<p><u>Lesson Four:</u> <u>Teaching Point:</u> Writers experiment with how a poem looks and sounds by writing more than one version so that it can convey specific feeling.</p>
<p style="text-align: center;">Bend Two <i>Learning Goal:</i> Focusing on Language and Sound</p>	<p><u>Lesson Five:</u> <u>Teaching Point:</u> Writers’ poems have a “voice” and rhythm so that specific feelings can be conveyed. -Use Eloise Greenfield poems as examples for rhythm</p>	<p><u>Lesson Six:</u> <u>Teaching Point:</u> Writers create clear images with precise and extravagant language so that readers can form a detailed picture in their minds. -use example of differences between “fry” and “sizzle,” “shine” and “sparkle,” “cry” and “bawl”</p>	<p><u>Lesson Seven:</u> <u>Teaching Point:</u> Writers experiment with line breaks in their poems by dividing up words into lines of short phrases that create a rhythm and beat so that their poems have a musical quality</p>	<p><u>Lesson Eight:</u> <u>Teaching Point:</u> Writers use comparisons such as “like” or “as” to convey meaning and feeling, so that readers can create images in their minds</p>
<p style="text-align: center;">:</p>	<p><u>Lesson 9:</u> <u>Teaching Point:</u> Writers use alliteration and repetition by repeating words,</p>	<p><u>Lesson 10:</u> <u>Teaching Point:</u> Writers emphasize words by using capitalization, bold letters,</p>	<p><u>Lesson 11:</u> <u>Teaching Point:</u> Writers use descriptive, poetic language by channeling their five</p>	<p><u>Lesson 12:</u> <u>Teaching Point:</u> Writers “show-not-tell” by including dialogue and actions</p>

	phrases and sounds so that the writer can convey their message to the reader.	and different size words so that the words in the poem show meaning.	senses so that the words in the poem help create a picture in the reader's mind.	so that the readers can infer and feel the meaning.
<u>Bend Three</u> <i>Learning Goal:</i> Edit, Publish and Celebrate Anthologies of Poetry	<u>Lesson 13:</u> <u>Teaching Point:</u> Writers create a collection of poems by selecting and writing a few poems that go together by a topic so that they can publish them in an anthology..	<u>Lesson 14:</u> <u>Teaching Point:</u> Writers can edit their poems for shape and white space so that their writing looks and sounds just the way they intend.	<u>Lesson 15:</u> <u>Teaching Point:</u> Writers further revise by reading their writing out loud to a partner so that it all makes sense.	<u>Lesson 16:</u> <u>Teaching Point:</u> Writers edit by using an editing checklist for word wall words, punctuation, and capitalization so that readers can understand their work.
	<u>Lesson 17:</u> <u>Teaching Point:</u> Writer prepare to publish by creating a cover and illustrations that go with their poems so that they can show what their poems are about.			

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for English

RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Use collective nouns (e.g., *group*).

B. Form and use frequently occurring irregular plural nouns (e.g., *feet*, *children*, *teeth*, *mice*, *fish*).

C. Use reflexive pronouns (e.g., *myself*, *ourselves*).

D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*).

E. Use adjectives and adverbs, and choose between them depending on what is to be modified.

F. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie*; *The little boy watched the movie*; *The action movie was watched by the little boy*).

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Capitalize holidays, product names, and geographic names.

B. Use commas in greetings and closings of letters.

C. Use an apostrophe to form contractions and frequently occurring possessives.

D. Generalize learned spelling patterns when writing words (e.g., *cage badge*; *boy boil*).

E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Compare formal and informal uses of English.

L.2.4. 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.

A. Use sentence-level context as a clue to the meaning of a word or phrase.

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*).

C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).

D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).

E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

A. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

B. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Transfer Goal:

Students will be able to independently use their learning to deepen their thinking to elaborate their opinion pieces through letter writing and reviews, so that others will be moved by their work and growth as writers.

<p>Enduring Understandings <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Opinion writing is a powerful way to get others to appreciate a different point of view, change their way of thinking, and/or to take action. ● Opinion writing involves emotional and logical arguments that are supported by facts, details or emotional appeals. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can people try to change each other's opinions on a certain topic? ● How can I use emotions in my writing to persuade others?
<p>Students will know:</p> <ul style="list-style-type: none"> ● Observing the world around us inspires us to generate passionate ideas. ● Persuasive writers take a strong position to change someone's way of thinking. ● People can be persuaded in a variety of ways. ● Writers "live the life of a critic" to support their argument. ● Descriptive words and carefully selected words can affect writing when the reader reads and understands. ● Writers include details to support their argument instead of just listing their reasons. ● Fact and opinion must be clear to help the reader/audience to understand the argument. ● Editing writing clarifies the message to the reader/audience. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Brainstorm topics such as toy reviews, book reviews etc. ● Generate ideas about topics. ● Recognize and identify persuasion techniques, such as tapping into emotions, using descriptive words to make writing come alive, and logical arguments that are supported by facts. ● Provide evidence to support opinion <ul style="list-style-type: none"> ○ Recounting stories ○ Describing characters and events ○ Acknowledging differences in point of view ○ Comparing and contrasting

Stage 2: Acceptable Evidence

Transfer Task

Students will compose an opinion piece (letter or review).

Stage 3: Activities

Potential Teaching Points:

<p>Bend One <i>Learning Goal: Students will produce a book of Book Reviews</i></p>	<p>Lesson One: Introduce Book Reviews Teaching Point: Critics recognize that a book review persuades readers with</p>	<p>Lesson Two: Features of a Book Review</p> <ul style="list-style-type: none"> ● Brief summary ● Favorite part/why ● Recommendation 	<p>Lesson Three: Identify Features of a Book Review Teaching Point: Critics identify features of a book review by reading multiple book reviews</p>	<p>Lesson Four: Create Book Review Teaching Point: Critics write a book review as a class after listening to a read aloud. They</p>
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	convincing reasons to read a certain book so they will understand the reason of book reviews	Teaching Point: Critics recognize the features of a book review so they can use those features in their writing Discuss what makes a “good” book Writers will come up with a rating scale to rate their books	and highlighting what features are included so they know what to include in their writing	will include all features of a book review in their writing. Writers will then begin to write a book review of their favorite book *after this lesson spend a day or two where children independently write book reviews
Bend Two <i>Learning Goal: Students will produce a book of Toy Reviews</i>	Lesson Five: Introduce Toy Reviews Teaching Point: Critics can be more convincing by studying published reviews to see how other critics persuade their audience. *Read sample toy reviews from websites and discuss	Lesson Six: Features of a Toy Review Teaching Point: Critics recognize the features of a toy review so they can use those features in their writing Writers begin to take notes on some of their favorite toys (See note taking sheet in shared folder)	Lesson Seven: Toy Reviews Teaching Point: Critics include reasons, give examples, and make comparison so that they can persuade their audience to make an informed decision before purchasing a specific toy Teacher will conference with individual students	Lesson Eight: Toy Reviews Teaching Point: Critics use their notes so they can write a toy review on a favorite toy Teacher will conference with individual students *after this lesson spend a day or two where children independently write toy reviews
Bend Three <i>Learning Goal: Students will produce a book of Restaurant Reviews</i>	Lesson Nine: Restaurant Review Teaching Point: Critics recognize that a restaurant review persuades diners with convincing reasons to eat/not eat at a certain restaurant so they will understand the reason for restaurant reviews	Lesson 10: Restaurant Reviews Teaching Point: Critics recognize the features included in a restaurant review so they can use those features in their writing <ul style="list-style-type: none"> ● Atmosphere ● Service ● Food 	Lesson 11: Restaurant Reviews Teaching Point: Critics include precise details and adjectives that describe in detail and give the reader a clear picture so they can persuade their audience to make an informed decision about where to eat *Chart good adjectives that describe food	Lesson 12: Restaurant Reviews Teaching Point: Critics implement features of a restaurant review so they can write a restaurant review on one of their favorite restaurants *after this lesson spend a day or two where children independently write restaurant reviews
Bend Four <i>Learning Goal: Writers will edit and revise their writing and get it ready for publication.</i>	Lesson 13: Teaching Point: Writers review the difference between revising and editing their work.	Lesson 14: Teaching Point: Writers will write an All About the Author	Lesson 15: Teaching Point: Writers will work on the publication of their “Book of Reviews”	Lesson 16: Teaching Point: Writers celebrate their “Book of Reviews” with their classmates

	They will reread their work and start revising and editing to get ready for publication Teacher will meet with individual students to conference	page and include it at the end of their books Teacher will meet with individual students to conference	Teacher will meet with individual students to conference	
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Assessments

Assessments are essential in tracking student growth and guiding future instruction. The following are a sample list of the various ways students will be assessed throughout each unit of study (unless indicated otherwise).

Reading:

- Developmental Reading Assessment (DRA) (*conducted two to three times a school year)
- Teacher College's Running Records (*varies throughout the school year)
- Student Reading Journals/Notebooks
- Student reading logs
- Reading conferences
- Strategy group work
- Guided Reading work
- Book club/Partnership conversation/observation

Writing:

- Teacher created rubrics
- Standardized rubrics (e.g., PARCC)
- Writer's notebooks
- Writing conferences
- Student published pieces
- Student rough drafts (including quick writes)

Suggested Progression of Grammar

I = Introduced	D= Developing	M = Mastery
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Skills by Grade Level	K	1	2	3	4	5
<i>Capitalization</i>						
Abbreviations				I	D	M
Days of the Week			I	D	M	
First letter of a sentence	I	D	M			
First letter of first, middle and last name	I	D	M			
First letter of name	I	D	M			
Geographic places			I	D	D	M
Holidays			I	D	M	
In dialogue				I	D	M
Letter Salutations/Closings			I	D	D	M
Months of the Year			I	D	M	
Proper Nouns	I	D	D	D	D	M
The word "I"	I	D	M			
Titles				I	D	M
Upper and Lower Case Letters	I	M				

Literacy- Grade Two

<i>Grammar (Parts of Speech)</i>						
Adjectives	I	D	D	D	D	M
Adverbs			I	D	D	M
Compound words			M			
Conjunctions		I	D	D	D	D
Interjections						I
Modifiers	I	D	D	D	D	M
Nouns	I	D	D	D	D	M
Participles			I	D	D	M
Perfect/Past Perfect Tense						I
Plural Words			I	D	D	M
Prepositional Phrases						I
Prepositions		I	D	D	D	M
Pronouns			I	D	D	M
Tense				I	D	M
Verbs	I	D	D	D	D	M
<i>Grammar (Sentence Structure/Fluency)</i>						

Chronological Structure		M				
Clauses						I
Dialogue			I	D	D	M
List Structure		M				
Paragraphs				I	D	M
Participial Phrases						I
Phrases					I	M
Sentence Building	I	D	D	D	D	M
Simple/Compound/Complex Sentences			I	D	D	D
Subject/Verb Agreement	I	D	D	D	D	M
Tense	I	D	D	D	D	M
Transition Words		I	D	D	D	M
Varied Sentence Lengths		I	D	D	D	M
<i>Punctuation</i>						
Apostrophe use (contractions) (possessive)			I	D	D	M
Colon/semi-colon		I	D	D	D	M
Comma (dialogue)				I	D	M
Comma (in a series)		I	D	D	D	M

Ellipses				I	D	M
End marks (period, question mark, exclamation point)	I	D	D	D	M	
Hyphen, dash, em dash						I
Parentheses						I
Punctuating Dialogue			I	D	D	M
Quotation Marks			I	D	D	M
<i>Text Layout</i>						
Font/Feature of Type	I	D	D	D	D	M
How Layout Conveys Meaning	I	D	D	D	D	M
Nonfiction Text Features				I	D	M
Space between words/concepts of print	I	D	D	D	D	M
Text Features (color, bold, shapes, etc...)	I	D	D	D	D	M
Text/Image Placement	I	D	D	D	D	M