



BOE Approved 8/18

Cliffside Park Public Schools

Literacy: Grade 2

Unit Name: Launching Reader's Workshop

Resource: Reader's Workshop, Schoolwide

Duration: 4-6 weeks

Enduring Understanding

- Readers get to know their own identities, habits and routines as they develop skills and strategies across a variety of texts.

Essential Questions

- How do students develop an understanding of themselves as readers?

Focus of Standards

Student Outcomes	Skills	Assessments	Resources
IRA 1 <ul style="list-style-type: none">I can grow and understand myself as a reader.I can learn the rules, rituals, and routines for participating in group conversations about texts.	<ul style="list-style-type: none">Identifying Text and Genre features/structuresMaking Connections/SchemaListening and	Formative <ul style="list-style-type: none">Assessment of Key Comprehension StrategiesRunning RecordWhere Are My Students in the	Mentor Texts <ul style="list-style-type: none"><i>All About Sharks</i><i>Interrupting Chicken</i><i>King of the Playground</i><i>Miss Brooks Loves</i>
IRA 2			

<ul style="list-style-type: none"> I can ask and answer questions to show my understanding. <p>IRA 3</p> <ul style="list-style-type: none"> I can self-select just right texts and set goals for myself as a reader. <p>IRA 4</p> <ul style="list-style-type: none"> I can use my schema to ask questions as I read. <p>IRA 5</p> <ul style="list-style-type: none"> I can learn how to use fix-up strategies when meaning breaks down as I read. <p>IRA 6</p> <ul style="list-style-type: none"> I can visualize what is happening as I read. <p>IRA 7</p> <ul style="list-style-type: none"> I can learn how to use sticky notes to record my thinking as I read. <p>IRA 8</p> <ul style="list-style-type: none"> I can use evidence from a text to discuss what I have read. 	<ul style="list-style-type: none"> Responding Text and Genre Features/Structure Using schema Recognizing print concepts Speaking to communicate Listening and responding to reading Visualizing Self-Monitoring/Self-Correcting Word-Solving Finding word meaning Making inferences Synthesizing Questioning Determining importance Responding to text in oral and written form 	<p>Reading Process</p> <ul style="list-style-type: none"> <i>Book Shopping</i> See Student Forms for additional assessment opportunities Anecdotal Notes/Observation <p>Summative</p> <ul style="list-style-type: none"> Collect Reading Notebooks "Finding the Big Idea." BAS (Fall, Winter, Spring) <p>Benchmarks</p> <ul style="list-style-type: none"> BAS (Fall, Winter, Spring) <p>Alternative</p> <ul style="list-style-type: none"> Reader to relay information to student. Oral responses and/or illustrations in lieu of written answers on graphic organizers pertaining to the Grade 1 Launching Unit Use anecdotal notes and 	<p>Books! (And I Don't)</p> <ul style="list-style-type: none"> <i>Nasty Bugs</i> <i>A Story for Bear</i> <p>Shared Texts</p> <ul style="list-style-type: none"> <i>The Bunny's Wish</i> <i>Chicka-Dee-Dee-Dee!</i> <i>Frog Serenade</i> <i>Listen</i> <i>Little Porcupine is Different</i> <i>Nutty for Peanuts</i> <i>Ruby-throated Hummingbirds</i> <i>Stop the Hungry Giant Fish!</i> <i>My Horse and I</i> <i>Nutty for Peanuts?</i> <p>Digital Texts:</p> <ul style="list-style-type: none"> <i>RAZ Kids</i> <i>Storyworks</i> <p>Student Forms</p> <ul style="list-style-type: none"> <i>My Reading Life</i> <i>Growing as Readers</i> <i>How to Check for Understanding</i> <i>Making Movies in Our Minds</i> <i>Take Note</i> <i>My Reading Goals</i> <i>Clues to Key Ideas</i> <i>Habits of Mind Reflection</i> <i>Home Reading Log</i>
--	--	--	---

<p>ML 1</p> <ul style="list-style-type: none"> • I can make connections as I read. • I can write my thoughts about a text in my Reader's Notebook. <p>ML 2</p> <ul style="list-style-type: none"> • I can set goals for myself to grow as a reader. <p>ML 3</p> <ul style="list-style-type: none"> • I can use my own words to retell the important parts of a story. <p>ML 4</p> <ul style="list-style-type: none"> • I can identify and share important information from texts to express my opinion about the books I listen to and read. <p>ML 5</p> <ul style="list-style-type: none"> • I can learn the importance of building stamina and use strategies to check my thinking. <p>ML 6</p> <ul style="list-style-type: none"> • I can learn how to check my understanding by rereading and paying attention to what I read. <p>ML 7</p> <ul style="list-style-type: none"> • I can visualize as I listen to and read texts. <p>ML 8</p> <ul style="list-style-type: none"> • I can identify elements of poetry to help understand and enjoy a poem. <p>ML 9</p> <ul style="list-style-type: none"> • I can learn how to use my schema to help make inferences about big ideas in poems. <p>ML 10</p> <ul style="list-style-type: none"> • I can identify and use text features and structures to locate and understand key information in a nonfiction text. 		<p>observation as base for grading.</p>	<ul style="list-style-type: none"> • <i>Seeing the Movie in My Mind</i> <p>Classroom Library Materials</p> <ul style="list-style-type: none"> • Leveled libraries • Reader's Notebooks/Binders • Sticky Notes • Book Baggies • Graphic Organizers • Highlighters • Clipboards • Chromebooks • iPads • Chart Paper • Blank Sheets of Paper <p>Word Study, Spelling, and Handwriting</p> <ul style="list-style-type: none"> • Wilson Fundations
--	--	---	--

NJ Student Learning Standards

READING STANDARDS FOR LITERATURE

Key Ideas and Details

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.

Craft and Structure

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.

Integration of Knowledge and Ideas

RL.2.7: Use information from illustrations, other visual elements (e.g., maps), and the words in a print or digital text to demonstrate understanding of the characters, setting, or plot.

Range of Reading and Level of Text Complexity

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

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

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.

Craft and Structure

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 quickly and efficiently.

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

Integrations of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

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.

SPEAKING AND LISTENING

Comprehension and Collaboration

SL.2.1: Participate in collaborative conversations about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through 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.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

LANGUAGE STANDARDS

Conventions

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

Effective Language Use

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

Vocabulary Acquisition and Usage

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.

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).

WRITING STANDARDS

Research to Build and Present Knowledge

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

NJSLS Technology Standards

8.1.2.A.2 Create a document using a word processing application

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments

8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.

Interdisciplinary Connections and Activities

- Students can create individual crests about themselves as readers. They can list their favorite book, including the title of the book, an illustration, and how the book reflects who they are as readers. Display all of the students' crests on a class bulletin board. 2.1.2.C.3
 - Have students create a puppet of the main character, Nineti, to use when retelling the traditional tale "Stop the Hungry Giant Fish!" Invite them to practice retelling the story with their reading partners. 2.5.2.B.4, SL.2.4.3
-

21st Century Life and Careers

9.2 Career Awareness, Exploration, and Preparation

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP6.** Demonstrate creativity and innovation.

Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies <i>(Alternate Modes of Instruction and Support)</i>		
Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<p>Higher level texts such as Level L and higher to satisfy their independent reading interests and skills.</p> <p>Student prepare a KWL chart independently on a topic of their choice. Allow time for students to share with the class what they know about the topic, what they wanted to know, and what they learned from their reading.</p> <p>Provide students with sticky notes and invite them to select an interesting nonfiction book from the classroom or school library. Have them read the book and use the sticky notes to track their thinking and prepare them for discussing the text.</p> <p>Have students select another informational text to read and then use the handout, "Clues to Key Ideas" to take notes.</p> <p>Have student(s) create a poetry bulletin board and post a new poem each week. They can ask other students to participate.</p>	<p>Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students.</p> <p>Students use illustrations in lieu of written responses to share their ideas.</p> <p>Distribute the Appendix "How to Check for Understanding" bookmarks to each student and tape/glue them into their notebooks. Use the following questions to guide the students in discussion:</p> <ul style="list-style-type: none"> ● Do I understand what I am reading? ● Are there any tricky words? ● Do the words and illustrations help create images in my mind as I am reading? ● Can I retell what I read to a friend in my own words? ● How do I feel about what I just read? <p>Have the students keep, use, and refer to their bookmarks as they continue their reading journey.</p>	<p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>Pre-teach Tier 2 and Tier 3 vocabulary.</p> <p>Supply Students with Graphic Organizers: Use Second Grade graphic organizers from Fiction Reading Unit of Study with some of the information partially completed by the teacher, i.e. <i>KWL Chart, Story Map, Finding the Big Idea-Poem</i></p> <p>By utilizing individual student assessment results, the teacher will use leveled readers that address the essential questions/big ideas of the Grade 2 Launching Reading Unit of Study.</p> <p>Text to speech/Oral reading</p> <p>Allow for Student Choice: Students should be permitted to demonstrate understanding of the Second Grade Launching Reading assignments through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.,</p> <p>Access to word/picture banks to reference in tasks that require reading in the Second Grade Reading Launching unit of study</p>

	<p>Point out vocabulary in illustrations.</p> <p>Read poetry to the students throughout the school year.</p> <p>Access to word/picture banks to reference in tasks that require writing in the Launching unit of study</p> <p>Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Model Bookshopping with students.</p>	<p>Provide wait time to allow students to process orally presented information and questions relating to the Second Grade Launching Reading Unit of Study</p> <p>Allow extra time to complete independent practice tasks or accept work that has been completed at that time.</p> <p>Supply Students with Anchor Charts: <i>Reading Workshop: Expectations for Students, Reading Interest Possibilities, Checking for Understanding, Discussion Guidelines, Let's Tak, Ways to Respond to Our Reading, Thinking About My Reading Habits, How to Retell a Story: Interrupting Chicken, Discussion Guidelines, Text Discussions: Expanding and Growing Ideas, Figuring Out New Words, and Important Elements of Poetry,</i> The above can be taped or glued into student notebooks for easy reference.</p>
	*Also See At Risk/504 Modifications	*Also See ELL Modifications

Sources:

New Jersey Student Learning Standards (2016) <http://www.state.nj.us/education/cccs/2016/ela/g01.pdf>

New Jersey Student Learning Standards: Technology (2014) <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

Career Ready Practices (2014) <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

Schoolwide Inc. (2013) <http://www.schoolwide.com/>

Wilson Fundations (2015) <http://www.wilsonlanguage.com>

