



BOE Approved 8/18

Cliffside Park Public Schools

Literacy: Grade 2

Unit Name: Fiction Reader’s Workshop

Resource: Reader’s Workshop, Schoolwide

Duration: 4-6 weeks

Enduring Understanding

- Readers get to know that fiction stories encompass fantastical, magical, traditional, historical, mythological or realistic subgenres and aim to entertain, provide enjoyment, demonstrate a moral, reveal human nature, kindle the imagination or explain aspects of life, culture or nature.

Essential Question

- What do readers use in order to recognize different types and structures of fiction?

Focus of Standards

Student Outcomes:	Skills	Assessments	Resources
<p>IRA 1</p> <ul style="list-style-type: none"> • I can learn about the fiction genre and identify the three types of fiction texts: traditional literature, fantasy, and realistic fiction. <p>IRA 2</p> <ul style="list-style-type: none"> • I can learn how to show understanding of fictional stories by using the text’s structure to 	<ul style="list-style-type: none"> • Identifying features/structures of traditional literature, fantasy, and realistic fiction texts 	<p>Formative</p> <ul style="list-style-type: none"> • Assessment of Key Comprehension Strategies • My Reading Log and Reflection 3-5 	<p>Mentor Texts</p> <ul style="list-style-type: none"> • <i>Little Red Riding Hood: A Newfangled Prairie Tale</i> • <i>A Sick Day for</i>

<p>retell the key details that occurred in the beginning, middle, and end of the story.</p> <p>IRA 3</p> <ul style="list-style-type: none"> I can learn how to recognize the common elements in traditional folktales. <p>IRA 4</p> <ul style="list-style-type: none"> I can learn how to use the rich literary language of folktales to visualize what is taking place, and make inferences about what will happen next in the text. <p>IRA 5</p> <ul style="list-style-type: none"> I can learn how to use background knowledge and evidence from the text to draw conclusions or infer the author's message or theme. <p>IRA 6</p> <ul style="list-style-type: none"> I can learn how to use the details in a text to better understand the characters' traits, problems, actions, and feelings. <p>IRA 7</p> <ul style="list-style-type: none"> I can learn how to identify and compare the similarities and differences between texts with similar story elements. <p>IRA 8</p> <ul style="list-style-type: none"> I can learn how writers use transition words to show time passing or changing and to help follow the action in a story. 	<ul style="list-style-type: none"> Making Connections/Schema Recognizing print concepts Speaking to communicate Listening and responding Engaging in discussion Visualizing Monitoring and repairing comprehension Making inferences Synthesizing Questioning Determining importance Responding to text in oral and written form Self-Monitoring/Self-Correcting Word Solving 	<ul style="list-style-type: none"> Running Record Where Are My Students in the Reading Process? Grade 2 Fiction Reading Assessment – Ethan and the Kitten Grade 2 Fiction Reading Assessment – The Sleep Out Observation of student responses during whole-group, small-group, partnership and individual conferences. BAS(Fall, Winter) Running Records/Miscue Analysis See Student Forms for additional assessment opportunities <p>Summative</p> <ul style="list-style-type: none"> Fiction Grade 2 Summative Assessment BAS (Spring) 	<p><i>Amos McGee</i></p> <ul style="list-style-type: none"> <i>Super-Completely and Totally the Messiest</i> <i>Tony's Bread</i> <i>The Ugly Duckling</i> <i>The Wolf's Story: What Really Happened to Little Red Riding Hood</i> <p>Shared Texts</p> <ul style="list-style-type: none"> <i>Abigail Enough</i> <i>Imogene's Egg</i> <i>The Leaky Robot</i> <i>The Lost Sock</i> <i>The Most Valuable Treasure: A Norwegian Folktale</i> <p>Teacher Resources</p> <ul style="list-style-type: none"> Getting to Know the Character (Teacher Reference) <i>Let's Compare</i> (TR) <i>Story Structure</i> (Teacher Reference) <i>A Hero's Journey</i> (TR) <i>Did the Character Change</i> (TR) <i>I Think It Means...</i>(TR) The Functions of Dialogue (TR) <i>Drama Vocabulary</i> (Professional Article)
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<p>ML 1</p> <ul style="list-style-type: none"> I can learn how to reflect on the main character’s journey to solve his or her problem and infer the important message or life lesson to be learned. <p>ML 2</p> <ul style="list-style-type: none"> I can learn identify how the characters change from the beginning of a story and at the end when the action concludes. <p>ML 3</p> <ul style="list-style-type: none"> I can learn how to check my reading for understanding and determine the meaning of new or unfamiliar words using context clues, punctuation, and illustrations. <p>ML 4</p> <ul style="list-style-type: none"> I can learn that making connections discussing connections, and writing about reading helps comprehension and appreciation of texts. <p>ML 5</p> <ul style="list-style-type: none"> I can learn how to use evidence from the text to explain how a text made me feel. <p>ML 6</p> <ul style="list-style-type: none"> I can learn how to identify the clues in a text, including the choice of words, punctuation, and accompanying illustrations to figure out different characters’ points of view. <p>ML 7</p> <ul style="list-style-type: none"> I can learn how fiction writers use description and dialogue to reveal important information about the characters and move the plot along. <p>ML 8</p> <ul style="list-style-type: none"> I can learn how to use the important text features of a drama script and/or perform a 		<p>Benchmarks</p> <ul style="list-style-type: none"> BAS (Fall, Winter, Spring) <p>Alternative</p> <ul style="list-style-type: none"> Character study project with rubric Reader to relay information to student. Oral responses and/or illustrations in lieu of written answers on graphic organizers pertaining to the Grade 1 Nonfiction Unit Base grade on anecdotal notes and observation 	<ul style="list-style-type: none"> <i>Questions Lead to Predictions (TR)</i> <p>Student Forms</p> <ul style="list-style-type: none"> <i>Story Structure</i> <i>The Movie in My Mind</i> <i>Getting to Know the Character</i> <i>I Think It Means...</i> <i>Connect to the Text</i> <i>Describing Tone and Mood</i> <i>Getting to Know the Character</i> <i>Figurative Language in Our Reading</i> <p>Digital Texts:</p> <ul style="list-style-type: none"> <i>RAZ Kids</i> <i>Storyworks</i> <p>Classroom Library Materials</p> <ul style="list-style-type: none"> Leveled libraries Reader’s Notebooks Sticky Notes Book Baggies Graphic Organizers Highlighters Clipboards Chromebooks iPads Chart Paper
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<p>play with understanding.</p> <p>ML 9</p> <ul style="list-style-type: none"> I can learn strategies to ask questions and make predictions to help them think more deeply about my reading and get more understanding of the text. <p>ML 10</p> <ul style="list-style-type: none"> I can learn how to determine the meaning of different types of figurative language expressions to help with understanding of a text. 			<p>Word Study, Spelling, and Handwriting</p> <ul style="list-style-type: none"> Wilson Foundations
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NJ Student Learning Standards (2016)

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.

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.

Integrations 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.

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.

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.

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.2.6: 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.2.6: 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

Text Types and Purposes

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.

NJSLS Technology Standard

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

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

- Invite students to interview family members about their favorite fiction stories as a child and to record the following on an index card: the title and author of their favorite book as well as a sentence describing why they love this book. Create a bulletin board or class book titled "Our Families Love Fiction." 6.1.2.C.1
- Place students in three groups and ask them to create their own new version of the traditional tale of Little Red Riding Hood by changing one or more of the story elements (character, setting, problem, etc.). Have them use the "Story Structure" handout to note their key changes and ask them to use their handouts to re-enact their version for the class. Then have a class discussion about the similarities and differences in the various versions. SL.2.1, 1.1.2.C.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
(Alternate Modes of Instruction and Support)

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 up that address the same enduring understanding of the Grade 2 Fiction Unit of Study.</p> <p>Have students use the Appendix "The Movie in My Mind" to illustrate one of the scenes from <i>The Ugly Duckling</i> that wasn't included in the author's illustrations. Remind them to include details that are described with the rich, literary language.</p> <p>Students write a letter to the local newspaper telling people why they should or should not hire the wolf to do odd jobs around their homes. In the letter, they should explain how the wolf's character has or has not changed after his experience with Little Red Riding Hood and her grandma.</p> <p>Have students find folktales from a variety of countries to share with classmates.</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>Encourage students to talk about illustrate a favorite food from their country of origin, and have them fill out an adapted template which may include a beginning, middle, and end and literary language to begin and conclude their folktales (e.g., "Once long ago . . . they enjoyed this treat for many years to come").</p> <p>Find Folktales from students' countries of origin to enable them to celebrate their ethnicity.</p> <p>Students use illustrations in lieu of written responses to share their ideas.</p> <p>Students reread their guided reading text (a number of times) in order to practice and apply newly learned strategies.</p> <p>Point out vocabulary in illustrations.</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>By utilizing individual student assessment results, the teacher will use leveled readers that address the essential questions/big ideas of the Grade 2 Fiction Reading Unit of Study.</p> <p>Text to speech/Oral reading</p> <p>Supply Students with Graphic Organizers: Use First Grade graphic organizers from the Fiction Reading Unit of Study with some of the information partially completed by the teacher, i.e. <i>Let's Compare</i></p> <p>Allow for Student Choice: Students should be permitted to demonstrate understanding of the Grade Two Fiction 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 Fiction unit of study</p> <p>Provide wait time to allow students to process orally presented information and questions relating to the Grade Two Fiction Reading Unit of Study</p>

	<p>Access to word/picture banks to reference in tasks that require writing in the Fiction unit of study</p> <p>Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Graphic organizers done orally with the students, or have partly filled in for better of understanding of expectations</p> <p>*Also See At Risk/504 Modifications</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>Types of Fiction, Exploring Fiction, Elements of Folk Tales, Let's Infer, Moving Back and Forth in Time, Word to Describe the Tone and Mood, Recognizing Different Points of View, Comparing Narrative Texts and Drama Scripts, Exploring Fiction, and Common Figurative Language Expressions</i> The above can be taped or glued into student notebooks for easy reference.</p> <p>*Also See ELL Modifications</p>
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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 Foundations (2015) <http://www.wilsonlanguage.com>