# 2nd Grade ELA – Reading Curriculum

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Curriculum Revision Tracking

Spring, 2017

- Standards in each unit have been re-coded to align with the Missouri Learning.

Spring, 2018

- Unit 2 in reading- Shoring Up Foundational Skills
  - Edited Bends 1 and 2
  - Used the same cuing systems used in 1st grade to continue from
  - Changes in Bend 3
  - Changed the pacing of unit 2 in reading is now 5 weeks instead of 6
- Coded the Grammar and Conventions document to determine priority standards and where they are taught
- Added 1 more week to unit 1 to give flexibility in the beginning of the year for routines and procedures

Unit 1: Taking Charge of Reading

Subject: Reading
Grade: 2nd

Name of Unit: Taking Charge of Reading
Length of Unit: Approximately 3 weeks, August-September

Overview of Unit:
The main focus of this unit is students becoming strong, independent readers and paying attention to volume, stamina, and fluency. Along with the focus, you are building reading routines, habits, and workflow of the classroom workshop.

In Topic 1 (Bend 1) Students will review procedures and learn routines for Reader’s Workshop. Students will learn to pick Just Right books for independent reading.
In Topic 2 (Bend 2) Students will ask and answer questions to engage with the text.
In Topic 3 (Bend 3) Students will engage in meaningful conversations with partners about their reading.

Getting Ready for the Unit:

- Determine gathering spot and workshop routines/procedures
- Put out a variety of high-interest fiction and informational books that span your student’s current just-right levels based on pre-assessments, as well as a few levels higher
- Choose a read-aloud book at benchmark level, such as Chrysanthemum, to use for pre-assessment as well as to model volume, fluency, stamina, and decoding strategies during unit
- Chart paper for creating anchor charts
- Review running record levels from preceding grade teacher, table conferences with groups of children to help channel students towards books that will be approximately right for them
Pre-assessment (given prior to starting the unit):

- Give students an informal reading inventory - how they feel about reading
- Give students a spelling inventory (e.g., Words Their Way elementary inventory or F&P Benchmark Assessment Kit - see optional assessments) to inform phonics and spelling work across the unit and year.
- Using a mentor text, like Chrysanthemum, read aloud and have students stop-and-jot on a piece of notebook paper answers to following questions:
  - What type of book is this?
  - Who are the character(s) within the story?
  - Using key details, describe the character(s).
  - What is the setting of the story?
  - Using key details, describe the major events within the story.
  - Retell the story, including key details and give the central message or lesson.

After collecting student responses, sort and categorize them by levels of sophistication.

Read Aloud Considerations:

- Chrysanthemum by Kevin Henkes
- Goldilocks and the Three Librarians by Jackie Mims Hopkins
- Grace for President by Kelly DiPucchio

Essential Questions:

1. How can I follow routines and procedures to become an independent reader?
2. How can my partner and I work together to share and grow ideas, and to tackle trouble as we read?
3. How can asking questions help me to better understand the text?

Enduring Understanding/Big Ideas:

1. Establish routines and procedures to build stamina for independent reading.
2. Ask and answer questions to deepen comprehension.
3. Prepare to talk about my book with my partner.

Priority Standards for unit:

- 2.R.3.A.b Read, infer, and draw conclusions to: demonstrate understand by locating facts to answer and/or ask questions.
- 2.SL.3.A.a Speak clearly and to the point using conventions of language when presenting individually or with a group by: taking turns in discussion with a shoulder partner, according to classroom expectations.
- 2.SL.3.A.b Speak clearly and to the point using conventions of language when presenting individually or with a group by: confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions.
Supporting Standards for unit:

- 2.R.1.A.d Develop and demonstrate reading skills in response to text by: retelling a story’s beginning, middle, and end and determining its central message, lesson, or moral.
- 2.R.1.D.a Read independently for multiple purposes over sustained periods of time by: reading text that is developmentally appropriate.

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<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
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<tr>
<td>2.R.3.A.b</td>
<td>Locating facts to answer and/or ask questions.</td>
<td>ask and answer</td>
<td>understand</td>
<td>1</td>
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<tr>
<td>2.SL.3.A.a</td>
<td>In discussion with a shoulder partner; according to classroom expectations.</td>
<td>participate</td>
<td>apply</td>
<td>2</td>
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<tr>
<td>2.SL.3.A.b</td>
<td>Comprehension of read-alouds and independent reading by retelling and asking appropriate questions.</td>
<td>recount</td>
<td>remember</td>
<td>1</td>
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</tbody>
</table>

Unit Vocabulary:

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<td>stamina</td>
<td>volume expression</td>
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<td>accuracy</td>
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<td>strategy</td>
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<td>volume</td>
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<td>expression</td>
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Topic 1: Setting Up Procedures and Routines

**Engaging Experience 1**

**Teaching Point:** Readers review what they know about the workshop structure from 1st grade

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

**Priority:** N/A

**Detailed Description/Instructions:**

- **One way to do this** is to create a t-chart with the different components of the workshop model. Together fill out what the teacher is doing and what the students are doing in each component.

**Bloom’s Levels:** Remember
Webb’s DOK: 1

Engaging Experience 2
Teaching Point: Readers begin to build stamina for independent reading.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
Priority: N/A
Detailed Description/Instructions:

● One way to do this is to introduce the word and meaning of stamina. Make an anchor chart for stamina. As you set your procedures for independent reading, begin to build stamina. Have a graph showing how many minutes your students can read appropriately each day. Continue work on this each day, adding to your graph until students reach desired time for independent reading.

Bloom’s Levels: N/A
Webb’s DOK: N/A

Engaging Experience 3
Teaching Point: Readers follow procedures to get themselves ready to read.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
Priority: N/A
Detailed Description/Instructions:

● One way to do this is by teaching children to come and go quickly from the “gathering place” (perhaps using a song) and settle down to work right away, without bothering others.

● Another way to do this is by making an anchor chart outlining what the workshop will look like, sound like, and feel like.

Bloom’s Levels: N/A
Webb’s DOK: N/A

Engaging Experience 4
Teaching Point: Readers choose just right books when reading.
Suggested Length of Time: 3 mini-lessons (**should be revisited often throughout the year)
Standards Addressed
Priority: N/A
Detailed Description/Instructions:

- **One way to do this** is to use your read-aloud or other familiar book to model picking of how to pick out just-right books. As you read, model looking the book over, noticing pictures on cover, reading a short section (few pages) to determine interest while using the five-finger rule and decoding strategies (fluent versus nonfluent reading), while monitoring for understanding.

- **Another way to do this** is by creating an anchor chart focusing on I PICK strategies.

- **Another way to do this** is to use analogies for just right books. Several different analogies include: riding a bike, t-shirts (too small, too large, and just right), or get books of your own to model.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 2

**Engaging Experience 5**

**Teaching Point:** Readers grow by actively reading.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

**Priority:** N/A

**Detailed Description/Instructions:**

- **One way to do this** is role-playing students modeling “Real Reading” and “Fake Reading”. Make an anchor chart listing what each looks like and sounds like.

- **Another way to do this** is role-playing students modeling “real reading” and “fake reading”

**Bloom’s Levels:** N/A

**Webb’s DOK:** N/A

**Engaging Experience 6**

**Teaching Point:** Readers have tricks for keeping them in a book, even when things around them are distracting.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

**Priority:** N/A

**Detailed Description/Instructions:**

- **One way to do this** is to model focusing on the picture in their mind as they read; they picture what is happening or what the information on the page is teaching, to get a clear idea of what is going on.

- **Another way to do this** While reading, you might think, “When I feel like I am drifting out of my book, I reread the page and guess what is going to happen next! This helps me be sure that I am paying attention to what is happening in my book.”

**Bloom’s Levels:** N/A
Engaging Experience 7

Teaching Point: Readers pay attention not only to how long or how much they read, but how well they read.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: N/A

Detailed Description/Instructions:

- **One way to do this** is to model 3 strategies to help them sound better at reading. You might use poetry to model this reading.
  - read in phrases
  - instead of using your finger, use your eyes to track your words
  - reread books you have already read

- **Another way to do this** is using your read aloud or other text to model ways of staying focused (stamina) and create an anchor chart for strategies: take a quick stretch break, reread parts you may have missed, and stopping to make pictures in your mind of what you are reading, and predicting what will happen next in the text.

Bloom’s Levels: Apply

Webb’s DOK: 3

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Topic 2: Readers Ask and Answer Questions to Engage With the Text

Engaging Experience 8

Teaching Point: Readers ask questions before, during, and after reading.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: 2.R.3.A.b

Detailed Description/Instructions:

- **One way to do this** is to make an anchor chart for “Thinking about Questions”. Brainstorm the following: “When do we ask questions?” and “How does asking questions help you as a reader?”

Bloom’s Levels: Understand

Webb’s DOK: 1

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Engaging Experience 9
Teaching Point: Readers stop to think about their text.
Suggested Length of Time: 1 mini lesson
Standards Addressed
  Priority: 2.R.3.A.b
Detailed Description/Instructions:
  • One way to do this is to share and model how you ask yourself questions as you read and how the questions help you to better understand the text. Questions you might want to model are: what are you wondering?, what is happening here?, why?, ect.
Bloom’s Levels: Understand
Webb’s DOK: 1

Engaging Experience 10
Teaching Point: Readers ask questions before, during, and after reading.
Suggested Length of Time: 3 mini-lessons
Standards Addressed
  Priority: 2.R.3.A.b
Detailed Description/Instructions:
  • One way to do this is to use a mentor text, begin by showing the cover to generate questions. As you read the book to students, stop to ask questions. After reading book, ask questions you still have. Suggestion: Do before reading, during reading, and after reading on separate days. You can make an anchor chart to track your questions.
Bloom’s Levels: Understand
Webb’s DOK: 1

Engaging Experience 11
Teaching Point: Readers determine whether the answers to their questions can be found in their text.
Suggested Length of Time: 1 mini lesson
Standards Addressed
  Priority: 2.R.3.A.b
Detailed Description/Instructions:
  • One way to do this is using the same mentor text and questions, go back through the book to determine which questions can be answered in the text and which cannot.
  • Another way to do this is to introduce students to “Right there answers” when finding answers to your questions.
Bloom’s Levels: Understand
Webb’s DOK: 1
Engaging Experience 12
Teaching Point: Readers sometime partner with others to read or talk about books.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: 2.SL.3.A.a, 2.SL.3.A.b
Detailed Description/Instructions:
  ● One way to do this is to model that partners sit shoulder to shoulder, with one book in the middle; they listen carefully and ask clarifying questions when they aren’t sure what their partner means; they complement each other on the strategies they tried during reading workshop. Partners also keep each other on track; they point out when something feels off topic, and they make sure when retelling a book or a portion of a book, that they don’t simply use words from the book; they also add their thinking.

Bloom’s Levels: Apply
Webb’s DOK: 3

Engaging Experience 13
Teaching Point: Readers prepare to talk about their books with their partner
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: 2.SL.3.A.a, 2.SL.3.A.b
Detailed Description/Instructions:
  ● One way to do this is create an anchor chart about the roles of “Reading Buddies” Then, practice what partnerships look and sound like. Remind students that partners need to be prepared to talk so they must...choose a book that they read during workshop.
  ● Another way to do this is by students modeling moving into partners unprepared and/or prepared. Unprepared partners come empty handed, they just ‘show up’. While, prepared partners are ready to tell about or share questions about their story.

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 14
Teaching Point: Readers check that they’ve understood the book by telling another reader all about the main parts (beginning, middle, end).
Suggested Length of Time: 1 mini-lesson
Standards Addressed
Priority: 2.SL.3.A.a, 2.SL.3.A.b

Detailed Description/Instructions:

- One way to do this Model using your hand to retell the story pointing to each finger as different parts of the story from beginning to end.

Bloom’s Levels: Understand

Webb’s DOK: 2

Engaging Scenario

Engaging Scenario
In partners, do a retell of a book you would recommend as your partner models active listening. Include ‘why’ you think your partner might enjoy this text. Then, the partner will come up with questions about the book, both to clarify information and to help them prepare to read the book themselves. They will also, build on the retell by linking a thought of their own.

Unit 2: Shoring Up Foundational Skills

Subject: Reading
Grade: 2nd
Name of Unit: Shoring Up On Foundational Skill
Length of Unit: Approximately 5 weeks, September-October

Overview of Unit:
The main focus of this unit is to brush up on various foundational reading skills but also to build independent readers with both fiction and non-fiction texts.

In Topic 1 (Bend 1) students will tackle tricky words with decoding strategies.
In Topic 2 (Bend 2) students will read with fluency (rate, accuracy, expression, appropriate phrasing) to bring meaning to the text.
In Topic 3 (Bend 3) students will monitor comprehension and make corrections and adjustments when understanding breaks down.

Getting Ready for the Unit:
- Pull both fiction and informational books that you can use to model strategies of fluent reading, decoding difficult words, and rereading text.
- Reading logs and goals from last unit to reflect on and to set new goals.
- Plan to make anchor charts that illustrate decoding strategies.
  - Clues Authors Give for How to Read Their Words
- Reading notebooks or folders

Pre-assessment (given prior to starting the unit):
- Using your running record data pay attention to:
  - How students are decoding words MSV - M (Meaning), S (Structure), V (Visual)
  - Are they rereading?
  - Quality of retell at the end of text
  - How their fluency sounds

Read aloud considerations:
- *Animal Look-Alikes* by Rachel Griffiths
- *Houndsley and Catina* by James Howe
- *Mr. Putter and Tabby Walk the Dog* by Cynthia Rylant
- *The Secret Life of Trees* - DK readers

Shared Reading Considerations (K-2 only):
- Poetry - fiction and informational
- Songs
- Dr. Seuss books

Essential Questions:
1. How can I figure out what this tricky word says?
2. How do and I make my reading sound smooth so I can understand what the text means?
3. How do I use fix-up strategies when I don’t understand what I’ve read?

Enduring Understanding/Big Ideas:
1. Students will use decoding strategies to figure out unknown words.
2. Students will read appropriate texts with fluency.
3. Students will use fix-up strategies to monitor meaning.
Priority Standards for unit:

- 2.RF.3.A: Develop phonics in the reading process.
  a: decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs.
  b: distinguishing long and short vowels when reading regularly spelled one-syllable words.
  c: decoding regularly spelled two-syllable word with long vowels.
  d: decoding words with vowel diphthongs.
  e: decoding words with vowel digraphs.
  f: reading words with common prefixes and suffixes.
  g: using contractions.
  h: using common syllable patterns to decode words including r-controlled vowels.
  i: reading irregularly spelled high-frequency words.
  j: demonstrating decoding skills when reading new words in a text.

- 2.RF.4.A: Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension by using context to confirm or self-correct word recognition and understanding, rereading as necessary.

- 2.R.1.A.e: Develop and demonstrate reading skills in response to text by monitoring comprehension and making corrections and adjustments when understanding breaks down.

Supporting Standards for unit

- 2.R.1.D: Read independently for multiple purposes over sustained periods of time by:
  a: reading text that is developmentally appropriate.
  b: producing evidence of reading.

- 2.R.3.C.d: Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times by identifying the author’s purpose.

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<td>develop</td>
<td>apply</td>
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<td>2.RF.4.A</td>
<td>appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension</td>
<td>read</td>
<td>remember</td>
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<tr>
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<td>reading skills in response to text by</td>
<td>develop and</td>
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monitoring comprehension and making corrections and adjustments when understanding breaks down.

demonstrate

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<td>fluency</td>
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<tr>
<td>describe</td>
<td>expression</td>
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<td>self-monitor</td>
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<td>short vowel/long vowel</td>
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<td>scanning</td>
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Topic 1: Tackling Tricky Words with Greater Resolve
Engaging Experience 1
Teaching Point: Readers use many strategies while reading.
Suggested Length of Time: Several mini-lessons (depending on your class)
Standards Addressed
Priority: 2.RF.3.A
Detailed Description/Instructions:
  ● One way to do this is to review decoding strategies students used in first grade.
  ● Another way to do this is to have readers find words that they stumbled on when reading and share the strategy they used to fix it.
Bloom’s Levels: Understand
Webb’s DOK: 2

Engaging Experience 2
Teaching Point: Readers use strategies to decode unknown or unfamiliar words.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
Priority: 2.RF.3.A
Detailed Description/Instructions:
  ● One way to do this is review decoding strategies students used in first grade. (Check to see which decoding strategies were taught, ie. flippy dolphin, chunky monkey or Lucy Calkins Super Hero strategies)
Bloom’s Levels: Understand
Webb’s DOK: 2

Engaging Experience 3
Teaching Point: Readers use context clues to help decode unknown words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.a
Detailed Description/Instructions:
  ● One way to do this is to cover a tricky word with a sticky note. Model how to use the rest of the sentence to figure out what word would make sense. Then ask yourself, does this make sense?
Bloom’s Levels: understand
Webb’s DOK: 2
**Engaging Experience 4**
**Teaching Point:** Readers use visual cues to help decode unknown words.
**Suggested Length of Time:** 1 lesson

**Standards Addressed**
- Priority: 2.RF.3.a

**Detailed Description/Instructions:**
- **One way to do this** is to use a similar procedure as in previous engaging experience. The difference is after asking if it makes sense, reveal the beginning sounds. Does the word that makes sense match the text?

**Bloom’s Levels:** understand
**Webb’s DOK:** 2

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**Engaging Experience 5**
**Teaching Point:** Readers use syntax (what we know about proper sentence structure) to help decode unknown words.
**Suggested Length of Time:** 1 lesson

**Standards Addressed**
- Priority: 2.RF.3.a

**Detailed Description/Instructions:**
- **One way to do this** is to use a similar procedure as in previous engaging experience. The difference is after asking if it makes sense, and matches the text, ask the students if it sounds right.

**Bloom’s Levels:** understand
**Webb’s DOK:** 2

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**Topic 2: Reading with Voice and Meaning**

**Engaging Experience 6**
**Teaching Point:** Readers read smoothly by combining words into phrases.
**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**
- Priority: 2.RF.4.A

**Detailed Description/Instructions:**
- **One way to do this** is to model reading one word at a time (robot reading), then show how to scoop words together to read as a phrase.

**Engaging Experience 7**
**Teaching Point:** Readers reread to build fluency.
Suggested Length of Time: 1 mini lesson  
Standards Addressed  
  Priority: 2.RF.4.A  
Detailed Description/Instructions:  
  • One way to do this is to explain how reading brains are doing so much at once. (decoding letters and sounds, what is happening, fluency). Many readers focus on fluency after they know all words. Model how to read first to decode then reread for fluency.  
Bloom’s Levels: Apply  
Webb’s DOK: 3  

Engaging Experience 8  
Teaching Point: Readers pay attention to punctuation  
Suggested Length of Time: 1 mini lesson  
Standards Addressed  
  Priority: 2.RF.4.A  
Detailed Description/Instructions:  
  • One way to do this is to create an anchor chart of punctuation and uses: (periods, exclamation points, question marks, and quotation marks). Using familiar text, model how to read sentences with expression based on the punctuation.  
Bloom’s Levels: Apply  
Webb’s DOK: 3  

Engaging Experience 9  
Teaching Point: Readers use different voices when reading fiction and non-fiction.  
Suggested Length of Time: 1 mini lesson  
Standards Addressed  
  Priority: 2.RF.4.A  
Detailed Description/Instructions:  
  • One way to do this is to model how the author’s purpose determines the way a text is read. If the purpose is to inform, read like a teacher/reporter. If the purpose is to entertain, read like a storyteller.  
Bloom’s Levels: Apply  
Webb’s DOK: 3  

Topic 3: Reading to Monitor Meaning  

Engaging Experience 10  
Teaching Point: Readers ask themselves, “Did that make sense?” If the answer is “No!” go
back and fix it up.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

- **Priority:** 2.R.1.A.e

**Detailed Description/Instructions:**

- **One way to do this:** Model reading a few ways: quickly, with and without errors, and slowly, with and without errors. Model how to pause to ask yourself, “Did that make sense?” If ever you answer no or not really, go back and fix it by rereading it slowly. *(Reading Strategies 3.7, page 84)*

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3

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**Engaging Experience 11**

**Teaching Point:** Readers always check in to make sure what they are reading is clear and not fuzzy.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

- **Priority:** 2.R.1.A.e

**Detailed Description/Instructions:**

- **One way to do this** is to stop at the end of the page or section and ask Who? What? Where?

- **Another way to do this** is to make a movie in your mind of what is happening in the story.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3

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**Engaging Experience 12**

**Teaching Point:** Readers go back and reread when they don’t understand what they just read.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

- **Priority:** 2.R.1.A.e

**Detailed Description/Instructions:**

- **One way to do this:** As you demonstrate *monitoring your comprehension* as you read, you may choose to assume a “reading pose” and a “thinking pose” that are distinct. Perhaps for the “thinking pose,” you put the book down, look up, and point to your forehead. This will help students understand that you aren’t *reading* the words, you’re thinking aloud. *(Reading Strategies 3.8, page 87)*

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3

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**Engaging Experience 13**
Teaching Point: Readers use goal sheets to track the volume of independent reading.

Suggested Length of Time: 2 mini lessons

Standards Addressed
- Priority: N/A

Detailed Description/Instructions:
- One way to do this is to refer back to the “fix-up” strategies anchor chart. Students will self-select one small way they feel will make them a stronger reader. Divide students by similar goals to brainstorm how they will work towards this goal.

Bloom’s Levels: Apply
Webb’s DOK: 3

Engaging Scenario

Engaging Scenario
Students will make a bookmark to represent the strategies they have learned in this unit. They can choose 2-3 strategies to represent on their bookmark to remind them as they are reading.

Unit 3: Reading Information Books

Subject: Reading
Grade: 2nd
Name of Unit: Reading Information Books
Length of Unit: 7 weeks October-December

Overview of Unit:
The main focus of this unit is for students become the kind of reader who learns information about the world from books, and has big ideas about that reading.

**Topic 1 (Bend 1)** students will use text features, ask questions of text, and reflect on new learning.

**Topic 2 (Bend 2)** students will identify main idea and give details in a text.

**Topic 3 (Bend 3)** students will find similarities and differences between text of the same topic. Working in partnerships, students will become “experts” on a topic.

**Topic 4 (Bend 4)** Students will make a presentation based on the information learning. *A digital presentation would meet the ISTE standards for second grade.*

**Getting Ready for the Unit:**
- Be sure your library or part of library is organized in a way that non-fiction texts are sorted by familiar topics.
- Pull mentor texts.
- Reading journals and post-its

**Pre-Assessment (given prior to starting the unit):**
- In small groups, pass out a nonfiction text (science and social studies readers) and have the students identify and explain use of text features (e.g. table of context, index, bold print, photographs, captions, diagrams, etc.)

**Read Aloud Considerations:** (look for illustrated texts, books with labeled diagrams, photographs, and other text-features)
- Bugs! Bugs! Bugs! by Jennifer Dussling (Level J)
- Native Americans texts (connect with Social Studies)
- Fish by Ted O’Hare

**Shared Reading Considerations (K-2 only):**
- Science and Social Studies Readers

**Essential Questions:**
1. How can I use the text features to understand nonfiction text?
2. How can I get myself ready to read nonfiction and make connections between what I’ve read and what I already know about a topic?
3. How are two texts of a similar topic the same? Different?
4. How can I make a digital presentation of what I have learned about a topic?
5. How can I find the main idea and details of a text.

**Enduring Understanding/Big Ideas:**
1. Students will use and identify and use text features to find information in a nonfiction text.
2. Students will find similarities and differences between two or more texts of the same topic.
3. Students will make a digital presentation of their learning.
4. Students will find main idea and details of a text.
Priority Standards for unit:

- 2.R.3.A.c Read, infer, and draw conclusions to: use text features to locate specific information.
- 2.R.3.C.a Read, infer, and draw conclusions to: explain main ideas and supporting details.
- 2.R.3.C.e Read, infer, and draw conclusion to: compare and contrast the most important points presented by text on the same topic.
- 2.W.3.A.a-f Gather, analyze, evaluate, and use information from a variety of sources: apply research process to:
  - a. generate a list of open-ended questions about topics of interest
  - b. create an individual question about a topic
  - c. use own question to find information on a topic
  - d. gather evidence from available sources, literary and informational
  - e. record basic information from literary and informational texts in simple visual format
  - f. present and evaluate information in written and oral reports or displays, using previously established teacher/student criteria

Supporting Standards for unit:

- 2.R.3.A.d Read, infer, and draw conclusions to: explain common graphic features to assist in the interpretation of text.
- 2.R.3.A.b Read, infer, and draw conclusions to: demonstrate understanding by locating facts to answer and/ or ask questions.
- 2.R.3.B.a Read, infer, and draw conclusions to: explain why a text is fiction or nonfiction.

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Unit Vocabulary:

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Board Approved: June 7, 2018
### Engaging Experience 1
**Teaching Point:** Readers know the difference in structure between fiction and nonfiction.
**Suggested Length of Time:** 1 mini-lesson
**Standards Addressed**
- Priority: N/A
**Detailed Description/Instructions:**
- **One way to this is** to make a Venn Diagram to compare structures of fiction and nonfiction (B,M,E, table of contents, characters, etc).
- **Another way to do this is** to show fiction and nonfiction text pointing out different structures in each text.

### Engaging Experience 2
**Teaching Point:** Readers “study the lay of the land” of their informational books, noticing the features that set them up.
**Suggested Length of Time:** 1 mini-lesson
**Standards Addressed**
- Priority: 2.R.3.A.c
**Detailed Description/Instructions:**
- **One way to this is** to begin teaching previewing strategies by saying, “Just as explorers explore the land, readers study the lay of the land of their informational book.” Using a read aloud or familiar non-fiction text, model previewing the book, pointing out text features you notice.

**Bloom’s Levels:** Apply
**Webb’s DOK:** 2

### Engaging Experience 3
**Teaching Point:** Readers know which text features to use effectively to gain meaning from the text.
**Suggested Length of Time:** 2 mini-lessons
**Standards Addressed**
Topic 2: Readers Work Hard to Identify the Main Idea and Details of the Text

Engaging Experience 4
Teaching Point: Readers never stop thinking about how the information all fits together in an information book.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: 2.R.3.C.a
Detailed Description/Instructions:
  • One way to do this is to read the contents of one page of your read aloud and then model thinking aloud how that information aligns with the heading of the section. For example, if you are reading content about blue whales, humpback whales, and orcas, you would explain the connection to the heading of “Types of Whales”. You can do this a few times. Next, read a section and have students turn and talk about how that information aligns with the heading.
  
  • Another way to do this is to have students read content individually or with a partner, using a post-it, have students write a heading and explain why they chose that heading.

Engaging Experience 5
Teaching Point: Readers sort information just as you might sort a bunch of books into an organized library, putting each book with other books like it.
“Today I want to teach you that you can do the same thing when you read information books. You can ask, ‘What was this bit of text about?’ and make a mental container or category.”
Suggested Length of Time: 2 mini-lessons
Standards Addressed
  Priority: 2.R.3.C.a
Detailed Description/Instructions:
One way to do this is putting each book with other books like it, depending on what it is about. You can do the same thing when you read information books. Model this with Bugs! Bugs! Bugs! First read a couple pages and then demonstrate how to make the mental containers, “how bugs hunt for prey” and “why bugs hunt for prey” and “how bugs trick their enemies.” When you read on, you may decide, “Oh, this taught me that assassin bugs inject other bugs with poison—that goes in ‘how bugs hunt for prey.’ And I learned that stink bugs give off a smell when they are in danger—that goes in the ‘how bugs trick their enemies’ category.”
**Bloom’s Levels:** understand  
**Webb’s DOK:** 3  

**Engaging Experience 6**  
**Teaching Point:** When readers read information, readers don’t just roar on, tearing through the book at the speed of a race car. They pause quickly and often to collect their understanding. They think, ‘What have I learned so far?’ or ‘What was this part about?’ and they hold this information in their minds as they move forward in the book.  
**Suggested Length of Time:** 2 mini-lessons  
**Standards Addressed**  
Prior: 2.R.3.C.a  
**Detailed Description/Instructions:**  
- **One way to do this** is to take, for example, the pages about the dragonfly from *Bugs! Bugs!* During a read-aloud session, you may want to place this page on the document camera in order to project it for your students to see. After reading a few sentences, you may prompt students to ask, “What was this part about?” and then answer, “This is teaching me how the dragonfly catches the mosquito.” Then they could think, “How does this fit with what I’ve learned so far?” As you demonstrate your own thinking, turning back a page or so and say, “Well, I just read that wood ants find dead bugs and carry them back to their nest, so these two kinds of bugs—wood ants and dragonflies—are very dangerous bugs, but in different ways.”  
- **Another way to do this:** After reading a part of a book (or a whole book or article if it’s short) it’s important to go back to recall what you read. Gather up facts by listing them. You can start with, “In this page (or part or book), I learned that…” (*Reading Strategies 9.5, page 254*)  
- **Prompts:**  
  - List the facts you remember.  
  - What did you learn in this part?  
  - List what you remember.  
  - That’s one fact. Let’s try to list a few.  
  - Yes! All the facts you listed are from this part.

**Bloom’s Levels:** understand  
**Webb’s DOK:** 3

**Engaging Experience 7**  
**Teaching Point:** Readers notice what words repeat.  
**Suggested Length of Time:** 1 mini-lesson  
**Standards Addressed**  
Prior: 2.R.3.C.a  
**Detailed Description/Instructions:**  
- **One way to do this** is looking through your mentor text; stopping to point out words that are repeated on multiple pages. When words are repeated over text, it gives you a clue to the main idea. (*Reading Strategies Book 8.2, page 223*)  
**Bloom’s Levels:** understand  
**Webb’s DOK:** 3
Engaging Experience 8
Teaching Point: Readers identify details that go with the main idea.
Suggested Length of Time: 3 mini-lessons
Standards Addressed
  Priority: 2.R.3.C.a
Detailed Description/Instructions:
  * One way to do this is make an anchor chart with the headings: Topic, Subtopic, and Details. Using your mentor text, model completing the anchor chart. Questions to think about: What is the topic of this section? What is this mostly about? What details support the Topic? What is the subtopic? (Reading Strategies Book page 224)

Bloom’s Levels: understand
Webb’s DOK: 3

Engaging Experience 9
Teaching Point: Readers connect what they read on the page with what they’ve read previously in the same book, in another book or encountered in real life.
Suggested Length of Time: 2 mini-lesson
Standards Addressed
  Priority: 2.R.3.C.e
Detailed Description/Instructions:
  * One way to do this is to teach students that they might ask questions of the book and jot these down. (For instance, “Could I keep a rabbit in the same cage that currently houses a guinea pig, since they eat the same foods?”) You’ll want to get your readers into the habit of quickly jotting responses to text either on Post-its or on a mini-pad. To help readers develop original responses you might teach thought prompts such as:
    o This makes me think. . . .
    o This is just like. . . .
    o This makes me wonder. . . .
    o This surprises me because. . . .
You’ll show children the difference between trivia picked out from the text (dogs are descendants of wolves) and an original response to the text (because dogs are descendants of wolves, I wonder whether a wolf brought up in a human home, away from the wild, might behave like a friendly dog instead of a ferocious beast).
Bloom’s Levels: analyze
Webb’s DOK: 3

Engaging Experience 10
Teaching Point: Teach your readers that when they notice differences it’s helpful to first, consider what makes two things different, and then to think about what might explain the differences.
Suggested Length of Time: 1 mini-lesson

Standards Addressed
Priority: 2.R.3.C.e

Detailed Description/Instructions:
- **One way to do this** to show your students that as they compare and contrast the information in their books, be sure to support them as they incorporate more nuanced language to describe information they are comparing and contrasting. For example, your chart could look this:
  - 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...
  - Unlike the... in this book the... does [doesn’t]...
  - When we were learning about... we learned... but now that we’re learning...

Bloom’s Levels: analyze
Webb’s DOK: 3

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Engaging Experience 11

Teaching Point: When readers are trying to make sense of a text, it helps to look across their Post-its and ideas, either on the same page or across pages. First, they imagine how their ideas or information fit together. They might lay their Post-its out side by side and ask, “How are these the same and how are they different?”

Suggested Length of Time: 2 mini-lessons

Standards Addressed
Priority: 2.R.3.C.e

Detailed Description/Instructions:
- **One way to do this** is to teach them to read on, to see whether the information fits with their new thoughts and/or ideas. The Post-its will help students compare information across books.

Bloom’s Levels: analyze
Webb’s DOK: 3

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Engaging Experience 12

Teaching Point: Set children up to compare and contrast information about a topic before synthesizing.

Suggested Length of Time: 1 mini-lesson

Standards Addressed
Priority: 2.R.3.C.e

Detailed Description/Instructions:
- **One way to do this** is to draw on examples from a class topic, comparing a new fact with something you already know, activating prior knowledge. Read from a book, pause, and say, “A ramp is a type of an inclined plane. An inclined plane is a simple machine with a flat surface that always has one end higher than the other end. Simple machines help people do work. That’s a lot like springs that are in machines like a watch, or a computer.
Inclined planes and springs are the same because they help people do work.” Here, you model comparing how ramps and springs are the same.

Bloom’s Levels: analyze
Webb’s DOK: 3

Engaging Experience 13
Teaching Point: Invite students to begin a partnership based on common topics. They will begin to chart what they already know, and what they want to know about their topics and begin researching.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
Priority: 2.R.3.C.e
Detailed Description/Instructions:
- One way to do this is to create a big board (perhaps by using an opened legal-sized manila folder) on which you head columns with “What I Think I Know,” “Oops!,” “Yes!,” “New Information,” and “Wondering.” The partnership could then meet and talk, activating their presumed prior knowledge about their topic. This will launch partners into an exploration to confirm (“Yes!”), revise (“Oops!”), add (“New Information”), and question (“Wondering”). This board could become a living part of the work the group does as they move Post-its from one column to another.

Bloom’s Levels: analyze
Webb’s DOK: 3

Engaging Experience 14
Teaching Point: Invite partnerships to choose topics of study, as well as categories of focus.
Suggested Length of Time: 3 mini-lessons
Standards Addressed
Priority: 2.R.3.C.e
Detailed Description/Instructions:
- One way to do this is to have partners shop the library for their topic and then gather all the texts that relate. However, if your library has a limited range of books, you might study the titles you do have and create a list of possible topics for partners to choose from. (If supplies are particularly short, you might share materials with other first, second, and third grade teachers). Remember that your aim in these workshops is not to initiate a topic or content study but rather to make your second graders better information readers. Even though it may seem to students that they’re studying content on a topic (and they are), your instructional focus must be to develop students’ skills at reading this genre— information books. Make sure that your teaching reinforces this. Readers might circle the classroom with a clipboard, interview questions, and a list of possible topics, asking other students, “Do you want to learn more about wolves?” or “Which of the following topics sounds most interesting to you: whales, plants, or simple machines?” In this way, students take charge of finding like minded peers with whom to form nonfiction reading clubs.

Bloom’s Levels: analyze
Webb’s DOK: 3
Engaging Experience 15
Teaching Point: Partnerships can be a terrific source of support! When you struggle to understand something in your reading, don't be afraid to ask for help. Say, 'In my book, I read...and I don’t understand this.' or 'I read...in my book. Did any of you see something similar in your book? I thought...but...

Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: 2.R.3.C.e

Detailed Description/Instructions:
  ● One way to do this is to teach them when they have difficulty teaching what they read, they can bring their confusions or misunderstandings to their club and draw on the support of other members to clarify these. A child might say, “In my book it says that gravity holds us on the ground, but I don’t really get it. Did your book talk about that?” or “I thought that astronauts walk in space but in the book it says that they are in free fall because there is no gravity in space. I don’t get it.”

Bloom’s Levels: analyze
Webb’s DOK: 3

Engaging Experience 16
Teaching Point: Partners identify the two or three categories they want to study about a topic. They can compare how books differ in their treatment of these categories.

Suggested Length of Time: 2 mini-lessons
Standards Addressed
  Priority: 2.R.3.C.e

Detailed Description/Instructions:
  ● One way to do this is to compare illustrations between books, finding ones that contain more labels or information. Or they might find an illustration in one book that is better explained by the text in another book. Essentially, your readers will be comparing and contrasting the books in their text set. In order to develop language that will set your readers up for comparing and contrasting, you might chart the following prompts:
    o The difference between ____ and ____ is _____.
    o What’s the same about these two ____ is _____.
    o Unlike the ____ in this book the ____ does [doesn’t] _____.

Bloom’s Levels: analyze
Webb’s DOK: 3

Topic 4: Readers Present The Information Learned

Engaging Experience 17
Teaching Point: Readers use digital tools to share all information you have learned.
Suggested Length of Time: multiple-days
Standards Addressed

Board Approved: June 7, 2018
Priority: 2.W.3.a-f

Detailed Description/Instructions:
- **One way to do this** is to have a prepared template for students to input their learning. Students work on their presentation. When all presentations are complete, students will participate in “Engaging Scenario”--sharing their presentations.

Bloom’s Levels: apply
Webb’s DOK: 3

**Engaging Scenario**

Students will share their digital presentation of the information they gained in the unit. They will incorporate text features into their presentation to highlight the main idea and details of the topic. Listeners will have the opportunity to ask questions about the test and presenters can share what questions they initially had as they were researching their topic.

**Unit 4: Gem Unit- Recommitting to Reading**

Subject: Reading
Grade: 2
Name of Unit: Gem Unit
Length of Unit: 2 weeks (January)

*This unit is a chance for you to reflect on and respond to the needs of the students. It is not intended to be taught in its entirety in a sequential order. These Teaching Points could be a whole group lesson, small group lesson or individual conference.*

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<td>If your students are struggling with...</td>
<td>If your students are struggling with...</td>
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<td>● Selecting books that are readable for them</td>
<td>● Finishing books</td>
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<td>● Attending to the reading in another genre (ex, non-fiction, fantasy, poetry, etc)</td>
<td>● Finding a new book to read</td>
<td>● Starting several books at once</td>
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<td>● Sticking with one book over an extended period of time</td>
<td>● Recognizing books they will enjoy reading</td>
<td>● Having a new book each conference/status of the class</td>
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<th><strong>Gem Unit:</strong></th>
<th><strong>Responding to Reading</strong></th>
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Responding to Reading
If your students are struggling with...
- Remembering what they were thinking as they read or tracking
If your students are struggling with...
- Finding books they like to read
- Enthusiasm for reading
- Breaking out of a reading rut
- Trying new types or genre of books
- Finding others who like to read what they do

A mini-unit to strengthen reading behaviors and habits
- literal information from the book
- Articulating ideas in writing at the same depth as when orally expressing their thinking of a text
- Composing superficial responses to reading, while all other writing abilities are strong (as evidenced by story writing, essay writing, or informational writing)

Tracking Reading Growth
If your students are struggling with...
- Setting authentic reading goals
- Expecting the best of themselves during reading
- Using their reading time well
- Reflection
- Reading different genre or breaking out of a series

Variety and Text Choice
If your students are struggling with...
- Reading the same genre repeatedly
- Being “stuck” in a series
- Having variety in either the type of text or the level of difficulty

Modeling a Passion for Reading
If your students are struggling with...
- Having a reading identity

Stamina

*Note: If students are having trouble focusing on reading for an extended period of time, take some time to reflect on the amount of time students have to practice each day. The more students practice, the more they enjoy and develop confidence in reading and the more likely they are to read in their free time. Students who are struggling with stamina may, in fact, need more time to practice.

Teaching Point: Readers, I want to teach you that the best way to become a stronger reader is to read. Only we are in charge of how our reading goes.

Suggested Length of Time: varies depending on the need

Possible Ways to Do This:
- **One way to do this is to** have a discussion about “real reading” and “fake reading.” Model the differences between these two in your discussion. Show what it looks like to be disengaged, distracted, or unfocused with your reading. Name what you did. Now, change your body and mind to show what it looks like to be focused and engaged. Stop and jot-- what are the differences between the two? What will students plan to do to ensure that they are practicing “real reading?” It might be helpful to share your own
reading habits. For example, it might be harder for you to stay focused on nonfiction, so you have to push yourself to concentrate for an extended period of time with this genre.

- **Another way to do this** is to set timed goals for students. Start small, asking for students to read for a short period of time, maybe just a few minutes initially. As students are reading, resist formal conferences, and monitor the focus level of students. If you are seeing students become distracted or disengaged, stop the time and reconvene as a class. Use this as a teaching point, rather than a punishment. What happened? What can we do when we try again? What caused us to get distracted? Then, make time to start again the next day, gradually extending the time when students successfully read without becoming distracted. You might track this time as a class, trying to extend the time more and more each day.

- **Another way to do this** is to set page goals at the start of a chunk of reading time. Students might look back at their reading log and think, “how many pages can I read before becoming distracted?” Have students use sticky notes to mark places where they can take a short break, and reflect upon whether they were focused and engaged. At first, it might just be a couple pages, but then students can gradually extend the page numbers as their stamina increases.

- **Another way to do this** is to have students determine their reading rate. Readers need to monitor how fast we read -- sometimes we read too fast, sometimes too slow, and sometimes at the perfect pace. We can check this by checking our page per minute (ppm) rate and paying attention to how much we are stopping to check our comprehension. Then, we can set goals; do we need to read faster or slower? Do we need to jot more often or less often? To do this, set a time for 10 minutes, and have students note the page they start on. At the end of 10 minutes have them track how many pages they read in that time period. Then, they can reflect on this amount. Is it reasonable? How long would it take me to finish the book I am currently reading based on my ppm rate? Does that goal seem attainable?

- **Another way to do this** is to track your stamina on a stamina chart. This strategy might help students to visualize their reading capabilities. Don’t let this tracking be something that is tracked because we have to ‘muscle through’ it, but rather, that reading is enjoyable. Comparing this tracking to your own tracking of fitness, or running for example, can allow students to see that although reading is hard work, it is worthwhile to set goals for ourselves.

- **Another way to do this** is to have students decide what they want to work on and what they want to pay attention to as they read. Have students set stopping points, and decide what they’ll do when they stop. Place sticky notes in your book that will serve as a reminder to stop and practice the work you’ll do that connects to your goal. The following prompts give students an idea of what to focus on:
  - What’s your goal?
○ How often do you think you need to stop? What are your plans when you do stop?
○ When you stop, what will you do? Jot? Stop and think? Stop and sketch? What will that look like?
○ Think about how often you’ll need to stop to stay focused?
○ Let’s look at how this book is organized. Now think about your goal? Where do you think it makes sense to stop?

● Another way to do this is to realize that sometimes, part of being engaged is just deciding to be. If you approach a book or genre thinking, “this isn’t for me,” then it’s like you're switching your brain off from the start. Instead, try to read it like the words are beautiful or what you're learning about is interesting. Notice how your attention changes.

### Selecting Books

**Teaching Point:** Readers select books that are appropriate for them and that they will enjoy.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

● **One way to do this is to introduce** your students to resources to help them find the next book they’ll be successful with. You may use websites such as Amazon, Goodreads, and BiblioNasium. Show students how to type in a book they remember loving and see what recommendations pop up. You may also model how to read the reviews and summaries while thinking about what they like about books to see if any of the ones suggested are a good fit. Some prompts you may use are:
  ○ Which book do you remember loving? Type that one into the website.
  ○ Read the summary before you decide.
  ○ Think about what it is you liked about this book. Which of these suggestions seem to also have that quality?

● **Another way to do this is to model** for students how choosing a just-right book means more than choosing a book based on level. Instead of going to the library saying, “I’m a ____ (level),” go to the library saying “I’m a reader who enjoys ____ (description of your book interests).” Think, “Where would I find books that fit who I am as a reader?”
  ○ You may wish to create a questionnaire that they can fill out. Some questions you may ask are:
    ■ Tell me about the books you’ve loved. What do they have in common?
    ■ If you were going to ask a friend for a recommendation, what would you tell them to help them suggest the right book?
• What do you like outside of reading that you think might help you find a
good book?
• Tell me what series, authors, or genres you think you most enjoy.
• Where do you think you could go to find books like that?
• What genres of books have you never read before? Why have you never
read this genre?

• Another way to do this is to point out how readers reflect on the past and plan for the
future. You may choose to say something like “It can be hard selecting books from just
the cover and the blurb. Chances are good that some books you’ve picked in the past
turned out to be not such great fits for you and that others were fabulous. One way to tell
how focused you were while you were reading is to look at your reading rate. When you
divide the pages by the minutes you get a page-per-minute (ppm) rate. It should be about
.75, or three-quarters of a page per minute. Much slower and it might be showing that
you’re getting distracted while you were reading. See if you can tell what these books
have in common—a theme? A character type? A topic? A genre? Then, browse books with
that in mind, and/or ask for help from me, or your friends, asking what might fit that
same profile. You can also look over your log to notice the patterns around how often you
read and where you read. You can use what you notice to make resolutions about future
habits.”

• Another way to do this is to focus on whether or not the text engages the reader. You
may wish to model how you read the first page of a book. Notice whether you feel like
the book grabbed you and if you were eager to read the rest of the book. Ask yourself,
“Can I see the story or topic? Do I care to find out what comes next?” If so, the book may
be a good fit. Some prompts you may use for this work are:
  ○ How do you feel after the first page?
  ○ What grabs you here?
  ○ Tell me what you picture after reading that first bit.
  ○ Tell me why you’d like to keep reading.
  ○ What makes you want to read on?
  ○ Do you feel like you were focused on that whole page?

Chronic Abandoning

*Note: Many times students who are chronically abandoning books are struggling to select
books that are a good fit for them in the first place. Some of the lessons from Selecting
Books, may also be needed during this unit.

Teaching Point: Readers I want to teach you that sometimes books just don’t fit us. That is
absolutely ok! It is our job to figure out what books make us want to read, what books don’t, and
and what to do about this.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

- **One way to do this** is to let students know that even adults abandon books. Abandoning a book does not equate to failure. What we have to watch out for is making sure we aren’t abandoning (or half reading) every book we pick up. Create an anchor chart encouraging students to share out reasons that they might abandon a book.
  
  Sometimes we let books go when they are..

  - Too easy
  - Too difficult
  - Not interesting
  - Too confusing
  - About a topic you don’t particularly enjoy
  - Not what you expected
  - Slow moving and hard to get into
  - Don’t like the characters
  - Disappointing sequel
  - Not interested in the genre
  - Too long and you lose interest
  - Doesn’t feel like the story is going anywhere
  - Poor writing style

  Remind students that just because we “quit” a book one time, does not mean that we are never going to read it again. It is ok to give books a second chance. Encourage students to help you brainstorm reasons, from the anchor chart, that might lead you to giving a book a second chance. (ex. This book was too hard the first time I read it, but now I feel much stronger as a reader and would like to try it again.)

- **Another way to do this** is to help students understand that sometimes we have to give books a little more time to decide if they are worth reading. Ask students to share out a book that it took a while for them to get into. Ask them what made them stick reading it. Tell students that as readers sometimes we have to give books a chance, it can take more than just the first few pages for a story to get good. Encourage students to set a personal standard for how long they will give a book before they give it up. (ex. 50 pages, 2 chapters, etc.)

- **Another way to do this is to** have student create an “I read because…” page in their Reader’s Notebooks. Model for students that there are many different reasons people
read. Have students fill this page with all of the reasons that they read. Use this as an anchor point during these lessons. Make notice of students who struggle to think of reasons they read. This will be a great segway for deciding which students would benefit from conferring or small group talk about this.

- **Another way to do this** is to tell students you are getting ready to let them know you are getting ready to let them in on a secret. Share with students that sometimes you read a book and you realize after a little while...that you just don’t like it. Remind them that if we are reading a lot of books that will happen from time to time. However, as readers we have to give books a reasonable chance, before we hop on to the next text. Talk to students about a book you read that you realized just wasn’t a book you liked. How many pages did you read? What let you know it wasn’t a good fit for you? How did you decide you were done reading it?

- **Another way to do this is to** use a strategy like Most & Least Desirable Actions from The Reading Strategies Book by Jennifer Serravallo. Model for students what it looks liek to be disengaged, distracted or unfocused while you’re reading. You could even conduct your read aloud with these behaviors for effect. Ask students to name the actions you were showing, that showed that you weren’t interested. Now, change your body and mind to show what it looks like to be focused and engaged, you might even ask students to guide you through the changes they should make. Ask students to go out into the classroom and model for you unengaged reading. Ask students to model for you engaged reading. Spend workshop checking in with students about what things help them stay engaged. ( The Reading Strategies Book p. 56)

- **Another way to do this is to** remind students that as the school year goes on sometimes we change and grow. It is important that we check in with ourselves to make sure that we are making decisions based on what we know about ourselves. Model for students how you might think about yourself as a reader and the things that have changed for you over the year. Give students a Reading Interest Inventory/Reading-Interest-Alyzer (found in coaches corner) use these inventories to guide small group and conferring conversations, as we work to help students identify the things they want to read about.

- **Another way to do this is to** use a strategy like Choose Books with Your Identity in Mind from The Reading Strategies Book by Jennifer Serravallo. Model for students that choosing a just-right book means more than choosing a book based on the reading level. Instead of going to the library and saying, “I’m a -----level reader.” go to the library saying “I’m a reader who enjoys…..type of books.” Think, “Where would I find books that fit who I am as reader?” You might then say to your students. Sometimes in this classroom I hear kids who worry about reading books that are their reading level. Parents do it too. Sometimes I even hear teachers refer to kids that way. But I have to tell you that books have levels, readers don’t have levels. A better way to describe yourself as a reader is based on the kinds of books that interest you-series, genres, authors, topics, themes, characters. Today, instead of saying you’re a level..., I want you to stop and
reflect about the kind of books you love, using a few questions I am going to put on the board. I want us to start thinking about how we might use this information to label ourselves as readers.

○ On the board you may put some of these questions:

■ Tell me about the books you’ve loved. What do they have in common?
■ If you were going to ask a friend for a recommendation, what would you tell them to help them suggest the right book?
■ What do you like outside of reading that you think might help you find a good book?
■ Based on what you like to do, what kinds of books do you think you’d want to read?
■ Tell me what series, authors, or genres you think you most enjoy.
■ Where in our classroom library do you think you could go to find books like that?

(The Reading Strategies Book p. 63)

● Another way to do this is to use a strategy like Choose Like Books for a Best Fit from The Reading Strategies Book by Jennifer Serravallo. Share with students that sometimes when we are abandoning books it is because we aren’t picking the kinds of books we like to read. Remind students that readers can turn to resources to help them find the next book they’ll read. We can help our classmates by being resources to each other. First we are going to think about the books we most remember loving. Which books are those? Type one title that the teacher or student brainstormed into Amazon, Goodreads or BiblioNasium, see what recommendations pop up. Ask students to think about why these books were suggested as being similar to the one typed in. Encourage students to use their own reading experiences to make recommendations as well. Ex. I liked reading Wonder, I also liked reading Because of Mr. Terupt, because it had a similar structure. I know that Encourage students to create a Liked…? Try… poster to share out books they have liked and other books that are similar.

( The Reading Strategies Book p. 62)

● Another way to do this is to use a strategy like Rereading to get back in your book from The Reading Strategies Book by Jennifer Serravallo. Sometimes we start to quit on a book because it begins to get too hard, too challenging or too confusing. One way to help yourself get back on track is to stop and notice where you attention started to drift. Go
back to the last thing you remember not just reading, but really understanding. Did you notice yourself getting distracted there? What are some things that we can do? Rereading is one way of going back and making sure that the words we are reading have meaning. (The Reading Strategies Book p. 50)

Book Talking: the “How” and the “Why”

Teaching Point: Readers share book recommendations with other readers about books they love, and they listen to the recommendations of others for ideas of what to read in the future.

Suggested Length of Time: varies depending on the need

Possible Ways to Do This:

- **One way to do this is to** set aside time for book talks. If you started the year with book talks, but they have fizzled for lack of time, this is the moment to reignite the practice. Or, if you haven’t done book talks with your students, start now. Share with students that the purpose of a book talk isn’t to summarize the book. A book talk is also not something you as the teacher would use to assess a student’s reading completion or comprehension. A book talk is to persuade other readers to read a book you feel passionate about! Model a book talk from the classroom library. Model your enthusiasm for the experience of reading the book as well as a brief explanation of the setting, character, and the main problem, but don’t give away the climax or end of the story. Compare and contrast your book to other books students may have read. For instance, if you are book talking the book *Upside-Down Magic* by Sarah Mlynowski, you might say that like Harry Potter, the main character has magical powers and goes to a special school to learn how to use them. Unlike Harry Potter, this book is shorter, more comical, and about a character whose magical abilities have troubles. End by saying something like, “if you like books that are . . . then you’ll love this book.” For instance, with *Upside-Down Magic*, you might say, “if you like books that tell school stories, have a character who is less than perfect, and are funny too, then you’ll love this book.”

- **Another way to do this is to** introduce book commercials. Book commercials are like book talks, but the focus is on something short, and the idea is to have a commercial pop up here and there, rather than a lot of book talks all at once. When teaching the book commercial, focus on what the student should say and shouldn’t say. Teach the term, “spoiler.” A commercial should be focused on creating enthusiastic persuasion for others to read a book without giving too much away. Model using the teasers and language from the backs of books. After a student has presented a commercial, allow them to ask for the opinions of any other students who have read the book. Students can raise their hands, and the presenter can call on them. This will give students a chance to agree or disagree.
respectfully with the presenter and will lend an informal, conversational tone to the book commercial time. Students listening to the commercial should record titles that sound interesting to them on a “Books to Read” page in their reader’s notebook.

- Another way to do this is to teach students to write book reviews. You can share with students that adult readers who love to read often get ideas of what to read by reading book reviews in magazines like Booklist, The New York Times Magazine, The New York Review of Books, and on websites like Amazon and Goodreads. Your students can share their book reviews on a class blog, through Google Classroom, or they can type and print them, cut them out and share them on a review bulletin board or other area of the classroom. Another idea would be to showcase book club books in holders or along your whiteboard ledge and have students who read those books write reviews and hang them around the book. Students shopping for their next book can read the reviews and pick up a copy of the book if they are interested. When writing the reviews, have students use the backs of books as mentor texts for their writing. Create a class anchor chart with things the students noticed from these mentor texts. A class anchor chart created by Donalyn Miller’s students and shared in The Book Whisperer has these criteria (p. 138):
  - Quotes from the book
  - Quotes from famous writers and reviews
  - Cliffhanger questions
  - Personal reactions and opinions
  - Awards the book and author have won
  - Recommended reading age
  - Other books by the same author
  - Comparisons with other books

- Another way to do this is to hold reading clubs. These reading clubs will differ from book clubs, because their goal is not to read a certain book together but rather to discuss the reading each student has been doing lately. Group students who have similar reading levels and interests and allow them to share the books they have read with each other. Have these students give book commercials or share reviews with each other as well as informally discuss books they have finished reading this year. Have students list ideas for future reading on a “Books to Read” page in their reader’s notebooks during the club meeting. Also consider holding reading clubs on several days, each day with a different configuration of students in each club so that each student has the opportunity to talk with multiple readers.

Responding to Reading
**Teaching Point:** Readers use writing to help them remember important events from a text and their own reactions while reading.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

- **One way to do this is to** show students how stopping to jot can help readers monitor their comprehension, as well as remember the main details. Instruct students to place a sticky note on every 5th page of a text. (You may need to adjust the number of pages in between sticky notes based on a child’s reading ability and text complexity.) When students get to a page with a sticky, they should stop reading and write a sentence retelling who and what the prior 4 pages were about. Explain to students if they can’t recall who or what those prior pages were about this signals the reader to reread for understanding.

- **Another way to do this is to** remind children that jotting notes while reading has a number of benefits. For one, it makes our thinking visible and supports us when we have conversations about our reading. Using sticky notes allows us to refer immediately back to the text that sparked our thinking. However, as readers we must reflect on our notes and determine which notes are truly worth keeping. Model for students how to reread sticky notes, asking the following questions to determine what notes are worth keeping:
  - Does it help me understand my book?
  - Does it connect with my goal?
  - Will it help me talk to my teacher about my reading?
  - Will I use it to springboard conversation?
  - Will I use this note to write a longer entry about my reading?

Once you’ve selected the ideas you what to keep, show students how to organize them into your reading notebook with a title on the top of the page, and the sticky notes that go with that book on the rest of the page.

- **Another way to do this is to** explain to students that one of the best ways to understand what you read is to practice summarizing it. When you are forced to say just what is most important about a selection of text, you have to sort through all the details and just pick the most essential ones. This can be accomplished by sharing the five most important events, in the order they happened. Model how you do this by telling the 5 most important events across your five fingers for one of your recent read alouds. Then show students how they can take those sentences and write them down on a page of their Reader’s Notebook. (This might also be a good opportunity to teach students how the addition of transition words at the beginning of each sentence connects the ideas and creates a smoother sounding summary.) Through your discussion, guide them to notice you didn’t include every single detail, just the big events that move the story along.

Possible prompts to use for this lesson include:
  - What happened first?
○ Was that the most important event that happened next?
○ You’re at the middle finger, that should be about the middle of the book.
○ One finger left—what’s the conclusion of the story that connects back to the initial problem or what the character wanted?

**Teaching Point:** Readers can expand on their own thinking, as well as the thinking of others.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

- **One way to do this is to** model for students how to select a sticky note that you think has a strong starting idea written on it. (It would be powerful to use a sticky note you created in reaction to a class read aloud.) Place the selected sticky note on the corner of a blank page in your Reader’s Notebook. Now, model for students how a reader can use conversational prompts to expand on their “in-the-moment” thoughts so they grow into something bigger and deeper. It is important to show students that your expanded writing will begin by restate the idea on the sticky note and then elaborating on that idea with details from the text, more personal insight, and maybe some lingering questions. Encourage students to keep their pencil moving. Don’t worry about perfection; just write to get your ideas down. Possible prompts to use:
  ○ At first I thought _______ but now I’m thinking _________.
  ○ The text said ________. That made me think __________.
  ○ I agree/disagree with ________ because…

- **Another way to do this is to** ask students to take an idea they have about a character, theme, or something else in their book and have them write about that idea. Then, have students partner up to discuss their thinking. After their discussion, ask students to go back to their notebook and write about their thinking now. In particular, how their ideas changed or shifted, or how they’ve gotten a new perspective because of the conversation. Possible prompts to help guide student thinking:
  ○ How has your thinking changed?
  ○ What did you think before, and what are you thinking now?
  ○ You can say, “Before I thought… but after talking I’m thinking…”
  ○ Think about ideas your partner or club members shared. What’s new from what you had written down before?

- **Another way to do this is to** set up “Themed Notebooks” for students to record their responses to favorite books. Themed Notebooks can be created using composition notebooks, spiral notebooks, etc. Assign a popular literary theme to each notebook. Possible themes include:
  ○ Friendship
  ○ Courage
  ○ Love
  ○ Hope
The idea behind using these notebooks is to create an authentic place for written responses to reading, foster a sense of community writing, and provide students with another place to access book recommendations. Themed Notebooks are meant to be kept from year to year and used by all students and adults in the classroom. When a student finishes a book, they may select the appropriate Themed Notebook, open to the next blank page in the notebook, write the title of their book, their response to the book, and date the entry.

Tracking Reading Growth

**Teaching Point:** Readers have goals and track their progress toward those goals, just like athletes do.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

- **One way to do this is to** share the idea of creating and tracking goals. You might refer back to the beginning of the year when you tracked minutes of quiet reading as your class worked to grow their independent reading stamina. Some students may need to return to tracking their minutes of engaged reading if this is something they are struggling with. (Click [here](#) for a graph you can use.) You might give the example of an athlete in a gym. If the athlete wanted to increase his arm strength, he might make a goal of being able to lift a certain amount of weight. Obviously, just going to the gym and hanging out would not help that athlete meet his goal. The athlete would have to use his time at the gym well and gradually increase both the minutes he lifted weights as well as the heaviness of those weights. Likewise, a reader has to use his or her independent reading time well and gradually increase both the minutes he or she reads and thinks about the book as well as the number or complexity of the books he or she is reading.

- **Another way to do this is to** create a party ladder. For students who are struggling to maintain focus or meet reading goals, a party ladder, as described in Jennifer Serravallo’s *The Reading Strategies Book* (p. 57), could be helpful. Break down a goal, like engaged reading for a longer period of time, into a small series of steps that ends with an agreed upon celebration. Draw a sideways representation of stairs on a piece of paper, and on each step, break the goal down. For example, the first step might say, “Read 5 pages.” The second step might say, “Jot a thought.” The third step might say, “Read 5 pages.” Then at the top, the celebration might say, “Party! Read a poem.”
Another way to do this is to revisit book logs. If you set up book logs at the beginning of the year or gave students the 40-book challenge, take time to update and reflect on the progress shown in those book logs. Talk to students about the reason for logging their books. What are they learning about themselves as readers by looking at their logs? Are they doing a good job of reading across genre? Can they help identify a reading preference? Model analyzing a book log of a student who is a strong reader and does not mind sharing their log or model analyzing your own book log. Discuss the ways you can reflect on the log and then model creating a reading goal, such as reading a certain number of books in a new genre. Students could also create a goal to read more books in the next quarter or semester than they have so far. You could use the analogy of the athlete by discussing that a basketball player who wanted to get better would have to build both strength and endurance. One without the other would not help her achieve her goal. Likewise, in focusing on strength, she would need to build strength in both her arms and legs to truly improve. Readers need to focus on reading more and reading a variety of books to truly improve as readers. Jennifer Serravallo’s *The Reading Strategies Book* has these ideas for analyzing a book log:

- **Reading log rate reflection.** Is the student reading too fast or slow? This may lead to a discussion of whether or not they are choosing *just right* books as well as a discussion of whether or not they are taking the time to make meaning as they read.
- **When do students read?** Are students reading only at school? Could they find other times to read? Are they reading at home? Are there times in the school day where they could steal time to read (bathroom breaks, when they finish work, when they first arrive at school, etc.)?
- **Set page goals.** Without sacrificing meaning, can a student prompt themselves to gradually read more pages? Do they tend to read a consistent number of pages during reading or does it vary widely? Are the number of pages read consistent within a book?
- **Read with a focus to focus.** How many pages can the student read before losing focus? Can they increase this? Do they need to plan to take small mental breaks to increase the time they can read without losing focus?

Another way to do this is to Reflect on the past unit. What kind of reader were you? What books did you read? What have you learned that will help you in the future? What did you learn about yourself as a reader? It is through reflection that we can learn more about ourselves and find areas we want to improve. As Jennifer Serravallo says in *The Reading Strategies Book* on page 67, “Reflect on your reading history to set a better reading future.” This helps lead us to setting goals. Model your own reflection of your reading over the past quarter. Model setting a goal and discuss with students the satisfaction you feel in reaching a goal. Let students share times they have met goals and
how they felt. If they have not yet had this experience, help students get excited about this future event! For an example of a student-friendly reading reflection, click here.

Variety and Text Choice

**Teaching Point:** Readers vary the texts they read, just like we vary the foods that we eat.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

- **One way to do this is to** model for students how you pack a lunchbox. You may wish to point out to them that although you know apples are good for you, you do not simply have a lunchbox full of apples. If you did this, you would be missing other key food groups such as protein and vegetables. Then, relate this to the selection of books for a book box. While you know that Magic Tree House books are just right for you, you select various types of texts to read, considering what would give you a “balanced reading diet”.

- **Another way to do this is to** show your students the assortment of reading that you are currently doing. You may show them a catalog, an expository text, a magazine, and a novel. Talk with students about how some of it is easy, like the catalog; just right, like the magazine and novel; and challenging, like the expository text.

**Teaching Point:** Readers keep track of the genres they read in order to grow themselves as a reader.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

- **One way to do this is to** bring to light whatever book-tracking tool you use in your classroom (40 Book Challenge, Reading Log, etc.). You may model for students how you look over the books that you’ve completed so far this year, considering the various genres as well as reading difficulty. You may even tally up for each of these. An authentic addition would be to discuss with readers how you select new books when you go to the bookstore. When you have read 3-4 books about cooking, you’re likely to visit another section of the bookstore for variety.

**Teaching Point:** Readers rely on other readers and tools to help themselves select their next book to read.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**
• **One way to do this is to** emphasize the work of book talking in your classroom. If you have not yet introduced these, you may wish to see that portion of this unit (“Book Talking”: The Why and the How). Emphasize to students how many of the books that you select as your next book come from book recommendations from another adult who reads like you do. If a student is struggling to have variety in the difficulty of their books, you may encourage them to talk with a reading partner who is of like ability or slightly higher to select a next book.

• **Another way to do this is to** utilize online tools that give students ideas for what to read next.
  
  ○ [www.whatshouldireadnext.com](http://www.whatshouldireadnext.com) allows users to enter in the name of a book they’ve recently read or an author that they enjoy and get other book recommendations based on this.
  
  ○ [www.literature-map.com](http://www.literature-map.com) allows users to enter the name of an author they enjoy and it will provide them with other authors who have similar texts

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**Modeling a Passion for Reading**

**Teaching Point:** Teachers who model their passion for reading inspire a desire to read in their students.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

• **One way to do this is to** model reading as an “emotional and intellectual journey.” This can be accomplished by portraying reading as a gift not a goal. (The Book Whisperer-Donalyn Miller)
  
  ○ *My Ideal Bookshelf:* A great way to model what your reading life looks like is to show them your ideal bookshelf. In this activity you will model for them the 10 books you can’t live without. The key to this is explaining what emotions each book brought out in you, what made the story so powerful, how it changed/ grew you as a reader, and maybe how it helped you view life in a different way.
    
    ■ By giving students time to also do this work will help other students see their peers as passionate readers and will give them great ideas for new books to read.
    
    ■ View the link below for the paper form of your “Ideal Bookshelf.”:

● **Another Way to do this is to** take the Self-Reflection Activity from the “Walking the Walk” chapter in Donalyn Miller’s *The Book Whisperer* (p 111). This reflection activity allows you to think back to your own childhood reading experiences, asks you to think about how you share past and current reading experiences with kids, to think about your role models for reading, and how you view yourself as a reader now. It is crucial to share your reading experiences with your students every day. You set the tone, and create the climate for your classroom. They look to you as the example.
  ○ It would be helpful to give students a reading survey to get a pulse on who they are as readers, and what types of topics and genres they are interested in.
  ○ At the beginning of the year it is powerful to give them a book stack from your library or the school library based on the information you received from your conference with them. By explaining why you chose each book specifically for them is *powerful*. It also makes your students feel really special. This would also be something that you will want to do for your students at different times throughout the year.

● **Another way to do this is to** have a sign on your board or by your door that shows students what you just finished reading, what you are currently reading, and what book you want to read next. By updating this throughout the year shows students that you are a reader, and it models that good readers read all the time.

● **Another way to do this is to** have a box or create a space for students to recommend books to you. Then have conversations when you do read books that they have recommended. It is important to continue to read children’s books in order to have a wealth of choices to recommend to them, and to have shared reading experiences with them. A list of good reasons for why adults should still read children’s books is on pg. 114 in *The Book Whisperer*.

● **Another way to do this is to** investigate recommendations from industry sources. This will allow you to stay up to date on current books for students to read by finding what is new and relevant, but also the tried and true classics.

Here are some helpful books and websites to do this work:
- Books That Don’t Bore ‘Em: Young Adult Books that Speak to This Generation (Blasingame, 2007).
- Goodreads: [www.goodreads.com](http://www.goodreads.com)
- [www.teenreads.com](http://www.teenreads.com)
- March Book Madness
- #titletalk: [https://twitter.com/hashtag/titletalk](https://twitter.com/hashtag/titletalk)
Unit 5: Getting to Know Characters in Series Reading Clubs

Subject: Reading
Grade: 2nd Grade
Name of Unit: Getting to Know Characters in Series Reading Clubs
Length of Unit: 6 Weeks, January/February
Overview of Unit:
Series books are designed to hook kids into characters and familiar adventures. Whether they are fans of Harry or Miami Jackson or Cam Jansen or Froggy, children inevitably fall in love with the recurring characters, who somehow always find themselves in challenging predicaments and situations, yet exhibit reassuringly predictable behaviors and beliefs. Once hooked, children will read and read, finding it easier to push their thinking past where they’ve been now that they are in familiar terrain. Kids will eagerly apply newly learned skills to the series they are in; thus their understanding of prediction, character development, and patterns will grow.

The club work that we suggest you introduce in this unit is an ideal match for series book reading; not only will children relish the chance to talk to club mates about the adventures of a beloved cast of characters, they will also inevitably stretch one another’s thinking, landing on bigger ideas as a group than they would were they to read these books on their own.

Topic 1 (Bend 1)-children will describe the main character of their story. They will notice character’s feeling, traits, and what motivates their actions.
Topic 2 (Bend 2)-children will look at a variety of series books, studying what makes all the books in the series go together—finding straightforward consistencies between the books, and using that to predict how the stories will unfold and read more efficiently.
Topic 3 (Bend 3)- children will begin a series book with their book club. Children will learn that the patterns that seemed simple at first are often more complex than they appear—they are worth studying more, and uncovering the reasons behind the patterns and even the exceptions to the patterns will likely lead to even more interesting thinking! Students will also work hard to understand and build on each other’s thinking as they talk in their book clubs.

Getting Ready for the Unit:

- Magic Treehouse, Frog and Toad, Little Bill, Cam Jansen, Danger Guys, Junie B Jones, Horrible Harry, Pinky and Rex, Ready Freddy, The Polk Street Kids, and Miami Jackson
Pre-Assessment (given prior to starting the unit):
Use the same text or text with the same complexity for the pre and posttest. Read aloud Those Shoes, and have your students stop-and-jot in a few places.

- What is the problem and how is the main character handling it? Why do you think this?
- What do you know about the characters?
- Write as much as you can about how they are feeling, acting and behaving. Give evidence as to why you think this.

Read Aloud Considerations:
If possible, select read-alouds from a series that no one in the class is reading. Also look for books that are short in length but a little more complex than what they would read. In Bend 4, you might choose a nonfiction book that is related to the content in a series book.

- Little Critter
- Arthur
- Clifford
- Froggy
- Franklin
- Splat the Cat
- Pete the Cat

Essential Questions:
1. How can I notice patterns that stretch across a series to understand how the series goes and the make predictions about the characters, setting, and problem?
2. How can my reading club and I work together to look across series, comparing and contrasting elements to grow our ideas?
3. How do characters behave when facing challenges?

Enduring Understanding/Big Ideas:
1. Finding consistencies between books in a series and using that to predict how the stories will unfold and read more efficiently.
2. Identify how events affect characters in a story.
3. Describe a character’s behavior when facing challenges.

Priority Standards for unit:
- 2.R.2.A.b Read, infer, analyze, and draw conclusions to describe the main characters in works of fiction, including their traits, motivations, and feelings.
- 2.R.1.C.a Determine the relevant connections between text to text (text ideas, including similarities and differences regarding information and relationships in fiction and nonfiction).

Supporting Standards for unit:
- 2.R.1.D.a Read independently for multiple purposes over sustained periods of time by: reading text that is developmentally appropriate.
### Standard Concepts Unwrapped (Students need to know) Unwrapped Skills (Students need to be able to do) Bloom’s Taxonomy Levels Webb’s DOK

<table>
<thead>
<tr>
<th>Standard</th>
<th>Concepts</th>
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<tbody>
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<td>2.R.2.A.b</td>
<td>Main characters in works of fiction, including their traits, motivations, and feelings.</td>
<td>describe</td>
<td>understand</td>
</tr>
<tr>
<td>2.R.1.C.a</td>
<td>Text to text (text ideas, including similarities and differences regarding information and relationships in fiction and nonfiction).</td>
<td>determine</td>
<td>analyze</td>
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### Unit Vocabulary:

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<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<td>describe</td>
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<td></td>
<td>feelings</td>
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### Topic 1: Understanding Characters and Their Feeling and Traits

#### Engaging Experience 1

**Teaching Point:** Readers pay attention to the characters in their stories.

**Suggested Length of Time:** 1 mini-lesson (possible 2 days)

**Standards Addressed**

**Priority:** 2.R.2.A.b

**Detailed Description/Instructions:**

- **One way to do this** is using a mentor text, identify characters’ actions and feelings. You can ask students to notice the following: how they act, how they speak, what they say, what they think. After noticing these about a character, we can make sure we use the right word to describe how they feel. (Reading Strategies Book page 166)

**Bloom’s Levels:** Understand

**Webb’s DOK:** 2

#### Engaging Experience 2

**Teaching Point:** Readers pause to think about the what the character is thinking
Suggested Length of Time: 1 mini-lesson

Standards Addressed
  Priority: 2.R.2.A.b

Detailed Description/Instructions:
  - **One way to do this** is pause on a page of your mentor text and ask students, “What is my character thinking?” Put a thought or speech bubble on a Post-It above the character in the picture, point to the bubble, and say what the character might be thinking or saying. (Reading Strategies Book page 167)

Bloom’s Levels: Understand
Webb’s DOK: 2

Engaging Experience 3
Teaching Point: Readers identify how characters are feeling.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: 2.R.2.A.b
Detailed Description/Instructions:
  - **One way to do this** is imagine putting yourself in the character’s shoes to try to feel what the character is feeling. Talk with students about how your feelings can show on your own face- this is the same for characters. Pay attention to the character’s facial expressions, match your face to that, and think about how you feel when you make that face. Make an anchor chart of facial expressions and feelings to help students. (Reading Strategies Book page 168)

Bloom’s Levels: Understand
Webb’s DOK: 2

Engaging Experience 4
Teaching Point: Readers notice when character’s feelings change.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: 2.R.2.A.b
Detailed Description/Instructions:
  - **One way to do this** pay close attention to what happens to the character throughout the book. These events cause characters feelings to change throughout the text. How does the character feel at the beginning of the story? End? Students can illustrate a “timeline” to show the differences in the character’s feeling. (Reading Strategies Book page 169)

Bloom’s Levels: Understand
Webb’s DOK: 2

Engaging Experience 5
Teaching Point: Readers think about why characters act a certain way.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: 2.R.2.A.b
Detailed Description/Instructions:
- **One way to do this** is use a mentor text to describe why a character behaves the way they do. A good text to use for this is an Arthur book. You can talk about Arthur or DW’s behavior and why they act this way.

Bloom’s Levels: Understand
Webb’s DOK: 2

**Engaging Experience 6**
Teaching Point: Readers take what they know about a character to describe his/her personality.
Suggested Length of Time: 2 mini-lessons
Standards Addressed
  Priority: 2.R.2.A.b
Detailed Description/Instructions:
- **One way to do this** is to use your mentor text/character. Using your character’s thoughts, feeling, and behaviors, think “What does this tell me about my character? What kind of person is he/she?” Encourage students to focus on personality traits.
  **Repeat this lesson again with another character from the same text.**

Bloom’s Levels: Understand
Webb’s DOK: 2

**Topic 2: Figuring Out How Series Go: Noticing Patterns and Predicting**

**Engaging Experience 7**
Teaching Point: Readers find predictable patterns in the plot.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: 2.R.1.C.a
Detailed Description/Instructions:
- **One way to do this** is you might tell your kids a story like this one: “This weekend I was watching TV with my godson. We were watching Sponge Bob! While we were watching, Hudson would shout, ‘I knew that was going to happen! That kind of thing always happens to him!’ Do you ever think that when you are watching TV or reading? Do you talk to the television or the book and say, ‘I knew it! That is always the way it goes!’ You do?! Right now, think about one of your shows or books and how it always goes, or how the character always acts or how it always ends.... Quickly tell your partner.”

Bloom’s Levels: Analyze
Webb’s DOK: 3

**Engaging Experience 8**
Teaching Point: Readers read to find predictable patterns in character traits.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: 2.R.2.A.b
Detailed Description/Instructions:
  - One way to do this is to use your read aloud or another book they are familiar with. Ask them to think of the traits of one character. What do you know about that character that will help you predict what they might do next?

Bloom’s Levels: Understand
Webb’s DOK: 2

Engaging Experience 9
Teaching Point: Readers notice patterns in series books as they move from book to book and get to know the series well by looking at how it is structured in the beginning and end.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: 2.R.1.C.a
Detailed Description/Instructions:
  - One way to do this have students look at several different series book and look for patterns throughout the books. For example: Franklin books each begin with “I can count by twos and tie my shoes…” Clifford books begin “Hi I’m Emily Elizabeth…”

Bloom’s Levels: Analyze
Webb’s DOK: 3

Engaging Experience 10
Teaching Point: Readers not only notice the patterns in their books, they also push themselves to ask, “What about this makes me think it is important? They do this to think more deeply about the big ideas of the book and of the series.”
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: 2.R.1.C.a
Detailed Description/Instructions:
  - One way to do this is to create an anchor chart of how books in a series go together. Then use a familiar read aloud series to model how to think about what is important. Will these similarities help me have a deeper understanding of the text or are they just fun facts to notice?

Bloom’s Levels: Analyze
Webb’s DOK: 3

Engaging Experience 11
Teaching Point: Readers look to find how the problem and the solution unfold.
**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

- **Priority:** 2.R.1.C.a

**Detailed Description/Instruction:**

- **One way to do this** is to think aloud about what kind of problem is usually involved, and how does the solution unfold? Teach them to jot notes on Post-its (keep for tomorrow’s lesson), and to mark parts they want to talk about with a partner. You might create an anchor chart or have children flag and explain parts of the text that:

  - repeat, nearly exactly, across books—usually beginnings
  - show a reaction from a character that is always how that character behaves
  - show how the problem always tends to unfold
  - show what kind of humor is in all the books
  - reveal how problems usually get solved
  - show a way the author writes that is predictable—funny chapter headings or one word sentences
  - show why the series is a good one, overall, and offer examples of the kind of “good parts” the series contains

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

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**Engaging Experience 12**

**Teaching Point:** Readers use patterns they have noticed about the setting, problem, or characters and predict what will happen next.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

- **Priority:** 2.R.1.C.a

**Detailed Description/Instruction:**

- **One way to do this** is paying close attention and recognizing patterns, whether these include a recurring setting and environment or patterns of behavior, will position students to anticipate what’s yet to come. “Now that I have read a lot of Henry and Mudge books, I know that Mudge really loves Henry,” one student might say. “So I’m thinking that since Henry just got stung by a bee, he is going to try to do something to make Henry feel better. Most dogs don’t do that, but I think Mudge will!” A child who reads the part in which Poppleton begins to smear cooking oil all over his skin can predict that next he will find another strange product to smear all over his skin. That is, children will begin to lean on their knowledge of how things tend to go in their series, how they tend to happen over and over again. Celebrate this and encourage these observations. Ask children to stop every so often as they read to give a rough prediction—based on how things in their series tend to go, and to make sure that kind of loose predicting becomes a habit.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3
**Engaging Experience 13**

*Familiarize yourself with reading club basics so that your class’s clubs run smoothly. See Reading Club Summary at the end of this document.*

**Teaching Point:** Students will learn routines and expectations of book clubs.  
**Suggested Length of Time:** 1 mini-lesson  
**Standards Addressed**  
Priority: N/A  
**Detailed Description/Instructions:**  
- **One way to do this** is to create an anchor chart with the following:  
  - When a club member wants to enter the conversation, we...  
  - Club members listen and help to clarify what other members say.  
  - Club members try to help build on one another’s ideas.  
  - When a club member cites evidence from text, we...  
  - Club members help one another ask and answer questions by...  

*Bloom’s Levels:* Understand  
*Webb’s DOK:* 2

**Engaging Experience 14**

**Teaching Point:** Club members use courteous conversation behaviors. Specifically, they take turns while talking, and they strive to be helpful speakers and active listeners.  
**Suggested Length of Time:** 1 mini-lesson  
**Standards Addressed**  
Priority: N/A  
**Detailed Description/Instructions:**  
- **One way to do this** to teach club members to use courteous conversation behaviors, to take turns while talking, to be helpful speakers, to be active listeners (“Listen with your eyes, your ears, and your bodies”), to come prepared to work, and so forth. Encourage clubs to choose a name for themselves and to create and maintain a club folder as a container for their Post-its, ideas, and collaborative work. You may decide to create reading clubs by combining two partnerships at the same reading level. The goal is for club members to be matched with the books they’ll be reading.  

*Bloom’s Levels:* Apply  
*Webb’s DOK:* 2

**Engaging Experience 15**

**Teaching Point:** Readers can work with their book club members to identify characters and major events in the story.  
**Suggested Length of Time:** 2 mini-lessons  
**Standards Addressed**  
Priority: 2.R.2.A.b  
**Detailed Description/Instructions:**  
- **One way to do this** model with book club how to talk with your members about the
characters and the events in the story.

Bloom’s Levels: Understand
Webb’s DOK: 2

Engaging Experience 16
Teaching Point: Readers look to see if there is another point of view? Do you have an opinion about that character?
Suggested Length of Time: 2 mini-lessons
Standards Addressed
Priority: 2.R.2.A.b
Detailed Description/Instructions:

- One way to do this is to think about Pinky and Rex. When does Pinky act this way? What different problems do we see that cause Pinky to act another way? Asking clarifying questions like these not only supports important benchmark work for second graders, it also can nudge young readers to form opinions and get them talking closer to the text. The ensuing club conversations might then sound like this: “I disagree with what the character Jamaica did.” “In the book, I don’t know what Maria means by ____.” “Why does the character, Harry, think that is important?”

Bloom’s Levels: Understand
Webb’s DOK: 2

Engaging Experience 17
Teaching Point: Readers get to know a character really well by paying close attention to when he or she acts unusually. You may say something like, ‘Whoa! That is weird. Junie B. is being really quiet in this part when she is usually really loud.’
Suggested Length of Time: 2 mini-lessons
Standards Addressed
Priority: 2.R.2.A.b
Detailed Description/Instructions:

- One way to do this is to suggest that just as children have paid close attention to the patterns in a series, they can now also pay close attention to the disruptions in patterns—and jot these down on Post-its to feed later discussions. Teach children that readers come to especially understand a character by paying attention to times when she or he acts out of character. A reader may say, “Junie B. Jones is acting weird. She’s being really quiet in this part and she’s usually a loud kid.”

Bloom’s Levels: Understand
Webb’s DOK: 2

Engaging Experience 18
Teaching Point: Clubs can meet together to discuss the series they have read.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
**Priority:** 2.R.1.C.a

**Detailed Description/Instructions:**
- **One way to do this is to** have club members think about “How are these books in our series alike? How are they different?” Students can compare and contrast book in a series.

**Bloom’s Levels:** Analyze
**Webb’s DOK:** 3

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**Engaging Scenario**

**Engaging Scenario**

Students will create a poster to show the characters, setting, problem and solution. They will work together as a book club to write a summary of the story. Students will include characters and show their traits and emotions. Students should include patterns they noticed throughout the story/series.

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**Reading Clubs**

*Reading for Real: Teaching Children to Read with Joy, Power, and Intention*

Reading clubs put the natural social aspect of reading at the forefront and help make our reading workshops even more engaging and fun. In her book *Reading for Real: Teaching Children to Read with Joy, Power, and Intention*, teacher and teacher educator Kathy Collins explains that a reading club is “a couple of kids reading and talking about a small collection of books that go together in some way. During a cycle of reading clubs, partners choose a reading club of interest that contains books they can read, and they determine their own purposes and plans” (p. 20). She goes on to clarify:

- A reading club is formed around a basket of books that has been collected because the books relate to one another in some way.
- A reading club doesn’t involve a particular task, other than reading and talking about books.
- Reading clubs aren’t a permanent daily structure of every reading workshop period all year, but instead are used a couple times a year for two to four weeks at a time.
- In a reading club, readers partner with other children who are reading at about the same reading level and have the same or similar interests.
- Partners read and talk about texts in their reading clubs, and then they ponder questions, develop ideas, develop theories, celebrate discoveries, and so on.
- The work that students do in reading clubs allows them to become experts on their topics and increases their comfort and familiarity with different kinds of texts and reading strategies.
- Club and partnership work are teacher-supported as the teacher confers with individuals, partners, and club members.
- Reading clubs are in addition to, not instead of, daily independent reading clubs rather than solely focusing on behaviors. Display these tips prominently in the room. For example,
your chart may say:

- When a club member wants to enter the conversation, we ...
- Club members listen and help to clarify what other members say.
- Club members try to help build on one another’s ideas.
- When a club member cites evidence from text, we ...
- Club members help one another ask and answer questions by ...

Unit 6: Fairy Tales and Fables

**Subject:** Reading  
**Grade:** 2  
**Name of Unit:** Fairy Tales and Fables  
**Length of Unit:** 6 weeks (March and April)  
**Overview of Unit:**  
In this unit, children learn to embody the character they’re reading about, seeing through his or her eyes; discover predictable roles characters play, and recognize lessons that stories convey.
Children will work in partnerships to act out dramatic versions of their books. Children will be thinking comparatively and analytically by reading multiple versions of the same story.

**In Topic 1 (Bend I),** students will read their books closely, stepping into the shoes of the characters in their stories, inferring how characters feel, and working with reading partners to envision the world of the story.

**In Topic 2 (Bend II),** children will explore various types of literary language, discussing and making meaning of the language they encounter with partners. As students dive into these genres, they’ll be confronted with complex language, including figurative language, idioms and expressions. Often these stories include make-up words and wordplay, adding an extra challenge for readers.

**In Topic 3 (Bend III),** children will consider some predictable roles characters fall into, in fairy tales, folktales, fables and fantasy, as well as in realistic fiction stories. They will think about times when characters are more complicated (villains) and find complexity in characters that will help them as they read all kinds of literature.

**In Topic 4 (Bend IV),** children will focus on the lessons stories can offer through what befalls characters. Children will use critical-thinking skills to determine not only some messages that readers can take away from each story but also whether these lessons are ones with which they themselves agree. They’ll read across stories with similar themes or messages, considering similarities and differences across the books they read.

**Getting Ready for the Unit:**
- Gather a stack of fairy tales, folktales, and fables to help familiarize yourself with the type of literature.
- Select the books you’ll read aloud

**Pre-Assessment (given prior to starting the unit):**
- **Interactive Read-Aloud:** We recommend choosing a fairy tale from two cultural perspectives (for example, *Little Red Riding Hood* and *Lon Po Po*—which can be found on YouTube) and reading these aloud. As you read your fairy tales, plan for places where you’ll prompt children to stop and jot. You’ll likely want to create prompts that assess skills such as inferring about characters traits and feelings, as well as central problems in a story and the message of the tale. Here are some example questions you could use:
  - What is the central message (lesson or moral) of Book A? How is it similar to/different from Book B?
  - How do you know this is a fairy tale?
- How do the character’s traits contribute to the story?
- What were the characters motivations in finding a resolution to the problem?
- What is similar in Book A and Book B? What is different?

Read Aloud Considerations:
- *Princess Smartypants and Prince Cinders* (Babette Cole)
- *The Paperbag Princess* (Robert Munsch)
- *Lon Po Po: A Red Riding Hood Story from China* (Ed Young)
- *Fables* (Arnold Lobel)
- *Pretty Salma: A Little Red Riding Hood Story from Africa* (Niki Daly)
- *Cinder Edna* (Ellen Jackson)
- *Cinder-Elly* (G. Brian Karas)
- *The True Story of the 3 Little Pigs and The Stinky Cheeseman* (Jon Scieszka)
- *The Princess Knight* (Cornelia Funke)
- *The Duchess of Whimsy: An Absolutely Delicious Fairy Tale* (Randall de Seve and Peter de Seve)
- *Clever Jack Takes the Cake* (Candace Fleming)
- *Mabella the Clever* (Margaret Read MacDonald)
- *Mirror Mirror* (Marilyn Singer)
- *Spells* (Emily Gravett)
- *The Great Race* (Paul Goble)
- *The Gift of the Sacred Dog* (Paul Goble)
- *The Story of Jumping Mouse* (John Steptoe)

Priority Standards for unit:
- 2.R.2.A.a Read, infer, analyze, and draw conclusions to describe the setting, problems, solutions, sequence of event (plot), and big idea or moral lesson.
- 2.R.2.A.c Read, infer, analyze, and draw conclusions to compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events.
- 2.R.2.A.f. Read, infer, analyze, and draw conclusions: compare and contrast the differences in points of view of characters and how stories are narrated.

Supporting Standards for unit:
- 2.R.2.C.a Read, infer, and draw conclusions to: identify characters, setting, acts, and scenes in play
- 2.R.1.C.a Determine the relevant connections between: text to world (text ideas regarding experiences in the world)
- 2.R.2.A.e Read, infer, analyze, and draw conclusions: explain how the story changes based on who is telling the story.
2.R.2.C.b Read, infer, and draw conclusions to: identify the elements of dialogue and use them in informal plays

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<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
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<tr>
<td>2.R.2.A.a</td>
<td>the setting, problems, solutions, sequence of event (plot), the big idea or moral lesson.</td>
<td>describe</td>
<td>remember</td>
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<tr>
<td>2.R.2.A.c</td>
<td>different versions of the same story with respect to their characters, settings, and sequence of events.</td>
<td>determine</td>
<td>analyze</td>
<td>3</td>
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<tr>
<td>2.R.2.A.f</td>
<td>difference in points of points of view of characters and how stories are narrated.</td>
<td>compare and contrast</td>
<td>analyze</td>
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**Essential Questions:**
1. How do I step into the world of the story, walking in different characters’ shoes, thinking, feeling and acting as they do, in order to gain a deeper understanding of who they are?
2. How can I think across the books I’ve been reading to grow my thinking about the predictable roles characters play, in fairy tales, folktales, fables and fantasy?
3. How can I consider the lessons characters learn and compare how different authors and cultures explore similar morals in sometimes very different ways?

**Enduring Understanding/Big Ideas:**
1. Identify the central message/moral/lesson in a fable or folktale.
2. Compare/Contrast 2 or more versions of the same story from different authors.
3. Acknowledge the difference in point of view of characters.

**Unit Vocabulary:**

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<th>Content/Domain Specific</th>
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<td>recount</td>
<td>moral</td>
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<td>determine</td>
<td>life lesson</td>
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**Topic 1: Stepping Into the Magical World of Fairy Tales, Folktales, Fables and Fantasy**

**Engaging Experience 1**

**Teaching Point:** Readers read closely noticing the characters’ actions and feelings.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

- **Priority:** 2.R.2.C.b

**Detailed Description/Instructions:**

- **One way to do this is** to read aloud a short book, setting children up to reenact as they listen. You may want to invite children to join you as actors and take turns acting out the characters, encouraging them to think about what the characters are thinking and feeling. If children’s enactments reveal different interpretations you may want to share these and invite children to act out the story again, once from one viewpoint, and one from another.
  - For example, if you are reading *The True Story of the 3 Little Pigs*, you might have students imagine it being about the wolf who is bad versus the wolf being good.

**Bloom’s Levels:** understand

**Webb’s DOK:** 3
**Teaching Point:** Readers are aware of the places where the main character has strong feelings. Readers can mark these places so later, they can reread and act them out with a partner to better understand exactly how the character is feeling and what he/she might be experiencing.

**Suggested Length of Time:** 1-2 mini-lessons

**Standards Addressed**
- **Priority:** 2.R.2.C.b

**Detailed Description/Instructions:**

- **One way to do this:** Teach children that they can mark places in their independent reading books with a post-it where the main character has a strong feeling. Make a Characters Feelings Vocabulary Scale Anchor Chart to help them see there are different shades of feelings. Put words that mean happy at one end of the scale and words that mean upset or angry at the other end of the scale. Have students share some of the strong feelings they found and place them on the chart where they would fit (i.e. lonely would be towards upset and relieved would be closer to happy). Students can refer to this chart when reading and writing. This will help children describe more of the complexity of the characters.

- **Another way to do this:** Children can get with reading partners and ask questions such as: “Why does this character have this emotion?” “Is the character acting in ways that display his/her feelings?” “Or do they try to hide them?” “What does the emotion say about the character?”

**Bloom’s Levels:** Understand  
**Webb’s DOK:** 3

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**Engaging Experience 3**

**Teaching Point:** Readers preserve their thinking about stories by jotting it down as it occurs, on post-its. These post-its can be used as conversation starters when they discuss the passage later with a partner.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**
- **Priority:** 2.R.2.A.a

**Detailed Description/Instructions:**

- **One way to do this** is to recall what children learned about marking books with Post-its, noting things to talk about with their partners. Model for students through your read aloud how you, too, keep notes as a way to get inside a character’s head and to put themselves into that role. Teach them that when readers see a pattern in the way a character acts, they have probably identified a trait of that character. Encourage students through your modeling to cite evidence for the conclusions they draw about characters.

**Bloom’s Levels:** remember, analyze, understand  
**Webb’s DOK:** 1, 3, 4
Engaging Experience 4
Teaching Point: Readers envision the magical worlds that their characters live in. Often, in fairy tales, folktales, fables and fantasy, the worlds that their characters live in are significantly different from the world we live in.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: 2.R.2.A.a
Detailed Description/Instructions:
  ● One way to do this is teach students to pay particular attention to the magic and other fantastical elements of the books they are reading. Readers need to be able to understand how the magic in a story works, and one way to understand it is to dramatize it. Have students get together with partners and practice acting out the parts of the story that involve magic.
  ● Another way to do this is begin a chart to list some of the kinds of magic kids are noticing in their books:
    MAGIC WE’VE DISCOVERED IN FOLKTALES, FABLES, FAIRY TALES AND FANTASY:
      ● Spells and curses
      ● Talking Animals
      ● Coming back to life
      ● Granting wishes
Bloom’s Levels: understand
Webb’s DOK: 3

Engaging Experience 5
Teaching Point: Readers envision the setting, the world of the story.
Suggested Length of Time: 1 mini-lesson
Standards Addressed:
  Priority: 2.R.2.A.a
Detailed Description/Instructions:
  ● One way to do this is have students get together to act out stories. They will practice narrating a little bit of “set up” describing the world where the story takes place. They might begin “Once upon a time in a land….,” This language will lead nicely into a description of where the story takes place. Point out examples of fairy tales and other stories that begin with a backstory (includes a summary of the place and time where the story is set), getting readers into the world of the story.
Bloom’s Levels: Apply
Webb’s DOK: 3

Engaging Experience 6
Teaching Point: Step out of the character’s shoes and put on the hat of the director. Directors have to see the whole picture (the whole story). They have to understand the feelings of ALL the
characters, understand the setting, how the plot twists and turns, and the ways these components all fit together.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed:**
- **Priority:** 2.R.2.C.a

**Detailed Description/Instructions:**
- **One way to do this** is create an anchor chart “Pay Attention to How Characters Act” include gestures, the way a character moves, dialogue tags, word choice, and passages in the text that are explanations of characters’ motives (reasons behind what they do). Tell students that being a director means you are always filling in the gaps of a story as you read, by drawing on all you learn from the book and from your life.
- **Another way to do this** is to choose students to play the roles of actor and director to model this work. Then students can get with his/her reading partner to do the same thing that was just modeled for them.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3

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**Topic 2: Literary Language and Vocabulary**

**Engaging Experience 7**

**Teaching Point:** Sometimes authors use extra-special words to get you interested. Readers notice when an author has used extra-special words and make sure they understand what the author is trying to say or show.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed:**
- **Priority:** 2.R.2.A.a

**Detailed Description/Instructions:**
- **One way to do this** is to read an example from a fairy tale such as *Cinderella* by Marcia Brown. Ask students what phrases or words seem like extra-special storybook language. Make a list of these on a chart (words such as “splendidly dressed”). Have students turn-and-talk with their writing partner to discuss why they think the author used these words.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

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**Engaging Experience 8**
**Teaching Point:** Authors will sometimes compare two things that are very different. As a reader, you have to stop and think how these two things are alike, what is the author trying to say, and what would make sense for the story?

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed:**
- Priority: 2.R.2.A.c

**Detailed Description/Instructions:**
- **One way to do this** is to again read a passage from a familiar story such as *Cinderella* and find an example comparison such as the stepsisters calling Cinderella a “wretched mouse”. Guide and direct students to determine the meaning of “wretched mouse” in the story. Model how to use the parts that come before and after the phrase to help determine its meaning. Have students look for comparisons in the stories they are reading.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 2

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**Engaging Experience 9**

**Teaching Point:** Authors sometimes use playful language or words that can mean different things. It is up to the reader to use what’s happening in the story and think about what would make sense, to figure out what the author meant.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed:**
- Priority: 2.R.2.A.a

**Detailed Description/Instructions:**
- **One way to do this** is to show examples from books such as adaptations of fairy tales (i.e. “Dogerella” and her “Fairy Dogmother”) or the moral to the song “Little Bunny Foo Foo”: “Hare today, goon tomorrow!” The morals of Aesop’s Fables involve expressions that are meant to be clever, but yet instructive such as: “Beware of a wolf in sheep’s clothing”. Teach students that when they come across tricky literary language that involves playing with words, they may need to do a bit of extra thinking to figure out the what it means. Demonstrate reading from a passage that isn’t particularly tricky to decode, but leaves room for figuring out the meaning of a play on words. (You might even use examples from joke books or *Amelia Bedelia* to show this type of playful language).

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

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**Topic 3: Discovering Predictable Roles Characters Play**

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**Engaging Experience 10**
**Teaching Point:** Be on the lookout for different character types--noticing patterns and making predictions.

**Suggested Length of Time:** 1 session

**Standards Addressed**
- **Priority:** 2.R.2.A.c

**Detailed Description/Instructions:**
- **One way to do this** is to introduce students to the idea that authors create characters which fit into different categories- the hero, the bad guy, the sidekick. Using a book from your read aloud, model your thinking to determine which characters fit into what category. Push them to consider if there are typical patterns of behavior they observe in one type or another. For example, noticing the person who creates obstacles for the main character may be someone with a deliberate villainous intent (the sly fox or the jealous stepsisters).

**Bloom’s Levels:** understand

**Webb’s DOK:** 3

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**Engaging Experience 11**

**Teaching Point:** Readers consider the role of each character as they predict what’s going to happen next.

**Suggested Length of Time:** 1 session

**Standards Addressed:**
- **Priority:** 2.R.2.A.a

**Detailed Description/Instructions:**
- **One way to do this** is by building on the previous days lesson, using the character types you’ve identified in your read aloud to model how you make your predictions by thinking aloud to the following questions: “Is the character ‘good or bad’?” “Why is this happening?” “What will happen next?”

**Bloom’s Levels:** understand

**Webb’s DOK:** 3

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**Engaging Experience 12**

**Teaching Point:** Readers recognize character types--and their roots in old moralistic tales.

**Suggested Length of Time:** 1 session

**Standards Addressed**
- **Priority:** 2.R.2.A.a

**Detailed Description/Instructions:**
- **One way to do this** is to spotlight that the character types children encounter in their modern-day stories have roots in fairy tales, folktales, and fables. You may wish to read aloud a short moralistic tale such as *The Turtle and the Hare*, throwing in gestures and distinguishable voices to spotlight the role each one plays. Prompt students to consider
what role each of the characters plays and how these roles are also in the fiction stories they are reading building upon the previous days’ lessons.

**Bloom’s Levels:** remember, analyze, understand

**Webb’s DOK:** 1, 3, 4

**Engaging Experience 13**

**Teaching Point:** By comparing and contrasting different versions of the same story, we can explore authors’ varying viewpoints.

**Suggested Length of Time:** 1-2 sessions

**Standards Addressed**

- Priority: 2.R.2.A.c

**Detailed Description/Instructions:**

- **One way to do this** is to model using two or more versions of the same story (e.g., Little Red Riding Hood and Lon Po Po or The Three Little Pigs, Cinderella and Snow White) demonstrating how the story includes characters of similar types, but noting their differences, as well. You may push students to compare/contrast the similarities and differences between the villain in Little Red Riding Hood and The Three Little Pigs.

**Bloom’s Levels:** analyze

**Webb’s DOK:** 4

**Engaging Experience 14**

**Teaching Point:** By comparing and contrasting different versions of the same story, we can explore repeated themes.

**Suggested Length of Time:** 1 session

**Standards Addressed**

- Priority: 2.R.2.A.c

**Detailed Description/Instructions:**

- **One way to do this** drawing on yesterday’s read alouds, model how to compare and contrast the themes of the two stories. You may wish to bring to light how these stories were written by different authors, and sometimes even different cultures, but they teach the same lesson. Invite students to think critically about why this may be--are lessons taught repeatedly on purpose (draw students to conclusions about life lessons from stories long ago).

**Bloom’s Levels:** analyze

**Webb’s DOK:** 4

**Engaging Experience 15**

**Teaching Point:** Readers distinguish their own point of view from that of the narrator or those of the characters.

**Suggested Length of Time:** 1 session
Standards Addressed
Priority: 2.R.2.A.f

Detailed Description/Instructions:
- **One way to do this is** to begin by asking students to reflect on the ways girls are featured in *Cinderella* or *Sleeping Beauty*. Then read *The Paper Bag Princess* (Robert Munsch) to introduce an entirely different kind of princess and story. Pose the following questions for discussion:
  - Why do you think Robert Munsch ended the story *The Paper Bag Princess* this way?
  - Do you agree with the author’s message?
  - How would you feel if this was you? Would you feel the same or differently?

Bloom’s Levels: understand
Webb’s DOK: 3

**Topic 4: Comparing and Contrasting Lessons That Stories Convey**

**Engaging Experience 16**
**Teaching Point:** Readers examine characters’ motivations and actions to help uncover lessons the characters learn.
**Suggested Length of Time:** 1 session
**Standards Addressed**
  Priority: 2.R.2.A.a
**Detailed Description/Instructions:**
- **One way to do this is** to examine the actions characters take and the consequences that befall them as a result. Using your chosen read aloud, you may wish to model this by referring back to a story arc. Initiate a conversation, asking students what they think the main characters learn through the course of the story. Ask children to think about why a particular character looks at things one way and to defend that character’s viewpoint. Which point of view pays off in the story? What lesson does that point to?

Bloom’s Levels: remember, analyze, understand
Webb’s DOK: 1, 3, 4

**Engaging Experience 17**
**Teaching Point:** Readers learn lessons for their own life from the books they read.
**Suggested Length of Time:** 1 session
**Standards Addressed**
Priority: 2.R.2.A.a

Detailed Description/Instructions:

- One way to do this is to model how readers find lessons by taking note of what characters do that leads to trouble and not doing that. Or, by taking note of what a character does when things do go well and using that to guide their behavior. You might model your thinking by answering questions you pose to yourself like, “What did the character do that did not go well for them? So, what should we not do if we agree with the lesson of this story? What did go well for the character, and what should we do, according to the tale? How can we make that lesson apply to our everyday lives?”

Bloom’s Levels: remember, analyze, understand
Webb’s DOK: 1, 3, 4

Engaging Experience 18
Teaching Point: Readers learn lessons alongside the characters in their books.
Suggested Length of Time: 1 session
Standards Addressed
  Priority: 2.R.2.A.a

Detailed Description/Instructions:

- One way to do this is to model how a reader will consider what they themselves can learn from characters’ motives, words and actions, imagining how you might live your own life differently because of what the characters have learned. Create an anchor chart listing several lessons/morals from recent read alouds. Pause to reflect on areas of your life you might be able to apply one of those lessons to. Choose one lesson and record how you will apply it to your life on a Post-it note. Place your Post-it note next to that lesson/moral on the anchor chart.

Bloom’s Levels: remember, analyze, understand
Webb’s DOK: 1, 3, 4

Engaging Experience 19
Teaching Point: Readers do not always agree with the lessons in their book.
Suggested Length of Time: 1 session
Standards Addressed
  Priority: N/A

Detailed Description/Instructions:

- One way to do this is to identify some fairy tale lessons that do not necessarily ring true in our own world. You might guide them to notice, that many fairy tales end with the prince and princess living “happily ever after” or the the good guy always wins. Model your thinking with the following thinking stems, “Do I buy it?” or “Does the good guy
always win?” or “Was that the best way to teach the lesson?” or “Do I believe this is a good way to live my own life?”

- **Another way to do this is** by discussing a modern-day fairy tale and asking students to consider the question: ‘Why might this author have rewritten this story? What lessons might he/she be trying to convey?’ You might set up a formal debate in which some children defend the wolf from *The Three Little Pigs* and others challenge him.

**Bloom’s Levels:** remember, analyze, understand  
**Webb’s DOK:** 1, 3, 4

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**Engaging Experience 20**

**Teaching Point:** Readers compare and contrast books with similar lessons.  
**Suggested Length of Time:** 1 session  
**Standards Addressed**  
  - **Priority:** 2.R.2.A.f  
**Detailed Description/Instructions:**

- **One way to do this is** to ask children to think about how different authors convey the same lesson or how different authors have opposite views about something. You might sort books your children have been reading throughout the unit that go together based on lesson/moral. Discuss with children how books with similar lessons are the same and different.  

**Bloom’s Levels:** remember, analyze, understand  
**Webb’s DOK:** 1, 3, 4

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**Engaging Scenario**

**Engaging Scenario**  
You have been selected to guest-write in the school newspaper’s advice column! The editors of the paper are looking to answer the question submitted to them: *How can I learn from the characters I read about?* Consider the life lessons/morals that you have learned throughout this unit. Make a list of these lessons, along with the books you learned them from. Then, select one of these lessons and create an advice column for the school newspaper. In your column, be sure to address:

- What is the central message, lesson, or moral that you want others to learn?  
- How is the message conveyed through key details in the text?  
- Explain how the character learned the important lesson in the text and how the character changed because of the lesson. Give the reader of the newspaper insight into how they can apply this lesson to their own life.  
- If the lesson you are writing about can be found in more than one story, compare and contrast the two stories and discuss how the characters learned the same lesson in different stories.
Unit 7: Mystery Book Clubs

Subject: Reading
Grade: 2nd Grade
Name of Unit: Mystery Book Clubs
Length of Unit: Approximately 6 weeks, April-May

Overview of Unit:
In Bend One of the unit, you may recruit children to read closely and attentively enough that they notice the details that will help them figure out “who done it.” Although you will build up the novelty of reading mysteries, you will also remind readers that mysteries are also stories, and they’ll want to draw on everything they know to do as readers of fiction. As part of this, they need to grow ideas about characters. Eventually you will help your readers realize that it’s not just mystery readers who collect clues and use those clues to grow theories; in fact, readers of all fiction do this as they notice things about characters and grow theories based on what they see.

In Bend Two of the unit, you will help your students to see ways in which any one mystery fits within a set of other, similar mysteries, say, in a series. Students can compare and contrast the actions of characters and the plots and settings of stories within and across series, and so on. You will notice that we recommend two weeks for this bend, longer than bend one, and you could even extend it if your class needs this work. In earlier units, students learned to think deeply about characters and begin to compare and contrast across series. In this bend, you will raise the level of that work, helping students to compare and contrast within and across series.

In Bend Three of the unit, this unit will focus on interpretation. Students will learn to not only follow the plots and solve mysteries, but also to take away life lessons by studying the characters and plot. This work will continue to help students to determine central messages, identifying how they are conveyed through key details in a text. In this bend, students will also begin to compare and contrast themes across mysteries.

Getting Ready for the Unit:
As you get ready to teach this unit, you will want to make sure that there are enough texts in place so that students can carry on as readers, reading with volume and stamina, leaving you free to teach. The following suggestions may be useful as you prepare for this unit.
● Increase students’ reading volume and stamina
● Support readers as they handle increasingly complex texts
● Gather and choose books for read-aloud and book clubs
● Put together a collection of mystery television shows and games

Pre-Assessment (given prior to starting the unit):
Before the unit starts, you will want to gather assessment data to consider how best to teach. You might for example tailor an assessment to assess your student’s abilities to make inferences about characters, to synthesize and determine themes. You might read aloud a short text (perhaps a mystery) and embed questions to assess these skills. (Even reading aloud the first two chapters of a book from a series like A-Z Mysteries can offer you opportunities to ask your students to make inferences about the characters and begin to synthesize what they know to predict ahead.) It is helpful if you plan such an assessment with grade level colleagues.
The important thing is that you spend time studying at least a representative sampling of your students’ work and that you keep in mind the ‘highway’ of increased sophistication that your children will be traveling as you teach this unit as they progress from least sophisticated to most sophisticated skill levels. It is equally important that your children know they can, with hard work and clear goals, make dramatic progress.

Read Aloud Considerations: (look for illustrated texts, books with labeled diagrams, photographs, and other text-features)
● Cam Jansen and the Scary Snake
● Encyclopedia Brown Cracks the Case
During the read-aloud, you might use phrases crafted to prompt student thinking, such as:
● “That’s weird/feels important! Let’s reread, paying close attention to the description of this character.” Then, “Turn and tell your partner what’s so weird/what feels so important.”
● “Oh my gosh—I think that’s a clue! Turn and talk—what clue do we have and what might that mean?”
● “Let’s figure out what’s really going on: Partner A, be Jigsaw and Partner B, be Mila. Act out this scene—now talk about what’s really going on.”
● “This changes everything! Now who do you think did it?”
● “How does this part fit with your theory of who did it?”

Enduring Understanding/Big Ideas:
1. Readers use clues in the text to make inferences about the mystery.
2. Readers compare and contrast the actions of character within a series.
3. Readers find consistencies/patterns between books in a series to predict the solution.

Essential Questions:
1. How can I read mysteries, collecting and interpreting clues so that I solve the mystery before the crime-solver does?
2. How can use my fiction reading skills (and my knowledge of how fiction stories tend to go) to puzzle over clues and to make smart predictions?
3. How can I become knowledgeable enough about mysteries that I can categorize the mysteries I read, seeing some as similar to and different from others?
4. How can I notice and analyze characters' personalities, motivations, choices, and responses to those choices so that I’m not just breezing through mysteries as a plot junky but am thinking more deeply about the larger messages?

Priority Standards for unit:
- 2.R.1.A.b Develop and demonstrate reading skills in response to text by: asking and responding to relevant questions.
- 2.R.2.A.d Read, infer, analyze, and draw conclusions to: describe cause-and-effect relationships

Supporting Standards for unit:
- 2.R.1.A.c Develop and demonstrate reading skills in response to text by: seeking clarification and using information/facts and details about texts and supporting answers with evidence from text
- 2.R.1.A.d Develop and demonstrate reading skills in response to text by: retelling a story’s beginning, middle, and end and determining its central message, lesson, and moral
- 2.R.1.B.g Develop an understanding of vocabulary by: recognizing that some words have literal and non-literal meanings
- 2.R.1.B.h Develop an understanding of vocabulary by: using conversational general academic, and domain-specific words and phrases
- 2.R.1.C.a Determine the relevant connections between: text to text (text ideas, including similarities and differences regarding information and relationships in fiction and nonfiction)

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<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
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Unit Vocabulary:

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Board Approved: June 7, 2018
Topic 1: Mystery Readers Read for Clues

Engaging Experience 1
Teaching Point: In the beginning of a mystery book, it is often helpful to read the title, the blurb, and the chapter titles and to ask yourself: “What will be the big mystery in this book? Who will solve this mystery?” Then readers go off to read the beginning chapters, gathering clues and suspects.

Suggested Length of Time: 1 mini lesson

Standards Addressed
Priority: 2.R.1.A.b

Detailed Description/Instructions:
- One way to this is to launch your introductory mini lesson of this unit with some drama, staging a mini-mystery in the classroom (perhaps your glasses or the class’s pet hamster “mysteriously” vanish). You might provide a clue or two to help children solve the mystery (“I had my glasses on when I left for the teachers’ lounge,” or “I saw some tiny footprints near the coat closet”).

Bloom’s Levels: Understand
Webb’s DOK: 1

Engaging Experience 2
Teaching Point: Mystery readers read like detectives, trying to see clues, just as the detective does, and to solve the mystery before the detective.

Suggested Length of Time: 1 mini lesson

Standards Addressed
Priority: N/A

Detailed Description/Instructions:
- One way to this is to teach them that detectives are alert to whether a place is a crime scene, and if so, they approach that place differently. As they collect clues, they also generate lists of suspects, possible culprits. You’ll also be working to induct students into the specialized language of this genre as you help them to learn about the genre of mystery. You’ll want to encourage students to use the vocabulary of mysteries in their discussions.

Engaging Experience 3
Teaching Point: There are terms that are associated with mysteries that you need to be aware of such as: evidence, pattern, alibi, suspect, red herring, and suspect.

Suggested Length of Time: 1 mini lesson

Standards Addressed
Priority: NA
Detailed Description/Instructions:
- **One way to this is** to read a mystery and point out the terms within the book.

**Engaging Experience 4**
Teaching Point: Readers have a list of possible suspects going in our mind, and when they learn new facts, they look back on that list, sometimes eliminating one suspect or another.
Suggested Length of Time: 1 mini lesson
Standards Addressed
  Priority: 2.R.2.A.d
Detailed Description/Instructions:
- **One way to this is** to bring in an episode of a mystery show and then use that episode as a touchstone, referencing it often in mini lessons. Most of the skills that you will want to teach readers in this unit are skills that can be illustrated with reference to any episode of a mystery series.

Bloom’s Levels: Understand
Webb’s DOK: 2

**Engaging Experience 5**
Teaching Point: Mystery readers notice details that are surprising or that seem like they don’t fit into the story and ask, ‘Could these out-of-place details really be clues?’
Suggested Length of Time: 1 mini lesson
Standards Addressed
  Priority: 2.R.2.A.d
Detailed Description/Instructions:
- **One way to this is** to ask them to jot down the possible motivation that each suspect might have for committing a crime. Urge readers to ask the questions, “Why would this suspect want to do this? What would s/he get out of it?” for each suspect in their list. In addition, they can ask themselves, “Who had the opportunity to do this?” and, “Who was near the scene of the crime or had access to it?” Readers might do this by jotting privately as they read, and then bringing these jottings and notes to the club discussion as club members collectively brainstorm a solution to the mystery.

Bloom’s Levels: Understand
Webb’s DOK: 2

**Engaging Experience 6**
Teaching Point: Mystery readers recognize the story arc in narrative texts: where a problem is revealed, heightened, and eventually resolved. You might remind children that mysteries are also stories, and that they also need to draw on everything they know as readers of fiction.
Suggested Length of Time: 1 mini lesson
Standards Addressed
  Priority: 2.R.1.A.b
Detailed Description/Instructions:
- **One way to this is** to guide readers to ask and answer questions such as,
How do the character’s words and actions help you understand the character?
What is the character feeling/thinking? What makes you think the character feel/think that?
What motivates the character/what are the character’s motives or possible motives for doing what he or she does (or might have done)?

Bloom’s Levels: Understand
Webb’s DOK: 1

Engaging Experience 7
Teaching Point: Mystery readers think about possible suspects based on character traits.
Suggested Length of Time: 1 mini lesson
Standards Addressed
   Priority: 2.R.1.A.b
Detailed Description/Instructions:
   • One way to do this is to show how in collecting clues and using these to grow theories is not just what one does to solve a crime, but also what one does to grow ideas about characters, too. When reading any novel, for example, we collect clues to think about the characters, and we ask ourselves, “What kind of person is this?” You’ll want readers of mystery books to ask this question too, since understanding a character is a way of understanding a big part of the story.

Bloom’s Levels: Understand
Webb’s DOK: 1

Engaging Experience 8
Teaching Point: Mystery readers sniff out false clues by wondering, “What did the author do to trick me?” and trying not to fall for this in the future.
Suggested Length of Time: 1 mini lesson
Standards Addressed
   Priority: 2.R.1.A.b
Detailed Description/Instructions:
   • One way to do this is to flip back to earlier pages, once they’ve read to the end and learned the solution of the mystery, to identify the specific red herrings (false clues) that threw them off course.

Bloom’s Levels: Understand
Webb’s DOK: 1

Engaging Experience 9
Teaching Point: Mystery readers step into the shoes of the detective and search for clues alongside him or her. Put yourself in the detective’s shoes. What might you do next to solve this mystery?
Suggested Length of Time: 1 mini lesson

Standards Addressed
   Priority: 2.R.2.A.d
Detailed Description/Instructions:
● **One way to this is** to discuss secondary characters. You might say: “What role does the sidekick play?” or “How does the sidekick help the main character in solving each mystery?” You’ll likely teach readers to make initial theories about characters and add to—or revise—these theories moving forward as they gather more clues. If there are possible suspects or a villain that features in the mystery, you’ll again alert children to note everything the author tells us about these characters and to note, too, the roles they play in creating or complicating the mystery.

Bloom’s Levels: Understand
Webb’s DOK: 2

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**Engaging Experience 10**

**Teaching Point:** Readers learn how to pay attention to other settings the crime solver visits.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**
- **Priority:** N/A

**Detailed Description/Instructions:**

- **One way to this is** to demonstrate other settings are often places where the crime solver goes to interview witnesses and therefore are full of clues. You will want readers to know that from the start of the story, they will need to start collecting clues; the pieces that will later help them complete the jigsaw that solves the mystery. They will want to pay special attention to setting and new characters that each book in a series introduces.

Bloom’s Levels: Understand
Webb’s DOK: 2

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**Engaging Experience 11**

**Teaching Point:** Mystery readers have to pay attention to the main character and the sidekick or two.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**
- **Priority:** N/A

**Detailed Description/Instructions:**

- **One way to do this is** to review some of the roles sidekicks play. Inspired by Sherlock Holmes’s classic “Watson,” the sidekick is often a loyal assistant providing many convenient roles: somebody to bounce ideas off or patiently explain “elementary” clues to (often for the benefit of the reader). In most mysteries in a series, therefore, your students will encounter a sidekick—Encyclopedia Brown has Sally, Nate the Great has his dog Sludge, Cam Jansen has Eric, and Jigsaw Jones has Mila Yeh. Often, the sidekick unwittingly raises a question or points to a feature that leads the main character to have the big mystery-solving “Eureka.” Some mysteries, such as Roy’s ABC Mysteries or Nancy Drew, have more than on sidekick, each with a distinct personality—Josh has
Dink and Ruth Rose and Nancy has both George and Bess to offer support as well as complicate the solving of the mysteries. Then again, some mysteries, such as The Boxcar Children or Enid Blyton’s Famous Five and Secret Seven series don’t have one main protagonist with a lesser sidekick, but rather, a group of siblings or friends who serve collectively as a main character unit.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 2

**Engaging Experience 12**  
**Teaching Point:** When readers read mysteries, they often read books in a series or mysteries written by the same author. Just as when you watch a series on TV, you come to know the characters (and their strengths and weaknesses), and to know that often the plotlines are similar from one book or show to another. In the same way, readers use what they know about how mysteries tend to go, and how other books in the series have tended to go to help them solve the mystery.

**Suggested Length of Time:** 1 mini lesson  
**Standards Addressed**  
**Priority:** N/A

**Detailed Description/Instructions:**  
- **One way to do this is** to use a book to illustrate that you see the same things he sees, but you just pass by so many significant details. Great detectives are on the alert, seeing more, and noticing more than the average person. We can use this to teach children the importance of reading more closely, with more alertness.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 2

**Engaging Experience 13**  
**Teaching Point:** Mystery readers read suspiciously and find clues in the details. They notice details that other people might miss.

**Suggested Length of Time:** 1 mini lesson  
**Standards Addressed**  
**Priority:** 2.R.2.A.d

**Detailed Description/Instructions:**  
- **One way to this is** to read in the Bald Bandit: “The fact that the character was wearing a wig was important,” one club member might notice. “And in the Absent Author, someone wearing sunglasses was important. So this author might like to use what people are wearing to hide clues. We should pay attention to that!” Students are coming to see that the truly important details, the ones that matter in being able to solve the case are often hidden. You will want to help them to strengthen this work and recognize immediately when they have run across a detail that is red-flag, alarm-bell important.

**Bloom’s Levels:** Understand  
**Webb’s DOK:** 2

**Engaging Experience 14**  
**Teaching Point:** Mystery readers can start to consider the predictable ways in which all
mystery authors embed clues.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**
- **Priority:** 2.R.2.A.d

**Detailed Description/Instructions:**
- **One way to do this:** In the first chapter of Encyclopedia Brown Cracks the Case, it is important for readers to note that much is mentioned about onions. You will want to call attention to the fact that Mrs. Brown keeps sniffing and rubbing her eyes and Encyclopedia brings up the idea that his dad stinks of onion. Adept readers will know that this repeated detail is no accident and will know that onions will likely come into play in a big way later.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 2

**Engaging Experience 15**

**Teaching Point:** Skilled mystery readers not only search for clues, they also make something of those clues and use inference to do so. They use phrases such as ‘I think this means...’ and ‘I think this could show....’

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**
- **Priority:** 2.R.2.A.d

**Detailed Description/Instructions:**
- **One way to do this:** In the second chapter of Encyclopedia Brown Cracks the Case, you can point out to kids that because the author makes a big deal about the fact that the book was signed by the author, we can infer that this will play an important role in the outcome of the case. These predictions are based on the inferences that readers accumulate from the text. Then, too, you could teach children that readers often entertain more than one possible prediction.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 2

**Engaging Experience 16**

**Teaching Point:** One important thing that mysteries can teach us is to be flexible readers. Readers need to think about multiple possibilities no matter the genre, and mysteries can help us to do this by holding onto various predictions and rationales for these predictions.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**
- **Priority:** 2.R.2.A.d

**Detailed Description/Instructions:**
- **One way to do this** with the class read-aloud because all along the children have been trying to figure out before the book tells us who did it. So, stopping at a critical point in the story and asking the children to review all of their jottings—as well as the jottings the class has been compiling together to think about the suspects and what proof we have.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 2
Engaging Experience 17
Teaching Point: One way readers push themselves to think across books is readers may ask, “What changes across books and what remains the same?” Readers answer this question paying attention to the setting in these books, the characters, their actions and reactions, the plot and themes.
Suggested Length of Time: 1 mini lesson
Standards Addressed
Priority: 2.R.1.A.b
Detailed Description/Instructions:
● One way to do this is to move your readers from just noticing patterns across the series to considering the effects of these patterns as well as to pay attention to when these patterns are broken and why the author may have chosen to do so. Since the characters are most likely the same across the series, readers will be able to compare how the same characters both main and sidekick behave differently in different mystery books, or how they may react differently in similar situations. Aside from character work you may teach children to think and speak comparatively about the author’s craft, their writing style and voice. You will also want readers to be aware of and to look out for the plot lines that continue from one text to another and pay attention to themes across books.

Bloom’s Levels: Understand
Webb’s DOK: 1

Topic 3: Mystery Readers Learn Lessons from Books

Engaging Experience 18
Teaching Point: Mystery readers look closely at the big, important decisions characters make throughout the story.
Suggested Length of Time: 1 mini lesson
Standards Addressed
Priority: 2.R.2.A.d
Detailed Description/Instructions:
● One way to do this is to show that when characters follow a lead, keep a secret or confront someone suspicious, readers might stop and again ask themselves, “What lesson am I learning from the character here?” It helps to think about why the character has made this choice and what it might teach us about life. Jigsaw doesn’t jump to the conclusion that a snake ate Hermie the Hamster even though that is his initial hunch. In fact, when Wingnut gets worried, Jigsaw insists that “he’s only a suspect,” and that they have to keep an open mind. He then decides to do extensive research about hamsters and their predators. If we asked ourselves what this character’s choice has taught us, we might say, “Don’t jump to conclusions about people before you’ve known all of the facts.”
Bloom’s Levels: Understand
Webb’s DOK: 2

Engaging Experience 19
Teaching Point: Readers know that a very helpful time in reading to stop and pay close attention is when a character is having a strong emotional reaction. It often pays to think about what’s behind this emotion or what is motivating the character to act this way, and then think about what lesson you could take from it.
Suggested Length of Time: 1 mini lesson
Standards Addressed
Priority: 2.R.1.A.b
Detailed Description/Instructions:
● One way to do this is to show that in A to Z Mysteries: The Falcon Feathers, Josh brings Ruth Rose and Dink to the woods to see the nest of baby falcons he had found a couple of weeks ago but discovers they are gone. Josh reacts strongly and wants to report the missing falcons. We might ask the readers, “What life lesson can we learn?” Readers might say, “When something means a lot to you, you can’t just stand by and do nothing but rather you need to take action.”

Bloom’s Levels: Understand
Webb’s DOK: 1

Engaging Experience 20
Teaching Point: Another place mysteries offer readers the opportunity to think about life lessons is at the end when we know ‘who did it.’ After we have identified who did it, and after we have figured out why he or she did it, we can think about what we can learn from their motives.”
Suggested Length of Time: 1 mini lesson
Standards Addressed
Priority: NA
Detailed Description/Instructions:
● One way to do this is to use an example: At the end of Falcon Feathers we might ask, “What can we learn from Kurt who stole the baby falcons to train them to race so he could make money?” We might say, “When we just think of ourselves instead of others we might end up making bad decisions that could get us into trouble.”

Engaging Scenario

Engaging Scenario
Have students create a poster to share with others about all they have learned about being a mystery reader. Topics might include:
● Keep Your Eyes Out for Clues
● How To Do Good Predictions
● How Mystery Readers Do a Professional Retell