

Unit 1: Launching the Reading Workshop (3 Weeks)

Rationale

Why is this unit important and appropriate for this grade level and at this time of the year?

During this unit, students will learn the daily routines and the expectations of reading workshop that will become the foundation for reading workshop all year long.

Learning Outcomes

What do we expect students to know and be able to do at the end of the unit?

Students will:

- Practice routines of reading workshop
- Make purposeful connections
- Work with a reading partner
- Summarize shorter texts
- Set personal reading goals

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Reviewing and charting the components of reading workshop (minilesson, independent reading, partner reading, teacher conferring, share)
- Reviewing what independent reading looks like, sounds like, etc.
- Introducing routines for reading workshop
 - Book shopping schedule
 - Choosing just right reading spots for independent and partner reading
 - Reading workshop tools (e.g., book baggies, book bins, Post-its, reading logs, reading notebooks)
 - Taking home books each night
- Identifying a just right book – what does a just right book feel/look/sound like? (Build on experiences from kindergarten and first grade. Creating an anchor chart with tips for choosing just right books).
- Exploring the classroom library
- Understanding the purposes of making connections

Chart titled, Making Connections Helps Readers...

 - Stay in the story
 - Understand what's happening
 - Understand the characters
 - Understand the world in the book
 - Think more deeply about the book
 - Think about what the book teaches the reader about the world/life
- Making and sharing purposeful connections (text to self, text to text, text to world) to deepen comprehension. Creating an anchor chart of prompts to help readers use connections as one way to deepen their thinking about texts read.
 - This reminds me of...because... My connection helps me understand the book, character or world better because...
 - This is like (another book) because... My connection helps me understand the book, character and world better because...

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- This makes me think of ...because... My connection helps me understand the book, character and world better because...
- Marking places (confusing part, interesting part, surprising part, favorite part) in the text to share and talk about with a partner
- Jotting down ideas of things to talk about with a partner about on a Post-it or in a reader's notebook
- Introducing a text to a partner by summarizing the chapter/section/text
 - This book is mostly about...
 - What I've read so far is...
 - This chapter is about...
- Building stamina for independent reading by keeping track of pages read and minutes read daily
- Setting personal goals for reading (consider volume, stamina, genres, interest, author)
 - Keeping a daily book log to track reading volume, stamina, interests, etc.
 - Reviewing reading log to notice patterns, reflect on goal achievement, set new goals
- Celebrating the end of the unit. Possibilities may include but are not limited to the following:
 - Have students identify their favorite reading memory, reading spot, book, author, genre, etc. and tell why. Students can draw and write responses which can be made into a display or class book.
 - Take a video of students modeling the routines and habits of readers such as reading independently, shopping for books, choosing just right text, etc. Have students view the video and name out the good reading habits they notice.
 - Share book recommendations with one another in small groups.

Notes/Tips:

- Each day students will spend time independently reading for a **minimum** of 25 min. (To view strategies for building stamina go to the Grade 2 archived artifacts on the units of study district website. To access the units of study website use the link http://ww3.mamkschools.org/units_of_study/. Select the Grade 2 reading/writing page, select "Resources" from the top nav bar.
- Teachers may have students work with a partner for 5-10 min. to talk about books read.
- Use district assessment data to plan for whole group, small group and individual conferences.
- Use read aloud to model reading habits as well as accountable talk. During read aloud have students turn and talk frequently. Model prompts that keep the conversation going so students can use them when talking with a partner about texts read. Create an anchor chart. Prompts include but are not limited to the following:
 - That reminds me of...
 - Can you say more about...
 - What makes you say that? (Show text evidence)
 - Can you show me the part that....
- Use read aloud and shared reading to share texts across genres (fiction, nonfiction, poetry) all year long.
- During interactive read aloud and shared reading students should turn and talk frequently as a way to best prepare students for the partner reading conversations.
- Make an enlarged copy (chart size) of the reading log students will use to track and monitor reading volume and stamina. (To assess reading volume and stamina a reading log should include text level, number of minutes read, number of pages/books read. For sample reading logs and research on the importance of monitoring reading volume and stamina visit the district website – link listed as a professional resource below.) Display chart and during daily read aloud model how to record data (minutes read, number of pages/books read, title, etc.) on reading log. Through repeated modeling students will be prepared to use their own reading logs during independent reading.
- Use texts that students can easily relate to when modeling how to make connections such as *The Art Lesson*, *Patches Lost and Found* – copies of which can be found in the Primary Comprehension Toolkit. Model for students how to make rich connections that help the reader understand the text and the world better.
- Build excitement around reading (e.g., identifying class goals/individual reading goals, sharing favorite books and reading memories, conducting reading interviews).
- Consider introducing reading logs. To assess stamina students record text level, minutes read, pages read. Look at logs weekly to assess student reading volume and stamina. Use logs during reading conferences to discuss with students and support students in setting appropriate reading goals.
- Consider introducing reading notebooks. Many teachers divide the notebook into sections (read aloud, independent reading, partner/club reading). Model and guide students on responding to books in

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different ways (e.g., sketching a scene during read aloud, sketching or writing a short entry about a favorite part/character in a read aloud and explain why, jot down an idea about a character and text evidence to support the idea(s) during the read aloud. After modeling and providing students with guided practice using the reading notebook they will be able to use it during independent reading in later units. Consider differentiating reading logs for students based on their needs and reading stage of development. (See professional resources for link to sample reading logs.)

- **To view Grade 2 archived artifacts for the unit please visit the Grade 2 reading/writing page. Select “Resources” from the top nav bar. To access the units of study website use the link http://ww3.mamkschools.org/units_of_study/.**
- Chart Chums is a great online resource for creating interactive, clear and visually rich anchor charts. To view use the link <http://chartchums.wordpress.com/>.
- Additional resources of sample anchor charts for reading and writing units of study include the following: <http://readingandwritingproject.com/resources/classroom-charts/second-grade.html>.

Professional Resources

What professional resources will be helpful in planning the unit?

- *The Common Core Lesson Book K-5* by Gretchen Owocki
- *The RTI Daily Planning Book* by Gretchen Owocki
- *Teachers College Reading and Writing Project 2nd Grade Reading Curriculum Calendar 2010-2011*
- *The Complete Year In Reading and Writing Grade 2* by Karen McNally and Pam Allyn (Chapter 2, pp. 21-23)
- *The Primary Comprehension Toolkit* by Stephanie Harvey & Anne Goudvis (Strategy Guide 1 Monitor Comprehension, Lesson 1)
- *The Daily Five* by Gail Boushey & Joan Moser
- *On Solid Ground* by Sharon Taberski (Chapters 11-12)
- *Comprehension from the Ground Up K-3* by Sharon Taberski (Chapter 3)
- *Reading with Meaning* by Debbie Miller (Chapter 3)
- *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson
- <http://ww3.mamkschools.org/ela> (Select Components of Balanced Literacy, click on Independent Reading, scroll down for Richard Allington data on stamina)
- <http://ww3.mamkschools.org/ela> (Select Assessment, scroll down to Reading Logs)