

**Unit 2: Readers Are Flexible Word Solvers: Spotlight on Monitoring for Meaning (3 weeks)**

**Rationale**

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

During this unit, the students will review and extend their repertoire of reading strategies. They will use both print strategies and comprehension strategies fluidly. Introduce print strategies that reflect the reading stages of the readers in the class.

**Learning Outcomes**

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

Students will:

- Develop a repertoire of strategies for figuring out unknown words
- Self monitor and self correct while reading
- Track thinking as means of understanding

**Minilessons/Notes/Tips**

*What minilessons will lead to student learning outcomes?*

Possible Minilessons:

- Integrating and cross checking for all sources of information (meaning, syntax, visual grapho-phonics)
  - Does it make sense?
  - Does it sound right?
  - Does it look right?
- Looking for chunks/patterns in unfamiliar words and thinking about what would make sense to figure out unknown words
- Rereading to figure out the meaning of unknown words
  - Read ahead
  - Read back
- Figuring out the meaning of an unfamiliar word by thinking of a word that may have a similar meaning (synonym), rereading the sentence with that word, and asking if it makes sense
- Reading a tricky part out loud
- Noticing when meaning breaks down and then rereading
- Stopping and thinking after reading chunks of texts (number of pages, chapters, etc.) and thinking about what happened as a way to monitor for comprehension
- Listening for/to your inner conversation
- Keeping track of thinking by jotting
  - Questions
  - Wonderings
  - Connections
  - Opinions
  - Big idea of every chapter (who, what)
- Using Post-its to jot down what strategy was used, how it was used and how it helped the reader better understand the text, the world, etc.
- Celebrating the end of the unit. Possibilities may include but are not limited to the following:
  - Have students review reading notebook/jotting about reading and notice the strategies they used often. Have students share/write what strategies they used and how it helped them as a reader.
  - Have students reflect on the reading goals set in Unit 1, and depending on what they notice develop a plan of action for meeting the goal, set new goals, etc.

## 2014-2015 Grade 2 Reading Units of Study

- Have students discuss and respond to the prompt, What are you learning about yourself as a reader? How have you changed as a reader as a result of this unit? What strategies are you using to figure out unknown words? What is one strategy (or more) that you are using to help yourself think deeper about books you read? How is that strategy helping you? Provide an example. Be specific. Make a display of student reflections and/or capture their responses on a video/audio recorder.
- Create/share bookmarks with strategies for figuring out unknown words.

### Notes/Tips:

- Each day students will spend time independently reading for a *minimum* of 30 min.
- Teachers may have students work with a partner for 5-10 min. to read books together. Part of this time should include talking about the text(s) read together. Having students work in partnerships helps to increase student reading stamina as well as push students to think more deeply about texts read.
- 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 partner reading conversations.
- Guided reading is an ongoing structure that can be used to target, model and support students with print strategies as needed.
- Teachers should establish consistent reading partnerships based on similar reading abilities/interests/behaviors.
- Begin a class chart of reading strategies with icons and print that can be added to throughout the unit.
- Create a tool (e.g., bookmark, ring of cards) of print strategies that individual students are practicing as a way to differentiate.
- Have students monitor their reading by reviewing their reading logs. (If reading logs were not started in Unit 1 consider having students begin them in Unit 2. Logs can help students monitor reading stamina, volume, interests, etc.).
- Continue to model and guide students in using notebooks during read aloud. Model different ways readers respond to texts (using graphic organizers purposefully, using Post-its, writing entries, sketching and writing, etc.) The notebook can be a permanent place to store Post-its, graphic organizers, etc.
  - Share mentor Post-its, graphic organizers, notebook entries with students. Have students identify what makes a mentor Post-it, etc. Create a class rubric of mentor Post-its. Keep mentor samples available for students to review. Use the workshop share as well as minilessons to model keeping track of one's thinking.
  - Encourage students to review their Post-its. Have them choose particularly "rich" Post-its and extend their thinking by writing longer about it in the reading notebook.
- **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/](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 2<sup>nd</sup> Grade Reading Curriculum Calendar 2010-2011*
- *The Complete Year In Reading and Writing Grade 2* by Karen McNally and Pam Allyn (Chapter 2, pp. 27-29)
- *The Primary Comprehension Toolkit* by Stephanie Harvey and Ann Goudvis (Strategy Guide 1 Monitor Comprehension, Lesson 1)
- *Strategies that Work* by Stephanie Harvey and Anne Goudvis (Chapter 6)
- *The Café Book* by Gail Boushey & Joan Moser (p. 143)
- *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson