Unit 3: Readers Study Elements of Fiction: Spotlight on Inferring (3 weeks)

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

At this time of year, students are beginning to read longer and more sophisticated texts. During this unit, students are taught strategies for accumulating across longer texts as well as strategies for thinking more deeply about texts. This unit lays the foundation for the work students will be doing when they read across a series (Unit 6).

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

Students will:

- Use story elements to think more deeply about a story

- Study a character's journey through a story

- Make predictions and inferences about characters

- Summarize a text

Minilessons/Notes/Tips
What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Identifying story elements across a text using Post-its
- Keeping track of the story elements using
  - A story map
  - A story board
  - A timeline
- Using the story elements to retell the story
- Making inferences about characters based on what they
  - Do (actions)
  - Think (internal thinking)
  - Say (dialogue)
- Doing inferential retellings of books read which would include
  - Characters – uses the characters' names
  - Setting – tells where the story is taking place
  - Plot – includes the important events in the story
  - Feelings – includes the emotions and what the character is thinking (internal dialogue)
  - Text evidence – includes examples from the story to support inferences
  - Fluency – told in an interesting voice
- Role playing scenes or character interactions to infer what a character is thinking and/or feeling
- Getting to know a character by making connections to self, other characters
- Summarizing what was read at the end of each chapter or a book on a Post-it or think sheet
  - This chapter/book was mostly about…(Support with text evidence)
  - The big idea of the chapter was…and I know this because (Support with text evidence)
  - Somebody-Wanted-But-So (SWBS) summarizing strategy: somebody/someone= the main character or group of people, wanted/because= the main events or the group's motivation, but= the conflict or problem, so= the resolution of the problem. To learn more about this scaffold for

     summarizing a narrative text see professional resources listed below by Richardson and/or Keene and/or http://spedlit.k12.hi.us/Strategies/SWBS.htm.

- Summarizing the content and adding a personal response
- Celebrating the end of the unit. Possibilities may include but are not limited to the following:
  - Have students complete a unit reflection. What have you learned about yourself as a reader? How have you changed as a reader as a result of this unit? What is one strategy (or more) that you are using to help yourself think deeper about fiction texts? How is that strategy helping you? Provide an example. Be specific. How can you use what you have learned to help you read nonfiction?
  - Create a display of a character with his/her inside and outside traits. Include evidence from texts to support thinking about the character's traits.
  - Describe how the character changed in a text read and include text evidence to support thinking. Have students pair up and act out a scene from a favorite read aloud. Have classmates guess which characters they are acting out.
  - Partner/group students to do a readers theater reading of a scene from a familiar text. Scene selected should have a lot of character dialogue (e.g., Frog and Toad, Poppleton texts).

Notes/Tips:

- Each day students will spend time independently reading for a *minimum* of 35 min.
- Teachers may have students work with a partner for 5-10 min. to talk about books read.
- Students can identify and record the story elements of a text by using a graphic organizer that has icons for the different element. Kevin Henkes' texts are helpful texts to model concrete, clear examples of the story elements.
- Wordless books are a wonderful way to teach inference. Recommended titles include *Tuesday* by David Wiesner.
- Recommended picture book for read aloud that supports the modeling of inferring is *The Doorbell Rang* by Pat Hutchins.
- Read aloud books with strong characters to support the work of the unit and consider reading about a character across a series. *Frog and Toad* by Arnold Lobel is a great series. Once students have some familiarity with the characters the teacher can read aloud the dialogue and have the students figure out which character is speaking (and explaining their thinking).
- 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.
- To support students in describing characters it is helpful to have students identify the inside and outside traits of a character. Recommended texts for this would include those with strong characters such as *Miss Nelson Is Missing, Oliver Button Is a Sissy, The Old Woman Who Named Things, Fantastic Mr. Fox.*
- To compare/contrast two characters/traits use a venn diagram.
- During independent reading some students may be reading in a series while others may be reading about a variety of characters.
- Consider pairing books with similar themes or having students sort books by theme after reading them such as, characters who have to make changes, characters that don't give up, characters that are compassionate, characters that overcome obstacles, etc.
- Have students reflect on their reading logs about how they are increasing their reading stamina (e.g., number of pages read, number of books read). Use self assessment of reading volume and stamina to set new reading goals.
- **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 4, pp. 94-97)
- *The Primary Comprehension Toolkit* by Stephanie Harvey & Anne Goudvis (Strategy Guide 4 Infer & Visualize, Lesson 1)
- *Reading with Meaning* by Debbie Miller (Chapter 8)
- *Comprehension: Strategic Instruction for K-3 Students* by Gretchen Owocki (Chapter 2)
- *Strategies that Work* by Stephanie Harvey and Anne Goudvis (Chapter 9)
- *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson
- *When Kids Can't Read What Teachers Can Do* by Kylene Beers