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| **Grade 2**  **Unit Overview**  ***Series Book Clubs*** | |
| **Focus Teaching Points** | *Thinking, talking, and writing about our reading:*   * Getting to know books in a series – the predictable patterns, how a particular series goes, predictable character traits * Noticing how characters respond to problems, similarities in a character across a series, and how they relate with other characters * Paying attention to important parts – when the main character experiences trouble, seems to change, or experiences a big feeling * Using known information to predict a character’s behavior * Learning about characters from their relationships with other characters * Studying how authors use word choice, figurative language, punctuation, patterns and story endings to construct a series in an interesting way * Studying how authors plan a whole series and bring these stories to life for their readers * Preparing for conversations with others about a book * Listening actively and building on each other’s ideas * Supporting reasons with examples * Debating as a way of sharing opinions about a book |
| **Key CCSS Standards** | ***Reading Standards for Literature (RL)***   * *1, 2, 3, 4, 5, 6, 7, 9, 10*   ***Reading Standards for Information (RI)***   * *10*   ***Reading Standards: Foundational Skills (RF)***   * *3, 3a-3f, 4, 4a-4c*   ***Speaking and Listening Standards (SL)***   * *1, 2, 3, 4, 5, 6*   ***Language Standards (L)***   * *1, 3, 4 (a, c, d), 6* |
| **Bends in the Road** | * Becoming experts on characters * Becoming experts on author’s craft * Sharing opinions with the world |
| **Recommended Professional Resource(s) to Guide Instruction** | * *Series Book Clubs* from the *Units of Study for Teaching Reading* by Amanda Hartman (2015), including the online resources for this unit at [Heinemann](http://www.heinemann.com) |
| **Recommended Anchor/Mentor Texts** | * *The Stories Julian Tells* by Ann Cameron * *Days With Frog and Toad* by Arnold Lobel * A couple of books in another series or two for reading aloud, such as *My Father’s Dragon,* *Pinky and Rex* books, *Sylvia Jean* books, *Ira* books; see the suggestions on the [mentor text page of this unit](http://ppsgrade2.weebly.com/mentor-texts3.html) on the Literacy Coach website. This resource also suggests texts appropriate for book clubs during this unit. |
| **Tips for the Unit** | * We suggest you read the “Orientation to the Unit” on pages vi – xiv for a helpful understanding of the unit, as well as how each part supports the unit as a whole. * See the several-day read aloud plan, beginning on page 94, using the first two stories of *The Stories Julian Tells*. You can use the same suggested discussion points for subsequent read alouds to support the type of thinking you hope students will use when reading their own books. See page xiii for helpful tips in selecting other read alouds during this unit. * There is a five-day shared reading plan in this resource as well, beginning on page 103. This component of balanced literacy occurs at a separate time from the reading minilesson and the read aloud, lasting about 15 minutes. This plan uses one of the stories from *The Stories Julian Tells*. Again, you could use the same plan with a different text in subsequent weeks during this unit. This plan is intended to support your students in reading more complex texts. See the bottom of page 113 – 114 for more information on selecting subsequent texts for shared reading. * The unit relies on same-book partnerships that come together to form clubs that will read different books within a series. Partners support one another in understanding a book, then join one more partnership to form a club in order to grow ideas with a larger group. There is a lot of teaching about how to do this throughout the minilessons across the unit. * Since you have already taught the writing workshop unit, *Writing About Reading*, you will be able to find *periodic* opportunities for students to apply their learning from that unit to their reading in this unit. The thinking and preparing for conversations about books, the inquiry into author’s craft, and the beginning of debating all supports the opinion writing about books that students learned to do in that writing workshop unit. However, a note of caution: the majority of students’ responses to text should be notes jotted to support their conversation with partners and clubs, rather than longer written responses intended for the teacher or in place of conversation. * This unit is helpful in nudging students to read more complex texts. The support of recurring characters in a familiar series, along with the conversation of a partner about the books, helps students access slightly more difficult texts. This is a nice opportunity for students to work with greater independence and to further develop their repertoire of skills that they have learned throughout the year. * **Bend I** supports and grows students’ character work across texts as well as important work on talk. Students will develop their ability to support their thinking with text evidence and practice elaborating on their ideas. They will also develop their skills in growing one idea through back and forth conversation. Students will learn to pay attention to characters’ reactions to trouble and the relationships that characters have with other characters in order to notice patterns across a series. * **Bend II** supports students in learning to discover patterns in authors’ craft moves across books. Students will pay close attention to authors’ word choices, structure choices, and punctuation choices. Literary language is special focus during this bend. * **Bend III** encourages students to swap series, with tips from readers on what to look out for as they begin their new series. This bend supports students in further developing their talk about books by offering ways to strengthen their opinions. The earlier opinion writing students did during the *Writing About Reading* unit will grow into more sophisticated elaboration of opinions about characters and books during mini-debates. * This unit really steps up the work students have done all year to give them that final nudge into more complex reading and thinking at the end of the year. |
| **Classroom Library** | * For this unit, you will want to add plenty of bins organized by series. See the [mentor texts page for this unit](http://ppsgrade2.weebly.com/mentor-texts3.html) on the Literacy Coach website for suggestions. Be sure that you have series appropriate to the reading levels of your students. See the [Grade 2 Mentor Text List](http://www.heinemann.com) on the Heinemann resources under Latest News and General Information for series suggestions by text level; also see your building CTL or literacy coach for support as necessary. * The classroom library should have a range of texts in terms of complexity, genre, authors, and length to appeal to the diversity of readers in your classroom. * Books can be organized by author, genre, series name, etc. * Some portion of the library may be leveled. |
| **Materials and Resources** | * A book in a series for reading aloud that inspire rich conversations * Reading Folders for students to hold a reading log appropriate to second grade and letters they may find in their books written by class members during the earlier writing workshop unit * Anchor charts, talk charts, and other useful materials for each session of this unit on the [Heinemann](http://www.heinemann.com) resources |
| **Assessment** | * Students’ reading logs for reading volume and stamina * Students’ sticky notes/thinking notes * Teacher’s conferring notes * Patterns in ongoing running records * A stop-and-jot assessment to assess students’ comprehension (see page xi for more suggestions on this) |
| **Celebrations** | * You may want to celebrate the work of this unit by inviting students to debate within their club or to invite the principal or other teachers to listen in on the mini-debates. See Session 16 for further details about this type of celebration. |