|  |  |
| --- | --- |
| **Grade 2**  **Unit Overview**  ***Bigger Books Mean Amping Up Reading Power*** | |
| **Focus Teaching Points** | * Reading aloud to support “in-the-head” reading voices * Scooping up words into phrases and noticing punctuation so that reading makes sense and sounds right * Noticing dialogue tags to support reading with expression * Reading at a pace that is just right to understand the reading * Recognizing literary language and asking, “What might the author want me to see, to understand?” * Understanding comparisons in texts * Noticing when authors play with words * Reading as a writer – focusing on special language to understand the author’s message * Reading with a partner to talk, clarify, and ask questions to better understand the reading * Keeping track of the story and remembering the important things that happen * Using fix-up strategies when comprehension breaks down * Using writing to tackle confusing parts in the reading * Setting goals independently and in a reading club * Working with other readers in a club to create a plan for accomplishing goals * Supporting club members’ work by giving helpful feedback |
| **Key CCSS Standards** | ***Reading Standards for Literature (RL)***   * *1, 2, 3, 4, 5, 6, 7, 10*   ***Reading Standards: Foundational Skills (RF)***   * *2, 3, 4*   ***Speaking and Listening Standards (SL)***   * *1, 2, 4, 6*   ***Language Standards (L)***   * *1, 3, 4, 5, 6* |
| **Bends in the Road** | * Reading with fluency * Understanding literary language * Meeting the challenges of longer books * Tackling goals in the company of others |
| **Recommended Professional Resource(s) to Guide Instruction** | * Study   Bigger Books Mean Amping Up Reading Power by Lucy Calkins, Lauren Kolbeck, and Brianna Parlitsis in *Units of Study for Teaching Reading, Grade 2* (2015), along with the online resources accompanying this unit found at [heineman.com](http://www.heineman.com). |
| **Recommended Anchor/Mentor Texts** | * *Owl Moon* by Jane Yolen and John Schoenherr * *Houndsley and Katine* by James Howe and Marie-Louise Gay * *Minnie and Moo Go Dancing* by Denys Cadet * *Happy Like Soccer* by Maribeth Boelts |
| **Tips for the Unit** | * The best way to understand the goals and expectations for this unit is to read the first section, “An Orientation to the Unit” on pages vi – xiv. Reading this section prior to starting the unit with your students will help you to get a sense of the unit as a whole, supporting your planning in pacing the unit and angling lessons to meet the needs of your students. * In addition to the description of the teaching sessions, be sure to note the two additional sections that support this and every other core unit: suggestions for **Read Aloud** (beginning on page 112) and **Shared Reading** (beginning on page 123). * You will find many suggestions for demonstration texts, read-aloud and shared reading texts, and texts to support students’ independent reading. Pages xii – xiv of the unit describe the types of texts you will want to gather for your students’ independent and shared reading. The texts mentioned on these pages are found in list form on the Grade 2 **Mentor Text List** located on the [Heinemann resources](http://www.heinemann.com) under Latest News and General Information. * This unit supports students in the foundational skills of literacy, with a focus on fluency, developing stamina for longer books, and understanding literary language. These lessons are not only foundational to the next narrative unit in Grade 2 (*Series Book Clubs*) but also to the work students will do in Grade 3. They will also support students in their nonfiction reading, both in small groups during this unit and in the next reading unit. * Bend I focuses on developing aspects of reading fluency: pace, phrasing, and prosody (timing, phrasing, stress, intonation used to convey meaning). While students will practice strategies to increase reading fluency, they will do it in the context of authentic text, keeping meaning in the forefront of this work. * Bend II highlights the techniques authors use to convey meaning. They will learn to notice literary language in favorite mentor texts and consider what the author wanted the reader to understand by this language. Students will have an opportunity to try out this language in their own writing. * In the third bend, you will set students up in same-book partnerships. Two children who are reading at similar levels will read the same book together. This will serve as a scaffold to support students in reading longer books. They will learn to use Post-it notes to track the important events in their longer books, which they will “use like a trail of breadcrumbs” (p. x). * In the final bend of this unit, students will do some self-assessment and set thoughtful goals for their reading. You will set students up in clubs with similar goals, such as the Fluency Club, the Literary Language Club, and the Keeping Track of Longer Books Club. These clubs will support the work of the first three bends, replacing partner time from the third bend. Each club will have three to four students, with the work of the club focusing on the goal. You will teach them how to give helpful feedback to one another and how to use the unit anchor charts to work toward their goals. |
| **Classroom Library** | * During this unit, children should be prepared to spend a majority of the independent reading block with a collection (bag, bin, basket) of books at their “just right” level, collections that contain a number of fiction books with rich characters. In addition to physical copies of these just right books, digital collections can also be created and accessed through Storia. * 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, text type * Some portion of the library may be leveled. |
| **Materials and Resources** | * High-interest fiction and poetry that students can read independently * Anchor charts found at [heinemann.com](http://www.heinemann.com) * Anchor charts from previous units to remind students about reading strategies that are already part of their “toolbox” * Table baskets, for the beginning of the unit, filled with poems, songs, and other texts rich with literary language; these texts will support the fluency work at the beginning of the unit (see page xii for more specific information on compiling these baskets) * Special tools to encourage student engagement, found under particular sessions for the unit on [heinemann.com](http://www.heinemann.com); these are indicated by the “finger click” icon under the “Getting Ready” section of each session in the unit |
| **Assessment** | * It will be important to analyze students’ miscues on your ongoing running records and your Benchmark Assessment System reading records to determine how readers use meaning, structure and visual information to solve words, how they solve multisyllabic words, whether they self-correct, etc. * BAS * Running Records * Conference notes * Student sticky notes to monitor comprehension * Reading logs to monitor volume and stamina |
| **Celebrations** | * You can celebrate the unit by positioning students to play the role of a researcher. They can have the opportunity to release their own news bulletins in which they teach others about reading, either through the school newspaper or a note home, so that all readers can be better readers as a result of their research in the unit. See page 108 for specific details on this suggestion. |