



Unit Map 2011-2012
Columbia University Teachers College
Collaboration / Reading* / Grade 2 (Elementary School)

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TEACHERS COLLEGE
COLUMBIA UNIVERSITY
GRADUATE AND PROFESSIONAL SCHOOL OF EDUCATION

Unit 01 Take Charge of Reading (Week 1, 4 Weeks) 📅 📖

Unit Rationale

If your students have been in reading and writing workshops in kindergarten and first grade, they will know how to read alone and they know routines for reading with partners. Second graders know that reading involves using strategies at points of difficulty and above all, that reading means making meaning of the text. They know how to choose their "just-right" books. When second graders enter the room, then, it's important that teachers start expecting them to get everything going that they already know how to do. Teachers will want to communicate urgency and enthusiasm, to help second graders brush off the summer rustiness, and teachers should expect students to grow from one level to another across the month.

In this unit, students will be setting explicit goals for themselves that allow them to read with purpose, and they will be reminded of old strategies, and explicitly taught a few crucial new strategies to support understanding. Additionally, this unit spotlights reading with accuracy, appropriate rate and phrasing, and expression.

Essential Questions

How can I choose books to read, record what I have read, and set goals for myself in this new school year?

How can I keep track of what I am reading and what I think about the text I am reading before, during, and after I read a book?

How can I use my reading partner to help me find new books to read, talk about books, and get help when I am having a hard time understanding what I am reading?

How can I be resourceful, using all the tricks, strategies and tips that I've ever been taught to keep going in my reading so I don't have to wait for someone to come along to tell me what I need to be reading?

Guiding Questions

How can I model, guide, and support children to make decisions and set goals for the kinds of books they will read as well as the ways they will keep track of the pages read and the amount of time read each day?

How can I model and guide students to monitor for meaning and think about the text before, during, and after reading?

How can I teach students to use reading partners as goal-setting buddies, as someone to listen to and ask for book recommendations, as someone to collect thinking about an information topic or a character, and someone to help a student figure out a tricky part in a book?

How can I teach students and provide them with the tools to be resourceful and independent problem solvers in their reading lives?

Common Core Standards and Indicators

NY: CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, NY: 2nd Grade , Reading: Foundational Skills

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.

NY: CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, NY: 2nd Grade , Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

- 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- 1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- 1b. Build on others’ talk in conversations by linking their comments to the remarks of others.
- 1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Content

Skills

Key Terms/Vocabulary

- Goal setting.
- Stamina.
- Reading log.
- Book shopping.
- Monitoring.
- Tricky parts.
- Book recommendations.

Sequenced Learning Plans/Mini Lessons

Guiding Questions: How can I model, guide, and support children to make decisions and set goals for the kinds of books they will read as well as the ways they will keep track of the pages read and the amount of time read each day?

Bend One: Helping Children Make Decisions Based on Habits, Volume, and Stamina

- Today I want to teach you that grown up readers (like you guys, now that you are second graders) make decisions about how our reading lives will go. When we were littler, sometimes we had people who told us —sit here, read this, start by doing this, then do that, post-it this, and so forth. But this is a more grown up

Assessments

Running Record

Formative: DOK 2 Basic Application:

Performance: Authentic Task

Pre Unit: Teachers read the running record recording forms or reading level lists passed along from first grade teachers. If these are not available, teachers can take simple running records using any book the child has chosen, listening to accuracy, fluency, and comprehension for 100 words or so in that text. Teachers analyze reading levels, fluency and rate, as well as the cueing system (meaning, structure, and/or visual) the readers tend to rely on most.

Mid Unit: Teachers listen and record miscues, self-corrections, the child's affect, reading rate, and responses to literal and

year, and THIS year (and for the rest of your life) it will be important for readers to make decisions about how YOU want your reading life to go.

- You'll decide for example, whether a book is just right for you, how you'll get ready to read a book, whether you are going to write your ideas on a Post-it or not...
- Today, then, as we start this new year and this new unit, you are not just going to READ today, you are going to show what you do when you get the chance to be the Boss of Your Own Reading. And I'll be watching those decisions, and learning so much about you, and about what you think makes for the most amazing reading life in the world.
- Today I want to teach you that readers try on books like one might try on a shirt, checking to see if this book fits, if it is just right. We use the five finger rule (more than four words they can't read on a page of a second grader's book with 100 words would definitely mean the reader is not reading with 96% accuracy), but we also know that a book should be "a smooth read," that when reading aloud, we should like we are talking smoothly.
- Today I want to teach you that readers use book marks to keep our places so that when we resume reading in a book, we know where we left off.
 - Tip: Some grown up readers take a second when they return to a book to glance back over what they have already read and to think, "What has happened so far in this book?" and to ask, "Who is the main character? What does he or she want? What's happening to the main character?"
 - Tip: If you are reading nonfiction, you can name the "who" or the "what" (the subject of the book) and can picture what is happening or name what

inferential questions about a text. Teachers look for patterns in the running records so it is clear which strategies the reader uses with independence already and which strategies need to be taught during this unit and into unit 2 as well.

Post Unit: Teachers can take another running record post unit to learn what new strategies the child is using. This running record may in fact show the child ready to tackle more difficult texts and move up to the next reading level on a continuum.

Conference Notes

Formative: DOK 3 Strategic Thinking: Oral: Discussion

Teachers ask a student to read a text on the student's reading level. Then teachers can ask questions like the following:

"Why did you choose this book for your independent reading?"

"How did you get ready to read this text?"

"What happened in the story?"

"What did you learn in this information book?"

"Why do you think that happened?"

"What do you think will happen next?"

"How did you keep track of your thinking in this text?"

"When did you begin this text? When do you plan on finishing this text?"

Then teachers can go to a page where the child made a miscue and self-corrected (reread for clarity, change in intonation, or to solve an unknown word perhaps) to ask the child, "What did you do when you got to that tricky part?" If the child needs support, the teacher can help the child name the strategy used to overcome the challenging part.

Then, the teacher can choose a part of the text or a new text for the child to work on again, so the student gets continued practice in some strategies for word solving, comprehension, or fluency that need to be mastered before the child moved on to the next level.

Throughout the conference, the teacher will take notes to jot the strategies the student uses with independence as well as the strategies that needed to be taught or practiced more.

the part or topic is mostly talking about.

- Today I want to teach you that although you guys as readers need to make your own reading lives, you can definitely get ideas from each other about cool, smart things that readers can do. And nothing on earth is smarter than learning from what other people do.
- Today I want to remind you that just as you have goals that help you write a story well, you also have goals that help you make a reading life for yourself. And one goal that almost every reader has is this: we want to push ourselves to read more. One way to push ourselves to read more is to invent a system for keeping track of how much we HAVE read, so we can then look back and say, 'Am I reading more?'
- Today I want to teach you that readers sometimes step back to think about ways to make our reading lives even better. We can get ideas by sharing them with each other, and by talking to grown ups, too, about what they do to take care of their reading lives. Today I want to teach you that you can make a 'New Year's Resolution' for yourself as a reader, even though it is not New Year's.
 - Tip: Sometimes when we make a New Year's Resolution, we come up with a little temporary way to remind ourselves of our plans. Like if we want to eat less candy, we write down all the candy we eat, just to make ourselves think about it. If we want, for example, to find more times in the day to read, we might make ourselves a book bag and start carrying it with us all the time, and we might keep a Post-it in the back of a book where we record the time when we are reading, and the day. That way we can push ourselves to read at least four times a day and stuff like that.

Words Their Way Spelling Inventory **Formative: DOK 2 Basic Application:** **Performance: Skill Demonstration**

This assessment will help teachers determine each child's stage of spelling development so that you can better plan for both whole class and small group word study. This tool will help teachers see which students have mastered initial and final consonants, short vowels, blends, digraphs, common long vowel spellings, more uncommon long vowel patterns, inflected endings as well as suffixes and prefixes. Once the assessment is finished, teachers can group students so each student is working at the precise stage she/he needs in order to grow along a continuum of spelling development.

Reading Log Conversation with Teacher or Peers

Formative: DOK 3 Strategic Thinking: Oral: Discussion

Students along with a teacher or a partner read and analyze the amount of books or pages read each day, the amount of minutes read each day, and the different kinds of books read throughout the week (genres read and topics that are of interest). Students, along with the support of a teacher or peers, may also look at ways the reader has jotted thinking about books before, during, and after reading (perhaps on sticky notes collected each week).

Then students can set goals to read for more minutes, more pages, or perhaps books in a different genre or new topic. The goals may also be to jot more thinking before, during, and after reading and use those jots to start conversations with partners.

guide students to monitor for meaning and think about the text before, during, and after reading?

Bend Two: Reading is Thinking—Before, During, and After

- Readers, now that you are in second grade and ready to do grown up things, I want to teach you that as grown up readers, we can read with our minds on fire. When grown ups read books, we are always thinking. Grown up readers think before we start reading, then more while we're reading and then some more when we're done reading. Today I want to teach you that to start a book, you can begin thinking all these huge thoughts from the second that the you pick the book up.
- Today I want to teach you that readers set ourselves up to read just like we set ourselves up to play a game. We start noticing things, and thinking about what the game might be about before we even start playing it. We do the same things with our books. We look at the front cover, the back cover, and we take a look inside the book. We then imagine some ways the book might go.
 - Tip: Readers also know that there are different kinds of books, just like there are different types of games. Just like we try to figure out how each game works and what we need to do to play it, we try to figure out how each book works and what strategies we'll need to use to read this type of book. Readers get ourselves ready to read by asking "What kind of book is this? What do I have to do when I read books that go like this?"
- Today I want to teach you that readers think about the story throughout the entire book. As we read, we pay attention to how each part of a story fits together. It's like putting a puzzle together. When doing a puzzle we pay close attention to the pieces and how they fit together, looking at the shapes, the colors, and

back at the cover of the box to see what it should look like when the pieces are all put into place. We do the same thing with books.

- Tip: We know from looking at the picture and the title on the cover what the story might be about and then as we read we think about each part and how the pages fit together with that initial idea.
- Today I want to teach you that after finishing books, we will often reread them over and over again so we can read more smoothly, quickly, and with more understanding. Just like with a game, or a puzzle, each time we play or put it together it gets smoother, quicker and we have a better understanding of how the pieces all fit! As readers we want to do the same thing.
- Today I want to teach you that readers think about the book as we read it and when it doesn't make sense—which will often happen—readers notice this. We say, "WHAT?" and never just slide along through a book when it doesn't make sense. Readers go back and reread, turning our brains on high, and this time the book often makes more sense.
- Today I want to teach you that now we're reading big-kid books, and when we read big-kid books we have to think like big kids. We don't just pay attention only to what is happening in the book, but we also pay attention to how the characters feel and why.

Guiding Questions: How can I teach students to use reading partners as goal-setting buddies, as someone to listen to and ask for book recommendations, as someone to collect thinking about an information topic or a character, and someone to help a student figure out a tricky part in a book?

Bend Three: Partners Can Talk About Books to Grow Ideas

- Today I want to teach you that

readers take care of our partnerships. Just like when we play games with friends, we cheer each other on. We can do the same thing with our reading partners. We can share the parts that are tricky and help each other figure out those parts. When things are not clear we can use each other to understand our books better.

- Today I want to teach you that a reading partnership can be so-so or it can be awesome. To make our partnership awesome, we find ways to let each other know that we are listening carefully to everything our partner says. When we really listen, we react or respond to whatever our partner tells us.
- Today I want to teach you that readers prepare and plan for partner reading time. We mark places where we had some big ideas, where we figured out a new strategy, or where we were confused. Partners can then talk about these things with each other. This is a way we can begin to collect ideas and tips to use whenever we read. "Remember two brains are better than one!"
- Today I want to teach you that reading partners are friends and friends often recommend books to each other. When your partner takes your suggestions and reads the same books, you will have so much more to talk about because you've both read the same books!
- When you want to recommend a book, you start with the title of the book, tell a little bit about the characters or the subject that you found interesting and why you think your friend might enjoy reading the book. When you need a recommendation, ask your partner which books they think you might like reading?
- Today I want to teach you that reading partners try to invent new things to do together with our books. We can find new ways to talk about books, to collect our thinking, or to figure out tricky parts. Partners can also use the reading charts we have created together. In other words, just like grown up readers, we can decide

what we will do when we get together to talk about our books. Readers prepare and plan for partner reading time.

Guiding Questions: How can I teach students and provide them with the tools to be resourceful and independent problem solvers in their reading lives?

Bend Four: Being an Independent Problem Solver

- Today I want to teach you that there are times we are reading when we suddenly realize something doesn't make sense or there is a word we can't figure out. That is a really good thing, not because we made a mistake, but because we noticed that something was not quite right. When this happens we stop and ask ourselves, "What could I do to fix this part?" Then we look at the strategies we know on the chart and choose some to try. As we do this we will probably discover that some strategies are more helpful than others, some just work faster than others. We choose what will work.
- Today I want to teach you that sometimes as readers we come across a word in our book we do not know. When this happens we stop and think quickly, "What could I do to figure out this word?" Once again, as second grade readers, we have decisions to make.
 - Tip: We could think about what is happening, then reread to get a running start, all the time thinking about what would make sense here.
 - Tip: We also can start right in with the letters, chunking the letters and trying to figure out what the word might be saying, and then after a bit of that, we reread and put the first bit of the word in there, and think, "What might the rest of this word be?"
- When we were beginning readers we used to just look at the first letter, get our mouths ready, and try to sound

out the word. That was ALL we did!
Well, as second grade readers we have outgrown that strategy, just like we have outgrown our baby clothes. We now know that we can't just do ONE THING! We need to use more than one strategy. We need to reread and think, "What would make sense here?" while we also need look at the word part by part.

Resources

Materials Used

Words Their Way, 4th Edition.

Teachers can use this to assess students spelling stage as well as plan for word study time (15-20 minutes separate from the reading workshop).

Focus

Whole class

Small group

Differentiated Instructions: Small Group

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