

Unit #1A: Getting Ready: Launching the Reading Workshop**Unit Focus**

Following the balanced literacy model of instruction defined in the PWCS Instructional Framework, students will learn that reading is a cognitive process that involves comprehension of ideas. Students will be introduced to the problem-solving nature of reading which will be taught across the year as they move along the reading continuum, taking on more complex text. Teachers will introduce foundational structures, routines, and thinking associated with the second grade reader as well as the establishment of the reading workshop. These routines may include but are not limited to: using the reader's notebook in response to reading, collaborating with peers, structures to build stamina, using a poetry notebook, book selection strategies, behavioral expectations specific to the reading workshop, and use of the classroom library. Teachers also want to begin assessments right away, both through formal assessments and informal conversations, to determine reading behaviors and to put appropriate books into the hands of students. Many of the skills addressed in this unit will be revisited in subsequent units.

Metacognitive Strategies: Teaching of all metacognitive strategies occurs across the year. However, instruction in this unit provides an emphasis on: Make Connections, Monitor/Fix Up, and Visualize.

Suggested Duration: 6 to 8 Weeks

Stage 1 - Desired Outcomes**Established Goals****Virginia Standards of Learning***Communication and Multimodal Literacies***2.1 The student will use oral communication skills.**

- a) Listen and speak using appropriate discussion rules.
- b) Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond.
- c) Speak audibly with appropriate voice level, phrasing, and intonation.
- e) Use increasingly complex sentence structures in oral communication.
- j) Restate and follow multi-step directions.
- l) Work respectfully with others and show value for individual contributions.

2.2 The student will demonstrate an understanding of oral early literacy skills.

- a) Create oral stories to share with others.
- b) Create and participate in oral dramatic activities.

Reading

2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.

- a) Count phonemes within one-syllable words.
- b) Blend sounds to make one-syllable words.
- c) Segment one-syllable words into phonemes.
- d) Add or delete phonemes to make words.
- e) Blend and segment multisyllabic words at the syllable level.

2.4 The student will use phonetic strategies when reading and spelling.

- a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
- b) Use knowledge of **short**, long, and r-controlled vowel patterns to decode and spell words.
- d) Apply decoding strategies to confirm or correct while reading.

2.5 The student will use semantic clues and syntax to expand vocabulary when reading.

- a) Use information and context clues in the story to read words.
- b) Use knowledge of sentence structure to determine the meaning of unknown words.

2.6 The student will expand vocabulary and use of word meanings.

- d) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.
- f) Use vocabulary from other content areas.

2.7 The student will read and demonstrate comprehension of fictional texts.

- a) Make and confirm predictions.
- c) Ask and answer questions using the text for support.
- d) Describe characters, setting, and plot events in fiction and poetry.
- g) Summarize stories and events with beginning, middle, and end in the correct sequence.
- i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.

2.8 The student will read and demonstrate comprehension of nonfiction texts.

- a) Preview the selection using text features including table of contents, headings, pictures, captions, and maps.
- c) Use prior and background knowledge as context for new learning.
- d) Set purpose for reading.
- e) Ask and answer questions using the text as support.
- h) Read and reread familiar texts with fluency, accuracy, and meaningful expression.

WIDA English Language Development Standard

English Learners communicate for social and instructional purposes within the school setting.

English Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Enduring Understandings	Essential Questions
<p><i>Students will understand that:</i></p> <p>U1 Readers read a variety of texts independently for a sustained period of time to develop stamina and better comprehend text.</p> <p>U2 Readers use a reader’s notebook as a device to help when responding to and about text.</p> <p>U3 Readers use context to help them determine the meaning of unfamiliar and unknown words.</p> <p>U4 Telling oral stories and participating in creative dramatics develop comprehension.</p> <p>U5 Readers carefully choose “just right” books to read.</p> <p>U6 Spoken words are made up of individual phonemes, which can be manipulated to make new words.</p> <p>U7 Texts provide information or explain a process.</p> <p>U8 Previewing the text activates prior knowledge so a reader can make connections to enhance understanding.</p> <p>U9 Stories and language follow similar patterns and structures which help a reader to make metacognitive connections when approaching new text.</p> <p>U10 Readers mark spots in books to share their own feelings and reactions to text.</p> <p>U11 Readers make connections to text in order to achieve a deeper understanding.</p> <p>U12 Readers visualize in order to make sense of concepts and "see" what the author has written.</p> <p>U13 Readers use strategies to clarify their understanding when they do not comprehend the text.</p>	<p><i>Students will keep considering:</i></p> <p>Q1 Why should I read a variety of texts for longer stretches over time?</p> <p>Q2 Why do readers discuss and share thoughts on text with other readers?</p> <p>Q3 How can I use a reader’s notebook to help support my comprehension of text?</p> <p>Q4 What can I use in text to help figure out unfamiliar and unknown words?</p> <p>Q5 What do I know about the text before reading and how do I know it?</p> <p>Q6 Why should I annotate or mark text as I read?</p> <p>Q7 How does my schema help me as a reader?</p> <p>Q8 How do my connections help me to derive meaning from the text?</p> <p>Q9 How do I know that I understand what I’m reading?</p> <p>Q10 Why should I make pictures in my mind while I am reading?</p>

Knowledge	Skills
<p>Students will know:</p> <p>K1 Reading a variety of text independently for increasingly longer periods of time helps to build stamina and comprehension.</p> <p>K2 A reader’s notebook is a tool to help support comprehension of text.</p> <p>K3 Previewing a text helps me decide if it’s a just right book for me.</p> <p>K4 Constructing and monitoring meaning of text helps to figure out when understanding breaks down.</p> <p>K5 Making connections to experiences and other texts helps to increase understanding when reading.</p> <p>K6 Making pictures in your mind when reading helps you to better understand what is happening in the story.</p> <p>K7 To use known words to problem solve new words.</p> <p>K8 To use picture clues and other text features to problem solve words and comprehend text.</p> <p>K9 To reread text in order to clarify meaning and problem solve text.</p> <p>K10 To notice and self-correct when text does not make sense.</p> <p>K11 Literary nonfiction encompasses text that provides information and follows a narrative structure.</p> <p>Key vocabulary Story, share, reading workshop, routines, readers notebook, syllable, blends, digraphs, understanding, visualize, make connections, inflectional endings in words (-s,-ed, -ing), schema, stamina</p>	<p>Students will be able to:</p> <p>2.1</p> <p>S1 Follow rules for discussion (2.1a)</p> <p>S2 Engage in active listening and speaking (ex: eye contact, face speaker, take turns speaking and listening) (2.1a,l)</p> <p>S3 Participate in collaborative conversations for various purposes (2.1b).</p> <p>S4 Express ideas clearly and in an organized manner (2.1c)</p> <p>S5 Speak clearly and distinctly, using proper pitch and volume (2.1c).</p> <p>S6 Speak in complete sentences when appropriate to task and situation to provide details and clarification (2.1e).</p> <p>S7 Follow multi-step directions (2.3j).</p> <p>2.2</p> <p>S8 Listen to and discuss a variety of texts (2.2a).</p> <p>S9 Use the story structure of beginning, middle and end to tell a story of an experience (2.2a).</p> <p>S10 Begin to add appropriate elaboration and detail while telling oral stories (2.2b).</p> <p>S11 Dramatize familiar stories (ex: plays, skits, reader’s theater) (2.2b).</p> <p>2.3</p> <p>S12 Count phonemes in one-syllable words (e.g., man has three phonemes /m/-/a/- /n/, chop has three phonemes /ch/-/o/-/p/, and drop has four phonemes /d/-/r/- /o/-/p/) (2.3a).</p> <p>S13 Blend sounds to make one-syllable words (e.g., /p/-/a/-/n/ → pan , /d/-/r/-/i/-/p/ → drip) (2.3b).</p> <p>S14 Isolate and manipulate phonemes (2.3c).</p> <p>S15 Segment words by saying each sound (e.g., pan → /p/-/a/-/n/, drip → /d/-/r/- /i/-/p/) (2.3c).</p> <p>S16 Begin to add a phoneme from an orally presented word or rime to make a new word (e.g., pie/pipe, four/fork, cab/crab, ot/lot, ap/map) (2.3d).</p>

- S17** Begin to delete a phoneme from an orally presented word to make a new word (e.g., rice/ice, beach/bee, weight/weigh, couch/cow) (2.3d).
- S18** Blend and segment multisyllabic words at the syllable level (2.3e).
- S19** Identify syllables in a word (e.g. students tap *snowball* → /snow/-/ball/, clap out word *hamburger* → /ham/-/bur/-/ger/) (2.3e).
- S20** State the word created by blending given syllables together (e.g., /fan/-/tas/-/tic/ → fantastic) (2.3e).
- 2.4**
- S21** Begin to apply knowledge of consonants and consonant blends to decode and spell words (2.4a).
- S22** Begin to apply knowledge of consonant digraphs (sh, wh, ch, th) to decode and spell words (2.4a).
- S23** Distinguish **short** vowels when reading one-syllable regularly spelled words (2.4b).
- S24** Begin to apply knowledge of the consonant-vowel patterns, such as CV (e.g., go), VC (e.g., in), CVC (e.g., pin), and CVCC (e.g., wind), to decode and spell words (2.4b).
- S25** Read regularly spelled one- and two-syllable words automatically (2.4d).
- 2.5**
- S26** Use meaning clues to support decoding (2.5a).
- S27** Use context to determine the meaning of a word (2.5b).
- 2.6**
- S28** Discuss meanings of words and develop vocabulary (e.g., closely related adjectives such as slender, thin, scrawny; closely related verbs such as look, peek, glance) (2.6d).
- 2.7**
- S29** Make and confirm predictions (2.7a).
- S30** Use titles and headings to generate ideas about the text (2.7a).
- S31** Begin to ask and answer questions using the text as support (2.7c).
- S32** Begin to describe the characters, setting and important plot events using details (2.7d).

- S33** Begin to describe a character’s traits, feelings, and actions as presented in a story or poem (2.7d).
- S34** Describe the setting (place and time) and important events of a story (2.7d).
- S35** Use knowledge of transition words to understand how information is organized in sequence (2.7g).
- S36** Use beginning, middle and end in correct sequence to summarize (2.7g).
- S37** Practice reading and rereading text that is on their independent reading level to develop accuracy, fluency, and meaningful expression (2.7i).

2.8

- S38** Use print clues, such as bold type, italics, and underlining, to assist in reading (2.8a).
- S39** Use prior knowledge and interpret illustrations, such as diagrams, charts, graphs, and maps to set a purpose for reading(2.8c,d).
- S40** Ask and answer questions about what is read to demonstrate understanding (2.8e).
- S41** Read and reread familiar texts for fluency and expression (2.8h).

PWCS Reading Benchmark Guidelines

- S42** Chooses both fiction and nonfiction books on the appropriate levels.
- S43** Reads from two to three genres.
- S44** Works independently with literacy activities.
- S45** Builds sustained independent reading (Goal of 30– 50 minutes).

Stage 2 – Evidence

Performance Assessment Task(s)	Other Evidence
<p>P1 Think about the fiction books that we have read in class. You can also choose from a book you have read independently. In your reader's notebook, write about the following:</p> <ul style="list-style-type: none"> • predictions you made and if they were right or wrong, • questions you had and the answers to those questions with evidence from the story, • characters, • setting, and • plot events in sequence. <p>Use your strategies to write any words you aren't sure how to spell. (2.4a,b; 2.7a,c,d,g)</p> <p>P2 Reflect on the nonfiction read aloud that has been shared in our class today. Using your reader's notebook, respond to the following questions:</p> <ul style="list-style-type: none"> • What text features did you notice in the text? • Why do you think the author wrote this text? • What new information did you learn? <p>Answer your questions and use your strategies to write any words you aren't sure how to spell. (2.4a,b; 2.8a,c,d,e)</p> <p>Teacher Note: At this point, students are not expected to show mastery of these skills. Students are learning that reading is a cognitive process that involves comprehension of ideas. Teachers can also provide texts for students to read. Teachers should take into consideration the individual needs of all students, in particular EL, SPED, and advanced, when determining scaffolds for student success. For example, students with an English Language proficiency Level of 1 & 2 in writing, the following supports could be used: visuals, sentence frames, graphic organizers, and native</p>	<p>O1 Benchmark Literacy Comprehension Strategy Assessment (CSA)</p> <ul style="list-style-type: none"> • To assess VDOE Grade 2 Standards of Learning (SOL), use Benchmark Literacy CSA Pretest • To monitor and assess 2.5: <i>The student will use semantic clues and syntax to expand vocabulary</i>, use Benchmark Literacy CSA: Ongoing Comprehension Strategy Assessments for Word Meaning Skills, #35, #36 • To monitor and assess 2.7: <i>The student will read and demonstrate comprehension of fictional texts</i>, use Benchmark Literacy CSA: Ongoing Comprehension Strategy Assessments for Comprehension Skills, #1, #2, #3, #4, #26 • To monitor and assess 2.8: <i>The student will read and demonstrate comprehension of nonfiction text</i>, use Benchmark Literacy CSA: Ongoing Comprehension Strategy Assessments for Comprehension Skills, #29, #30, #31, #32 <p>O2 DRA2 (with complete continuum)</p> <p>O3 Ongoing running records from instructional titles</p> <p>O4 Observational and conferring notes</p> <p>O5 PALS assessment</p> <p>O6 Use a story frame/graphic organizer to record character, setting, important events</p>

language peers as supports; ELP level 3 & 4 in writing domain could use sentence frames, graphic organizers, and peers as supports.

Stage 3 - Learning Plan

Recommended Learning Experiences

When planning instruction for learners, consider supports which ensure alignment between curriculum expectations and the needs of students, creating an instructional match, differentiated based upon the unique needs of each classroom, within each school. The recommended experiences below provide opportunities and strategies for teachers to flexibly pace and plan for a variety of rich oral and written experiences driven by student achievement. Given the circular nature of language arts, daily plans are not provided.

When presenting lessons, all learning activities should make use of the Balanced Literacy Model:

- L1** Model and role play basic management behaviors (create an anchor chart as needed for continued student reference):
- reading and listening to stories,
 - sharing with peers,
 - sharing examples and nonexamples of appropriate behavior for whole group, small group and independent work,
 - for active listeners,
 - for transitions, cues, carpet time expectations,
 - appropriate voice level,
 - ways to solve problems when the teacher is busy, and
 - moving from one spot to another quickly and silently.
- L2** Introduce and model each of the simple systems for independent work time (create an anchor chart as needed for continued student reference):
- read a book independently,
 - listen to a story,
 - work on words,
 - make books (write and draw),
 - work with poetry/ poetry notebook,
 - buddy read,
 - procedures for how students will know daily independent work tasks (work board, choice list),
 - work with big books,
 - interacting with pocket charts, and
 - appropriate use of materials.
- L3** Establish procedures for the classroom library (create an anchor chart as needed for continued student reference):
- organizational system for finding books,
 - organizational system for returning books,

- c. sorting and making labels for book baskets,
 - d. times to use the library to select books,
 - e. choose books you want to read,
 - f. appropriate voice levels for reading independently, and
 - g. appropriate use of materials (individual book boxes, classroom library bins and books, big books, mentor texts, etc).
- L4** Model and explain to students that we use books for many purposes:
- a. to learn more about the world around us,
 - b. to make connections to things we have already read, heard, or seen before (text to text, text to self, text to world),
 - c. to visualize, making a picture in our mind about what is read,
 - d. to build fluency,
 - e. to build vocabulary,
 - f. to deepen understanding by reading a book more than once, and
 - g. better understanding of a story by retelling it after it was read.
- L5** Model appropriate usage and handling of books (create an anchor chart as needed for continued student reference):
- a. hold the book correctly,
 - b. turn the pages gently,
 - c. look at the words/pictures,
 - d. read the words/pictures, and
 - e. read a story from beginning to end.
- L6** Help students understand they can build stamina in their reading by pushing themselves to read more each day, setting appropriate goals.
- L7** Expose students to various texts including fiction, nonfiction, and poetry.
- L8** Model how to select a “just right” book by reading a few pages and noting the cover.
- L9** Model and guide students to select and keep books and materials organized in a book box: 3-4 independent reading books (student-selected and small-group instruction books), reader’s notebook, and poetry notebook.
- L10** Establish turn and talk routines and other structures for working collaboratively.
- L11** Introduce the structure of the reader’s notebook: reading list with genre, response to reading section, minilesson notes section, “Books I Want to Read” list.
- L12** Model for students how to respond in their reader’s notebook to capture thoughts in independent reading.
- L13** Model and guide students in setting up and personalizing their own poetry notebook:
- a. reading a poem,
 - b. searching for and highlighting high-frequency words as they are taught,
 - c. searching for and highlighting certain phonics features as they are taught,
 - d. illustrating the poem page (pictures match the poem’s words), and
 - e. using the poetry notebook during independent work time (building in a pocket chart, buddy reading, etc.).
- L14** Using a mentor text, model how to make predictions and find evidence to support.

- L15** Model and discuss how using the metacognitive strategy of monitoring while reading helps comprehension, by using a mentor text to guide a “think aloud” for students.
- L16** Using a mentor text, guide students through describing characters, setting and important events.
- L17** Using a mentor text, model how, and explain why readers mark places they want to discuss at a later time, such as opinions, interesting language, connections, etc.
- L18** Use text features of nonfiction text to preview and access schema before reading.
- L19** Ask questions while reading a mentor text and model how to return to text for an answer.
- L20** Work with nonfiction text to model and explain how this genre varies from fiction.
- L21** Explain how to analyze different genres to determine personal interests in reading.
- L22** Guide students to understand how previewing and use of background knowledge can support their comprehension.
- L23** Explore elements of nonfiction texts (table of contents, index, glossary, and graphics) explaining how they build comprehension when reading.
- L24** Address what it means to abandon books and strategies to avoid doing so, such as thoughtful book selection, why we stay with books, and thinking about topics of interest before selecting a title (this could be a small group lesson or conference for those students ready for this information).
- L25** Using authentic, connected text, discuss meanings of words to develop and expand vocabulary.
- L26** Utilize the PWCS Phonics and Phonemic Awareness Resource Guide and poetry notebooks to reflect on opportunities for authentic application of instruction as you work to expand knowledge of words and their features.
- L27** With poems, text with repetitive patterns, and other text resources, work to build understanding of phonetic principles in words.

Peer-Reviewed Instructional Resources

*Note: This list of resources is intended to provide support for teachers in planning their instruction.
Teachers should use their professional judgment to select lessons that fully address the Standards of Learning and the needs of their students.*

VDOE English Standards of Learning Curriculum Framework:

http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml

VDOE Early Literacy Videos:

http://www.doe.virginia.gov/instruction/english/elementary/reading/early_literacy_strategies.shtml

PWCS Resources

PWCS Instructional Framework

PWCS Phonics, Phonemic Awareness and Word Study Resource

PWCS Research Strand Support Document (2017 SOLs)

PWCS Beginning Reading Strategies Resource

PWCS Language Arts Website

PWCS Reading Benchmark Guidelines K-2

Additional Professional Resources to Support Reading Workshop:

Balanced Literacy for English Language Learners, K-2 – Linda Chen and Eugenia Mora-Flores

Supporting English Learners in the Reading Workshop - Lindsey Moses

The Next Step in Guided Reading - Jan Richardson

The Next Step Forward in Guided Reading – Jan Richardson

Prompting Guide - Irene Fountas & Gay Su Pinnell

Growing Independent Learners from Literacy Standards to Stations – Debbie Diller

Phonics From A to Z, 3rd Ed. – Wiley Blevins

The Fountas and Pinnell Literacy Continuum – Irene Fountas & Gay Su Pinnell

Literacy Quick Guide – Irene Fountas & Gay Su Pinnell

Teaching for Comprehending & Fluency – Irene Fountas & Gay Su Pinnell

The Reading Strategies Book – Jennifer Serravallo

The Reading Minilessons Book – Irene Fountas & Gay Su Pinnell

The Ultimate Read-Aloud Resource – Lester Laminack

Reading Units of Study – Lucy Calkins

Comprehension Connections - Tanny McGregor

Resources from *Benchmark Literacy*

Additional Supporting Resources

Differentiation for students learning English should be included as part planning for tier 1 instruction. These scaffolding suggestions are intended to support teachers in planning proactively for the needs of these students within the reading lessons.

Graphic supports	Interactive supports	Language support	Sensory support
<ul style="list-style-type: none"> • Graphic organizers • Anchor charts • Visuals (pictures, diagrams, illustrations) • Timelines 	<ul style="list-style-type: none"> • Academic conversations • Explicit modeling • Cooperative learning • Think-pair-share • Interactive read-aloud • Turn and talk (thoughtful partnerships) • Flexible grouping • Think aloud 	<ul style="list-style-type: none"> • Label items in the room • Picture support for words • Audio support • Native language text • Personal word wall • Adapted text 	<ul style="list-style-type: none"> • Manipulatives • Real life objects • Songs • Physical movements • Models and figures

Links to in depth descriptions of Supports

Levine, L. N., Lukens, L. & Smallwood, B. A. (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12*. Is a resource for general education teachers of English Learners (ELLs).

The strategies were chosen for their broad application across content areas and represent five research-based principles of scaffolded instruction for ELLs:

- 1) to focus on academic language, literacy, and vocabulary;
- 2) to link background knowledge and culture to learning;
- 3) to increase comprehensible input and language output;
- 4) to promote classroom interaction; and
- 5) to stimulate higher order thinking and the use of learning strategies (Levine, Smallwood, & Haynes, 2012 a, 2012 b).

<http://ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/English-Language-Learners/go-to-strategies.pdf>

WIDA Resource Library <https://wida.wisc.edu/resources>

The following resources are available on the [EL Program Staff Communities page](#).

- Academic Literacy Tools - vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing
- Differentiation Tools - cooperative learning, co-teaching

Name: _____ Date: _____

Performance Task Description: _____ Level of Mastery _____

Unit: _____ Standards: _____

K-2 Language Arts Performance Task Assessment Rubric

Level of Mastery	Simplified Scale	Letter Grade	Overall Descriptor of Performance	Overall Student Statement
Above Standard	4.0	S+	Exceeds grade level standards. Consistently meets requirements for exceptional work. Demonstrates high level of knowledge and understanding.	I know (and can do) it well enough to make connections that were not taught.
Proficient	3.0	S	Meets grade level requirements. Consistently meets requirements for proficient work. Demonstrates acceptable level of knowledge and understanding.	I know (and can do) everything that was taught making few mistakes.
Approaching	2.0	S-	Approaching grade level standards. Meets some requirements for proficient work. Demonstrates some knowledge and understanding.	I know (and can do) all the easy parts, but I do not know (and cannot do) the harder parts.
Beginning	1.0	N	Consistently requires teacher direction and assistance to demonstrate partial knowledge or understanding.	With help, I know (and can do) some of what was taught. I do not know (and cannot do) any of it.

Name: Ima Student Date: August, 27th 2019

Performance Task Description: P1 – Fiction Book Response Mastery Level: _____

Unit: Unit #1A: Getting Ready: Launching the Reading Workshop Standards: (2.4ab.; 2.7a,c,d,g)

K-2 Language Arts Performance Task Assessment Rubric

Level of Mastery	Simplified Scale	Letter Grade	Overall Descriptor of Performance	Overall Student Statement
Above Standard	4.0	S+	Exceeds grade level standards. Consistently meets requirements for exceptional work. Demonstrates high level of knowledge and understanding.	I know (and can do) it well enough to make connections that were not taught.
Proficient	3.0	S	Meets grade level requirements. Consistently meets requirements for proficient work. Demonstrates acceptable level of knowledge and understanding.	I know (and can do) everything that was taught making few mistakes.
Approaching	2.0	S-	Approaching grade level standards. Meets some requirements for proficient work. Demonstrates some knowledge and understanding.	I know (and can do) all the easy parts, but I do not know (and cannot do) the harder parts.
Beginning	1.0	N	Consistently requires teacher direction and assistance to demonstrate partial knowledge or understanding.	With help, I know (and can do) some of what was taught. I do not know (and cannot do) any of it.

Resources

Benchmark Literacy [First 30 Days](#) (retrieved from [Benchmark Literacy](#))

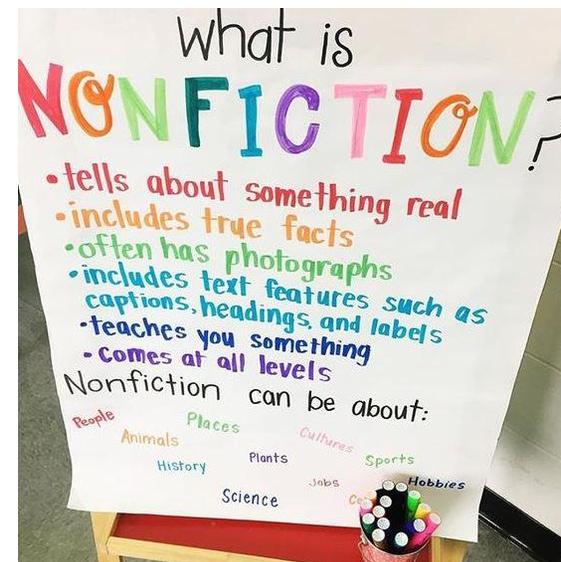
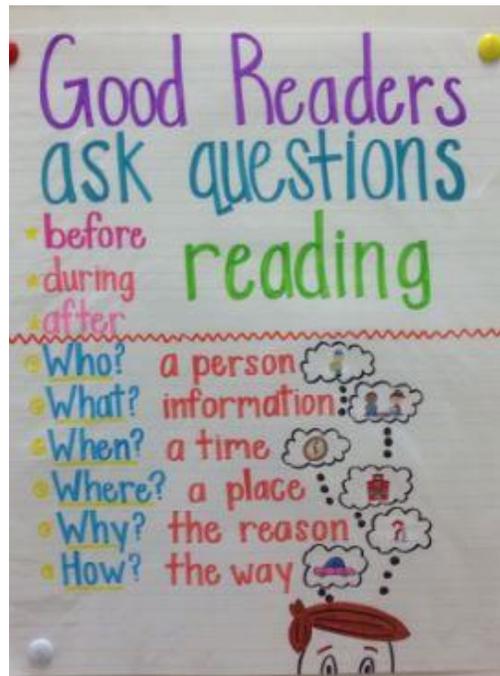
[Learning Stamina \(blank\)](#) (retrieved from Teachers Pay Teachers)

[Reading Stamina](#) (retrieved from Teachers Pay Teachers, free)

Modeling [Read to Self](#) (retrieved from YouTube)

[Story Element Retell Sticks](#) (retrieved from Teachers Pay Teachers, free)

[Introducing Non-Fiction Texts](#) (retrieved from YouTube)



2nd Grade Mentor Texts

Unit	Title and Author
1A	<ul style="list-style-type: none"> • <i>Edward the Emu</i>, Sheena Knowles • <i>The Invisible Boy</i>, Trudy Ludwig • <i>The Emperor’s Egg</i> by Martin Jenkins • <u><i>I, Fly: The Buzz About Flies and How Awesome They Are</i></u>, Bridget Heos
1B	<ul style="list-style-type: none"> • <i>How to Read a Story</i>, Kate Messner • <i>Rocket Writes a Story</i>, Tad Hills • <i>Arthur Writes a Story</i>, Marc Brown • <i>Tell Me a Story, Mama</i>, Angela Johnson
2A	<ul style="list-style-type: none"> • <i>All Alone</i>, Kevin Henkes • <i>I Need My Monster</i>, Amanda Noll • <i>Casey at the Bat: A Ballad of the Republic Sung in the Year 1888</i>, Ernest L. Thayer • <i>Stellaluna</i>, Janell Cannon
2B	<ul style="list-style-type: none"> • <i>A Moment in Time</i>, Jennifer Butenas • <i>Salt Hands</i>, Jane Aargon • <i>The Relatives Came</i>, Cynthia Rylant • <i>Rollercoaster</i>, Marlee Frazee
3A	<ul style="list-style-type: none"> • <i>Alexander, Who Used to be Rich Last Sunday</i>, Judith Viorst • <i>Ira Sleeps Over</i>, Bernard Waber • <i>Oliver Button is a Sissy</i>, Tomie dePaola • <i>Jamaica’s Find</i>, Juanita Havill
3B	<ul style="list-style-type: none"> • <i>Don’t Feed the Bear</i>, Kathleen Doherty • <i>Rufus Goes to School</i>, Kim T. Griswell • <i>Can I Be Your Dog?</i>, Troy Cummings • <i>Don’t Blink!</i>, Amy Krouse Rosenthal • <i>Give Bees a Chance</i>, Bethany Barton • <i>The Big Bed</i>, Bunmi Laditan

4A	<ul style="list-style-type: none"> • <i>Mammoths on the Move</i>, Lisa Wheeler • <i>What Do You Do When Something Wants to Eat You?</i>, Steve Jenkins • <i>Sharks</i>, Anne Schreiber • <i>Who Would Win books</i>, Jerry Pallotta
4B	<ul style="list-style-type: none"> • <i>Weather Words and What They Mean</i>, Gail Gibbons • <i>Clouds, Rain, and Fog</i>, Fred and Jeanne Biddulph • <i>Henry's Freedom Box</i>, Ellen Levine • <i>Finding Winnie</i>, Lindsay Mattick
5A	<ul style="list-style-type: none"> • <i>Old Elm Speaks</i>, Kristine O'Connell George • <i>The Word Collector</i>, Peter Reynolds • <i>One Leaf Rides the Wind</i>, Celeste Mannis • <i>Tan to Tamarind: Poems About the Color Brown</i>, Malathi Michelle Iyengarn
5B	<ul style="list-style-type: none"> • <i>Saturdays and Teacakes</i>, Lester Laminack • <i>Wednesday Surprise</i>, Eve Bunting, • <i>Read-Aloud Rhymes for the Very Young</i>, Jack Prelutsky • <i>Quick as a Cricket</i>, Audrey Wood
6A	Select from suggested unit authors, making choices which allow for comparison within and between authors.
6B	<ul style="list-style-type: none"> • <i>Salt in His Shoes</i>, Delores Jordan • <i>Catching the Moon</i>, Crystal Hubbard • <i>A Seed is the Start</i>, Melissa Stewart • <i>How to Make Salsa</i>, Jamie Lucero

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Resource: Designing Curriculum and Teaching for Transfer with Understanding by Design® McTighe & Associates, 2015;
Resource: Understanding by Design Template, https://studentservices.madison.k12.wi.us/files/stusvc/UBD_Template_1.doc
Resource: Unit Planner adapted from VPROjas, Strategies for Success with ELL: An ASCD Action Toolkit, 2007;
Resource: WIDA Consortium, *2012 Amplification of the English Language Development Standards Kindergarten – Grade 12*;