2nd Grade ELA-Reading Curriculum

Course Description:
In 2nd grade, readers continue to focus on print with a heavier emphasis on meaning. Students rely on strategies to figure out words, understand author’s craft, and build ideas about the books they read. Students learn from books through informational reading on familiar topics while continuing to build word solving strategies, vocabulary development, fluency, comprehension, and analyze across texts.

Scope and Sequence:

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### Unit 1: Taking Charge of Reading

**Subject:** Reading  
**Grade:** 2nd  
**Name of Unit:** Taking Charge of Reading  
**Unit 1: Taking Charge of Reading**  
**Length of Unit:** Approximately 3 weeks, August

**Overview of Unit:**  
The main focus of this unit is students becoming strong, independent readers and paying attention to volume, stamina, and fluency. Along with the focus, you are building reading routines, habits, and workflow of the classroom workshop.  
**In Topic 1 (Bend 1)** Students will review procedures and learn routines for Reader’s Workshop. Students will learn to pick Just Right books for independent reading.  
**In Topic 2 (Bend 2)** Students will comprehend and recall a text and begin to recommend books to others.  
**In Topic 3 (Bend 3)** Students will set and monitor their reading goal while working on increasing independent reading volume, fluency, and stamina.

**Getting Ready for the Unit:**  
- Determine gathering spot and workshop routines/procedures  
- Put out a variety of high-interest fiction and informational books that span your student’s current just-right levels based on pre-assessments, as well as a few levels higher  
- Choose a read-aloud book at benchmark level, such as *Chrysanthemum*, to use for pre-assessment as well as to model volume, fluency, stamina, and decoding strategies during unit  
- Chart paper for creating anchor charts

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• Review running record levels from preceding grade teacher, table conferences with groups of children to help channel students towards books that will be approximately right for them

• Reading Journals- students will set goals and record stamina. You might want to include the following components or sections in their journal:
  ○ reading log
  ○ word collector
  ○ anchor charts

• Be aware that you will be starting the Poetry writing unit as well so use as much poetry in your mini-lessons as possible.

Pre-assessment (given prior to starting the unit):
• Give students an informal reading inventory - how they feel about reading
• Give students a spelling inventory (e.g., Words Their Way elementary inventory or F&P Benchmark Assessment Kit - see optional assessments) to inform phonics and spelling work across the unit and year.
• Using a mentor text, like Chrysanthemum, read aloud and have students stop-and-jot on a piece of notebook paper answers to following questions:
  ○ What type of book is this?
  ○ Who are the character(s) within the story?
  ○ Using key details, describe the character(s).
  ○ What is the setting of the story?
  ○ Using key details, describe the major events within the story.
  ○ Retell the story, including key details and give the central message or lesson.

After collecting student responses, sort and categorize them by levels of sophistication.

Read Aloud Considerations:
• Chrysanthemum by Kevin Henkes
• Goldilocks and the Three Librarians by Jackie Mims Hopkins
• Grace for President by Kelly DiPucchio

Essential Questions:
1. How can I become a strong, independent reader who sets and meets goals and who recognizes and problem-solves when something in my reading doesn’t make sense?
2. How can my partner and I work together to share and grow ideas, and to tackle trouble as we read?
3. How can I get ready to share books I’m reading with my partner, retelling the important parts that stood out to me and talking about what I’ve learned?

**Enduring Understanding/Big Ideas:**
1. Establish routines and procedures for Reader’s Workshop.
2. Build stamina for independent reading.
3. Prepare to retell and talk about my book with my partner as well as discuss how parts fit together.

**Priority Standards for unit:**
- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and text.
- SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**Supporting Standards for unit:**
- RF.2.4.a Read grade-level text with purpose and understanding.
- SL.2.1.a: 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).
- SL.2.1.b: Build on others' talk in conversations by linking their comments to the remarks of others.

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<th>Bloom's Taxonomy Levels</th>
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<td>questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text</td>
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Table:

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<th>SL.2.1</th>
<th>Collaborative conversations with diverse partners about grade 2 topics and text</th>
<th>Participate</th>
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<td>Key ideas or details from a text read aloud or information presented orally or through other media</td>
<td>Recount</td>
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Unit Vocabulary:

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<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<td>stamina</td>
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<td>accuracy</td>
<td>expression</td>
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<td>strategy</td>
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Topic 1: Setting Up Procedures and Routines

Engaging Experience 1

Teaching Point: Readers review what they know about the Workshop Structure from 1st grade

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: N/A

Detailed Description/Instructions:

- **One way to do this** is to create a t-chart with the different components of the workshop model. Together fill out what the teacher is doing and what the students are doing in each component.

Bloom’s Levels: Remember

Webb’s DOK: 1
Engaging Experience 2
Teaching Point: Readers learn to move to and from the gathering spot, their reading spots and reflection circle.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: N/A

Detailed Description/Instruction:
  • One way to do this is teaching children to come and go quickly from the “gathering place” and settle down to work right away, don’t bother others. Also, create an anchor chart outlining what the workshop will look-like as well as sound-like…(refer to Brightspace Reading Unit 1 anchor chart examples)
  • Another way to do this is creating a SLANT anchor chart (refer to Brightspace Reading Unit 1 anchor chart examples), modeling for children proper and improper sitting, listening, asking questions, nodding head, and tracking speaker behaviors.

Bloom’s Levels: N/A
Webb’s DOK: N/A

Engaging Experience 3
Teaching Point: Readers have supplies that help them be good readers
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: N/A

Detailed Description/Instruction:
  • One way to do this is to show the students their reading folder, book box/bag, how to find books, etc.

Bloom’s Levels: N/A
Webb’s DOK: N/A

Engaging Experience 4
Teaching Point: Readers choose just right books when reading
Suggested Length of Time: 3 mini-lessons
Standards Addressed
  Priority: N/A
Detailed Description/Instructions:

- **One way to do this** is using your read-aloud or other familiar book model picking of just-right books. As you read, model looking the book over, noticing pictures on cover, reading a short section (few pages) to determine interest while using the five-finger rule and decoding strategies (fluent versus nonfluent reading), sneak peek to determine ‘how’ to read the book (fiction versus nonfiction) check for understanding, etc.

- **Another way to do this** is by creating an anchor chart focusing on I PICK strategies. (refer to Brightspace Reading Unit 1 anchor chart examples).

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 2

**Engaging Experience 5**

**Teaching Point:** Readers learn the difference between “Real Reading” and “Fake Reading”

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

- **Priority:** N/A

**Detailed Description/Instructions:**

- **One way to do this** is role-playing students modeling “Real Reading” and “Fake Reading”. Make an anchor chart listing what each looks like and sounds like.

**Bloom’s Levels:** N/A

**Webb’s DOK:** N/A

**Engaging Experience 6**

**Teaching Point:** Readers have tricks for keeping them in a book, even when things around them are distracting them.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

- **Priority:** RL 2.1

**Detailed Description/Instructions:**
• **One way to do this** is to model focusing on the picture in their mind as they read; they picture what is happening or what the information on the page is teaching, to get a clear idea of what is going on.

• **Another way to do this** is to play a guessing game while reading. You might say, “When I feel like I am drifting out of my book, I reread the page and guess what is going to happen next! This helps me be sure that I am paying attention to what is happening in my book.”

**Bloom’s Levels:** N/A  
**Webb’s DOK:** N/A

### Engaging Experience 7

**Teaching Point:** Readers pay attention not only to how long or how much they read, but how well they read.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

**Priority:** RL 2.1

**Detailed Description/Instructions:**

• **One way to do this** is to model 3 strategies to help them sound better at reading. You might use poetry to model this reading.
  - read in phrases
  - instead of using your finger, use your eyes to track your words
  - reread books you have already read

• **Another way to do this** is using your read aloud or other text to model ways of staying focused (stamina) and create an anchor chart for strategies: take a quick stretch break, reread parts you may have missed, and stopping to make pictures in your mind of what you are reading, and predicting what will happen next in the text.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 3
Topic 2: Reading to Retell and Recommend Books to a Partner

Engaging Experience 8
Teaching Point: Readers sometime partner with others to read or talk about books.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: RL.2.1, SL.2.1, SL.2.2

Detailed Description/Instructions:
  ● One way to do this is to model that partners sit shoulder to shoulder, with one book in the middle; they listen carefully and ask clarifying questions when they aren’t sure what their partner means; they complement each other on the strategies they tried during reading workshop. Partners also keep each other on track; they point out when something feels off topic, and they make sure when retelling a book or a portion of a book, that they don’t simply use words from the book; they also add their thinking.

Bloom’s Levels: Apply
Webb’s DOK: 3

Engaging Experience 9
Teaching Point: Readers prepare to retell and talk about their books with their partner
Suggested Length of Time:
Standards Addressed
  Priority: RL.2.1, SL.2.2

Detailed Description/Instructions:
  ● One way to do this is create an anchor chart about the roles of “Reading Buddies” (refer to Brightspace Reading Unit 1 anchor chart examples) Then, practice what partnerships look and sound like. Remind students that partners need to be prepared to talk so they must...choose a book that they read during workshop, have practiced retelling their story before moving to partners, and thought about ‘why’ they liked the book - What was their favorite part? Why? So they are read to discuss. When talking, they should sit shoulder to shoulder, with one book in the middle; they listen carefully and ask clarifying questions when they aren’t sure what their partner
means; they complement each other on the strategies they tried during workshop. They also make sure when retelling a book or a portion of a book, that they don’t simply use words from the book; they also add their thinking.

- **Another way to do this** is by students modeling moving into partners unprepared and/or prepared. Unprepared partners come empty handed, they just ‘show up’. While, prepared partners are ready to retell their story, bring their understanding of the most important events or information in a book, they’ve marked the big events that happened for their character, and an eagerness to share. They might also have Post-it notes marking particular funny places in the text, parts that surprised them, and/or parts that cite information that is especially important to the story or topic.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 2

**Engaging Experience 10**  
**Teaching Point:** Reading partners think about a book by discussing how the parts fit together  
**Suggested Length of Time:** 1 mini-lesson  
**Standards Addressed**  
  - **Priority:** SL.2.1, RL.2.1, SL 2.2

**Detailed Description/Instructions:**  
- **One way to do this** is using a read aloud, create a timeline of the stories major events (those things that if they didn’t happen the story would stop). In doing this show the connection between the beginning and ending of the story.  

**Bloom’s Levels:** Understand  
**Webb’s DOK:** 2

**Engaging Experience 11**  
**Teaching Point:** Readers check that they’ve understood the book by telling another reader all about the main parts  
**Suggested Length of Time:** 1 mini-lesson  
**Standards Addressed**  
  - **Priority:** SL.2.1, SL.2.2, RL 2.1

**Detailed Description/Instructions:**  
- **One way to do this** is do a retell of a read aloud and give recommendation. Then, have students ask questions for clarification and/or add their own thinking. Model using your
hand to retell the story pointing to each finger as different parts of the story from beginning to end.

Bloom’s Levels: Understand
Webb’s DOK: 2

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**Topic 3: Making Reading the Best It Can Be: Setting Goals for the New Year**

**Engaging Experience 12**

**Teaching Point:** Readers use reading logs to set goals and monitor their stamina.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

**Priority:** N/A

**Detailed Description/Instructions:**

- **One way to do this** is to introduce reading logs and teach procedures for logging/recording daily stamina. (Logs should include, but are not limited to spaces for author, title, start and end pages, start and stop time, and/or sound of reading.) Have students ask themselves: Were there times when they didn’t do much reading? What do they think caused those times?

Bloom’s Levels: Evaluate
Webb’s DOK: 3

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**Engaging Experience 13**

**Teaching Point:** Readers use goal setting sheets to monitor time and genre or what they are reading.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

**Priority:** N/A

**Detailed Description/Instructions:**

- **One way to do this** is to share and model how you, the teacher, set reading goals, “I am going to read these three books today.” Or “Today, I’m going to read for an uninterrupted 20 minutes or I might read a certain number of books.” Encourage students to aim for
reading the same amount of time at school as at home. Also, talk through what I will do I meet my goal and finish my reading but...it is not time to move on.

**Bloom’s Levels:** Remember

**Webb’s DOK:** 1

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**Engaging Scenario**

In partners, do a retell of a book you would recommend as your partner models active listening. Include ‘why’ you think your partner might enjoy this text. Then, the partner will come up with questions about the book, both to clarify information and to help them prepare to read the book themselves. They will also, build on the retell by linking a thought of their own.

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**Engaging Scenario**

Ask children to display a book that was their favorite when they were a kindergartner along with their current favorite (they can get the earlier favorite book from the school library or bring it from home). You might even include photographs of each child from then—and now! Or, Instead of creating a museum, your readers could visit a kindergarten class and tell the little kids about themselves as readers—and then listen while the kindergartners do the same. Another way to celebrate is for children to use their logs as a jumping-off point. They could look back across their logs for the month, reflect on all they’ve read, and make a book list with personalized recommendations to give to another reader in the class.
Unit 2: Shoring Up Foundational Skills

**Subject:** Reading  
**Grade:** 2nd  
**Name of Unit:** Shoring Up On Foundational Skill  
**Unit 2: Shoring Up on Foundational Skills**  
**Length of Unit:** 4 weeks-September

**Overview of Unit:**
The main focus of this unit is to brush up on various foundational reading skills but also building independent readers with both fiction and non-fiction texts.

- **In Topic 1 (Bend 1)** students will tackle tricky words with decoding strategies and context clues.
- **In Topic 2 (Bend 2)** students will read with clear, smooth voices that mimic feeling of text, bringing meaning to the text.
- **In Topic 3 (Bend 3)** students will understand and practice rereading skills to clarify confusing parts, to understand how two parts fit together, to connect the beginning with the ending, to think more deeply or comparatively about two books or simply for the joy of revisiting a pleasing part of the text.

**Getting Ready for the Unit:**
- Pull both fiction and informational books that you can use to model strategies of fluent reading, decoding difficult words, and rereading text.
- Reading logs and goals from last unit to reflect on and to set new goals.
- Plan to make anchor charts that illustrate decoding strategies.  
  - Clues Authors Give for How to Read Their Words
- Reading notebooks or folders
- Reading logs and goal sheets
- Video clip of readers rereading

**Pre-assessment (given prior to starting the unit):**
- Using your running record data pay attention to:
  - How students are decoding words MSV - M (Meaning), S (Structure), V (Visual)
  - Are they rereading?
  - Quality of retell at the end of text
  - How their fluency sounds
Read aloud considerations:

- *Animal Look-Alikes* by Rachel Griffiths
- *Houndsley and Catina* by James Howe
- *Mr. Putter and Tabby Walk the Dog* by Cynthia Rylant
- *The Secret Life of Trees* - DK readers

Shared Reading Considerations (K-2 only):

- Poetry - fiction and informational
- Songs
- Dr. Seuss books

Essential Questions:

1. How can I use my voice to read both informational and fiction books in ways that help me get the most out of them—and so that they sound the way an author intended them to be read?
2. How do I tackle any new and tricky vocabulary as I read, using clues like other words and what’s happening in the text to make sense of these?
3. How do I understand all the many reasons to reread so that I can get the most out of my books a second, third, and even fourth time reading them?

Enduring Understanding/Big Ideas:

1. Use decoding strategies to help me read fluently.
2. Pausing during reading to ask questions about the text to clarify any confusion or thinking more meaningfully about text.
3. Reread text as a strategy to better understand texts.

Priority Standards for unit:

- RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.2.4: Read with sufficient accuracy and fluency to support comprehension.
- RL.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Supporting Standards for unit:

- RF.2.3.a: Distinguish long and short vowels when reading regularly spelled one-syllable words.
- RF.2.3.b: Know spelling-sound correspondences for additional common vowel teams.
- RF.2.3.c: Decode regularly spelled two-syllable words with long vowels.
- RF.2.3.d: Decode words with common prefixes and suffixes.
- RF.2.3.e: Identify words with inconsistent but common spelling-sound correspondences.
- RF.2.3.f: Recognize and read grade-appropriate irregularly spelled words.
- RF.2.4.a: Read grade-level text with purpose and understanding.
- RF.2.4.b: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RF.2.4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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**Unit Vocabulary:**

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<td>strategy</td>
<td>fluency</td>
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Topic 1: Tackling New Vocabulary and Tricky Words with Greater Resolve

Engaging Experience 1
Teaching Point: Readers notice and tackle the tricky parts in their books.
Suggested Length of Time: 1 mini-lesson
Standards Addressed

Priority: RF.2.3

Detailed Description/Instructions:

- **One way to do this** is to make an anchor chart recording “Fix-Up” strategies.
- **Another way to do this** is modeling by having one student point out a confusing part of their story and modeling their use of “Fix-Up” strategies. The class can also give suggestions for additional strategies to improve comprehension.

Bloom’s Levels: Understand
Webb’s DOK: 1

Engaging Experience 2
Teaching Point: Readers talk about new or difficult words they have encountered.
Suggested Length of Time: 1 mini-lesson
Standards Addressed

Priority: RF.2.3

Detailed Description/Instructions:

- **One way to do this** is to have readers find words that they stumbled on when reading and share the strategy they used to fix it.
- **Another way to do this** is to review decoding strategies students used in first grade. (Check with your first grade teachers to see which decoding strategies they use i.e.: Flippy Dolphin, Chunky Monkey or Lucy Calkins Super Heroes.)

Bloom’s Levels: Understand
Webb’s DOK: 2
Engaging Experience 3
Teaching Point: Readers use all they know to read the more challenging words and texts.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: RF.2.3

Detailed Description/Instructions:
  - **One way to do this is** to model how readers use all they know to read the more challenging words in their most challenging books. They think, “How do I say this word? What do I know about these word parts (vowel teams, prefixes, suffixes, etc.) that can help me pronounce this word?” Then they reread to make sure their reading makes sense. You could put up sentences with longer words that are decipherable once broken down in two, words like “eggplant” (egg and plant), “wolfhound” (wolf and hound), “nightmare” (night and mare) and even the nonsense word, “lollypup” (lolly and pup—and a play on lollipop). These are all from Mr. Putter & Tabby Walk the Dog, which is part of a series we love for second graders, in part because of the terrific use of words and repetition (and of course, also for its memorable, fantastic characters and humor). Children will have fun finding the two smaller words that together form an entirely new word. Of course, a word of caution here: longer words won’t always split into two distinct words. You’ll want to teach this strategy with the tucked tip that if two smaller words don’t jump out easily in the longer one, this won’t, then, be the strategy for deciphering that word.

Bloom’s Levels: Understand
Webb’s DOK: 2

Engaging Experience 4
Teaching Point: Readers set goals to use strategies to tackle tricky words so they don’t interrupt the flow of your reading. “Pay close attention to the words in your books, especially ones that are challenging. You may think, “What is this word?” “What does it mean?” “Why did the author choose to use it here?”

Suggested Length of Time: 2 lessons
Standards Addressed
  Priority: RF.2.3
Detailed Description/Instructions:

- **One way to do this is** to model how to use this strategy with one of the books you used in Bend One. For example, you could read this part from *Houndsley and Catina*, and highlight the word, “speechless”:
  “I am at a loss for words,” Houndsley told Catina when he had finished reading the book.
  “I am **speechless**.”
  “Catina beamed. “My writing has left you **speechless**?” she exclaimed. “Now I know I will be a famous writer! Oh, thank you, Houndsley!”
  “You’re welcome,” Houndsley said.
  But he was thinking, *Oh dear. Poor Catina.*

Think aloud and engage students in conversation about what the word speechless means and how they know the meaning.

**Bloom’s Levels:** understand  
**Webb’s DOK:** 2

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**Topic 2: Reading with Voice and Meaning**

**Engaging Experience 5**

**Teaching Point:** Readers, authors choose their words carefully, so that readers will give them just the right voice to convey their meaning and know what the story is about.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

- **Priority:** RF.2.4

**Detailed Description/Instructions:**

- **One way to do this is** using a book your students know well and demonstrate how you think about its meaning and lesson to read it with just the right expression. For example, *Houndsley and Catina* is a book about two friends, one dog, one cat, who discover that doing what they love - and their friendship, too - is more important than being famous. Ask, “What is this book about? What is it telling or teaching me? I’d say it’s about discovering what really matters is being with people you love and doing things you love. But first Houndsley and Catina, especially, feel something else - they feel the lure and thrill and pride of imaging themselves famous. Have students listen as you reread sections using your voice to convey meaning. (See the end of this unit for further reading)
Bloom’s Levels: understand
Webb’s DOK: 3

Engaging Experience 6
Teaching Point: Readers use their voices in order to bring out an author’s intended meaning about whatever part of the text they are reading.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
Priority: RF.2.4

Detailed Description/Instructions:
- **One way to do this** is to model reading different types of text.
  - narration = use a storyteller’s voice
  - dialogue = pay attention to the intended tone of voice and bring that out in their reading.
  - informational = an instructional or teaching voice

Bloom’s Levels: Apply
Webb’s DOK: 1

Engaging Experience 7
Teaching Point: Readers pause when they read a section and it sounds odd, they then reread that part to make it sound right, using their voice to sound like a storyteller (fiction) or a teacher (informational).
Suggested Length of Time: 1 mini-lesson
Standards Addressed
Priority: RF.2.4

Detailed Description/Instructions:
- **One way to do this** is using a read aloud, model for students how working too hard in a particular part of the text, trying to figure out a word, can cause the reader to lose what the part is really saying. Go back and reread that part, try to smooth out the sentences and listen to what the part is about. Also, orally reading like a storyteller (fiction) or like a teacher (informational) you purposely pay more careful attention to punctuation.
Another way to do this is having a student volunteer to read some of their text orally and modeling what they do to read more smoothly, what strategies help them read more smoothly and understand the text. Point out whether or not they are matching their voice to sound like the character(s) and the punctuation mark used to designate dialogue.

Bloom’s Levels: Remember
Webb’s DOK: 1

**Engaging Experience 8**

**Teaching Point:** Readers consider the question, “What does the author do in the words and the pictures that help me imagine how I should read this book?”

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

  Priority: RL.2.1, RF.2.4

**Detailed Description/Instructions:**

  One way to do this is to display 2 pieces of text and read them in different voices. Have students consider what clues the author gives as to how it is to be read. Then make anchor chart for Clues Authors Give for How to Read Their Words (See below)

**Text #1 (from Mr. Putter & Tabby Walk the Dog, by Cynthia Rylant)**

One day Mrs. Teaberry slipped on a kiwi and hurt her foot.
Mr. Putter and Tabby took her to the doctor.
The doctor said, “This foot needs a rest.
No walking Zeke for a week.”
“No walking Zeke for a week?” cried Mrs. Teaberry.

**Text #2 (p. 4 from Animal Look- Alikes by Rachel Griffiths)**

Butterflies and Moths
Butterflies and moths are alike in some ways. They are both insects.
Both have wings and antennae. Both usually feed on plant nectar
(below text is a photograph of a butterfly and a moth, with wings and antennae labeled in each insect)

**Bloom’s Levels:** Analyze
**Webb’s DOK:** 2

Clues Authors Give for How to Read Their Words

Fiction Clues:
dialogue tags to show someone is speaking and how (e.g. “cried Mrs. Teaberry”)
actions, gestures, words or punctuation that suggest character’s tone of voice
description of the setting/characters that tells the reader what’s going on in a story = voice of narrator

Informational Book Clubs:
lists of information
paragraphs of explanation
side boxes that offer additional facts
surprising bit of information, sometimes worded as a question (Did you know..?)
labeled diagrams/photographs

Bloom’s Levels: understand
Webb’s DOK: 3

Topic 3: Understanding the Many Reasons to Reread and Giving These a Go!

Engaging Experience 9
Teaching Point: All of us in this room reread at times. But do you know why? Let's see if we can figure out, as a class, 'Why reread?'
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: RL.2.1

Detailed Description/Instructions:
  One way to do this is to show a few clips of readers rereading. You can then ask children to consider the question, “Why reread?” Ask them, “How did rereading help the children in the video? Why do you think they reread?” Also make an anchor chart to show why readers reread. (See the end of the unit for anchor chart example)

Bloom’s Levels: Evaluate
Webb’s DOK: 3

Engaging Experience 10
Teaching Point: Readers, partners can work together to read and reread important parts of a book, trying to make the reading smoother and more expressive.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: RL.2.4

Detailed Description/Instructions:
• **One way to do this** is to model using a familiar book reading it aloud fluently and with expression. Reread the text several times to demonstrate fluency and expression improvement. Practice for a performance of a reading, making sure their voice shows off the purpose and structure of the text—and using punctuation and/or text features to convey meaning. Children can try reading their texts a number of ways to see which sounds the most engaging while also reflecting the author’s intended meaning. Encourage your children to try to draw in their audience by playing with the sound of words from the books they’ve selected, as well as with their voice and their gestures.

Bloom’s Levels: Apply
Webb’s DOK: 2

**Engaging Experience 11**
Teaching Point: Partners can reread together to figure out the hard parts in texts
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: RL.2.1

Detailed Description/Instructions:
• **One way to do this** is to model how partners can ask the following questions:
  ○ What is this teaching me?
  ○ What is happening here?
  ○ What does this mean?
  ○ How should this sound?
  ○ What tone of voice does he/she have here?
  ○ Why is this happening?

Bloom’s Levels: Apply
Webb’s DOK: 3

**Engaging Experience 12**
Teaching Point: Readers often select passages to read over and over—each time for a different reason.
**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

- **Priority:** RL, 2.1

**Detailed Description/Instructions:**

- **One way to do this** is to create an anchor chart

They might reread:

- Once to get the words down,
- A second time to better understand the content,
- A third time to set themselves up to retell the part, citing key ideas and details, and yet
- A fourth time to ask and answer questions about that part.

- It can help to make a plan for rereading with a partner and then to go at it together! You might also teach children that rereading is helpful when readers get confused. Many of your children are reading longer, more involved books now, so you’ll want to point out to them that there is much more information to hold onto—more pages to accumulate—and that it can help to reread the beginning (or earlier parts) to figure out what is happening in later parts.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3

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**Engaging Experience 13**

**Teaching Point:** Readers often ask...’What is the whole book about?’ ’How does this part fit with this next part, or the part before it?’ They do this because they know that authors put parts together to help them understand what the whole book is really about.”

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

- **Priority:** RL2.1

**Detailed Description/Instructions:**

- **One way to do this** is to model a think aloud...Readers can ask themselves, “How does this part go with what came before?” and “Can I use this part to help me understand the next part?” These questions apply as readily to a story as they do to an informational book. In the case of the latter, children might be considering how the information provided in text features (captions, bold print, subheadings, glossaries, indexes, etc.) works together to paint a full picture of a topic. In some instances, these will fill in information that’s not stated in the main text, offer definitions or interesting facts, or highlight important features readers should especially pay attention to, and so forth. The
point is that it helps to reread parts to understand how together they provide a full story or a full picture about a topic.

**Bloom’s Levels:** Evaluate  
**Webb’s DOK:** 3

**Engaging Experience 14**

**Teaching Point:** As readers reread, often times they notice things that are the same and things that are different. Sometimes they notice this in the same book, and sometimes, even in a different book! When this happens to you, jot down this thinking so you’re ready to talk to your partner about it. More than likely, you'll come up with big ideas!  

**Suggested Length of Time:** 1 mini-lesson  

**Standards Addressed**  
**Priority:** RL.2.1

**Detailed Description/Instructions:**
- **One way to do this is** to choose two parts of the same book or parts from two different books. Look between these spotting similarities and differences. This is particularly useful work when tackling nonfiction, as it helps to think across sources of information on the same topic to learn even more about that topic. Sometimes, the information may conflict, in which case, a reader might need to look at yet other books to find out if there’s more evidence to support one idea or another.

**Bloom’s Levels:** Evaluate  
**Webb’s DOK:** 3

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**Engaging Scenario**

**Engaging Scenario**
Students will participate in a Reader’s Theater small group. Students will reread for understanding, fluency and expression. Each group will present to the class. (There are many Reader’s Theater scripts online).
Unit 3: Reading Information Books

Subject: Reading
Grade: 2nd
Name of Unit: Reading Information Books
Length of Unit: 4 weeks, late September - October

Overview of Unit:
The main focus of this unit is for students become the kind of reader who learns information about the world from books, and has big ideas about that reading.

In Topic 1 (Bend 1) students will use text features to find information in a nonfiction text.
In Topic 2 (Bend 2) students will use strategies to infer meaning of tricky words.
In Topic 3 (Bend 3) students will identify the main purpose of the text.

Getting Ready for the Unit:
- Be sure your library or part of library is organized in a way that non-fiction texts are sorted by familiar topics.
- Pull mentor texts.
- Reading journals and post-its

Pre-Assessment (given prior to starting the unit):
- In small groups, pass out a nonfiction text (science and social studies readers) and have the students identify and explain use of text features (e.g. table of context, index, bold print, photographs, captions, diagrams, etc.)

Read Aloud Considerations: (look for illustrated texts, books with labeled diagrams, photographs, and other text-features)
- Bugs! Bugs! Bugs! by Jennifer Dussling (Level J)
- Native Americans texts (connect with Social Studies)
- Fish by Ted O’Hare

Shared Reading Considerations (K-2 only):
- Science and Social Studies Readers

Essential Questions:
1. How do I become the kind of reader who learns information about the world from books?
2. How do I as a reader, have big ideas about my reading of information books?
3. How can I push myself to think about the information books I am reading, using both pictures and words to reflect on what I’m learning, and making connections between what I’ve just read and think about what I already know?

**Enduring Understanding/Big Ideas:**
1. Students will use and identify and use text features to find information in a nonfiction text.
2. Students will use strategies to decode and infer meaning of tricky words.
3. Student will understand the author’s purpose for writing a text.

**Priority Standards for unit:**
- RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5: Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiency.
- RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7: Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text.

**Supporting Standards for unit:**
- RI.2.10: By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, in the grades 2-3 text complexity band proficiently with scaffolding as needed at the high end of the range.
- RF.2.4: Read with sufficient accuracy and fluency to support comprehension.
  - RF.2.4.a: Read grade-level text with purpose and understanding.
  - RF.2.4.b: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - RF.2.4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Standard Unwrapped Concepts (Students need to know)**

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<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
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<td>RI.2.4</td>
<td>Determine the meaning of words and phrases in a text</td>
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<td>understand</td>
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<td>RI.2.5</td>
<td>various text features (captions, bold print, subheadings, glossaries, indexes, electronic</td>
<td>know and use</td>
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### Topic 1: Readers Use Text Features When Reading Informational Text

**Engaging Experience 1**

**Teaching Point:** Readers “study the lay of the land” of their informational books, noticing the features that set them up.

**Suggested Length of Time:** 3-5 mini-lessons

**Standards Addressed**

- Priority: RI.2.5

**Detailed Description/Instructions:**

- **One way to this is** to begin teaching previewing strategies by saying, “Just as explorers explore the land, readers study the lay of the land of their informational book.” Using a read aloud or familiar non-fiction text, model previewing pointing out text features you
notice and briefly noting how this feature is used. Make an anchor chart of text features found in your mentor text.

Bloom’s Levels: Analyze
Webb’s DOK: 2

Engaging Experience 2
Teaching Point: Information book readers use the text features in their books to make sense of how the information is organized on each page. They might look at the table of contents or the headings for a quick glance at what topics will be covered, or at the labeled diagrams, glossaries, tables and charts, for additional details or explanations.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
Priority: RI.2.5

Detailed Description/Instructions:
- **One way to do this** is to open up a few of the books your kids have just finished sorting, pointing out text features in these that help readers make sense of how information is organized on a book’s pages. The Common Core calls for children to “know and use text features to locate key facts and information” (RI 2.5). Scaffolding this work during a mini-lesson will set children up to use these features to decipher the organizational structures of their independent reading books. You might model how to preview Bugs! Bugs! Bugs! Flip through the book, and as you do so, point out that there are pages filled with zoomed-in photographs and captions while other pages also include boxed sub-notes that offer a bit more teaching. Invite children to notice other features. Perhaps they’ll spot the bug fact page and index at the back of the book as well. Other features you might point out are: a table of contents, an index, a glossary, headings and subheadings, text sidebars and italicized or boxed sub-notes, labeled diagrams, tables, and charts. Bloom’s Levels: Analyze
Webb’s DOK: 2

Engaging Experience 3
Teaching Point: Information book readers look closely at the pictures in their books, and ask, ‘What is this picture teaching me about the topic?’
Suggested Length of Time: 1 mini-lesson
Standards Addressed
Priority: RI.2.7

Detailed Description/Instructions:
- **One way to do this** is to challenge students to read a book’s visual information as well as its words the photographed close-ups, detailed drawings, or labeled diagrams in information books do more than just support or extend meaning. Many pictures in
information convey meaning on their own—they might even be the primary meaning carrier in the book!

Bloom’s Levels: Analyze
Webb’s DOK: 2

**Engaging Experience 4**

**Teaching Point:** After information book readers look at a picture and read the words on the page that explains it, they look at the picture again to understand it even better.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

Priority: RI.2.7

**Detailed Description/Instructions:**

- **One way to do this** is to ask “If after searching, you find that the page doesn’t have words to explain the picture, you might think up some words of your own. You could ask, ‘If I had to describe this picture to a friend, what parts would I think are important to explain first?’ and especially, ‘How would I connect the picture with what I’ve read on that page?’” Reading is not a one-way highway,” you might announce. “It’s not just that the words fly off the page and through the eyes, enter our brain, and that’s it. Once they get in here (point to your head), they stir things up. They get all the other stuff in our brains moving. They prompt new questions, new ideas, they remind us of other things we’ve read and seen. When our brain takes words in, it spurts out ideas and questions!” In a nutshell, you’ll have taught your second graders Rosenblatt’s reader-response theory.

Bloom’s Levels: Understand
Webb’s DOK: 3

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**Topic 2: Information Book Readers Tackle Tricky Words in Their Books**

**Engaging Experience 5**

**Teaching Point:** Teach students ways to tackle tricky words and new vocabulary.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

Priority: RI.2.4

**Detailed Description/Instructions:**

- **One way to do this** is to teach have readers draw on all they have already learned to understand a new word or concept. “What do I already know that could help here?

Bloom’s Levels: Apply
Webb’s DOK: 1
Engaging Experience 6
Teaching Point: Teach students ways to tackle tricky words and new vocabulary.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: RI.2.4
Detailed Description/Instructions:
  • One way to do this is that readers can try to think about what this word might be similar to and different from. They can begin to think about what the word is trying to talk about. They might think about synonyms or write phrases about what they think the word is talking about.
Bloom’s Levels: Apply
Webb’s DOK: 1

Engaging Experience 7
Teaching Point: Teach students ways to tackle tricky words and new vocabulary.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: RI.2.4
Detailed Description/Instructions:
  • One way to do this is that readers can read around words they don’t know to see if the rest of the sentence or passage gives clues.
Bloom’s Levels: Apply
Webb’s DOK: 1

Engaging Experience 8
Teaching Point: Teach students ways to tackle tricky words and new vocabulary.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: RI.2.4
Detailed Description/Instructions:
  • One way to do this is that readers can ask, “What word would sound right here? What kinds of words would make sense?” For example, a reader encountering this passage—“A coral snake is full of poison. Its bright colors warn predators to stay away.”—can read beyond the word “predator,” then stop and think about what type of word would sound right. “Would it be a word that means a thing? Could I substitute a word like ‘people,’ or ‘others’ or ‘animals’? Are those the types of words that fit in the sentence?”
Bloom’s Levels: Apply
Webb’s DOK: 1
Engaging Experience 9
Teaching Point: Teach students ways to tackle tricky words and new vocabulary.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: RI.2.4
Detailed Description/Instructions:
  - One way to do this to that readers can guess a word’s pronunciation and meaning, cross-
    checking, monitoring for meaning, and revising their guess once they read farther or use
    another text or outside source—like a peer.
Bloom’s Levels: Apply
Webb’s DOK: 1

Engaging Experience 10
Teaching Point: Teach students ways to tackle tricky words and new vocabulary.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: RI.2.4
Detailed Description/Instructions:
  - One way to do this is to share that readers check the pictures in a book to see whether an
    unknown word is used again, in the caption, in a way that suggests the picture will define
    it. That is, they can study the picture to find the meaning of some unknown words. Take
    “proboscis,” for example. Looking at a photo of one, we see that it’s thin and pointed. It’s
    by the moth’s mouth. It looks like it is in the flower. That is, instead of simply saying, “I
    don’t know that word, help me,” readers can think through what a tricky word is apt to
    mean, if they have a picture that is labeled.
Bloom’s Levels: Apply
Webb’s DOK: 1

Topic 3: Reads Work Hard to Understand What Information Books Have to Say

Engaging Experience 11
Teaching Point: Readers look for meanings beyond what is explicitly written in a book. They
read, trying to link different parts of the information, thinking about what each one means when
considered together, and they ask questions to extend their thinking.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
Priority: RI.2.6

Detailed Description/Instructions:

- **One way to do this** is to choose a big book or article to read with the class that is at the level where most of the children are reading. We recommend using Fish, a wonderful nonfiction big book by Ted O’Hare. Before the lesson, read the book and notice the ways that you consider the information and question it—what ideas does it give rise to and how do you make those ideas? Where do you find that you are putting the text and pictures together to say more about the topic than either one says alone? Plan the close reading/shared reading lesson to pop out this thinking work you do as you read. You might do this by asking children to read on their own simultaneously, asking them to stop and jot (or talk) about their thinking frequently, at predetermined points in the book.

Bloom’s Levels: Apply
Webb’s DOK: 2

**Engaging Experience 12**

Teaching Point: Readers determine the author’s intentions for writing a book.

Suggested Length of Time: 2-3 mini-lesson

Standards Addressed
- Priority: RI.2.6

Detailed Description/Instructions:

- **One way to do this** is using your read aloud, begin by looking at pages in the text and asking what did the author need to know in order to write this page? Make a chart of the ideas the author needed to know. Using the same pages, now focus on what the author wants to teach the reader. You might want to do this over several days using different read alouds to insure students have an understanding of what the author wants us to know.
- **Bloom’s Levels**: Apply
Webb’s DOK: 2

**Engaging Scenario**

Using a nonfiction text, students identify and explain the use of text features found in their text. Students should identify what the author is trying to teach in the text.
Subject: Reading
Grade: 2nd Grade
Name of Unit: Series Reading and Cross-Genre Book Clubs
Unit 4: Series Reading and Cross-Genre Reading Clubs
Length of Unit: 7 Weeks, November/December
Overview of Unit:
Series books are designed to hook kids into characters and familiar adventures. Whether they are fans of Harry or Miami Jackson or Cam Jansen or Froggy, children inevitably fall in love with the recurring characters, who somehow always find themselves in challenging predicaments and situations, yet exhibit reassuringly predictable behaviors and beliefs.
Once hooked, children will read and read, finding it easier to push their thinking past where they’ve been now that they are in familiar terrain. Kids will eagerly apply newly learned skills to the series they are in, thus their understanding of prediction, character development, and patterns will grow.
The club work that we suggest you introduce in this unit is an ideal match for series book reading; not only will children relish the chance to talk to club mates about the adventures of a beloved cast of characters, they will also inevitably stretch one another’s thinking, landing on bigger ideas as a group than they would were they to read these books on their own.

Topic 1 (Bend 1)- children will look at a variety of series books, studying what makes all the books in the series go together—finding straightforward consistencies between the books, and using that to predict how the stories will unfold and read more efficiently.
Topic 2 (Bend 2)- children will begin a series book with their book club. children will learn that the patterns that seemed simple at first are often more complex than they appear—they are worth studying more, and uncovering the reasons behind the patterns and even the exceptions to the patterns will likely lead to even more interesting thinking! Students will also work hard to understand and build on each other’s thinking as they talk in their book clubs.
Topic 3 (Bend 3) - they will compare and contrast whole series—how do different series deal with similar themes? How are they structured in contrast to one another? How do series tend to go?

Getting Ready for the Unit:
- Magic Treehouse, Frog and Toad, Little Bill, Cam Jansen, Danger Guys, Junie B Jones, Horrible Harry, Pinky and Rex, Ready Freddy, The Polk Street Kids, and Miami Jackson

Pre-Assessment (given prior to starting the unit):
Use the same text or text with the same complexity for the pre and posttest. Read aloud *Those Shoes*, and have your students stop-and-jot in a few places.
- What is the problem and how is the main character handling it? Why do you think this?
- What do you know about the characters?
- Write as much as you can about how they are feeling, acting and behaving. Give evidence as to why you think this.

Read Aloud Considerations:
If possible, select read-alouds from a series that no one in the class is reading. Also look for books that are short in length but a little more complex than what they would read. In Bend 4, you might choose a nonfiction book that is related to the content in a series book.
- Little Critter
- Arthur
- Clifford
- Froggy
- Franklin
- Splat the Cat
- Pete the Cat

Essential Questions:
1. How can I notice patterns that stretch across a series to understand how the series goes and the make predictions about the characters, setting, and problem?
2. How can my reading club and I work together to look across series, comparing and contrasting elements to grow our ideas?
3. How do characters behave when facing challenges.

Enduring Understanding/Big Ideas:
1. Finding consistencies between books in a series and using that to predict how the stories will unfold and read more efficiently.
2. Identify how events affect characters in a story.
3. Describe a character’s behavior when facing challenges.

Priority Standards for unit:
- RL.2.3 Describe how characters in a story respond to major events and challenges.
- RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Supporting Standards for unit:
- RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
- L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L. 2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g. when other kids are happy that makes me happy)

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<th>Bloom’s Taxonomy Levels</th>
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<td>overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</td>
<td>describe</td>
<td>understand</td>
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<td>RL.2.7</td>
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<td>apply</td>
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Unit Vocabulary:

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**Topic 1: Figuring Out How Series Go: Noticing Patterns and Predicting**

**Engaging Experience 1**
Teaching Point: Readers find predictable patterns in the plot
Suggested Length of Time: 1 mini-lesson
Standards Addressed
Priority: RL.2.5

Detailed Description/Instructions:
- **One way to do this** is you might tell your kids a story like this one: “This weekend I was watching TV with my godson. We were watching Sponge Bob! While we were watching, Hudson would shout, ‘I knew that was going to happen! That kind of thing always happens to him!’ Do you ever think that when you are watching TV or reading? Do you talk to the television or the book and say, ‘I knew it! That is always the way it goes!’ You do?! Right now, think about one of your shows or books and how it always goes, or how the character always acts or how it always ends.... Quickly tell your partner.”

Bloom’s Levels: Evaluate
Webb’s DOK: 3

**Engaging Experience 2**
Teaching Point: Readers read to find predictable patterns in character traits
Suggested Length of Time: 1 mini-lesson
Standards Addressed
Priority: RL.2.5
Detailed Description/Instructions:
- **One way to do this** is to use your read aloud or another book they are familiar with. Ask them to think of the traits of one character. What do you know about that character that will help you predict what they might do next?

Bloom’s Levels: Analyze  
Webb’s DOK: 2

**Engaging Experience 3**
Teaching Point: Readers notice patterns in series books as they move from book to book and get to know the series well by looking at how it is structured in the beginning and end.  
Suggested Length of Time: 1 mini-lesson  
Standards Addressed  
Priority: RL 2.5

Detailed Description/Instructions:
- **One way to do this** have students look at several different series book and look for patterns throughout the books. For example: Franklin books each begin with “I can count by two’s and tie my shoes…” Clifford books begin “Hi I’m Emily Elizabeth…”

Bloom’s Levels: Analyze  
Webb’s DOK: 2

**Engaging Experience 4**
Teaching Point: Readers look to find how the problem and the solution unfolds  
Suggested Length of Time: 1 mini-lesson  
Standards Addressed  
Priority: RL 2.3

Detailed Description/Instructions:
- **One way to do this** is to think aloud about what kind of problem is usually involved, and how does the solution unfold? Teach them to jot notes on Post-its (keep for tomorrow’s lesson), and to mark parts they want to talk about with a partner. You might create an anchor chart or have children flag and explain parts of the text that:  
  - repeat, nearly exactly, across books—usually beginnings  
  - show a reaction from a character that is always how that character behaves  
  - show how the problem always tends to unfold  
  - show what kind of humor is in all the books
o reveal how problems usually get solved
o show a way the author writes that is predictable—funny chapter headings or one word sentences
o show why the series is a good one, overall, and offer examples of the kind of “good parts” the series contains

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 2

**Engaging Experience 5**  
**Teaching Point:** Readers learn talk with partners about what they are seeing  
**Suggested Length of Time:** 1 mini-lesson  
**Standards Addressed**  
  Priority: RL.2.7

**Detailed Description/Instructions:**  
- **One way to do this** is to model for students how they would share their post-it notes from the lesson yesterday. Point out how to talk to your partner about patterns that are starting to emerge in your books.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 2

**Engaging Experience 6**  
**Teaching Point:** Readers are careful listeners and learn how to talk with one another  
**Suggested Length of Time:** 1 mini-lesson  
**Standards Addressed**  
  Priority: RL.2.7

**Detailed Description/Instructions:**  
- **One way to do this** is to create an anchor chart that gives them talking points
  
o “I can add on to what you were saying...”
  
o “Another example is...”
  
o “I’m confused. What do you mean?”
  
o “I see it slightly differently...”
  
o “Can you show me an example?”
“Can you say more about that?”
“Why do you think that is important?”

**Bloom’s Levels:** Apply
**Webb’s DOK:** 2

**Engaging Experience 7**

**Teaching Point:** Readers use patterns they have noticed about the setting, problem, or characters and predict what will happen next.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**
- **Priority:** RL.2.5, RL.2.7

**Detailed Description/Instructions:**
- **One way to do this** is paying close attention and recognizing patterns, whether these include a recurring setting and environment or patterns of behavior, will position students to anticipate what’s yet to come. “Now that I have read a lot of Henry and Mudge books, I know that Mudge really loves Henry,” one student might say. “So I’m thinking that since Henry just got stung by a bee, he is going to try to do something to make Henry feel better. Most dogs don’t do that, but I think Mudge will!” A child who reads the part in which Poppleton begins to smear cooking oil all over his skin can predict that next he will find another strange product to smear all over his skin. That is, children will begin to lean on their knowledge of how things tend to go in their series, how they tend to happen over and over again. Celebrate this and encourage these observations. Ask children to stop every so often as they read to give a rough prediction—based on how things in their series tend to go, and to make sure that kind of loose predicting becomes a habit.

**Bloom’s Levels:** Analyze
**Webb’s DOK:** 3

**Engaging Experience 8**

**Teaching Point:** Readers use everything they know about their books to make predictions. They use the pictures, what they have already read, and what they are currently reading to think, ‘What could happen next?’ How might a character resolve their problem?

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**
- **Priority:** RL.2.3
Detailed Description/Instructions:

- **One way to do this** is to model what it will look like for readers to review the patterns of the characters in your read aloud. Then stop and jot a prediction in their journal as to a prediction they are making about their character based on previous patterns.

Bloom’s Levels: Evaluate
Webb’s DOK: 3

Engaging Experience 9

**Teaching Point:** Readers hold tight to their prediction and change it as they learn more about the story. As you read, you might think, ‘Hey! That does not match my prediction.’ Then fix up your prediction right then and there to match the story.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**
Priority: RL.2.3

Detailed Description/Instructions:

- **One way to do this** is to model for the students what it will look like for you to look at your prediction from your read aloud, then look at the pictures, what you already read and what you are currently reading to see if your prediction is correct.

Bloom’s Levels: Apply
Webb’s DOK: 2

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**Topic 2: Introduce Book Clubs and Identify Patterns in Series Books**

Engaging Experience 10

*Familiarize yourself with reading club basics so that your class’s clubs run smoothly.* See Reading Club Summary at the end of this document.

**Teaching Point:** Students will learn routines and expectations of book clubs.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**
Priority: NA

Detailed Description/Instructions:

- **One way to do this** is to create an anchor chart with the following:
  - When a club member wants to enter the conversation, we...
  - Club members listen and help to clarify what other members say.
  - Club members try to help build on one another's ideas.
  - When a club member cites evidence from text, we...
  - Club members help one another ask and answer questions by...
Engaging Experience 11
Teaching Point: Club members use courteous conversation behaviors. Specifically, they take turns while talking, and they strive to be helpful speakers and active listeners.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: NA

Detailed Description/Instructions:
  - One way to do this to teach club members to use courteous conversation behaviors, to take turns while talking, to be helpful speakers, to be active listeners (“Listen with your eyes, your ears, and your bodies”), to come prepared to work, and so forth. Encourage clubs to choose a name for themselves and to create and maintain a club folder as a container for their Post-its, ideas, and collaborative work. You may decide to create reading clubs by combining two partnerships at the same reading level. The goal is for club members to be matched with the books they’ll be reading.

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 12
Teaching Point: Readers can work with their book club members to identify characters and major events in the story.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: RL.2.3

Detailed Description/Instructions:
  - One way to do this model with book club how to talk with your members about the characters and the events in the story.
  - Bloom’s Levels: Understand
Webb’s DOK: 2

Engaging Experience 13
Teaching Point: Readers not only notice the patterns in their books, they also push themselves to ask, “What is it about this that make me think it is important? They do this to think more deeply about the big ideas of the book and of the series.”
Suggested Length of Time: 1 mini-lesson
Standards Addressed
Priority: RL.2.3

Detailed Description/Instructions:
- **One way to do this** is to establish in their clubs some lists of how books go together. Create an anchor chart of how books in a series go together. Remind them to talk well in their clubs about a series, children may need to look over their observations, thinking, talking and writing more about the more significant patterns and moving to a short list, off to the side, the observations that seem less important. By making such decisions, they are determining the major events and key details in a text. Again, you'll want to encourage your students to use Post-its to hold on to their ideas so they can talk and write about them more readily.

Bloom’s Levels: Apply
Webb’s DOK: 2
Engaging Experience 14

Teaching Point: Readers often start with the simple ideas about the patterns in their books, but as they read on, or talk to others about their thoughts, they learn that the patterns in their books can be more complicated than they originally thought.

Suggested Length of Time: 1 mini-lesson

Standards Addressed
Priority: RL.2.3

Detailed Description/Instructions:
- **One way to do this** is as they read, then, they have to be ready to let new ideas change their thinking about books. You might teach children to always think again when they are ready to say “always” or “never” and to spell out what these breaks in the book’s pattern might be.

Bloom’s Levels: Evaluate
Webb’s DOK: 3

Engaging Experience 15

Teaching Point: Readers look to see if there is another point of view? Do you have an opinion about that character?

Suggested Length of Time: 1 mini-lesson

Standards Addressed
Priority: RL.2.3

Detailed Description/Instructions:
- **One way to do this** is to think about Pinky and Rex. When does Pinky act this way? What different problems do we see that cause Pinky to act another way? Asking clarifying questions like these not only supports important benchmark work for second graders (CCSS SL 2.1c), it also can nudge young readers to form opinions and get them talking closer to the text. The ensuing club conversations might then sound like this: “I disagree with what the character Jamaica did.” “In the book, I don’t know what Maria means by ____.” “Why does the character, Harry, think that is important?”

Bloom’s Levels: Evaluate
Webb’s DOK: 3

Engaging Experience 16

Teaching Point: Readers catch themselves being surprised at breaks in the pattern of a series. They immediately stop and re-read and think, “What happened that was so important that made the character act in this unusual way?”
Suggested Length of Time: 1 mini-lesson

Standards Addressed
Priority: RL.2.3

Detailed Description/Instructions:
- **One way to do this** to teach them what a gift it is to catch your own surprise as a reader so that you can go back to the text and re-read to study the surprise in more depth. Did something important happen inside the character that made him or her act in an unusual way? Did the author change the pattern to call the reader’s attention to something important? Or, was there just a missed part of the reading that, if caught, would have made the surprise less surprising? Make sure to let children know that readers come to expect surprises—sing these to help them understand what is important in a given.

**Bloom’s Levels:** Analyze
**Webb’s DOK:** 3

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**Engaging Experience 17**

**Teaching Point:** Readers get to know a character really well by paying close attention to when he or she acts unusually. You may say something like, ‘Whoa! That is weird. Junie B. is being really quiet in this part when she is usually really loud.’

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**
Priority: RL.2.3

**Detailed Description/Instructions:**
- **One way to do this** is to suggest that just as children have paid close attention to the patterns in a series, they can now also pay close attention to the *disruptions* in patterns—and jot these down on Post-its to feed later discussions. Teach children that readers come to especially understand a character by paying attention to times when she or he acts *out of* character. A reader may say, “Junie B. Jones is acting weird. She’s being really quiet in this part and she’s usually a loud kid.”

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

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**Engaging Experience 18**

**Teaching Point:** Readers notice a character acting unusually and push themselves to consider why?

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**
Priority: RL.2.3
Detailed Description/Instructions:
● One way to do this is to have students look at the character in their series and decide if they are acting a way that is out of character. Jot these changes on a post-it note or journal to collect for later reflection.

Bloom’s Levels: Analyze
Webb’s DOK: 3

Topic 3: Looking Across Different Series in Book Clubs

Engaging Experience 19
Teaching Point: Clubs can meet together to discuss the different series they have read. When they talk they can be sure to compare and contrast two series, thinking, ‘How are these series alike? In what ways are they different?’
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: RL.2.5

Detailed Description/Instructions:
● One way to do this is show them how to compare and contrast 2 or more series you have read as a class or in a club. Compare and contrast how they are alike and how they are different.

Bloom’s Levels: Evaluate
Webb’s DOK: 3

Engaging Experience 20
Teaching Point: Readers notice that similarities and differences between series aren’t always that obvious. Sometimes two authors explore different aspects of a similar topic. Push yourselves to think about the message, ideas and themes in the series you have read to grow ideas about how they are alike and different.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: RL.2.5, RL.2.7
Detailed Description/Instructions:

- One way to do this is to teach children that clubs can investigate how series explore similar big ideas and character types—but with key differences. To launch this new kind of study, two clubs might meet and present their findings to one another and then create a new chart that documents key differences and similarities between their two series. Of course, not all clubs will read in the same way. A club may choose to have two members read a couple books in one series, while the other members read two books in another series, to get lots of ideas going. Another club may opt to focus on character similarities and differences across series. Yet another may focus on the big ideas or central messages (e.g., friends help each other through hard times, people can work hard to overcome obstacles) (CCSS RL 2.2.). Another club may focus its comparisons on books of a particular kind (e.g., series that are funny, series that get our hearts racing, detective series). Invite these differences and encourage clubs to share their ways of reading—and thinking—across series.

Bloom’s Levels: Evaluate
Webb’s DOK: 3

Engaging Scenario

Engaging Scenario
Students will create a poster to show the characters, setting, problem and solution. They will work together as a book club to write a summary of the story. Students will include characters and show their traits and emotions. Students should include patterns they noticed throughout the story/series.
Reading Clubs

Reading for Real: Teaching Children to Read with Joy, Power, and Intention

Reading clubs put the natural social aspect of reading at the forefront and help make our reading workshops even more engaging and fun. In her book Reading for Real: Teaching Children to Read with Joy, Power, and Intention, teacher and teacher educator Kathy Collins explains that a reading club is “a couple of kids reading and talking about a small collection of books that go together in some way. During a cycle of reading clubs, partners choose a reading club of interest that contains books they can read, and they determine their own purposes and plans” (p. 20). She goes on to clarify:

- A reading club is formed around a basket of books that has been collected because the books relate to one another in some way.
- A reading club doesn’t involve a particular task, other than reading and talking about books.
- Reading clubs aren’t a permanent daily structure of every reading workshop period all year, but instead are used a couple times a year for two to four weeks at a time.
- In a reading club, readers partner with other children who are reading at about the same reading level and have the same or similar interests.
- Partners read and talk about texts in their reading clubs, and then they ponder questions, develop ideas, develop theories, celebrate discoveries, and so on.
- The work that students do in reading clubs allows them to become experts on their topics and increases their comfort and familiarity with different kinds of texts and reading strategies.
- Club and partnership work are teacher-supported as the teacher confers with individuals, partners, and club members.
- Reading clubs are in addition to, not instead of, daily independent reading clubs rather than solely focusing on behaviors. Display these tips prominently in the room. For example, your chart may say:
  - When a club member wants to enter the conversation, we ...
  - Club members listen and help to clarify what other members say.
  - Club members try to help build on one another's ideas.
  - When a club member cites evidence from text, we ...
  - Club members help one another ask and answer questions by ...

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Unit 5: Information Books/ Nonfiction Book Clubs

Subject: Reading
Grade: 2nd Grade
Name of Unit: Information Book/ Nonfiction Book Clubs
Length of Unit: 7 weeks, January-February

Overview of Unit:
The main focus of this unit is for students to become strong readers of informational texts gathering information on topics of interest, comparing, contrasting, and synthesizing my own ideas and those of others in book clubs.

Topic 1 (Bend 1) students will identify main idea and give details of a text.

Topic 2 (Bend 2) students will find similarities and differences between texts of the same topic.

Topic 3 (Bend 3) students will work well together with book club tackling lots of books about a topic using the comprehension strategies of questioning, interpreting, and compare/contrast to figure out what they think.

Getting Ready for the Unit:
- Be sure your library or part of library is organized in a way that non-fiction texts are sorted by familiar topics.
- Pull mentor texts.
- Pull out anchor chart about book club expectations out from Unit 4
- Reading journals and post-its
- Each club will need its own basket of just-right texts to read, study, and talk about for each week of this unit
- Choose a set of books that go together in some way and plan to read several of these aloud during this unit

Pre-Assessment (given prior to starting the unit):
- With a non-fiction read aloud choose a section that you believe that main topic to be clear. Read that section to the class and have students jot the main topic, main details, and/or how these details are important down on a Post-it.

Read Aloud Considerations: (look for illustrated texts, books with labeled diagrams, photographs, and other text-features)
● Nonfiction texts of your choice

**Shared Reading Considerations (K-2 only):**

- Science and Social Studies Readers

**Essential Questions:**

1. How are two texts of a similar topic the same? Different?
2. What is the main idea of a multi-paragraph text? What details does the author use to support the main idea?
3. How can I work with my book club to deepen our understanding of topic?

**Enduring Understanding/Big Ideas:**

1. Students will find similarities and differences between 2 or more texts on the same topic.
2. Students will identify the author’s main purpose and give details to help make a point.
3. Students will make connections between texts on a similar topic.

**Priority Standards for unit:**

- RI.2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text
- RI.2.3: Describe the connection between a series of historical events, scientific concepts or steps, or concepts in technical procedures in a text
- RI.2.8: Describe how reasons support specific points the author makes in a text.
- RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.

**Supporting Standards for unit:**

- RI.2.10: By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, in the grades 2-3 text complexity band proficiently with scaffolding as needed at the high end of the range.
- SL.2.1.b: Build on others' talk in conversations by linking their comments to the remarks of others.
- SL.2.1.c: Ask for clarification and further explanation as needed about the topics and texts under discussion.
<table>
<thead>
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<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
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<td>main topic of specific paragraphs within a text</td>
<td>identify</td>
<td>understand</td>
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<tr>
<td>RI.2.3</td>
<td>connection between a series of historical events, scientific ideas or concepts, or steps in technical procedure</td>
<td>describe</td>
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<tr>
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<td>describe</td>
<td>understand</td>
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<td>compare/contrast</td>
<td>understand</td>
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**Unit Vocabulary:**

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<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<td>book club</td>
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<td>who, what, where, when, how, why</td>
<td>paragraph</td>
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<td>information</td>
<td>connection</td>
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<td>non-fiction</td>
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**Topic 1: Readers Work Hard to Identify the Main Idea and Details of a text**

**Engaging Experience 1**

**Teaching Point:** Readers never stop thinking about how the information all fits together in an information book.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

- **Priority:** RI 2.2

**Detailed Description/Instructions:**

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• **One way to do this is** to read the contents of one page of your read aloud and then model thinking aloud how that information aligns with the heading of the section. For example, if you are reading content about blue whales, humpback whales, and orcas, you would explain the connection to the heading of “Types of Whales.” You can do this a few times. Next, read a section and have students turn and talk about how that information aligns with the heading.

• **Another way to do this is** to have students read content individually or with a partner, using a post-it, have students write a heading and explain why they chose that heading.

**Bloom’s Levels:** Evaluate  
**Webb’s DOK:** 3

**Engaging Experience 2**  
**Teaching Point:** Readers sort information just as you might sort a bunch of books into an organized library, putting each book with other books like it. Today I want to teach you that you can do the same thing when you read information books. You can ask, ‘What was this bit of text about?’ and make a mental container or category.

**Suggested Length of Time:** 2 mini-lessons  
**Standards Addressed**  
**Priority:** RI.2.2

**Detailed Description/Instructions:**  
**One way to do this is** putting each book with other books like it, depending on what it is about. You can do the same thing when you read information books. You can ask, ‘What was this bit of text about?’ and make a mental container or category. Model this with Bugs! Bugs! Bugs! First read a couple pages and then demonstrate how to make the mental containers, “how bugs hunt for prey” and “why bugs hunt for prey” and “how bugs trick their enemies.” When you read on, you may decide, “Oh, this taught me that assassin bugs inject other bugs with poison—that goes in ‘how bugs hunt for prey.’ And I learned that stinkbugs give off a smell when they are in danger—that goes in the ‘how bugs trick their enemies’ category.”  

**Bloom’s Levels:** Evaluate  
**Webb’s DOK:** 4

**Engaging Experience 3**  
**Teaching Point:** Information readers pay attention to all these questions and ideas that their brains have as they read.  
**Suggested Length of Time:** 1 mini-lesson  
**Standards Addressed**  
**Priority:** RI.2.8

**Detailed Description/Instructions:**
● **One way to do this** that children can catch the thoughts and ideas that reading evokes and either say these aloud to a partner or jot them down quickly for future conversations or inquiry.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 3

**Engaging Experience 4**

**Teaching Point:** When readers read information, readers don’t just roar on, tearing through the book at the speed of a race car. They pause quickly and often to collect their understanding. They think, ‘What have I learned so far?’ or ‘What was this part about?’ and they hold this information in their minds as they move forward in the book.”

**Suggested Length of Time:** 2 mini-lesson

**Standards Addressed**

*Priority: RI.2.3*

**Detailed Description/Instructions:**

- **One way to do this** is to take, for example, the pages about the dragonfly from *Bugs! Bugs!* During a read-aloud session, you may want to place this page on the document camera in order to project it for your students to see. After reading a few sentences, you may prompt students to ask, “What was this part about?” and then answer, “This is teaching me how the dragonfly catches the mosquito.” Then they could think, “How does this fit with what I’ve learned so far?” As you demonstrate your own thinking, turning back a page or so and say, “Well, I just read that wood ants find dead bugs and carry them back to their nest, so these two kinds of bugs—wood ants and dragonflies—are very dangerous bugs, but in different ways.”

**Bloom’s Levels:** Apply

**Webb’s DOK:** 4

**Engaging Experience 5**

**Teaching Point:** Partners can hold each other accountable to basing information in actual text evidence by prompting one another with questions like, 'Where does it say that? Is there another example? Prove it!'

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

*Priority: RI.2.8*

**Detailed Description/Instructions:**

- **One way to do this** to help kids lay out their texts and Post-its side by side so they can move easily between the texts and pages, citing examples and thoughts. Sometimes when partners work together, they forget to go back and read from the text to give an example.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 4
Engaging Experience 6
Teaching Point: Partners can help each other hold on to meaning by asking, 'What does that really mean? Can you give an example of that information?'
Suggested Length of Time: 1 mini-lesson
Standards Addressed
Priority: RI. 2.2
Detailed Description/Instructions:
- **One way to do this** is have partners help each other hold on to meaning by asking, “What does that really mean? Can you give an example of that information?” The promise of audience, attention, and input from a peer will do wonders to make children hold on to meaning more conscientiously and provide that much more sticking power to your teaching on monitoring for meaning. By “ask[ing] and answer[ing] such questions as who, what, where, when, why, and how...” will help readers be sure they are understanding key information in a text (CCSS RI 2.1).

Bloom’s Levels: Analyze
Webb’s DOK: 3

Topic 2: Readers Find Similarities and Differences in Texts

Engaging Experience 7
Teaching Point: Readers connect what they read on the page with what they’ve read previously in the same book or in another book or encountered in real life.
Suggested Length of Time: 2 mini-lesson
Standards Addressed
Priority: RI.2.9
Detailed Description/Instructions:
- **One way to do this** is to teach students, too, that they might ask questions of the book and jot these down. (For instance, “Could I keep a rabbit in the same cage that currently houses a guinea pig, since they eat the same foods?”) You’ll want to get your readers into the habit of quickly jotting responses to text either on Post-its or on a mini-pad. To help readers develop original responses you might teach thought prompts such as:
  - This makes me think. . . .
  - This is just like. . . .
  - This makes me wonder. . . .
● This surprises me because . . .

You’ll show children the difference between trivia picked out from the text (dogs are descendants of wolves) and an original response to the text (because dogs are descendants of wolves, I wonder whether a wolf brought up in a human home, away from the wild, might behave like a friendly dog instead of a ferocious beast).

**Bloom’s Levels:** Evaluate
**Webb’s DOK:** 3

**Engaging Experience 8**

**Teaching Point:** Teach your readers that when they notice differences it’s helpful to first, consider what makes two things different, and then to think about what might explain the differences.

**Suggested Length of Time:** 2 mini-lesson

**Standards Addressed**  
**Priority:** RI.2.9

**Detailed Description/Instructions:**

- **One way to do this** to show your clubs that as they compare and contrast the information in their books, be sure to support them as they incorporate more nuanced language to describe information they are comparing and contrasting. For example, your chart could look this:
  - On this page... but on this page…
  - In this book... but in this book…
  - The difference between... and... is…
  - What’s the same about these two... is…
  - Unlike the... in this book the... does [doesn’t]…
  - When we were learning about... we learned... but now that we’re learning...

**Bloom’s Levels:** Evaluate
**Webb’s DOK:** 3

**Engaging Experience 9**

**Teaching Point:** When readers are trying to make sense of a text, it helps to look across their Post-its and ideas, either on the same page or across pages. First, they imagine how their ideas or information fit together. They might lay their Post-its out side by side and ask, “How are these the same and how are they different?”

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**  
**Priority:** RI.2.9
Detailed Description/Instructions:
- **One way to do this** is to teach them to read on, to see whether the information fits with their new thoughts and/or ideas. The Post-its will help students compare information across books.

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 10
Teaching Point: Set children up to compare and contrast information about a topic, before synthesizing.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: RI.2.9

Detailed Description/Instructions:
- **One way to do this** is to draw on examples from a class topic, comparing a new fact with something you already know, activating prior knowledge. Read from a book pause and say, “A ramp is a type of an inclined plane. An inclined plane is a simple machine with a flat surface that always has one end higher than the other end. Simple machines help people do work. That’s a lot like springs that are in machines like a watch, or a computer. Inclined planes and springs are the same because they help people do work.” Here, you model comparing how ramps and springs are the same.

Bloom’s Levels: Evaluate
Webb’s DOK: 3

Topic 3: Reading Clubs Read More Than One Book on a Topic

Engaging Experience 11
Teaching Point: Invite clubs to chart what they already know, and what they want to know about their topics and to begin researching.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: RI.2.2

Detailed Description/Instructions:
- **One way to do this** to create a big board (perhaps by using an opened legal-sized manila folder) on which you head columns with “What I Think I Know,” “Oops!,” “Yes!,” “New Information,” and “Wondering.” The club could then meet and talk, activating their presumed prior knowledge about their topic. This will launch club members into an exploration to confirm (“Yes!”), revise (“Oops!”), add (“New Information”), and
question (“Wondering”). This board could become a living part of the work the group does as they move Post-its from one column to another.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 3

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**Engaging Experience 12**

**Teaching Point:** Invite clubs to choose topics of study, as well as categories of focus.  
**Suggested Length of Time:** 1 mini-lesson  
**Standards Addressed**  
**Priority:** RI.2.2  
**Detailed Description/Instructions:**

- **One way to do this** is to have clubs shop the library for their topic and then gather all the texts that relate. However, if your library has a limited range of books, you might study the titles you do have and create a list of possible topics for clubs to choose from. (If supplies are particularly short, you might share materials with other first, second, and third grade teachers). Remember that your aim in these workshops is not to initiate a topic or content study but rather to make your second graders better information readers. Even though it may seem to students that they’re studying content on a topic (and they are), your instructional focus must be to develop students’ skills at reading this genre—information books. Make sure that your teaching reinforces this. Readers might circle the classroom with a clipboard, interview questions, and a list of possible topics, asking other students, “Do you want to learn more about wolves?” or “Which of the following topics sounds most interesting to you: whales, plants, or simple machines?” In this way, students take charge of finding likeminded peers with whom to form nonfiction reading clubs.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 3

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**Engaging Experience 13**

**Teaching Point:** Many of the skills you use in science for observation, such as describing what something looks like in detail, applies to nonfiction reading, too! You can read closely by thinking about the size, quantity, or description of what something looks like. As you name things, ask yourself questions like, ‘How is that important?’ or ‘Why is that happening?’

**Suggested Length of Time:** 1 mini-lesson  
**Standards Addressed**  
**Priority:** RI.2.8  
**Detailed Description/Instructions:**

- **One way to do this** is to show that when reading clubs meet, you can up the ante for accountable talk by reinforcing what children already know and helping them apply it to
nonfiction. Get children into the habit of thinking and talking about the answers to questions such as, “Why is it important to know about _____?” or “What does the author mean by that?” Students can summarize their ideas by saying things like, “This teaches me...,” “I’ve learned that...,” or “I think the author wants us to know...”

**Bloom’s Levels:** Evaluate
**Webb’s DOK:** 3

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**Engaging Experience 14**

**Teaching Point:** Club mates can be a terrific source of support! When you struggle to understand something in your reading, don't be afraid to ask for help. Say, 'In my book, I read...and I don’t understand this.' or 'I read...in my book. Did any of you see something similar in your book? I thought...but...

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

- **Priority:** NA

**Detailed Description/Instructions:**

- **One way to do this** is to teach them when they have difficulty teaching what they read, they can bring their confusions or misunderstandings to their club and draw on the support of other members to clarify these. A child might say, “In my book it says that gravity holds us on the ground, but I don’t really get it. Did your book talk about that?” or “I thought that astronauts walk in space but in the book it says that they are in free fall because there is no gravity in space. I don’t get it.”

**Bloom’s Levels:** Apply
**Webb’s DOK:** 3

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**Engaging Experience 15**

**Teaching Point:** Work with a partner to find the subheadings of a text

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

- **Priority:** RI.2.2

**Detailed Description/Instructions:**

- **One way to do this** is to have partners who are looking at a book that provides a broad heading for a large chunk of text might work together to figure out various subheadings that lie within the chunk. Depending on the level of book the duo is reading, this work may be that of the third-grade Standard RI 3.2, or it may be closer to the second-grade Standard RI 2.2. On a second grade level, readers will need to identify the “main topic of a multiparagraph text as well as the focus of specific paragraphs within the text,” for example, a student may name the main topic as “how stinkbugs trick their enemies—they let off a strange smell” while third grade-level readers would be working to identify a main idea, not just topic, for example, “stinkbugs outsmart their enemies in different
ways. They outsmart them by letting off a bad smell when they’re in danger, and then the enemy is turned off by this smell. They also outsmart them by shielding their babies from enemies.”

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 16
Teaching Point: Clubs identify the two or three categories they want to study about a topic, they can compare how books differ in their treatment of these categories
Suggested Length of Time: 2 mini-lesson
Standards Addressed
Priority: RI.2.9
Detailed Description/Instructions:
● One way to do this is to compare illustrations between books, finding ones that contain more labels or information. Or they might find an illustration in one book that is better explained by the text in another book. Essentially, your readers will be comparing and contrasting the books in their text set. In order to develop language that will set your readers up for comparing and contrasting, you might chart the following prompts:
  o The difference between ____ and ____ is ____.
  o What’s the same about these two ____ is ____.
  o Unlike the ____ in this book the ____ does [doesn’t] ____.

Bloom’s Levels: Analyze
Webb’s DOK: 2

Engaging Experience 17
Teaching Point: Invite children to share their new learning with others.
Suggested Length of Time: 2-3 mini-lesson
Standards Addressed
Priority: RI.2.2, RI.2.9
Detailed Description/Instructions:
● One way to do this to have the students from the club that studied these topics introduce them to the rest of the class. Club members can mark pages that answer their question and present their findings to another club or to a class of kindergartners or fifth graders. You might have a “museum” share in which visitors come to each reading club to hear what children have learned. During these shares, clubs will assume the role of instructors, teaching the information from the texts they have read. However you decide
to set children up to share the expert knowledge they grew as a club, make sure that they have a chance to reflect on how and why others might need to know this information, so that children understand that their learning has real world consequences.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 4

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**Engaging Scenario**

You might have a “museum” share in which visitors come to each reading club to hear what children have learned. During these shares, clubs will assume the role of instructors, teaching the information from the texts they have read. Students can make posters or digital presentation to share their learning.
Unit 6: Fairy Tales and Fables

Subject: Reading
Grade: 2
Name of Unit: Fairy Tales
Length of Unit: 3-4 weeks March/April

Overview of Unit:
In this unit, children learn to embody the character they’re reading about, seeing through his or her eyes; discover predictable roles characters play, and recognize lessons that stories convey. Children will work in partnerships to act out dramatic versions of their books. In this unit, children will be thinking comparatively and analytically by reading multiple versions of the same story.

In Topic 1 (Bend I), students will read their books closely, stepping into the shoes of the characters in their stories, inferring how characters feel, and working with reading partners to envision the world of the story.

In Topic 2 (Bend II), children will explore various types of literary language, discussing and making meaning of the language they encounter with partners. As students dive into these genres, they’ll be confronted with complex language, including figurative language, idioms and expressions. Often these stories include make-up words and wordplay, adding an extra challenge for readers.

In Topic 3 (Bend III), children will consider some predictable roles characters fall into, in fairy tales, folktales, fables and fantasy, as well as in realistic fiction stories. They will think about times when characters are more complicated (villains) and find complexity in characters that will help them as they read all kinds of literature.

In Topic 4 (Bend IV), children will focus on the lessons stories can offer through what befalls characters. Children will use critical-thinking skills to determine not only some messages that readers can take away from each story but also whether these lessons are ones with which they themselves agree. They’ll read across stories with similar themes or messages, considering similarities and differences across the books they read.
Getting Ready for the Unit:
- Gather a stack of fairy tales, folktales, and fables to help familiarize yourself with the type of literature.
- Select the books you’ll read aloud

Pre-Assessment (given prior to starting the unit):
- Interactive Read-Aloud: We recommend choosing a fairy tale from two cultural perspectives (for example, Little Red Riding Hood and Lon Po Po--which can be found on YouTube ) and reading these aloud. As you read your fairy tales, plan for places where you’ll prompt children to stop and jot. You’ll likely want to create prompts that assess skills such as inferring about characters traits and feelings, as well as central problems in a story and the message of the tale. Here are some example questions you could use:
  - What is the central message (lesson or moral) of Book A? How is it similar to/different from Book B?
  - How do you know this is a fairy tale?
  - How do the character’s traits contribute to the story?
  - What were the characters motivations in finding a resolution to the problem?
  - What is similar in Book A and Book B? What is different?

Read Aloud Considerations:
- Princess Smartypants and Prince Cinders (Babette Cole)
- The Paperbag Princess (Robert Munsch)
- Lon Po Po: A Red Riding Hood Story from China (Ed Young)
- Fables (Arnold Lobel)
- Pretty Salma: A Little Red Riding Hood Story from Africa (Niki Daly)
- Cinder Edna (Ellen Jackson)
- Cinder-Elly (G. Brian Karas)
- The True Story of the 3 Little Pigs and The Stinky Cheeseman (Jon Scieszka)
- The Princess Knight (Cornelia Funke)
- The Duchess of Whimsy: An Absolutely Delicious Fairy Tale (Randall de Seve and Peter de Seve)
- Clever Jack Takes the Cake (Candace Fleming)
- Mabela the Clever (Margaret Read MacDonald)
- Mirror Mirror (Marilyn Singer)
- Spells (Emily Gravett)
- *The Great Race* (Paul Goble)
- *The Gift of the Sacred Dog* (Paul Goble)
- *The Story of Jumping Mouse* (John Steptoe)

**Priority Standards for unit:**
- RL 2.2: Recount stories, including fables, folktales from diverse cultures and determine the central message, lesson, or moral.
- RL 2.9: Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures.
- RL 2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**Supporting Standards for unit:**
- RL 2.3: Describe how characters in a story respond to major events and challenges.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.2.2</td>
<td>stories, including fables, folktales, and myths from diverse cultures</td>
<td>recount</td>
<td>remember</td>
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<tr>
<td></td>
<td>central message, lesson, or moral</td>
<td>determine</td>
<td>analyze</td>
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<tr>
<td>RL.2.6</td>
<td>Differences in the points of view of characters, including different voices</td>
<td>acknowledge and speak</td>
<td>analyze</td>
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<tr>
<td>RL.2.9</td>
<td>themes, settings, and plots of stories written by different authors about the same or similar characters</td>
<td>compare/contrast</td>
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**Essential Questions:**
1. How do I step into the world of the story, walking in different characters’ shoes, thinking, feeling and acting as they do, in order to gain a deeper understanding of who they are?
2. How can I think across the books I’ve been reading to grow my thinking about the predictable roles characters play, in fairy tales, folktales, fables and fantasy?
3. How can I consider the lessons characters learn and compare how different authors and cultures explore similar morals in sometimes very different ways?

**Enduring Understanding/Big Ideas:**
1. Identify the central message/moral/lesson in a fable or folktale.
2. Compare/Contrast 2 or more versions of the same story from different authors.
3. Acknowledge the difference in point of view of characters.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tr>
<td>recount</td>
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Engaging Experience 1
Teaching Point: Readers read closely noticing the characters’ actions and feelings. One way you can do this is by putting yourself into the characters’ shoes and acting parts out with your voice, face, and body.

Suggested Length of Time: 1 mini-lesson

Standards Addressed
Priority: RL 2.6

Detailed Description/Instructions:
- One way to do this is to read aloud a short book, setting children up to reenact as they listen. You may want to invite children to join you as actors and take turns acting out the characters, encouraging them to think about what the characters are thinking and feeling. If children’s enactments reveal different interpretations you may want to share these and invite children to act out the story again, once from one viewpoint, and one from another.
  - For example, if you are reading The True Story of the 3 Little Pigs, you might have students imagine it being about the wolf who is bad versus the wolf being good.

Bloom’s Levels: understand
Webb’s DOK: 3

Engaging Experience 2
Teaching Point: Readers are aware of the places where the main character has strong feelings. Readers can mark these places so later, they can reread and act them out with a partner to better understand exactly how the character is feeling and what he/she might be experiencing.

Suggested Length of Time: 1-2 mini-lessons

Standards Addressed
Priority: RL 2.6

Detailed Description/Instructions:
- One way to do this: Teach children that they can mark places in their independent reading books with a post-it where the main character has a strong feeling. Make a Characters Feelings Vocabulary Scale Anchor Chart to help them see there are different shades of feelings. Put words that mean happy at one end of the scale and words that
mean upset or angry at the other end of the scale. Have students share some of the strong feelings they found and place them on the chart where they would fit (i.e.:lonely would be towards upset and relieved would be closer to happy). Students can refer to this chart when reading and writing. This will help children describe more of the complexity of the characters.

- **Another way to do this:** Children can get with reading partners and ask questions such as: “Why does this character have this emotion?”, “Is the character acting in ways that display his/her feelings? “Or do they try to hide them?” “What does the emotion say about the character?”

**Bloom’s Levels:** Understand

**Webb’s DOK:** 3

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**Engaging Experience 3**

**Teaching Point:** Readers preserve their thinking about stories by jotting it down as it occurs, on post-its. These post-its can be used as conversation starters when they discuss the passage later with a partner.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

- **Priority:** RL 2.6

**Detailed Description/Instructions:**

- **One way to do this** is to recall what children learned about marking books with Post-its, noting things to talk about with their partners. Model for students through your read aloud how you, too, keep notes as a way to get inside a character’s head and to put themselves into that role. Teach them that when readers see a pattern in the way a character acts, they have probably identified a trait of that character. Encourage students through your modeling to cite evidence for the conclusions they draw about characters.

**Bloom’s Levels:** remember, analyze, understand

**Webb’s DOK:** 1, 3, 4

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**Engaging Experience 4**

**Teaching Point:** Readers envision the magical worlds that their characters live in. Often, in fairy tales, folktales, fables and fantasy, the worlds that their characters live in are significantly different from the world we live in.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

- **Priority:** RL 2.6, RL 2.2
Detailed Description/Instructions:

- **One way to do this** is teach students to pay particular attention to the magic and other fantastical elements of the books they are reading. Readers need to be able to understand how the magic in a story works, and one way to understand it is to dramatize it. Have students get together with partners and practice acting out the parts of the story that involve magic.

- **Another way to do this** is begin a chart to list some of the kinds of magic kids are noticing in their books:

  **MAGIC WE’VE DISCOVERED IN FOLKTALES, FABLES, FAIRY TALES AND FANTASY:**
  - Spells and curses
  - Talking Animals
  - Coming back to life
  - Granting wishes

**Bloom’s Levels:** understand

**Webb’s DOK:** 3

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**Engaging Experience 5**

**Teaching Point:** Readers envision the setting, the world of the story.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed:**
- **Priority:** RL 2.2, RL 2.6

**Detailed Description/Instructions:**

- **One way to do this** is have students get together to act out stories. They will practice narrating a little bit of “set up” describing the world where the story takes place. They might begin “Once upon a time in a land….” This language will lead nicely into a description of where the story takes place. Point out examples of fairy tales and other stories that begin with a backstory (includes a summary of the place and time where the story is set), getting readers into the world of the story.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3

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**Engaging Experience 6**

**Teaching Point:** Step out of the character’s shoes and put on the hat of the director. Directors have to see the whole picture (the whole story). They have to understand the feelings of ALL the
characters, understand the setting, how the plot twists and turns, and the ways these components all fit together.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed:**
- Priority: RL 2.2, RL 2.6

**Detailed Description/Instructions:**
- **One way to do this** is Create an Anchor chart “Pay Attention to How Characters Act” include gestures, the way a character moves, dialogue tags, word choice, and passages in the text that are explanations of characters’ motives (reasons behind what they do). Tell students that being a director means you are always filling in the gaps of a story as you read, by drawing on all you learn from the book and from your life.
- **Another way to do this** is to choose students to play the roles of actor and director to model this work. Then students can get with his/her reading partner to do the same thing that was just modeled for them.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3

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**Topic 2: Literary Language and Vocabulary**

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**Engaging Experience 7**

**Teaching Point:** Sometimes authors use extra-special words to get you interested. Readers notice when an author has used extra-special words and make sure they understand what the author is trying to say or show.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed:**
- Priority: RL 2.2, RL 2.6

**Detailed Description/Instructions:**
- **One way to do this** is to read an example from a fairy tale such as *Cinderella* by Marcia Brown. Ask students what phrases or words seem like extra-special storybook language. Make a list of these on a chart (words such as “splendidly dressed”). Have students turn-and-talk with their writing partner to discuss why they think the author used these words.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3
Engaging Experience 8
Teaching Point: Authors will sometimes compare two things that are very different. As a reader, you have to stop and think how these two things are alike, what is the author trying to say, and what would make sense for the story?

Suggested Length of Time: 1 mini-lesson

Standards Addressed:

- Priority: RL 2.2, RL 2.6

Detailed Description/Instructions:
- **One way to do this** is to again read a passage from a familiar story such as *Cinderella* and find an example comparison such as the stepsisters calling Cinderella a “wretched mouse”. Guide and direct students to determine the meaning of “wretched mouse” in the story. Model how to use the parts that come before and after the phrase to help determine its meaning. Have students look for comparisons in the stories they are reading.

Bloom’s Levels: Understand

Webb’s DOK: 2

Engaging Experience 9

Teaching Point: Authors sometimes use playful language or words that can mean different things. It is up to the reader to use what’s happening in the story and think about what would make sense, to figure out what the author meant.

Suggested Length of Time: 1 mini-lesson

Standards Addressed:

- Priority: RL 2.2, RL 2.6

Detailed Description/Instructions:
- **One way to do this** is to show examples from books such as adaptations of fairy tales (i.e. “Dogerella” and her “Fairy Dogmother”) or the moral to the song “Little Bunny Foo Foo”: “Hare today, goon tomorrow!” The morals of Aesop’s Fables involve expressions that are meant to be clever, but yet instructive such as: “Beware of a wolf in sheep’s clothing”. Teach students that when they come across tricky literary language that involves playing with words, they may need to do a bit of extra thinking to figure out the what it means. Demonstrate reading from a passage that isn’t particularly tricky to decode, but leaves room for figuring out the meaning of a play on words. (You might even use examples from joke books or *Amelia Bedelia* to show this type of playful language).

Bloom’s Levels: Analyze

Webb’s DOK: 3
Topic 3: Discovering Predictable Roles Characters Play

Engaging Experience 10
Teaching Point: Read on the lookout for different character types--noticing patterns and making predictions.
Suggested Length of Time: 1 session
Standards Addressed
  Priority: RL 2.6
Detailed Description/Instructions:
  ● One way to do this is to introduce students to the idea that authors create characters which fit into different categories- the hero, the bad guy, the side kick. Using a book from your read aloud, model your thinking to determine which characters fit into what category. Push them to consider if there are typical patterns of behavior they observe in one type or another. For example, noticing the person who creates obstacles for the main character may be someone with a deliberate villainous intent (the sly fox or the jealous stepsisters).

Bloom’s Levels: understand
Webb’s DOK: 3

Engaging Experience 11
Teaching Point: Readers consider the role of each character as they predict what’s going to happen next.
Suggested Length of Time: 1 session
Standards Addressed:
  Priority: RL 2.6
Detailed Description/Instructions:
  ● One way to do this is by building on the previous days lesson, using the character types you’ve identified in your read aloud to model how you make your predictions by thinking aloud to the following questions: “Is the character ‘good or bad’?” “Why is this happening?” “What will happen next?”
Bloom’s Levels: understand
Webb’s DOK: 3

Engaging Experience 12
Teaching Point: Readers recognize character types--and their roots in old moralistic tales.
Suggested Length of Time: 1 session
Standards Addressed
  Priority: RL 2.2, RL 2.6
Detailed Description/Instructions:
  • One way to do this is to spotlight that the character types children encounter in their modern-day stories have roots in fairy tales, folktales, and fables. You may wish to read aloud a short moralistic tale such as *The Turtle and the Hare*, throwing in gestures and distinguishable voices to spotlight the role each one plays. Prompt students to consider what role each of the characters plays and how these roles are also in the fiction stories they are reading building upon the previous days’ lessons.

Bloom’s Levels: remember, analyze, understand
Webb’s DOK: 1, 3, 4

Engaging Experience 13
Teaching Point: By comparing and contrasting different versions of the same story, we can explore authors’ varying viewpoints.
Suggested Length of Time: 1-2 sessions
Standards Addressed
  Priority: RL 2.9
Detailed Description/Instructions:
  • One way to do this is to model using two or more versions of the same story (e.g., Little Red Riding Hood and *Lon Po Po* or *The Three Little Pigs, Cinderella and Snow White*) demonstrating how the story includes characters of similar types, but noting their differences, as well. You may push students to compare/contrast the similarities and differences between the villain in Little Red Riding Hood and The Three Little Pigs.

Bloom’s Levels: analyze
Webb’s DOK: 4

Engaging Experience 14
Teaching Point: By comparing and contrasting different versions of the same story, we can explore repeated themes.
**Suggested Length of Time:** 1 session  
**Standards Addressed**  
**Priority:** RL 2.9  
**Detailed Description/Instructions:**  
- **One way to do this** drawing on yesterday’s read alouds, model how to compare and contrast the themes of the two stories. You may wish to bring to light how these stories were written by different authors, and sometimes even different cultures, but they teach the same lesson. Invite students to think critically about why this may be—-are lessons taught repeatedly on purpose (draw students to conclusions about life lessons from stories long ago).

**Bloom’s Levels:** analyze  
**Webb’s DOK:** 4  

**Engaging Experience 15**  
**Teaching Point:** Readers distinguish their own point of view from that of the narrator or those of the characters.  
**Suggested Length of Time:** 1 session  
**Standards Addressed**  
**Priority:** RL 2.6  
**Detailed Description/Instructions:**  
- **One way to do this** is to begin by asking students to reflect on the ways girls are featured in *Cinderella* or *Sleeping Beauty*. Then read *The Paper Bag Princess* (Robert Munsch) to introduce an entirely different kind of princess and story. Pose the following questions for discussion:  
  - Why do you think Robert Munsch ended the story *The Paper Bag Princess* this way?  
  - Do you agree with the author’s message?  
  - How would you feel if this was you? Would you feel the same or differently?

**Bloom’s Levels:** understand  
**Webb’s DOK:** 3
Engaging Experience 16
Teaching Point: Readers examine characters’ motivations and actions to help uncover lessons the characters learn.
Suggested Length of Time: 1 session
Standards Addressed
  Priority: RL 2.9, RL 2.6
Detailed Description/Instructions:
  • **One way to do this is** to examine the actions characters take and the consequences that befall them as a result. Using your chosen read aloud, you may wish to model this by referring back to a story arc. Initiate a conversation, asking students what they think the main characters learn through the course of the story. Ask children to think about why a particular character looks at things one way and to defend that character’s viewpoint. Which point of view pays off in the story? What lesson does that point to?

Bloom’s Levels: remember, analyze, understand
Webb’s DOK: 1, 3, 4

Engaging Experience 17
Teaching Point: Readers learn lessons for their own life from the books they read.
Suggested Length of Time: 1 session
Standards Addressed
  Priority: RL 2.2
Detailed Description/Instructions:
  • **One way to do this is** to model how readers find lessons by taking note of what characters do that leads to trouble and not doing that. Or, by taking note of what a character does when things do go well and using that to guide their behavior. You might model your thinking by answering questions you pose to yourself like, “What did the character do that did not go well for them? So, what should we not do if we agree with the lesson of this story? What did go well for the character, and what should we do, according to the tale? How can we make that lesson apply to our everyday lives?”

Bloom’s Levels: remember, analyze, understand
Webb’s DOK: 1, 3, 4
Engaging Experience 18
Teaching Point: Readers learn lessons alongside the characters in their books.
Suggested Length of Time: 1 session
Standards Addressed
  Priority: RL 2.2
Detailed Description/Instructions:
  - One way to do this is to model how a reader will consider what they themselves can learn from characters’ motives, words and actions, imagining how you might live your own life differently because of what the characters have learned. Create an anchor chart listing several lessons/morals from recent read alouds. Pause to reflect on areas of your life you might be able to apply one of those lesson to. Choose one lesson and record how you will apply it to your life on a Post-it note. Place your Post-it note next to that lesson/moral on the anchor chart.
Bloom’s Levels: remember, analyze, understand
Webb’s DOK: 1, 3, 4

Engaging Experience 19
Teaching Point: Readers do not always agree with the lessons in their book.
Suggested Length of Time: 1 session
Standards Addressed
  Priority: RL 2.2, 2.6
Detailed Description/Instructions:
  - One way to do this is to identify some fairy tale lessons that do not necessarily ring true in our own world. You might guide them to notice, that many fairy tales end with the prince and princess living “happily ever after” or the the good guy always wins. Model your thinking with the following thinking stems, “Do I buy it?” or “Does the good guy always win?” or “Was that the best way to teach the lesson?” or “Do I believe this is a good way to live my own life?”
  - Another way to do this is by discussing a modern-day fairy tale and asking students to consider the question: ‘Why might this author have rewritten this story? What lessons might he/she be trying to convey?’ You might set up a formal debate in which some children defend the wolf from The Three Little Pigs and others challenge him.
Bloom’s Levels: remember, analyze, understand
Webb’s DOK: 1, 3, 4
Engaging Experience 20
Teaching Point: Readers compare and contrast books with similar lessons.
Suggested Length of Time: 1 session

Standards Addressed
Priority: RL 2.6, RL 2.9

Detailed Description/Instructions:
- One way to do this is to ask children to think about how different authors convey the same lesson or how different authors have opposite views about something. You might sort books your children have been reading throughout the unit that go together based on lesson/moral. Discuss with children how books with similar lessons are the same and different.

Bloom’s Levels: remember, analyze, understand
Webb’s DOK: 1, 3, 4

Engaging Scenario

Engaging Scenario
You have been selected to guest-write in the school newspaper’s advice column! The editors of the paper are looking to answer the question submitted to them: How can I learn from the characters I read about? Consider the life lessons/morals that you have learned throughout this unit. Make a list of these lessons, along with the books you learned them from. Then, select one of these lessons and create an advice column for the school newspaper. In your column, be sure to address:

- What is the central message, lesson, or moral that you want others to learn? (RL 2.2)
- How is the message conveyed through key details in the text? (RL 2.2)
- Explain how the character learned the important lesson in the text and how the character changed because of the lesson. Give the reader of the newspaper insight into how they can apply this lesson to their own life (RL 2.6).
- If the lesson you are writing about can be found in more than one story, compare and contrast the two stories and discuss how the characters learned the same lesson in different stories. (RL 2.9)
Unit 7: Mystery Book Clubs

Subject: Reading
Grade: 2nd Grade
Name of Unit: Mystery Book Clubs
Length of Unit: 6 weeks, April-May

Overview of Unit:
In Bend One of the unit, you may recruit children to read closely and attentively enough that they notice the details that will help them figure out “who done it.” Although you will build up the novelty of reading mysteries, you will also meanwhile remind readers that mysteries are also stories and they’ll want to draw on everything they know to do as readers of fiction. As part of this, they need to grow ideas about characters. Eventually you will help your readers realize that it’s not just mystery readers who collect clues and use those clues to grow theories; in fact, readers of all fiction do this as they notice things about characters and grow theories based on what they see.

The unit also invites instruction in intertextuality and in Bend Two you will help your students to see ways in which any one mystery fits within a set of other, similar mysteries, say, in a series. Students can compare and contrast the actions of characters and the plots and settings of stories within and across series, and so on. You will notice that we recommend two weeks for this bend, longer than bend one, and you could even extend it if your class needs this work. In earlier units, students learned to think deeply about characters and begin to compare and contrast across series. In this bend, you will raise the level of that work, helping students to compare and contrast within and across series. Lastly, in Bend Three, this unit will focus on interpretation. Students will learn to not only follow the plots and solve mysteries, but also to take away life lessons by studying the characters and plot. This work will continue to help students to determine central messages, identifying how they are conveyed through key details in a text. In this bend, students will also begin to compare and contrast themes across mysteries.

Getting Ready for the Unit:
As you get ready to teach this unit, you will want to make sure that there are enough texts in place so that students can carry on as readers, reading with volume and stamina, leaving you free to teach. The following suggestions may be useful as you prepare for this unit.

- Increase Students’ Reading Volume and Stamina
- Support Readers as They Handle Increasingly Complex Texts
- Gather and Choose Books for Read-Aloud and Book Clubs
- Put Together a Collection of Mystery Television Shows and Games
Pre-Assessment (given prior to starting the unit):
Before the unit starts, you will want to gather assessment data to consider how best to teach. You might for example tailor an assessment to assess your student’s abilities to make inferences about characters, to synthesize and determine themes. You might read aloud a short text (perhaps a mystery) and embed questions to assess these skills. (Even reading aloud the first two chapters of a book from a series like A-Z Mysteries can offer you opportunities to ask your students to make inferences about the characters and begin to synthesize what they know to predict ahead.) It is helpful if you plan such an assessment with grade level colleagues.

The important thing is that you spend time studying at least a representative sampling of your students’ work and that you keep in mind the ‘highway’ of increased sophistication that your children will be traveling as you teach this unit as they progress from least sophisticated to most sophisticated skill levels. It is equally important that your children know they can, with hard work and clear goals, make dramatic progress.

Read Aloud Considerations: (look for illustrated texts, books with labeled diagrams, photographs, and other text-features)
- Cam Jansen and the Scary Snake
- Encyclopedia Brown Cracks the Case

During the read-aloud, you might use phrases crafted to prompt student thinking, such as:
- “That’s weird/feels important! Let’s reread, paying close attention to the description of this character.” Then, “Turn and tell your partner what’s so weird/what feels so important.”
- “Oh my gosh—I think that’s a clue! Turn and talk—what clue do we have and what might that mean?”
- “Let’s figure out what’s really going on: Partner A, be Jigsaw and Partner B, be Mila. Act out this scene—now talk about what’s really going on.”
- “This changes everything! Now who do you think did it?”
- “How does this part fit with your theory of who did it?”

Enduring Understanding/Big Ideas:
1. Readers use clues in the text to make inferences about the mystery.
2. Readers compare and contrast the actions of character within a series.
3. Readers find consistencies/patterns between books in a series to predict the solution.
**Essential Questions:**
1. How can I read mysteries, collecting and interpreting clues so that I solve the mystery before the crime-solver does?
2. How can use my fiction reading skills (and my knowledge of how fiction stories tend to go) to puzzle over clues and to make smart predictions?
3. How can I become knowledgeable enough about mysteries that I can categorize the mysteries I read, seeing some as similar to and different from others?
4. How can I notice and analyze characters' personalities, motivations, choices, and responses to those choices so that I’m not just breezing through mysteries as a plot junky but am thinking more deeply about the larger messages?

**Priority Standards for unit:**
- RL.2.3: Describe how characters in a story respond to major events and challenges.
- RL.2.5: Describe the overall structure of the story, including describing how the beginning introduces the story and the ending concludes the action.
- RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**Supporting Standards for unit:**
- RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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<tr>
<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
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<tr>
<td>RL.2.3</td>
<td>characters respond to major events and challenges</td>
<td>describe</td>
<td>understand</td>
<td>2</td>
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### RL 2.5
Overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

| describe | understand | 1 |

### RL.2.7
Information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

| use | apply | 2 |

### Unit Vocabulary:

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<tr>
<td>describe</td>
<td>clues alibi</td>
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### Topic 1: Mystery Readers Read for Clues

**Engaging Experience 1**

**Teaching Point:** In the beginning of a mystery book, it is often helpful to read the title, the blurb, and the chapter titles and to ask yourself: “What will be the big mystery in this book? Who will solve this mystery?” Then readers go off to read the beginning chapters, gathering clues and suspects.”

**Suggested Length of Time:** 1 lesson

**Standards Addressed**
**Priority:** RL.2.5

**Detailed Description/Instructions:**

- **One way to this is** to launch your introductory minilesson of this unit with some drama, staging a mini-mystery in the classroom (perhaps your glasses or the class’s pet hamster “mysteriously” vanish). You might provide a clue or two to help children solve the mystery (“I had my glasses on when I left for the teachers’ lounge,” or “I saw some tiny footprints near the coat closet”).

**Bloom’s Levels:** Understand

**Webb’s DOK:** 1

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**Engaging Experience 2**

**Teaching Point:** Mystery readers read like detectives, trying to see clues, just as the detective does, and to solve the mystery before the detective.”

**Suggested Length of Time:** 1 lesson

**Standards Addressed**

- **Priority:** RL.2.5

**Detailed Description/Instructions:**

- **One way to this is** to teach them that detectives are alert to whether a place is a crime scene, and if so, they approach that place differently. As they collect clues, they also generate lists of suspects, possible culprits. You’ll also be working to induct students into the specialized language of this genre as you help them to learn about the genre of mystery. You’ll want to encourage students to use the vocabulary of mysteries in their discussions.

**Bloom’s Levels:** Application

**Webb’s DOK:** 2

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**Engaging Experience 3**

**Teaching Point:** There are terms that are associated with mysteries that you need to be aware of such as: evidence, pattern, alibi, suspect, red herring, and suspect.

**Suggested Length of Time:** 1 lesson

**Standards Addressed**

- **Priority:** NA

**Detailed Description/Instructions:**

- **One way to this is** to read a mystery and point out the terms within the book.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

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**Engaging Experience 4**
**Teaching Point:** Readers have a list of possible suspects going in our mind, and when they learn new facts, they look back on that list, sometimes eliminating one suspect or another.

**Suggested Length of Time:** 1 lesson

**Standards Addressed**
- Priority: RL.2.3

**Detailed Description/Instructions:**
- **One way to this is** to bring in an episode of a mystery show and then use that episode as a touchstone, referencing it often in minilessons. Most of the skills that you will want to teach readers in this unit are skills that can be illustrated with reference to any episode of a mystery series.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

**Engaging Experience 5**

**Teaching Point:** Mystery readers notice details that are surprising or that seem like they don’t fit into the story and ask, ‘Could these out-of-place details really be clues?’

**Suggested Length of Time:** 1 lesson

**Standards Addressed**
- Priority: RL.2.7

**Detailed Description/Instructions:**
- **One way to this is** to ask them to jot down the possible motivation that each suspect might have for committing a crime. Urge readers to ask the questions, “Why would this suspect want to do this? What would s/he get out of it?” for each suspect in their list. In addition, they can ask themselves, “Who had the opportunity to do this?” and, “Who was near the scene of the crime or had access to it?” Readers might do this by jotting privately as they read, and then bringing these jottings and notes to the club discussion as club members collectively brainstorm a solution to the mystery.

**Bloom’s Levels:** Evaluate

**Webb’s DOK:** 3

**Engaging Experience 6**

**Teaching Point:** Mystery readers recognize the story arc in narrative texts: where a problem is revealed, heightened, and eventually resolved. You might remind children that mysteries are also stories, and that they also need to draw on everything they know as readers of fiction.

**Suggested Length of Time:** 1 lesson

**Standards Addressed**
- Priority: RL.2.7

**Detailed Description/Instructions:**
- **One way to this is** to guide readers to ask and answer questions such as,
How do the character’s words and actions help you understand the character?

What is the character feeling/thinking? What makes you think the character feel/think that?

What motivates the character/what are the character’s motives or possible motives for doing what he or she does (or might have done)?

Bloom’s Levels: Remember
Webb’s DOK: 1

**Engaging Experience 7**
**Teaching Point:** Mystery readers grow ideas about characters
**Suggested Length of Time:** 1 lesson
**Standards Addressed**
  Priority: RL.2.3
  **Detailed Description/Instructions:**
  - **One way to do this** is to show how in collecting clues and using these to grow theories is not just what one does to solve a crime, but also what one does to grow ideas about characters, too. When reading any novel, for example, we collect clues to think about the characters, and we ask ourselves, “What kind of person is this?” You’ll want readers of mystery books to ask this question too, since understanding a character is a way of understanding a big part of the story.

Bloom’s Levels: Understand
Webb’s DOK: 3

**Engaging Experience 8**
**Teaching Point:** Mystery readers sniff out false clues by wondering, “What did the author do to trick me?” and trying not to fall for this in the future.
**Suggested Length of Time:** 1 lesson
**Standards Addressed**
  Priority: RL.2.3
  **Detailed Description/Instructions:**
  - **One way to this is** to flip back to earlier pages, once they’ve read to the end and learned the solution of the mystery, to identify the specific red herrings (false clues) that threw them off course.

Bloom’s Levels: Analyze
Webb’s DOK: 3

**Engaging Experience 9**
Teaching Point: Mystery readers step into the shoes of the detective and search for clues alongside him or her. Put yourself in the detective’s shoes. What might you do next to solve this mystery?

Suggested Length of Time: 1 lesson

Standards Addressed
Priority: RL.2.3

Detailed Description/Instructions:
- One way to this is to discuss secondary characters. You might say: “What role does the sidekick play?” or “How does the sidekick help the main character in solving each mystery?” You’ll likely teach readers to make initial theories about characters and add to—or revise—these theories moving forward as they gather more clues. If there are possible suspects or a villain that features in the mystery, you’ll again alert children to note everything the author tells us about these characters and to note, too, the roles they play in creating or complicating the mystery.

Bloom’s Levels: Application
Webb’s DOK: 2

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Engaging Experience 10
Teaching Point: Readers learn how to pay attention to other settings the crime solver visits.
Suggested Length of Time: 1 lesson

Standards Addressed
Priority: RL.2.5

Detailed Description/Instructions:
- One way to this is to demonstrate other settings are often places where the crime solver goes to interview witnesses and therefore are full of clues. You will want readers to know that from the start of the story, they will need to start collecting clues; the pieces that will later help them complete the jigsaw that solves the mystery. They will want to pay special attention to setting and new characters that each book in a series introduces.

Bloom’s Levels: Understand
Webb’s DOK: 3

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Engaging Experience 11
Teaching Point: Mystery readers have to pay attention to the main character and the sidekick or two.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: RL.2.3

Detailed Description/Instructions:
- **One way to this is** to review some of the roles sidekicks play. Inspired by Sherlock Holmes’s classic “Watson,” the sidekick is often a loyal assistant providing many convenient roles: somebody to bounce ideas off or patiently explain “elementary” clues to (often for the benefit of the reader). In most mysteries in a series, therefore, your students will encounter a sidekick—Encyclopedia Brown has Sally, Nate the Great has his dog Sludge, Cam Jansen has Eric, and Jigsaw Jones has Mila Yeh. Often, the sidekick unwittingly raises a question or points to a feature that leads the main character to have the big mystery-solving “Eureka.” Some mysteries, such as Roy’s ABC Mysteries or Nancy Drew, have more than one sidekick, each with a distinct personality—Josh has Dink and Ruth Rose and Nancy has both George and Bess to offer support as well as complicate the solving of the mysteries. Then again, some mysteries, such as The Boxcar Children or Enid Blyton’s Famous Five and Secret Seven series don’t have one main protagonist with a lesser sidekick, but rather, a group of siblings or friends who serve collectively as a main character unit.

**Bloom’s Levels:** Analyze
**Webb’s DOK:** 3

**Engaging Experience 12**

**Teaching Point:** When readers read mysteries, they often read books in a series or mysteries written by the same author. Just as when you watch a series on TV, you come to know the characters (and their strengths and weaknesses), and to know that often the plotlines are similar from one book or show to another. In the same way, readers use what they know about how mysteries tend to go, and how other books in the series have tended to go to help them solve the mystery.

**Suggested Length of Time:** 1 lesson

Standards Addressed
Priority: RL.2.5

Detailed Description/Instructions:
- **One way to this is** to use a book to illustrate that you see the same things he sees, but you just pass by so many significant details. Great detectives are on the alert, seeing more, and noticing more than the average person. We can use this to teach children the importance of reading more closely, with more alertness.

**Bloom’s Levels:** Analyze
**Webb’s DOK:** 2
Engaging Experience 13
Teaching Point: Mystery readers read suspiciously and find clues in the details. They notice details that other people might miss.
Suggested Length of Time: 1 lesson
Standards Addressed
  Priority: RL.2.3
Detailed Description/Instructions:
  • **One way to this is** to read in the Bald Bandit, the fact that the character was wearing a wig was important,” one club member might notice. “And in the Absent Author, someone wearing sunglasses was important. So this author might like to use what people are wearing to hide clues. We should pay attention to that that!” Students are coming to see that the truly important details, the ones that matter in being able to solve the case are often hidden. You will want to help them to strengthen this work and recognize immediately when they have run across a detail that is red-flag, alarm-bell important.

Bloom’s Levels: Evaluate
Webb’s DOK: 3

Engaging Experience 14
Teaching Point: Mystery readers can start to consider the predictable ways in which all mystery authors embed clues.
Suggested Length of Time: 1 lesson
Standards Addressed
  Priority: RL.2.7
Detailed Description/Instructions:
  • **One way to this is** for example, in the first chapter of Encyclopedia Brown Cracks the Case, it is important for readers to note that much is mentioned about onions. You will want to call attention to the fact that Mrs. Brown keeps sniffing and rubbing her eyes and Encyclopedia brings up the idea that his dad stinks of onion. Adept readers will know that this repeated detail is no accident and will know that onions will likely come into play in a big way later.

Bloom’s Levels: Analyze
Webb’s DOK: 3

Engaging Experience 15
Teaching Point: As readers read mysteries, they often change the pace of their reading. They notice when they come to a part of the story where they should slow down and read a bit more carefully.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: NA

Detailed Description/Instructions:

- **One way to this is** to help them to see that when the detective stops to think, that’s a time for the reader to stop, as well. Advise readers to ask themselves, “What did the detective learn that I should have learned?” Urge children to discover the answer to this question by going back to the place the detective realized something that she or he missed. Then, too, encourage children to be alert to the various perspectives witnesses offer. Just like the detective, children will need to sort through all the information and decide whose account (or which clues) they believe.

- **Another way to do this is** time-lining the crime, especially if (as is typical in mysteries) the crime took place chronologically before the beginning of the book. This sequencing work will also help them “see” the plot as they talk about the mystery with club members. Because characters in mysteries move between present-day action and reflections on the past (when the crime occurred), it is essential that children have an ability to mentally and seamlessly shift between a focus on the current story and on the past to piece together what happened.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 1

**Engaging Experience 16**

**Teaching Point:** Skilled mystery readers not only search for clues, they also make something of those clues and use inference to do so. They use phrases such as ‘I think this means...’ and ‘I think this could show....’

**Suggested Length of Time:** 1 lesson

**Standards Addressed**

**Priority:** RL.2.3

**Detailed Description/Instructions:**

- **One way to this is** for example, in the second chapter of Encyclopedia Brown Cracks the Case, you can point out to kids that because the author makes a big deal about the fact that the book was signed by the author, we can infer that this will play an important role in the outcome of the case. These predictions are based on the inferences that readers accumulate from the text. Then, too, you could teach children that readers often entertain more than one possible prediction.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 2

**Engaging Experience 17**
Teaching Point: One important thing that mysteries can teach us is to be flexible readers. Readers need to think about multiple possibilities no matter the genre, and mysteries can help us to do this by holding onto various predictions and rationales for these predictions.

Suggested Length of Time: 1 lesson

Standards Addressed
  Priority: RL.2.5

Detailed Description/Instructions:
  - One way to this is with the class read-aloud because all along the children have been trying to figure out before the book tells us who did it. So, stopping at a critical point in the story and asking the children to review all of their jottings—as well as the jottings the class has been compiling together to think about the suspects and what proof we have.

Bloom’s Levels: Evaluate
Webb’s DOK: 3

Engaging Experience 18
Teaching Point: One way readers push themselves to think across books. “Readers may ask, ‘What changes across books and what remains the same?’ Readers answer this question paying attention to the setting in these books, the characters, their actions and reactions, the plot and themes.”

Suggested Length of Time: 1 lesson
Standards Addressed
  Priority: RL.2.5
  Supporting: SL.2.1, SL.2.6

Detailed Description/Instructions:
  - One way to this is to move your readers from just noticing patterns across the series to considering the effects of these patterns as well as to pay attention to when these patterns are broken and why the author may have chosen to do so. Since the characters are most likely the same across the series, readers will be able to compare how the same characters both main and sidekick behave differently in different mystery books, or how they may react differently in similar situations. Aside from character work you may teach children to think and speak comparatively about the author’s craft, their writing style and voice. You will also want readers to be aware of and to look out for the plot lines that continue from one text to another and pay attention to themes across books.

Bloom’s Levels: Analyze
Webb’s DOK: 4

Engaging Experience 19
Teaching Point: Readers benefit from looking closely at character actions and asking whether these actions lead to positive or negative results. Today I want to teach you that after looking closely, the next step is to step back and ask, ‘What lesson could I learn from the choice this character made?’

Suggested Length of Time: 1 lesson

Standards Addressed
- Priority: RL.2.3

Detailed Description/Instructions:
- One way to this is to prompt this kind of thinking work by posing questions about series such as:
  - What is similar or different about the characters’ choices in each book?
  - What is similar or different about the way the characters’ respond to trouble in each book?
  - How is the setting similar or different across the series?
  - How are the major events in each book similar or different across the series? Is each story structured the same way or are there differences?

Bloom’s Levels: Analyze
Webb’s DOK: 4

Topic 3: Mystery Readers Learn Lessons from Books

Engaging Experience 20

Teaching Point: Mystery readers look closely at the big, important decisions characters make throughout the story.

Suggested Length of Time: 1 lesson

Standards Addressed
- Priority: RL.2.3

Detailed Description/Instructions:
- One way to this is to show that when characters follow a lead or keep a secret or confront someone suspicious, readers might stop and again ask themselves, “What lesson am I learning from the character here?” It helps to think about why the character has made this choice and what it might teach us about life. Jigsaw doesn’t jump to the conclusion that a snake ate Hermie the Hamster even though that is his initial hunch. In fact, when Wingnut gets worried, Jigsaw insists that “he’s only a suspect,” and that they have to keep an open mind. He then decides to do extensive research about hamsters and
their predators. If we asked ourselves what this character’s choice has taught us, we might say, “Don’t jump to conclusions about people before you’ve known all of the facts.”

**Bloom’s Levels:** Evaluate
**Webb’s DOK:** 3

**Engaging Experience 21**
**Teaching Point:** Readers know that a very helpful time in reading to stop and pay close attention is when a character is having a strong emotional reaction. It often pays to think about what’s behind this emotion or what is motivating the character to act this way, and then think about what lesson you could take from it.

**Suggested Length of Time:** 1 lesson

**Standards Addressed**
*Priority:* RL.2.3

**Detailed Description/Instructions:**
- **One way to this is** to show that in A to Z Mysteries: The Falcon Feathers, Josh brings Ruth Rose and Dink to the woods to see the nest of baby falcons he had found a couple of weeks ago but discovers they are gone. Josh reacts strongly and wants to report the missing falcons. We might ask the readers, “What life lesson can we learn?” Readers might say, “When something means a lot to you, you can’t just stand by and do nothing but rather you need to take action.”

**Bloom’s Levels:** Evaluate
**Webb’s DOK:** 4

**Engaging Experience 22**
**Teaching Point:** Another place mysteries offer readers the opportunity to think about life lessons is at the end when we know ‘who did it.’ After we have identified who did it, and after we have figured out why he or she did it, we can think about what we can learn from their motives.”

**Suggested Length of Time:** 1 lesson

**Standards Addressed**
*Priority:* NA

**Detailed Description/Instructions:**
- **One way to this is** to use an example: At the end of Falcon Feathers we might ask, “What can we learn from Kurt who stole the baby falcons to train them to race so he could make money?” We might say, “When we just think of ourselves instead of others we might end up making bad decisions that could get us into trouble.”

**Bloom’s Levels:** Evaluate
Engaging Scenario

**Engaging Scenario**
Have students prepare a Detective Case report on one of their books. They can include the detectives, suspects, setting, clues, red herrings and conclusion.