Unit Overview

This unit is designed to support the reading of series books. Student's comprehension is supported when they   encounter familiar characters and places, book after book, throughout a series. Scaffolded learning is inherent in the reading of series books and is an alignment with the Common Core Standards. Teaching students to think across books is also good practice to set them up for working longer, multi-chapter novels. It also builds young reader's stamina. Students will draw on previously learned strategies, and develop new ones, to integrate what they know about a character (or characters) across a series. Children will use this information to understand, predict, and critique a story. They will react and pay attention to the important parts of the story and learn about how stories in series tend to go. They will pay attention to predictable structures that contain familiar, typical elements; these observations will help them predict and understand the characters better. Finally, children will learn to make decisions about what they want to study, and how they will study those things together in reading clubs.

For additional information regarding the unit please see TCRWP User's Guide and Units of Study for Teaching Reading Grade 2 Book 4.

Overarching Standards Aligning with Grade 2 Unit 6, *Series Book Clubs*				
Session	**Writing Standards**	**Reading Standards**	**Speaking & Listening Standards**	**Language Standards**
1	W.2.3, W.2.7	**RL.2.1**, RL.2.2, **RL.2.3**, **RL.2.5**, **RL.2.7**, RL.2.10	SL.2.1, **SL.2.2**, SL.2.6	L.2.1, L.2.3, L.2.6
2	W.2.3, W.2.7	RL.2.1, RL.2.2, **RL.2.3**, **RL.2.4**, **RL.2.6**, RL.2.7, RL.2.10, **RF.2.4**	SL.2.1, **SL.2.2**, SL.2.4, SL.2.6	L.2.1, L.2.3, L.2.6
3	W.2.3, W.2.7	RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.7, RL.2.10	**SL.2.1**, **SL.2.2**, SL.2.4, SL.2.6	L.2.1, L.2.3, L.2.6
4	W.2.3, W.2.7	**RL.2.1**, RL.2.2, **RL.2.3**, RL.2.6, RL.2.7, RL.2.10	SL.2.1, **SL.2.2**, **SL.2.4**, SL.2.6	L.2.1, L.2.3, L.2.6
5	W.2.3, W.2.7	**RL.2.1**, RL.2.2, **RL.2.3**, RL.2.5, RL.2.6, RL.2.7, RL.2.10	SL.2.1, **SL.2.2**, SL.2.4, SL.2.6	L.2.1, L.2.3, L.2.6
6	W.2.3, W.2.7	**RL.2.1**, RL.2.2, **RL.2.3**, RL.2.5, **RL.2.6**, RL.2.7, RL.2.10	SL.2.1, **SL.2.2**, SL.2.4, SL.2.6	L.2.1, L.2.3, L.2.6
7	W.2.3, W.2.7	**RL.2.1**, RL.2.2, RL.2.3, **RL.2.4**, RL.2.5, **RL.2.6**, RL.2.10	SL.2.1, SL.2.2, SL.2.4, SL.2.6	L.2.1, L.2.3, L.2.4, **L.2.5**, **L.2.6**
8	W.2.3, W.2.7	**RL.2.1**, RL.2.2, RL.2.3, **RL.2.4**, RL.2.5, **RL.2.6**, RL.2.7, RL.2.10	SL.2.1, SL.2.2, **SL.2.4**, **SL.2.6**	L.2.1, L.2.3, **L.2.4**, **L.2.5**, **L.2.6**
9	W.2.3, W.2.7	**RL.2.1**, RL.2.2, RL.2.3, **RL.2.4**, RL.2.6, RL.2.7, RL.2.10	SL.2.1, SL.2.6	L.2.1, L.2.3, **L.2.4**, **L.2.5**, **L.2.6**
10	W.2.3, W.2.7	**RL.2.1**, RL.2.2, RL.2.3, **RL.2.5**, RL.2.10	SL.2.1, SL.2.6	L.2.1, L.2.3, L.2.6
11	W.2.3, W.2.7	**RL.2.1**, RL.2.2, RL.2.3, **RL.2.4**, RL.2.5, **RL.2.6**, RL.2.10, **RF.2.4**	SL.2.1, SL.2.6	L.2.1, L.2.2, L.2.3, L.2.6
12	W.2.3, W.2.7	**RL.2.1**, **RL.2.2**, RL.2.3, **RL.2.5**, RL.2.10	SL.2.1, SL.2.2, SL.2.6	L.2.1, L.2.3, L.2.6
13	W.2.3, W.2.7	**RL.2.1**, **RL.2.2**, **RL.2.3**, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.10	SL.2.1, **SL.2.4**, SL.2.6	L.2.1, L.2.2, L.2.3, L.2.6
14	W.2.3, W.2.7	**RL.2.1**, **RL.2.2**, **RL.2.3**, RL.2.4, RL.2.5, RL.2.6, RL.2.7, **RL.2.10**	**SL.2.1**, SL.2.4, SL.2.6	L.2.1, L.2.2, L.2.3, L.2.6
15	W.2.3, W.2.7	**RL.2.1**, **RL.2.2**, **RL.2.3**, RL.2.10	**SL.2.1**, **SL.2.4**, **SL.2.6**	L.2.1, L.2.3, L.2.6
16	**W.K.1**, W.K.3, W.K.7	**RL.2.1**, **RL.2.2**, **RL.2.3**, RL.2.7, RL.2.10	SL.2.1, **SL.2.3**, **SL.2.4**, SL.2.6	L.2.1, L.2.3, L.2.6
17	**W.K.1**, W.K.3, W.K.7	**RL.2.1**, **RL.2.2**, **RL.2.3**, RL.2.10	SL.2.1, **SL.2.3**, **SL.2.4**, SL.2.6	L.2.1, L.2.3, L.2.6
Read-Aloud	W.2.3	**RL.2.1**, **RL.2.2**, **RL.2.3**, **RL.2.4**, **RL.2.5**, RL.2.6, **RL.2.7**, RL.2.10	**SL.2.1**, **SL.2.2**, **SL.2.4**, SL.2.6	L.2.1, L.2.3, L.2.4, **L.2.5**, L.2.6
Shared Reading	W.2.3	RL.2.1, RL.2.2, **RL.2.3**, **RL.2.4**, RL.2.5, **RL.2.6**, **RL.2.7**, RL.2.10, **RF.2.3**, **RF.2.4**	**SL.2.1**, **SL.2.2**, SL.2.4, SL.2.6	L.2.1, L.2.3, **L.2.4**, **L.2.5**, **L.2.6**

	Overarching Standards Aligning with Grade 2 Unit 6, *Series Book Clubs*		
Session	**Reading Standards**	**Speaking & Listening Standards**	**Language Standards**
1	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. 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.	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
2	RL.2.3 Describe how characters in a story respond to major events and challenges. RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 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. RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
3		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.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
4	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. RL.2.3 Describe how characters in a story respond to major events and challenges.	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	
5	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. RL.2.3 Describe how characters in a story respond to major events and	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	

	challenges.		
6	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. RL.2.3 Describe how characters in a story respond to major events and challenges. 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.	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
7	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. RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 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.		L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).
8	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. RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 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.	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).
9	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. RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.		L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

			L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).
10	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. RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		
11	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. RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 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. RF.2.4 Read with sufficient accuracy and fluency to support comprehension.		
12	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. RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		
13	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. RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3 Describe how characters in a story respond to major events and challenges.	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	
14	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. RL.2.2 Recount stories, including fables and folktales from diverse cultures,		

	and determine their central message, lesson, or moral. RL.2.3 Describe how characters in a story respond to major events and challenges. 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.		
15	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. RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3 Describe how characters in a story respond to major events and challenges.	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.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
16	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. RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3 Describe how characters in a story respond to major events and challenges.	SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	
17	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. RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3 Describe how characters in a story respond to major events and challenges.	SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	
Read-Aloud	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. RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3 Describe how characters in a story respond to major events and challenges.	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.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

	RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 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.	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	
Shared Reading	RL.2.3 Describe how characters in a story respond to major events and challenges. RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 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. 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. 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.	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.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Enduring Understandings	Essential Questions	Performance Expectations
● Readers compare the way characters handle problems to other characters and other stories. ● Readers grow ideas by looking across all series read by comparing and contrasting to push our thinking. ● Readers infer about characters by thinking about what the characters are doing, saying, and thinking/feeling. ● Readers pay attention to the challenges that characters face and how those challenges are resolved. ● Reading club partners help push our thinking, especially with the characters in our books. ● Reading series books or just one book can lead us to wonder about a topic. ● Thinking across books in a series-noticing patterns, and predicting what will happen.	● How do readers figure out how a series goes, noticing patterns and predicting what will happen? ● How do readers grow smart ideas across different series? ● What do readers need to pay attention to so they are not surprised throughout their series book? ● How does reading a series book lead us into learning about a topic?	● Envision and make predictions about the characters and the story. ● Explain the importance of the details in a story ● talk and share ideas in their clubs about their series books to push their thinking. ● Be surprised now and then on how their story ends or the character's behavior as they are not always predictably. ● Compare characters and the lessons they learn within and across stories. ● Describe how characters solve their problems and the lessons they learn. ● Notice while reading our series books and they are often marked with a post-it. ● Wonder about new topics while reading series books and use many ways to research or find.

Suggested Strategies	Suggested Differentiation Methods	Suggested Materials/Resources
● Create and refer to anchor charts. ● Provide and present mentor texts as models. ● Model (Talk Aloud) the strategies good readers use. ● Study book pictures. ● Practice creating mental movies as you read.	*The design of reading workshop allows for individualized instruction and independent growth for every child.* ● provide leveled books appropriate for all reading levels ● provide support as needed through conferencing	**Mentor Text & Read-Aloud** ● See suggestions from Series Book Clubs Book 4.

● Investigate figurative language and descriptive vocabulary and how authors use them. ● Turn and Talk the dialogue in a story to bring the characters' feelings alive. ● Set mini-reading goals for engagement, print work, fluency, comprehension, and/or conversation. ● Provide checklists and reading progressions to assess and develop on-going reading goals. ● Practice alternating the speed a text is read to reflect tone and mood. ● Plan to celebrate the conclusion of classroom reading projects. ● Use technology in the reading classroom; for example, use storytelling videos.	● provide support as needed through strategy groups ● provide support as needed through guided reading groups ● provide individualized copies of teaching charts ● provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning ● scaffold or stretch learning through the use of various strategies ● provide appropriate reading partners	

Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. There are downloadable, digital versions of the assessment tools available through the online resources at; www.readingandwritingproject.org/resources.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one- to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

Suggested Assessment Methods		
Diagnostic Assessments	**Formative Assessments**	**Summative Assessments**
● Running Records ● Spelling Inventory ● Conferring	● Teacher-student conferences including: individual, small group, strategy group, and guided reading ● Daily observation of students' participation during the active engagement segment of each mini-lesson. Students' conversation with partners during Turn and Talk segment of mini-lessons. ● Reading logs ● Writing About Reading evidence (Post-its)	● Teacher-student conferences ● Running Records ● Spelling Assessments ● Reading logs ● and other evidence of students improving skills

Scope and Sequence of Teaching Points

The following teaching points and activities are adapted from Units of Study for Teaching Reading Grade 2 (Calkins et al., 2015) and serve as a loose framework for teachers, who will add and/or emphasize based on their students' needs.