Ask Questions/Identify Main Idea and Supporting Details

Unit 1/Week 3 at a Glance

Day | Mini-Lessons
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ONE | • Introduce Fluency Skills: Speed/Pacing—Fast, Slow, Varied  
• Model the Skill
TWO | • Practice and Self-Assess Fluency Skills: Speed/Pacing—Fast, Slow, Varied  
• Connect Fluency and Comprehension: Analyze Author’s Purpose
THREE | • Apply Fluency Skills to Reader’s Theater  
• Build Comprehension: Analyze Author’s Purpose
FOUR | • Build Tier Two Vocabulary: Multiple-Meaning Words
FIVE | • Prepare for and Manage Student Performances: Audience and Performer Expectations  
• Show Time!  
• Assess and Reflect
Read-Aloud (10 MINUTES)

Select a favorite fiction read-aloud from your classroom or school library with which to model the metacognitive strategy “Ask Questions.” Use the sample read-aloud lessons and suggested titles provided in the Benchmark Literacy Overview.

Mini-Lessons (20 MINUTES)

Introduce Fluency Skills: Speed/Pacing—Fast, Slow, Varied

Explain: Readers don’t always read at the same speed. Sometimes they read slowly. Other times they read faster. How fast or slow you read depends on what you are reading. When might you read slowly? When might you read faster? Allow responses.

Reinforce the awareness that what you are reading often determines the pace at which you read.

Ask:
- How would you read a sentence about an exciting race? Why?
  (quickly, to make it sound exciting)
- How would you read instructions for putting something together?
  (slowly, to make sure you understand and don’t miss any steps)
- How might you read a story?
  (You would vary your pacing to keep it interesting. You might read the parts that describe more slowly and the exciting parts more quickly.)

Say: The speed at which we read is called pacing. Remember, good readers use pacing to help their reading sound right and make sense to themselves and others.

Model the Skill

Display the fluency poster “The Biggest Baseball Game of the Year,” and read aloud the title.

Say: This is a dialogue. In this dialogue, one announcer is speaking faster and one is speaking slower. I’ll think about what the announcers are saying so I can know how to read their parts. I’ll also look for easy and hard words and pay close attention to the punctuation to know when to speed up or slow down.
Ask students to listen and follow along as you read the passage aloud. Vary your speed to match what the announcers are saying, and use punctuation cues. For example, Announcer 1 is speaking slowly because he is trying to tell some important facts about a baseball game. Announcer 2 is speaking fast because he is interrupting to tell about the exciting things that are happening.

**Say:** Now I will read part of the dialogue again. This time, I will read every word at the same speed.

Reread the first few lines of dialogue in a slow, word-by-word manner.

**Turn and talk.** Have students turn to a partner and compare and evaluate your two readings. Ask them to think about how they felt about each reading. Then have partners share their ideas with the class. Reinforce the idea that varying the pacing of your reading helps keep readers interested and involved. If you read the whole text the same way, listeners might tune out.

**Shared Writing.** Invite students to help you create a class anchor chart to remind them how good readers use speed and pacing. (See the example below.) When you are finished, ask students to echo-read the entire chart. Display the chart in the classroom for future reference.

<table>
<thead>
<tr>
<th>Speed/Pacing</th>
</tr>
</thead>
<tbody>
<tr>
<td>- We read different kinds of texts at different speeds.</td>
</tr>
<tr>
<td>- We read easy parts faster and hard parts slower.</td>
</tr>
<tr>
<td>- We match our pacing to what the author is saying.</td>
</tr>
<tr>
<td>- Reading too fast makes the reading hard to understand.</td>
</tr>
<tr>
<td>- Reading too slowly does not sound natural.</td>
</tr>
<tr>
<td>- No matter what speed we use to read, we pay attention to punctuation.</td>
</tr>
</tbody>
</table>

Sample Anchor Chart

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**Make Content Comprehensible for ELLs**

**Beginning**
Demonstrate fast. First run across the room as you say: *I go fast.* Then talk fast as you say: *I talk fast.* Repeat for slow.

**Beginning and Intermediate**
Engage ELLs in a discussion about baseball. Have them act out hitting, throwing, catching, running to each base, and hitting a home run as they complete the following sentence frames:

- I ______ the ball.
- I run to ______.
- I hit a ______.

Record their sentences, and read them together.

**All Levels**
Before reading to model fluency, read to support comprehension of unfamiliar Tier Two words through explanation, gestures, role-play, or props. Difficult words and phrases may include: *announcer, raise money, amazing.* Students may also need help understanding these baseball idioms: *hit a high fly, made it to first base, is out, hit a home run.*

**Support Special Needs Learners**
Throughout the week, use the following strategies to help students who have learning disabilities access the content and focus on skills and strategies.

During partner reading practice, pair special needs students with more fluent readers who can model fluency and support their development.

Group students heterogeneously for small-group reading of the script so that struggling students benefit from working with more fluent readers.

Assign multiple students to specific reader’s theater roles so that they can support each other.
**Fluency and Comprehension Quick-Check**

Throughout the week, refer to the Fluency Rubric provided in the Benchmark Literacy Assessments to help you informally assess where students are in their development of key areas of fluency.

The end goal of all fluency practice is increased comprehension. Use the following questions to check students’ comprehension of the passage they have read:

- **Who is playing in the baseball game?**
- **Why are they playing the game?**
- **Who do you think will win the game? Why?**

**Connect and transfer.** Say: Today during small-group reading, we will read a reader’s theater script. As we read, we will practice varying our speed, or pacing. This will make the script more interesting and make the characters come to life.

**Small-Group Reading Instruction** *(60 MINUTES)*


**Individual Student Conferences** *(10 MINUTES)*

Confer with individual students to discuss their understanding of the script. Use the Reading Conference Note-Taking Form to help guide your conference.

**Phonics Workshop** *(20 MINUTES)*

Use the Day 1 instruction provided in Grade 2 SpiralUp Phonics Skill Bag 3.
Read-Aloud (10 MINUTES)

Select a favorite fiction read-aloud from your classroom or school library with which to model the metacognitive strategy “Ask Questions.” Use the sample read-aloud lessons and suggested titles provided in the Benchmark Literacy Overview.

Mini-Lessons (20 MINUTES)

Practice and Self-Assess Fluency Skills:
Speed/Pacing—Fast, Slow, Varied

Distribute copies of The Biggest Baseball Game of the Year (BLM 1).

Divide students into Announcer 1 and Announcer 2 groups and ask them to choral-read their parts with you one or more times.

Next, allow the groups to choral-read their parts without your assistance.

Distribute the Fluency Self-Assessment Master Checklist (BLM 2) and review the assessment criteria for speed and pacing and integration. Ask students to give a thumbs-up or thumbs-down on each question based on the group’s choral-reading. Discuss their responses.

Partner reading. Pair students, and then put two pairs together. Assign one pair as Announcer 1 and one pair as Announcer 2, and invite them to read “The Biggest Baseball Game of the Year” together. Then have them read together again. Next, have pairs switch parts and read together one or two times.

Monitor students’ partner rereading practice and provide responsive feedback, using the prompts provided on page 6.

Ask students to rate themselves on specific fluency skills covered in this lesson using their Fluency Self-Assessment Master Checklist (BLM 2).

Connect and transfer. Ask students to reflect on their fluency practice, using the following prompts:

- When did you read faster? What effect did you think that had?
- When did you read more slowly? Why did you slow down? What were you trying to do?
- Remember, you will need this skill as we practice and perform a reader’s theater script this week.
**Make Content Comprehensible for ELLs**

**Beginning**
Read each line of dialogue at an appropriate pace. Then reread the line, and help students act it out or provide possible gestures. Finally, have students read the line with you.

**Intermediate and Advanced**
To check students’ understanding, have them complete sentence frames like these:

- The purpose of the dialogue is to ________.
- The announcers ________.
- The students ________.
- The parents ________.

**All Levels**
Pair ELLs with fluent English speakers during partner discussions and activities.

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**Responsive Prompts for Speed/Pacing**

As students work together, observe those who demonstrate understanding and those who struggle. Use appropriate responsive prompting to provide additional support or to validate students who demonstrate mastery.

**Goal Oriented**
- Listen to me read. Can you read it like I do?
- Listen to how I read this. I am going to read this faster.
- Listen to how I read this. I am going to read this slower.
- Listen to my voice as I read the next sentence. Am I reading at a fluent pace?

**Directive and Corrective Feedback**
- Read these words faster.
- Read these words slower.
- Try that again and read slower.
- Try that again and read faster.
- Try moving your eyes quicker so you can read more words together.
- Read the text again and make it sound like you are talking.

**Self-Monitoring and Reflection**
- How did you pace your reading?
- Did you read that too fast or too slowly?
- What did you do to read that faster/slower?
- How did you vary your pace in that passage?
- What did you notice about your reading?
- What made you read slower or faster?
- Where did you read too fast/slowly?
- Where did you read at the right pace?

**Validating and Confirming**
- I liked the way you read it faster that time.
- I liked the way you slowed your reading down that time.
- Good job at varying your pace in the passage.
- You read at an appropriate rate. Great job!
Connect Fluency and Comprehension: Analyze Author’s Purpose

Say: It is important to understand what you are reading so you can read with proper pacing and expression. When you understand the purpose of what you read, you can use your voice to help your audience understand that purpose. Why do authors write different kinds of texts? What are some purposes for writing? Allow responses. List the author’s purposes that students identify on chart paper.


Point out that scripts are often intended to entertain. Discuss how this script entertains readers. Ask which announcer students think is more entertaining and why.

Ask: How does understanding the author’s purpose for “The Biggest Baseball Game of the Year” change your expression when you read it aloud?

Connect and transfer. Say: Today during small-group reading, focus on understanding the purpose of the script. This will help you read with the right expression.

Small-Group Reading Instruction (60 minutes)

Reread Under the Sea with Jacques Cousteau to build comprehension and critical thinking using the After Reading Interpret the Script questions. Assign roles to individual students.

Individual Student Conferences (10 minutes)

Confer with individual students to discuss their script roles and how they plan to rehearse and read their part. Use the Reading Conference Note-Taking Form to help guide your conference.

Phonics Workshop (20 minutes)

Use the Day 2 instruction provided in Grade 2 SpiralUp Phonics Skill Bag 3.

Oral Language Extension

Have partners practice the fluency passage during independent workstation time.

Home/School Connection

Have students practice reading The Biggest Baseball Game of the Year (BLM 1) with family members. Ask students to focus on reading smoothly and with appropriate expression. Have them switch roles with family members and read both roles in the dialogue.

Explain that family members must sign the script to indicate they have participated in the reading.
**Read-Aloud (10 MINUTES)**

Select a favorite nonfiction read-aloud from your classroom or school library with which to model the metacognitive strategy “Ask Questions.” Use the sample read-aloud lessons and suggested titles provided in the Benchmark Literacy Overview.

**Mini-Lessons (20 MINUTES)**

**Apply Fluency Skills to Reader’s Theater**

Distribute the first two pages of *Under the Sea with Jacques Cousteau* (BLM 3), which students have completed during small-group reading time.

**Say:** Yesterday you practiced varying your speed/pacing as you read a dialogue. Now I want you to apply what you learned to the script we will perform this week. Listen as I read these two pages to you.

Read pages 2–3 of the script to model how you vary your pacing. Use the suggestions below or interpret the text in your own way:

- **Puffer Fish:** fast at first to get attention, slower later to explain when and why he puffs up
- **Crab:** slower to show that he isn’t doing anything exciting and to explain how he moves
- **Clam:** varied to show the difference between asking a question, being excited, and telling a joke

Ask students to comment on how your reading affected them as listeners.

**Partner reading.** Have pairs of students practice reading these pages together. Monitor their practice and provide responsive prompting as needed to validate their efforts, give corrective feedback, or encourage them to self monitor. Use the responsive prompts provided on page 6.

**Build Comprehension: Analyze Author’s Purpose**

**Say:** Yesterday we discussed why the author of “The Biggest Baseball Game of the Year” wrote that dialogue. Today let’s think about why the author of *Under the Sea with Jacques Cousteau* wrote about these events and characters. Understanding the author’s purpose will help you interpret the script more effectively.
Activate metacognitive strategies. **Ask:** What strategies can we use to help ourselves understand the author’s purpose? Allow responses. If necessary, prompt students to use the following strategies:

**Ask questions.** **Ask:** Do fish, crabs, and clams really talk? No! Of course not! Do they give real information about themselves? What does asking and answering these questions help you understand about the script? What other questions can you ask to help you understand the author’s purpose?

**Summarize and synthesize.** **Ask:** What is happening in this part of the story? Use your own words to tell. How does summarizing what the animals are saying help you understand the author’s purpose?

Support ELLs and struggling readers so they can participate in the discussion by providing the following sentence frames:

- I ask myself ________.
- The underwater creatures are ________. They talk about ________.
- I think the author’s purpose is ________.

**Shared Writing.** Make a list of students’ ideas about the author’s purpose. Post this on the wall.

**Connect and transfer.** **Say:** As you practice the script today, think about what the author wants you to experience by reading it. Use what you have learned about fluent reading to help you express his purpose.

### Small-Group Reading Instruction (60 minutes)

Have students rehearse their roles in *Under the Sea with Jacques Cousteau* together as a group. Offer suggestions for voice, expression, and pacing.

### Individual Student Conferences (10 minutes)

Confer with individual students to discuss their script roles and their rehearsal progress. Use the Reading Conference Note-Taking Form to help guide your conference.

### Phonics Workshop (20 minutes)

Use the Day 3 instruction provided in Grade 2 SpiralUp Phonics Skill Bag 3.

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**Make Content Comprehensible for ELLs**

**Beginning**

Allow ELLs to participate through active listening while other students demonstrate varied speed and pacing. Invite them to indicate when the pacing is fast or slow.

**Intermediate and Advanced**

Allow ELLs to read parts of the script chorally with you or other students as they demonstrate their varied speed and pacing.

**All Levels**

Pair ELLs with fluent English speakers during partner reading practice.

Model the use of academic sentence frames to support ELLs’ academic vocabulary and language development. (See suggested sentence frames provided.)

### Home/School Connection

Have students take home *Under the Sea with Jacques Cousteau*, pages 2–3 (BLM 3) and read it with family members to practice fluent reading. Explain that family members must sign the script page to indicate that they have participated in the reading.

### Fluency Quick-Check

As students practice oral reading with a partner, note students who would benefit from additional repeated oral reading practice during independent workstation time.
Day Four

**Read-Aloud (10 MINUTES)**

Select a favorite nonfiction read-aloud from your classroom or school library with which to model the metacognitive strategy “Ask Questions.” Use the sample read-aloud lessons and suggested titles provided in the Benchmark Literacy Overview.

**Mini-Lessons (20 MINUTES)**

**Build Tier Two Vocabulary: Multiple-Meaning Words**

On chart paper, draw a graphic organizer like the one below (BLM 4). Write the word **star** in the top box.

**Think/Pair/Write/Share.** Ask students to work with a partner and write down all the definitions they can think of for the word **star.** Give students approximately three minutes, and then bring them back together to share their answers. If students are unable to come up with many definitions, prompt them with the following questions:

- What shines in the night sky?
- What shape has five or six points?
- What does it mean if you star in a play?
- Who is the best on a team or in a group?

Record students’ definitions on the graphic organizer. Read each definition, discuss its meaning, and use **star** in a sentence to show that meaning. Ask students which meaning is for a verb.

**Make Content Comprehensible for ELLs**

**Beginning**

Multiple-meaning words are particularly challenging for ELLs. Use gestures and props to help you convey the multiple meanings of each word you focus on. Allow beginning ELLs to be active listeners during the multiple-meaning activity. Give them opportunities to hear and identify the multiple meanings once they have been clearly explained.

**Intermediate and Advanced**

Model the use of academic sentence frames to support ELLs’ academic vocabulary and language development:

- A multiple-meaning word _______.
- One multiple-meaning word I know is _______.
- One meaning is _______.
- Another meaning is _______.

**Connect and transfer.** Say: Many words in our script are multiple-meaning words. In order to understand your part, you need to think about which word meaning fits the context of the script. This will affect how you read.

**Small-Group Reading Instruction** (60 minutes)

Have students continue to rehearse their roles in *Under the Sea with Jacques Cousteau* together as a group. Discuss and plan how students will stage their script performance tomorrow.

**Individual Student Conferences** (10 minutes)

Confer with individual students on sections of the script you would like them to work on before the performance. Use the Reading Conference Note-Taking Form to help guide your conference.

**Phonics Workshop** (20 minutes)

Use the Day 4 instruction provided in Grade 2 SpiralUp Phonics Skill Bag 3.

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**Oral Language Extension**

Write several glossary words from the reader’s theater script on chart paper and display the list during independent workstation time. Challenge pairs of students to use the words in meaningful oral sentences. Ask students to write down at least five sentences to show you during independent student conference time.

**Home/School Connection**

Have students take home *Under the Sea with Jacques Cousteau*, pages 10–11 (BLM 5) and read it with family members to practice fluency skills. Explain that family members must sign the script page to indicate that they have participated in the reading.
Day Five

**Read-Aloud (10 minutes)**

Revisit the week’s read-alouds to make text-to-text connections and to provide opportunities for reader response. Use the suggested activities in the Benchmark Literacy Overview, or implement ideas of your own.

**Mini-Lessons (20 minutes)**

**Prepare for and Manage Student Performances:**

**Audience and Performer Expectations**

Prepare students for their reader’s theater performances by sharing your expectations of audience members and performers.

**Audience expectations. Say:** While you are listening to the other groups perform, I expect you to do the following:

- Give your classmates your full attention.
- Do not speak to your neighbors or make any noise.
- Enjoy their performance and show your appreciation by clapping when they are finished.
- Be prepared to give your feedback on the script, and always remember to make your feedback constructive, or helpful.

**Performer expectations. Say:** While you and your group are performing the script, remember to do these things:

- Read in a loud, clear voice and act out your role.
- Use expression and fluency to help everyone listening to understand your character.
- Remember to vary your speed and pacing.
- When it is not your turn to read, follow along in the script so you know when to come in.
- If one of your group members gets lost or forgets to come in, prompt him or her quietly.
- Accept both suggestions and praise from your audience.

**Show Time!**

Invite students to perform the script for an audience such as members of the class, students from other classes, school staff members, or parents.

Continue your performances during small-group reading time, giving each group the opportunity to perform.
Assess and Reflect

After all groups have completed their performances, use the following self-assessment activity to help students reflect on their performances, identify how they have improved as readers and performers, and determine what they will focus on as they participate in future reader’s theater experiences throughout the year.

Draw a three-column reflection chart on chart paper. Include a column for Reflection Questions and columns to answer Yes or No in response. Use the following questions to guide the group’s assessment of their performance, or use the Reader’s Theater Self-Assessment (BLM 6). Place a check mark in the appropriate column, noting their responses.

- Did we make our reading sound smooth like talking?
- Did we make our characters sound and feel like real people (or animals/objects) with feelings?
- Did we act out our parts with our voices and body language?
- Were our parts at “just right” reading levels?
- Did we practice our reading many times before performing?
- Did we vary the pace of our reading to help our audience understand the characters and message of the script?

Connect and transfer. Discuss ways to improve future performances based on the self-assessment and reflections.

Small-Group Reading Instruction (60 minutes)

Use the small-group reading time to continue students’ performances of Under the Sea with Jacques Cousteau.

After all groups have performed, use the Assess and Reflect activity above.

Individual Student Conferences (10 minutes)

Have students use their self-reflection to show how they would read differently next time. Discuss how students plan to apply what they learned to future performances and independent reading.

Phonics Workshop (20 minutes)

Use the Day 5 instruction provided in Grade 2 SpiralUp Phonics Skill Bag 3.