

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

GRADE 2 BALANCED LITERACY: READING 2019

(Last revision date: 2018)

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Our core belief is that teachers and students will view themselves as readers and engage in reading on a daily basis in the Grade Two Reading Workshop. Teachers will deliver a mini-lesson at the beginning of workshop. For the majority of the workshop time, students will be reading independently and building their stamina for reading throughout the school year while the teacher circulates around the room to confer with students individually and in small groups. Students will have reading partners with whom they may also confer and discuss rich mentor texts. Students will read with a purpose and audience in mind, and each student's Reader's Notebook or Folder will hold evidence of the child's reading across each genre throughout the school year. Readers explore a variety of skills transferable across all genres.

In grade 2, students build upon the knowledge gained in grades K-1 to read more sophisticated texts across a variety of genres.

Each day, approximately 45 minutes should be spent on Reading Workshop, approximately 15 minutes should be spent on Interactive Read-Aloud, and approximately 15 minutes should be spent on Shared Reading. An additional approximate 25 minutes should be spent daily on Word Study (based on the *Foundations* program). (Additionally, approximately 45 minutes daily is to be spent on Writing Workshop.)

COURSE GOALS

The course goals derive from the 2010 Connecticut Core Standards for Literacy. Goals specific to a unit of study are listed in this guide at the beginning of each unit. Many standards recur over the course of the year. The lessons therein encourage student engagement so that each student will see himself/herself as a reader and reflect on the processes learned.

COURSE ENDURING UNDERSTANDINGS

Students will understand that:

- they will be responsible for their reading folders and reading supplies.
- they will increase their stamina and volume of reading as the year progresses.

- they will read every day and view themselves as readers.
- they will develop a repertoire of reading strategies.
- they will confer with a partner or partners to reflect on their reading.
- they will learn to value the celebration of their reading.

COURSE ESSENTIAL QUESTIONS

- What are the characteristics of a reader?
- What are reading tools?
- How can I use reading to better understand our world?
- How do I apply strategies to my reading?
- How do I help others with reading?
- How do I improve my reading?
- How do I share my reading with others?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- that reading is a process

Students will be able to . . .

- increase stamina for reading.
- describe characters' action, thoughts, and feelings.
- self-monitor while they read.
- talk about their reading.
- take charge of their reading with a focus on meaning.
- draw on everything they know to figure out hard words.
- build big ideas about books they read.
- research a nonfiction topic of their choosing.
- read to learn about the world.
- work within book clubs to study author's craft.

READING YEAR AT A GLANCE

early September	Setting up / Launching Reading Workshop
mid September – mid October	<u>Unit 1</u> : Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension; Word Study (<i>Foundations</i> Units 1, 2, & 3)
mid October – mid November	<u>Unit 2</u> : Second-Grade Reading Growth Spurt; Word Study (<i>Foundations</i> Units 4, 5, & 6)
late November – December	<u>Unit 3</u> : Meeting Characters and Learning Lessons: A Study of Story Elements; Word Study (<i>Foundations</i> Units 7 & 8)
January – mid March	<u>Unit 4</u> : Becoming Experts: Reading Nonfiction; Word Study (<i>Foundations</i> Units 9, 10, 11, & 12)
late March – April	<u>Unit 5</u> : Bigger Books Mean Amping Up Reading Power; Word Study (<i>Foundations</i> Units 13, 14, & 15)
May – June	<u>Unit 6</u> : Series Books Clubs; Word Study (<i>Foundations</i> Units 15 & 16)

UNIT 1
Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension;
Word Study (*Foundations* Units 1, 2, & 3)

Unit Goals

At the completion of this unit, students will:

- | | |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CCS.ELA-Literacy.RL.2.1 | Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. |
| CCS.ELA-Literacy.RL.2.2 | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| CCS.ELA-Literacy.RL.2.3 | Describe how characters in a story respond to major events and challenges. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.RI.2.7 | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| CCS.ELA-Literacy.RF.2.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| CCS.ELA-Literacy.RF.2.4 | Read with sufficient accuracy and fluency to support comprehension. |

CCS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CCS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCS.ELA-Literacy.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.
CCS.ELA-Literacy.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., <i>When other kids are happy that makes me happy</i>).

Unit Essential Questions

- How do I self-monitor while reading?
- How do I read with fluency and stamina?
- How do I use my tools to tackle hard words?
- How do I use my tools to understand the book I am reading?

Scope and Sequence

Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit	<ul style="list-style-type: none"> • Gather a variety of high-interest books 	<ul style="list-style-type: none"> • Read pp. 116-125. 	<ul style="list-style-type: none"> • Read pp. 123-138.
Bend I: Readers Have Important Jobs to Do			
Lesson 1	<ul style="list-style-type: none"> • Use <i>The Dinosaur Chase</i> for Bend I. • <u>Session 1</u>: You Be the Boss! Readers Say, “I Can Do This!” (p. 2) • <u>Chart</u>: “Be the Boss of Your Reading!” 	<ul style="list-style-type: none"> • <i>Frog and Toad Are Friends</i>, Session 1 (p. 116) 	<ul style="list-style-type: none"> • <i>Tumbleweed Stew</i> • <u>Day 1</u>: Warm Up, Book Introduction, and MSV (p. 127) • <u>Warm Up</u>: “Be a Reading Boss!”
Lesson 2	<ul style="list-style-type: none"> • <u>Session 2</u>: Readers Use <i>Everything</i> They Know to Solve a Word (p. 10) • <u>Chart</u>: “Be the Boss of Your Reading!” 	<ul style="list-style-type: none"> • <i>Frog and Toad Are Friends</i>, Session 2 (p. 121) 	<ul style="list-style-type: none"> • <i>Tumbleweed Stew</i> • <u>Day 2</u>: Cross-Checking Sources of Information (MSV) (p. 130) • <u>Warm Up</u>: “Be a Reading Boss!”
Lesson 3	<ul style="list-style-type: none"> • <u>Session 3</u>: Readers “Check It!” to Self-Monitor (p. 17) • <u>Chart</u>: “Be the Boss of Your Reading!” 	<ul style="list-style-type: none"> • <i>Frog and Toad Are Friends</i>, Session 3 (p. 124) 	<ul style="list-style-type: none"> • <i>Tumbleweed Stew</i> • <u>Day 3</u>: Word Study (p. 132) • <u>Warm Up</u>: “Be a Reading Boss!”
Lesson 4	<ul style="list-style-type: none"> • <u>Session 4</u>: Readers Make a Plan (p. 	<ul style="list-style-type: none"> • Interactive 	<ul style="list-style-type: none"> • <i>Tumbleweed Stew</i>

	<p>25)</p> <ul style="list-style-type: none"> • <u>Chart</u>: “Be the Boss of Your Reading!” 	<p>read-aloud choice engaging chapter book with episodes #1, Session 1 (p. 118)</p>	<ul style="list-style-type: none"> • <u>Day 4</u>: Fluency (p. 134) • <u>Warm Up</u>: “Be a Reading Boss!”
Lesson 5	<ul style="list-style-type: none"> • <u>Session 5</u>: Readers Get Help When They Need It (p. 27) • <u>Chart</u>: “Reading Partners Work Together” 	<ul style="list-style-type: none"> • Interactive read-aloud choice engaging chapter book with episodes #1, Session 2 (p. 121) 	<ul style="list-style-type: none"> • <i>Tumbleweed Stew</i> • <u>Day 5</u>: Putting It All Together (p. 136) • <u>Warm Up</u>: “Be a Reading Boss!”
Bend II: Readers Add New Tools to Read Hard Words			
Lesson 6	<ul style="list-style-type: none"> • <u>Use <i>Zelda and Ivy: The Runaways</i></u> for Bend II. • <u>Session 6</u>: Readers Think about the Story to Problem-Solve Words (p. 36) • <u>Charts</u>: “Reading Partners Work Together,” “Tools for Solving and Checking Hard Words” 	<ul style="list-style-type: none"> • Interactive read-aloud choice engaging chapter book with episodes #1, Session 3 (p. 124) 	<ul style="list-style-type: none"> • New shared reading choice engaging chapter book with episodes #1 • <u>Day 1</u>: Warm Up, Book Introduction, and MSV (p. 127) • <u>Warm Up</u>: Teacher choice
Lesson 7	<ul style="list-style-type: none"> • <u>Session 7</u>: Readers Think about What Kind of Word Would Fit (p. 43) • <u>See</u> p. 49, Fig. 7-2 • <u>Chart</u>: “Tools for Solving and Checking Hard Words” 	<ul style="list-style-type: none"> • Interactive read-aloud choice engaging chapter book with episodes #2, Session 	<ul style="list-style-type: none"> • New shared reading choice engaging chapter book with episodes #1 • <u>Day 2</u>: Cross-Checking Sources

		1 (p. 118)	of Information (MSV) (p. 130) <ul style="list-style-type: none"> • <u>Warm Up:</u> Teacher choice
Lesson 8	<ul style="list-style-type: none"> • <u>Session 8:</u> Readers Slow Down to Break Up Long Words (p. 50) • <u>Charts:</u> “Be the Boss of Your Reading!” “Tools for Solving and Checking Hard Words” 	<ul style="list-style-type: none"> • Interactive read-aloud choice engaging chapter book with episodes #2, Session 2 (p. 121) 	<ul style="list-style-type: none"> • New shared reading choice engaging chapter book with episodes #1 • <u>Day 3:</u> Word Study (p. 132) • <u>Warm Up:</u> Teacher choice
Lesson 9	<ul style="list-style-type: none"> • <u>Session 9:</u> Readers Use Words They Know to Solve Words They Don’t Know (p. 58) • <u>Charts:</u> “Be the Boss of Your Reading!” “Tools for Solving and Checking Hard Words” 	<ul style="list-style-type: none"> • Interactive read-aloud choice engaging chapter book with episodes #2, Session 3 (p. 124) 	<ul style="list-style-type: none"> • New shared reading choice engaging chapter book with episodes #1 • <u>Day 4:</u> Fluency (p. 134) • <u>Warm Up:</u> Teacher choice
Lesson 10	<ul style="list-style-type: none"> • <u>Session 10:</u> Readers Try Sounds Many Ways to Figure Out Words (p. 66) • <u>Chart:</u> “Tools for Solving and Checking Hard Words” 	<ul style="list-style-type: none"> • Interactive read-aloud choice engaging chapter book with episodes #3, Session 1 (p. 118) 	<ul style="list-style-type: none"> • New shared reading choice engaging chapter book with episodes #1 • <u>Day 5:</u> Putting It All Together (p. 136) • <u>Warm Up:</u> Teacher choice
Lesson 11	<ul style="list-style-type: none"> • <u>Session 11:</u> Readers Use Sight Words to Read Fluently (p. 69) • <u>Prepare</u> “Tools for Solving and Checking Hard Words” checklist 	<ul style="list-style-type: none"> • Interactive read-aloud choice engaging 	<ul style="list-style-type: none"> • New shared reading choice engaging chapter book with

	<ul style="list-style-type: none"> • <u>Chart</u>: “Tools for Solving and Checking Hard Words” 	chapter book with episodes #3, Session 2 (p. 121)	episodes #2 <ul style="list-style-type: none"> • <u>Day 1</u>: Warm Up, Book Introduction, and MSV (p. 127) • <u>Warm Up</u>: Teacher choice
Bend III: Readers Use Tools to <i>Understand</i> Their Books			
Lesson 12	<ul style="list-style-type: none"> • <u>Use <i>Zelda and Ivy: The Runaways</i></u> for Bend II. • <u>Session 12</u>: Readers Work to Understand, Rereading If They Don’t Get It (p. 76) • <u>Chart</u>: “Tools for Understanding Our Books” 	<ul style="list-style-type: none"> • Interactive read-aloud choice engaging chapter book with episodes #3, Session 3 (p. 124) 	<ul style="list-style-type: none"> • New shared reading choice engaging chapter book with episodes #2 • <u>Day 2</u>: Cross-Checking Sources of Information (MSV) (p. 130) • <u>Warm Up</u>: Teacher choice
Lesson 13	<ul style="list-style-type: none"> • <u>Session 13</u>: Readers Make Mind Movies to Picture What’s Happening (p. 82) • <u>Charts</u>: “Reading Partners Work Together,” “Tools for Understanding Our Books” 	<ul style="list-style-type: none"> • Interactive read-aloud choice engaging chapter book with episodes #4, Session 1 (p. 118) 	<ul style="list-style-type: none"> • New shared reading choice engaging chapter book with episodes #2 • <u>Day 3</u>: Word Study (p. 132) • <u>Warm Up</u>: Teacher choice
Lesson 14	<ul style="list-style-type: none"> • <u>Session 14</u>: Readers Keep Track of Who’s Talking as They Read (p. 88) • <u>Chart</u>: “Tools for Understanding Our Books” 	<ul style="list-style-type: none"> • Interactive read-aloud choice engaging chapter book with episodes #4, Session 	<ul style="list-style-type: none"> • New shared reading choice engaging chapter book with episodes #2 • <u>Day 4</u>: Fluency (p. 134) • <u>Warm Up</u>:

		2 (p. 121)	Teacher choice
Lesson 15	<ul style="list-style-type: none"> • <u>Session 15</u>: Readers Don't Just <i>Read</i> Words, They <i>Understand</i> Words (p. 91) • <u>Chart</u>: "Tools for Understanding Our Books" 	<ul style="list-style-type: none"> • Interactive read-aloud choice engaging chapter book with episodes #4, Session 3 (p. 124) 	<ul style="list-style-type: none"> • New shared reading choice engaging chapter book with episodes #2 • <u>Day 5</u>: Putting It All Together (p. 136) • <u>Warm Up</u>: Teacher choice
Bend IV: Readers Use Everything They Know to Get the Job Done			
Lesson 16	<ul style="list-style-type: none"> • <u>Use <i>Tumbleweed Stew</i></u> for Bend IV. • <u>Session 16</u>: Readers Use Everything They Know to Get the Job Done <i>Quickly!</i> (p. 100) • <u>Prepare</u> newspaper job posting • <u>Charts</u>: "Tools for Solving and Checking Hard Words," "Tools for Understanding Our Books" 	<ul style="list-style-type: none"> • Interactive read-aloud choice engaging chapter book with episodes #5, Session 1 (p. 118) 	<ul style="list-style-type: none"> • New shared reading choice engaging chapter book with episodes #3 • Teacher will determine skill to practice
Lesson 17	<ul style="list-style-type: none"> • <u>Session 17</u>: Readers Investigate Ways to Make Their Reading Sound Great (p. 106) • <u>Chart</u>: "Ways to Sound Like a Reading Star!" 	<ul style="list-style-type: none"> • Interactive read-aloud choice engaging chapter book with episodes #5, Session 2 (p. 121) 	<ul style="list-style-type: none"> • New shared reading choice engaging chapter book with episodes #3 • Teacher will determine skill to practice
Lesson 18	<ul style="list-style-type: none"> • <u>Session 18</u>: Partners Work Together to Make Their Reading Sound Its Very Best (p. 112) 	<ul style="list-style-type: none"> • Interactive read-aloud choice engaging chapter book with 	<ul style="list-style-type: none"> • New shared reading choice engaging chapter book with episodes #3 • Teacher will

		episodes #5, Session 3 (p. 124)	determine skill to practice
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Assured Assessments

Student performance on the following assessments will be reflected on the Trimesters 1 & 2 standards-based report cards.

Formative Assessments:

- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-it notes

Summative Assessments:

- For students not meeting the September/October Benchmark, Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources

Core

- *Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension* (Grade 1, Unit 3)
- *The Dinosaur Chase* by Hugh Price
- *Frog and Toad Are Friends* by Arnold Lobel
- *Tumbleweed Stew* by Susan Stevens Crummel
- *Zelda and Ivy: The Runaways* by Laura McGee Kvasnosky
- Note-taking system for conferencing
- Reader’s Notebook or Folder

Supplemental

- *A Visitor for Bear* by Bonny Becker
- *Chester’s Way* by Kevin Henkes
- *George and Martha* by James Marshall
- *Henry and Mudge* by Cynthia Rylant
- *Poppleton* by Cynthia Rylant
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Time Allotment

- mid September – October

Word Study: Foundations		
Unit	Topic	Time Allocation
1	<ul style="list-style-type: none"> • Consonant and digraph blends • Closed syllable • High-frequency (sight) words: <i>quit, elf, shred, kick, crush</i> 	<ul style="list-style-type: none"> • 2 weeks
2	<ul style="list-style-type: none"> • Bonus letters: <i>ff, ll, ss, zz</i> • Glued sounds: <i>-all, -am, -an, -ang, -ing, -ong, -ung, -ank, -ink, -onk, -unk</i> • <i>ar, er, ir, or, ur</i> • Story retelling • Fluent reading • High-frequency (sight) words: <i>shall, pull, full, both, talk, walk</i> 	<ul style="list-style-type: none"> • 2 weeks
3	<ul style="list-style-type: none"> • Closed-syllable exceptions • Glued sounds: <i>-ild, -ind, -old, -olt, -ost</i> • <i>ai, ay, ea, ee, oi, oy</i> • Story retelling • Fluent reading • High-frequency (sight) words: <i>gone, goes, pretty</i> 	<ul style="list-style-type: none"> • 1 week

Assured Assessments

Student performance on the following assessments will be reflected on the Trimesters 1 & 2 standards-based report cards.

Summative Assessments:

- Unit Tests for *Foundations* Units 1, 2, & 3

Time Allotment

- mid September – October

UNIT 2
Second-Grade Reading Growth Spurt; Word Study (*Foundations* Units 4, 5, & 6)

Unit Goals

At the completion of this unit, students will:

- | | |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CCS.ELA-Literacy.RL.2.1 | Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. |
| CCS.ELA-Literacy.RL.2.2 | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| CCS.ELA-Literacy.RL.2.3 | Describe how characters in a story respond to major events and challenges. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.RL.2.5 | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.RF.2.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| CCS.ELA-Literacy.RF.2.4 | Read with sufficient accuracy and fluency to support comprehension. |

CCS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CCS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
CCS.ELA-Literacy.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CCS.ELA-Literacy.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
CCS.ELA-Literacy.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CCS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCS.ELA-Literacy.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCS.ELA-Literacy.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.
CCS.ELA-Literacy.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., <i>When other kids are happy that makes me happy</i>).

Unit Essential Questions

- How do I set goals for my reading?
- How do I work with others to strengthen my reading?
- How do I read with fluency and stamina?
- How do I tackle hard words?
- How do I use what I’ve learned about author’s craft to help me think more deeply about my reading?

Scope and Sequence

Second-Grade Reading Growth Spurt			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit	<ul style="list-style-type: none"> • Set up your room for Reading Workshop. Have a meeting area for mini-lessons and baskets of books with approximate reading levels available. • Prior to each lesson below, review “GETTING READY” for specific materials needed. 	<ul style="list-style-type: none"> • Read pp. 102-114. 	<ul style="list-style-type: none"> • Read pp. 115-131.
Bend I: Taking Charge of Reading			
Lesson 1	<ul style="list-style-type: none"> • <u>Session 1</u>: Readers Choose <i>How</i> to Read (p. 2) 	<ul style="list-style-type: none"> • <i>Those Darn</i> 	<ul style="list-style-type: none"> • <i>Mercy Watson to the Rescue</i>

	<ul style="list-style-type: none"> • <u>Charts</u>: “Reading Partners Work Together” (from grade 1), “Readers Grow like Beanstalks” 	<p><i>Squirrels!</i>, Session 1 (p. 102)</p> <ul style="list-style-type: none"> • <u>Choose</u> 3-4 focus questions 	<ul style="list-style-type: none"> • <u>Day 1</u>: Warm Up, Book Introduction, and First Read (p. 115) • <u>Warm Up</u>: “There Was an Old Lady Who Swallowed a Fly”
Lesson 2	<ul style="list-style-type: none"> • <u>Use</u> <i>Katie Woo Has the Flu</i> for Bend I. • <u>Session 2</u>: Second-Grade Readers Take a Sneak Peek to Decide How a Book <i>Wants</i> to Be Read (p. 7) • <u>Chart</u>: “Readers GROW like Beanstalks!” 	<ul style="list-style-type: none"> • <i>Those Darn Squirrels!</i>, Session 2 (p. 110) • <u>Choose</u> 3-4 focus questions 	<ul style="list-style-type: none"> • <i>Mercy Watson to the Rescue</i> • <u>Day 2</u>: Cross-Checking (p. 121) • <u>Warm Up</u>: “There Was an Old Lady Who Swallowed a Fly”
Lesson 3	<ul style="list-style-type: none"> • <u>Session 3</u>: Readers Get Stronger by Reading a Lot! (p. 13) • <u>Chart</u>: “Readers GROW like Beanstalks!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #1, Session 1 (p. 104) 	<ul style="list-style-type: none"> • <i>Mercy Watson to the Rescue</i> • <u>Day 3</u>: Word Study (p. 123) • <u>Warm Up</u>: “There Was an Old Lady Who Swallowed a Fly”
Lesson 4	<ul style="list-style-type: none"> • <u>Session 4</u>: Readers Read in Longer Phrases, Scooping Up Snap Words (p. 19) • <u>Chart</u>: “Readers GROW like Beanstalks!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #1, Session 2 (p. 110) 	<ul style="list-style-type: none"> • <i>Mercy Watson to the Rescue</i> • <u>Day 4</u>: Fluency (p. 126) • <u>Warm Up</u>: “There Was an Old Lady Who Swallowed a Fly”
Lesson 5	<ul style="list-style-type: none"> • <u>Session 5</u>: Keeping Tabs on Comprehension (p. 24) • <u>See</u> p. 26, Fig. 5-2 	<ul style="list-style-type: none"> • Interactive read-aloud choice 	<ul style="list-style-type: none"> • <i>Mercy Watson to the Rescue</i> • <u>Day 5</u>:

	<ul style="list-style-type: none"> • <u>Chart</u>: “Readers GROW like Beanstalks!” 	<p>fiction book #2, Session 1 (p. 104)</p>	<p>Orchestration and Comprehension (p. 129)</p> <ul style="list-style-type: none"> • <u>Warm Up</u>: “There Was an Old Lady Who Swallowed a Fly”
Lesson 6	<ul style="list-style-type: none"> • <u>Session 6</u>: Second-Graders Can Mark Their Thinking with a Post-it (p. 30) • <u>See</u> p. 31, Fig. 6-1 • <u>Chart</u>: “Readers GROW like Beanstalks!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #2, Session 2 (p. 110) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #1 • <u>Day 1</u>: Warm Up, Book Introduction, and First Read (p. 115) • <u>Warm Up</u>: Teacher choice
Bend II: Working Hard to Solve Tricky Words			
Lesson 7	<ul style="list-style-type: none"> • <u>Use</u> <i>Katie Woo Has the Flu</i> for Bend II. • <u>Session 7</u>: Second-Grade Readers Roll Up Their Sleeves to Figure Out Tricky Words, Drawing on <i>Everything</i> They Know (p. 36) • <u>Prepare</u> book shopping list • <u>Chart</u>: “When Words Are Tricky, Roll Up Your Sleeves!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #3, Session 1 (p. 104) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #1 • <u>Day 2</u>: Cross-Checking (p. 121) • <u>Warm Up</u>: Teacher choice
Lesson 8	<ul style="list-style-type: none"> • <u>Session 8</u>: Readers Use More Than One Strategy at a Time: Figuring Out What Makes Sense <i>and</i> Checking the First Letters (p. 44) • <u>Chart</u>: “When Words Are Tricky, Roll Up Your Sleeves!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #3, Session 2 (p. 110) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #1 • <u>Day 3</u>: Word Study (p. 123) • <u>Warm Up</u>: Teacher choice
Lesson 9	<ul style="list-style-type: none"> • <u>Session 9</u>: Some Beginnings and 	<ul style="list-style-type: none"> • Interactive 	<ul style="list-style-type: none"> • New shared

	<p>Endings Can Be Read in a Snap! (p. 51)</p> <ul style="list-style-type: none"> • <u>Chart</u>: “When Words Are Tricky, Roll Up Your Sleeves!” 	<p>read-aloud choice fiction book #4, Session 1 (p. 104)</p>	<p>reading choice fiction book #1</p> <ul style="list-style-type: none"> • <u>Day 4</u>: Fluency (p. 126) • <u>Warm Up</u>: Teacher choice
Lesson 10	<ul style="list-style-type: none"> • <u>Session 10</u>: Don’t Forget the Middle!: Readers Are Flexible When They Encounter Vowel Teams in Tricky Words (p. 54) • <u>Play</u> “Guess the Covered Word” with a partner • <u>Chart</u>: “When Words Are Tricky, Roll Up Your Sleeves!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #4, Session 2 (p. 110) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #1 • <u>Day 5</u>: Orchestration and Comprehension (p. 129) • <u>Warm Up</u>: Teacher choice
Lesson 11	<ul style="list-style-type: none"> • <u>Session 11</u>: Readers Have Strategies for Figuring Out Brand-New Words, Too (p. 61) • <u>Share</u>: Focus on discussing fix-up strategies • <u>Chart</u>: “When Words Are Tricky, Roll Up Your Sleeves!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #5, Session 1 (p. 104) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #2 • <u>Day 1</u>: Warm Up, Book Introduction, and First Read (p. 115) • <u>Warm Up</u>: Teacher choice
Lesson 12	<ul style="list-style-type: none"> • <u>Session 12</u>: Readers Check Themselves and Their Reading (p. 68) • <u>Chart</u>: “Readers Check Themselves” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #5, Session 2 (p. 110) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #2 • <u>Day 2</u>: Cross-Checking (p. 121) • <u>Warm Up</u>: Teacher choice
Bend III: Paying Close Attention to Authors			
Lesson 13	<ul style="list-style-type: none"> • <u>Use</u> <i>Those Darn Squirrels!</i> for Bend III. 	<ul style="list-style-type: none"> • Interactive read-aloud 	<ul style="list-style-type: none"> • New shared reading choice

	<ul style="list-style-type: none"> • <u>Session 13</u>: Authors Have Intentions (p. 74) • <u>Charts</u>: “Authors Have Intentions – So Pay Attention!” “Learning Writing Moves from Our Favorite Authors” 	<p>choice fiction book #6, Session 1 (p. 104)</p>	<p>fiction book #2</p> <ul style="list-style-type: none"> • <u>Day 3</u>: Word Study (p. 123) • <u>Warm Up</u>: Teacher choice
Lesson 14	<ul style="list-style-type: none"> • <u>Session 14</u>: Readers Don’t Just <i>Notice</i> Craft Moves – They <i>Try</i> Them! (p. 80) • <u>Chart</u>: “Authors Have Intentions – So Pay Attention!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #6, Session 2 (p. 110) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #2 • <u>Day 4</u>: Fluency (p. 126) • <u>Warm Up</u>: Teacher choice
Lesson 15	<ul style="list-style-type: none"> • <u>Session 15</u>: Readers Think about How the Whole Book Clicks Together, Noticing Masterful Writing (p. 85) • <u>Practice</u> retelling; see p. 91 • <u>Chart</u>: “Authors Have Intentions – So Pay Attention!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #7, Session 1 (p. 104) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #2 • <u>Day 5</u>: Orchestration and Comprehension (p. 129) • <u>Warm Up</u>: Teacher choice
Lesson 16	<ul style="list-style-type: none"> • <u>Session 16</u>: Readers Think, “What Does the Author Want to Teach Me?” (p. 92) • <u>Chart</u>: “Authors Have Intentions – So Pay Attention!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #7, Session 2 (p. 110) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #3 • Teacher will determine skill to practice
Lesson 17	<ul style="list-style-type: none"> • <u>Session 17</u>: Celebrate How Much Readers Have Grown! (p. 98) • <u>See</u> p. 99, Fig. 17-1 		<ul style="list-style-type: none"> • New shared reading choice fiction book #3 • Teacher will determine skill to practice

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 1 standards-based report card.

Formative Assessments:

- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-It notes

Summative Assessments:

- Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources

Core

- *Second-Grade Reading Growth Spurt* (Grade 2, Unit 1)
- *Katie Woo Has the Flu* by Fran Manushkin
- *Those Darn Squirrels!* by Adam Rubin
- *Mercy Watson to the Rescue* by Kate DiCamillo
- Note-taking system for conferencing
- Reader’s Notebook or Folder

Supplemental

- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Time Allotment

- mid October – mid November

Word Study: <i>Foundations</i>		
Unit	Topic	Time Allocation
4	<ul style="list-style-type: none">• Review suffixes: <i>-s, -es, -ed(/d/, /t/), -ing</i>• Comparison suffixes: <i>-er, -est</i>• Present and past tenses• <i>oa, oe, ow, ou, oo, ue, ew</i>• High-frequency (sight) words: <i>again, please, animal, sure, use, used</i>	<ul style="list-style-type: none">• 2 weeks
5	<ul style="list-style-type: none">• 2-syllable words• <i>-ic</i> at the end of multisyllabic words• New suffixes: <i>-ful, -ment, -ness, -less, -able,</i>	<ul style="list-style-type: none">• 2 weeks

	<ul style="list-style-type: none"> -en, -ish • Prefixes: <i>mis-, un-, non-, dis-, trans-</i> • <i>au, aw</i> • High-frequency (sight) words: <i>against, knew, know, always, often, once</i> 	
6	<ul style="list-style-type: none"> • vowel-consonant-<i>e</i> • <i>s-/s/, /z/</i> • 2-syllable words with closed and vowel-consonant-<i>e</i> • Suffix: <i>-ive</i> • Compound words • Syllable division • High-frequency (sight) words: <i>only, house, move, right, place, together</i> 	<ul style="list-style-type: none"> • 2 weeks

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 1 standards-based report card.

Summative Assessments:

- Unit Tests for *Foundations* Units 4, 5, & 6

Time Allotment

- mid October – mid November

UNIT 3
Meeting Characters and Learning Lessons: A Study of Story Elements;
Word Study (*Foundations* Units 7 & 8)

Unit Goals

At the completion of this unit, students will:

- | | |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CCS.ELA-Literacy.RL.2.1 | Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. |
| CCS.ELA-Literacy.RL.2.2 | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| CCS.ELA-Literacy.RL.2.3 | Describe how characters in a story respond to major events and challenges. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.RF.2.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| CCS.ELA-Literacy.RF.2.4 | Read with sufficient accuracy and fluency to support comprehension. |

CCS.ELA-Literacy.W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.
CCS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
CCS.ELA-Literacy.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CCS.ELA-Literacy.SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
CCS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCS.ELA-Literacy.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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*).

Unit Essential Questions

- How do I identify story elements and use them to retell a story?
- What do I learn about a character’s feelings from the character’s actions and dialogue?
- How do I make story predictions?
- What life lessons can I learn from a story?
- How do I make book recommendations to another student?

Scope and Sequence

Meeting Characters and Learning Lessons: A Study of Story Elements			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit	<ul style="list-style-type: none"> • Pull from your classroom library beloved character book series. • Prepare retell booklets (see p. xiii), craft sticks for talk tools, and director’s tools. Online resources are available. 	<ul style="list-style-type: none"> • Read pp. 106-113. 	<ul style="list-style-type: none"> • Read pp. 114-125. Copy “Chums” for Warm Up.
Bend I: Going on Reading Adventures			
Lesson 1	<ul style="list-style-type: none"> • <u>Use <i>Iris and Walter and the Field Trip</i></u> for Bend I. • <u>Session 1, Day 1: Readers Preview Stories to Get Ready for Reading Adventures</u> (p. 2) • <u>Charts: “Off We Go! Readers Go on Adventures!” “Partners Share Their Reading Adventures!”</u> 	<ul style="list-style-type: none"> • <i>Upstairs Mouse, Downstairs Mole</i>, Session 1 (p. 106) 	<ul style="list-style-type: none"> • <i>George and Martha: One More Time</i>, “The Scary Movie” • <u>Day 1: Warm Up, Book Introduction, and MSV</u> (p. 115) • <u>Warm Up: “Chums”</u>
Lesson 2	<ul style="list-style-type: none"> • <u>Session 2: Readers Use the Storyline to Predict</u> (p. 10) 	<ul style="list-style-type: none"> • <i>Upstairs Mouse, Downstairs</i> 	<ul style="list-style-type: none"> • <i>George and Martha: One More Time</i>, “The

	<ul style="list-style-type: none"> • <u>Charts</u>: “Off We Go! Readers Go on Adventures!” “Partners Share Their Reading Adventures!” 	<p><i>Mole</i>, Session 2 (p. 111)</p>	<p>Scary Movie”</p> <ul style="list-style-type: none"> • <u>Day 2</u>: Cross-Checking Sources of Information (MSV) (p. 118) • <u>Warm Up</u>: “Chums”
Lesson 3	<ul style="list-style-type: none"> • <u>Session 3</u>: Readers Retell to Retain the Story (p. 16) • <u>Chart</u>: “Off We Go! Readers Go on Adventures!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book with strong character(s) #1, Session 1 (p. 107) 	<ul style="list-style-type: none"> • <i>George and Martha: One More Time</i>, “The Scary Movie” • <u>Day 3</u>: Word Study (p. 120) • <u>Warm Up</u>: “Chums”
Lesson 4	<ul style="list-style-type: none"> • <u>Session 4</u>: Readers Revisit Books to Notice More (p. 22) • <u>See</u> p. 23, Fig. 4-1 • <u>Charts</u>: “Off We Go! Readers Go on Adventures!” “Partners Share Their Reading Adventures!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book with strong character(s) #1, Session 2 (p. 111) 	<ul style="list-style-type: none"> • <i>George and Martha: One More Time</i>, “The Scary Movie” • <u>Day 4</u>: Fluency (p. 122) • <u>Warm Up</u>: “Chums”
Lesson 5	<ul style="list-style-type: none"> • <u>Session 5</u>: Readers Reread to Notice Pages that Go Together (p. 28) • <u>Prepare</u> reading suitcase / goal card template • <u>Chart</u>: “Off We Go! Readers Go on Adventures!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book with strong character(s) #2, Session 1 (p. 107) 	<ul style="list-style-type: none"> • <i>George and Martha: One More Time</i>, “The Secret Club” • <u>Day 5</u>: Putting It All Together (p. 124) • <u>Warm Up</u>: Teacher choice
Bend II: Studying Characters in Books			
Lesson 6	<ul style="list-style-type: none"> • <u>Use</u> <i>Mr. Putter & Tabby Drop the Ball</i> for Bend II. 	<ul style="list-style-type: none"> • Interactive read-aloud 	<ul style="list-style-type: none"> • <i>George and Martha: One</i>

	<ul style="list-style-type: none"> • <u>Session 6</u>: Learning about the Main Character (p. 32) • <u>Charts</u>: “Readers Meet Characters along the Way!” “Partners Share Their Reading Adventures!” 	choice fiction book with strong character(s) #2, Session 2 (p. 111)	<i>More Time</i> , “The Secret Club” <ul style="list-style-type: none"> • <u>Day 1</u>: Warm Up, Book Introduction, and MSV (p. 115) • <u>Warm Up</u>: Teacher choice
Lesson 7	<ul style="list-style-type: none"> • <u>Session 7</u>: Readers Learn about Characters by Noticing Their Relationships (p. 38) • <u>Prepare</u> “talk tool” popsicle sticks • <u>Charts</u>: “Readers Meet Characters along the Way!” “Partners Share Their Reading Adventures!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book with strong character(s) #3, Session 1 (p. 107) 	<ul style="list-style-type: none"> • <i>George and Martha: One More Time</i>, “The Secret Club” • <u>Day 2</u>: Cross-Checking Sources of Information (MSV) (p. 118) • <u>Warm Up</u>: Teacher choice
Lesson 8	<ul style="list-style-type: none"> • <u>Session 8</u>: Rereading to Learn More about Characters (p. 45) • <u>Chart</u>: “Readers Meet Characters along the Way!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book with strong character(s) #3, Session 2 (p. 111) 	<ul style="list-style-type: none"> • <i>George and Martha: One More Time</i>, “The Secret Club” • <u>Day 3</u>: Word Study (p. 120) • <u>Warm Up</u>: Teacher choice
Lesson 9	<ul style="list-style-type: none"> • <u>Session 9</u>: Readers Become the Character (p. 51) • <u>Chart</u>: “Readers Meet Characters along the Way!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book with strong character(s) #4, Session 1 (p. 107) 	<ul style="list-style-type: none"> • <i>George and Martha: One More Time</i>, “The Secret Club” • <u>Day 4</u>: Fluency (p. 122) • <u>Warm Up</u>: Teacher choice
Lesson 10	<ul style="list-style-type: none"> • <u>Session 10</u>: Characters’ Feelings Change, and So Do Readers’ Voices 	<ul style="list-style-type: none"> • Interactive read-aloud 	<ul style="list-style-type: none"> • New shared reading choice

	<p>(p. 54)</p> <ul style="list-style-type: none"> • <u>Charts</u>: “Readers Meet Characters along the Way!” “Partners Share Their Reading Adventures!” 	<p>choice fiction book with strong character(s) #4, Session 2 (p. 111)</p>	<p>fiction book with strong character(s) #1</p> <ul style="list-style-type: none"> • <u>Day 5</u>: Putting It All Together (p. 124) • <u>Warm Up</u>: Same choice fiction book
Lesson 11	<ul style="list-style-type: none"> • <u>Session 11</u>: Clues Help Readers Know <i>How</i> to Read a Story (p. 61) • <u>Prepare</u> director’s signs • <u>Charts</u>: Inquiry chart with blank Post-its, “Partners Share Their Reading Adventures!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book with strong character(s) #5, Session 1 (p. 107) 	<ul style="list-style-type: none"> • New shared reading choice fiction book with strong character(s) #1 • <u>Day 1</u>: Warm Up, Book Introduction, and MSV (p. 115) • <u>Warm Up</u>: Same choice fiction book
Lesson 12	<ul style="list-style-type: none"> • <u>Session 12</u>: Readers Reread to Smooth out Their Voices and Show Big Feelings (p. 67) 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book with strong character(s) #5, Session 2 (p. 111) 	<ul style="list-style-type: none"> • New shared reading choice fiction book with strong character(s) #1 • <u>Day 2</u>: Cross-Checking Sources of Information (MSV) (p. 118) • <u>Warm Up</u>: Same choice fiction book
Bend III: Learning Important Lessons			
Prior to Lesson 13	<ul style="list-style-type: none"> • Gather a collection of familiar books. Place a piece of paper in 		

	each one with the book's life lesson.		
Lesson 13	<ul style="list-style-type: none"> • <u>Session 13</u>: Discovering the Lessons Familiar Stories Teach (p. 70) • <u>Charts</u>: “Readers Learn Lessons,” “Partners Share Their Reading Adventures!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book with strong character(s) #6, Session 1 (p. 107) 	<ul style="list-style-type: none"> • New shared reading choice fiction book with strong character(s) #1 • <u>Day 3</u>: Word Study (p. 120) • <u>Warm Up</u>: Same choice fiction book
Lesson 14	<ul style="list-style-type: none"> • <u>Session 14</u>: Readers Always Keep Life Lessons in Mind (p. 77) • <u>Chart</u>: “Readers Learn Lessons” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book with strong character(s) #6, Session 2 (p. 111) 	<ul style="list-style-type: none"> • New shared reading choice fiction book with strong character(s) #1 • <u>Day 4</u>: Fluency (p. 122) • <u>Warm Up</u>: Same choice fiction book
Lesson 15	<ul style="list-style-type: none"> • <u>Session 15</u>: Readers Make Comparisons (p. 83) • <u>Charts</u>: “Readers Learn Lessons,” “Partners Share Their Reading Adventures!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book with strong character(s) #7, Session 1 (p. 107) 	<ul style="list-style-type: none"> • New shared reading choice fiction book with strong character(s) #2 • <u>Day 5</u>: Putting It All Together (p. 124) • <u>Warm Up</u>: Teacher choice
Lesson 16	<ul style="list-style-type: none"> • <u>Session 16</u>: Readers Group Books by the Lessons They Teach (p. 89) • <u>Prepare</u> reading suitcase / goal card template 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book with strong 	<ul style="list-style-type: none"> • New shared reading choice fiction book with strong character(s) #2

		character(s) #7, Session 2 (p. 111)	<ul style="list-style-type: none"> Teacher will determine skill to practice
Bend IV: Growing Opinions about Books			
Lesson 17	<ul style="list-style-type: none"> <u>Session 17</u>: Readers Share Their Opinions about Books (p. 96) <u>See</u> p. 101, Fig. 17-1 <u>Chart</u>: “Recommend Books You Love” 	<ul style="list-style-type: none"> Interactive read-aloud choice fiction book with strong character(s) #8, Session 1 (p. 107) 	<ul style="list-style-type: none"> New shared reading choice fiction book with strong character(s) #2 Teacher will determine skill to practice
Lesson 19	<ul style="list-style-type: none"> <u>Session 18</u>: Readers Rehearse What They Will Say (p. 102) 	<ul style="list-style-type: none"> Interactive read-aloud choice fiction book with strong character(s) #8, Session 2 (p. 111) 	<ul style="list-style-type: none"> New shared reading choice fiction book with strong character(s) #2 Teacher will determine skill to practice

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

Formative Assessments:

- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-it notes

Resources

Core

- *Meeting Characters and Learning Lessons: A Study of Story Elements* (Grade 1, Unit 4)
- *Iris and Walter and the Field Trip* by Elissa Haden Guest
- *Upstairs Mouse, Downstairs Mole* by Wong Herbert Yett
- *Mr. Putter & Tabby Drop the Ball* by Cynthia Rylant

- *George and Martha: One More Time* by James Marshall
- Note-taking system for conferencing
- Reader’s Notebook or Folder

Supplemental

- *Pancakes for Breakfast* by Tomie dePaola
- *The Carrot Seed* by Ruth Krauss
- *The Ghost-Eye Tree* by Bill Martin, Jr. and John Archambault
- *Ruthie and the (Not So) Teeny Tiny Lie* by Laura Rankin
- *Curious George Gets a Medal* by H.A. Rey
- *Poppleton* by Cynthia Rylant
- *No, David!* by David Shannon
- *The Tenth Good Thing about Barney* by Judith Viorst
- the *Fly Guy* series by Tedd Arnold
- the *Ivy and Bean* series by Annie Barrows
- the *Amber Brown* series by Paula Danziger
- the *Houndsley and Catina* series by James Howe
- the *Pinky and Rex* series by James Howe
- the *Frog and Toad* series by Arnold Lobel
- the *Little Critter* series by Mercer Mayer
- the *Magic Tree House* series by Mary Pope Osborne
- the *Henry and Mudge* series by Cynthia Rylant
- the *Marvin Redpost* series by Louis Sachar
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Time Allotment

- late November – December

Word Study: Foundations		
Unit	Topic	Time Allocation
7	<ul style="list-style-type: none"> • Open syllable y as a vowel • Suffixes: -y, -ly, -ty • Combining open syllable with closed and vowel-consonant-e syllables • High-frequency (sight) words: <i>eight, large, change, city, every, night, carry, something</i> 	<ul style="list-style-type: none"> • 3 weeks
8	<ul style="list-style-type: none"> • r-controlled: <i>ar, or</i> 	<ul style="list-style-type: none"> • 1 week

	<ul style="list-style-type: none">• High-frequency (sight) words: <i>answer, world, different</i>	
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Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

Summative Assessments:

- Unit Tests for *Foundations* Units 7 & 8

Time Allotment

- late November – December

UNIT 4

Becoming Experts: Reading Nonfiction; Word Study (*Foundations* Units 9, 10, 11, & 12)

Unit Goals

At the completion of this unit, students will:

- | | |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CCS.ELA-Literacy.RI.2.1 | Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. |
| CCS.ELA-Literacy.RI.2.2 | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. |
| CCS.ELA-Literacy.RI.2.3 | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
| CCS.ELA-Literacy.RI.2.4 | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. |
| CCS.ELA-Literacy.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 efficiently. |
| CCS.ELA-Literacy.RI.2.6 | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| CCS.ELA-Literacy.RI.2.7 | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| CCS.ELA-Literacy.RI.2.9 | Compare and contrast the most important points presented by two texts on the same topic. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.RF.2.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| CCS.ELA-Literacy.RF.2.4 | Read with sufficient accuracy and fluency to support comprehension. |

CCS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CCS.ELA-Literacy.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CCS.ELA-Literacy.SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
CCS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCS.ELA-Literacy.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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*).

Unit Essential Questions

- How do I share ideas about topics?
- How do I have a strong book talk?
- How do I work with others to strengthen my reading?
- Why are key words so important?
- What does this book teach me?
- What parts of the book do I look at to take a sneak peek?
- How does my sneak peek help me know what the book will be about?

Scope and Sequence

Becoming Experts: Reading Nonfiction			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit		<ul style="list-style-type: none"> • Read pp. 102-115. 	<ul style="list-style-type: none"> • Read pp. 116-129.
Bend I: Thinking Hard and Growing Knowledge			
Lesson 1	<ul style="list-style-type: none"> • <u>Use</u> <i>Knights in Shining Armor</i> for Bend I. • <u>Session 1</u>: Nonfiction Readers Notice and Learn (p. 2) • <u>Chart</u>: “Nonfiction Readers Grow Knowledge” 	<ul style="list-style-type: none"> • <i>Knights in Shining Armor</i>, Session 1 (p. 102) • <u>Choose</u> 3-4 focus questions 	<ul style="list-style-type: none"> • <i>Tigers</i> • <u>Day 1</u>: Warm Up, Book Introduction, and First Read (p. 117) • <u>Warm Up</u>: “I Just Can’t Wait to Be King”
Lesson 2	<ul style="list-style-type: none"> • <u>Session 2</u>: Nonfiction Readers Notice, Learn, and Question (p. 8) • <u>See</u> p. 10, Fig. 2-2 • <u>Chart</u>: “Nonfiction Readers Grow Knowledge” 	<ul style="list-style-type: none"> • <i>Knights in Shining Armor</i>, Session 2 (p. 108) • <u>Choose</u> 3-4 focus 	<ul style="list-style-type: none"> • <i>Tigers</i> • <u>Day 2</u>: Cross-Checking (p. 121) • <u>Warm Up</u>: “I Just Can’t Wait to Be King”

		questions	
Lesson 3	<ul style="list-style-type: none"> • <u>Session 3</u>: Nonfiction Readers Ask, “What Is This Book Teaching Me?” (p. 13) • <u>Chart</u>: “Nonfiction Readers Grow Knowledge” 	<ul style="list-style-type: none"> • <i>Knights in Shining Armor</i>, Session 3 (p. 113) • <u>Choose</u> 3-4 focus questions 	<ul style="list-style-type: none"> • <i>Tigers</i> • <u>Day 3</u>: Word Study (p. 123) • <u>Warm Up</u>: “I Just Can’t Wait to Be King”
Lesson 4	<ul style="list-style-type: none"> • <u>Session 4</u>: Nonfiction Readers Ask, “How Does This Book Go?” (p. 19) 	<ul style="list-style-type: none"> • Interactive read-aloud choice nonfiction book #1, Session 1 (p. 103) 	<ul style="list-style-type: none"> • <i>Tigers</i> • <u>Day 4</u>: Fluency (p. 126) • <u>Warm Up</u>: “I Just Can’t Wait to Be King”
Lesson 5	<ul style="list-style-type: none"> • <u>Session 5</u>: Celebrate the Gift of Learning Something New (p. 22) 	<ul style="list-style-type: none"> • Interactive read-aloud choice nonfiction book #1, Session 2 (p. 108) 	<ul style="list-style-type: none"> • <i>Tigers</i> • <u>Day 5</u>: Putting It All Together (p. 128) • <u>Warm Up</u>: “I Just Can’t Wait to Be King”
Bend II: Learning the Lingo of a Topic			
Lesson 6	<ul style="list-style-type: none"> • <u>Use</u> <i>Tigers</i> for Bend II. • <u>Session 6</u>: Anticipating and Using the Lingo of a Nonfiction Topic (p. 28) • <u>Charts</u>: “Nonfiction Readers Grow Knowledge,” “Talk the Talk! Read to Learn the Lingo!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice nonfiction book #1, Session 3 (p. 113) 	<ul style="list-style-type: none"> • New shared reading choice nonfiction book #1 • <u>Day 1</u>: Warm Up, Book Introduction, and First Read (p. 117) • <u>Warm Up</u>: Teacher choice

Lesson 7	<ul style="list-style-type: none"> • <u>Session 7</u>: Using Text Features to Notice and Understand Keywords (p. 34) • <u>Chart</u>: “Talk the Talk! Read to Learn the Lingo!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice nonfiction book #2, Session 1 (p. 103) 	<ul style="list-style-type: none"> • New shared reading choice nonfiction book #1 • <u>Day 2</u>: Cross-Checking (p. 121) • <u>Warm Up</u>: Teacher choice
Lesson 8	<ul style="list-style-type: none"> • <u>Session 8</u>: Using Context to Build Knowledge of Unknown Words (p. 40) • <u>Chart</u>: “Talk the Talk! Read to Learn the Lingo!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice nonfiction book #2, Session 2 (p. 108) 	<ul style="list-style-type: none"> • New shared reading choice nonfiction book #1 • <u>Day 3</u>: Word Study (p. 123) • <u>Warm Up</u>: Teacher choice
Lesson 9	<ul style="list-style-type: none"> • <u>Session 9</u>: Solving Words Takes Strategic and Flexible Thinking (p. 47) • <u>Chart</u>: “Talk the Talk! Read to Learn the Lingo!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice nonfiction book #2, Session 3 (p. 113) 	<ul style="list-style-type: none"> • New shared reading choice nonfiction book #1 • <u>Day 4</u>: Fluency (p. 126) • <u>Warm Up</u>: Teacher choice
Lesson 10	<ul style="list-style-type: none"> • <u>Session 10</u>: Rereading like Experts (p. 52) • See p. 54, Fig. 10-2 • <u>Chart</u>: “Talk the Talk! Read to Learn the Lingo!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice nonfiction book #3, Session 1 (p. 103) 	<ul style="list-style-type: none"> • New shared reading choice nonfiction book #1 • <u>Day 5</u>: Putting It All Together (p. 128) • <u>Warm Up</u>: Teacher choice
Lesson 11	<ul style="list-style-type: none"> • <u>Session 11</u>: Talk the Talk and Walk the Walk! Using Lingo to Teach Others (p. 58) 	<ul style="list-style-type: none"> • Interactive read-aloud choice 	<ul style="list-style-type: none"> • New shared reading choice nonfiction book

		nonfiction book #3, Session 2 (p. 108)	#2 <ul style="list-style-type: none"> • <u>Day 1</u>: Warm Up, Book Introduction, and First Read (p. 117) • <u>Warm Up</u>: Teacher choice
Bend III: Reading across a Topic			
Lesson 12	<ul style="list-style-type: none"> • <u>Use <i>Amazing Animals: Tigers</i></u> for Bend III. • <u>Session 12</u>: Growing Knowledge across Books! Getting Ready to Read (and Learn) a Bunch! (p. 62) • <u>Chart</u>: “Experts Grow Knowledge across Books!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice nonfiction book #3, Session 3 (p. 113) 	<ul style="list-style-type: none"> • New shared reading choice nonfiction book #2 • <u>Day 2</u>: Cross-Checking (p. 121) • <u>Warm Up</u>: Teacher choice
Lesson 13	<ul style="list-style-type: none"> • <u>Session 13</u>: Nonfiction Readers Add Information across Books (p. 68) • <u>Chart</u>: “Experts Grow Knowledge across Books!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice nonfiction book #4, Session 1 (p. 103) 	<ul style="list-style-type: none"> • New shared reading choice nonfiction book #2 • <u>Day 3</u>: Word Study (p. 123) • <u>Warm Up</u>: Teacher choice
Lesson 14	<ul style="list-style-type: none"> • <u>Session 14</u>: Thinking and Rethinking about How Information Is Connected across Books (p. 74) • <u>Prepare</u> “Ways to Say More!” talk charts • <u>Chart</u>: “Experts Grow Knowledge across Books!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice nonfiction book #4, Session 2 (p. 108) 	<ul style="list-style-type: none"> • New shared reading choice nonfiction book #2 • <u>Day 4</u>: Fluency (p. 126) • <u>Warm Up</u>: Teacher choice
Lesson 15	<ul style="list-style-type: none"> • <u>Session 15</u>: Finding, Thinking, and Talking about What Is the Same and 	<ul style="list-style-type: none"> • Interactive read-aloud 	<ul style="list-style-type: none"> • New shared reading choice

	<p>What Is Different (p. 81)</p> <ul style="list-style-type: none"> • <u>Chart</u>: “Experts Grow Knowledge across Books!” 	<p>choice nonfiction book #4, Session 3 (p. 113)</p>	<p>nonfiction book #2</p> <ul style="list-style-type: none"> • <u>Day 5</u>: Putting It All Together (p. 128) • <u>Warm Up</u>: Teacher choice
Lesson 16	<ul style="list-style-type: none"> • <u>Session 16</u>: Readers Retell Topics, Not Just Books (p. 84) • <u>Chart</u>: “Experts Grow Knowledge across Books!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice nonfiction book #5, Session 1 (p. 103) 	<ul style="list-style-type: none"> • New shared reading choice nonfiction book #3 • Teacher will determine skill to practice
Lesson 17	<ul style="list-style-type: none"> • <u>Session 17</u>: Getting Ready for the Celebration (p. 91) • <u>Prepare</u> “Be a Tour Guide!” chart • <u>Chart</u>: “Talk the Talk! Read to Learn the Lingo!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice nonfiction book #5, Session 2 (p. 108) 	<ul style="list-style-type: none"> • New shared reading choice nonfiction book #3 • Teacher will determine skill to practice
Lesson 18	<ul style="list-style-type: none"> • <u>Session 18</u>: Celebration: Pay It Forward by Teaching Others (p. 96) 	<ul style="list-style-type: none"> • Interactive read-aloud choice nonfiction book #5, Session 3 (p. 113) 	<ul style="list-style-type: none"> • New shared reading choice nonfiction book #3 • Teacher will determine skill to practice

Assured Assessments

Student performance on the following assessments will be reflected on the Trimesters 2 & 3 standards-based report cards.

Formative Assessments:

- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.

- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-It notes

Summative Assessments:

- Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources

Core

- *Becoming Experts: Reading Nonfiction* (Grade 2, Unit 2)
- *Knights in Shining Armor* by Gail Gibbons
- *Tigers* by Laura Marsh
- *Amazing Animals: Tigers* by Valerie Bodden
- Note-taking system for conferencing
- Reader’s Notebook or Folder

Supplemental

- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Time Allotment

- January – mid March

Word Study: Foundations		
Unit	Topic	Time Allocation
9	<ul style="list-style-type: none"> • <i>er, ir, ur</i> • Dictionary skills • High-frequency (sight) words: <i>picture, learn, earth, father, mother, brother</i> 	<ul style="list-style-type: none"> • 2 weeks
10	<ul style="list-style-type: none"> • Double vowel: <i>ai, ay</i> • Homophones • High-frequency (sight) words: <i>great, country, away, America, school, thought</i> 	<ul style="list-style-type: none"> • 2 weeks
11	<ul style="list-style-type: none"> • <i>ee, ea, ey</i> • High-frequency (sight) words: <i>whose, won, son, breakfast, head, ready</i> 	<ul style="list-style-type: none"> • 2 weeks

12	<ul style="list-style-type: none"> • <i>oi, oy</i> • High-frequency (sight) words: <i>favorite, early, ocean</i> 	<ul style="list-style-type: none"> • 1 week
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Assured Assessments

Student performance on the following assessments will be reflected on the Trimesters 2 & 3 standards-based report cards.

Summative Assessments:

- Unit Tests for *Foundations* Units 9, 10, 11, & 12

Time Allotment

- January – mid March

UNIT 5
Bigger Books Mean Amping Up Reading Power;
Word Study (*Foundations* Units 13, 14, & 15)

Unit Goals

At the completion of this unit, students will:

- | | |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CCS.ELA-Literacy.RL.2.1 | Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. |
| CCS.ELA-Literacy.RL.2.2 | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| CCS.ELA-Literacy.RL.2.3 | Describe how characters in a story respond to major events and challenges. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.RL.2.5 | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.RF.2.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| CCS.ELA-Literacy.RF.2.4 | Read with sufficient accuracy and fluency to support comprehension. |

CCS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
CCS.ELA-Literacy.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CCS.ELA-Literacy.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
CCS.ELA-Literacy.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CCS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCS.ELA-Literacy.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.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.

CCS.ELA-Literacy.L.2.5

Demonstrate understanding of word relationships and nuances in word meanings.

CCS.ELA-Literacy.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*).

Unit Essential Questions

- What does it look and sound like to read books with a smooth, expressive voice?
- What strategies can I use to keep track of the storyline in longer books?
- Why do I need to pay attention to my reading voice?

Scope and Sequence

Bigger Books Mean Amping Up Reading Power			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit		<ul style="list-style-type: none">• Read pp. 112-122.	<ul style="list-style-type: none">• Read pp. 123-135.
Bend I: Reading with Fluency			
Lesson 1	<ul style="list-style-type: none">• <u>Use</u> <i>Owl Moon</i> for Bend I.• <u>Session 1</u>: Rehearsing Reading Voices (p. 2)• <u>Prepare</u> new reading logs• <u>Chart</u>: “Making Your Reading More Fluent”	<ul style="list-style-type: none">• <i>Minnie and Moo Go Dancing</i>, Session 1 (p. 112)• <u>Choose</u> 3-4 focus questions	<ul style="list-style-type: none">• <i>Happy Like Soccer</i>• <u>Day 1</u>: Warm Up, Book Introduction, and MSV (p. 124)• <u>Warm Up</u>: Teacher choice
Lesson 2	<ul style="list-style-type: none">• <u>Session 2</u>: Scooping Up Words into Phrases (p. 8)• <u>Prepare</u> “Rereading Song” lyrics• <u>Charts</u>: “Making Your Reading More Fluent,” “Partners Reread Together to . . .”	<ul style="list-style-type: none">• <i>Minnie and Moo Go Dancing</i>, Session 2 (p. 117)• <u>Choose</u> 3-4 focus questions	<ul style="list-style-type: none">• <i>Happy Like Soccer</i>• <u>Day 2</u>: Word Work (p. 128)• <u>Warm Up</u>: Teacher choice questions

Lesson 3	<ul style="list-style-type: none"> • <u>Session 3</u>: Noticing Dialogue Tags (p. 14) • <u>Charts</u>: “Making Your Reading More Fluent,” “Partners Reread Together to . . .” 	<ul style="list-style-type: none"> • <i>Minnie and Moo Go Dancing</i>, Session 3 (p. 117) • <u>Choose</u> 3-4 focus questions 	<ul style="list-style-type: none"> • <i>Happy Like Soccer</i> • <u>Day 3</u>: Vocabulary and Literary Language (p. 131) • <u>Warm Up</u>: Teacher choice
Lesson 4	<ul style="list-style-type: none"> • <u>Session 4</u>: Using Meaning to Read Fluently (p. 21) • <u>Chart</u>: “Making Your Reading More Fluent” 	<ul style="list-style-type: none"> • <i>Minnie and Moo Go Dancing</i>, Session 4 (p. 119) • <u>Choose</u> 3-4 focus questions 	<ul style="list-style-type: none"> • <i>Happy Like Soccer</i> • <u>Day 4</u>: Fluency (p. 133) • <u>Warm Up</u>: Teacher choice
Lesson 5	<ul style="list-style-type: none"> • <u>Session 5</u>: Reading at a Just-Right Pace (p. 27) • <u>Chart</u>: “Making Your Reading More Fluent” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #1, Session 1 (p. 114) 	<ul style="list-style-type: none"> • <i>Happy Like Soccer</i> • <u>Day 5</u>: Putting It All Together to Understand the Story (p. 134) • <u>Warm Up</u>: Teacher choice
Bend II: Understanding Literary Language			
Lesson 6	<ul style="list-style-type: none"> • <u>Use</u> <i>Owl Moon</i> for Bend II. • <u>Session 6</u>: Recognizing Literary Language (p. 34) • <u>Prepare</u> research bulletin • <u>Charts</u>: “Understanding Literary Language,” “Partners Reread Together to . . .” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #1, Session 2 (p. 117) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #1 • <u>Day 1</u>: Warm Up, Book Introduction, and MSV (p. 124) • <u>Warm Up</u>: Teacher choice
Lesson 7	<ul style="list-style-type: none"> • <u>Session 7</u>: Understanding Text 	<ul style="list-style-type: none"> • Interactive 	<ul style="list-style-type: none"> • New shared

	<p>Comparisons (p. 40)</p> <ul style="list-style-type: none"> • <u>Chart</u>: “Understanding Literary Language” 	<p>read-aloud choice fiction book #1, Session 3 (p. 117)</p>	<p>reading choice fiction book #1</p> <ul style="list-style-type: none"> • <u>Day 2</u>: Word Work (p. 128) • <u>Warm Up</u>: Teacher choice
Lesson 8	<ul style="list-style-type: none"> • <u>Session 8</u>: Noticing When Authors Play with Words (p. 49) • <u>Prepare</u> research bulletin • <u>Prepare</u> new reading logs • <u>Chart</u>: “Understanding Literary Language” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #1, Session 4 (p. 119) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #1 • <u>Day 3</u>: Vocabulary and Literary Language (p. 131) • <u>Warm Up</u>: Teacher choice
Lesson 9	<ul style="list-style-type: none"> • <u>Session 9</u>: Reading as a Writer – Focusing on Special Language (p. 55) 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #2, Session 1 (p. 114) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #1 • <u>Day 4</u>: Fluency (p. 133) • <u>Warm Up</u>: Teacher choice
Bend III: Meeting the Challenges of Longer Books			
Lesson 10	<ul style="list-style-type: none"> • <u>Session 10</u>: Setting Up Routines for Same-Book Partners (p. 62) • <u>Prepare</u> research bulletin • <u>Prepare</u> “Questions Partners Ask Each Other” bookmarks • <u>Chart</u>: “Same-Book Partners” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #2, Session 2 (p. 117) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #1 • <u>Day 5</u>: Putting It All Together to Understand the Story (p. 134) • <u>Warm Up</u>: Teacher choice
Lesson 11	<ul style="list-style-type: none"> • <u>Session 11</u>: Holding On to Stories Even When Books Are Long (p. 70) • <u>Chart</u>: “Keeping Track of Longer 	<ul style="list-style-type: none"> • Interactive read-aloud choice 	<ul style="list-style-type: none"> • New shared reading choice fiction book #2

	Books”	fiction book #2, Session 3 (p. 117)	<ul style="list-style-type: none"> • <u>Day 1</u>: Warm Up, Book Introduction, and MSV (p. 124) • <u>Warm Up</u>: Teacher choice
Lesson 12	<ul style="list-style-type: none"> • <u>Session 12</u>: Staying on Track When Books Get Tricky (p. 77) • <u>Chart</u>: “Keeping Track of Longer Books” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #2, Session 4 (p. 119) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #2 • <u>Day 2</u>: Word Work (p. 128) • <u>Warm Up</u>: Teacher choice
Lesson 13	<ul style="list-style-type: none"> • <u>Session 13</u>: Using Writing to Solve Reading Problems (p. 80) • <u>See</u> p. 84, Figs. 13-1 & 13-2 • <u>Chart</u>: “Keeping Track of Longer Books” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #3, Session 1 (p. 114) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #2 • <u>Day 3</u>: Vocabulary and Literary Language (p. 131) • <u>Warm Up</u>: Teacher choice
Bend IV: Tackling Goals in the Company of Others			
Lesson 14	<ul style="list-style-type: none"> • <u>Session 14</u>: Self-Assessing and Setting Goals (p. 90) • <u>Prepare</u> tip sheets • <u>Charts</u>: “Making Your Reading More Fluent,” “Understanding Literary Language,” “Keeping Track of Longer Books” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #3, Session 2 (p. 117) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #2 • <u>Day 4</u>: Fluency (p. 133) • <u>Warm Up</u>: Teacher choice
Lesson 15	<ul style="list-style-type: none"> • <u>Session 15</u>: Organizing Goal Clubs (p. 97) • <u>Prepare</u> blank Club Plans • <u>See</u> p. 99, Fig. 15-2 • <u>Chart</u>: “Working Together in Goal 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #3, 	<ul style="list-style-type: none"> • New shared reading choice fiction book #2 • <u>Day 5</u>: Putting It All Together to

	Clubs”	Session 3 (p. 117)	Understand the Story (p. 134) • <u>Warm Up</u> : Teacher choice
Lesson 16	<ul style="list-style-type: none"> • <u>Session 16</u>: Giving Feedback to Group Members (p. 103) • <u>Charts</u>: “Making Your Reading More Fluent,” “Working Together in Goal Clubs” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #3, Session 4 (p. 119) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #3 • Teacher will determine skill to practice
Lesson 17	<ul style="list-style-type: none"> • <u>Session 17</u>: Celebration (p. 108) • <u>See</u> p. 109, Fig. 17-1 • <u>Charts</u>: “Making Your Reading More Fluent,” “Understanding Literary Language,” “Keeping Track of Longer Books,” “Working Together in Goal Clubs” 		<ul style="list-style-type: none"> • New shared reading choice fiction book #3 • Teacher will determine skill to practice

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:

- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-It notes

Summative Assessments:

- For students not meeting the January Benchmark, Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources

Core

- *Bigger Books Mean Amping Up Reading Power* (Grade 2, Unit 3)
- *Owl Moon* by Jane Yolen
- *Minnie and Moo Go Dancing* by Denys Cazet
- *Happy Like Soccer* by Maribeth Boelts

- Note-taking system for conferencing
- Reader’s Notebook or Folder

Supplemental

- the *Houndsley and Catina* series by James Howe
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Time Allotment

- late March – April

Word Study: Foundations		
Unit	Topic	Time Allocation
13	<ul style="list-style-type: none"> • <i>oa, oe, ow</i> • Review suffixes • High-frequency (sight) words: <i>Monday, Tuesday, cousin, lose, tomorrow, beautiful</i> 	<ul style="list-style-type: none"> • 2 weeks
14	<ul style="list-style-type: none"> • <i>/ou/, ou, ow</i> • High-frequency (sight) words: <i>Wednesday, Thursday, Saturday, bought, brought, piece</i> 	<ul style="list-style-type: none"> • 2 weeks
15	<ul style="list-style-type: none"> • <i>/ü/, oo, ou, ue, ew</i> • Long <i>u-ue</i> • High-frequency (sight) words: <i>January, February, July, enough, special, December</i> 	<ul style="list-style-type: none"> • 2 weeks

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Summative Assessments:

- Unit Tests for *Foundations* Units 13, 14, & 15

Time Allotment

- late March – April

UNIT 6
Series Book Clubs; Word Study (*Foundations* Units 16 & 17)

Unit Goals

At the completion of this unit, students will:

- | | |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CCS.ELA-Literacy.RL.2.1 | Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. |
| CCS.ELA-Literacy.RL.2.2 | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| CCS.ELA-Literacy.RL.2.3 | Describe how characters in a story respond to major events and challenges. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.RL.2.5 | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.RF.2.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| CCS.ELA-Literacy.RF.2.4 | Read with sufficient accuracy and fluency to support comprehension. |

CCS.ELA-Literacy.W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.
CCS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
CCS.ELA-Literacy.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CCS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCS.ELA-Literacy.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- CCS.ELA-Literacy.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.
- CCS.ELA-Literacy.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.
- CCS.ELA-Literacy.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*).

Unit Essential Questions

- Why do I need to pay attention to how characters respond to problems?
- How will I share my opinions about the books I read?
- What questions will I ask a peer about why he/she likes a book?
- How do I debate my opinions about characters in the books I've read?

Scope and Sequence

Series Book Clubs			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit		<ul style="list-style-type: none"> • Read pp. 94-102. 	<ul style="list-style-type: none"> • Read pp. 103-114.
Bend I: Becoming Experts on Characters			
Lesson 1	<ul style="list-style-type: none"> • <u>Use</u> <i>Days with Frog and Toad</i> for Bend I. • <u>Session 1</u>: Series Book Readers Collect Information about the Main Characters (p. 2) • <u>Chart</u>: “Series Readers Become Experts on Characters” 	<ul style="list-style-type: none"> • <i>The Stories Julian Tells</i>, Session 1 (p. 94) • <u>Choose</u> 3-4 focus questions 	<ul style="list-style-type: none"> • <i>The Stories Julian Tells</i> • <u>Day 1</u>: Warm Up, Book Introduction, and First Read (p. 104) • <u>Warm Up</u>: “Magic Penny”
Lesson 2	<ul style="list-style-type: none"> • <u>Session 2</u>: Series Book Readers Pay Attention to How Characters 	<ul style="list-style-type: none"> • <i>The Stories Julian</i> 	<ul style="list-style-type: none"> • <i>The Stories Julian Tells</i>

	<ul style="list-style-type: none"> Respond to Problems (p. 8) • <u>See</u> p. 11, Figs. 2-1 & 2-2 • <u>Chart</u>: “Series Readers Become Experts on Characters” 	<p><i>Tells</i>, Session 2 (p. 95)</p> <ul style="list-style-type: none"> • <u>Choose</u> 3-4 focus questions 	<ul style="list-style-type: none"> • <u>Day 2</u>: Cross-Checking Sources of Information (MSV) (p. 107) • <u>Warm Up</u>: “Magic Penny”
Lesson 3	<ul style="list-style-type: none"> • <u>Session 3</u>: Series Book Readers Notice Similarities in Their Characters across a Series (p. 16) • <u>Charts</u>: “Book Clubs Talk Together,” “Series Readers Become Experts on Characters,” “Series Book Club Readers Share Discoveries” 	<ul style="list-style-type: none"> • <i>The Stories Julian Tells</i>, Session 3 (p. 98) • <u>Choose</u> 3-4 focus questions 	<ul style="list-style-type: none"> • <i>The Stories Julian Tells</i> • <u>Day 3</u>: Word Study – Vocabulary (p. 109) • <u>Warm Up</u>: “Magic Penny”
Lesson 4	<ul style="list-style-type: none"> • <u>Session 4</u>: Series Book Readers Grow to Understand the Characters (p. 22) • <u>See</u> p. 23, Fig. 4-1, & p. 26, Fig. 4-2 • <u>Chart</u>: “Series Readers Become Experts on Characters” 	<ul style="list-style-type: none"> • <i>The Stories Julian Tells</i>, Session 4 (p. 98) • <u>Choose</u> 3-4 focus questions 	<ul style="list-style-type: none"> • <i>The Stories Julian Tells</i> • <u>Day 4</u>: Fluency (p. 111) • <u>Warm Up</u>: “Magic Penny”
Lesson 5	<ul style="list-style-type: none"> • <u>Session 5</u>: Series Book Readers Use What They Know about the Characters to Predict (p. 27) • <u>Chart</u>: “Series Readers Become Experts on Characters” 	<ul style="list-style-type: none"> • <i>The Stories Julian Tells</i>, Session 5 (p. 101) • <u>Choose</u> 3-4 focus questions 	<ul style="list-style-type: none"> • <i>The Stories Julian Tells</i> • <u>Day 5</u>: Putting It All Together (p. 112) • <u>Warm Up</u>: Teacher choice
Lesson 6	<ul style="list-style-type: none"> • <u>Session 6</u>: Series Book Readers Learn about Characters from Their Relationships with Other Characters (p. 33) • <u>Charts</u>: “Series Readers Become Experts on Characters,” “Keeping 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #1, Session 1 	<ul style="list-style-type: none"> • New shared reading choice fiction book #1 • <u>Day 1</u>: Warm Up, Book Introduction, and

	Track of Longer Books,” “Keep the Character Conversations Going . . .”	(p. 95)	First Read (p. 104) <ul style="list-style-type: none"> • <u>Warm Up</u>: Teacher choice
Bend II: Becoming Experts on Author’s Craft			
Lesson 7	<ul style="list-style-type: none"> • <u>Session 7</u>: Authors Paint Pictures with Words (p. 42) • <u>Link</u> to Seurat’s <i>A Sunday Afternoon on the Island of La Grande Jatte</i> • <u>Chart</u>: “How Do Authors Paint Pictures with Words?” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #1, Session 2 (p. 95) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #1 • <u>Day 2</u>: Cross-Checking Sources of Information (MSV) (p. 107) • <u>Warm Up</u>: Teacher choice
Lesson 8	<ul style="list-style-type: none"> • <u>Session 8</u>: Authors Use Precise Words (p. 49) • <u>Chart</u>: “Series Readers Become Experts on Author’s Craft” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #1, Session 3 (p. 98) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #1 • <u>Day 3</u>: Word Study – Vocabulary (p. 109) • <u>Warm Up</u>: Teacher choice
Lesson 9	<ul style="list-style-type: none"> • <u>Session 9</u>: Authors Use Literary Language to Make the Ordinary Extraordinary (p. 56) • <u>Charts</u>: “Understanding Literary Language,” “Series Readers Become Experts on Author’s Craft” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #1, Session 4 (p. 98) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #1 • <u>Day 4</u>: Fluency (p. 111) • <u>Warm Up</u>: Teacher choice
Lesson 10	<ul style="list-style-type: none"> • <u>Session 10</u>: Authors Think about How Whole Stories – and Series – Will Go (p. 61) • <u>Chart</u>: “Series Readers Become Experts on Author’s Craft” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #1, Session 5 	<ul style="list-style-type: none"> • New shared reading choice fiction book #1 • <u>Day 5</u>: Putting It All Together (p.

		(p. 101)	112) <ul style="list-style-type: none"> • <u>Warm Up:</u> Teacher choice
Lesson 11	<ul style="list-style-type: none"> • <u>Session 11:</u> Authors Have Ways to Bring Stories to Life (p. 64) • <u>Charts:</u> “Series Readers Become Experts on Author’s Craft,” “How Authors Bring a Story to Life!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #2, Session 1 (p. 95) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #2 • <u>Day 1:</u> Warm Up, Book Introduction, and First Read (p. 104) • <u>Warm Up:</u> Teacher choice
Lesson 12	<ul style="list-style-type: none"> • <u>Session 12:</u> Authors Plan Their Story Endings (p. 71) • <u>Chart:</u> “Series Readers Become Experts on Author’s Craft” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #2, Session 2 (p. 95) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #2 • <u>Day 2:</u> Cross-Checking Sources of Information (MSV) (p. 107) • <u>Warm Up:</u> Teacher choice
Bend III: Sharing Opinions with the World			
Lesson 13	<ul style="list-style-type: none"> • <u>Session 13:</u> When Readers Love a Series, They Can’t Keep It to Themselves (p. 76) • <u>Chart:</u> “How We Can Share and Give Away Books that We Love” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #2, Session 3 (p. 98) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #2 • <u>Day 3:</u> Word Study – Vocabulary (p. 109) • <u>Warm Up:</u> Teacher choice
Lesson 14	<ul style="list-style-type: none"> • <u>Session 14:</u> Planning the Very Best Way to Share a Book (p. 81) 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction 	<ul style="list-style-type: none"> • New shared reading choice fiction book #2

		book #2, Session 4 (p. 98)	<ul style="list-style-type: none"> • <u>Day 4</u>: Fluency (p. 111) • <u>Warm Up</u>: Teacher choice
Lesson 15	<ul style="list-style-type: none"> • <u>Session 15</u>: Readers Share Books They Love with Friends: A Book Swap (p. 85) 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #2, Session 5 (p. 101) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #2 • <u>Day 5</u>: Putting It All Together (p. 112) • <u>Warm Up</u>: Teacher choice
Lesson 16	<ul style="list-style-type: none"> • <u>Session 16</u>: Sharing Opinions by Debating (p. 87) • <u>Chart</u>: “Make Your Arguments Even Stronger!” 		<ul style="list-style-type: none"> • New shared reading choice fiction book #3 • Teacher will determine skill to practice
Lesson 17	<ul style="list-style-type: none"> • <u>Session 17</u>: Celebration: Supporting Reasons with Examples to Strengthen Debate Work” (p. 91) 		<ul style="list-style-type: none"> • New shared reading choice fiction book #3 • Teacher will determine skill to practice

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:

- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-It notes

Summative Assessments:

- Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources

Core

- *Series Book Clubs* (Grade 2, Unit 4)
- *Days with Frog and Toad* by Arnold Lobel
- *The Stories Julian Tells* by Ann Cameron
- Note-taking system for conferencing
- Reader's Notebook or Folder

Supplemental

- Additional mentor texts available in *Making Meaning, Being a Writer*, and classroom/school libraries

Time Allotment

- May – June

Word Study: <i>Foundations</i>		
Unit	Topic	Time Allocation
16	<ul style="list-style-type: none">• <i>au, aw</i>• High-frequency (sight) words: <i>August, laugh, daughter</i>	<ul style="list-style-type: none">• 1 week
17	<ul style="list-style-type: none">• Consonant <i>-le</i>• Review all 6 syllable types• High-frequency (sight) words: <i>trouble, couple, young</i>	<ul style="list-style-type: none">• 2 weeks

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Summative Assessments:

- Unit Tests for *Foundations* Units 16 & 17

Time Allotment

- May – June

CURRENT REFERENCE

Calkins, Lucy. *A Guide to the Reading Workshop: Primary Grades*. Portsmouth, NH: Heinemann. 2015. Print.