

# **TRUMBULL PUBLIC SCHOOLS**

**Trumbull, Connecticut**

## **GRADE 2 ENGLISH LANGUAGE ARTS AND LITERACY 2023**

**(Last revision date: 2019)**

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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 **all** students will become readers who are curious, critical, and analytical thinkers. Our vision is to guide students in developing a love for reading through experiences with rich and diverse formats for varied purposes (ie. books, digital media, periodicals, etc.). In conjunction with Vision of the Graduate, teaching and learning will be focused on:

- ★ Teachers who provide multisensory practice for transferring reading skills across all content areas.
- ★ Readers who apply the skills and dispositions to become a proficient reader.

The Trumbull Public Schools English Language Arts curriculum is grounded in the Common Core State Standards and research by the National Reading Panel which shows that there are five key concepts at the core of effective literacy instruction.

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Each day, K-5 students will build these foundational literacy skills through instruction of evidence-based programming, such as:

- Foundations (K-2)
- Heggerty (K-1)
- Units of Study (K-5)
- Interactive Read Aloud/Shared Reading (K-5)

All together, these programs are resources that help teachers to develop and deliver comprehensive, explicit lessons which lead to the formal assessment of all standards for ELA at each grade level.

In summary, this is our vision which will empower our K-5 readers to become lifelong and inspired learners.

## **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' actions, 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 the 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>Fundations</i> Units 1, 2, & 3)
mid October – mid November	<u>Unit 2</u> : Second-Grade Reading Growth Spurt; Word Study ( <i>Fundations</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>Fundations</i> Units 7 & 8)
January – mid March	<u>Unit 4</u> : Becoming Experts: Reading Nonfiction; Word Study ( <i>Fundations</i> Units 9, 10, 11, & 12)
late March – April	<u>Unit 5</u> : Bigger Books Mean Amping Up Reading Power; Word Study ( <i>Fundations</i> Units 13, 14, & 15)
May-June	<u>Unit 6</u> : Series Books Clubs; Word Study ( <i>Fundations</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:

CCSS.ELA-Literacy.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
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.2.10	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			
Time Allotment: mid September – mid October			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit	<ul style="list-style-type: none"> <li>• Set up/Launch reading workshop during the first 1 - 2 weeks</li> <li>• Set up your room for the Reading Workshop. Have a meeting area for mini-lessons and baskets of books with approximate reading levels available.</li> <li>• Students should have book bins in order to “book shop” within the classroom and should be instructed on the routine of book shopping.</li> <li>• Prior to each lesson below, review “GETTING READY” for specific materials needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Read pp. 116-125.</li> </ul>	<ul style="list-style-type: none"> <li>• Read pp. 123- 138.</li> </ul> <p>Shared Reading additional options on the district shared drive.</p>
Bend I: Readers Have Important Jobs to Do			
Lesson 1	<ul style="list-style-type: none"> <li>• Use <i>The Dinosaur Chase</i> or a book of teacher choice (suggested text: <i>Max and Zoe at the Dentist</i>) for Bend I.</li> <li>• <u>Session 1</u>: You Be the Boss! Readers Say, “I Can Do This!” (p. 2)</li> <li>• <u>Chart</u>: “Be the Boss of Your Reading!” as well as “Good Habits for Solving Hard Words” from gr. 1 - moving “Check the picture” strategy</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Frog and Toad Are Friends</i>, Session 1 (p. 116)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Tumbleweed Stew</i></li> <li>• <u>Day 1</u>: Warm Up, Book Introduction, and V-SM (p. 127)</li> <li>• <u>Warm Up</u>: “Be a Reading Boss!”</li> </ul>

	towards the bottom and teach students to use other strategies first now that they are 2nd graders.		
Lesson 2	<ul style="list-style-type: none"> <li>● <u>Session 2</u>: Readers Use <i>Everything They Know</i> to Solve a Word (p. 10)</li> <li>● <u>Chart</u>: “Be the Boss of Your Reading!” and “Good Habits for Solving Hard Words”</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Frog and Toad Are Friends</i>, Session 2 (p. 121)</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Tumbleweed Stew</i></li> <li>● <u>Day 2</u>: Cross-Checking Sources of Information (V-SM) (p. 130)</li> <li>● <u>Warm Up</u>: “Be a Reading Boss!”</li> </ul>
Lesson 3	<ul style="list-style-type: none"> <li>● <u>Session 3</u>: Readers “Check It!” to Self-Monitor (p. 17)</li> <li>● <u>Chart</u>: “Be the Boss of Your Reading!” and “Good Habits for Solving Hard Words”</li> <li>● Reorganize chart: “Tools for Solving and Checking Hard Words”</li> <li>● Does it look right? (try it 2 ways, look at all the parts of the word, do a slow check, crash the parts together)</li> <li>● Does it sound right? (get a running start)</li> <li>● Does it make sense? (check the picture)</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Frog and Toad Are Friends</i>, Session 3 (p. 124)</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Tumbleweed Stew</i></li> <li>● <u>Day 3</u>: Word Study (p. 132)</li> <li>● <u>Warm Up</u>: “Be a Reading Boss!”</li> </ul>
Lesson 4	<ul style="list-style-type: none"> <li>● <u>Session 4</u>: Readers Make a Plan (p.25)</li> <li>● <u>Chart</u>: “Be the Boss of Your Reading!”</li> <li>● <u>Chart</u>: “Tools for Solving and Checking Hard Words”</li> <li>● Reinforce routines and expectations for Partner reading and accountable talk. Examples of anchor charts for expectations:</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice engaging chapter book with episodes #1, Session 1 (p. 118)</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Tumbleweed Stew</i></li> <li>● <u>Day 4</u>: Fluency (p. 134)</li> <li>● <u>Warm Up</u>: “Be a Reading Boss!”</li> </ul>

**Read to Someone**

**Why?**

- to become better readers
- because it's fun
- to build our fluency
- to help our classmates
- to practice our reading strategies and skills



STUDENTS	TEACHER
<ul style="list-style-type: none"> <li>• Choose a "good fit" partner</li> <li>• Get started <u>right away</u></li> <li>• Read <u>quietly</u></li> <li>• Sit "EEKK" style</li> <li>• Read the <u>whole time</u></li> <li>• Use your <u>reading strategies and help each other</u></li> <li>• Build your <u>stamina</u></li> <li>• Stay in <u>one spot</u></li> </ul>	<ul style="list-style-type: none"> <li>• Work with small groups</li> <li>• Work with individual students</li> <li>• <u>Monitor</u> the classroom</li> <li>• <u>NOT</u> interrupting "read to someone" time</li> </ul>

**REMEMBER, YOU CAN READ TO EACH OTHER IN DIFFERENT WAYS:**

1. Take Turns Reading - I read some text, then you read some text.
2. Choir Reading - I read some text, then you read the same text.
3. One Voice Reading - We read the text together.
4. Retell Reading - I tell the story in my own words to you, then you tell the story in your own words to me.

**Partner Reading**

Ways to do it: 1. Take turns. 2. Read together.

You can also help your partner with **tricky** words.

eyes on the **tricky** words

soft voices

elbow to elbow

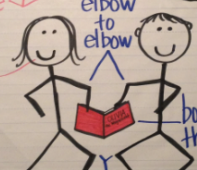
book in the middle

knee to knee

**Where to Sit:**

chairs, desks and tables, rugs

Share what you read.



Lesson 5	<ul style="list-style-type: none"> <li>● <u>Session 5</u>: Readers Get Help When They Need It (p. 27)</li> <li>● <u>Chart</u>: “Reading Partners Work Together”</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice engaging chapter book with episodes #1, Session 2 (p. 121)</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Tumbleweed Stew</i></li> <li>● <u>Day 5</u>: Putting It All Together (p. 136)</li> <li>● <u>Warm Up</u>: “Be a Reading Boss!”</li> </ul>
<b>Bend II: Readers Add New Tools to Read Hard Words</b>			
Lesson 6	<ul style="list-style-type: none"> <li>● <u>Use <i>Zelda and Ivy: The Runaways</i> (suggested text: <i>Katie and Woo and Pedro Mysteries-The Birthday Party Mystery</i>) for Bend II or a book of teacher’s choice</u></li> <li>● <u>Session 6</u>: Readers Think about the Story to Problem-Solve Words (p. 36)</li> <li>● <u>Charts</u>: “Reading Partners Work Together,” “Tools for Solving and Checking Hard Words”</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice engaging chapter book with episodes #1, Session 3 (p. 124)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice engaging chapter book with episodes #1</li> <li>● <u>Day 1</u>: Warm Up, Book Introduction, and V-SM (p. 127)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 7	<ul style="list-style-type: none"> <li>● <u>Session 7</u>: Readers Think about What Kind of Word Would Fit (p. 43) Use <u><i>Zelda and Ivy</i></u> or a book of teacher’s choice</li> <li>● <u>See p. 49, Fig. 7-2</u></li> <li>● <u>Chart</u>: “Tools for Solving and Checking Hard Words”</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice engaging chapter book with episodes #2, Session 1 (p. 118)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice engaging chapter book with episodes #1</li> <li>● or access Shared Reading folder on the district drive.</li> <li>● <u>Day 2</u>: Cross-Checking Sources Of Information (V-SM) (p. 130)</li> </ul>

			<ul style="list-style-type: none"> <li>● <u>Warm Up:</u> Teacher choice</li> </ul>
Lesson 8	<ul style="list-style-type: none"> <li>● <u>Session 8:</u> Readers Slow Down to Break Up Long Words (p. 50)</li> <li>● <u>Charts:</u> “Be the Boss of Your Reading!” “Tools for Solving and Checking Hard Words”</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice engaging chapter book with episodes #2, Session 2 (p. 121)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice engaging chapter book with episodes #1</li> <li>● <u>Day 3:</u> Word Study (p. 132)</li> <li>● <u>Warm Up:</u> Teacher choice</li> </ul>

Lesson 9	<ul style="list-style-type: none"> <li>● <u>Session 9:</u> Readers Use Words They Know to Solve Words They Don’t Know (p. 58)</li> <li>● <u>Charts:</u> “Be the Boss of Your Reading!” “Tools for Solving and Checking Hard Words”</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice engaging chapter book with episodes #2, Session 3 (p. 124)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice engaging chapter book with episodes #1</li> <li>● <u>Day 4:</u> Fluency (p. 134)</li> <li>● <u>Warm Up:</u> Teacher choice</li> </ul>
Lesson 10	<ul style="list-style-type: none"> <li>● <u>Session 10:</u> Readers Try Sounds Many Ways to Figure Out Words (p. 66)</li> <li>● <u>Chart:</u> “Tools for Solving and Checking Hard Words”</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice engaging chapter book with episodes #3, Session 1 (p. 118)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice engaging chapter book with episodes #1</li> <li>● <u>Day 5:</u> Putting It All Together (p. 136)</li> <li>● <u>Warm Up:</u> Teacher choice</li> </ul>

**Bend III: Readers Use Tools to *Understand* Their Books**

<p align="center">Lesson 11</p>	<ul style="list-style-type: none"> <li>● <u>Use <i>Zelda and Ivy: The Runaways</i></u> for Bend II.</li> <li>● <u>Session 12</u>: Readers Work to Understand, Rereading If They Don't Get It (p. 76)</li> <li>● <u>Chart</u>: “Tools for Understanding Our Books”</li> <li>● Students focus on oral rereading for fluency with partners in order to receive immediate feedback.</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice engaging chapter book with episodes #3, Session 3 (p. 124)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice engaging chapter book with episodes #2</li> <li>● <u>Day 2</u>: Cross-Checking Sources of Information (V-SM) (p. 130)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>
<p align="center">Lesson 12</p>	<ul style="list-style-type: none"> <li>● <u>Session 13</u>: Readers Make Mind Movies to Picture What's Happening (p. 82)</li> <li>● <u>Charts</u>: “Reading Partners Work Together,” “Tools for Understanding Our Books” <ul style="list-style-type: none"> <li>● Focus on strengthening strategies to support comprehension (Mid-Workshop Teaching Point: Notice Time and Place)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice engaging chapter book with episodes #4, Session 1 (p. 118)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice engaging chapter book with episodes #2</li> <li>● <u>Day 3</u>: Word Study (p. 132)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>
<p align="center">Lesson 13</p>	<ul style="list-style-type: none"> <li>● <u>Session 14</u>: Readers Keep Track of Who's Talking as They Read (p. 88)</li> <li>● <u>Chart</u>: “Tools for Understanding Our Books”</li> <li>● Focus on quotation marks and dialogue tags</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice engaging chapter book with episodes #4, Session 2 (p. 121)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice engaging chapter book with episodes #2</li> <li>● <u>Day 4</u>: Fluency (p. 134)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>

Lesson 14	<ul style="list-style-type: none"> <li>● <u>Session 15</u>: Readers Don't Just <i>Read</i> Words, They <i>Understand</i> Words (p. 91)</li> <li>● <u>Chart</u>: "Tools for Understanding Our Books"</li> <li>● Focus on understanding new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice engaging chapter book with episodes #4, Session 3 (p. 124)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice engaging chapter book with episodes #2</li> <li>● <u>Day 5</u>: Putting It All Together (p. 136)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>
<b>Bend IV: Readers Use Everything They Know to Get the Job Done</b>			
Lesson 15	<ul style="list-style-type: none"> <li>● <u>Session 17</u>: Readers Investigate Ways to Make Their Reading Sound Great (p. 106)</li> <li>● <u>Chart</u>: "Ways to Sound Like a Reading Star!"</li> <li>● Focus on fluency</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice engaging chapter book with episodes #5, Session 2 (p. 121)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice engaging chapter book with episodes #3</li> <li>● Teacher will determine skill to practice</li> </ul>
Lesson 16	<ul style="list-style-type: none"> <li>● <u>Session 18</u>: Partners Work Together to Make Their Reading Sound Its Very Best (p. 112)</li> <li>● Focus on fluency with a partner</li> <li>● Celebration Idea - Invite another class to come listen to our class read</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice engaging chapter book with episodes #5, Session 3 (p. 124)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice engaging chapter book with episodes #3</li> <li>● Teacher will determine skill to practice</li> </ul>

**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)
- *Max and Zoe at the Dentist* by Shelley Swanson Sateren
- *Katie Woo and Pedro Mysteries: The Birthday Party Mystery* by Fran Manushkin
- *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

<b>Word Study: Foundations</b>		
<b>Unit</b>	<b>Topic</b>	<b>Time Allocation</b>
1	<ul style="list-style-type: none"> <li>● Consonant and digraph blends</li> <li>● Closed syllable</li> <li>● High-frequency (sight) words: <i>quit, elf, shred, kick, crush</i></li> </ul>	<ul style="list-style-type: none"> <li>● 2 weeks + <b>1 - 2 days for reteaching</b></li> <li>● Small group focus to provide any student scoring below 80% with targeted instruction.</li> <li>● Enrichment focus- Foundations, ELA, or possibly science/social studies</li> </ul>
2	<ul style="list-style-type: none"> <li>● Bonus letters: <i>ff, ll, ss, zz</i></li> <li>● Glued sounds: <i>-all, -am, -an, -ang, -ing, -ong, -ung, -ank, -ink, -onk, -unk</i></li> <li>● <i>ar, er, ir, or, ur</i></li> <li>● Story retelling</li> <li>● Fluent reading</li> <li>● High-frequency (sight) words: <i>shall, pull, full, both, talk, walk</i></li> </ul>	<ul style="list-style-type: none"> <li>● 2 weeks + <b>1 - 2 days for reteaching</b></li> <li>● Small group focus to provide any student scoring below 80% with targeted instruction.</li> <li>● Enrichment focus- Foundations, ELA, or possibly science/social studies</li> </ul>
3	<ul style="list-style-type: none"> <li>● Closed-syllable exceptions</li> <li>● Glued sounds: <i>-ild, -ind, -old, -olt, -ost</i></li> <li>● <i>ai, ay, ea, ee, oi, oy</i></li> <li>● Story retelling</li> <li>● Fluent reading</li> <li>● High-frequency (sight) words: <i>gone, goes, pretty</i></li> </ul>	<ul style="list-style-type: none"> <li>● 1 week + <b>1 - 2 days for reteaching</b></li> <li>● Small group focus to provide any student scoring below 80% with targeted instruction.</li> <li>● Enrichment focus- Foundations, ELA, or possibly science/social studies</li> </ul>

### **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:

CCSS.ELA-Literacy.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCSS.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 the author’s craft to help me think more deeply about my reading?

**Scope and Sequence**

<b>Second-Grade Reading Growth Spurt</b>			
<b>Time Allotment: mid October – mid November</b>			
	<b>Reading Workshop</b>	<b>Interactive Read-Aloud</b>	<b>Shared Reading</b>
Prior to Unit	<ul style="list-style-type: none"> <li>● Be sure you have a routine set for the Reading Workshop. Have a meeting area for mini-lessons and baskets of books with approximate reading levels available.</li> <li>● Prior to each lesson below, review “GETTING READY” for specific materials needed.</li> <li>● <b>*Omit from the anchor chart</b></li> </ul>	<ul style="list-style-type: none"> <li>● Read pp. 102-114.</li> </ul>	<ul style="list-style-type: none"> <li>● Read pp. 115-131.</li> </ul> <p>*Shared Reading additional</p>



	<p><b>for the entire unit: When Words are Tricky Roll Up Your Sleeves- OMIT: “check the picture,” “don’t give up- take a guess,”.</b></p> <ul style="list-style-type: none"> <li>● Refer to resources folder for text feature chart</li> </ul>		options on the district shared drive.
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<b>Bend I: Taking Charge of Reading</b>			
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Lesson 1	<ul style="list-style-type: none"> <li>● <u>Session 1</u>: Readers Choose <i>How</i> to Read (p. 2)</li> <li>● <u>Charts</u>: “Reading Partners Work Together” (from grade 1), “Readers Grow like Beanstalks”</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Those Darn Squirrels!</i>, Session 1</li> <li>● (p. 102)</li> <li>● <u>Choose</u> 3-4 focus questions</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Mercy Watson to the Rescue</i></li> <li>● <u>Day 1</u>: Warm Up, Book Introduction, and First Read (p. 115)</li> <li>● <u>Warm Up</u>: “There Was an Old Lady Who Swallowed a Fly”</li> </ul>
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Lesson 2	<ul style="list-style-type: none"> <li>● <u>Use</u> <i>Katie Woo Has the Flu</i> for Bend I.</li> <li>● <u>Session 2</u>: Second-Grade Readers Take a Sneak Peek to Decide How a Book <i>Wants</i> to Be Read (p. 7)</li> <li>● Introduce the term &amp; strategy of inferencing.</li> <li>● <u>Chart</u>: “Readers GROW like Beanstalks!”</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Those Darn Squirrels!</i>, Session 2 (p. 110)</li> <li>● <u>Choose</u> 3-4 focus questions</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Mercy Watson to the Rescue</i></li> <li>● <u>Day 2</u>: Cross-Checking (p. 121)</li> <li>● <u>Warm Up</u>: “There Was an Old Lady Who Swallowed a Fly”</li> </ul>
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Lesson 3	<ul style="list-style-type: none"> <li>● <u>Session 3</u>: Readers Get Stronger by Reading a Lot! (p. 13)</li> <li>● Use Mercy Watson or a text of your choice to continue teaching the strategy of inferencing.</li> <li>● (See Mercy Watson resource- Grade 2 resources ELA Reading K-3)</li> <li>● <u>Chart</u>: “Readers GROW like Beanstalks!”</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book #1, Session 1 (p. 104)</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Mercy Watson to the Rescue</i></li> <li>● <u>Day 3</u>: Word Study (p. 123)</li> <li>● <u>Warm Up</u>: “There Was an Old Lady Who Swallowed a Fly”</li> </ul>
Lesson 4	<ul style="list-style-type: none"> <li>● <u>Session 4</u>: Readers Read in Longer Phrases, Scooping Up Snap Words (p. 19)</li> <li>● <u>Chart</u>: “Readers GROW like Beanstalks!”</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book #1, Session 2 (p. 110)</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Mercy Watson to the Rescue</i></li> <li>● <u>Day 4</u>: Fluency (p. 126)</li> <li>● <u>Warm Up</u>: “There Was an Old Lady Who Swallowed a Fly”</li> </ul>
Lesson 5	<ul style="list-style-type: none"> <li>● <u>Session 5</u>: Keeping Tabs on Comprehension (p. 24)</li> <li>● <u>See</u> p. 26, Fig. 5-2</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Mercy Watson to the Rescue</i></li> <li>● <u>Day 5</u>:</li> </ul>

	<ul style="list-style-type: none"> <li>● <u>Chart</u>: “Readers GROW like Beanstalks!”</li> <li>● Introduce the concept of summarizing while using narrative language in order to “Stop, Think and Retell”.</li> </ul>	<ul style="list-style-type: none"> <li>fiction book #2, Session 1 (p. 104)</li> </ul>	<ul style="list-style-type: none"> <li>Orchestration and Comprehension (p. 129)</li> <li>● <u>Warm Up</u>: “There Was an Old Lady Who Swallowed a Fly”</li> </ul>
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Lesson 6	<ul style="list-style-type: none"> <li>● <u>Session 6</u>: Second-Graders Can Mark Their Thinking with a Post-it in order to think about their thinking while they read (p. 30)</li> <li>● <u>See</u> p. 31, Fig. 6-1</li> <li>● <u>Chart</u>: “Readers GROW like Beanstalks!”</li> <li>● Review the concept of summarizing a fictional text (retelling the story sequentially while including problem/solution)</li> <li>● (See summarizing resource- Grade 2 resources ELA Reading K-3)</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book #2, Session 2 (p. 110)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book #1</li> <li>● <u>Day 1</u>: Warm Up, Book Introduction, and First Read (p. 115)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>
<b>Bend II: Working Hard to Solve Tricky Words</b>			
Lesson 7	<ul style="list-style-type: none"> <li>● <u>Use</u> <i>Katie Woo Has the Flu</i> for Bend II.</li> <li>● <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)</li> <li>● <u>Prepare</u> book shopping list</li> <li>● <u>Chart</u>: “When Words Are Tricky, Roll Up Your Sleeves!” (*<u>OMIT</u> “Check the Picture,” “What’s Happening in the Story,” and “Take a Guess!” Post-Its)</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book #3, Session 1 (p. 104)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book #1</li> <li>● <u>Day 2</u>: Cross-Checking (p. 121)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 8	<ul style="list-style-type: none"> <li>● <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)</li> <li>● <u>Chart</u>: “When Words Are Tricky, Roll Up Your Sleeves!”</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book #3, Session 2 (p. 110)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book #1</li> <li>● <u>Day 3</u>: Word Study (p. 123)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 9	<ul style="list-style-type: none"> <li>● <u>Session 9</u>: Some Beginnings and Endings Can Be Read in a Snap! (p. 51)</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book #1</li> </ul>

	<ul style="list-style-type: none"> <li>● <u>Chart</u>: “When Words Are Tricky, Roll Up Your Sleeves!”</li> <li>● Focus on attuning students to all phonemes in words (first and final)</li> </ul>	fiction book #4, <ul style="list-style-type: none"> <li>● Session 1</li> <li>● (p. 104)</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Day 4</u>: Fluency (p. 126)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>
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Lesson 10	<ul style="list-style-type: none"> <li>● <u>Session 10</u>: Don’t Forget the Middle!: Readers Are Flexible When They Encounter Vowel Teams in Tricky Words (p. 54)</li> <li>● <u>Play</u> “Guess the Covered Word” with a partner</li> <li>● <u>Chart</u>: “When Words Are Tricky, Roll Up Your Sleeves!”</li> <li>● Focus on attuning students to <b>all</b> phonemes in words (first, medial, final and phonemes in blends)</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book #4, Session 2 (p. 110)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book #1</li> <li>● <u>Day 5</u>: Orchestration and Comprehension (p. 129)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 11	<ul style="list-style-type: none"> <li>● <u>Session 11</u>: Readers Have Strategies for Figuring Out Brand-New Words, Too (p. 61)</li> <li>● <u>Share</u>: Focus on discussing fix-up strategies</li> <li>● <u>Chart</u>: “When Words Are Tricky, Roll Up Your Sleeves!”</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book #5, Session 1 (p. 104)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book #2</li> <li>● <u>Day 1</u>: Warm Up, Book Introduction, and First Read (p. 115)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 12	<ul style="list-style-type: none"> <li>● <u>Session 12</u>: Readers Check Themselves and Their Reading (p. 68)</li> <li>● <u>Chart</u>: “Readers Check Themselves”</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book #5, Session 2 (p. 110)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book #2</li> <li>● <u>Day 2</u>: Cross-Checking (p. 121)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>

**Bend III: Paying Close Attention to Authors**

Lesson 13	<ul style="list-style-type: none"> <li>● <u>Use <i>Those Darn Squirrels!</i></u> for Bend III.</li> <li>● <u>Session 13:</u> Authors Have Intentions (p. 74)</li> <li>● <u>Charts:</u> “Authors Have Intentions – So Pay Attention!”</li> <li>● Focus on Problem/Solution in <i>Those Darn Squirrels</i> (See page 35 in <i>Those Darn Squirrels</i> resource- Grade 2 resources ELA Reading K-3)</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book #6,</li> <li>● Session 1</li> <li>● (p. 104)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book #2</li> <li>● <u>Day 3:</u> Word Study (p. 123)</li> <li>● <u>Warm Up:</u> Teacher choice</li> </ul>
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Lesson 14	<ul style="list-style-type: none"> <li>● <u>Session 14:</u> Readers Don’t Just Notice Craft Moves – They Try Them! (p. 80)</li> <li>● <u>Chart:</u> “Authors Have Intentions – So Pay Attention!”</li> <li>● Focus on Problem/Solution in a different book from classroom library (i.e. <i>Mercy Watson</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book #6, Session 2</li> <li>● (p. 110)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book #2</li> <li>● <u>Day 4:</u> Fluency (p. 126)</li> <li>● <u>Warm Up:</u> Teacher choice</li> </ul>
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Lesson 15	<ul style="list-style-type: none"> <li>● <u>Session 15:</u> Readers Think about How the Whole Book Clicks Together, Noticing Masterful Writing (p. 85)</li> <li>● <u>Practice</u> retelling; see p. 91</li> <li>● <u>Chart:</u> “Authors Have Intentions – So Pay Attention!”</li> <li>● Focus on Compare/contrast (Old Man Fookwire from beginning of story to end)</li> <li>● (See page 38 in <i>Those Darn Squirrels</i> resource- Grade 2 resources ELA Reading K-3)</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book #7, Session 1</li> <li>● (p. 104)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book #2</li> <li>● <u>Day 5:</u> Orchestration and Comprehension (p. 129)</li> <li>● <u>Warm Up:</u> Teacher choice</li> </ul>
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Lesson 16	<ul style="list-style-type: none"> <li>● <u>Session 16</u>: Readers Think, “What Does the Author Want to Teach Me?” (p. 92)</li> <li>● <u>Chart</u>: “Authors Have Intentions – So Pay Attention!”</li> <li>● Focus on Compare/contrast (Use another book from classroom library, i.e. Compare Baby Lincoln &amp; Eugenia Lincoln from <i>Mercy Watson</i>, <u>OR</u> use your own book)</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book #7, Session 2 (p. 110)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book #3</li> <li>● Teacher will determine skill to practice</li> </ul>
Lesson 17	<ul style="list-style-type: none"> <li>● <u>Session 17</u>: Celebrate How Much Readers Have Grown! (p. 98)</li> <li>● <u>See</u> p. 99, Fig. 17-1</li> </ul>		<ul style="list-style-type: none"> <li>● New shared reading choice fiction book #3</li> <li>● Teacher will determine skill to practice</li> </ul>

## 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"><li>● Review suffixes: <i>-s, -es, -ed(/d/, /t/), -ing</i></li><li>● Comparison suffixes: <i>-er, -est</i></li><li>● Present and past tenses</li><li>● <i>oa, oe, ow, ou, oo, ue, ew</i></li> <li>● High-frequency words: <i>again, please, animal, sure, use, used</i></li></ul>	<ul style="list-style-type: none"><li>● 2 weeks+ <b>1-2 days for reteaching</b></li><li>● Small group focus to provide any student scoring below 80% with targeted instruction.</li><li>● Enrichment focus- Foundations, ELA, or possibly</li></ul>

		science/social studies
5	<ul style="list-style-type: none"> <li>● 2-syllable words</li> <li>● <i>-ic</i> at the end of multisyllabic words</li> <li>● New suffixes: <i>-ful, -ment, -ness, -less, -able,</i></li> </ul>	<ul style="list-style-type: none"> <li>● 2 weeks+ <b>1-2 days for reteaching</b></li> <li>● Small group focus to provide any student scoring below 80% with targeted instruction.</li> <li>● Enrichment focus-Fundations, ELA, or possibly science/social studies</li> </ul>

	<ul style="list-style-type: none"> <li>● <i>-en, -ish</i></li> <li>● Prefixes: <i>mis-, un-, non-, dis-, trans-</i></li> <li>● <i>au, aw</i></li> <li>● High-frequency words: <i>against, knew, know, always, often, once</i></li> </ul>	
6	<ul style="list-style-type: none"> <li>● vowel-consonant-<i>e</i></li> <li>● <i>s-/s/, /z/</i></li> <li>● 2-syllable words with closed and vowel-consonant-<i>e</i></li> <li>● Suffix: <i>-ive</i></li> <li>● Compound words</li> <li>● Syllable division</li> <li>● High-frequency words: <i>only, house, move, right, place, together</i></li> </ul>	<ul style="list-style-type: none"> <li>● 2 weeks+ <b>1-2 days for reteaching</b></li> <li>● Small group focus to provide any student scoring below 80% with targeted instruction.</li> <li>● Enrichment focus-Fundations, ELA, or possibly science/social studies</li> </ul>

**Assured Assessments**

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

Summative Assessments:

- Unit Tests for *Fundations* 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:

CCSS.ELA-Literacy.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
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*).

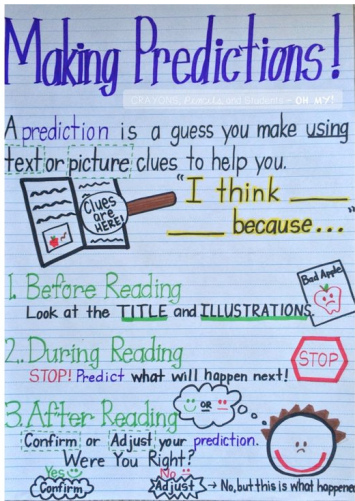
### Unit Essential Questions


- 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

<b>Meeting Characters and Learning Lessons: A Study of Story Elements</b>			
<b>Time Allotment: late November – December</b>			
	<b>Reading Workshop</b>	<b>Interactive Read-Aloud</b>	<b>Shared Reading</b>
Prior to Unit	<ul style="list-style-type: none"><li>● Pull from your classroom library beloved character book series.</li><li>● Prepare retell booklets (see p. xiii), craft sticks for talk tools, and director’s tools. Online resources are available.</li><li>● Optional anchor charts to make: retelling hand, making predictions, etc.</li></ul>	<ul style="list-style-type: none"><li>● Read pp. 106-113.</li></ul>	<ul style="list-style-type: none"><li>● Read pp. 114-125. Copy “Chums” for Warm Up.</li></ul> <p>*Shared Reading additional options on the district shared drive:</p> <ul style="list-style-type: none"><li>● <u>Second Grade Shared Reading</u></li></ul>
<b>Bend I: Going on Reading Adventures</b>			

Lesson 1	<ul style="list-style-type: none"> <li>● <u>Use <i>Iris and Walter and the Field Trip</i></u> for Bend I.</li> <li>● <u>Session 1, Day 1</u>: Readers Preview Stories to Get Ready for Reading Adventures (p. 2)</li> <li>● <u>Charts</u>: “Off We Go! Readers Go on Adventures!” “Partners Share Their Reading Adventures!”</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Upstairs Mouse, Downstairs Mole</i>, Session 1 (p. 106)</li> </ul>	<ul style="list-style-type: none"> <li>● <i>George and Martha: One More Time</i>, “The Scary Movie”</li> <li>● <u>Day 1</u>: Warm Up, Book Introduction, and V-SM (p. 115)</li> <li>● <u>Warm Up</u>: “Chums”</li> </ul>
Lesson 2	<ul style="list-style-type: none"> <li>● <u>Session 2</u>: Readers Use the Storyline to Predict (p. 10)</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Upstairs Mouse, Downstairs Mole</i>, Session 2 (p. 111)</li> </ul>	<ul style="list-style-type: none"> <li>● <i>George and Martha: One More Time</i>, “The Scary Movie”</li> <li>● <u>Day 2</u>: Cross-Checking Sources of Information (V-SM) (p. 118)</li> <li>● <u>Warm Up</u>: “Chums”</li> </ul>

	<ul style="list-style-type: none"> <li>● <u>Display Charts</u>: “Off We Go! Readers Go on Adventures!” “Partners Share Their Reading Adventures!”</li> </ul>  <ul style="list-style-type: none"> <li>● <u>Click Here for Making Predictions chart</u></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Mole</i>, Session 2 (p. 111)</li> </ul>	<ul style="list-style-type: none"> <li>● “Scary Movie”</li> <li>● <u>Day 2</u>: Cross-Checking Sources of Information (V-SM) (p. 118)</li> <li>● <u>Warm Up</u>: “Chums”</li> </ul>
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<p>Lesson 3</p>	<ul style="list-style-type: none"> <li>● <u>Session 3</u>: Readers Retell to Retain the Story (p. 16)</li> <li>● <u>Chart</u>: “Off We Go! Readers Go on Adventures!”</li> <li>● <u>Click Here for the Retelling Hand</u></li> </ul>  <p>The Retelling Hand diagram shows a hand with five fingers. The thumb is labeled 'Setting', the index finger 'Characters', the middle finger 'Problem', the ring finger 'Events', and the pinky finger 'Solution'. A red heart in the palm is labeled 'Central Message'. A small figure of a person is on the index finger, a padlock on the middle finger, a calendar on the ring finger, and a key on the pinky finger. A speech bubble from the heart says 'The lesson the author is teaching you.'</p>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book with strong character(s) #1, Session 1 (p. 107)</li> </ul>	<ul style="list-style-type: none"> <li>● <i>George and Martha: One More Time</i>, “The Scary Movie”</li> <li>● <u>Day 3</u>: Word Study (p. 120)</li> <li>● <u>Warm Up</u>: “Chums”</li> </ul>
<p>Lesson 4</p>	<ul style="list-style-type: none"> <li>● <u>Session 4</u>: Readers Revisit Books to Notice More (p. 22)</li> <li>● See p. 23, Fig. 4-1</li> <li>● <u>Charts</u>: “Off We Go! Readers Go on Adventures!” “Partners Share Their Reading Adventures!”</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book with strong character(s) #1, Session 2 (p. 111)</li> </ul>	<ul style="list-style-type: none"> <li>● <i>George and Martha: One More Time</i>, “The Scary Movie”</li> <li>● <u>Day 4</u>: Fluency (p. 122)</li> <li>● <u>Warm Up</u>: “Chums”</li> </ul>
<p>Lesson 5</p>	<ul style="list-style-type: none"> <li>● <u>Session 5</u>: Readers Reread to Notice Pages that Go Together (p. 28)</li> <li>● <u>Prepare</u> reading suitcase / goal card template - Possible second grade goals: <ul style="list-style-type: none"> <li>-Increasing stamina</li> <li>-Fluency</li> <li>-Summarizing or retelling</li> <li>-Making connections (text to self, text to text, text to world)</li> </ul> </li> <li>● <u>Chart</u>: “Off We Go! Readers Go on Adventures!”</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book with strong character(s) #2, Session 1 (p. 107)</li> </ul>	<ul style="list-style-type: none"> <li>● <i>George and Martha: One More Time</i>, “The Secret Club”</li> <li>● <u>Day 5</u>: Putting It All Together (p. 124)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>

**Bend II: Studying Characters in Books**

Lesson 6	<ul style="list-style-type: none"> <li>● <u>Use <i>Mr. Putter &amp; Tabby Drop the Ball</i></u> for Bend II.</li> <li>● <u>Session 6</u>: Learning about the Main Character (p. 32) - Focus on character traits</li> <li>● <u>Charts</u>: “Readers Meet Characters along the Way!” “Partners Share Their Reading Adventures!”</li> </ul>	Interactive read-aloud choice fiction book with strong character(s) #2, Session 2 (p. 111)	<p><i>George and Martha: One More Time</i>, “The Secret Club”</p> <ul style="list-style-type: none"> <li>● <u>Day 1</u>: Warm Up, Book Introduction, and V-SM (p. 115)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 7	<ul style="list-style-type: none"> <li>● <u>Session 7</u>: Readers Learn about Characters by Noticing Their Relationships (p. 38)</li> <li>● <u>Prepare</u> “talk tool” popsicle sticks</li> <li>● <u>Charts</u>: “Readers Meet Characters along the Way!” “Partners Share Their Reading Adventures!”</li> <li>● <u>Optional Recording Sheet for Session 7</u></li> </ul>	● Interactive read-aloud choice fiction book with strong character(s) #3, Session 1 (p. 107)	<ul style="list-style-type: none"> <li>● <i>George and Martha: One More Time</i>, “The Secret Club”</li> <li>● <u>Day 2</u>: Cross-Checking Sources of Information (V-SM) (p. 118)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 8	<ul style="list-style-type: none"> <li>● <u>Session 9</u>: Readers Become the Character (p. 51)</li> <li>● <u>Chart</u>: “Readers Meet Characters along the Way!”</li> <li>● Focus on fluency (reading with expression)</li> </ul>	● Interactive read-aloud choice fiction book with strong character(s) #4, Session 1 (p. 107)	<ul style="list-style-type: none"> <li>● <i>George and Martha: One More Time</i>, “The Secret Club”</li> <li>● <u>Day 4</u>: Fluency (p. 122)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>

Lesson 9	<ul style="list-style-type: none"> <li>● <u>Session 10</u>: Characters’ Feelings Change, and So Do Readers’ Voices (p. 54)</li> <li>● <u>Charts</u>: “Readers Meet Characters along the Way!” “Partners Share Their Reading Adventures!”</li> <li>● Emphasize more sophisticated vocabulary words for characters’ feelings instead of happy/sad/mad.</li> <li>● <u><a href="#">Click Here for Different Words for Traits and Feelings</a></u></li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book with strong character(s) #4, Session 2 (p. 111)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book with strong character(s) #1</li> <li>● <u>Day 5</u>: Putting It All Together (p. 124)</li> <li>● <u>Warm Up</u>: Same choice fiction book</li> </ul>
Lesson 10	<ul style="list-style-type: none"> <li>● <u>Session 11</u>: Clues Help Readers Know <i>How</i> to Read a Story (p. 61)</li> <li>● <u>Prepare</u> director’s signs</li> <li>● <u>Charts</u>: Inquiry chart with blank Post-its, “Partners Share Their Reading Adventures!”</li> <li>● Focus on punctuation, special print (bold, italics, capitals), and dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book with strong character(s) #5, Session 1 (p. 107)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book with strong character(s) #1</li> <li>● <u>Day 1</u>: Warm Up, Book Introduction, and V-SM (p. 115)</li> <li>● <u>Warm Up</u>: Same choice fiction book</li> </ul>
Lesson 11	<ul style="list-style-type: none"> <li>● <u>Session 12</u>: Readers Reread to Smooth out Their Voices and Show Big Feelings (p. 67) -Focus on reading with prosody, accuracy and automaticity.</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book with strong character(s) #5, Session 2 (p. 111)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book with strong character(s) #1</li> <li>● <u>Day 2</u>: Cross-Checking Sources of Information (V-SM) (p. 118)</li> <li>● <u>Warm Up</u>: Same choice fiction book</li> </ul>



<b>Bend III: Learning Important Lessons</b>			
Prior to Lesson 12	<ul style="list-style-type: none"> <li>● Gather a collection of familiar books. Place a piece of paper in each one with the book's life lesson.</li> </ul>		
Lesson 12	<ul style="list-style-type: none"> <li>● <u>Session 13</u>: Discovering the Lessons Familiar Stories Teach (p. 70)</li> <li>● <u>Charts</u>: "Readers Learn Lessons," "Partners Share Their Reading Adventures!"</li> <li>● Focus on cause/effect, problem/solution for the rest of this bend</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book with strong character(s) #6, Session 1 (p. 107)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book with strong character(s) #1</li> <li>● <u>Day 3</u>: Word Study (p. 120)</li> <li>● <u>Warm Up</u>: Same choice fiction book</li> </ul>
Lesson 13	<ul style="list-style-type: none"> <li>● <u>Session 14</u>: Readers Always Keep Life Lessons in Mind (p. 77)</li> <li>● <u>Chart</u>: "Readers Learn Lessons"</li> <li>● Explicit instruction in signal words for cause/effect (for, because, as a result) and problem/solution (however, in contrast, on the other hand)</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book with strong character(s) #6, Session 2 (p. 111)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book with strong character(s) #1</li> <li>● <u>Day 4</u>: Fluency (p. 122)</li> <li>● <u>Warm Up</u>: Same choice fiction book</li> </ul>

Lesson 14	<ul style="list-style-type: none"> <li>● <u>Session 15</u>: Readers Make Comparisons (p. 83) - Students will use a variety of diverse and complex texts from their book bags to compare and contrast story elements.</li> <li>● <u>Charts</u>: “Readers Learn Lessons,” “Partners Share Their Reading Adventures!”</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book with strong character(s) #7, Session 1 (p. 107)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book with strong character(s) #2</li> <li>● <u>Day 5</u>: Putting It All Together (p. 124)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 15	<ul style="list-style-type: none"> <li>● Students will continue to compare and contrast, completing a Venn diagram to support student understanding <u>Venn diagram printable</u> <u>Another Venn Diagram printable</u></li> </ul>		

**Bend IV: Growing Opinions about Books**

Lesson 16	<ul style="list-style-type: none"> <li>● <u>Session 17</u>: Readers Share Their Opinions about Books (p. 96)</li> <li>● <u>See</u> p. 101, Fig. 17-1</li> <li>● <u>Chart</u>: “Recommend Books You Love”</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book with strong character(s) #8, Session 1 (p. 107)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book with strong character(s) #2</li> <li>● Teacher will determine skill to practice</li> </ul>
Lesson 17	<ul style="list-style-type: none"> <li>● <u>Celebration</u>: Readers Rehearse What They Will Say (p. 102)</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book with strong character(s) #8, Session 2 (p. 111)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book with strong character(s) #2</li> <li>● Teacher will determine skill to practice</li> </ul>

### **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

<b>Word Study: <i>Foundations</i></b>		
<b>Unit</b>	<b>Topic</b>	<b>Time Allocation</b>
7	<ul style="list-style-type: none"> <li>● Open syllable <i>y</i> as a vowel</li> <li>● Suffixes: <i>-y, -ly, -ty</i></li> <li>● Combining open syllable with closed and vowel-consonant-<i>e</i> syllables</li> <li>● High-frequency words: <i>eight, large, change, city, every, night, carry, something</i></li> </ul>	3 weeks + <b>1-2 days for reteaching</b> <ul style="list-style-type: none"> <li>● Small group focus to provide any student scoring below 80% with targeted instruction.</li> <li>● Enrichment focus- Foundations, ELA, or possibly science/social studies</li> </ul>
8	<ul style="list-style-type: none"> <li>● <i>r</i>-controlled: <i>ar, or</i></li> <li>● High-frequency words: <i>answer, world, different</i></li> </ul>	1 week + <b>1-2 days for reteaching</b> <ul style="list-style-type: none"> <li>● Small group focus to provide any student scoring below 80% with targeted instruction.</li> <li>● Enrichment focus- Foundations, ELA, or possibly science/social studies</li> </ul>

**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:

CCSS.ELA-Literacy.RF.2.3 in decoding words.	Know and apply grade-level phonics and word analysis skills
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 keywords 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

<b>Becoming Experts: Reading Nonfiction</b>			
<b>Time Allotment: January – mid March</b>			
	<b>Reading Workshop</b>	<b>Interactive Read-Aloud</b>	<b>Shared Reading</b>
Prior to Unit (3-4 days)	<p><b>Spend the first 3-4 days prior to the unit on introductory skills:</b></p> <ul style="list-style-type: none"> <li>-What is the difference between Fiction and Non-Fiction?</li> <li>-Non-Fiction Text Feature Scavenger Hunt (use classroom library) to create a classroom anchor chart/ poster with text features. (table of contents, bold/italics, glossary, index, captions, labels, headings, maps/ diagrams)</li> <li>-Focus on specific text features &amp; how they help a reader. (throughout the unit)</li> </ul>	<ul style="list-style-type: none"> <li>● Read pp. 102-115.</li> </ul>	<ul style="list-style-type: none"> <li>● Read pp. 116-129.</li> </ul> <p>*Use teacher discretion to choose any other nonfiction text that highlights different text features.</p> <p>*Shared Reading additional options on the district shared drive:</p> <ul style="list-style-type: none"> <li>● <u>Second Grade Shared Reading</u></li> </ul>
Optional Notebook Resource (aligned to each)	<p>BEND 1 Notebook: <u>Grade 2 Non Fiction Readers Notebook Bend I</u></p> <p>BEND 2 Notebook: <u>Grade 2 Non Fiction Readers Notebook Bend II</u></p>		

lesson)  *These can be found in Grade 2 Shared Drive.	BEND 3 Notebook: <u>Grade 2 Non Fiction Readers Notebook Bend III</u>		
<b>Bend I: Thinking Hard and Growing Knowledge</b>			
Lesson 1	<ul style="list-style-type: none"> <li>• <u>Use</u> <i>Knights in Shining Armor and Tigers</i> for Bend I.</li> <li>• <u>Session 1</u>: Nonfiction Readers Notice and Learn (p. 2)</li> <li>• <u>Chart</u>: “Nonfiction Readers Grow Knowledge”</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Knights in Shining Armor</i> AND <i>Tigers</i> Session 1 (p. 102)</li> <li>• <u>Choose</u> 3-4 focus questions</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Tigers</i></li> <li>• <u>Day 1</u>: Warm Up, Book Introduction, and First Read (p. 117) Focus on the Table of Contents and discuss its purpose.</li> <li>• <u>Warm Up</u>: “I Just Can’t Wait to Be King”</li> </ul>
Lesson 2	<ul style="list-style-type: none"> <li>• <u>Session 2</u>: Nonfiction Readers Notice, Learn, and Question (p. 8)</li> <li>• <u>See</u> p. 10, Fig. 2-2</li> <li>• <u>Chart</u>: “Nonfiction Readers Grow Knowledge”</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Knights in Shining Armor</i>, Session 2 (p. 108)</li> <li>• <u>Choose</u> 3-4 focus questions</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Tigers</i></li> <li>• <u>Day 2</u>: Cross-Checking (p. 121)</li> <li>• <u>Warm Up</u>: “I Just Can’t Wait to Be King”</li> </ul>
Lesson 3	<ul style="list-style-type: none"> <li>• <u>Session 3</u>: Nonfiction Readers Ask, “What Is This Book Teaching Me?” (p. 13)</li> <li>• <u>Chart</u>: “Nonfiction Readers Grow Knowledge”</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Knights in Shining Armor</i>, Session 3 (p. 113)</li> <li>• <u>Choose</u> 3-4 focus questions</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Tigers</i></li> <li>• <u>Day 3</u>: Word Study (p. 123)</li> <li>• <u>Warm Up</u>: “I Just Can’t Wait to Be King”</li> </ul>

Lesson 4	<ul style="list-style-type: none"> <li>● <u>Session 4</u>: Nonfiction Readers Ask, “How Does This Book Go?” (p. 19)</li> <li>● Focus on the table of contents and headings - How do they relate?</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice nonfiction book #1, Session 1 (p. 103)</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Tigers</i></li> <li>● <u>Day 4</u>: Fluency (p. 126)</li> <li>● <u>Warm Up</u>: “I Just Can’t Wait to Be King”</li> </ul>
Lesson 5	<ul style="list-style-type: none"> <li>● <u>Session 5</u>: Celebrate the Gift of Learning Something New (p. 22)</li> <li>● Focus on understanding vocabulary through context clues and using the glossary for understanding.</li> <li>● Small Group Work - Continue to focus on vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice nonfiction book #1, Session 2 (p. 108)</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Tigers</i></li> <li>● <u>Day 5</u>: Putting It All Together (p. 128)</li> <li>● <u>Warm Up</u>: “I Just Can’t Wait to Be King”</li> </ul>
<b>Bend II: Learning the Lingo of a Topic</b>			

Lesson 6	<ul style="list-style-type: none"> <li>● <u>Use <i>Tigers</i></u> for Bend II.</li> <li>● <u>Session 6</u>: Anticipating and Using the Lingo of a Nonfiction Topic (p. 28)</li> <li>● <u>Charts</u>: “Nonfiction Readers Grow Knowledge,” “Talk the Talk! Read to Learn the Lingo!”</li> <li>● Focus on understanding vocabulary through keywords and using <b>bold</b> words and the glossary.</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice nonfiction book #1, Session 3 (p. 113)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice nonfiction book #1</li> <li>● <u>Day 1</u>: Warm Up, Book Introduction, and First Read (p. 117)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 7	<ul style="list-style-type: none"> <li>● <u>Session 7</u>: Using Text Features to Notice and Understand Keywords (p. 34)</li> <li>● <u>Chart</u>: “Talk the Talk! Read to Learn the Lingo!”</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice nonfiction book #2, Session 1 (p. 103)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice nonfiction book #1</li> <li>● <u>Day 2</u>: Cross-Checking (p. 121)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>

Lesson 8	<ul style="list-style-type: none"> <li>● <u>Session 8</u>: Using Context to Build Knowledge of Unknown Words (p. 40)</li> <li>● <u>Chart</u>: “Talk the Talk! Read to Learn the Lingo!”</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice nonfiction book #2, Session 2 (p. 108)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice nonfiction book #1</li> <li>● <u>Day 3</u>: Word Study (p. 123)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 9	<ul style="list-style-type: none"> <li>● <u>Session 9</u>: Solving Words Takes Strategic and Flexible Thinking (p. 47)</li> <li>● <u>Chart</u>: “Talk the Talk! Read to Learn the Lingo!”</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice nonfiction book #2, Session 3 (p. 113)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice nonfiction book #1</li> <li>● <u>Day 4</u>: Fluency (p. 126)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 10	<ul style="list-style-type: none"> <li>● <u>Session 10</u>: Rereading like Experts (p. 52)</li> <li>● <u>See p. 54, Fig. 10-2</u></li> <li>● <u>Chart</u>: “Talk the Talk! Read to Learn the Lingo!”</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice nonfiction book #3, Session 1 (p. 103)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice nonfiction book #1</li> <li>● <u>Day 5</u>: Putting It All Together (p. 128)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 11	<ul style="list-style-type: none"> <li>● <u>Session 11</u>: Talk the Talk and Walk the Walk! Using Lingo to Teach Others (p. 58)</li> <li>● Continue to focus on fluency with partners: scooping and rereading with a focus on fluency</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice nonfiction book #3, Session 2 (p. 108)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice nonfiction book #2</li> <li>● <u>Day 1</u>: Warm Up, Book Introduction, and First Read (p. 117)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>

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

	<p>What Is Different (p. 81)</p> <ul style="list-style-type: none"> <li>● <u>Chart</u>: “Experts Grow Knowledge across Books!”</li> </ul>	<p>choice nonfiction book #4, Session 3 (p. 113)</p>	<p>nonfiction book #2</p> <ul style="list-style-type: none"> <li>● <u>Day 5</u>: Putting It All Together (p. 128)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 16	<ul style="list-style-type: none"> <li>● <u>Session 16</u>: Readers Retell Topics, Not Just Books (p. 84)</li> <li>● <u>Chart</u>: “Experts Grow Knowledge across Books!”</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice nonfiction book #5, Session 1 (p. 103)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice nonfiction book #3</li> <li>● Teacher will determine skill to practice</li> </ul>
Lesson 17 (Use 2-3 days to prepare for the celebration)	<ul style="list-style-type: none"> <li>● <u>Session 17</u>: Getting Ready for the Celebration (p. 91)</li> <li>● <u>Prepare</u> “Be a Tour Guide!” chart</li> <li>● <u>Chart</u>: “Talk the Talk! Read to Learn the Lingo!”</li> <li>● Celebration exhibit planning may include a poster, index cards, notebook entry, which should include key vocabulary and text features (p. 91-95)</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice nonfiction book #5, Session 2 (p. 108)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice nonfiction book #3</li> <li>● Teacher will determine skill to practice</li> </ul>
Lesson 18	<ul style="list-style-type: none"> <li>● <u>Session 18</u>: Celebration: Pay It Forward by Teaching Others (p. 96)</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice nonfiction book #5, Session 3 (p. 113)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice nonfiction book #3</li> <li>● Teacher will determine skill to practice</li> </ul>

**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

<b>Word Study: Foundations</b>		
<b>Unit</b>	<b>Topic</b>	<b>Time Allocation</b>
9	<ul style="list-style-type: none"> <li>• <i>er, ir, ur</i></li> <li>• Dictionary skills</li> <li>• High-frequency words: <i>picture, learn, earth, father, mother, brother</i></li> </ul>	2 weeks + <b>1-2 days for reteaching</b> <ul style="list-style-type: none"> <li>• Small group focus to provide any student scoring below 80% with targeted instruction.</li> <li>• Enrichment focus- Foundations, ELA, or possibly science/social studies</li> </ul>
10	<ul style="list-style-type: none"> <li>• Double vowel: <i>ai, ay</i></li> <li>• Homophones</li> <li>• High-frequency words: <i>great, country, away, America, school, thought</i></li> </ul>	2 weeks + <b>1-2 days for reteaching</b> <ul style="list-style-type: none"> <li>• Small group focus to provide any student scoring below 80% with targeted instruction.</li> </ul>



		<ul style="list-style-type: none"> <li>● Enrichment focus-Fundations, ELA, or possibly science/social studies</li> </ul>
11	<ul style="list-style-type: none"> <li>● <i>ee, ea, ey</i></li> <li>● High-frequency words: <i>whose, won, son, breakfast, head, ready</i></li> </ul>	<ul style="list-style-type: none"> <li>● 2 weeks + <b>1-2 days for reteaching</b></li> <li>● Small group focus to provide any student scoring below 80% with targeted instruction.</li> <li>● Enrichment focus-Fundations, ELA, or possibly science/social studies</li> </ul>

12	<ul style="list-style-type: none"> <li>● <i>oi, oy</i></li> <li>● High-frequency words: <i>favorite, early, ocean</i></li> </ul>	<ul style="list-style-type: none"> <li>● 1 week + <b>1-2 days for reteaching</b></li> <li>● Small group focus to provide any student scoring below 80% with targeted instruction.</li> <li>● Enrichment focus-Fundations, ELA, or possibly science/social studies</li> </ul>
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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 *Fundations* 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:

- |                          |   |
|--------------------------|---|
| CCSS.ELA-Literacy.RF.2.3 | Know and apply grade-level phonics and word analysis skills in decoding words.  |
| 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.2.3	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

<b>Bigger Books Mean Amping Up Reading Power</b>			
<b>Time Allotment: late March – April</b>			
	<b>Reading Workshop</b>	<b>Interactive Read-Aloud</b>	<b>Shared Reading</b>
Prior to Unit  Optional Notebook Resource (aligned to each lesson)  <i>*These can be found in Grade 2 Shared Drive.</i>	<u>Grade 2 Readers Notebook : Bigger Books Mean Amping Up Reading Power</u>  <ul style="list-style-type: none"> <li>• Incorporate Idiom of the Day routine (see <a href="#">link</a> for examples)</li> <li>• Focus on literary language: similes, alliteration, metaphors, repetition and onomatopoeia</li> </ul>	<ul style="list-style-type: none"> <li>• Read pp. 112-122.</li> </ul> *Optional read aloud for Unit 5: <i>My Teacher Is An Idiom</i> by Jamie Gilson	<ul style="list-style-type: none"> <li>• Read pp. 123-135.</li> </ul> *Shared Reading additional options on the district shared drive.
<b>Bend I: Reading with Fluency</b>			

Lesson 1	<ul style="list-style-type: none"> <li>● Use <i>Owl Moon</i> for Bend I.</li> <li>● <u>Session 1</u>: Rehearsing Reading Voices (p. 2)</li> <li>● <u>Prepare</u> new reading logs</li> <li>● <u>Chart</u>: “Making Your Reading More Fluent”</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Minnie and Moo Go Dancing</i>, or teacher choice Session 1 (p. 112)</li> <li>● <u>Choose</u> 3-4 focus questions</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Happy Like Soccer</i></li> <li>● <u>Day 1</u>: Warm Up, Book Introduction, and V-SM (p. 124)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 2	<ul style="list-style-type: none"> <li>● <u>Session 2</u>: Scooping Up Words into Phrases (p. 8)</li> <li>● <u>Prepare</u> “Rereading Song” lyrics</li> <li>● <u>Charts</u>: “Making Your Reading More Fluent,” “Partners Reread Together to . . .”</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Minnie and Moo Go Dancing</i>, Session 2 (p. 117)</li> <li>● <u>Choose</u> 3-4 focus questions</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Happy Like Soccer</i></li> <li>● <u>Day 2</u>: Word Work (p. 128)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>

Lesson 3	<ul style="list-style-type: none"> <li>● <u>Session 3</u>: Noticing Dialogue Tags (p. 14)</li> <li>● <u>Charts</u>: “Making Your Reading More Fluent,” “Partners Reread Together to . . .”</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Minnie and Moo Go Dancing</i>, Session 3 (p. 117)</li> <li>● <u>Choose</u> 3-4 focus questions</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Happy Like Soccer</i></li> <li>● <u>Day 3</u>: Vocabulary and Literary Language (p. 131)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 4	<ul style="list-style-type: none"> <li>● <u>Session 4</u>: Using Meaning to Read Fluently (p. 21)</li> <li>● <u>Chart</u>: “Making Your Reading More Fluent”</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Minnie and Moo Go Dancing</i>, Session 4 (p. 119)</li> <li>● <u>Choose</u> 3-4 focus questions</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Happy Like Soccer</i></li> <li>● <u>Day 4</u>: Fluency (p. 133)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>

Lesson 5	<ul style="list-style-type: none"> <li>● <u>Session 5</u>: Reading at a Just-Right Pace (p. 27)</li> <li>● <u>Chart</u>: “Making Your Reading More Fluent”</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book #1, Session 1 (p. 114)</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Happy Like Soccer</i></li> <li>● <u>Day 5</u>: Putting It All Together to Understand the Story (p. 134)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>
<b>Bend II: Understanding Literary Language</b>			
Lesson 6	<ul style="list-style-type: none"> <li>● Use <i>Owl Moon</i> for Bend II.</li> <li>● <u>Session 6</u>: Recognizing Literary Language (p. 34)</li> <li>● <u>Prepare</u> research bulletin</li> <li>● <u>Charts</u>: “Understanding Literary Language,” “Partners Reread Together to . . .”</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book #1, Session 2 (p. 117)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book #1</li> <li>● <u>Day 1</u>: Warm Up, Book Introduction, and V-SM (p. 124)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 7	<ul style="list-style-type: none"> <li>● <u>Session 7</u>: Understanding Text Comparisons (p. 40)</li> <li>● <u>Chart</u>: “Understanding Literary Language”</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book #1, Session 3 (p. 117)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book #1</li> <li>● <u>Day 2</u>: Word Work (p. 128)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>

Lesson 8	<ul style="list-style-type: none"> <li>● <u>Session 8</u>: Noticing When Authors Play with Words (p. 49)</li> <li>● <u>Prepare</u> research bulletin</li> <li>● <u>Prepare</u> new reading logs</li> <li>● <u>Chart</u>: “Understanding Literary Language”</li> <li>● Optional activity: <u>Idioms practice</u></li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book #1, Session 4 (p. 119)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book #1</li> <li>● <u>Day 3</u>: Vocabulary and Literary Language (p. 131)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 9	<ul style="list-style-type: none"> <li>● <u>Session 9</u>: Reading as a Writer – Focusing on Special Language (p. 55)</li> <li>● Literary Language Worksheet: <u>literary language worksheet</u></li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book #2, Session 1 (p. 114)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book #1</li> <li>● <u>Day 4</u>: Fluency (p. 133)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>
<b>Bend III: Meeting the Challenges of Longer Books</b>			
Lesson 10	<ul style="list-style-type: none"> <li>● <u>Session 10</u>: Setting Up Routines for Same-Book Partners (p. 62)</li> <li>● <u>Prepare</u> research bulletin</li> <li>● <u>Prepare</u> “Questions Partners Ask Each Other” bookmarks</li> <li>● <u>Chart</u>: “Same-Book Partners”</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book #2, Session 2 (p. 117)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book #1</li> <li>● <u>Day 5</u>: Putting It All Together to Understand the Story (p. 134)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 11	<ul style="list-style-type: none"> <li>● <u>Session 11</u>: Holding On to Stories Even When Books Are Long (p. 70)</li> <li>● <u>Chart</u>: “Keeping Track of Longer Books”</li> <li>● Focus on summarizing by sequentially using main events from each chapter (ie: first, next, then, last)</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book #2, Session 3 (p. 117)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book #2</li> <li>● <u>Day 1</u>: Warm Up, Book Introduction, and V-SM (p. 124)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>



Lesson 12	<ul style="list-style-type: none"> <li>● <u>Session 12</u>: Staying on Track When Books Get Tricky (p. 77)</li> <li>● <u>Chart</u>: “Keeping Track of Longer Books”</li> <li>● Focus on summarizing by sequentially using main events from each chapter (ie: first, next, then, last)</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book #2, Session 4 (p. 119)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book #2</li> <li>● <u>Day 2</u>: Word Work (p. 128)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 13	<ul style="list-style-type: none"> <li>● <u>Session 13</u>: Using Writing to Solve Reading Problems (p. 80)</li> <li>● <u>See</u> p. 84, Figs. 13-1 &amp; 13-2</li> <li>● <u>Chart</u>: “Keeping Track of Longer Books”</li> <li>● Focus on summarizing by sequentially using main events from each chapter (ie: first, next, then, last)</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book #3, Session 1 (p. 114)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book #2</li> <li>● <u>Day 3</u>: Vocabulary and Literary Language (p. 131)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>
<b>Bend IV: Tackling Goals in the Company of Others</b>			
Lesson 14	<ul style="list-style-type: none"> <li>● <u>Session 14</u>: Self-Assessing and Setting Goals (p. 90)</li> <li>● <u>Prepare</u> tip sheets</li> <li>● <u>Charts</u>: “Making Your Reading More Fluent,” “Understanding Literary Language,” “Keeping Track of Longer Books”</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book #3, Session 2 (p. 117)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book #2</li> <li>● <u>Day 4</u>: Fluency (p. 133)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 15	<ul style="list-style-type: none"> <li>● <u>Session 15</u>: Organizing Goal Clubs (p. 97)</li> <li>● <u>Prepare</u> blank Club Plans</li> <li>● <u>See</u> p. 99, Fig. 15-2</li> <li>● <u>Chart</u>: “Working Together in Goal Clubs”</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book #3, Session 3 (p. 117)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book #2</li> <li>● <u>Day 5</u>: Putting It All Together to Understand the Story (p. 134)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>

Lesson 16	<ul style="list-style-type: none"> <li>● <u>Session 16</u>: Giving Feedback to Group Members (p. 103)</li> <li>● <u>Charts</u>: “Making Your Reading More Fluent,” “Working Together in Goal Clubs”</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book #3, Session 4 (p. 119)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book #3</li> <li>● Teacher will determine skill to practice</li> </ul>
Lesson 17	<ul style="list-style-type: none"> <li>● <u>Session 17</u>: Celebration (p. 108)</li> <li>● <u>See</u> p. 109, Fig. 17-1</li> <li>● <u>Charts</u>: “Making Your Reading More Fluent,” “Understanding Literary Language,” “Keeping Track of Longer Books,” “Working Together in Goal Clubs”</li> <li>● Celebration options can include Reader’s Theater, literary language posters, book poster summarizing a book</li> </ul>		<ul style="list-style-type: none"> <li>● New shared reading choice fiction book #3</li> <li>● Teacher will determine skill to practice</li> </ul>

**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

- *My Teacher is an Idiom* by Jamie Gilson

- 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

<b>Word Study: Foundations</b>		
<b>Unit</b>	<b>Topic</b>	<b>Time Allocation</b>
13	<ul style="list-style-type: none"> <li>● <i>oa, oe, ow</i></li> <li>● Review suffixes</li> <li>● High-frequency words: <i>Monday, Tuesday, cousin, lose, tomorrow, beautiful</i></li> </ul>	<p>2 weeks + <b>1-2 days for reteaching</b></p> <ul style="list-style-type: none"> <li>● Small group focus to provide any student scoring below 80% with targeted instruction.</li> <li>● Enrichment focus- Foundations, ELA, or possibly science/social studies</li> </ul>
14	<ul style="list-style-type: none"> <li>● <i>/ou/, ou, ow</i></li> <li>● High-frequency words: <i>Wednesday, Thursday, Saturday, bought, brought, piece</i></li> </ul>	<p>2 weeks + <b>1-2 days for reteaching</b></p> <ul style="list-style-type: none"> <li>● Small group focus to provide any student scoring below 80% with targeted instruction.</li> <li>● Enrichment focus- Foundations, ELA, or possibly science/social studies</li> </ul>
15	<ul style="list-style-type: none"> <li>● <i>/ü/, oo, ou, ue, ew</i></li> <li>● Long <i>u-ue</i></li> <li>● High-frequency words: <i>January, February, July, enough, special, December</i></li> </ul>	<p>2 weeks + <b>1-2 days for reteaching</b></p> <ul style="list-style-type: none"> <li>● Small group focus to provide any student scoring below 80% with targeted instruction.</li> <li>● Enrichment focus- Foundations, ELA, or</li> </ul>

		possibly science/social studies
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**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:

- |                          |   |
|--------------------------|---|
| CCSS.ELA-Literacy.RF.2.3 | Know and apply grade-level phonics and word analysis skills in decoding words.  |
| 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**

<b>Series Book Clubs</b>			
<b>Time Allotment: May – June</b>			
	<b>Reading Workshop</b>	<b>Interactive Read-Aloud</b>	<b>Shared Reading</b>
Prior to Unit  Optional Notebook Resource (aligned to each lesson)  <i>*These can be found in Grade 2 Shared Drive</i>	<u>Grade 2 Readers Notebook : Series Book Clubs</u> <ul style="list-style-type: none"> <li>● Optional series book club activity: have groups create a vocabulary “word wall” for their series</li> <li>● Prior to the unit, spend 1-2 days modeling how to ask and answer comprehension questions in order to have meaningful book club conversations.</li> <li>● Prior to lesson 3, print and cut out the comprehension questions:<u>Possible Comprehension Questions</u></li> </ul>	<ul style="list-style-type: none"> <li>● Read pp. 94-102.</li> </ul>	<ul style="list-style-type: none"> <li>● Read pp. 103-114.</li> </ul> *Shared Reading additional options on the district shared drive: <ul style="list-style-type: none"> <li>● <u>Second Grade Shared Reading</u></li> </ul>
<b>Bend I: Becoming Experts on Characters</b>			

Lesson 1	<ul style="list-style-type: none"> <li>● <u>Use</u> <i>Days with Frog and Toad</i> for Bend I.</li> <li>● <u>Session 1</u>: Series Book Readers Collect Information about the Main Characters (p. 2)</li> <li>● <u>Chart</u>: “Series Readers Become Experts on Characters”</li> </ul>	<ul style="list-style-type: none"> <li>● <i>The Stories Julian Tells</i> - Use Chapter 6, <i>Gloria Who Might Be My Best Friend-</i></li> <li>● <b>Omit:</b> <i>The Pudding Like a Night on the Sea</i> for this unit, Session 1 (p. 94)</li> <li>● <u>Choose</u> 3-4 focus questions</li> </ul>	<ul style="list-style-type: none"> <li>● <i>The Stories Julian Tells</i> - Use <i>My Very Strange Teeth</i></li> <li>● <u>Day 1</u>: Warm Up, Book Introduction, and First Read (p. 104)</li> <li>● <u>Warm Up</u>: “Magic Penny”</li> </ul>
Lesson 2	<ul style="list-style-type: none"> <li>● <u>Session 2</u>: Series Book Readers Pay Attention to How Characters</li> </ul>	<ul style="list-style-type: none"> <li>● <i>The Stories Julian</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>The Stories Julian Tells</i></li> </ul>

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

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

Lesson 10	<ul style="list-style-type: none"> <li>● <u>Session 10</u>: Authors Think about How Whole Stories – and Series – Will Go (p. 61)</li> <li>● <u>Chart</u>: “Series Readers Become Experts on Author’s Craft”</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book #1, Session 5 (p. 101)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book #1</li> <li>● <u>Day 5</u>: Putting It All Together (p. 112)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>
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Lesson 11	<ul style="list-style-type: none"> <li>● <u>Session 11</u>: Authors Have Ways to Bring Stories to Life (p. 64)</li> <li>● <u>Charts</u>: “Series Readers Become Experts on Author’s Craft,” “How Authors Bring a Story to Life!”</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book #2, Session 1 (p. 95)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book #2</li> <li>● <u>Day 1</u>: Warm Up, Book Introduction, and First Read (p. 104)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>
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Lesson 12	<ul style="list-style-type: none"> <li>● <u>Session 12</u>: Authors Plan Their Story Endings (p. 71)</li> <li>● <u>Chart</u>: “Series Readers Become Experts on Author’s Craft”</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book #2, Session 2 (p. 95)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book #2</li> <li>● <u>Day 2</u>: Cross-Checking Sources of Information (V-SM) (p. 107)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>
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**Bend III: Sharing Opinions with the World**

Lesson 13	<ul style="list-style-type: none"> <li>● <u>Session 13</u>: When Readers Love a Series, They Can't Keep It to Themselves (p. 76)</li> <li>● <u>Chart</u>: "How We Can Share and Give Away Books that We Love"</li> <li>● Prepare to share a book for the end of unit celebration ideas: <ul style="list-style-type: none"> <li>-Students create a poster with a new book cover with a book review on the back (summarizing the main events of the text without giving away the ending).</li> <li>-Character Trait Poster - Students draw a picture of the main character and label him/her with traits.</li> <li>-Students can nominate the book within the series for an award including a lesson learned.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book #2, Session 3 (p. 98)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book #2</li> <li>● <u>Day 3</u>: Word Study – Vocabulary (p. 109)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>
Lesson 14	<ul style="list-style-type: none"> <li>● <u>Session 14</u>: Planning the Very Best Way to Share a Book (p. 81)</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive read-aloud choice fiction book #2, Session 4 (p. 98)</li> </ul>	<ul style="list-style-type: none"> <li>● New shared reading choice fiction book #2</li> <li>● <u>Day 4</u>: Fluency (p. 111)</li> <li>● <u>Warm Up</u>: Teacher choice</li> </ul>

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

**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"> <li>● <i>au, aw</i></li> <li>● High-frequency words: <i>August, laugh, daughter</i></li> </ul>	1 week + <b>1-2 days for reteaching</b> <ul style="list-style-type: none"> <li>● Small group focus to provide any student scoring below 80% with targeted instruction.</li> <li>● Enrichment focus- Foundations, ELA, or possibly science/social studies</li> </ul>
17	<ul style="list-style-type: none"> <li>● Consonant <i>-le</i></li> <li>● Review all 6 syllable types</li> <li>● High-frequency words: <i>trouble, couple, young</i></li> </ul>	2 weeks + <b>1-2 days for reteaching</b> <ul style="list-style-type: none"> <li>● Small group focus to provide any student scoring below 80% with targeted instruction.</li> <li>● Enrichment focus- Foundations, ELA, or possibly science/social studies</li> </ul>

### 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.

Wilson, B. A. (2015). *Wilson foundations teacher's manual, level K*.

Heggerty, M. (2020). *Phonemic awareness. Literacy Resources, Inc.*