

READINGTON PUBLIC SCHOOL DISTRICT

Second Grade Literacy Curriculum

Authored by: Kari McGann and AnneMarie Ehler

Reviewed by: Dr. Barbara Sargent, Superintendent

Approval Date: September 2014

Members of the Board of Education:

David Livingston, President
Cheryl Filler, Vice-President
Barbara Dobozyński
Wayne Doran
Ray Egbert
William Goodwin
Vincent Panico
Laura Simon
Eric Zwerling

Readington Township Public Schools
52 Readington Road, Whitehouse Station, NJ 08889
www.readington.k12.nj.us

I. PURPOSE AND OVERVIEW

The Readington School District literacy program provides a balanced instructional approach which includes four main categories: (1) reading, (2) writing, (3) phonics/spelling/word study, and (3) speaking and listening. Second grade is a time of consolidating literacy skills in order to become a more fluent reader and writer. The second grade curriculum is designed to provide the instruction that students need to apply the skills and strategies that they learned in first grade to more challenging texts and with increasing sophistication. Typically, second grade students move from beginning readers to chapter books and from writing a few pages in a book with connected sentences to writing stories with a clear beginning, middle, and end. The second grade curriculum is a road map for this growth.

Students are expected to come to second grade reading. At the beginning of second grade, students should be able to process texts that are mostly short (eight to sixteen pages), as well as some easy chapter books (forty to sixty pages) that require them to sustain attention and memory over time. Students should be able to process complex sentences when required by a text. In addition to automatically recognizing a large number of words, students should be using word-solving strategies for complex spelling patterns, multi-syllable words, and many words with inflectional endings, plurals, contractions, and possessives.

By the end of second grade readers should be able to know the characteristics of a range of genres (realistic fiction, simple fantasy, informational texts, traditional literature, and biography). Second graders should be able to read chapter books and be interested in special forms of chapter books such as longer series books and mysteries. At the end of second grade students should be able to read and comprehend fiction narratives that are straightforward but have elaborate plots and multiple characters that develop and show some change over time. Students at the end of second grade should be able to read shorter nonfiction texts, mostly on single topics and identify and use underlying structures (description, comparison and contrast, temporal sequence, problem and solution, cause and effect). An end-of-year second grader should be able to process sentences that are complex, contain prepositional phrases, introductory claims, lists of nouns, verbs, or adjectives. Word solving is smooth and automatic in both silent and oral reading and can read and understand descriptive words, some complex content-specific words, and some technical words. Students read silently and independently. In oral reading, second graders reflect all aspects of smooth, fluent processing.

In order to help second grade students with these goals teachers use research based strategies such as read aloud, shared reading, buddy reading, independent reading, small-group discussion, word work, and interactive writing to develop students' skills. Teachers use guided reading instruction that helps readers build in already established reading behaviors. Reading instruction includes a read aloud, shared reading, independent reading and author studies. The centerpiece of the reading program is guided reading. It remains the chief structure for reading instruction. In guided reading students are guided through a series of increasingly challenging leveled texts in small groups. In these small groups the students learn to coordinate their use of cues (syntactic, semantic, and phonetic) as they gain more control over text and read for meaning. The groups are made up of no more than six students in a small group and are dynamic, with group membership changing as teachers assess student needs, focus on different strategies, or move students up the levels of text difficulty. Reading instruction focuses on developing comprehension strategies including establishing a purpose for reading, making predictions, making connections, visualizing, and self-correcting. Students also receive many opportunities to develop fluency through repeated readings, readers' theater, buddy reading and other oral reading activities.

Writing instruction is organized around a workshop structure. Students write daily for a variety of writing experiences, generate ideas for writing through talking with the teacher and classmates, expanding their prewriting skills, drafting and editing strategies and learn more conventions of written language (mechanics) that are appropriate for their age and grade level. Students receive brief instruction in an important aspect of good writing, followed by time to discuss and write and conference with peers and the teacher, and time for sharing writing with the class or small group. In writers workshop students focus on specific text types: narrative, informative, and opinion. Students produce opinion, narrative, and information pieces of writing that demonstrate their growing knowledge of the structure of each genre. By June of second grade students that are on benchmark as writers are able to produce a page or more of writing each day, the amount that would fill a piece of notebook paper. Students write an entry or two in class each day, each a page or more in length, and an additional entry at home. A student who has completed second grade should be able to remain engaged for fifty minutes in the writing process. End-of-year second graders are able to revise their writing making large scale

changes to better their piece. They edit their writing for spelling, punctuation, and language usage. End-of-year second graders know how to draft correctly capitalizing proper nouns, using apostrophes for contractions and possessives, and employ correct end punctuation. Students are beginning to edit for comma usage in dialogue and correct capitalization of titles. Proficient end-of-year second grade writers know how to use available resources to them as writers (word walls, high-frequency words, etc.) to edit for and correct misspelled words. Second graders are true writers with craft, style, and fluency. By the end of the year most second graders will have learned to produce simple narratives and other genres through composing and writing. They will be able to demonstrate the use of some literary language as well as the structure of narrative s(exposition of problem and solution). They will be able to write many words using conventional spelling and produce more complex sentences.

Imbedded in the writing instruction is continued handwriting practice. Review of the formation of letters and numbers is built upon the learning from first grade instruction. Some students may need additional practice with correct pencil grip, the formation of letters and numbers with a formalized handwriting program. In this situation students will use the formally adopted handwriting program for first grade as a review and continued practice. Instruction occurs in the regularly scheduled second grade classroom, but with first grade materials.

Phonics, word study and spelling instruction helps students learn how to decode words, build vocabulary and spell words correctly. Students are taught to use strategies to decode words with regular and irregular patterns, to use context clues, and to look for known chunks of words in larger words. Word study includes developing sight word knowledge and spelling instruction. Students add to their sight word knowledge through word wall activities, guided reading activities, and repeated reading of familiar text. Students learn phonics through specific instruction in sound/symbol relationships, building word families, guided reading instruction, and repeated reading. In vocabulary students develop an increasingly sophisticated store to of words through broad reading, direct instruction from the teacher and use of tools like the dictionary on on-line Internet sources. Students acquire vocabulary by incremental, repeated exposure in a variety of contexts to the words they are trying to learn. Teachers help students make multiple connections between a new word and their own experiences, thereby developing a nuanced and flexible understanding of the word they are learning. Students learn not only what a word means, but also how to use that word in a variety of contexts, and they learn how to apply appropriate senses of the word's meaning in order to understand the word in different contexts. The instruction in vocabulary is empirically connected to reading comprehension. Purposeful and ongoing concentration on vocabulary happens in word study in order to build rich and flexible word knowledge.

Students are grouped for spelling instruction using the Developmental Spelling Analysis. Within small groups students participate in word sorts, spelling centers and spelling study strategies to help them learn to spell words with both regular and irregular vowel patterns. Students are able to experience the advantages of exploring words through a student-centered approach that is interactive and inquiry-based. The spelling instruction that students receive is grounded in research by Henderson, 1990; Templeton & Bear, 1992; & Kathy Ganske, 2000)

Speaking and listening instruction is integrated into the school day in a variety of instructional venues including morning meeting, guided reading, writing workshop, peer conferencing and class and small group instruction. Students learn to listen and respond in a variety of instructional environments. Students learn that effective listeners and speakers can restate, interpret, respond and evaluate what others have said.

Our curriculum is designed to be responsive to the developmental stages. Our differentiated workshop approach allows students to be engaged with reading and writing experiences appropriate to their point in development, and our teachers assess students at regular intervals to inform their instructional decisions. Instruction focuses on assisting students to build independence as readers, writers, speakers, listeners, and language users. Students will build a base of knowledge across a wide range of subject matter by engaging with words of quality and substance. They will respond to the varying demands of audience, task, purpose, and discipline.

The second grade literacy program is designed to provide a developmentally appropriate learning guide for reading, writing, speaking and listening, and word study. The curriculum reflects the current research in early childhood literacy education through its focus on developing oral language competence, concepts about books and print and opportunities to express thoughts in writing. Second grade is a transformative year for students. They are ready to be more in control of their reading and writing lives, to plan in more sophisticated ways, and to set loftier goals. It is huge growth and a time for children to meet high expectations as they ready themselves for the demands of third grade.

II. COMPONENTS OF BALANCED LITERACY

The components of a successful balanced literacy program in the elementary school setting include the following:

- Reading Workshop
- Writing Workshop
- Speaking and Listening
- Phonics, Spelling, and Word Study

Reading Workshop: (Approximately 45 minutes daily)

The reading workshop is one component of a balanced literacy program. The reading workshop is comprised of four parts; the mini-lesson, independent and partner reading time with guided reading, a mid-workshop teaching point, and finally a teaching share. The structure of the reading workshop stays the same, even when the unit changes from month to month and grade to grade. For example, every day in reading workshop, explicit instruction through a brief mini-lesson, long stretches of time to read just-right books (and sometimes books that are a tiny bit challenging) and individual assessment-based conferences and coaching. Most second graders will begin the year reading level J books, so they will be reading independently the majority of the time, then meeting with a partner at the end of reading workshop (and perhaps the middle of it too) to talk about their books, just as third, fourth, and fifth graders do. Some children may not yet be reading level J books, and their partnership work will look more like that in first-grade classrooms, with partners spending some time each day sitting hip-to-hip, one copy of the book between them, reading aloud in unison or taking turns. Students will meet in small groups within the reading workshop. Additional time for small group instruction is provided for students that are struggling readers. Once students are in second grade, the reading workshop lasts almost an hour every day, in addition to a daily read aloud.

Mini-Lesson- The mini lesson takes place at the beginning of the reading workshop and should last about 10 minutes (no longer than 15). Students should be gathered at a central location (like a carpet) for the mini-lesson. During this time, the teacher clearly states the teaching point for that lesson. The teacher then models the skill or strategy they are teaching and involves the students in thinking with them as the teacher demonstrates exactly what they want students to learn to do as readers. In first grade this might be testing out whether or not a book feels “just right”, generating predictions for the kind of text that is being read, ways to work with partners, tackling tricky words, monitoring for sense, using fix-up strategies when sense falls apart, making places to share with partners, and so forth. Students then have an opportunity to practice the skill or strategy during the mini-lesson, while receiving support. Later, readers will draw on this strategy independently, as needed. Finally, the students are given a chance to practice the skill or strategy while still gathered together.

Student Independent Reading Time with Guided Reading: Students build their stamina to read by having time to read and engaging with books. Teachers use a gradual release of responsibility so that student scan practice in small groups and pairs the reading strategies that were taught in mini-lessons. Time for students to read independently and practice using and applying strategies is a critical foundation of readers workshop. Students spend lots of time practicing reading. Even the youngest learners need this time to interact with books and talk to their peers about what they are reading. Children disperse from the mini-lesson, book bins or baggies in hand, and find a spot to read. Throughout the year students are building their stamina to stay in one place and read. The length of independent reading time will grow as the year progresses with the goal for second grade readers to be able to sustain reading for at least forty-five minutes in a reading workshop period. Independent reading is supported by the classroom library. Students select ten or twelve books a week to store in their book bin, reading these books several times. They swap bins midweek with a same-level partner, doubling the number of books they read during the week.

Mid-Workshop Teaching Point- Many times as teachers are conferring with students, they notice that there is either a common difficulty students are having or that most students seem to grasp the concept and are ready to move on. Thus, the mid-workshop teaching point can be used either to clarify confusion, or to expand upon a strategy to push students to go further in their reading. It can also allow us to correct misconceptions, to remind students of a previous day’s lesson that has special relevance, to instruct students about their upcoming partner work, or to rally readers to work harder or longer. The mid-workshop teaching point is most often decided

during the workshop and comes as a result of teacher observation. This should take no more than few minutes, during which students generally stay in their reading spots rather than reconvene in the meeting area.

Teaching Share - At the end of a workshop, after reading time, the teacher takes a couple minutes to wrap up the day's work with a teaching share. Many times the point a teacher makes in the share comes from specific student work from that days' workshop. It is used to share ways in which students have incorporated that day's mini-lesson into their work and to share their new insights or discoveries. The teacher sometime retells a conference or asks a student to share his or her reading work. The share should last no more than a few minutes.

Small Group Instruction- Small group reading instruction fits into the reading workshop curriculum framework. Often as students read, teachers confer with a couple of readers and then meet with a small group, often at a kidney shaped, guided reading table or gathered closely together on the carpet. In some classrooms, teachers have a separate time blocked for additional work with small groups of readers. It is important that small group work not substitute for reading workshop, but instead, offer additional opportunities for reading and instruction.

Guided Reading- Guided reading will be gradually integrated into the day as the school year progresses. Second graders in small groups of two or three will participate in ten to fifteen minutes of individualized and/or small group instruction with the classroom teacher as often as possible, no fewer than twice a week. As soon as possible, at the beginning of the school year, all children should be participating in some guided reading, with some groups meeting two or three times per week. Groupings are based on teacher observations of individual children's developing literacy behaviors, literacy assessments, and anecdotal records. Based on assessment, the teacher brings a group of readers together who are similar enough in their reading development that they can be taught together. The teacher might group students together by a strategy that needs to be developed and strengthened such as cross-checking, working through an unknown word, noticing or using punctuation for fluency. A teacher might also group students together by similar reading level in order to move students up a level of text difficulty. Students read independently at about the same level and can take on a new text selected by the teacher that is just a little more challenging. The teacher supports the reading in a way that enables students to read a more challenging text with effective processing, thus expanding their reading powers. Guided reading helps children who are on the verge of reading make the shift to approximating and, then, reading leveled books with a line or two of simple text on each page. During a guided reading small group lesson a teacher introduces the text; reads some or all of the text demonstrating prompting for, or reinforces the effective use of systems of strategic actions; discusses the meaning; teaches for processing strategies; teaches aspects of word analysis and, at times, extends the meaning of the text to writing drawing, or extended talk. Typically, guided reading occurs during choice or literacy center time. During choice or literacy center time all children should have the opportunity to practice, apply, and rehearse their developing language and literacy skills through interactive, manipulative activities embedded in the classroom learning centers.

In order for Readers Workshop to be successful teachers should...

- Establish strong, consistent schedules and learning routines that teach children how to manage their time and activities.
- Form small guided reading groupings based on observation/performance-based assessment of children's individual literacy behaviors and running record assessments.
- Individualize reading instruction with each small group of two or three children with similar instructional needs.
- Use instructional leveled books with simple text and natural language for each small group of children.
- Maintain an atmosphere that is interactive, lively, and non-competitive to build children's confidence as language and literacy learners.
- Use observation/performance-based assessments to guide how often each group should meet.
- Continue to assess students throughout the year.
- Plan a system for keeping track of children's reading levels and growth and for moving readers along to more challenging texts when they are ready.
- Embed authentic language and literacy activities (teacher choice and child choice classroom learning centers e.g.; listening center stories, letter/sound/word work with manipulatives, writing center activities related to literature or topics under study in writers workshop, charted charts/songs/poems/language

- experiences activities for re-reading, poetry boxes containing collections of previously read leveled books, read the room activities, puppet and dramatic play opportunities that encourage oral language.
- Avoid rote worksheet activities.

Interactive Read-Aloud and Literature Discussion- Interactive-read aloud consists of mentor texts that are selected by the teacher in order to demonstrate a reading strategy. Literature discussion is part of the shared reading experience. Students may discuss the books as a whole class but will also need to be engaged in more intimate routines like a “turn and talk” for a minute or two a few times within the larger discussion. This read-aloud time and book talk time is used to explicitly teach the skills of higher-level comprehension. This time is used to help students draw upon their full repertoire of reading strategies or to support a particular comprehension skill. Short texts often work well for these read alouds, or excerpts that are self-contained enough to illustrate and prompt for good reading and interpretation. During this time, students discuss their thoughts and ideas about the text, either as a group or in a partnership. These partnerships may be informal (“turn to your neighbor”) or longer-lasting. When choosing read aloud texts, teacher aim to include a range of levels, genres, tones, and authors. Often the read aloud text is integral to many mini-lessons within a unit of study. In grade 2 interactive read-aloud and literature discussions develop the following:

- Genres and forms of texts
- Text structure
- Content on a particular topic
- Themes and ideas
- Language and literary features
- Sentence complexity
- Vocabulary
- Illustration investigations
- Book and print features
- Thinking within the text
- Thinking beyond the text
- Thinking about the text

Shared Reading- Shared reading is a collaborative, whole class activity designed to introduce the children to a variety of genres, authors, illustrators within the process of developing skills as readers. Shared reading builds a foundation for reading competence while providing expanded opportunities for language development and exposure to literature. During shared reading students are reading from a common, enlarged text, either a large-print book, a chart, or a projected text. In classrooms with a large number of students reading level J or K tests, many teachers begin the year with daily shared reading. (often no more than ten minutes), working on fluency and practicing print strategies they’ve determined many of the students still need to internalize to use them as they read. As readers progress shared reading focuses on fluency, phrasing, and prosody, as well as difficult vocabulary. The whole-class shared reading is to provide comprehension instruction, coaching readers to envision, infer, and synthesize.

Teachers use on-going performance based assessment to inform decisions around which literacy skills to emphasize. Quality literature from different genres is shared to explore concepts, functions of print, and the reading process. Poems, songs, charts, large and small format books featuring authentic literature, as well as reading material with simplified text should be shared. Teachers promote interest, enjoyment, and motivation by emphasizing classroom conversations through shared reading. Familiar stories are revisited along with regular introduction of new written material.

Close Reading- Students do not do close reading all the time, but rather when the teacher wants them to closely examine the specific strategies of an author of a text or to mull over and rethink what a text is saying to them as a reader. Close readings are often done as a class on a poem, a picture book or a text excerpt that is central to the theme of a unit. Teachers prompt students to look closely at one specific text noticing the words that they author used in the text or examining how punctuation plays a role in the meaning of a sentence or a group of sentences.

Writing Workshop: (Approximately 45 minutes daily)

Like reading workshop, the writing workshop is comprised of 4 parts; (1) the mini-lesson, (2) independent writing time & conferring, (3) mid-workshop teaching point, and (4) share and partnerships. Writers workshop begins with a mini-lesson and is followed by independent writing within a specific genre of writing. Writing workshop gives students an opportunity to express themselves as storytellers, authors, and illustrators. It also provides a time to apply emergent understandings about letter sounds, words, and sentences in functional print contexts. Students write daily in writers workshop. Writing is taught like any other basic skill, with explicit instruction and ample opportunity for practice. Students write for real; they write all kinds of texts just like the ones they see in the world. Teachers set the stage for writers workshop by using familiar shared reading selections, along with everyday reasons for writing. Students in second grade continue to benefit from using drawing to extend their thinking and express their ideas. During independent writing time students write about self-selected topics as the teacher conferences or pulls together small groups of writers who need the same type of support. Frequently the teacher meets with individual students. Teachers use mentor texts to help students refine their writing and make it more interesting. At the end of the writing workshop, there is a teaching share led by the teacher, which often sets up partnership sharing. The four main goals of writing workshop are for students to find and develop his or her own voice as a writer (i.e. translate what he or she knows, thinks, and feels into oral and written, illustrated stories), develop a piece of writing, from choosing topics to starting and ending a piece of writing, learn how to revisit and make changes to a piece, and understand that writing has everyday purposes. Once students are in second grade, the writers workshop lasts almost an hour every day.

In order to have a successful writers workshop teachers should...

- Establish consistent writing workshop procedures (i.e. illustrating, writing, include your name, and date your work with a stamp, collect writing in a writing folder, publish, and share work with peers).
- Ensure that writers workshop does not become a handwriting exercise. Practice with letter formation in is based on teacher modeling using the district adopted handwriting program. Handwriting practice is a skill practiced to promote writing.
- Systematically collect and analyze children's work to inform instruction.
- Conference with some children every day to support and scaffold their writing.

Mini-Lesson- The mini lesson takes place at the beginning of the writing workshop and should last about 10 minutes. The mini-lesson is meant as intervals for explicit, brief instruction in skills and strategies that then become part of a writer's ongoing repertoire, to be drawn upon as needed. While the mini-lesson sets the tone of for the writing workshop and provides students with another teaching point to add to their repertoire of writing strategies, the main work of the day happens during writing time, when students are bent intently over their work, hands flying down the page or alternating between writing something, rereading it, drawing a line and trying that again, then again. Mini-lessons are only ten minutes long, yet within in those fleeting minutes there are four component parts: Connection, Teaching, Active Engagement, and Link. During this time, the teachers clearly state the teaching point for that day. The teacher then models the skill or strategy they are teaching through his/her own writing. Students are usually gathered in a meeting area alongside a long-term partner, clustered as close to the teacher as possible. Anchor charts are often created as a tool to further model the teaching point. Students are given a chance to practice the skill or strategy in their own independent writing while the teacher circulates around the room supporting student and conferencing/conferring with individual students to support and scaffold their writing.

Independent Writing Time/Conferring- At this time, students are working independently, most often practicing the skill or strategy that has been taught in that days' mini-lesson. During this time, the teacher is conferencing with students about the work they are doing as writers. This time is a very important time in writers workshop. Students are most often dismissed to write in clusters after being gathered together for the mini-lesson. Of course, children are encouraged to work companionable alongside one another, talking quietly as the work. Some second grade teachers decide that their children are mature enough to benefit from silent writing time, punctuated with deliberately chosen intervals for talk. The independent writing time is also time for small group strategy lessons.

In order for conferring with writers during writers workshop to be successful teachers should...

- Teach children that when a writing conference is happening the teacher doesn't expect other children to interrupt the conference.

- Create systems of dealing with daily occurrences that don't require your intervention.
- Concentrate on teaching the writing process, not on making every child's piece the best it can be.
- Create the expectation of a lot of writing work getting done each workshop time.
- Keep conference records of individual conferences and small group work.

Mid-Workshop Teaching Point- Many times as teachers are conferring with students, they notice that there is either a common difficulty students are having or that most students seem to grasp the concept and are ready to move on. Thus, the mid-workshop teaching point can be used either to clarify confusion, or to expand upon a strategy to push students to go further in their writing. The mid-workshop teaching point is most often decided during the workshop and comes as a result of teacher observation. This should take no more than 5 minutes.

Share/Partnerships - At the end of a workshop, the teacher takes a couple minutes to wrap up the days' work with a teaching share. Many times the point a teacher makes in the share comes from specific student work from that days' workshop. The share should last no more than 5 minutes. This is also the time where students can meet in their partnerships to discuss the work they are doing as writers. Students share their writing process and products within the group.

Speaking and Listening

Oral language is a child's most powerful learning tool. Students reveal their thinking about books through discussion with others. Their talk is a prelude to writing. They learn how words work through listening to, talking about, and working with them. By listening to texts read aloud, they internalize language that they will use as they talk and write. They learn language for a variety of purposes. In the second grade literacy curriculum we intentionally develop the kind of oral language skills that students need to take them into the future. We focus on two goals:

- **Listening and Speaking**- Listening and understanding (listening with attention and remembering details), social interaction (social conventions that make conversation work), extended discussions (Sustain a thread of discussion and respond to others), and content (substantive ideas, be able to explain and describe their thinking).
- **Presentation**- The ability to speak effectively to a group; voice (a speaker's personal style), conventions (enunciate words clearly, talk at an appropriate volume, and use an effective pace), word choice (using specific words that match the content), and ideas/content (substantive ideas and content)

Phonics, Spelling, and Word Study:

The purpose of word study is to build students' knowledge of high-frequency words and word features to help children become efficient problem solvers of words in reading and writing. Most classrooms dedicated fifteen or twenty minutes each day to explicit, direct phonics instruction. Students in grade 2 participate in a spelling and vocabulary exploration program developed by the Kathy Ganske, the author of *Word Journeys*. Students engage in word study activities that are challenging, interactive, and inquiry based. Students explore words and develop an enduring interest in savoring, puzzling over, and coming to know the language we call English. During word study, students' engage in thinking and questioning, as they increase their awareness of how words are spelling and what they mean. They look for common characteristics to help them generalize understandings to other words. The phonics, spelling, and word study part of the literacy curriculum in second grade continues to focuses on spelling patterns, high frequency words, word meaning, vocabulary development, word structure, and word solving actions. The curriculum focuses to build up students' knowledge of features of words and high-frequency words to help children become efficient problem-solvers of words in reading and writing. In the second grade classroom fifteen to twenty minutes a day is focused on explicit, direct phonics instruction. At the beginning of the year students take a Word Feature Inventory. The Word Feature Inventory enables teachers to assess the full range of a child's word knowledge to insure that students begin learning how to spell words at their level of learning. The Word Feature Inventory also allows teachers to gather comprehensive data twice a year to document overall progress. Students are placed into small word study learning groups to begin instruction in word knowledge. Small group instruction in spelling provides a time in the day to enable students to explore the spelling features they are beginning to use, but are using inconsistently--- those within their zone of proximal

development. Second graders still have a lot to learn about spelling and phonics, so word study happens every day in the classroom.

The second grade curriculum continues to focus on principles which are organized into broad categories of learning.

- Letter Sound Relationships- How letters look, how to distinguish one from another, how to detect them within continuous text, and how to use them in words.
- High Frequency Words- Words that are automatically recognized quickly and accurately in order to build in reading and writing processing systems.
- Word Meaning and Vocabulary- Vocabulary instruction is part of a balanced literacy program where vocabulary is focused on and specifically taught. It is a component for each grade and every level of reader and writer.
- Word Structure- Words are built according to rules.
- Word-Solving Actions- Strategic moves readers and writers make when they use their knowledge of the language systems while reading and writing continuous text. “In-the-head” actions to read and write.

Letter/Sound Relationships: Students continue to learn about letters and sounds. The sounds of oral language are related in both simple and complex ways to the twenty-six letters of the alphabet. Learning the connection between letters and sounds is the basic to understanding the written language.

- Recognize and use the full range of consonant letters and clusters (*st, ch*) in beginning, middle, and ending position in words.
- Recognize and use long and short vowel sounds in words.
- Recognize and use letter combinations that represent long vowel sounds (*ai, ay, ee, ea, oa, ow*)
- Recognize and use vowel sounds in open syllables (CV: *ho-tel*)
- Recognize and use vowel sounds in closed syllables (CVC: *lem-on*)
- Recognize and use vowel sounds with *r* (*car, first, hurt, her, corn, floor, world, near*)
- Recognize and use letters that represent no sound in words (*lamb, light*)

Spelling Patterns: Recognize and use a large number of phonogram patterns (VC, CVC, CVCe, VCC, VVC, VVCC, VVCe, VCCC, VVCCC)

- Correctly spell familiar high-frequency words (200+), words with regular letter-sound relationships (including consonant blends and digraphs and some vowel patterns, (and commonly used endings)
- Take apart multi-syllable words to spell the parts accurately or close accurately
- Use knowledge of phonogram patterns to generate multi-syllable words
- Spell simple and complex plurals
- Use simple rules for adding inflectional endings to words (drop e, double letter)
- Spell simple possessives
- Spell most contractions
- Spell words that have been studied (spelling words)
- Write easy compound words accurately
- Spell many one-syllable words that have vowel and r correctly

High Frequency Words: Knowing a core of high-frequency words is a valuable resource for students as they build their reading and writing processing systems. Automatically recognizing high-frequency words allows students to concentrate on understanding and on solving new words.

- Read and write a core of at least one-hundred fifty to two-hundred high-frequency words automatically.
- Employ self-monitoring strategies for continually accumulating ability to read and write accurately a large core of high-frequency words (working toward automatic knowledge of the five hundred most frequent).

Word Meaning and Vocabulary: The words one knows in oral and written language. For comprehension and coherence, students need to know the meaning of the words in the texts they read and write.

- Compound Words
 - Recognize and use a variety of compound words (*into, myself, itself, cannot, inside, maybe, nobody, outside, sunshine, today, together, upset, yourself, without, sometimes, something*)
- Synonyms and Antonyms
 - Recognize and use synonyms (words that mean about the same: *begin/start, close/shut, fix/mend, earth/world, happy/glad, high/tall, jump/leap*)
 - Recognize and use antonyms (words that mean the opposite: *hot/cold, all/none, break/fix, little/big, long/short, sad/glad, stop/start*).
- Homographs and Homophones
 - Recognize and use homophones (sound the same, different spelling and meaning: *to/too/two, here/hear, blue/blew, there/their/they're*)
 - Recognize and use homographs (words that have the same spelling but a different meaning: *bat/bat, well/well, wind/wind*)
 - Recognize and use words with multiple meanings (*play/play*).

Word Structure: Words are built according to rules. Looking at the structure of the words will help students learn how words are related to one another and how they can be changed by adding letters, letter clusters, and larger word parts.

- Syllables
 - Understand how vowels appear in syllables and that every syllable has a vowel (*horse, a-way, farm-er, morn-ing, bi-cy-cle, to-geth-er, ev-er-y*)
 - Recognize and use syllables in words with double consonants (*lad-der*) and in words with the W pattern (*ri-ot*)
- Plurals
 - Understand the concepts of plurals and plural forms: adding *-s* (*dogs, cats, apples, cats, desks, faces, trees, monkeys*); adding *-es* (when words end in *x, ch, sh, s, ss, tch, zz*); changing spelling (*foot/feet, goose/geese, man/men, mouse/mice, woman/women*)
- Verb Endings
 - Recognize and form present and past tense by using endings (*-es, -ed: like, likes, liked*); form present participle by adding *-ing* (*liking*); make a verb past tense (*-ed, d: played, liked*)
 - Recognize and use endings: *-er* to a verb to make a noun (*read/reader, play/player, jump/jumper*) *-er* to a verb that ends with a short vowel and a consonant (*dig/digger, run/runner*), *-r* to a verb that ends in silent *-r* (*bake/baker, hike/hiker*), *-er* to a verb ending in *-y* (*carry/carrier*)
- Endings for Adjectives
 - Recognize and use endings that show comparisons (*-er, -est*)
 - Contractions
 - Recognize and understand contractions with *am* (*I'm*), *is* (*he's*), *will*, (*I'll*), *not* (*can't*)
- Possessives
 - Recognize and use possessives that add an apostrophe and an *s* to a singular noun (*dog/dog's, woman/woman's, girl/girl's, boy/boy's*)
- Base Words
 - Remove the ending from a base word to make a new word (*running, run*)
- Prefixes
 - Recognize and use common prefixes (*re-, -un*)
- Parts of Speech
 - Use subject and very agreement in simple sentences (*we, were*)
 - Use nouns and pronouns that are in agreement (*Mike/he*)
 - Use prepositional phrases, adjectives, and adverbs correctly
- Tense
 - Write in past tense (*I went home yesterday.*)
 - Write in present tense (*Owls love to...*)
 - Write in future tense (*I'm going to go...*)

- Sentence Structure
 - Write complete sentences
 - Use a range of complete sentences (declarative, interrogative, exclamatory)

Word-Solving Actions: Related to all the categories previously described. Word solving focuses on the specific strategies that readers and writers make when they use their knowledge of the language system while reading and writing continuous text.

- Use known words to monitor reading and spelling
- Use letters and relationships to sounds to read and write words
- Break words into syllables to read and to write them
- Add, delete, change letters (*in/win, bat/bats*), letter clusters (*an/plan, cat/catch*), and word parts to make new words.
- Take apart compound words or join words to make compound words. (*into/in-to, sidewalk/sidewalk*)
- Use letter-sound knowledge to monitor reading and spelling accuracy
- Use the parts of compound words to solve a word and derive the meaning.
- Use known words and word parts (onsets and rimes) to help in reading and spelling new words (*br-ing, cl-ap*).
- Notice patterns and categorize high-frequency words to assist in learning them quickly.
- Recognize base words and remove prefixes and suffixes to break them down and solve them.

Conventions of Writing: In second grade students' behaviors and understandings in the conventions of writing rely on daily practice and application in real writing situations. Drill and practice are not emphasized through work sheets, but rather taught in context through student writing, mentor texts, teacher modeled writing.

- Capitalization
 - Use a capital letter for the first word of a sentence
 - Use capital letters appropriately to capitalize days, months, cities, states
 - Use capitals for names of people and places
 - Use all capital letters for a head or for emphasis
 - Use capitals to start the first letter in the first word and most other words in titles
- Punctuation
 - Understand and use ellipses to show pause or anticipation, usually before something surprising
 - Use dashes and ellipses for emphasis or to slow down the text for readers
 - Use periods, exclamation points, and question marks as ending marks
 - Use quotation marks around the speaker's exact words
 - Use periods after abbreviations
 - Notice the use of punctuation marks in books and try them out in own writing
 - Use apostrophes in contractions and possessives
 - Use commas to identify a series

III. GOALS (Linked to Core Curriculum Content Standards)

Reading Standards for Reading Literature:

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.2.1

Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RL.2.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

Craft and Structure:

CCSS.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.

CCSS.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.

CCSS.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.

Integration of Knowledge and Ideas:

CCSS.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.

CCSS.ELA-LITERACY.RL.2.8

(RL.2.8 not applicable to literature)

CCSS.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.

Range of Reading and Level of Text Complexity:

CCSS.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.

Reading Standards for Reading Informational Text:

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.2.1

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RI.2.2

Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

CCSS.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.

Craft and Structure:

CCSS.ELA-LITERACY.RI.2.4

Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

CCSS.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.

CCSS.ELA-LITERACY.RI.2.6

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.2.7

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

CCSS.ELA-LITERACY.RI.2.8

Describe how reasons support specific points the author makes in a text.

CCSS.ELA-LITERACY.RI.2.9

Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RI.2.10

By the end of 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.

Reading Foundational Standards

Phonics and Word Recognition:

CCSS.ELA-LITERACY.RF.2.3

Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-LITERACY.RF.2.3.A

Distinguish long and short vowels when reading regularly spelled one-syllable words.

CCSS.ELA-LITERACY.RF.2.3.B

Know spelling-sound correspondences for additional common vowel teams.

CCSS.ELA-LITERACY.RF.2.3.C

Decode regularly spelled two-syllable words with long vowels.

CCSS.ELA-LITERACY.RF.2.3.D

Decode words with common prefixes and suffixes.

CCSS.ELA-LITERACY.RF.2.3.E

Identify words with inconsistent but common spelling-sound correspondences.

CCSS.ELA-LITERACY.RF.2.3.F

Recognize and read grade-appropriate irregularly spelled words.

Fluency:

CCSS.ELA-LITERACY.RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-LITERACY.RF.2.4.A

Read grade-level text with purpose and understanding.

CCSS.ELA-LITERACY.RF.2.4.B

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-LITERACY.RF.2.4.C

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards:

Text Types and Purposes:

CCSS.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., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

CCSS.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.

CCSS.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.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.2.4

(W.2.4 begins in grade 3)

CCSS.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.

CCSS.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.

Research to Build and Present Knowledge:

CCSS.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).

CCSS.ELA-LITERACY.W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.W.2.9

(W.2.9 begins in grade 4)

Range of Writing:

CCSS.ELA-LITERACY.W.2.10

(W.2.10 begins in grade 3)

Speaking and Listening Standards:

Comprehension and Collaboration:

CCSS.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.

CCSS.ELA-LITERACY.SL.2.1.A

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.2.1.B

Build on others' talk in conversations by linking their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.2.1.C

Ask for clarification and further explanation as needed about the topics and texts under discussion.

CCSS.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.

CCSS.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.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.2.4

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CCSS.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.

CCSS.ELA-LITERACY.SL.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 [here](#) for specific expectations.)

Language Standards:

Conventions of Standard English:

CCSS.ELA-LITERACY.L.2.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.2.1.A

Use collective nouns (e.g., *group*).

CCSS.ELA-LITERACY.L.2.1.B

Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

CCSS.ELA-LITERACY.L.2.1.C

Use reflexive pronouns (e.g., *myself, ourselves*).

CCSS.ELA-LITERACY.L.2.1.D

Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

CCSS.ELA-LITERACY.L.2.1.E

Use adjectives and adverbs, and choose between them depending on what is to be modified.

CCSS.ELA-LITERACY.L.2.1.F

Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

CCSS.ELA-LITERACY.L.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.2.2.A

Capitalize holidays, product names, and geographic names.

CCSS.ELA-LITERACY.L.2.2.B

Use commas in greetings and closings of letters.

CCSS.ELA-LITERACY.L.2.2.C

Use an apostrophe to form contractions and frequently occurring possessives.

CCSS.ELA-LITERACY.L.2.2.D

Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

CCSS.ELA-LITERACY.L.2.2.E

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language:

CCSS.ELA-LITERACY.L.2.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.2.3.A

Compare formal and informal uses of English

Vocabulary Acquisition and Use:

CCSS.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.

CCSS.ELA-LITERACY.L.2.4.A

Use sentence-level context as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.2.4.B

Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).

CCSS.ELA-LITERACY.L.2.4.C

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).

CCSS.ELA-LITERACY.L.2.4.D

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

CCSS.ELA-LITERACY.L.2.4.E

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

CCSS.ELA-LITERACY.L.2.5

Demonstrate understanding of word relationships and nuances in word meanings.

CCSS.ELA-LITERACY.L.2.5.A

Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

CCSS.ELA-LITERACY.L.2.5.B

Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

CCSS.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*).

IV. ASSESSMENT

Student learning will be assessed through:

- Student/ teacher conferences
 - One-to-one writing and reading conferences are especially important to assess where writers and readers are in their learning. Teachers will meet with students to provide teaching opportunities. Watch with a record sheet in hand, and if children do something you regard as significant to the unit, make a note of it. If you teach a child a particular skill or strategy then record that teaching point.
 - Conferring with a writer always begins with a teacher pulling alongside a writer and asking, “*What are you working on as a writer?*” and “*What are you trying to do?*” and “*What are you planning to do next?*” (Calkins)
 - When conferring with a reader a teacher sits alongside a reader and reads over the shoulder of the student for a few seconds then asks, “*Tell me about what you’re reading*” or “*How’s it going today?*” or “*What are you working on? Show me a place in the text where you tried this*” or “*What can I help you with? Is there anything you want help with?*” or “*Can you tell me some of the thinking you recorded on post-its or in your notebook? Will you walk me through some of the thinking you have been doing?*” or “*Can you read aloud from where you were a bit?*” Any of these starting questions are a great beginning in order to research a little about the reader. Teachers then decide what to teach, compliment the reader, and teach a tip to the reader that will help them as a reader, not just with the book, then link the teaching point to what the student is reading.
 - Teachers generally use some type of system to record notes about readers, either in their own readers notebook, a journal, or an electronic device. These anecdotal notes provide evidence needed for upcoming conferences.
- Fountas and Pinnel Reading Level Assessment conducted at least three times a year for students beginning in January for all students and then again in the spring and at the end of the year. More frequently for students not on benchmark.
- Teacher’s College Scored Common Assessment Student Writings in Narrative, Opinion, and Information
- Writing samples and student writing portfolios

- Student presentations
- Writers Workshop Notebooks
- Readers Workshop Notebooks
- Student Performance Checklists for Writing
- Standards Based Writing Rubrics
- Writing Pathways Performance Assessments
- Learning Progressions
- Rubrics
- Spelling Developmental Analysis (Screening and Inventory)

V. SCOPE AND SEQUENCE

See attached tables on subsequent pages for details.

	Readers Workshop	Writers Workshop
Unit 1 Sept.	Taking Charge of Reading	Building the Writing
Unit 2 Oct.	Tackling Trouble: Assessment-Based Small Group Work	Community Through Narrative Writing
Unit 3 Nov./Dec.	Characters Face Bigger Challenges— and So Do Readers	Opinion Writing Using Persuasive Reviews
Unit 4 Jan.	Reading Nonfiction, Reading the World & Nonfiction Reading Clubs	Non-Fiction Informational Writing
Unit 5 Feb./March	Series Reading	Narrative Writing: Sit on the Edge of Your Seat Stories
Unit 6 Mar./Apr.	Reading and Role Playing: Fiction, Folktales, and Fairy Tales	Poetry : Powerful Thoughts in Tiny Packages
Unit 7 May/June	Readers Can Read about Science Topics to Become Experts	Informational Writing: Lab Reports

2nd GRADE READING
Readers Workshop~ Unit 1 Taking Charge of Reading
(4-5 weeks September/October)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: This unit is about getting everything going—routines, stamina, strong reading, enthusiasm for reading workshop, everything. Children will be reminded of strategies they should be very familiar with (using the title and the cover to predict what the book will be about) but will be nudged toward strategies that will support them in the early chapter books that most of them are reading or will be reading very soon. By the end of the unit students will have long-term partners based on reading interests and personalities and strengths and challenges of readers. Students will participate in collaborative conversations with diverse partners about second-grade topics and texts. The focus will be on following agreed-on rules for discussions, building on others' talk in conversations by linking their comments to the remarks of others, and asking for clarification and further explanation as needed about the topics and texts under discussion. The unit will wrap up with readers using all sorts of resourceful tricks, strategies and tips to keep going in their reading so they can dive in, and read, read, read!</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Read with accuracy and fluency so that comprehension is the main focus of the work that the reader is doing. • Read grade level text with purpose and understanding. • Set explicit goals for one's self as a reader. • Read with accuracy, appropriate rate and phrasing, and expression. • Read often for a really long time every single day. • Read at home. • Make choices about what to read and how to read it. • Establish a reading workshop time where a reader reads the entire time, a little bit longer each day. • Read in three- or four-word phrases, with appropriate intonation and preservation of the author's syntax. • Keep a reading log; recording the 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1: Helping Children Make Decisions Based on Habits, Volume, and Stamina</p> <p>Making decisions about our reading lives—getting ready to read. Finding just-right books and making our book bins Using bookmarks to mark our reading Learning from others Using post-it notes and reading logs</p> <p>Bend 2: Reading Is Thinking—Before, During and After</p> <p>Reading with our minds on fire—always thinking about what we are reading Rereading books over and over to really understand the book Paying attention to characters—how they feel and why.</p> <p>Bend 3: Partners Can Talk About Books to Grow Ideas</p> <p>Reading partnerships can help us be better readers Ways to make a reading partnership be awesome! Readers prepare and plan for partner reading time Recommending books to others Talking about books</p> <p>Bend 4: Being an Independent Problem Solver</p> <p>Fix up strategies so what we are reading makes sense Using strategies to figure out tricky words Using the context of the sentence to figure out new, interesting, or tricky words</p> <p>Word Study/Phonics:</p> <p>Short and Long Vowels CVC; Short vowel sounds with a single consonant blend (e.g., -op, -at, -it, -ut, -ab, -an, -ed, -ag, -am, -ed, -eg, -en, -et, -id, -ig, -im, -in, -ip, -ab, -ab, -ag, -og, op, -ot, -ub, -</p>	<p><i>Gooney Bird Greene</i> (A chapter book read-aloud) <i>A Chair for My Mother</i> by Ezra Jack Keats <i>A Letter to Amy</i> by Ezra Jack Keats <i>The Important Book</i> by Margaret Wise Brown <i>A Quiet Place</i> by Douglas Wood <i>Boundless Grace</i> by Mary Hoffman <i>Chicken Sunday</i> by Patricia Polacco <i>Daddy Makes the Best Spaghetti</i> by Anna Hines <i>Everybody Needs a Rock</i> by Byrd Baylor <i>Fireflies!</i> By Julie Brinkloe <i>The Bear that Heard Crying</i> by Natalie Kinsey Warnock <i>Wolf!</i> by Becky Bloom <i>I Hate to Read</i> by Rita Marshall <i>The Best Place to Read</i> by Debbie Bertram <i>If you Were a Writer</i> by Nixon <i>Into the Sea</i> by Guiberson <i>Julius, The Baby of the World</i> by Kevin Henkes <i>Kitchen Dance</i> by Maurie J. Manning <i>My Rotten Red Headed Older Brother</i> by Patricia Polacco <i>Pet Show!</i> By Ezra Jack Keats <i>Peter's Chair</i> by Ezra Jack Keats <i>The Recess Queen</i> by Alexis O'Neil <i>Shortcut</i> by Donald Crews <i>The Leaving Morning</i> by Angela Johnson <i>The Other Way to Listen</i> by Byrd Baylor <i>The Pain and The Great One</i> by Judy Bloom <i>A Story A Story</i> by Gail E. Haley <i>Bigmama's</i> by Donald Crews <i>Night in the Country</i> by Cynthia Rylant <i>Miss Tizzy</i> by Libba Moore Gray & Jada Rowland <i>Click Clack Moo: Cows That Type</i> by Doreen Cronin <i>My Little Sister Ate One Hare</i> by Bill Grossman <i>Gooney Bird Greene</i> by Lois Lowry <i>Let's Get a Pup! Said Kate</i> by Bob Graham</p> <p>Teacher Resources: A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, 2nd Grade 2011-2012 Unit 1: Taking Charge of Reading (Available on the shared</p>

<p>author, title, and start and end pages, and start and end time.</p> <ul style="list-style-type: none"> • Distinguish between short and long vowels sounds in one syllable words when reading. • Know sound-spelling correspondence for common CVVC (vowel team) spelling patterns • Decode regular long vowel-two-syllable words • Identify ambiguous vowel patterns. • Search for meaning and syntax when reading new or tricky words, integrate searching for meaning, syntax and visual information. 	<p><i>ug, -um, -un, -ut, -up)</i></p> <p>CVCC; Short vowel sounds with a final consonant digraph (<i>-end, -ank, -and, -ask, -ing, -amp, -ump, -ung, -ust, -ush</i>)</p> <p>Long Vowel Spelling Patterns Long Vowel Spelling Patterns VCe (e.g., <i>-ake, -ate, -ame</i>)</p> <p>Consonant Blends and Final Digraphs: Initial Blends (e.g., <i>/st/, /th/, /bl/, /cl/ /fl/, /gl/, /pl/, /sl/, /br/, /cr/, /dr/, /fr/, /gr/, /pr/, /tr/, /sc/, /sk/, /sl/, /sp/, /st/, /sw/, /ch/, /sh/, /th/, /wh/)</i>)</p> <p>Final Digraphs (e.g., <i>/ft/, /if/, /lk/, /lp/, /mp/, /nd/, /nk/, /sk/, /st/, /ch/, /ng/, /sh/, /th/</i>)</p> <p>High Frequency Words: Add three to five high-frequency words a week to the word wall and provide time to practice with partners or in small groups.</p>	<p>drive)</p> <p><u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><u><i>Daily Café</i></u> by Gail Boushey and Joan Moser</p> <p><u><i>Conferring with Readers</i></u> by Jennifer Serravallo</p> <p><u><i>The Art of Teaching Reading</i></u> by Lucy Calkins</p> <p><u><i>Reading with Meaning Teaching Comprehension in the Primary Grades</i></u> by Debbie Miller</p> <p><u><i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i></u> by Kathy Ganske</p> <p><u><i>Significant Studies for Second Grade</i></u> by Karen Ruzzo and Mary Anne Sacco</p> <p><u><i>Strategies That Work</i></u> by Anne Goudvis and Stephanie Harvey</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> • High Frequency Word List Visit the Shared Drive for Download Below benchmark: 89 or below Slightly below benchmark: 90-124 words On benchmark: 125-139 words Far exceeds benchmark: 140+ words • Fountas and Pinnell Beginning of the Year Assessment Expectations: Below Expectations: (Level H or below) Meets Expectations: (Level I) Exceeds Expectations: (Level J) Far Exceeds Expectations: (Level K or above) • Reading Rate 85-120 words per minute by the end of the academic school year. (*Any student that enters 2nd grade with a sight vocabulary less than 150 words needs to direct focus paid towards increasing their sight-word fluency which will therefore increase their reading rate.) <p>Word Study Assessments:</p> <ul style="list-style-type: none"> • Word Journeys Screening Inventory (for any new to the district student) <p>Word Journeys Feature Inventory (Based on previous year's assessments in Letter Name, Within Word, Syllable Juncture, or Derivational Constancy)</p>
---	--	--

**Readers Workshop Unit 2 ~ Tackling Trouble: Assessment-Based Small Group Work
(4-5 weeks October/November)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: This unit is all about continuing the excitement to read and helping readers as they begin to tackle more complex texts. Readers will notice and tackle tricky parts of words; chunking parts of words, drawing on meaning as well as phonics, and practice reading known words in a snap. By the second month of school second graders have learned the routines and procedures of readers workshop. Small groups of readers have been formed to discuss books and students are talking about their reading with partners. The independence of readers enables the teachers to have more one-on-one conversations with students to assess their strengths and challenges as readers. The ultimate goal of the unit is for readers to become problem solvers in order to use strategies in more complex and layered ways.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Envision the story, think about what's happening and predict will come next. • Orchestrating many strategies at a time to decode and make sense of text. • Decode unfamiliar polysyllabic words. • Carry on the work of reading independently and with a reading partner. • Problem-solve in order to read long and strong. • Read words in a snap. • Process an increased number of words • Apply quick word-solving strategies to multi-syllable words with inflectional endings, suffixes, and prefixes. • Adjust reading rate to process realistic fiction texts. • Reads many texts silently. • Reflects appropriate rate, word stress, intonation, pausing, and phrasing. • Read some easy chapter book (forty 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1: Readers Take Notice and Tackle Tricky Parts: Chunk Parts of Words, Drawing on Meaning as Well as Phonics Readers are problem solvers; trying one strategy, then, if need be, trying another Looking at words and thinking about chunks of words Breaking words apart into smaller parts Letters go together to make special sounds Reading all the way through a word to help us read; looking at the beginning, the middle, and the end of the word Using the context of the sentence to figure out a tricky word Thinking about other words we know to figure out new words Paying close attention to the ending of a word to notice familiar endings like – <i>ing, -ed, -s</i> and using them to help with our reading</p> <p>Bend 2: Readers Read Known Words in a Snap and Check to Make Sure New Words Make Sense Reading words in a ‘snap’! Building up a collection of words that we don’t need to work to figure out Using the word wall to read the words in our books that pop up again and again Using what we know about words to figure out a tricky word</p> <p>Bend 3: Readers Fix Our Reading When We Make a Mistake Cross checking our own reading and asking ourselves questions: “<i>Does this go with what is happening in the story? Does this sound like it would in a book? Do the letters I see match the sounds in the word I am saying?</i>” Readers reread to make sure what we are reading is right Working to get through the hard parts</p>	<p><i>Gooney Bird Greene</i> by Lois Lowry <i>My Rotten Red Headed Older Brother</i> by Patricia Polacco <i>Boundless Grace</i> by Hoffman <i>Chicken Sunday</i> by Patricia Polacco <i>Daddy Makes the Best Spaghetti</i> by Anna Hines <i>Everybody Needs a Rock</i> by Byrd Baylor <i>Fireflies!</i> By Julie Brinkloe</p> <p>Teacher Resources: A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, 2nd Grade 2011-2012 Unit 2: Tackling Trouble: Assessment Based Small Group Work (Available on the shared drive) <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Daily Café</i> by Gail Boushey and Joan Moser <i>Conferring with Readers</i> by Jennifer Serravallo <i>The Art of Teaching Reading</i> by Lucy Calkins <i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller <i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i> by Kathy Ganske <i>Significant Studies for Second Grade</i> by Karen Ruzzo and Mary Anne Sacco <i>Strategies That Work</i> by Anne Goudvis and Stephanie Harvey</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> • High Frequency Word List Visit the Shared Drive for Download Below benchmark: 89 or below Slightly below benchmark: 90-124 words On benchmark: 125-139 words Far exceeds benchmark: 140+ words • Fountas and Pinnell Beginning of the Year Assessment Expectations: Below Expectations: (Level H or below) Meets Expectations: (Level I) Exceeds Expectations: (Level J) Far Exceeds Expectations: (Level K or

<p>to sixty pages) that require sustained attention and memory over time.</p>	<p>and making sure that our reading makes sense</p> <p>Bend 4: Readers Make Sure That We Don't Just Read the Words, We Understand Them—and Then We Read More and More</p> <p>Keeping track of new or interesting words by using Post-its Noticing and collecting new words and determining the meaning of new words Using the context of the sentence, going back, reading ahead to figure out what new words mean Building stamina—reviewing our reading logs to set new goals Smoothing our reading and making it sound more like talking by going back and rereading phrases or sentences with the new word in it. Retelling a story and using our new vocabulary words Keeping track of what the story is about when retelling the big parts</p> <p><u>Word Study/Phonics:</u></p> <p>Short and Long Vowels CVC; Short vowel sounds with a single consonant blend (e.g., <i>-op, -at, -it, -ut, -ab, -an, -ed, -ag, -am, -ed, -eg, -en, -et, -id, -ig, -im, -in, -ip, -ab, -ab, -ag, -og, op, -ot, -ub, -ug, -um, -un, -ut, -up</i>)</p> <p>CVCC; Short vowel sounds with a final consonant digraph (<i>-end, -ank, -and, -ask, -ing, -amp, -ump, -ung, -ust, -ush</i>)</p> <p>Long Vowel Spelling Patterns Long Vowel Spelling Patterns VCe (e.g., <i>-ake, -ate, -ame</i>)</p> <p>Consonant Blends and Final Digraphs: Initial Blends (e.g., <i>/st/, /th/, /bl/, /cl/ /fl/, /gl/, /pl/, /sl/, /br/, /cr/, /dr/, /fr/, /gr/, /pr/, /tr/, /sc/, /sk/, /sl/, /sp/, /st/, /sw/, /ch/, /sh/, /th/, /wh/</i>)</p> <p>Final Digraphs (e.g., <i>/fi/, /if/, /lk/, /lp/, /mp/, /nd/, /nk/, /sk/, /st/, /ch/, /ng/, /sh/, /th/</i>)</p> <p>High Frequency Words: Add three to five high-frequency words a week to the word wall and provide time to practice with partners or in small groups.</p>	<p>above)</p> <ul style="list-style-type: none"> • Reading Rate 85-120 words per minute by the end of the academic school year. (*Any student that who has not acquired 150 words needs to have direct focus paid towards increasing their sight-word fluency. which will therefore increase their reading rate.)
---	---	--

**Readers Workshop Unit 3 ~ Characters Face Bigger Challenges—and So Do Readers
(5-6 weeks November/December)**

Second Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: Readers will be taught to pay close attention to characters as they read. This unit builds the foundation for later work on characters in texts. This unit will help children retell well by determining importance in their increasingly longer texts. Readers will notice how characters respond to major events and challenges, as well as thinking about how characters feel throughout the twists and turns of the story. Future work in studying characters will lead students to walk in the shoes of characters, role-play, emphasize, and predict while reading with increased fluency and intonation. Students will look across series of texts such as in the book series <i>Poppleton</i> and <i>Henry and Mudge</i> and <i>Pinky and Rex</i>. Students will notice how characters respond to major challenges and acknowledge differences in the points of view of characters, including speaking in a different voice for each character when reading dialogue aloud.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Get to know characters wants and troubles. • Think about characters’ traits and feelings. • Read words in a snap. • Process an increased number of words • Apply quick word-solving strategies to multi-syllable words with inflectional endings, suffixes, and prefixes. • Adjust reading rate to process realistic fiction texts. • Reads many texts silently. • Reflects appropriate rate, word stress, intonation, pausing, and phrasing. • Read some easy chapter book (forty to sixty pages) that require sustained attention and memory over time. • Notice how characters respond to major challenges • Acknowledge differences in the 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1: Getting to Know Our Characters’ Wants and Troubles Readers get to know characters in a book by paying attention to their wants and problems Holding in our head information about a character and reading to learn new information about the setting and characters’ lives Making predictions about characters Confirming our predictions and/or revising predictions as we read along Keeping track of characters’ actions to make sure we follow all that is happening in the story Using a fix up strategy, such as rereading, when meaning begins to break down</p> <p>Bend 2: Readers Think About Characters’ Traits and Feelings Using character traits to describe characters and referring to specific examples in a text Noticing when characters do something, or say something, out of character Thinking about character traits and tracking characters’ feelings in order to know more about the book Jotting on post-it notes</p> <p>Bend 3: Readers Can Find Deeper Meanings in Our Books Listening carefully to each other to add on or to raise questions about a book Growing big ideas in our books— noticing strong feelings of characters Preparing to read with a partner- using post-it notes to jot Noticing differences between the beginning of the book and the ending</p> <p>Word Study/Phonics:</p> <p>Short and Long Vowels CVC; Short vowel sounds with a single consonant blend (e.g., -op, -at, -it, -ut, -ab, -an,- ed, -ag, -am, -ed, -eg, -en, -et, -id,</p>	<p><i>Charlotte’s Web</i> by E.B. White <i>Goonie Bird Greene and the Room Mother</i> <i>Julius, the Baby of the World</i> by Kevin Henkes <i>Nobody’s Mother is in Second Grade</i> by Robin Pulver <i>Wemberly Worried</i> by Kevin Henkes <i>Hooway for Wodney Wat</i> by Helen Lester <i>Be Good to Eddie Lee</i> by Fleming <i>Poppleton</i> by Cynthia Rylant <i>Pinky and Rex</i> by James Howe <i>Romana Forever</i> by Beverly Cleary <i>Lily’s Purple Plastic Purse</i> by Kevin Henkes <i>100th Day Worries</i> by Margery Cuyler <i>Trouble with Trolls</i> by Jan Brett <i>The Mitten</i> by Jan Brett <i>The Hat</i> by Jan Brett <i>The Best Class Picture Ever</i> by Denis Roche <i>Scarecrow</i> by Cynthia Rylant <i>The Little Old Lady Who Was Not Afraid of Anything</i> by Linda D. Williams <i>Too Many Pumpkins</i> by Linda White <i>Twilight Comes Twice</i> by Ralph Fletcher <i>In November</i> by Cynthia Rylant <i>Hello, Harvest Moon</i> by Ralph Fletcher</p> <p>Teacher Resources: A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, 2nd Grade 2011-2012 Unit 3: (Available on the shared drive) <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Daily Café</i> by Gail Boushey and Joan Moser <i>Conferring with Readers</i> by Jennifer Serravallo <i>The Art of Teaching Reading</i> by Lucy Calkins <i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller <i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i> by Kathy Ganske <i>Significant Studies for Second Grade</i> by</p>

<p>points of view of characters</p> <ul style="list-style-type: none"> • Speak in a different voice for each character when reading dialogue aloud 	<p><i>-ig, -im, -in, -ip, -ab, -ab, -ag, -og, op, -ot, -ub, -ug, -um, -un, -ut, -up)</i></p> <p>CVCC; Short vowel sounds with a final consonant digraph (<i>-end, -ank, -and, -ask, -ing, -amp, -ump, -ung, -ust, -ush</i>)</p> <p>Long Vowel Spelling Patterns Long Vowel Spelling Patterns VCe (e.g., <i>-ake, -ate, -ame</i>)</p> <p>Consonant Blends and Final Digraphs: Initial Blends (e.g., <i>/st/, /th/, /bl/, /cl/, /fl/, /gl/, /pl/, /sl/, /br/, /cr/, /dr/, /fr/, /gr/, /pr/, /tr/, /sc/, /sk/, /sl/, /sp/, /st/, /sw/, /ch/, /sh/, /th/, /wh/</i>)</p> <p>Final Digraphs (e.g., <i>/ft/, /if/, /lk/, /lp/, /mp/, /nd/, /nk/, /sk/, /st/, /ch/, /ng/, /sh/, /th/</i>)</p> <p>High Frequency Words: Add three to five high-frequency words a week to the word wall and provide time to practice with partners or in small groups.</p>	<p>Karen Ruzzo and Mary Anne Sacco <i>Strategies That Work</i> by Anne Goudvis and Stephanie Harvey</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> • High Frequency Word List Visit the Shared Drive for Download Below benchmark: 104 or below Slightly below benchmark: 105-129 words On benchmark: 130-149 words Far exceeds benchmark: 150+ words • Fountas and Pinnell Beginning of the Year Assessment Expectations: Below Expectations: (Level I or below) Meets Expectations: (Level J) Exceeds Expectations: (Level K) Far Exceeds Expectations: (Level L or above) • Reading Rate 85-120 words per minute by the end of the academic school year. (*Any student that still has a sight vocabulary less than 150 words needs to direct focus paid towards increasing their sight-word fluency, which will therefore increase their reading rate.)
---	---	--

Readers Workshop Unit 4 ~ Reading Nonfiction, Reading the World

(4 weeks January)

Second/Third Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: Students will learn the most basic, non-negotiable skills that all readers use to make sense of nonfiction texts. Students will be taught previewing strategies with non-fiction texts. Readers will be immersed in non-fiction to prepare for writing in the parallel unit of study in writers workshop. Children will begin using nonfiction text features to decipher the organizational structures of the books they are reading during independent, shared, and guided reading. Within this unit of study children will learn skills such as previewing, prediction, finding the main topic, and envisioning. The text features within nonfiction texts will help students draw on these skills to understand their texts better. The foundation of this unit is that nonfiction text features make nonfiction reading unique. Children will be reading many, many non-fiction texts with engagement</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Monitor long stretches of nonfiction text for meaning and read with engagement • Synthesize and analyze a text's pictures, charts, and other graphics. • Focus on text features in non-fiction text • Know and use text features to locate key facts and information. • Actively read the content of a nonfiction book. • Retell the main topic of the text with supporting details to demonstrate their understanding. • Use the voice of a narrator or a documentary when reading orally a nonfiction text. • Constantly monitor for meaning while reading nonfiction texts. • Analyze how specific sentences and paragraphs and larger portions of a text relate to one another and to the whole text. • Make sense of the sections of non-fiction text that they are reading. 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1: Nonfiction Readers Read to Become Smarter about Our World and the Things in It Previewing texts to get a lay of the land and warm up for the reading ahead, to figure out what the text is going to teach Nonfiction text features help readers make sense of how information is organized within the pages Readers anticipate the text that comes next by following the part that has just been read Readers go back to earlier sections to reread to make sense of new information Readers use transitional words when retelling nonfiction; <i>for one thing, then, or, and, however, or but.</i> Readers chunk and categorize text into mental topic containers Making a reading club folder to keep ideas, thoughts, questions, and reading work organized for partner reading and book clubs</p> <p>Bend 2: Nonfiction Readers See More Than the Text on the Page Looking hard at the pictures in books to determine what the picture is teaching us as readers Paying attention to thoughts, questions, and ideas that pop into one's head while reading nonfiction and jotting them down for future conversations or inquiry Mining for trivia versus thinking and responding about what one is reading</p> <p>Bend 3: Nonfiction Readers Tackle Tricky Words in Our Books Reading around words and asking "What word would sound right here?" and/or "What kinds of words would make sense?" Cross-checking, monitoring for meaning, and taking a stab at saying a</p>	<p><i>Olivia's Birds Saving the Gulf</i> by Olivia Boulter <i>O is For Orca: An Alphabet Book</i> by Andrea Helman <i>Oceans and Seas</i> by Davies <i>Snow is Falling</i> by Franklyn M. Branley & Holly Keller <i>Polar Lands</i> by Margaret Hynes <i>Hottest Coldest Highest Deepest</i> by Steve Jenkins <i>Mummies and Ancient Egypt</i> by Anita Ganeri <i>What were castles for?</i> By Phil Roxbee Cox <i>The Cheetah Fast as Lightning</i> by Philippe Dupont <i>I Wonder Why Penguins Can't Fly and other questions about polar lands</i> by Pat Jacobs <i>The Furry Alphabet Book</i> by Pollotta <i>Atlantic</i> by Karas <i>Hello Ocean</i> by Pam Munoz Ryan <i>How Do You Know it's Winter?</i> By Allan Fowler <i>How to Be A Friend: A Guide to Making Friends and Keeping Them</i> by Laurie Krasny Brown & Marc Brown <i>Have You Seen Bugs?</i> By Oppenheim Aillaud <i>Sharks</i> by Peter Scott <i>In the Pond</i> by Anna Milbourne <i>The Snowy Day</i> by Anna Milbourne <i>In the Castle</i> by Anna Milbourne <i>The Butterfly</i> by Anna Milbourne <i>On the Moon</i> by Anna Milbourne <i>Under the Ground</i> by Anna Milbourne <i>Polar Lands</i> by Margaret Hynes <i>Koko's Kitten</i> by Dr. Francine Patterson <i>Where Butterflies Grow</i> by Joanne Ryder <i>A Pack of Wolves</i> by Richard and Louise Spilsbury <i>Recess at 20 Below</i> by Cindy Lou <i>Reptiles</i> by Stewart <i>Kittens</i> by Kalman & Walter <i>Little Panda, The World Welcomes Hua Mei at the San Diego Zoo</i> by Joanne Ryder</p> <p>Teacher Resources: A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, 2nd Grade 2011-</p>

<ul style="list-style-type: none"> Decoding and understanding new words that are specific to a nonfiction topic 	<p>new word by the way it looks Using nonfiction text features to see if unknown words are used in labels, arrows, close-up pictures, captions, and glossaries Substituting synonyms in place of a word in a sentence to try different possible meanings</p> <p>Bend 4: Nonfiction Readers Can Read More Than One Book about a Topic to Compare and Contrast Jotting notes, ideas, and questions we have as we read Using post-it notes and meeting with reading clubs to share ideas Reading more one book on a same topic to compare and contrast ideas and information Mixing and matching information across books by making quick notes Reviewing our collection of idea and notes to celebrate our learning</p> <p><u>Word Study/Phonics:</u></p> <p>Long Vowel Spelling Patterns VCe (e.g., <i>-ake, -ate, -ame...</i>) CVVC (e.g., <i>-ai, -ea, -ee, ...</i>) R-controlled Vowels</p> <p>High Frequency Words</p> <p>Add three to five high-frequency words a week to the word wall and provide time to practice with partners or in small groups.</p>	<p>2012 Unit 4: Reading Nonfiction, Reading the World (Available on the shared drive) <i><u>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</u></i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i><u>Daily Café</u></i> by Gail Boushey and Joan Moser <i><u>Conferring with Readers</u></i> by Jennifer Serravallo <i><u>The Art of Teaching Reading</u></i> by Lucy Calkins <i><u>Reading with Meaning Teaching Comprehension in the Primary Grades</u></i> by Debbie Miller <i><u>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</u></i> by Kathy Ganske <i><u>Significant Studies for Second Grade</u></i> by Karen Ruzzo and Mary Anne Sacco <i><u>Strategies That Work</u></i> by Anne Goudvis and Stephanie Harvey</p> <p>Assessment:</p> <ul style="list-style-type: none"> Fountas and Pinnell Beginning of the Year Assessment Expectations: Below Expectations: (Level J or below) Meets Expectations: (Level K/L) Exceeds Expectations: (Level M) Far Exceeds Expectations: (Level N or above) High Frequency Word List Visit the Shared Drive for Download Below benchmark: 119 or below Slightly below benchmark: 120-139 words On benchmark: 140-164 words Far exceeds benchmark: 165+ words Reading Rate 85-120 words per minute by the end of the academic school year. (*Any student that still has a sight vocabulary less than 150 words needs to direct focus paid towards increasing their sight-word fluency, which will therefore increase their reading rate.) Poster or big book page highlighting new thinking
--	---	---

Readers Workshop Unit 5 ~ Series Reading
(5-6 weeks February/March)
Third Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: This unit of study will engage students in reading across genres to practice those newly learned skills and an opportunity to learn more about prediction, characters, and recognizing patterns. Students will read in book clubs sharing ideas with reading partners about characters and plot. Some book clubs may have two members and read a couple of books in one series, while other members read two books in another series to get lots of ideas going. Some clubs may opt to focus on character similarities and differences across series, while others may prefer to focus on big ideas. Still other clubs may focus their comparisons on books of a particular kind (e.g., series that are funny, series that get our hearts racing, detective series). Throughout the work the unit will continue to support the work students do while also encouraging their independence. Students will be reading to notice how books are like little episodes in the lives of characters. Students will get to know characters well so they can predict with whom characters will be doing things, what will happen to them, and how they will handle their problems. In the first part of the unit students will read across texts in a single series to notice patterns of character traits and patterns of how a series goes. The second part of the unit will help students to grow ideas about characters and also to be flexible about their ideas as they read more.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Utilize a number of strategies for understanding plot & characters • Read with fluency. • Learn more about prediction, characters, and recognizing patterns by investigating series books. • Read series books with more deeply developed characters. • Use information in a text to understand, predict, and critique 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1: Readers Figure Out How a Series Goes, Noticing Patterns and Predicting What Will Happen Read series books looking for predictable patterns, for how a particular series goes, and in particular looking for predictable character traits Sorting through information to notice what is the most important information learned about character(s) in the series Keeping track of what one is learning about their characters and how stories develop. Marking parts of a text one wants to talk about in book clubs</p> <p>Bend 2: Even When Readers Think We Know How a Series Will Go, We Are Ready to Be Surprised Readers are flexible while reading by accumulating the story across pages and chapters. Reading chunks of a story and asking “<i>What is going on with my character so far?</i>” and “<i>What do I know about my character so far?</i>” Forming questions and thinking about characters’ point of view in order to get closer to the text Using words and phrases that help readers refer to texts and to ideas of others to support class/book club discussions Noticing times when a character or a plot does something unexpected and then supplying a possible reason for the twist. Organize ideas from a text and substantiate it with textual evidence in their writing about reading.</p> <p>Bend 3: Readers Grow Smart by Looking Across Different Series, and We Use Smart Work of Club Members to Push our Thinking Compare and contrast texts across series noting similarities and</p>	<p><i>Chester’s Way</i> by Kevin Henkes <i>Cam Jansen</i> series by David Adler <i>The Zack Files</i> series by Dan Greenburg <i>A-Z Mysteries</i> series by Ron Roy & John Steven Gurney <i>Danger Guys</i> series by Tony Abbott <i>Horrible Harry</i> series by Suzy Kline <i>Ready Freddy</i> series by Abby Klein <i>Junie B. Jones</i> series by Barbara Park <i>Pony Crazy Princess</i> series by Diana Kimpton <i>Wayside School</i> series by Louis Sachar <i>Stink</i> series by Megan McDonald <i>Flat Stanley</i> series by Jeff Brown <i>Nate the Great</i> series by Marjorie Weinman Sharmat <i>Marvin Redpost</i> series by Louis Sachar <i>The Polk Street Kids</i> series by Patricia Reilly Giff <i>Williamenia</i> series by Valerie Wilson Wesley <i>The Stories That Julian Tells</i> by Ann Cameron <i>Iris and Walter</i> book series by Elissa Haden Guest <i>Amber Brown</i> series by Paula Danziger <i>Fluffy the Guinea Pig</i> book series by Kate McMullan <i>The Magic Tree House</i> series by Mary Pope Osborne <i>The Amazing Monty</i> by Johanna Hurwitz <i>Encyclopedia Brown</i> series by Donald J. Sobol <i>Poppleton</i> by Cynthia Rylant <i>Pinky and Rex</i> by James Howe <i>Nate the Great</i> series by Marjorie Weinman Sharmat <i>George and Martha</i> series by James Marshall <i>Dogs Don’t Wear Sneakers</i> by Laura Numeroff *A chapter book read aloud is highly suggested from a series that no one in the class is reading that is more complex than most second graders can read independently. (Ex: <i>Time Warp Trio</i>)</p> <p>Teacher Resources: A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, 2nd Grade 2011-2012 Unit 4: Reading Nonfiction, Reading the World</p>

<p>a story.</p> <ul style="list-style-type: none"> • Pay attention to predictable structures that contain familiar, typical elements. • Make decisions about what one wants to study in a book club and how to study things together in a book club. • Jot notes on Post-its about patterns one notices in books and thoughts while reading. • Pay special attention to: parts where the main character experiences trouble, parts where the character seems to change. Then, ask “Does s/he act like this in other stories?” • Keep track of what one is learning about their characters and how stories develop. • Mark parts of a text one wants to talk about in book clubs. • Work together with book club members to helpful and meaningful ways • Listen intently to book club members’ ideas, add to one another’s ideas in respectful ways, and link thoughts to those others have expressed. 	<p>differences and use what one knows about individual series and about series in general Thinking about character similarities and differences and also about parallel (or diverging) themes asking questions like “What are the big ideas or problems that happen again and again in these series? How are they alike? How are they different?” Providing textual evidence for one’s ideas and connecting ideas to the world around us by using prompts such as “What does this make me think about _____ now?” or “Does this book or series help you think differently about best friends?”</p> <p>Bend 4: Readers Let Series Book Lead Us into Learning about a Topic Reading across genres to find out more information that fits with our fictional series texts. Looking over books one has read to come up with possible topics to learn about Investigating different topics and brings back to book clubs to share. Discussing new knowledge learned with book clubs</p> <p><u>Word Study/Phonics:</u> Syllables Recognize syllables to support with strategies for solving longer words Contractions Diphthongs (-oy and -ai) Ambiguous vowel patterns Complex Blends (-str) High Frequency Words</p> <p>Add three to five high-frequency words a week to the word wall and provide time to practice with partners or in small groups.</p>	<p>(Available on the shared drive) <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Daily Café</i> by Gail Boushey and Joan Moser <i>Conferring with Readers</i> by Jennifer Serravallo <i>The Art of Teaching Reading</i> by Lucy Calkins <i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller <i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i> by Kathy Ganske <i>Significant Studies for Second Grade</i> by Karen Ruzzo and Mary Anne Sacco <i>Strategies That Work</i> by Anne Goudvis and Stephanie Harvey</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Fountas and Pinnell Beginning of the Year Assessment Expectations: Below Expectations: (Level J or below) Meets Expectations: (Level K/L) Exceeds Expectations: (Level M) Far Exceeds Expectations: (Level N or above) • High Frequency Word List Visit the Shared Drive for Download Below benchmark: 134 or below Slightly below benchmark: 135 - 159 words On benchmark: 160 - 179 words Far exceeds benchmark: 180+ words • Reading Rate 85-120 words per minute by the end of the academic school year. (*Any student that still has a sight vocabulary less than 150 words needs to direct focus paid towards increasing their sight-word fluency, which will therefore increase their reading rate.) • Sharing Information learned with Book Clubs (Optional assessments) Make bins with some of the cross-genre club materials. Share with each other the information learned and how it helped them to better understand their book series. Choose a few of their best ideas from jots and place them on a piece of construction paper. Share ideas with members of the class. Recommend favorite series, giving a brief summary & explaining why it is so great.
--	---	--

Readers Workshop Unit 6 ~ Reading and Role Playing: Fiction, Folktales, and Fairy Tales
(5-6 weeks March/April)
Fourth Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: Students will read about good and evil, quests and magic, chants and incantations. The Common Core Standards state that second graders need to be able to “recount stories, including fables and folktales from diverse cultures, and to determine their central message, lesson, moral” and also “to compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. Continued work on increasing fluency; tone, accuracy, and intonation through readers theatre will occur in this unit of study. Students will learn to recognize morals, lessons, and author’s purpose that stories convey. At the beginning of the unit students will be reading with partners as the work together to analyze characters. At the end of the unit students will move into book clubs to have more practice understanding characters through deep empathy and envisionment.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Read closely, asking key investigative questions in an effort to infer characters’ roles and their impact on the story’s bigger meaning. • Envision as one reads, imagining the worlds of stories. • Cultivate fluency by reading aloud repetitively, each time increasing authority and intonation. • Participate in Readers Theatre • Read more quickly than the beginning of the year with expression and intonation that suggests and supports comprehension. • Explore point of view and discover how different characters—and authors, too—can see the same events differently. • Acknowledge differences in the points of view of characters, including speaking in a different 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1: Readers Can Become Actors Too: Stepping into a Character’s Shoes—Literally! Reading stories as if we were the characters; thinking as we read, reading the words that the character says. Noticing when a character’s feelings might be changing and making sure that the voice in one’s head changes along with the character’s feelings Notice and interpret the details that tell us about a character Reading closely noticing clues that will help us learn more about a character Tracking characters and thinking about a character’s wants, needs, and troubles. Use Post-its to note things and talk about these notices with partners</p> <p>Bend 2: Directing Ourselves and Our Club Mates Determining how and <i>why</i> a character feels the way h/she does by rereading, developing conjectures and surmising. Readers look for clues, pose theories and try out different interpretations Find evidence about the conclusions one is making about characters Readers pay attention not only to <i>what</i> and <i>why</i> a character does things, but also to <i>how</i> a character does things Character’s feelings versus character traits Read with fluency, prosody, and phrasing by practicing through reader’s theatre and repetitive reading</p> <p>Bend 3:As Readers Get to Know Characters Better, We Discover Predictable Roles They Play: Understand the Villain, the Hero, and Everyone in Between Authors make deliberate choices about what types of character types to include in stories; heroes and villains, sidekicks, the wise advisor, the trickster, and others Analyzing books to determine similar character types and listing the different roles characters play</p>	<p><i>I’m in Charge of Celebrations</i> by Byrd Baylor <i>Ponyella</i> by Laura Numeroff <i>The Boy Who Cried Wolf</i> by Jerry Pickney <i>The Wolf Who Cried Boy</i> by Bob Hartman <i>The Three Little Pigs</i> by Paul Galdone <i>The True Story of the Three Little Pigs</i> by Jon Scieszka <i>The Three Little Pigs</i> by Steven Kellogg <i>Little Red Riding Hood</i> by Lisa Campbell Ern <i>Pretty Salma: A Little Red riding Hood Story from Africa</i> by Niki Daly <i>Cinder Edna</i> by Ellen Jackson <i>Cinder-Elly</i> by G. Brian Karas <i>The True Story of the 3 Little Pigs</i> by Jon Scieszka <i>The Stinky Cheeseman</i> by Jon Scieszka <i>The Princess Knight</i> by Cornelia Funke <i>The Dunchess of Whimsy: An Absolutely Delicious Fairy Tale</i> by Randall de Sève and Peter de Sève <i>Clever Jack Takes the Cake</i> by Candace Fleming <i>Mebela the Clever</i> by Margaret Read Macdonald <i>Mirror Mirror</i> by Marilyn Singer <i>Spells</i> by Emily Gravett Fairy tales by brothers Grimm Fairy tales by Hans Christian Andersen <i>Cinderella</i> by Marcia Brown <i>The Paper Bag Princess</i> by Robert Munsch <i>Princess Smartypants</i> by Babette Cole <i>Prince Cinders</i> by Babette Cole <i>Fables</i> by Arnold Lobel</p> <p>Teacher Resources: A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, 2nd Grade 2011-2012 Unit 7: Reading and Role Playing: fiction, Folktales, and Fairy Tales (Available on the shared</p>

<p>voice for each character when reading dialogue aloud.</p> <ul style="list-style-type: none"> • Pay attention to a character and his or her experiences and also analyze how a character is feeling. • Mark places in a book when reading independently where the character has a strong feeling with which the reader empathizes. 	<p>The roles that characters play lead to the plot and theme of the story</p> <p>Bend 4: Readers Recognize the Morals, Lessons, and Author’s Purpose That Stories Convey</p> <p>Thinking about the lessons authors’ hope readers will learn</p> <p>Various points of view</p> <p>Many folktales and fairy tales have similarities: good triumphs over evil, selfish or lazy characters learn a lesson</p> <p>Fairy tales, like other stories they have read, often include a lesson</p> <p>Learning from fairy tales about our own life lessons.</p> <p>Rereading for a full understanding and to gather a deeper meaning</p> <p><u>Word Study/Phonics:</u></p> <p>Diphthongs (-oy and -ai)</p> <p>Ambiguous vowel patterns</p> <p>Complex Blends (-str)</p> <p>High Frequency Words</p> <p>Add three to five high-frequency words a week to the word wall and provide time to practice with partners or in small groups.</p>	<p>drive)</p> <p><i><u>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</u></i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><i><u>Daily Café</u></i> by Gail Boushey and Joan Moser</p> <p><i><u>Conferring with Readers</u></i> by Jennifer Serravallo</p> <p><i><u>The Art of Teaching Reading</u></i> by Lucy Calkins</p> <p><i><u>Reading with Meaning Teaching Comprehension in the Primary Grades</u></i> by Debbie Miller</p> <p><i><u>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</u></i> by Kathy Ganske</p> <p><i><u>Significant Studies for Second Grade</u></i> by Karen Ruzzo and Mary Anne Sacco</p> <p><i><u>Strategies That Work</u></i> by Anne Goudvis and Stephanie</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Fountas and Pinnell Beginning of the Year Assessment Expectations: Below Expectations: (Level K or below) Meets Expectations: (Level L/M) Exceeds Expectations: (Level N) Far Exceeds Expectations: (Level O or above) • High Frequency Word List Visit the Shared Drive for Download Below benchmark: 154 or below Slightly below benchmark: 155 - 174 words On benchmark: 175 - 199 words Far exceeds benchmark: 200+ words • Reading Rate 85-120 words per minute by the end of the academic school year. (*Any student that still has a sight vocabulary less than 150 words needs to direct focus paid towards increasing their sight-word fluency, which will therefore increase their reading rate.) • Optional Assessment Perform a book that has been read and studied though partnerships or book clubs.
--	---	---

Readers Workshop Unit 7 ~ Readers Can Read about Science Topics to Become Experts
(4 weeks May/June)
Fourth Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: Students will be immersed in the study of non-fiction texts during this unit of study. Readers will be grouped around a topic to study this topic with focus. Students will be reading about science in reading workshop, writing about science in the writing workshop, and functioning like young scientists in the science workshop. Students will be working to describe the connection between a series of scientific ideas and participate in shared research. The inquiry based science kit will be a focus for research. In the first part of the unit students will read all about their topic. They will be reminded of all the nonfiction comprehension strategies they learned earlier in the year, such as previewing texts, reading for main ideas, and using illustrations and other page elements to build up understanding. Students will be immersed in domain specific vocabulary so that they can talk and think like “insiders.” Students will read as many books as they can on a single topic. In the second part of the unit students will compare and contrast the information they find in different books about the topic. By the end of the unit readers will have gathered enough information in order to develop a theory, or hypothesis about their topic.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Compare and contrast the most important points presented by two texts on the same topic. • Compare illustrations from two texts alongside one another to learn cumulatively from them. • Ponder conflicting information. • Jot down questions one has about reading and bring these questions to book club conversations. • Describe how reasons support specific points the author is trying to make. • Broaden vocabulary on domain specific topic. 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1: Science Readers Build Up a Base Knowledge on a Topic by Reading Deeply about the Topic Strategies for reading to learn Beginning a book on a shared topic with book club members to be able to collaborate together and explore a topic Science readers deliberate over the cover blurb and table of contents, study the organization of the book, and examine the details of illustrations and the accompanying captions to learn all they can about the book’s topic. Noticing and using words written in bold print, italics, all-about or informational writing not included in the main part of the text, and sidebars in order to gain control over all that the book has to offer Using sentence starters to build conversations Using chunks of text such as section headings and subheadings to gather big ideas of the topic Collecting domain specific words and using them in discussions in book club conversations and during writing workshop while writing about the topic</p> <p>Bend 2: Science Readers Compare and Contrast Different Texts on the Same Topic Reading a second book on a topic and bringing all that we know from the first book and thinking “<i>How is the information in this new book the same or different from the first book?</i>” Reading a third book on the same topic and doing the same thing—bringing all that we know from the first two books to the third reading Comparing and contrasting texts on the topic of choice Jotting thoughts and articulating thoughts while defending ideas to a small group</p> <p>Bend 3: We Learn by Asking Questions Applying the scientific method to information learned about a topic; ask a</p>	<p><i>What is the World Make Of? All About Solids, Liquids, and Gases (Let’s-Read-and-Find... Science, Stage 2)</i> by Kathleen Weidner Zoehfeld <i>Solids, Liquids, And Gases (Rookie Reader)</i> by Ginger Garrett <i>What is Matter (Rookie Read-About Science)</i> by Don L. Curry <i>Change it!: Solids, Liquids, Gases and You (Primary Physical Science)</i> by Adrienne Mason and Claudia Davila <i>In Search of the Fog Zombie: A Mystery About Matter (Summer Camp Science Mysteries)</i> by Lynda Beauregard and Der-Shing Helmer) <i>States of Matter: A Question and Answer Book</i> by Ted Williams and Anne McMullen <i>Solid, Liquid, or Gas? (Rookie Read-About Science)</i> by Ray Robinson <i>Solids (States of Matter)</i> by Jim Mezzanotte <i>All About Matter (Science Builders)</i> by Mari Schuh <i>Matter (Science All Around Me)</i> by Mir Tamim Ansary <i>The Scoop About Measuring Matter (My Science Library)</i> by Tracy Nelson Maurer Various non-fiction texts on topic of choice for student inquiry</p> <p>Teacher Resources: A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, 2nd Grade 2011-2012 Unit 8: Readers Can Read about Science Topics to Become Experts (Available on the shared drive) <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas</p>

	<p>question, formulate a hypothesis, and design an experiment Ask and answer questions in systematic ways using words such as who, what, where, when, why, and how to demonstrate understanding of details in a text Readers make observations, ask questions, voice disagreements, and make additions to what they have read. Science readers jot quick notes on Post-its about questions that occur while they read. Science readers think about how the information from one text helps them understand information from another text more deeply, and then they ask a question about what they still want to know</p> <p><u>Word Study/Phonics:</u></p> <p>Contractions</p> <p>Inflectional endings for plural and past tense Understand the concepts of plurals and plural forms: adding <i>-s</i> (<i>dogs, cats, apples, cats, desks, faces, trees, monkeys</i>); adding <i>-es</i> (when words end in <i>x, ch, sh, s, ss, tch, zz</i>); changing spelling (<i>foot/feet, goose/geese, man/men, mouse/mice, woman/women</i>)</p> <p>Homophones Recognize and use homophones (sound the same, different spelling and meaning: <i>to/too/two, here/hear, blue/blew, there/their/they're</i>) Recognize and use homographs (words that have the same spelling but a different meaning: <i>bat/bat, well/well, wind/wind</i>) Recognize and use words with multiple meanings (<i>play/play</i>).</p> <p>Prefixes and suffixes Recognize and use common prefixes (<i>re-, -un</i>)</p> <p>High Frequency words Add three to five high-frequency words a week to the word wall and provide time to practice with partners or in small groups.</p>	<p>and Published by Heinemann <i>Daily Café</i> by Gail Boushey and Joan Moser <i>Conferring with Readers</i> by Jennifer Serravallo <i>The Art of Teaching Reading</i> by Lucy Calkins <i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller <i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i> by Kathy Ganske <i>Significant Studies for Second Grade</i> by Karen Ruzzo and Mary Anne Sacco <i>Strategies That Work</i> by Anne Goudvis and Stephanie</p> <p>Assessment:</p> <ul style="list-style-type: none"> Fountas and Pinnell Beginning of the Year Assessment Expectations: Below Expectations: (Level L or below) Meets Expectations: (Level M) Exceeds Expectations: (Level N) Far Exceeds Expectations: (Level O or above) High Frequency Word List Visit the Shared Drive for Download Below benchmark: 154 or below Slightly below benchmark: 155 - 174 words On benchmark: 175 - 199 words Far exceeds benchmark: 200+ words Reading Rate 85-120 words per minute by the end of the academic school year. (*Any student that still has a sight vocabulary less than 150 words needs to direct focus paid towards increasing their sight-word fluency, which will therefore increase their reading rate.)
--	---	---

2nd GRADE WRITING

Writers Workshop ~ Building the Writing Community Through Narrative Writing

Unit 1 September (5-6 weeks)

First Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: In this unit of study mentor texts are used to help students refine their writing and make it more interesting. Students will write many words using conventional spelling and produce more complex sentences. This unit is designed to support second graders’ growing skills in the conventions of writing and their ability to communicate as members of a community—or partnership—listening and speaking in turn, building on others’ talk in conversations by linking their comments to the remarks of others, and recounting or describing key ideas and details from a text or read aloud. The overall goal is to inspire students to create the types of narratives that read like real literature with their ‘second grade’ best.</p> <p>Outcomes</p> <ul style="list-style-type: none"> • Understand how to craft fiction by using mentor texts as models • Understand how to craft personal narratives and memoirs from mentor texts • Understand personal narrative as a story from the author’s life, usually told in first person • Understand memoir as a reflection of a memorable experience or a person • Understand fiction as a short story about an event in the life of the main character • Understand that fiction may be realism or fantasy (animal fantasy, tall tales, fable) • Understand the elements of fiction, including setting, problem, characters, and problem resolution • Describe characters by how they look and what they do • Describe the setting with appropriate detail • Write simple fictional stories (realism or fantasy) • Write an engaged beginning and a satisfying ending to stories 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey. See individual unit plans for narrative writing on the shared drive.</p> <p>Bend 1: Studying the Masters for Inspiration and ideas</p> <ul style="list-style-type: none"> • Strategies for choosing small moments from their lives so they can generate ideas for stories easily • Capturing story ideas: tiny topic notepads • Writing with detail: Magnifying a small moment • Creating powerful endings • Think of story idea, sketch “twin sentences”, say the story aloud, and write it page by page. (1 or 2 days) • Working hard: Setting goals and making plans for writing time <p>Bend 2: Noticing Author’s Craft: Studying Imagery, Tension, and Literary Language in <i>Owl Moon</i></p> <ul style="list-style-type: none"> • Revising with Intent • Close Reading: Learning Writing Moves from a Text • Learning to write in powerful ways: trying out craft moves learned from mentor authors • Emulating authors in ways that matter; revising in meaningful ways • Mining Texts for word choice: studying and revising precise and specific language <p>Bend 3: Study Your Own Authors to Revise</p> <ul style="list-style-type: none"> • Learning craft moves from any mentor text • Being Bold: Trying new craft moves • Writers can help each other: Partners offer feedback 	<p>Mentor Texts (Instructional Read Aloud): Chapter book read aloud: <i>Mercy Watson to the Rescue</i> by Kate diCamillo (This read aloud should be completed before unit 3.) Or <i>Gooney Bird Greene</i> (A chapter book read-aloud) <i>Arthur Writes a Story</i> by Marc Brown <i>Owl Moon</i> by Jane Yolen <i>The Leaving Morning</i> by Angela Johnson <i>A Chair for My Mother</i> by Ezra Jack Keats <i>A Letter to Amy</i> by Ezra Jack Keats <i>The Important Book</i> by Margaret Wise Brown <i>A Quiet Place</i> by Douglas Wood <i>Boundless Grace</i> by Mary Hoffman <i>Chicken Sunday</i> by Patricia Polacco <i>Daddy Makes the Best Spaghetti</i> by Anna Hines <i>Everybody Needs a Rock</i> by Byrd Baylor <i>Fireflies!</i> By Julie Brinkloe <i>The Bear that Heard Crying</i> by Natalie Kinsey Warnock <i>Wolf!</i> by Becky Bloom <i>I Hate to Read</i> by Rita Marshall <i>The Best Place to Read</i> by Debbie Bertram <i>If you Were a Writer</i> by Nixon <i>Into the Sea</i> by Guiberson <i>Julius, The Baby of the World</i> by Kevin Henkes <i>Kitchen Dance</i> by Maurie J. Manning <i>My Rotten Red Headed Older Brother</i> by Patricia Polacco <i>Pet Show!</i> By Ezra Jack Keats <i>Peter’s Chair</i> by Ezra Jack Keats <i>The Recess Queen</i> by Alexis O’Neil <i>Shortcut</i> by Donald Crews <i>The Leaving Morning</i> by Angela Johnson <i>The Other Way to Listen</i> by Byrd Baylor <i>The Pain and The Great One</i> by Judy Bloom <i>A Story A Story</i> by Gail E. Haley <i>Bigmama’s</i> by Donald Crews <i>Night in the Country</i> by Cynthia Rylant <i>Miss Tizzy</i> by Libba Moore Gray & Jada Rowland <i>Click Clack Moo: Cows That Type</i> by Doreen Cronin <i>My Little Sister Ate One Hare</i> by Bill Grossman <i>Gooney Bird Greene</i> by Lois Lowry</p>

<ul style="list-style-type: none"> • Select “small moments” or experiences and share thinking and feeling about them • Describe a setting and how it is related to the writer’s experiences • Use dialogue as appropriate to add to the meaning of the story • Use words to show the passage of time • Tell details about the most important moments in a story or experience while eliminating unimportant details • Describe characters by what they do, say, and think and what others say about them • Use some literary language that is different from oral language • Write in a way that shows the significance of the story • Usually write in the first person to achieve a strong voice • Select meaningful topics • Reveal something important about self or life 	<ul style="list-style-type: none"> • Editing and preparing for publication • Selecting one of their many small moment stories and engage in major revision of that one story. (If finished, they choose yet another story to revise.) <p>Bend 4: Celebration</p> <ul style="list-style-type: none"> • Celebrate the revision they have attempted. <p>2nd Grade Narrative Writing Checklist</p> <p><u>Overall:</u> Write about one time when the writer did something.</p> <p><u>Lead:</u> Write a good beginning and chose a way to start the story. Included action, talk, or setting that would make a good beginning.</p> <p><u>Transitions:</u> Tells the story in order by using words like <i>when, then</i> and <i>after</i>.</p> <p><u>Ending:</u> Chose action, talk, or feeling that would make a good ending.</p> <p><u>Organization:</u> Write lots of lines on a page and write across lots of pages.</p> <p><u>Elaboration:</u> Bring charcters to life with details, talk, and actions.</p> <p><u>Craft:</u> Chose strong words that will help readers picture the story</p> <p><u>Spelling:</u> Spell a word using what is known about spelling patterns. (<i>tion, er, ly</i>, etc)</p> <p>Spell all word correctly from word wall and use the word wall to help figure out how to spell other words</p> <p><u>Punctuation:</u> Use quotation marks to show what characters said</p> <p>Use an apostrophe with contractions.</p>	<p><i>Let’s Get a Pup! Said Kate</i> by Bob Graham</p> <p>Teacher Resources:</p> <p>A Curricular Plan for the Writers Workshop, Teachers College Electronic PDF, 2nd Grade 2011-2012 Unit 3: <i>Writing and Revising Realistic Fiction</i> (Available on the shared drive)</p> <p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><i>Units of Study for Narrative, Opinion, and Information Writing</i> written by Lucy Calkins and colleagues at The Reading and Writing Project Grade 2 <i>Lessons from the Masters</i> Published by Heinemann</p> <p><i>Writing Pathways Performance Assessments and Learning Progressions</i> by Lucy Calkins http://readingandwritingproject.com/</p> <p>Core Curriculum Content Standards http://www.corestandards.org/the-standards/english-language-arts-standards</p> <p>Assessment:</p> <p>Checklist for Narrative writing Grades 1, 2, and 3</p> <p>Learning Progressions:</p> <p><i>By September of 2nd Grade:</i></p> <p>Produce at least four to five pages per day, with three or more sentences per page (between twelve and fifteen sentences a day). Remain involved in talking about, drawing, and writing their books for forty minutes.</p> <p>Utilize a small repertoire of strategies (add more dialogue, take away parts, add more details, stretch out the most important part, etc.). Know how to use a chart for visual reminders of learned strategies.</p> <p>Revise with purpose, consider craft and the effect different craft choices have on the way a story sounds to a reader.</p> <p>Reread work to find mistakes in capitalization, ending punctuation, and spelling. Use available resources (word wall) to correct some of these mistakes.</p> <p>Correctly capitalize dates and names of people, use ending punctuation in sentences, and use commas in dates and to separate single words in a series.</p> <p>Begin to edit to correctly capitalize proper nouns and used apostrophes when writing contractions and possessives.</p>
--	---	--

Writers Workshop ~ Opinion Writing Using Persuasive Reviews
Unit 3 November/ December (5-6 weeks)
Second/Third Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: During this unit of study writers will be taught to persuade others to love books and certain restaurants as much as they do. Second graders will form opinions about the books they read, thinking deeply about characters within and across series. They will form opinions about restaurants they have visited, thinking deeply about their reasons for their opinions. In part, then, this is a unit on writing to think--- and on doing this complicated grown up work in ways that are befitting seven-year-olds. The goals of the unit are important ones. Children will learn to write clear opinions and support these ideas with evidence—work that is at the forefront of the list of expectations for writers as they move on to third grade and beyond. This unit sets the critical tracks for future work in argument writing. The unit stands on the shoulders of the learning in first grade but in second grade adds more sophistication. In first grade students were expected to write opinion pieces in which they introduced the topic or named the book they were writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. Now, in second grade, in addition to introducing the topic, they are writing about, student must also introduce the book they are writing about (rather than only name it), supply reasons that support the opinion, use linking words (e.g., <i>because, also, and</i>) to connect opinion and reasons, and provide a concluding statement or section. This unit begins with students writing a specific form of opinion letters—writing opinions about books and using evidence from the text to support those ideas.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> ▪ Write letters about books ▪ State opinions and cite evidence from texts they can read and understand ▪ Write about and state personal 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey. See individual unit plans for opinion writing on the shared drive.</p> <p>Bend 1: Letter Writing: A Glorious Tradition Writers use mentor texts to understand how to express opinions. (Immersion Phase)</p> <ul style="list-style-type: none"> • Writing letters to share ideas about characters • Getting energy for writing by talking • Writers generate more letters: developing new opinions by looking at pictures • Writers make their letters about books even better by retelling important parts • Keeping audience in mind • Using a checklist to set goals for ourselves as writers • Writers note what to include in a persuasive book (and restaurant) review. • Students notice (and later use) transitions and phrases reviewers use to state opinions and persuade others. <p>Bend 2: Raising the Level of Our Letter Writing</p> <ul style="list-style-type: none"> • Writing about more than one part of a book • Writers plan, research, and rehearse their opinions to make their reviews more persuasive. • Reading closely to generate more writing • Gathering more evidence to support each of our opinions • Why is the author using a capital here? • Planning each section of their review. • Elaborating using reasons for their opinions. • Using quotes from the books in their 	<p>Chapter book read aloud: <i>Mercy Watson to the Rescue</i> by Kate diCamillo (Book should be read aloud previous to beginning unit, if possible.) <i>Frankly, Frannie Check, Please!</i> by AJ Stern <i>Click, Clack, Moo</i> by Doreen Cronin <i>I Wanna Iguana</i> by Karen Orloff <i>Henry and Mudge</i> by Cynthia Rylant <i>Harry the Dirty Dog</i> by Gene Zion <i>I Wanna New Room</i> by Karen Orloff <i>Don't Let the Pigeon Stay Up Late</i> by Mo Willems <i>Pinky and Rex</i> by James Howe <i>Ruby the Copycat</i> by Peggy Rathmann Book reviews Restaurant Reviews</p> <p>Teacher Resources: A Curricular Plan for the Writers Workshop, Teachers College Electronic PDF, 2nd Grade 2011-2012 Unit 5: <i>Getting Kids Started Writing Lots and Lots of Reviews</i> (Available on the shared drive) <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Units of Study for Narrative, Opinion, and Information Writing</i> written by Lucy Calkins and colleagues at The Reading and Writing Project <i>Writing About Reading</i> Unit 3 Opinion Writing Grade 2 Published by Heinemann <i>Writing Pathways Performance Assessments and Learning Progressions</i> by Lucy Calkins</p> <p>Assessment: Opinion writing scored with Teachers College Rubric (Scores recorded into Genesis) Reference <i>Writing Pathways Performance Assessments and Learning Progressions</i> by Lucy Calkins pgs. 82-123</p> <p><i>"Think of a topic or issue that you know and care about, an issue around which you have strong feelings. Tomorrow, you will have forty-five minutes to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays, persuasive letters, and reviews. If you want to find and us information from a book or another outside source, you may bring that with you tomorrow. Please keep in mind that you'll have</i></p>

<p>opinions and ideas</p> <ul style="list-style-type: none"> ▪ Writes beginnings which give opinions & sets readers up to expect writing to be convincing. ▪ Write with purpose for a selected audience. ▪ Decide upon, and then elaborate on the most important parts of their message ▪ Write and edit for the reader-- text must be easy to read, and persuasive ▪ Develop lists of possible books (and later restaurants) to review, and think about their audience ▪ Decide how they really feel about the subject of their review and consider if their audience feels the same way ▪ Start with an opinion, provide evidence to support it, and end with their opinion and perhaps a recommendation. ▪ Write persuasive book and restaurant reviews 	<p>reviews.</p> <ul style="list-style-type: none"> ● Publishing our opinions for all to read <p>Bend 3: Writing Nominations and Awarding Favorite Books</p> <ul style="list-style-type: none"> ● Writers write in compelling ways in order to convince their audience. ● And the nominees are... ● Prove it! Adding Quotes to Support Opinions ● Good. Better. Best. ● Giving readers signposts and rest stops ● Writing introductions and conclusions to captivate ● Using a checklist to set “writerly” goals ● Writing reviews in an organized way by paying attention to the structure they planned. ● Using voice and the special language of reviewers. ● Keeping the elaboration going ● Awarding our favorites: A Book Fair Celebration <p>Reference: 2nd Grade Opinion Writing Checklist</p>	<p><i>forty-five minutes to complete this, so you will need to plan, draft, revise and edit in one sitting.</i></p> <p>For students in grades K-2 you will add: <i>Name your opinion</i> <i>Give reasons and evidence to explain why you have that opinion.</i> <i>Write an ending.</i></p> <p>Checklist for Opinion writing Grades 1, 2, and 3</p> <p>Learning Progressions: 2nd Grade: <u>Overall:</u> Writer wrote opinion and likes and dislikes and gave reasons for the opinion. <u>Lead:</u> Wrote a beginning in which h/she not only gave opinion, but also set readers up to expect writing would try to convince them. <u>Transitions:</u> Connected parts of piece using words such as <i>also, another, and because.</i> <u>Ending:</u> Wrote an ending in which he reminded readers of his opinion. <u>Organization:</u> Writer’s piece had different parts; and wrote a lot of lines for each part. <u>Elaboration:</u> Wrote at least two reasons and wrote at least a few sentences about each one. <u>Craft:</u> Chose words that would make readers agree with her opinion. <u>Spelling:</u> To spell a word the writer used what he knew about spelling patterns (<i>tion, er, ly, etc.</i>) Spelled all the words on the word wall correctly and used the word wall to help spell other unknown words. <u>Punctuation:</u> Used quotation marks to show what characters said. When the writer used words such as <i>can’t</i> and <i>don’t</i>, she put in the apostrophe.</p>
--	--	--

Writers Workshop ~ Non Fiction Informational Writing
Unit 4 January (4 weeks)
Second Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: In this unit students will acquire the habits of non-fiction writers, and will develop transitional and sequential language. They will also learn about non-fiction text features and how to use them in their books. Readers will be immersed in non-fiction to prepare for writing. By learning to read non-fiction, and focusing on text features in non-fiction text, students will make the transition to writing non-fiction. Students will write books on self-selected topics about which they have some knowledge. They will also do a bit of research on these topics, incorporating new knowledge into what they already know. Writing volume is an important goal of this unit, and for starters, this means that students will write lots of information books. A second goal is that children begin to explore and learn about different ways of structuring information texts.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Write four to five pages per day with three or more sentences per page. • Students will narrow down their choices of things they know a lot about. • Students will write a Table of Contents page, and will learn how to use this as their outline for writing. • Write questions to hook a reader and then whole paragraphs of writing to answer the question and teach information to help readers understand the answer to the question. • Write as many information books as they can. • Plan chapters with details, making whole booklets for each chapter rather than a single page. • Elaborate by using examples and comparisons. • Conduct simple research on a single topic 	<p>Bend 1: Write Information Books with Stamina, Volume, and Independence</p> <ul style="list-style-type: none"> • Writers draw on what we already know to write up a storm, then we find ways to make our pieces even better. • Students learn how to find a topic they know much about and can teach others to do. • Writers think about what they want to say, who they want to say it to, and what kind of piece they want to make. • Writers will learn that all writing has a purpose and an audience. • Students will further their knowledge of genre and text features. <p>Bend 2: Write with elaboration: Study a mentor text to make information books longer and more interesting</p> <ul style="list-style-type: none"> • Writers plan their writing carefully by writing out a sequence of steps in order to teach others. • They plan their table of contents to help them write the chapters in their books. • Students use special How- To paper to help them plan and write about their topics. • Students include a table of contents, diagrams, lists, and glossaries in their books. <p>Bend 3: Revise one book and conduct research to create an expert project</p> <ul style="list-style-type: none"> • Writers reread their books to others, looking for information that is left out or repeated. • They ensure the table of contents matches the parts of their books and that each chapter teaches the reader something. • Writers will add information to their chapters as needed. <p>Bend 4: Edit, Fancy Up, and Publish Students check spelling and punctuation with a writing partner.</p> <ul style="list-style-type: none"> • They prepare their books for an audience by adding fun facts and colorful illustrations. <p>Reference: 2nd Grade Informational Writing Checklist</p>	<p><i>Apples</i>, by Gail Gibbons <i>Cats</i>, by Gail Gibbons <i>From Seed to Plant</i>, by Gail Gibbons <i>The Pumpkin Book</i>, by Gail Gibbons</p> <p>Teacher Resources: A Curricular Plan for the Writers Workshop, Teachers College Electronic PDF, 2nd Grade 2011-2012 Unit 1: Launching with Nonfiction (Available on the shared drive) <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> written by Pinnell and Fountas <i>Units of Study for Narrative, Opinion, and Information Writing If... Then... Curriculum Assessment Based Instruction</i> pgs. 19-37</p> <p>Assessment: Information writing scored with Teachers College Rubric Reference <i>Writing Pathways Performance Assessments and Learning Progressions</i> by Lucy Calkins</p> <p>Checklist for Informational writing Grades 1, 2, and 3 Learning Progressions: 2nd Grade: Overall: The writer taught readers some important points about a subject. Lead: Wrote a beginning in which h/she named a subject and tried to interest readers. Transitions: Writer used words such as <i>and</i> and <i>also</i> to show h/she had more to say. Ending: Writer wrote some sentences or a section at the end to wrap up his piece. Organization: Writer's writing had different parts. Each part told different information about the topic. Elaboration: Writer used different kinds of information in writing such as facts, definitions, details, steps, and tips. Craft: Writer tried to include words that showed she was an expert on the subject. Spelling: Writer used what h/she knew about spelling patterns (<i>tion, er, ly,</i> etc.) to spell a word. Writer spelled all the word wall words correctly and used the word wall to figure out how to spell other unknown words. Punctuation: Used quotation marks to show what the characters said. Used apostrophes with contractions.</p>

Writers Workshop ~ Narrative Writing: Sit on the Edge of Your Seat Stories
Unit 5 February/March (5-6 weeks)
Fourth Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: The goal of this unit is to raise the quality of children’s narrative writing and to support volume of writing. In this unit students will be learning how to grow both the quality and quantity of their writing. By January of second grade students have already learned about writing narratives. Writing gripping narratives will channel this learning to help students write stories with tension. Students will be taught to develop characters in a way that builds tension in their story—giving characters dreams, desires, fears, and frustrations. Some students may be writing to develop their own life stories as they did in their personal narratives. Other students may be writing fictional narratives toward the end of the unit. The overall goal of the unit is for students to write a narrative story with emotional buildup targeting strong emotions like jealousy, embarrassment, frustration, or surprise--- as a way to recall significant and gripping moments in a character’s life.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Write realistic fiction with a focus on problem and solution • Develop a character, build tension to elaborate an idea, and use all of their writing strategies with increased independence • Uses action, talk, or setting to make a good beginning. Brings characters to life w/ details, talk, & action. • Produce a chronological account in a narrative format • Write a small moment event that occurs over a small period of time • Take small precise steps to tell the story • Write about character’s actions over several sentences • Include some specifics about what characters say, feel, and think • Write two or three stories per week • Continually increase volume of 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1: Remembering All We Know about Strong Narrative Writing: Revisiting Our Old Small Moments and Generating New Ones</p> <ul style="list-style-type: none"> • Writers study mentor text to identify characteristics of good fiction writing. (Immersion) (1 week) • Create a class anchor chart from all the “noticings” about realistic fiction stories • Gather story ideas by fictionalizing a few “small moment” stories • Writers create a class draft of a realistic fiction story <p>Bend 2: Pulling Readers to the Edges of their Seats</p> <ul style="list-style-type: none"> • Use everything they know about writing to create fiction stories • Finding the heart of the story • Writers create realistic characters by listing external and internal characteristics • Writers think about the problem, and solve it using three attempts (to build tension) • Writers rehearse orally before starting their drafts <p>Bend 3: Repeating the Process, Accumulating Lessons Along the Way</p> <ul style="list-style-type: none"> • Revisiting the qualities of good writing in order to develop believable and high quality realistic fiction. • phrases (<i>all of a sudden, after a while</i>) • Writers build tension slowly • Writers develop character by including internal thinking, action and dialog. • Writers study other writers to see how setting and mood are created and developed. • Writers work on literary beginnings <p>Bend 4: Writers select their best work to revise (1 week)</p> <ul style="list-style-type: none"> • Writers work with their writing 	<p><i>Shortcut</i>, by Donald Crews <i>The Ghost Eye Tree</i> by Bill Martin <i>Koala Lou</i> by Mem Fox <i>Too Many Tamales</i> by Gary Soto <i>Iris and Walter and the Field Trip</i> by Elissa Haden Guest & Christein Davenier A chapter from <i>Junie B. Jones</i> A chapter from <i>Horrible Harry</i> <i>Peter’s Chair</i>, by Ezra Jack Keats <i>A Letter to Amy</i>, by Ezra Jack Keats <i>Knuffle Bunny</i>, by Mo Willems <i>Those Shoes</i> by Maribeth Bolts <i>The Leaving Morning</i> by Angela Johnson Garbage incinerator scene from the movie Toy Story 3 *A chapter book read aloud is highly suggested from a series that no one in the class is reading from readers workshop that is more complex than most second graders can read independently. (Ex: <i>Time Warp Trio</i>)</p> <p>Teacher Resources: A Curricular Plan for the Writers Workshop, Teachers College Electronic PDF, 2nd Grade 2011-2012 Unit 6: Write Gripping Stories with Meaning and Significance (Available on the shared drive) <i>If... Then... Curriculum Assessment Based Instruction</i> by Lucy Calkins with Julia Mooney pgs. 2-18 <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Units of Study for Narrative, Opinion, and Information Writing</i> written by Lucy Calkins and colleagues at The Reading and Writing Project Grade 2 Published by Heinemann</p> <p>Assessment: Common Assessment in Narrative writing scored with Teachers College Narrative Rubric and scores entered into Genesis Checklist for Narrative writing Grades 1, 2, and 3</p> <p>Reference and Take Note of Learning</p>

<p>writing to be much greater than it was at the beginning of second grader or even two months ago</p> <ul style="list-style-type: none"> • Write in five-page booklets at the beginning of the unit progressing to loose-leaf paper that will resemble third grade writing style • Visualize a bit of a story by acting out moment by moment • Add lines into narrative writing that shares how a character is feeling or what the character is thinking • Revise with a purpose instead of just for the sake of revising • Introduce the problem of the story at the beginning of the narrative and add to the problem by complicating the situation and leaving the reader thinking 	<p>partners to improve their pieces</p> <ul style="list-style-type: none"> • Writers zoom in on the most important parts of their stories and improve them • Writers craft sentences using varied length and punctuation • Writers craft endings that circle back to the beginning, speak to the heart of the story or elaborate upon the lesson learned <p>Bend 5: Writers edit and publish (2 weeks)</p> <ul style="list-style-type: none"> • Writers edit all words that need capital letters (proper nouns) • Writers edit for smooth oral reading (work with partners) • Writers edit for correct spelling, so other readers may read the piece with ease • Writers make sure their work is written neatly and clearly and it is easy to follow • Writers add illustrations as needed • Writers create covers for their stories and write blurbs for their partners books • Writers celebrate their incredible work! <p>Reference: 2nd Grade Narrative Writing Checklist</p>	<p>Progressions: <i>By June of 2nd Grade:</i></p> <p>Produces a page or more of writing every each day, the amount that would fill a piece of notebook paper. Writes an entry or two in class each day, each a page or more in length, and, at times, an additional entry at home. Remain engaged for forty minutes.</p> <p>Write an entirely new draft of a story. Makes significant large-scale changes and then writes a second draft outside of the notebook.</p> <p>Uses a small repertoire of revision strategies and knows that there are ways that revision can pay off (i.e., revising beginnings, revising endings, key parts, rethinking audience, topic, etc.) Knows to immediately begin working on a new piece after “finished” the first one. Edits work for spelling, punctuation, and language usage. Knows to draft correctly capitalizing on proper nouns, using apostrophes for contractions and possessives, and employs correct end punctuation.</p> <p>Begins to edit for correct comma usage in dialogue and addresses as well as correct quotation mark usage in dialogue and correct capitalization of titles.</p>
---	--	--

Writers Workshop ~ Poetry: Powerful Thoughts in Tiny Packages
Unit 6 March/April (5 weeks)
First/Second Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: Students will learn about line breaks, and how a poem is different than a story. Meaning, craft, repetition, white space, word choice and metaphors are explored, as well as story poems, back and forth structure, and list poems. It is important to note that rhyme, acrostics, haiku or diamante poems are NOT the focus of this unit. The focus is to engage students in analytic reading of short complex texts so that they can apply what they read to their own writing. Students will read like writers analyzing texts looking at the craft choices authors make. As writers of poetry students will focus on clarity and precise language. This unit will teach students to “organize their dreams, memories, wonderings, and favorite facts into folded treasures, treasures that will find homes in readers’ minds and hearts.” Students will study poetry in order to explore ideas and language, value voice, metaphor and sensory detail. Children will be able to explore the intersection between language, structure, and meaning.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Uses repetition of sounds or patterns to create musical effect in poems • Attempts to use figurative language to develop meaning in the poem • Establishes mood • Recognize cadence • Creates visual images • Use line breaks to make meaning • Choose and select poems to celebrate • Consider every part of the poem, including the spacing and shape of the words on the page, the type and size of the font, even the white space that surrounds the text. • Listen for line breaks in a poem • Make decisions based on meaning • Interpret poems • Find a big topic that gives a big feeling • Find a small moment, detail, or object that holds a big feeling 	<p>Bend 1: Seeing with Poets’ Eyes Immersion phase- Children explore the sounds and feelings of poetry by reading poems aloud in groups, partnerships and alone. Rereading is important to internalize the varied rhythms of the genre. Students learn that poets see and hear the world differently through deeper observation. During this bend, students choose topics that matter to them, that hold big feelings or images. The children will write many poems, experimenting with line breaks and making comparisons. Editing and spelling are another focus of this bend.</p> <p>Bend 2: Delving Deeper: Experimenting with Language and Sound to Create Meaning In this bend, students focus upon choosing precise words, repetition and conveying feelings. Students will note the different moods conveyed in poetry and start to collect poems in folders. These poems will serve as mentor poems and students will experiment with the same techniques. This bend places a special emphasis upon metaphors, and students will learn to sustain a metaphor over several lines.</p> <p>Bend 3: Trying Structures on for Size Bend 3 continues the study of poetic language but there is a focus on structure. Lessons in this bend teach children to read like writers. Students will learn to identify story poems, list poems, lists with twists, and poems with a back-and-forth structure.</p> <p>Celebration in this unit consists of performing the poems aloud and posting copies of the poems in the community.</p>	<p><i>Old Elm Speaks Tree Poems</i> by Kristine O’Connell George <i>“Pencil Sharpener”</i> by Zoe Ryder White <i>“Ceiling”</i> by Zoe Ryder White <i>“Aquarium”</i> by Valerie Worth <i>“Between Two Tires”</i> by Kristine O’Connell <i>“Valentine for Ernest Mann”</i> (excerpt) by Naomi Shabib Nye <i>“Fly Fishing in the Crystal River”</i> by Kristin O’Connell George <i>“Maples in October”</i> by Amy Ludwig VanDerwater <i>“Destiny”</i> by Kristine O’Connell <i>“Lullaby”</i> by Kristine O’Connell <i>“Inside My Heart”</i> by Zoe Ryder White And other poems selected by the teacher</p> <p>Teacher Resources: A Curricular Plan for the Writers Workshop, Teachers College Electronic PDF, 2nd Grade 2011-2012 Unit 1: (Available on the shared drive) <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Units of Study for Narrative, Opinion, and Information Writing</i> written by Lucy Calkins and colleagues at The Reading and Writing Project Grade 2 Unit 4 <i>Poetry Big Thoughts in Small Packages</i> Published by Heinemann</p> <p>Assessment: Pre-Assessment: Say to the students: “<i>Writers, today I’m going to give you some time to write a poem about something that matters to you. Remember to use everything you know about good poetry writing.</i>” (15 to 30 minutes and additional time to revise.)</p> <p>Post-Assessment: Say to the students: <i>Writers, today I’m going to give you some time to write a poem about something that matters to you. Remember to use everything you</i></p>

<ul style="list-style-type: none"> • Look with poets’ eyes and see something ordinary in a new way • Write about topics experimenting with line breaks • Read poems slowly, noticing and naming details seen • Ask, and answer, “Why might the poet have decided to write like this?” • Try borrowing some of the same techniques used by mentor authors in one’s own poem. 		<p><i>know about good poetry writing.” (15 to 30 minutes and additional time to revise.)</i></p> <p>Compare the two pieces of writing and see if students are using what they learned in this unit.</p> <p>Language Conventions part of the Checklist for Opinion writing Grades 1, 2, and 3</p>
--	--	---

Writers Workshop Writers Workshop ~ Informational Writing: Lab Reports
Unit 7 May/June (4 weeks)
Fourth Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: This unit will ask students to use writing to explore an aspect of science that is essential. The unit is paired with the learning of the inquiry based science kit on solids, liquids, and gasses. This unit will provide children with opportunities to use writing to engage in the work that scientists do--- developing and testing hypotheses, gathering data, and studying information for patterns. This unit aligns with the informational writing that the Common Core State Standards require, allowing for second graders to participate in shared research around a common topic to then influence their writing. . For this unit of study students will concentrate on matter. This unit builds on the energy and enthusiasm children carry about the world around them. Prior to know students have been engaged in workshops, some science study, and have learned how to observe closely, to ask big questions, and to follow procedures to pursue those questions. This unit of study will show learners that writing need not be an end in and of itself, but that it can be a tool for learning. The unit is combined with science to make for a hybrid science-writing workshop.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Writing experiments to answer questions • Write observations, musings, and predictions about what might happen and why it might be happening • Write how-to texts detailing the experiment they’ve done as a class and on their own • Use knowledge from how-to texts and nonfiction texts to apply to science informational writing • Live like real scientists- living out the scientific method, not just summarizing what they find in already written in reference 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1: Writing as Scientists Do Learning to write about science—writers write in a certain way--- in a lab report format Studying a mentor text: Procedural Writing New wonderings, new experiments Authors share scientific ideas/conclusions Scientists learn from other sources as well as from experiments Student self-assessment and plans</p> <p>Bend 2: Writing to Teach Others about Our Discoveries Remember all you know about science and about scientific writing for new experiments Studying a mentor text: the “results” page Comparing results and reading more expert materials to consider new questions Designing and writing a new experiment Editing: Domain specific language</p> <p>Bend 3: Writing about Matter in Information books Drawing on all we know to rehearse and plan information books Tapping information know-how for drafting Studying mentor texts: Integrating scientific information Using comparisons to teach readers Showing hidden words with science writing Introductions and conclusions: Addressing an audience Editing: Aligning Expectations to the Common Core Celebrating: Writing and Science Exhibition</p>	<p><i>What is the World Make Of? All About Solids, Liquids, and Gases (Let’s-Read-and-Find... Science, Stage 2)</i> by Kathleen Weidner Zoehfeld <i>Solids, Liquids, And Gases (Rookie Reader)</i> by Ginger Garrett <i>What is Matter (Rookie Read-About Science)</i> by Don L. Curry <i>Change it!: Solids, Liquids, Gases and You (Primary Physical Science)</i> by Adrienne Mason and Claudia Davila <i>In Search of the Fog Zombie: A Mystery About Matter (Summer Camp Science Mysteries)</i> by Lynda Beauregard and Der-Shing Helmer) <i>States of Matter: A Question and Answer Book</i> by Ted Williams and Anne McMullen <i>Solid, Liquid, or Gas? (Rookie Read-About Science)</i> by Ray Robinson <i>Solids (States of Matter)</i> by Jim Mezzanotte <i>All About Matter (Science Builders)</i> by Mari Schuh <i>Matter (Science All Around Me)</i> by Mir Tamim Ansary <i>The Scoop About Measuring Matter (My Science Library)</i> by Tracy Nelson Maurer</p> <p>Teacher Resources: A Curricular Plan for the Writers Workshop, Teachers College Electronic PDF, 2nd Grade 2011-2012 Unit 9: Informational Writing about Science (Available on the shared drive) <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Units of Study for Narrative, Opinion, and Information Writing</i> written by Lucy Calkins and colleagues at The Reading and Writing Project Grade 2 Unit 2, <i>Lab Reports and Science Books</i> Published by Heinemann</p> <p>Assessment: Post Assessment: Students have two 45 minute periods to write and revise a book about their topic.</p>

books.

- Keep booklets to record observations, sketches, questions, and musings.
- Use sequence words (e.g., *first, then, next, finally*) to organize thinking and convey timing.
- Write to record, to question, to hypothesize, observe, and to teach others.
- Write lab reports (how-to or procedural text) when studying either *Changes* or *Insects*.
- Include charts and graphs to synthesize data.

Say to students:

“Think of a topic that you’ve studied or that you know a lot about. It might be matter which we’ve studied in science, or a different topic. Tomorrow students you will have forty-five minutes to write an informational (or all about) text that teaches others interesting and important information and ideas about a topic. If you want to find and use information from a book or another outside source to help you with this writing, you may bring that with you tomorrow. You’ll have one period in writers workshop to write your book. You’ll need to plan, draft, revise, and edit all in one setting. Write in a way that shows all that you know about informational writing. Make sure that you:

- *Introduce the topic you will teach about*
- *Include lots of information*
- *Organize your writing*
- *Use transition words*
- *Write an ending*

Checklist for Information writing Grades 1, 2, and 3

Learning Progressions:

By June of 2nd Grade:

Produces a page or more of writing every each day, the amount that would fill a piece of notebook paper. Writes an entry or two in class each day, each a page or more in length, and, at times, an additional entry at home. Remain engaged for forty minutes.

Write an entirely new draft of a story. Makes significant large-scale changes and then writes a second draft outside of the notebook.

Uses a small repertoire of revision strategies and knows that there are ways that revision can pay off (i.e., revising beginnings, revising endings, key parts, rethinking audience, topic, etc.)

Knows to immediately begin working on a new piece after “finished” the first one. Edits work for spelling, punctuation, and language usage. Knows to draft correctly capitalizing on proper nouns, using apostrophes for contractions and possessives, and employs correct end punctuation.

Begins to edit for correct comma usage in dialogue and addresses as well as correct quotation mark usage in dialogue and correct capitalization of titles.

Bibliography

*Quotations and citations were not specifically referenced in the curriculum document, but much credit should be given to The Reading and Writing Project and Lucy Calkins, as well as her colleagues at The Reading and Writing Project. Credit should also be given to Irene Fountas and Gay Su Pinnell for their work on the Continuum of Literacy Learning. Our curriculum document would not be possible without the thinking and research of these individuals and organizations.

Units of Study in Opinion, Information, and Narrative Writing Written by Lucy Calkins with Colleagues from The Reading and Writing Project

A Curricular Unit of Study for Readers Workshop and Writers Workshop, Grade 2 Written by Lucy Calkins with Colleagues from The Reading and Writing Project, 2011-2012.

The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann

The Daily Café by Gail Moser and Jane Boushey Published by Stenhouse Publishers

The Daily Five by Gail Moser and Jane Boushey Published by Stenhouse Publishers