

**READINGTON PUBLIC SCHOOL DISTRICT**  
**Second Grade English Language Arts Curriculum**

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## 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.

Embedded 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 through 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 (no longer than 15 minutes), independent and partner reading time with guided reading, a mid-workshop teaching point, and finally a teaching share. Each day second graders will have time to sit 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.

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

- o Establish strong, consistent schedules and learning routines that teach children how to manage their time and activities.
- o Form small guided reading groupings based on observation/performance-based assessment of children's individual literacy behaviors and running record assessments.
- o Individualize reading instruction with each small group of two or three children with similar instructional needs.
- o Use instructional leveled books with simple text and natural language for each small group of children.
- o Maintain an atmosphere that is interactive, lively, and non-competitive to build children's confidence as language and literacy learners.
- o Use observation/performance-based assessments to guide how often each group should meet.
- o Continue to assess students throughout the year.
- o 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.
- o 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.
- o Avoid rote worksheet activities.

### **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. Writer's workshop begins with a mini-lesson (no longer than 15 minutes) and is followed by independent writing within a specific genre of writing. At times the teacher meets with individual students. 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.

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

- o 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).
- o 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.
- o Systematically collect and analyze children's work to inform instruction.
- o Conference with some children every day to support and scaffold their writing.

### **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:

- o **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).
- o **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 focus 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 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:** 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.

- o Recognize and use the full range of consonant letters and clusters (*st, ch*) in beginning, middle, and ending position in words.
- o Recognize and use long and short vowel sounds in words.
- o Recognize and use letter combinations that represent long vowel sounds (*ai, ay, ee, ea, oa, ow*)
- o Recognize and use vowel sounds in open syllables (CV: *ho- tel*)
- o Recognize and use vowel sounds in closed syllables (CVC: *lem-on*)
- o Recognize and use vowel sounds with *r* (*car, first, hurt, her, corn, floor, world, near*)
- o 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)

- o 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
- o Take apart multi-syllable words to spell the parts accurately or close accurately
- o Use knowledge of phonogram patterns to generate multi-syllable words
- o Spell simple and complex plurals
- o Use simple rules for adding inflectional endings to words (drop e, double letter)
- o Spell simple possessives
- o Spell most contractions
- o Spell words that have been studied (spelling words)

- o Write easy compound words accurately
- o 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.

- o Read and write a core of at least one-hundred fifty to two-hundred high-frequency words automatically.
- o 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.

- o 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*)
- o 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*).
- o 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.

- o 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*)
- o 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*)
- o 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*)
- o 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*)
- o 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*)
- o 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 verb 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, side-walk/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 worksheets, 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 [New Jersey Student Learning Standards](#))

#### Reading Standards for Reading Literature:

*Key Ideas and Details*

*Craft and Structure*

*Integration of Knowledge and Ideas*  
*Range of Reading and Level of Text Complexity*

**Reading Standards for Reading Informational Text:**

*Key Ideas and Details*  
*Craft and Structure*  
*Integration of Knowledge and Ideas*  
*Range of Reading and Level of Text Complexity*

**Reading Foundational Standards:**

*Phonics and Word Recognition*  
*Fluency*

**Writing Standards:**

*Text Types and Purposes*  
*Production and Distribution of Writing*  
*Research to Build and Present Knowledge*

**Speaking and Listening Standards:**

*Comprehension and Collaboration*  
*Presentation of Knowledge and Ideas*

**Language Standards:**

*Conventions of Standard English*  
*Knowledge of Language*  
*Vocabulary Acquisition and Use*

**IV. ASSESSMENT**

Student learning will be assessed through:

- Student/ teacher conferences
  - Teachers generally use some type of system to record notes about readers, either in their own reader's notebook, a journal, or an electronic device. These anecdotal notes provide evidence needed for upcoming conferences.
- Fountas and Pinnell 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

	Readers Workshop	Writers Workshop
Unit 1 Sept./Oct. 8 weeks	Second-Grade Reading Growth Spurt Reading Fiction	Lessons from the Masters: Improving Narrative Writing
Unit 2 Nov./Dec. 8 weeks	Bigger Books Mean Amping up Reading Power	Writing About Reading
Unit 3 Jan./Feb. 6 weeks	Becoming Experts: Reading Nonfiction	Non-Fiction Informational Writing
Unit 4 Feb./March 5 weeks	Series Book Clubs	Opinion Writing Using Persuasive Reviews
Unit 5 April 4 weeks	Reading and Role Playing: Fairy Tales, Folktales, Fables, and Fantasy	Poetry: Powerful Thoughts in Tiny Packages
Unit 6 May/June 6 weeks	Readers Can Read about Science Topics to Become Experts	Informational Writing: Lab Reports and Science Books
Unit 7 June 1 week	A Celebration of Reading: My Favorite Genres, Series, and Authors	Celebrating Writing Across the Genres

**2<sup>nd</sup> GRADE READING**  
**Readers Workshop~ Unit 1**  
**Second-Grade Reading Growth Spurt: Reading Fiction**  
**(8 weeks September/October)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b>            Strong readers make many decisions as they read.</p> <p>Careful readers must remember to think about the story as they read.</p> <p>Good readers are careful, flexible, and persistent word solvers.</p> <p>Readers collect all they have learned as writers and apply it to their reading.</p> <p><b>Goals:</b>  <b>RL.2.1.</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  <b>RL.2.2.</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.  <b>RL.2.3.</b> Describe how characters in a story respond to major events and challenges using key details.  <b>RL.2.4.</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  <b>RL.2.5.</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.  <b>RL.2.7.</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  <b>RF.2.3.</b> Know and apply</p>	<p><b>Teaching Points for Reading Skills:</b>  <b>Bend 1: Taking Charge of Reading</b></p> <ul style="list-style-type: none"> <li>● Readers choose HOW to read</li> <li>● Second grade readers take a sneak peek to decide how a book wants to be read</li> <li>● Readers get stronger by reading a lot</li> <li>● Readers read in longer phrases, scooping up snap words</li> <li>● Keeping tabs on comprehension</li> <li>● Identifying theme or message</li> <li>● Readers track characters and notice what challenges them</li> <li>● Second graders can mark their thinking with a Post-It</li> </ul> <p><b>Bend 2: Working Hard to Solve Tricky Words</b></p> <ul style="list-style-type: none"> <li>● Second grade readers roll up their sleeves to figure out tricky words, drawing on everything they know</li> <li>● Readers use more than one strategy at a time; figuring out what makes sense and checking the first letters</li> <li>● Some beginnings and ending can be read in a snap</li> <li>● Don't forget the middle!            Readers are flexible when they encounter tricky vowel teams in tricky words</li> <li>● Readers have strategies for figuring out brand new words, too</li> <li>● Readers check themselves and their reading</li> </ul> <p><b>Bend 3: Paying Close Attention to Authors</b></p> <ul style="list-style-type: none"> <li>● Authors have intentions</li> <li>● Authors follow a story structure</li> <li>● Authors create rhythm with their writing, even in stories</li> <li>● Readers don't just notice craft moves - they try them</li> <li>● Readers think about how the</li> </ul>	<p><b>Shared Reading:</b>  <i>Mercy Watson to the Rescue</i> by Kate DiCamillo            Song of your choice - e.g., <i>There Was an Old Lady Who Swallowed a Fly</i></p> <p><b>Read Alouds:</b>  <i>Those Darn Squirrels!</i> by Adam Rubin  <i>Gooney Bird Greene</i> by Lois Lowry (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 Redheaded 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</p>

<p>grade-level phonics and word analysis skills in decoding words.</p> <p><b>B.</b> Decode regularly spelled two-syllable words with long vowels.</p> <p><b>RF.2.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>A.</b> Read grade-level text with purpose and understanding.</p> <p><b>B.</b> Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p><b>C.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>SL.2.1.</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.2.2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.3.</b> 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.</p> <p><b>SL.2.4.</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.6.</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>L.2.4.</b> 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.</p> <p><b>A.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>L.2.5.</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p><b>A.</b> Identify real-life connections between words and their use (e.g., describe foods that are</p>	<p>whole book clicks together, noticing masterful writing</p> <ul style="list-style-type: none"> <li>• Readers think, “What does the author want to teach me?”</li> <li>• Celebrate how much readers have grown</li> </ul> <p><b>Word Study/Phonics:</b> <b>Phonogram Patterns</b> Lesson common phonograms with a VC pattern: -ax; -eg, -em, -ep, -ex, -ey; -ib, -ix; -on, -oy; -ud, -up, -us</p> <p>Long Vowel Spelling Patterns VCe (e.g., -ake, -ate, -ame)</p> <p><b>Letter-Sound Relationships</b> Initial Blends and digraphs (e.g., /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/)</p> <p>Final Digraphs (e.g., /ft/, /if/, /lk/, /lp/, /mp/, /nd/, /nk/, /sk/, /st/, /ch/, /ng/, /sh/, /th/)</p> <p><b>High Frequency Words:</b> 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><i>Bigmama’s</i> by Donald Crews <i>Night in the Country</i> by Cynthia Rylant <i>Miss Tizzy</i> by Libba Moore Gray &amp; 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>Let’s Get a Pup! Said Kate</i> by Bob Graham</p> <p><b>Teacher Resources:</b> <i>Second-Grade Reading Growth Spurt: Reading Fiction</i>, Unit 1, Reading Units of Study <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><b>Assessment(s):</b> <b>High Frequency Word List</b> <a href="http://readingandwritingproject.org/resources/assessments/running-records">http://readingandwritingproject.org/resources/assessments/running-records</a></p> <p>Below benchmark: 89 or below Approaching benchmark: 90-124 words On benchmark: 125-139 words Exceeds benchmark: 140+ words</p> <p><b>Fountas and Pinnell Beginning of the Year Assessment Expectations:</b> Below Expectations: Level H or below Approaching Expectations:</p>
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<p>spicy or juicy).</p>		<p>Level I Meets Expectations: Level J/K Exceeds Expectations: Level L</p> <p><b>Reading Rate</b> 85-120 words per minute by the end of the academic school year. (*Any student that enters 2<sup>nd</sup> 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> <p><b>Word Study Assessments</b> <b>Word Journeys Screening Inventory</b> (for any new to the district student) <b>Word Journeys Feature Inventory</b> (Based on previous year's assessments in Letter Name, Within Word, Syllable Juncture, or Derivational Constancy)</p> <p><b>Formative Assessments</b> Student/ teacher conferences Student presentations Readers Workshop Notebooks Rubrics</p>
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**Readers Workshop Unit 2 ~  
Bigger Books Mean Amping Up Reading Power  
(8 weeks November/December)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b> Good readers pay attention to their own reading voice but also listen to those of the characters, reading those voices the way the author intended.</p> <p>Authors use figurative language to establish nuance, mood, and tone, and to convey meaning and feeling. Readers use strategies to ensure what they are reading with their eyes is registering and making sense in their brains.</p> <p>Readers coach and support each other as they strive to meet reading goals.</p> <p><b>Goals:</b> <b>RL.2.10.</b> Read and comprehend</p>	<p><b>Teaching Points for Reading Skills:</b></p> <p><b>Bend 1: Reading with Fluency</b></p> <ul style="list-style-type: none"> <li>● Rehearsing reading voices</li> <li>● Scooping up words into phrases</li> <li>● Noticing dialogue tags</li> <li>● Using meaning to read fluently</li> <li>● Reading at a just-right pace</li> <li>● Using common prefixes and suffixes to read fluently and for meaning</li> </ul> <p><b>Bend 2: Understanding Literary Language</b></p> <ul style="list-style-type: none"> <li>● Recognizing literary language</li> <li>● Understanding comparisons</li> <li>● Noticing when authors play</li> </ul>	<p><b>Shared Reading:</b> <i>Happy Like Soccer</i> by Maribeth Boelts Poem or song, such as <i>You Are My Sunshine</i> by Jimmie Davis or <i>Chicken Soup with Rice</i> poems by Maurice Sendak</p> <p><b>Read Aloud:</b> <i>Minnie and Moo Go Dancing</i> by Denys Cazet <i>Lilly's Purple Plastic Purse</i> by Kevin Henkes <i>Houndsley and Catina</i> by James Howe <i>Pinky and Rex</i> by James Howe</p> <p><b>Teacher Resources:</b> Units of Study for Teaching Reading by Lucy Calkins, Unit 3, <i>Bigger Books Mean Amping Up Reading Power</i> <i>The Continuum of Literacy</i></p>

<p>literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p><b>RL.2.1.</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>RL.2.2.</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p><b>RL.2.3.</b> Describe how characters in a story respond to major events and challenges using key details.</p> <p><b>RL.2.5.</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p><b>RL.2.6.</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p><b>RL.2.7.</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>RF.2.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>C.</b> Decode words with common prefixes and suffixes.</p> <p><b>E.</b> Recognize and read grade-appropriate irregularly spelled words.</p> <p><b>RF.2.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>SL.2.1.</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.2.2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.4.</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent</p>	<p>with words</p> <ul style="list-style-type: none"> <li>• Reading as a writer - focusing on special language</li> </ul> <p><b>Bend 3: Meeting the Challenges of Longer Books</b></p> <ul style="list-style-type: none"> <li>• Setting up routines for same-book partners</li> <li>• Holding on to stories even when books are long</li> <li>• Using story structure to stay on track</li> <li>• Staying on track when books get tricky</li> <li>• Using writing to solve reading problems</li> <li>• Using context clues to bring meaning to unfamiliar words</li> </ul> <p><b>Bend 4: Tackling Goals in the Company of Others</b></p> <ul style="list-style-type: none"> <li>• Self-assessing and setting goals</li> <li>• Organizing goal clubs</li> <li>• Giving Feedback to group members</li> <li>• Celebration</li> </ul> <p><b>Word Study/Phonics:</b></p> <p><b>Phonogram Patterns</b></p> <p>Final Digraphs (e.g., /ft/, /if/, /lk/, /lp/, /mp/, /nd/, /nk/, /sk/, st/, /ch/, /ng/, /sh/, /th/)</p> <p>Double consonant VCC (e.g., -all, -ass; -ell, -ess; -ill, -uff)</p> <p><b>Letter Sound Relationships</b></p> <p>Consonant letters that represent two or more different sounds at the beginning of a word: car, city; get, gym; think, they; chair, chorus, choir, chef</p> <p>Consonant letters that represent two or more different sounds at the end of a word: clinic, spice; hug, cage; rich, stomach; bath, smooth</p> <p>Consonant letters that represent one sound in the middle of a word: (e.g., exchange, nephew, something, everywhere, singer</p> <p><b>Vowels</b></p> <p>Use y as a vowel sound( e.g., happy, sky)</p>	<p><i>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>Daily Café</i> by Gail Boushey and Joan Moser</p> <p><i>Conferring with Readers</i> by Jennifer Serravallo</p> <p><i>The Art of Teaching Reading</i> by Lucy Calkins</p> <p><i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller</p> <p><i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i> by Kathy Ganske</p> <p><i>Significant Studies for Second Grade</i> by Karen Ruzzo and Mary Anne Sacco</p> <p><i>Strategies That Work</i> by Anne Goudvis and Stephanie Harvey</p> <p><b>Assessment(s):</b></p> <p><b>High Frequency Word List</b>  <a href="http://readingandwritingproject.org/resources/assessments/running-records">http://readingandwritingproject.org/resources/assessments/running-records</a>      Below benchmark: 104 or below      Approaching benchmark: 105-129 words      On benchmark: 130-149 words      Exceeds benchmark: 150+ words</p> <p><b>Fountas and Pinnell Beginning of the Year Assessment Expectations:</b>      Below Expectations: Level I or below      Approaching Expectations: Level J      Meets Expectations: Level K      Exceeds Expectations: Level L</p> <p><b>Reading Rate</b>      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.)</p> <p><b>Formative Assessments</b>      Student/ teacher conferences      Student presentations      Readers Workshop Notebooks</p>
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<p>sentences.</p> <p><b>SL.2.6.</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>L.2.4.</b> 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.</p> <p><b>A.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>B.</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).</p> <p><b>C.</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p><b>L.2.5</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p><b>A.</b> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>	<p><b>High Frequency Words:</b> 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>Rubrics</p>
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**Reader’s Workshop Unit 3  
Becoming Experts: Reading Nonfiction  
(6 weeks January/February)**

<b>Understandings</b>	<b>Teaching Points (Possible Mini-Lessons)</b>	<b>Mentor Texts/Resources</b>
<p><b>Enduring Understandings:</b> Readers notice, learn from, and question when reading traditional and nontraditional nonfiction texts.</p> <p>Readers must work hard and be flexible in their strategy choice as they solve tricky words, concepts, and domain-specific vocabulary in their nonfiction texts.</p> <p>Books can be put together to make text sets. Good readers will preview a topic by thinking about how the books will teach and what information is likely to be found inside.</p> <p><b>Goals :</b></p>	<p><b>Teaching Points for Reading Skills:</b> <b>Bend 1: Thinking Hard and Growing Knowledge</b></p> <ul style="list-style-type: none"> <li>• Nonfiction readers notice and learn</li> <li>• Nonfiction readers notice, learn and question</li> <li>• Nonfiction readers ask, “What is this book teaching me?”</li> <li>• Nonfiction readers ask, “How does this book go?”</li> <li>• Celebrate the gift of learning something new</li> </ul> <p><b>Bend 2: Learning the Lingo of a Topic</b></p> <ul style="list-style-type: none"> <li>• Anticipating and using the lingo of a nonfiction topic</li> <li>• Using text features to notice</li> </ul>	<p><b>Shared Reading:</b> <i>Tigers</i> by Laura Marsh Songs, such as <i>I Just Can’t Wait to be King</i> from <i>The Lion King</i></p> <p><b>Read Aloud:</b> <i>Knights in Shining Armor</i> by Gail Gibbons <i>Pumpkins</i> by Gail Gibbons <i>Recess at 20 Below</i> by Cindy Aillaud</p> <p><b>Teacher Resources:</b> Units of Study for Teaching Reading by Lucy Calkins, Unit 2, <i>Becoming Experts: Reading Nonfiction</i> <i>The Continuum of Literacy Learning Grades PreK-8 A Guide</i></p>

<p><b>RI.2.1.</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>RI.2.2.</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><b>RI.2.3.</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>RI.2.4.</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p><b>RI.2.5.</b> 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.</p> <p><b>RI.2.6.</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>RI.2.7.</b> Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b>RI.2.8.</b> Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p> <p><b>RI.2.9.</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>RI.2.10.</b> Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</p> <p><b>RF.2.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>A.</b> Know spelling-sound correspondences for common vowel teams.</p> <p><b>B.</b> Decode regularly spelled two-syllable words with long vowels.</p> <p><b>C.</b> Decode words with common prefixes and suffixes.</p> <p><b>D.</b> Identify words with inconsistent but common spelling-sound correspondences.</p>	<p>and understand keywords</p> <ul style="list-style-type: none"> <li>Using context to build knowledge of unknown words</li> <li>Solving words takes strategic and flexible thinking</li> <li>Rereading like experts</li> <li>Using lingo to teach others</li> <li>Using common prefixes and suffixes to understand topic specific words</li> <li>Root words give clues</li> <li>Decoding compounds words</li> <li>Dictionaries and glossaries are tools for the word detective</li> </ul> <p><b>Bend 3: Reading Across a Topic</b></p> <ul style="list-style-type: none"> <li>Growing knowledge across books! Getting ready to read and learn a bunch</li> <li>Nonfiction readers add information across books</li> <li>Thinking and rethinking about how information is connected across books</li> <li>Finding, thinking and talking about what is the same and what is different</li> <li>Readers retell topics, not just books</li> <li>Getting ready for the celebration</li> <li>Celebration: Pay it forward by teaching others</li> </ul> <p><b>Study/Phonics:</b>  <b>Phonogram Patterns</b>  Double Vowel (VVC): -eed, -eek, -eel, -eem, -een, -eep, -eer, -eet; -ood, -oof, -ook, -ool, -oom, -oon, -oop, -oor, -oot</p> <p><b>Letter-Sound Relationships</b>  Middle consonant sounds are sometimes represented by double consonant letters: puddle, bigger, swimmer, dropped</p> <p><b>Vowels</b>  Letter combinations that represent long vowel sounds (e.g., chain, play, neat, meat, pie, light, roast, toe, row, blue, fruit, new)</p> <p><b>Vowel Phonogram Patterns in Single-Syllable Words</b>  Long vowel sounds in single-syllable words (e.g., -ace, -ade, -ail, -ain, -ame, -ane, -ate, -ave,</p>	<p><i>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><b>Assessment(s):</b>  <b>High Frequency Word List</b>  <a href="http://readingandwritingproject.org/resources/assessments/running-records">http://readingandwritingproject.org/resources/assessments/running-records</a></p> <p>Below benchmark: 104 or below  Slightly below benchmark: 105-129 words  On benchmark: 130-149 words  Far exceeds benchmark: 150+ words</p> <p><b>Fountas and Pinnell Beginning of the Year Assessment</b>  <b>Expectations:</b>  Below Expectations: Level J or below)  Approaching Expectations: Level K  Meets Expectations: Level L  Exceeds Expectations: Level M</p> <p><b>Reading Rate</b>  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.)</p> <p><b>Word Study Assessments</b>  <b>Word Journeys Screening Inventory</b> (for any new to the district student)  <b>Word Journeys Feature Inventory</b></p>
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<p><b>E.</b> Recognize and read grade-appropriate irregularly spelled words.</p> <p><b>RF.2.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>A.</b> Read grade-level text with purpose and understanding.</p> <p><b>B.</b> Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p><b>C.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>SL.2.2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.3.</b> 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.</p> <p><b>SL.2.4.</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.6.</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>L.2.4.</b> 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.</p> <p><b>A.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>B.</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).</p> <p><b>C.</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p><b>D.</b> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p><b>E.</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning</p>	<p>-ay, -aze; -ead, -eak, -eal, -eam, -ear, -eat, -ee, -eed, -eek, -ell, -epp, -eet; -ice, -ide, -ies, -ight, -ime, -ind, -ine, -ite, -ive, -y; -oat, -ole, -one, -ope, -ow; -ue</p> <p><b>High Frequency Words:</b> 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>(Based on previous assessments in Letter Name, Within Word, Syllable Juncture, or Derivational Constasy)</p> <p><b>Formative Assessments</b> Student/ teacher conferences Student presentations Readers Workshop Notebooks Rubrics</p>
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**Readers Workshop Unit 4  
Series Book Clubs  
(5 weeks February/March)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b> Good readers study the characters in their books. In a series, the things readers find to be true about characters in one book often are true across the entire series.</p> <p>Readers can become an expert on an author of a series and investigate the craft techniques an author uses for language and structure.</p> <p>Part of the joy of reading is sharing books and opinions about books with others.</p> <p><b>Goals:</b> <b>RL.2.1.</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <b>RL.2.2.</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral. <b>RL.2.3.</b> Describe how characters in a story respond to major events and challenges using key details. <b>RL.2.4.</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. <b>RL.2.5.</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections. <b>RL.2.6.</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. <b>RL.2.7.</b> Use information gained from the illustrations and words in a</p>	<p><b>Teaching Points for Reading Skills:</b> <b>Bend 1: Becoming Experts on Characters</b></p> <ul style="list-style-type: none"> <li>● Series book readers collect information about the main characters</li> <li>● Series book readers pay attention to how characters respond to problems</li> <li>● Series book readers notice similarities in their characters across a series</li> <li>● Series book readers grow to understand the characters</li> <li>● Series book readers use what they know about the characters to predict</li> <li>● Series book readers learn about characters from their relationships with other characters</li> </ul> <p><b>Bend 2: Becoming Experts on Author's Craft</b></p> <ul style="list-style-type: none"> <li>● Authors paint pictures with words</li> <li>● Authors use precise words</li> <li>● Authors use literary language to make the ordinary extraordinary</li> <li>● Authors think about how whole stories - and series - will go</li> <li>● Authors have ways to bring stories to life</li> <li>● Authors plan their story endings</li> </ul> <p><b>Bend 3: Sharing Opinions With the World</b></p> <ul style="list-style-type: none"> <li>● When readers love a series, they can't keep it to themselves</li> <li>● Planning the very best way to share a book</li> <li>● Readers share books they love with friends; a book swap</li> <li>● Sharing opinions by debating</li> <li>● Celebration: Supporting</li> </ul>	<p><b>Mentor Texts:</b> <b>Read Aloud:</b> <i>The Stories Julian Tells</i> by Ann Cameron</p> <p><b>Shared Reading:</b> <i>My Very Strange Teeth</i> from <i>The Stories Julian Tells</i> Song or poem, such as <i>Magic Penny</i> by Malvina Reynolds</p> <p><b>Read Alouds or Book Club Books:</b> <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 &amp; 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>Williamina</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</p>

<p>print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>RL.2.10.</b> Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p><b>RF.2.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>D.</b> Identify words with inconsistent but common spelling-sound correspondences.</p> <p><b>E.</b> Recognize and read grade-appropriate irregularly spelled words.</p> <p><b>RF.2.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>SL.2.2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.3.</b> 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.</p> <p><b>SL.2.4.</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.6.</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>L.2.4.</b> 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.</p> <p><b>A.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>B.</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).</p> <p><b>L.2.5.</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p><b>A.</b> Identify real-life connections between words and their use (e.g., describe foods that are spicy or</p>	<p>reasons with examples to strengthen debate work</p> <p><b>Word Study/Phonics:</b> <b>R-controlled Vowels</b></p> <p><b>Phonogram Patterns</b> Ending consonant clusters (VCC): (e.g., -ack, -ank, -ash, -est, -ick, -ing, -ink, -ock, -uck, -ump, -unk</p> <p><b>High Frequency Words</b> 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><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</p> <p>*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><b>Teacher Resources:</b> <i>Series Book Clubs</i>, Unit 4, Reading Units of Study <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><b>Assessment:</b> <b>Fountas and Pinnell Beginning of the Year Assessment Expectations:</b> Below Expectations: Level J or below Approaching Expectations: Level K Meets Expectations: Level L Exceeds Expectations: Level M</p> <p><b>High Frequency Word List</b> <a href="http://readingandwritingproject.org/resources/assessments/running-records">http://readingandwritingproject.org/resources/assessments/running-records</a></p>
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<p>juicy).</p> <p><b>B.</b> Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p><b>L.2.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.2.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>		<p>Below benchmark: 134 or below Approaching benchmark: 135-159 words On benchmark: 160-179 words Exceeds benchmark: 180+ words</p> <p><b>Reading Rate</b> 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.)</p> <p><b>Formative Assessments</b> Student/ teacher conferences Student presentations Readers Workshop Notebooks Rubrics</p>
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**Readers Workshop Unit 5**  
**Reading and Role Playing: Fairy Tales, Folktales, Fables, and Fantasy**  
**(4 weeks April)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b> Good readers step into the world of the story, walking in different characters' shoes, feeling, thinking, and acting as they do, in order to gain a deeper understanding of who they are.</p> <p>Good readers grow their thinking about the predictable roles characters play and note when characters behave with more complexity. Then they apply these skills as they study all types of literature.</p> <p>Authors can explore similar morals in very different ways. Readers will consider the lessons characters learn and determine if they agree with these lessons and morals.</p> <p><b>Goals:</b> <b>RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral</p>	<p><b>Teaching Points for Reading Skills:</b> <b>Bend 1: Stepping Into the magical world of fairy tales, folktales, fables and fantasy</b></p> <ul style="list-style-type: none"> <li>• Invite children to bring books to life by role-playing the characters</li> <li>• Teach children to pay attention to a character's feelings to learn even more</li> <li>• Challenge children to ask big questions about characters so as to come up with even bigger ideas</li> <li>• Teach students to envision the setting, the world of the story</li> <li>• Encourage students to capture their thinking by jotting</li> <li>• Invite children to direct each other, in order to see the big picture.</li> <li>• Pay attention to how characters act: gestures, movement, dialogue tags,</li> </ul>	<p><b>Mentor Texts:</b> <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 B. G. Hennessey <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's <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 Frances Minters <i>The Stinky Cheeseman</i> by Jon Scieszka <i>The Princess Knight</i> by Cornelia Funke <i>The Dutchess 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</p>

<p><b>RL.2.3.</b> Describe how characters in a story respond to major events and challenges using key details.</p> <p><b>RL.2.6.</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p><b>RL.2.7.</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>RL.2.9</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p><b>RL.2.10</b> Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p><b>RF.2.3.B</b> Know spelling-sound correspondences for additional common vowel teams.</p> <p><b>RF.2.3.C</b> Decode regularly spelled two-syllable words with long vowels.</p> <p><b>RF.2.4B</b> Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p><b>RF.2.4C</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>L.2.5.B.</b> Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p>word choice, passages that exemplify character’s motives</p> <p><b>Bend 2: Literary Language and Vocabulary</b></p> <ul style="list-style-type: none"> <li>Using storyteller voices; paying attention to volume, pauses, matching voices to the mood of the story, using different “extra-special” words</li> <li>Comparing different things together (similes and metaphors) within a story and asking what would make sense</li> <li>Using playful language or words that can mean different things</li> </ul> <p><b>Bend 3: Discovering Predictable Roles Characters Play</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Analyzing books to determine similar character types and listing the different roles characters play</li> <li>Looking for patterns, making predictions; thinking about whether the character is teaching a lesson or learning one</li> <li>Compare and contrast different versions of the same story and explore authors’ varying viewpoints</li> <li>Comparing character types in a new book with those in an old book</li> </ul> <p><b>Bend 4: Comparing and Contrasting Lessons that Stories Convey</b></p> <ul style="list-style-type: none"> <li>Thinking about the lessons authors’ hope readers will learn</li> <li>Understanding various points of view</li> <li>Many folktales and fairy tales have similarities: good triumphs over evil, selfish or</li> </ul>	<p><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  <i>King Midas and the Golden Touch A</i>  Greek Myth retold by Laura Layton Strom  <i>The Ugly Duckling A</i> Fairy Tale retold by Laura Layton Strom  <i>The Fox and the Raccoon-Dog: A</i>  Japanese Trickster Tale retold by Cynthia Swain  <i>Pandora A</i> Greek Myth retold by Laura Layton Strom  <i>The Dog and The Wolf A</i> fable retold by Laura Layton Strom  <i>Little Red Riding Hood A</i> Fairy Tale retold by Laura Layton Strom  <i>Belling the Cat A</i> fable retold by Laura Layton Strom  <i>Keelboat Annie A</i> tall tale retold by Laura Layton Strom  <i>Pecos Bill and Sluefoot Sue A</i> tall tale retold by Laura Layton Strom  <i>Kanchil and the Crocodiles A</i>  Malaysian Trickster Tale retold by Jeffrey B. Buerst  <i>Why Hummingbirds Drink Nectar A</i>  Hitchiti Indian Pourquoi Tale retold by Cynthia Swain  <i>How Rabbit Lost His Tail A</i> Pourquoi Tale retold by Cynthia Swain</p> <p><b>Teacher Resources:</b>  <i>The Units of Study for Teaching Reading</i> by Lucy Calkins, If..Then...Curriculum, Reading and Role Playing  <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</p>
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	<p>lazy characters learn a lesson</p> <ul style="list-style-type: none"> <li>• Fairy tales, like other stories they have read, often include a lesson</li> <li>• Learning from fairy tales about our own life lessons</li> <li>• Rereading for a full understanding and to gather a deeper meaning</li> </ul> <p><b>Word Study/Phonics:</b>  <b>Phonogram Patterns</b>  Phonograms with vowel combinations (VVC): e.g., -ail, ain, -eat</p> <p><b>Letter-Sound Relationship</b>  Less frequent consonant digraphs at the beginning or end of a word: gh, ph</p> <p>Consonant letters that represent on sound: lamb, scene, sign, rhyme, know, calm, island, listen, wrap</p> <p><b>Vowels</b>  Unique vowel sounds: oi as in oil; oy as in boy; ou as in house; ow as in cow</p> <p>Letter or letter combinations that represent the /o/ sound (as in saw): e.g. <u>autumn</u>, <u>paw</u>, <u>soft</u>, <u>taught</u>, <u>bought</u>, <u>talk</u></p> <p><b>Vowel Patterns in Single-Syllable Words</b>  Phonogram patterns with the /u/ vowel sound as in moon in single-syllable words: -ew, -o, -oo, -ood, o-of, -ool, -oom, -oon, -oot, -oup</p> <p>Phonogram patterns with the /u/ vowel sound as in book in single-syllable words: -ood, -ook, -oot, -ull, -ush</p> <p><b>Syllables</b>  Recognize syllables to support with strategies for solving longer words</p> <p><b>Contractions</b></p> <p><b>Ambiguous vowel patterns</b>  <b>Complex Blends</b></p>	<p><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><b>Assessment:</b>  <b>Fountas and Pinnell Beginning of the Year Assessment Expectations:</b>  Below Expectations: Level J or below  Approaching Expectations: Level K  Meets Expectations: Level L  Exceeds Expectations: Level M</p> <p><b>High Frequency Word List</b>  <a href="http://readingandwritingproject.org/resources/assessments/running-records">http://readingandwritingproject.org/resources/assessments/running-records</a></p> <p>Below benchmark: 134 or below  Slightly below benchmark: 135-159 words  On benchmark: 160-179 words  Far exceeds benchmark: 180+ words</p> <p><b>Reading Rate</b>  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.)</p> <p><b>Sharing Information learned with Book Clubs</b> (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 &amp; explaining why it is so great.</p> <p><b>Formative Assessments</b>  Student/ teacher conferences  Student presentations  Readers Workshop Notebooks  Rubrics</p>
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	<p><b>High Frequency Words</b> 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>	

**Readers Workshop Unit 6**  
**Readers Can Read about Science Topics to Become Experts**  
**(5-6 weeks May/June)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b> Good readers study a topic with determined focus and flexibly apply nonfiction reading strategies.</p> <p>Readers compare and contrast information they learn about the same topic in different texts.</p> <p>Cross-text work is essential for generating questions about a topic and developing theories.</p> <p><b>Goals:</b>  <b>RI.2.1.</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  <b>RI.2.2.</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.  <b>RI.2.3.</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  <b>RI.2.4.</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.  <b>RI.2.5.</b> 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.  <b>RI.2.6.</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p><b>Teaching Points for Reading Skills:</b></p> <p><b>Bend 1: Science Readers Build Up a Base Knowledge on a Topic by Reading Deeply about the Topic</b></p> <ul style="list-style-type: none"> <li>● Identifying strategies for reading to learn</li> <li>● Beginning a book on a shared topic with book club members to be able to collaborate together and explore a topic</li> <li>● 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.</li> <li>● 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</li> <li>● Using sentence starters to build conversations</li> <li>● Using chunks of text such as section headings and subheadings to gather big ideas of the topic</li> <li>● Collecting domain-specific words and using them in discussions in book club conversations and during writing workshop while writing about the topic</li> </ul> <p><b>Bend 2: Science Readers Compare and Contrast Different Texts on the Same Topic</b></p> <ul style="list-style-type: none"> <li>● 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</i></li> </ul>	<p><b>Mentor Texts:</b>  <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 a topic of choice for student inquiry</p> <p><b>Teacher Resources:</b>            A Curricular Plan for the Readers Workshop, Teachers</p>

<p><b>RI.2.7</b> Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b>RI.2.8</b> Describe and identify the logical connections of how reasons support specific points the author makes in a text</p> <p><b>RI.2.9.</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>RI.2.10.</b> Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</p> <p><b>RF.2.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>A.</b> Know spelling-sound correspondences for common vowel teams.</p> <p><b>B.</b> Decode regularly spelled two-syllable words with long vowels.</p> <p><b>D.</b> Identify words with inconsistent but common spelling-sound correspondences.</p> <p><b>E.</b> Recognize and read grade-appropriate irregularly spelled words.</p> <p><b>RF.2.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>A.</b> Read grade-level text with purpose and understanding.</p> <p><b>B.</b> Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p><b>C.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<p><i>book?”</i></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Comparing and contrasting texts on the topic of choice</li> <li>• Jotting thoughts and articulating thoughts while defending ideas to a small group</li> <li>• Jotting thoughts focused on a main idea rather than random facts</li> <li>• Jotting ideas from the text related to deep and meaningful questions</li> </ul> <p><b>Bend 3: We Learn by Asking Questions</b></p> <ul style="list-style-type: none"> <li>• Applying the scientific method to information learned about a topic: ask a question, formulate a hypothesis, and design an experiment</li> <li>• 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</li> <li>• Readers make observations, ask questions, voice disagreements, and make additions to what they have read</li> <li>• Science readers jot quick notes on Post-its about questions that occur while they read</li> <li>• 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</li> </ul> <p><b><u>Word Study/Phonics:</u></b> <b>R Controlled Vowels</b></p> <p><b>Ambiguous Vowel Patterns</b></p> <p><b>Complex Blends</b> (-str)</p> <p><b>High Frequency Words</b> 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>College Electronic PDF, 2<sup>nd</sup> Grade 2011-2012 Unit 8: Readers Can Read about Science Topics to Become Experts (Available on the shared drive)</p> <p><a href="https://drive.google.com/file/d/0Bz5rNQ4n6GlzbmVkb2tubVZDZzQ/view?usp=sharing">https://drive.google.com/file/d/0Bz5rNQ4n6GlzbmVkb2tubVZDZzQ/view?usp=sharing</a></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><b>Assessment:</b> <b>Fountas and Pinnell Beginning of the Year Assessment Expectations:</b> Below Expectations: Level K or below Approaching Expectations: Level L Meets Expectations: Level M/N Exceeds Expectations: Level O</p> <p><b>High Frequency Word List</b> <a href="http://readingandwritingproject.org/resources/assessments/running-records">http://readingandwritingproject.org/resources/assessments/running-records</a></p> <p>Below benchmark: 154 or below Approaching benchmark:</p>
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		<p>155-174 words On benchmark: 175-199 words Exceeds benchmark: 200+ words</p> <p><b>Reading Rate</b> 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.)</p> <p><b>Formative Assessments</b> Student/ teacher conferences Student presentations Readers Workshop Notebooks Rubrics</p>
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**Readers Workshop Unit 7**  
**A Celebration of Reading: My Favorite Genres, Series, and Authors**  
**(1 week June)**

<b>Understandings</b>	<b>Teaching Points (Possible Mini-Lessons)</b>	<b>Mentor Texts/Resources</b>
<p><b>Enduring Understandings:</b> Reading that occurred during 2nd grade was preparation to help students read independently over the summer.</p> <p>Choosing just right books of personal interest are important when selecting summer reading texts.</p> <p><b>Goals:</b> <b>RL.2.3.</b> Describe how characters in a story respond to major events and challenges using key details. <b>RL.2.7.</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <b>RF.2.4C</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> <li>• Present summer reading book suggestions and summer reading</li> <li>• Assist students with goal setting</li> <li>• Reflection on growth as a reader</li> <li>• Identify fiction and nonfiction reading strategies that are personal favorites</li> </ul>	<p><b>Mentor Texts:</b> Suggested Summer Reading Lists</p> <p><b>Teacher Resources:</b> <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing</i> 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</i></p>



<p><b>RI.2.1.</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>RL.2.4.</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p><b>RL.2.5.</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p><b>RL.2.10.</b> Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p>		<p><i>Grade</i> by Karen Ruzzo and Mary Anne Sacco  <i>Strategies That Work</i> by Anne Goudvis and Stephanie</p> <p><b>Assessment:</b>  <b>Formative Assessments</b>  Student/ teacher conferences  Student presentations  Readers Workshop Notebooks  Rubrics</p>
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## 2<sup>nd</sup> GRADE WRITING

### Writer’s Workshop Unit 1 Lessons From the Masters: Improving Narrative Writing September/October (7 weeks)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b>  Writers stretch out and magnify small moments.</p> <p>Writers set goals for themselves and name their intention for what they want their reader to feel.</p> <p>Writers understand why authors use particular craft moves and replicate them in their own writing.</p> <p><b>Goals:</b>  <b>W.2.3</b> 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.</p>	<p><b>Teaching Points:</b>  <b>Bend 1: Studying the Masters for Inspiration and ideas</b></p> <ul style="list-style-type: none"> <li>• Strategies for choosing small moments from their lives so they can generate ideas for stories easily</li> <li>• Capturing story ideas: tiny topic notepads</li> <li>• Writing with detail: Magnifying a small moment</li> <li>• Creating powerful endings</li> <li>• Think of story idea, sketch “twin sentences”, say the story aloud, and write it page by page. (1 or 2 days)</li> <li>• Working hard: Setting goals and making plans for writing time. Producing at least four to five pages per day, with three or more sentences per page (between twelve and</li> </ul>	<p><b>Mentor Texts (Instructional Read Aloud):</b>  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>Owl Moon</i> by Jane Yolen  *<i>The Leaving Morning</i> by Angela Johnson  <i>Arthur Writes a Story</i> by Marc Brown  <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</p>

<p><b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.</p> <p><b>SL.2.4.</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.5.</b> Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.2.6.</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>L1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L3.</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L.2.1.F</b> 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).</p> <p><b>L.2.2.D.</b> Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p><b>L.2.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>A.</b> Compare formal and informal uses of English.</p> <p><b>L.2.6.</b> 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).</p>	<p>fifteen sentences a day).</p> <p><b>Bend 2: Noticing Author’s Craft: Studying Imagery, Tension, and Literary Language in <u>Owl Moon</u></b></p> <ul style="list-style-type: none"> <li>• Revising with intent</li> <li>• Close Reading: Learning writing moves from a text</li> <li>• Learning to write in powerful ways: trying out craft moves learned from mentor authors</li> <li>• Emulating authors in ways that matter; revising in meaningful ways</li> <li>• Mining texts for word choice: studying and revising precise and specific language</li> </ul> <p><b>Bend 3: Study Your Own Authors to Revise</b></p> <ul style="list-style-type: none"> <li>• Learning craft moves from any mentor text</li> <li>• Being Bold: Trying new craft moves</li> <li>• Writers can help each other: Partners offer feedback</li> <li>• Editing and preparing for publication</li> <li>• Revise with purpose, consider craft and the effect different craft choices have on the way a story sounds to a reader</li> <li>• Reread work to find mistakes in capitalization, ending punctuation, and spelling</li> <li>• Use available resources (word wall) to correct some of these mistakes</li> <li>• 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)</li> </ul> <p><b>Bend 4: Celebration</b></p> <ul style="list-style-type: none"> <li>• Celebrate the revision they have attempted</li> </ul> <p><b>Grammar/Punctuation</b></p> <ul style="list-style-type: none"> <li>• Correctly capitalize dates and names of people</li> <li>• Use ending punctuation in sentences</li> <li>• Use commas in dates and to separate single words in a series.</li> </ul>	<p>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 &amp; 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 *Required unit texts for this unit of study.</p> <p><b>Teacher Resources:</b> <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 1 <i>Lessons from the Masters</i> Published by Heinemann <i>Writing Pathways Performance Assessments and Learning Progressions</i> by Lucy Calkins <a href="http://readingandwritingproject.com/">http://readingandwritingproject.com/</a></p> <p><b>Assessment:</b></p>
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	<ul style="list-style-type: none"> <li>• Nouns</li> <li>• Capitalize proper nouns</li> </ul>	<b>Narrative Benchmark Assessment</b> Student/ teacher conferences Writing samples and student writing portfolios Student presentations Writers Workshop Notebooks Student Performance Checklists for Writing Standards Based Writing Rubrics Writing Pathways Performance Assessments Learning Progressions Spelling Developmental Analysis (Screening and Inventory)
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**Writers Workshop ~ Unit 2**  
**Writing About Reading**  
**November/December (8 weeks)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b>  Writers write about their reading by closely evaluating their books and keeping their audience in mind.</p> <p>Writers raise the level of their opinion writing through deeper analysis of texts and the use of more sophisticated elaborative techniques.</p> <p><b>Goals:</b>  <b>W.2.1</b> 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.  <b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  <b>W.2.6.</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  <b>W.2.7.</b> Participate in shared</p>	<p><b>Teaching Points:</b>  <b>Bend 1: Letter Writing: A Glorious Tradition</b>  Writers use mentor texts to understand how to express opinions. (Immersion Phase)</p> <ul style="list-style-type: none"> <li>• Writing letters to share ideas about characters</li> <li>• Getting energy for writing by talking</li> <li>• Writers generate more letters: developing new opinions by looking at pictures</li> <li>• Writers make their letters about books even better by retelling important parts</li> <li>• Keeping the audience in mind</li> <li>• Using a checklist to set goals for ourselves as writers</li> <li>• Writers note what to include in a persuasive book (and restaurant) review</li> <li>• Students notice (and later use) transitions and phrases reviewers use to state opinions and persuade others</li> </ul> <p><b>Bend 2: Raising the Level of Our Letter Writing</b></p> <ul style="list-style-type: none"> <li>• Writing about more than one part of a book</li> <li>• Writers plan, research, and rehearse their opinions to make their reviews more persuasive</li> </ul>	<p><b>Mentor Texts:</b>  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 Drive the Bus!</i> by Mo Willems  <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  <i>Dear Mrs. LaRue: Letters from Obedience School</i> by Mark Teague  <i>Earrings</i> by Judith Viorst  <i>The Day the Crayons Quit</i> by Drew Daywalt  <i>Should We Have Pets?: A Persuasive Text</i> by Sylvia Lollis  <i>One Word from Sophia</i> by Jim Averbeck and Yasmeen Ismail  <i>The Perfect Pet</i> by Margie Palatini  Book reviews</p>

<p>research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p><b>W.2.8.</b> Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>A.</b> Follow agreed-upon norms 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).</p> <p><b>B.</b> Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p><b>C.</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.3.</b> 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.</p> <p><b>SL.2.4.</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.5.</b> Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.2.6.</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> <li>• Reading closely to generate more writing</li> <li>• Gathering more evidence to support each of our opinions</li> <li>• Why is the author using a capital here?</li> <li>• Planning each section of their review</li> <li>• Elaborating using reasons for their opinions</li> <li>• Using quotes from the books in their reviews</li> <li>• Publishing our opinions for all to read</li> </ul> <p><b>Bend 3: Writing Nominations and Awarding Favorite Books</b></p> <ul style="list-style-type: none"> <li>• Writers write in compelling ways in order to convince their audience</li> <li>• Writers connect parts of a piece using words such as <i>also</i>, <i>another</i>, and <i>because</i></li> <li>• Writers craft endings in which the reader is reminded of their opinion</li> <li>• And the nominees are...</li> <li>• Prove it! Adding Quotes to Support Opinions</li> <li>• Good. Better. Best. Using microprogressions as a tool for improving writing</li> <li>• Giving readers signposts and rest stops</li> <li>• Writing introductions and conclusions to captivate</li> <li>• Using a checklist to set “writerly” goals</li> <li>• Writing reviews in an organized way by paying attention to the structure they planned</li> <li>• Using voice and the special language of reviewers</li> <li>• Keeping the elaboration going</li> <li>• Awarding our favorites: A Book Fair Celebration</li> </ul> <p><b>Grammar/Punctuation</b></p> <ul style="list-style-type: none"> <li>• To spell a word the writer used what he knew about spelling patterns (<i>tion</i>, <i>er</i>, <i>ly</i>, etc.)</li> <li>• Spelled all the words on the word wall correctly and used the word wall to help spell other unknown words</li> <li>• Used quotation marks to show what characters said</li> <li>• Use apostrophes when writing contractions</li> <li>• Collective nouns</li> <li>• Proper use of commas in greetings</li> </ul>	<p>Restaurant Reviews</p> <p><b>Teacher Resources:</b>  <u><i>Writing About Reading</i></u>, Book 3, Teachers College Units of Study for Writing  <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  <u><i>Units of Study for Narrative, Opinion, and Information Writing</i></u> written by Lucy Calkins and colleagues at The Reading and Writing Project <u><i>Writing About Reading</i></u> Unit 3 Opinion Writing Grade 2 Published by Heinemann  <u><i>Writing Pathways Performance Assessments and Learning Progressions</i></u> by Lucy Calkins  <u><i>The Writing Strategies Book</i></u> by Jennifer Serravallo</p> <p><b>Assessment:</b>  Student/ teacher conferences  Writing samples and student writing portfolios  Student presentations  Writers Workshop Notebooks  Student Performance Checklists for Writing  Standards Based Writing Rubrics  Writing Pathways Performance Assessments  Learning Progressions  Spelling Developmental Analysis (Screening and Inventory)  Checklist for Opinion Writing Grades 1, 2, and 3</p>
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<p>A. Use collective nouns (e.g., group).</p> <p><b>L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>A. Capitalize holidays, product names, and geographic names.</p> <p>B. Use commas in greetings and closings of letters.</p> <p>C. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>E. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p><b>L.2.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Compare formal and informal uses of English.</p> <p><b>L.2.6.</b> 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).</p>	<p>and closings of letters</p> <ul style="list-style-type: none"> <li>• Formatting of friendly letters vs. formal letters</li> </ul>	
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**Writers Workshop ~ Unit 3**  
**Nonfiction Informational Writing**  
**January/February (6 weeks)**

	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b>  Writers gather information about their topic through a variety of ways.</p> <p>Writers grow knowledge by thinking like scientists.</p> <p>Informational writers use mentor texts to emulate an authors' ideas or approach.</p> <p><b>Goals:</b>  <b>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to</p>	<p><b>Teaching Points:</b>  <b>Bend 1: Write Information Books with Stamina, Volume, and Independence</b></p> <ul style="list-style-type: none"> <li>• Writers draw on what we already know to write up a storm, then we find ways to make our pieces even better</li> <li>• Students learn how to find a topic they know much about and can teach others to do</li> <li>• Writers think about what they want to say, who they want to say it to, and what kind of piece they want to make</li> <li>• Writers will learn that all writing</li> </ul>	<p><b>Mentor Texts:</b>  <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  <i>Olivia's Birds Saving the Gulf</i> by Olivia Boulter  <i>The Cheetah Fast as Lightning</i> by Philippe Dupont  <i>How to Be a Friend: A Guide to Making Friends and Keeping Them</i> by Laurie Krasny Brown &amp; Marc Brown  <i>Have You Seen Bugs?</i> by Oppenheim Aillaud  <i>The Snowy Day</i> by Ezra Jack Keats</p>

develop points, and provide a concluding statement or section.

**W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**SL.2.1a** 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).

**SL.2.1b** Build on others' talk in conversations by linking their comments to the remarks of others.

**SL.2.1c:** Ask for clarification and further explanation as needed about the topics and texts under discussion.

**L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

**L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

**C.** Use an apostrophe to form contractions and frequently occurring possessives.

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

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

**L.2.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

**L.2.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using

- has a purpose and an audience.
- Students will further their knowledge of genre and text features.
- Bend 2: Write with elaboration: Study a mentor text to make information books longer and more interesting**
- 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
- Bend 3: Revise one book and conduct research to create an expert project**
- 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
  - Writers use words such as *and* and *also* to show h/she has more to say
  - Writers create beginnings which name a subject and interest readers
  - Writing has different parts. Each part told different information about the topic
  - Writers include words that show they are an expert on the subject
- Bend 4: Edit, Fancy Up, and Publish**
- Students check spelling and punctuation with a writing partner
  - Writers prepare their books for an audience by adding fun facts and colorful illustrations
  - Writers use what h/she knows about spelling patterns (*tion, er, ly, etc.*) to spell a word
  - Writers spell all the word wall words correctly and use the word wall to figure out how to spell other unknown words
  - Writers use reference materials during the editing process

*The Butterfly* by Anna Milbourne  
*Caterpillar to Butterfly* by Gilda Berger Melvin  
*Recess at 20 Below* by Cindy Lou  
*Let's Go Rock Collecting* by Roma Gans

**Teacher Resources:**  
*The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching* written by Pinnell and Fountas  
*Units of Study for Narrative, Opinion, and Information Writing If... Then... Curriculum* pgs. 19-37  
*Writing Pathways Performance Assessments and Learning Progressions* by Lucy Calkins  
*The Writing Strategies Book* by Jennifer Serravallo

**Assessment:**  
**Information writing benchmark assessment scored with Teachers College Rubric Reference** *Writing Pathways Performance Assessments and Learning Progressions* by Lucy Calkins  
 Student/ teacher conferences  
 Writing samples and student writing portfolios  
 Student presentations  
 Writers Workshop Notebooks  
 Student Performance Checklists for Writing  
 Standards Based Writing Rubrics  
 Writing Pathways Performance Assessments  
 Learning Progressions  
 Spelling Developmental Analysis (Screening and Inventory)  
 Checklist for Informational writing Grades 1, 2, and 3

<p>adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<p><b>Grammar/Punctuation</b></p> <ul style="list-style-type: none"> <li>• Use apostrophes to create possessives</li> <li>• Multiple meaning words</li> <li>• Plural nouns and irregular plural nouns</li> <li>• Adjectives</li> </ul>	
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**Writer’s Workshop Unit 4**  
**Opinion Writing Using Persuasive Reviews**  
**February/March (5 weeks)**

<p style="text-align: center;"><b>Understandings</b></p>	<p style="text-align: center;"><b>Teaching Points (Possible Mini-Lessons)</b></p>	<p style="text-align: center;"><b>Mentor Texts/Resources</b></p>
<p><b>Enduring Understandings:</b>  As writers progress from writing opinions that are purely personal to ones that are more persuasive and more universal.</p> <p>Writers persuade others to believe what they believe and take action as a result of their writing.</p> <p>Writers discover that they have a voice and that writing can be a great vehicle for sharing what they think with others.</p> <p><b>Goals:</b>  <b>W.2.1</b> 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.  <b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  <b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  <b>W.2.7</b> 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).  <b>W.2.8</b> Recall information from</p>	<p><b>Teaching Points:</b>  <b>Bend 1: Get Kids Started Writing Lots and Lots of Reviews and Living Differently Because They Are Critics</b></p> <ul style="list-style-type: none"> <li>• Involve students in the process of gathering mentor texts - then immerse them in reading persuasive reviews and noticing characteristics of the genre</li> <li>• Create a shared experience so that students can practice coming up with, and then supporting, an opinion when faced with a differing opinion</li> <li>• Go! Remind students of sources for review ideas, and then get started!</li> <li>• Live life as a reviewer: teach students to be aware of their opinions and on the lookout for facts to support them</li> <li>• Go back to basics: teach students to organize and plan opinion writing, angling their reviews toward their audience</li> </ul> <p><b>Bend 2: Make Reviews More Persuasive: Add Details and More Specific Language and Use Mentor Texts</b></p> <ul style="list-style-type: none"> <li>• Plan a guided inquiry that allows students to examine and notice features of persuasive reviews</li> <li>• Encourage students to come up with relevant details by using their senses and studying artifacts and mentor texts</li> <li>• Introduce sticky notes as a tool to support revision work</li> <li>• Teach students to elaborate by using thought prompts,</li> </ul>	<p><b>Mentor Texts:</b>  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 Drive the Bus!</i> by Mo Willems  <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  <i>Dear Mrs. LaRue: Letters from Obedience School</i> by Mark Teague  <i>Earrings</i> by Judith Viorst  <i>The Day the Crayons Quit</i> by Drew Daywalt  <i>Should We Have Pets?: A Persuasive Text</i> by Sylvia Lollis  <i>One Word from Sophia</i> by Jim Averbeck and Yasmeen Ismail  <i>The Perfect Pet</i> by Margie Palatini  Book reviews  Restaurant Reviews</p> <p><b>Teacher Resources:</b>  If...Then...Curriculum, Teachers College Units of Study for Writing  <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</p>

<p>experiences or gather information from provided sources to answer a question.</p> <p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>A.</b> Follow agreed-upon norms 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).</p> <p><b>B.</b> Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p><b>C.</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.3.</b> 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.</p> <p><b>SL.2.5.</b> Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.2.6.</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>C.</b> Use reflexive pronouns (e.g., myself, ourselves).</p> <p><b>D.</b> Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p><b>F.</b> 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).</p> <p><b>L.2.2:</b> Demonstrate command of</p>	<p>choosing relevant details, and including small moments</p> <ul style="list-style-type: none"> <li>• Teach children that review writers have a logical, organizing structure to their writing</li> <li>• Teach students to consider the audience when doing revision work</li> <li>• Push your students to even higher levels: teach counterargument and introduce lined paper</li> </ul> <p><b>Bend 3: Get Ready To Share Your Reviews With The World</b></p> <ul style="list-style-type: none"> <li>• Guide students as they select a persuasive review to publish. Which idea do they want to get out into the world? Which piece of writing can benefit from revision?</li> <li>• Teach students to revise with the lens of making their writing as persuasive as it can be</li> <li>• Teach strategies for making writing readable. Teachers can't be persuaded if they can't read what you have to say</li> <li>• Publish the reviews</li> <li>• Share reviews and collect feedback; building and linking to the comments of others</li> </ul> <p><b>Grammar/Punctuation</b></p> <ul style="list-style-type: none"> <li>• To spell a word the writer used what he knew about spelling patterns (<i>tion, er, ly</i>, etc.)</li> <li>• Spelled all the words on the word wall correctly and used the word wall to help spell other unknown words.</li> <li>• Used quotation marks to show what characters said.</li> <li>• Verbs and irregular verbs</li> </ul>	<p>Lucy Calkins and colleagues at The Reading and Writing Project <u><i>Writing About Reading</i></u> Unit 3 Opinion Writing Grade 2 Published by Heinemann <u><i>Writing Pathways Performance Assessments and Learning Progressions</i></u> by Lucy Calkins <u><i>The Writing Strategies Book</i></u> by Jennifer Serravallo</p> <p><b>Assessment:</b>  <b>Opinion writing benchmark assessment scored with Teachers College Rubric</b> (Scores recorded in Genesis) Reference <u><i>Writing Pathways Performance Assessments and Learning Progressions</i></u> by Lucy Calkins pgs. 82-123  Student/ teacher conferences  Writing samples and student writing portfolios  Student presentations  Writers Workshop Notebooks  Student Performance Checklists for Writing  Standards Based Writing Rubrics  Writing Pathways Performance Assessments  Learning Progressions  Spelling Developmental Analysis (Screening and Inventory)  Checklist for Opinion Writing Grades 1, 2, and 3</p>
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<p>the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p><b>D.</b> Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p><b>E.</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p><b>L.2.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>A.</b> Compare formal and informal uses of English.</p> <p><b>L.2.6.</b> 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).</p>		
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**Writers Workshop ~ Unit 5**  
**Poetry: Powerful Thoughts in Tiny Packages**  
**April (4 weeks)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b>            Poetry elicits feelings through the reading of poems aloud, in groups, with partners and alone.</p> <p>Poets choose precise words, specific structures, and use repetition to convey feelings and mood.</p> <p><b>Goals:</b>  <b>W.2.3</b> 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.  <b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.  <b>W.2.6</b> With guidance and support from adults use a variety of digital</p>	<p><b>Bend I: Seeing with a Poet’s Eyes</b></p> <ul style="list-style-type: none"> <li>● Listening for line breaks</li> <li>● Putting powerful thoughts in tiny packages</li> <li>● Poets find poems in the strong feelings and concrete details of life</li> <li>● Editing poetry</li> </ul> <p><b>Bend II: Delving Deeper: Experimenting with Language and Sound to Create Meaning</b></p> <ul style="list-style-type: none"> <li>● Searching for honest, precise words: language matters</li> <li>● Patterning through repetition</li> <li>● Poems are moody</li> <li>● Using comparisons to clarify feelings and ideas</li> <li>● Stretching out a comparison</li> </ul> <p><b>Bend III: Trying Structures on for Size</b></p> <ul style="list-style-type: none"> <li>● Studying structure</li> <li>● Studying a mentor text with a poet’s eyes</li> <li>● Matching structures to</li> </ul>	<p><b>Mentor Texts:</b>  <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><b>Teacher Resources:</b>  <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> written by Gay Su</p>

<p>tools to produce and publish writing, including in collaboration with peers.</p> <p><b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>W.3.3b</b> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p><b>W.3.10</b> Write routinely over extended time frames (time for research, reflection, metacognitions/self-correction and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud of information presented orally or through other media.</p> <p><b>SL.2.3</b> 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.</p> <p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive comments detail, speaking audibly in coherent sentences.</p> <p><b>L.2.1</b> Demonstrate command of the conversations of standard English grammar and usage when writing or speaking.</p> <p><b>E.</b> Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p><b>F.</b> Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p><b>L.2.2</b> Demonstrate command of the</p>	<p>feelings</p> <ul style="list-style-type: none"> <li>• Playing with point of view</li> <li>• Revising poems: Replacing feeling words with word pictures</li> <li>• Editing poems: Reading aloud to find trouble spots</li> <li>• Presenting poems to the world: An author's celebration</li> </ul> <p><b>Grammar/Punctuation</b></p> <ul style="list-style-type: none"> <li>• Expand and rearrange simple and complex sentences</li> <li>• Reflexive pronouns</li> </ul>	<p>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><b>Assessment:</b> Student/ teacher conferences Writing samples and student writing portfolios Student presentations Writers Workshop Notebooks Student Performance Checklists for Writing Standards Based Writing Rubrics Writing Pathways Performance Assessments Learning Progressions Spelling Developmental Analysis (Screening and Inventory)</p>
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<p>conventions of standard English capitalization, punctuation, and spelling when writing</p> <p><b>D.</b> Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p><b>E.</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p><b>L.2.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>A.</b> Compare formal and informal uses of English.</p> <p><b>L.2.5</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p><b>SL.2.3.</b> 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.</p> <p><b>L.2.6</b> 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).</p>		
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**Writers Workshop ~ Unit 6**  
**Informational Writing: Lab Reports and Science Books**  
**May/June**  
**(5-6 weeks)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b>  Writers gather information about their topic through a variety of ways.</p> <p>Writers grow knowledge by thinking like scientists.</p> <p>Writers know that it is important in informational writing to use mentor texts to emulate an author’s ideas or approach.</p> <p><b>Goals:</b>  <b>W.2.2.</b> Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.  <b>W.2.5.</b> With guidance and support from</p>	<p><b>Bend 1: Writing as Scientists Do</b></p> <ul style="list-style-type: none"> <li>● Learning to write about science—writers write in a certain way--- in a lab report format</li> <li>● Studying a mentor text: Procedural writing</li> <li>● New wonderings, new experiments</li> <li>● Authors share scientific ideas/conclusions</li> <li>● Scientists learn from other sources as well as from experiments</li> <li>● Student self-assessment and plans</li> <li>● Writers produce a page or more of writing every each</li> </ul>	<p><b>Mentor Texts:</b>  <i>What Is Matter?</i> by Lola M. Schaefer  <i>Liquids and Gases</i> by Erin Ash Sullivan  <i>Discover Gases</i> by Barbara Bannon  <i>Discover Liquids</i> by Barbara Bannon  <i>Discover Solids</i> by Barbara Bannon  <i>Measuring Matter: Solids, Liquids, and Gases</i> by Rebecca Matos  <i>Matter is Everywhere: Solids, Liquids and Gases</i> by Rebecca Matos  <i>This is Matter: Solids, Liquids, and Gases</i> by Rebecca Matos  <i>Does it Sink or Float</i> by Susan Hughes</p>

<p>adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.</p> <p><b>W.2.6.</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>W.2.7.</b> 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).</p> <p><b>W.2.8.</b> Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>L.2.2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.3.</b> 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.</p> <p><b>SL.2.5.</b> Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.2.6.</b> Produce complete sentences when appropriate to task and situation in order to provide requested</p> <p><b>L.2.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.2.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>D.</b> Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p><b>E.</b> Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p> <p><b>L.2.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>A.</b> Compare formal and informal uses of English.</p>	<p>day, the amount that would fill a piece of notebook paper. They write 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><b>Bend 2: Writing to Teach Others about Our Discoveries</b></p> <ul style="list-style-type: none"> <li>Remember all you know about science and about scientific writing for new experiments</li> <li>Studying a mentor text: the “results” page</li> <li>Comparing results and reading more expert materials to consider new questions</li> <li>Designing and writing a new experiment</li> <li>Writers make significant large-scale changes and then write a second draft outside of the notebook</li> <li>Writers use 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.)</li> <li>Editing: Domain specific language</li> </ul> <p><b>Bend 3: Writing about Matter in Information books</b></p> <ul style="list-style-type: none"> <li>Drawing on all we know to rehearse and plan information books</li> <li>Tapping information know-how for drafting</li> <li>Studying mentor texts: Integrating scientific information</li> <li>Using comparisons to teach readers</li> <li>Showing hidden words with science writing</li> <li>Introductions and conclusions: Addressing an audience</li> <li>Editing: Aligning expectations to the New Jersey Learning Standards</li> <li>Writers edit work for spelling, punctuation, and language usage. They draft correctly</li> </ul>	<p><i>Engineers Solve Problems</i> by Reagan Miller and Crystal Sikkens</p> <p><i>Changing Materials</i> by Chris Oxlade</p> <p><b>Teacher Resources:</b></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 Unit 2, <i>Lab Reports and Science Books</i> Published by Heinemann</p> <p><b>Assessment:</b></p> <p>Student/ teacher conferences</p> <p>Writing samples and student writing portfolios</p> <p>Student presentations</p> <p>Writers Workshop Notebooks</p> <p>Student Performance Checklists for Writing</p> <p>Standards Based Writing Rubrics</p> <p>Writing Pathways Performance Assessments</p> <p>Learning Progressions</p> <p>Spelling Developmental Analysis (Screening and Inventory)</p>
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	<p>capitalizing on proper nouns, using apostrophes for contractions and possessives, and employs correct end punctuation. 2nd Grade writers begin 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> <ul style="list-style-type: none"> <li>• Celebrating: Writing and Science Exhibition</li> </ul> <p><b>Grammar/Punctuation</b></p> <ul style="list-style-type: none"> <li>• Adverbs</li> </ul>	
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**Writers Workshop ~ Unit 7**  
**Celebrating Writing Across the Genres**  
**June (1 week)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b>            Skilled writers have a repertoire of genres in which they work, and they have an awareness of how each genre is its own particular tool to make a message strong and meaningful.</p> <p>Writers will know their audience, understand the purpose of their message, and be able to choose the genre that best communicates their message.</p> <p><b>Goals:</b>  <b>W.2.1.</b> 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 conclusion.  <b>W.2.2.</b> Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.  <b>W.2.3.</b> Write narratives in which they recount a well-elaborated event or short sequence of events,</p>	<ul style="list-style-type: none"> <li>• Remind children of what they have learned about the writing process across the years and launch them into writing</li> <li>• Review a portfolio of writing work from this year and identify areas of growth</li> <li>• Create writing goals for 3rd grade</li> <li>• Choose a piece of unpublished writing and apply the strategies learned this year to polish and publish it</li> </ul>	<p><b>Mentor Texts:</b>  <u><i>Mercy Watson to the Rescue</i></u> by Kate diCamillo (This read aloud should be completed before unit 3.)            Or  <u><i>Gooney Bird Greene</i></u> (A chapter book read-aloud)            *<u><i>Owl Moon</i></u> by Jane Yolen            *<u><i>The Leaving Morning</i></u> by Angela Johnson  <u><i>Frankly, Frannie Check, Please!</i></u> by AJ Stern  <u><i>Click, Clack, Moo</i></u> by Doreen Cronin  <u><i>I Wanna Iguana</i></u> by Karen Orloff  <u><i>I Wanna New Room</i></u> by Karen Orloff  <u><i>Don't Let the Pigeon Drive the Bus!</i></u> by Mo Willems  <u><i>Don't Let the Pigeon Stay Up Late!</i></u> by Mo Willems  <u><i>Dear Mrs. LaRue: Letters from Obedience School</i></u> by Mark Teague  <u><i>Earrings</i></u> by Judith Viorst  <u><i>Apples</i></u> by Gail Gibbons  <u><i>From Seed to Plant</i></u> by Gail Gibbons  <u><i>The Pumpkin Book</i></u> by Gail Gibbons  <u><i>The Snowy Day</i></u> by Ezra Jack Keats  <u><i>Recess at 20 Below</i></u> by Cindy Lou  <u><i>I'm in Charge of Celebrations</i></u> by Byrd Baylor  <u><i>Ponyella</i></u> by Laura Numeroff  <u><i>The Boy Who Cried Wolf</i></u> by B. G. Hennessey</p>

include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**SL.2.5.** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

**L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

*The Wolf Who Cried Boy* by Bob Hartman  
*The Three Little Pigs* by Paul Galdone  
*The True Story of the Three Little Pigs* by Jon Scieszka  
*The Three Little Pigs* by Steven Kellogg  
*Little Red Riding Hood* by Lisa Campbell Ern  
*Pretty Salma: A Little Red Riding Hood Story from Africa* by Niki Daly  
*Cinder Edna* by Ellen Jackson  
*Cinder-Elly* by Frances Minters  
*The Stinky Cheeseman* by Jon Scieszka  
*The Paper Bag Princess* by Robert Munsch  
*Fables* by Arnold Lobel  
*Old Elm Speaks Tree Poems* by Kristine O’Connell George  
*“Pencil Sharpener”* by Zoe Ryder White  
*“Ceiling”* by Zoe Ryder White  
*“Aquarium”* by Valerie Worth  
*What is the World Made Of? All About Solids, Liquids, and Gases (Let’s-Read-and-Find… Science, Stage 2)* by Kathleen Weidner Zoehfeld  
*Solids, Liquids, And Gases (Rookie Reader)* by Ginger Garrett  
*There’s a Nightmare in My Closet* by Mercer Mayer  
*Silly Lilly and the Four Seasons* by Agnes Rosenstiehl  
*Elephant and Piggie* series by Mo Willems

**Teacher Resources:**

*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  
*Writing Pathways Performance Assessments and Learning Progressions* by Lucy Calkins  
*The Writing Strategies Book* by Jennifer Serravallo

**Assessment:**

Narrative Benchmark Assessment  
Student/ teacher conferences  
Writing samples and student writing portfolios  
Student presentations  
Writers Workshop Notebooks

		Student Performance Checklists for Writing Standards Based Writing Rubrics Writing Pathways Performance Assessments Learning Progressions Spelling Developmental Analysis (Screening and Inventory)
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## 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

*Units of Study in Reading* 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