English Language Arts

Reading Curriculum

2019

GRADE 2

Montague Township School

Kindergarten Reading Curriculum

Unit Title: Routines: Launching the Reading

Workshop Unit Title: We Are Readers (Unit 1, Lucy

Calkins)

Unit Title: Reading Powers (Unit 2, Super Powers, Lucy

Calkins) Unit Title: Developing Strong Readers

Unit 4 : Informational Reading/Poetry

First Grade Reading Curriculum

Unit Title: Launching/Building Good Habits

Unit Title: Reading Nonfiction

Unit Title: Reading Fluency/Comprehension

Unit Title: Retelling / Story Elements

Second Grade Reading Curriculum

Unit Title: Launch (1)

Unit Title: Unit Building Good Habits (2)

Unit Title: Elements of Nonfiction (3)

Unit Title: Building Stamina with Longer & More Complex Texts

(4) Unit Title: Book Clubs (5)

Unit Title: Fairy Tales, Fables, and Folktales

Third Grade Reading Curriculum

Unit Title: Routines: Launching the Reading

Workshop Unit Title: Unit 1 Building a Reading Life

Unit Title: Unit 2 Reading to Learn/Nonfiction

Unit Title: Unit 3 Character Studies

Unit Title: Unit 4 Research Clubs

Unit Title: Unit 5 Learning Through Reading

Unit Title: Unit 6 Poetry (optional unit)

Unit Title: Unit 7 Solving the Mystery

Fourth Grade Reading Curriculum

Unit Title: Routines: Launching the Reading Workshop Unit

Title: Unit 1 Interpreting Characters: The Heart of the Story

Unit Title: Unit 2: Reading the Weather, Reading the World

Unit Title: Unit 3: Reading History: The American Revolution

Unit Title: Unit 4: Historical Fiction Clubs

Unit Title: Unit 5: Mythology/ Folklore

Unit Title: Unit 6: Poetry, Drama, & Prose

Fifth Grade Reading Curriculum

Unit Title: Launching

Unit Title: Unit 1 Reading Literature - Fifth graders study

characters Unit Title: Historical Fiction Book Clubs

Unit Title: Informational Reading: Reading with a Critical

Lens Unit Title: Cross Genre Reading

Unit Title: Literature: Fantasy Book Clubs

Sixth Grade Reading Curriculum

Unit Title: Agency and Independence- Launching

Unit Title: Character Study - Clubs

Unit Title: Comparing Themes in Literature

Unit Title: Nonfiction Reading: Navigating Expository, Narrative
   and Hybrid Nonfiction

Unit Title: Mixed Genre - Biography

Unit Title: Poetry - Clubs

Seventh Grade Reading Curriculum .	**Eighth Grade Reading Curriculum**
Unit Title: Literature: Launching the Reading Workshop Unit Title: Literature: Launching the Reading Workshop Unit Title: Reading Literature - Exploring themes in Award Winning Novels Unit Title: Multimedia - Research Reading - Studying History Unit Title: Reading Informational Text to Define our Position Unit Title: Poetry Unit Title: Social Issues Book Club	Unit Title: Literature: Launch into Literature and Media Unit Title: Informational Reading as Researchers to take a Position Unit Title: Cross Genre Book Clubs - Historical Readings Unit Title: Literature - Study of Classic Literature

English Language Arts Mapping Guide

	September	October	November	December	January	February	March	April	May	June
K	Launch	We are Readers	We are Readers	Readers Use Strategies	Readers Use Strategies		s Stronger	Informational Reading	Informational Reading	Poetry
1	Launch	Building Good Habits	Reading NonFiction	Reading Fluency	Reading Fluency/ Comprehension	Reading Fluency/ Comprehension	Reading Fluency/ Comprehension	Retelling	Story Elements	Story Elements
2	Launch	Building Good Habits	Building Good Habits	Elements of Non-Fiction	Elements of Non-Fiction	Building Stamina/ Complex Text	Building Stamina/ Complex Text	Book Clubs	Fairy Tales/ Fables/ Folktales	Fairy Tales/ Fables/ Folktales

	September	October	November	December	January	February	March	April	May	June
3	Routines	Building a Reading Life	Reading to Learn NonFiction	Learn/ Nonfiction Character Studies	Character Studies Research Clubs	Research Clubs	Learning Through Reading	Poetry	Solving the Mystery	Solving the Mystery
4	Launch	Interpreting Characters	Interpreting Characters Reading the World	Reading the World	Reading History	Reading History Historical Fiction	Historical Fiction Mythology/ Folk Lore	Mythology/ Folk Lore	Poetry/Drama Prose	Poetry/Drama Prose
5	Launch	Reading Literature	Reading Literature/ Historical Fiction	Historical Fiction	Informational Reading	Informational Reading	Cross Genre Reading	Cross Genre Reading	Fantasy Book Clubs	Fantasy Book Clubs
6	Launch Character Study	Character Study/ Comparing Themes	Comparing Themes	Nonfiction Reading, Navigating Expository…	Nonfiction Reading, Navigating Expository…	Nonfiction Reading, Navigating Expository…	Biography	Biography	Poetry Clubs	Poetry Clubs
7	Launch/ Award Winning Novels	Award Winning Novels	Studying History	Studying History	Define Our Position	Define Our Position	Poetry	Poetry	Social Issues Book Clubs	Social Issues Book Clubs
8	Launch into Literature and Media	Literary Interpretation	Literary Interpretation	Reading as Researchers to Take a Position	Reading as Researchers to Take a Position	Cross Genre Book Clubs	Classic Literature	Classic Literature	Poetry	Poetry

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Units of Study for Teaching Reading (16-17 K-8 Sequence of Units)

September	October	November	December	January	February	March	April	May	June

K	We are Readers	We are Readers Emergent Reading	Emergent Reading Super Powers	Super Powers	Bigger Books...	Bigger Books… Growing Expertise...	Growing Expertise…	Becoming Avid Readers	Becoming Avid Readers Readers are Resourceful...	Readers are Resourceful...
1	Building Good Reading Habits	Building Good Reading Habits Word Detectives	Word Detectives Learning about the World...	Learning about the World...	Readers Get to Know Characters	Readers Get to Know Characters Readers have Big Jobs To Do	Readers have Big Jobs To Do	Meeting Characters and Learning Lessons	Meeting Characters and Learning Lessons Reading Nonfiction	Reading Nonfiction
2	Second Grade Reading Growth Spurt	Second Grade Reading Growth Spurt	Becoming Experts: Reading Nonfiction	Becoming Experts: Reading Nonfiction	Studying Characters and Their Stories	Bigger Books Mean Amping Up Reading Power	Bigger Books Mean Amping Up Reading Power Reading Nonfiction	Reading Nonfiction	Series Book Clubs	Series Book Clubs
3	Building a Reading Life	Building a Reading Life Mystery...	Mystery… Reading to Learn...	Reading to Learn...	Character Studies	Character Studies	Unit of Choice/Test Prep	Research Clubs...	Research Clubs… Design Your Own Unit/Learning from Countries...	Design Your Own Unit/Learning from Countries...
4	Interpreting Characters	Interpreting Characters Reading the Weather	Reading the Weather Historical Fiction Clubs	Historical Fiction Clubs	Interpretation Book CLubs	Interpretation Book CLubs	Unit of Choice/Test Prep	Reading History...	Reading History… Nonfiction Book Clubs	Nonfiction Book Clubs
5	Interpretation Book Clubs	Interpretation Book Clubs Tackling Complexity	Tackling Complexity Argument and Advocacy	Argument and Advocacy	Reading Like a Fan OR Interpretation Book Clubs...	Reading Like a Fan OR Interpretation Book Clubs...	Unit of Choice/Test Prep	Reading in the Content Area	Reading in the Content Area Fantasy Book Clubs	Fantasy Book Clubs
6	Turning Every Kid Into a Reader-and a Character Analyst	Turning Every Kid Into a Reader-and a Character Analyst	Social Issues Book Clubs	Social Issues Book Clubs	Nonfiction: A Study of Text Complexity	Nonfiction: A Study of Text Complexity	Unit of Choice/Test Prep	Unit of Choice/Test Prep Design Your Own Unit/Fantasy Book Clubs	Design Your Own Unit/Fantasy Book Clubs Nonfiction Reading Across Text Sets	Nonfiction Reading Across Text Sets

7	Agency and Independence…	Agency and Independence…	Historical Fiction Book Clubs	Historical Fiction Book Clubs	Argument Reading	Argument Reading	Unit of Choice/Test Prep	Unit of Choice/Test Prep Design Your Own Unit/How to Eat a Poem	Design Your Own Unit/How to Eat a Poem Nonfiction Book Clubs	Nonfiction Book Clubs

8	Textual Lineages…	Textual Lineages…	Dystopian Book Clubs	Dystopian Book Clubs	Argument Reading	Argument Reading	Unit of Choice/Test Prep	Unit of Choice/Test Prep Nonfiction Author and Craft Study	Nonfiction Author and Craft Study Design Your Own Unit/Approaching Classics…	Design Your Own Unit/Approaching Classics…

Second Grade Reading Curriculum

Pacing Guide	
Content Area: Language Arts	
Course Title: Reading	**Grade Level:** Second
Unit Title: Launching	September – October
Unit Title: Building Good Habits	October - November

Unit Title: Elements of Nonfiction	December – January
Unit Title: Building Stamina with Longer More Complex Text	February- March
Unit Title: Book Clubs	March- April
Unit Title: Fairy Tales, Fables, and Folktales	May-June

Unit Title: Launch (1)	Grade Level: Second	Time Frame: September- October (4-6)

Standards:
Reading Standards for Literature: RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.7, RL.2.10
Reading Standards for Informational Text: RI.2.1, RI.2.2, RI.2.3, RI.2.7
Reading Standards: Foundational Skills: RF.2.1, RF.2.2, RF.2.3, RF.2.4
Speaking and Listening Standards: SL.2.1, SL.1.2, SL.2.4, SL.2.6
Language Standards: L.2.1, L.2.2, L.2.4, L.2.5, L.2.6
Writing Standards: W.2.1, W.2.2, W.2.3

Essential Questions:	**Unit Goals/Enduring Understandings:**
• What does Readers Workshop look like and sound like? • Why is important to choose "just right" books? • How can meeting with the teacher one-to-one be special for you • How can conferring with the teacher one-to-one help you become a stronger reader? • Why do we set goals?	• Readers incorporate routines to ensure success during Readers Workshop • Readers view reading as a special activity that involves working both independentlyand with others • Readers choose books by analyzing the text to be certain they are "just right" • Readers confer with the teacher to evaluate and discuss their progress and goals.

Skills:		Demonstration of Learning/Assessment Evidence:
• Gathering in the meeting area• Choosing a "just right" book • Qualities of "turn and talk"	• Independent reading • Partner reading • Independent work procedures • Conferencing	**Assessment Evidence:** **Formative** • Conference Notes • Small Group Observations • Reading Notebooks • Running Records **Summative** • Teacher Created Assessments **Alternative** • Teacher Created Assessments **Benchmark** • DRA • STAR360/MAP

Mentor Texts:	Structures:	• Strategy Group
Suggestions only: Teacher's may use books that are appropriate of their own selection. **The OK Book** **The Crayon Box That Talked** **Poppleton**	Reader's Workshop Whole group minilesson Independent reading/conferencing Mid-workshop Teaching Teaching Share Partner Talk Partner reading	• Guided Reading • Shared Reading Read aloud
Resources: *Units of Study*-Lucy Calkins and Shanna Schwartz	**Integrated Modifications/Accommodations: Special**	**At Risk of School Failure** • Small group/One to one

Interdisciplinary Connections:	21st Century Life and Career	Education	• Student restates information

● Shared Reading of poetry, music lyrics, videos, and images ● Use Standards for Mathematical Practice and Cross-Cutting Concepts in science to support debate/inquiry across thinking processes in ELA	• 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
	• 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business
	• 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
	• 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
	• 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
	• 9.4.2.DC.2: Explain the importance of respecting digital content of others.
	• 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
	• 9.4.2.TL.2: Create a document using a word processing application. • 9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
	• 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.
		Education
		 • Small group/One to one
		• Additional time
		• Review of directions
		• Student provides oral responses
		• Quiet space to calm down/relax
		• Preferential seating
		• Reduction of distractions
		• Follow a routine/schedule
		• Teach time management skills
		• Verbal and visual cues regarding directions and staying on task
		• Rest breaks
		• Immediate feedback
		Section 504
		 • Small group/One to one
		• Large print textbooks
		• Additional time
		• Student provides oral responses
		• Assistance in maintaining uncluttered space • Alternate quiet and active time
		• Preferential seating
		• Reduction of distractions
		• Follow a routine/schedule
		• Teach time management skills
		• Verbal and visual cues regarding directions and staying on task
		• Space for movement and breaks
		• work in progress check
		English Language Learners
		 • Support with graphics
		 • Tiered Vocabulary
		 • Dictionary, Native lang to English
		 • Additional time
		• Review of directions
		• Support auditory presentations with visuals • Hands-on activities
		• Verbal and visual cues regarding directions and staying on task
			• Student restates information
			• Concrete examples
			• Assistance in maintaining uncluttered space • Alternate quiet and active time
			• Quiet space to calm down/relax
			• Preferential seating
			• Reduction of distractions
			• Follow a routine/schedule
			• Teach time management skills
			• Varied choice of activity
			• Peer mentor
			• Checklists
			Gifted and Talented
			Presentation Strategies:
			    ● Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
			    ● Avoid having student copy notes when material is already mastered
			Curriculum Strategies:
			    ● Provide opportunities for open-ended, self-directed activities
			    ● Provide instruction in research skills needed to conduct an independent study in student's interest area
			    ● Provide independent learning opportunities Use advanced supplementary/reading materials
			    ● Encourage the use of creativity
			    ● Ask higher level questions
			    ● Provide opportunities to develop depth and breadth of knowledge in a subject area
			Organizational/Behavioral Strategies: ● Use a Study Contract for student to achieve outcomes

			● Use a Learning Log for independent or outside learning

Technology Integration		
Technology Integration **8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.** Second grade students will infuse technology into Language Arts by learning to: • Identify the basic features of a digital device and explain its purpose • Create a document using a word processing application • Illustrate and communicate original ideas and stories using multiple digital tools and resources • Demonstrate developmentally appropriate navigation skills in virtual environments		● Establish a timeline for long-range projects Motivational Strategies: ● Provide fewer drill and practice activities when material is learned ● Give student choices of activities in learning the content ● Allow the student to 'buy' time for self-directed activities after material is learned Assessment Strategies: ● Give a pretest to allow the student to demonstrate mastery ● Provide self-checking materials ● Provide tests at a higher level of thinking Environmental Strategies: ● Arrange for a mentor to work with the student in interest area ● Cluster group gifted/talented students by areas of strength in the classroom ● Allow independent use of library

- Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as onlinecollaborative tools, and social media
- Develop an understanding of ownership of print and non-print information
- Use digital resources to explore a problem or issue

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Second grade students will infuse technology into Language Arts by learning to: •
Describe how designed products and systems are useful at school, home and work
- Collaborate to design a solution to a problem affecting the community •
Identify how technology impacts or improves life
- Identify how the ways people live and work has changed because of technology
- Brainstorm ideas on how to solve a problem or build a product •
Explain how using a tool aids in reducing work
- Collaborate and apply a design process to solve a simple problem from everyday experiences.

Resources/Materials	Mini Lessons / Activities	Teacher Notes
Lesson 1 - Introduce the Reader's Workshop • Basket of books • Chart paper • Marker	**Lesson 1 - Introduce the Readers' Workshop** *TP:* Readers within a reading community develop rules and routines for behavior and expectations during the reading workshop • Create class chart: "Rules for Readers' Workshop" • Discuss Examples: Choose books quietly, sit in our special reading spot, we read quietly the entire time, teacher conferences, etc. • Teacher may choose to have a basket of books at each student table for students to "shop" from • Students will choose books to read at their seats or in a special place around the room • Teacher confers informally with students. • Whole class shares what they noticed in how Readers' Workshop looks, comparing to the class anchor chart • NOTE: Tell students to start bringing in favorite books from home to be used with Lesson 2	

Lesson 2 – Building Our Reading Community
• A variety of teacher's personal books
	Lesson 2 - Building Our Reading Community
	TP: Readers are part of a reading community with individual identities.
	    • Teacher brings in some of her favorite books and what makes them special to her/him • Teacher explains that everyone has different interests when it comes to reading – some may like a newspaper, picture book, fantasy, non-fiction, etc.
	    • Teacher asks students to share favorite books from home and tell why they enjoy their books • Students discuss similarities and differences in book choice
	    • Students will display their favorite books for other students to explore
	    • Teacher will allow students to read independently – sharing books from home/class baskets • Students will reflect on "new" books they previewed during independent reading time today – may discuss new genre they explored, etc.	

Lesson 3 – Proper Book Handling
• Chart paper
• Marker
	Lesson 3 – Proper Book Handling
	TP: Readers take care of the books that they read and share with others
	    • Teacher asks students to share about proper ways to: handle books, keep books clean, return books to classroom baskets, borrow books for reading at home, etc.
	    • Teacher models proper book handling
	    • Make Class Anchor Chart "How We Handle Books"
	    • Teacher may choose to have a basket of books at each student table for students to "shop" from
	    • Students will choose books to read at their seats
	    • Students read independently – practicing proper book handling
	    • Teacher confers informally with students.
	    • Whole class shares and reflects about proper book handling
	NOTE: Students will need a notebook for Lesson 6	

Lesson 4 – Selecting Appropriate Reading Material
• Chart paper
• Marker
 • Bag of shoes (optional) • Bag of book selections that are just right, too hard, and too easy for the teacher to read him/herself
• Lesson taken from The Daily Five
	Lesson 4 – Selecting Appropriate Reading Material
	TP: Readers select "just right" books by reading a small portion of the text to check for dif iculty in decoding and understanding
	    • Teacher can review how we choose shoes that are "just right" for running a race and pull from a bag of shoes, ones that do not fit the purpose, ones that are too big and ones that are too small for her feet and eventually finding a "good fit"
	    • Teacher models how to select books that are right for him/her by demonstrating books that s/he finds uninteresting, too hard to decode, too hard to understand, and "just right"
	    • Create anchor chart using "I PICK" acronym (I-choose a book that is P-purposeful for me I-interesting to me, C-can I comprehend it, K-do I know most of the words)
	    • Students will begin choosing books and reading texts that fit the I-PICK anchor chart rules •
	Teacher confers informally with students
	    • Whole class shares and reflects on their selections for the day	

Lesson 5: Staying Organized As we Read
• Chart paper
• Marker
• Student bins
	Lesson 5: Staying Organized as we Read
	TP: Readers develop strategies for selecting independent reading material quickly and quietly, allowing readers more time to read
	    • Teacher will discuss how we can keep the books we choose organized in our own "mini library" •
	Create anchor chart for routines and procedures of book shopping – how long it should take, how many books can be selected at a time, where book bins go when it is not reading time, etc. • Model putting books in personal book bin and returning bin to its spot
	    • *Note:* You may want to number student bins and place them in alphabetical order •
	Note: you might want to limit shopping to five minutes
	    • Discuss and model how to return books to their proper library bins when students are finished reading them
	    • Students shop for books and read in reading spots
	    • Students place books they've not yet finished or read in their personal book bins and put book bins in their place
	    • Students share and reflect on procedures of book shopping and book bins	

Lesson 6 – Staying Organized and Focused on Reading
• Reader's Notebooks
• Independent Reading Books
	Lesson 6: Staying Organized and Focused on Reading
	TP: Readers keep a Reader's Notebook to log their thinking and understanding while reading •
	    Teachers will review how readers are constantly thinking while reading
	  • Teachers will demonstrate how students will keep a notebook to record their thinking throughout the year
	  • Readers will begin routine practices of dating and recording their thinking during a reading workshop session
	  • Students can decorate their Reader's Notebook either in class or at home to showcase their interests in reading topics.	

Lesson 7 – Staying Focused As We Read
• Reader's Notebooks
• Independent Reading Books
• Class Anchor Charts
	Lesson 7: Staying Focused As We Read
	TP: Readers manage their time within the workshop to read and respond in their Reader's Notebook •
	    Teacher will demonstrate how to complete an entry/assignment in the Reader's Notebook in order to be ready to share at the end of a session
	  • Readers will practice reading for longer periods of time and recording their thoughts in their Reader's Notebook
	  • Students will share their responses to the assignment during the share segment of the workshop •
	  Students reflect upon the behaviors during the reading portion of the workshop while referencing the class created anchor charts that were previously made
		•

| Lesson 8- Understanding the Structure of the Workshop
• Independent Reading Books
• Reader's Notebooks | **Lesson 8 – Understanding the Structure of the Workshop**
TP: Readers will understand their role during the workshop mini lesson
   • Teacher explains the daily structure of Reader's Workshop
   • Teacher dictates expectations for students to sit properly, be attentive and focus on the demonstration portion of the lesson without interrupting
   • Teacher explains that students will get a chance to participate and "try out the skill/strategy" after the explicit teaching portion by turning and talking with a partner or sharing ideas with the group on the carpet
   • Teacher explains that students will get a chance to practice the skill or strategy independently once the group moves from the carpet area into independent reading time
   • Teachers discuss the importance of the share session for students to demonstrate their success during independent reading time.
   • Students will try out the process of listening/observing to trying it out with a partner to trying it out independently | |

| Lesson 9- Partnerships Read Together
• Independent Reading Books
• Chart Paper
• Markers | **Lesson 9- Partnerships Read Together**
TP: Readers can read together with partners by taking turns reading each page or by listening to each other and discussing the text
   • Teachers demonstrate the ways in which readers can read together in partnerships of two and create an anchor chart with rules for reading in partnerships
   • Students will sit hip to hip with the text between them
   • Students will decide if they will alternate reading one page each while the other partner listens OR if one partner will read the entire text aloud to the other.
   • Students will develop non-verbal cues for helping one another decode unknown words. •
Students will practice reading together at an appropriate volume.
   • Students practice reading in teams
   • Teacher confers with partnerships
   • Quick review of key procedures by having students volunteer to demonstrate. | |

| Lesson 10-
**Partnerships Talk
Together**
• Chart Paper
• Markers
• Books
• Reader's Notebook | **Lesson 10 – Partnerships Talk Together**
TP: Talking with partnerships help readers deepen their own understanding and helps to recognize others' points of view.
  • Discuss and model partner talk.
  • Teacher and students conduct mock workshop highlighting procedures for turn and talk. Create anchor chart.
    ○ sit eye to eye and knee to knee OR hip to hip to share in same book ○ look your
    partner in the eye ○ show that you're listening by nodding or asking
    questions for understanding ○ share favorite characters, story events,
    something interesting, funny part, picture
        (Create additional anchor chart for partner talk.)
    ○ stay focused on book talk ○ speak in an
    inside voice
    ○ take turns listening and reading (if sharing a book to read together)
  • Review partner talk & refer/add to anchor chart
  • Students read independently/ Teacher confers with children individually • Share and reflect on working with partnerships | • |

| **Lesson 11- Purpose of
Reading Conferences**
• Independent Reading
  Books
• Reader's Notebooks | **Lesson 11 – Purpose of Reading Conferences**
TP: Conferences are an important part of reading workshop
  • Teacher explains that during independent reading time, the teacher will work with students in what is called a reading conference
  • Teacher will explain that a reading conference is a chance for the teacher to work with one or just a few of the students at a time to help with reading
  • Teacher will choose a student to model what a conference will look like, while the rest of the class watches. Teacher may ask questions such as "What are you working on today?" "What are you doing as a reader?"
  • Teacher should allow for students to ask questions about the conferencing process •
  Students will choose books to read at their seats
  • Students read independently while teacher confers with students
  • Whole class shares and reflects about what they noticed as the teacher was conferring | |

Lesson 12- Eliminating Interruptions During Reading Conferences • Independent Reading Books • Reader's Notebooks	**Lesson 12 – Eliminating Interruptions During Reading Conferences** *TP: Conferences are an important time for teacher and students to meet about reading progress and should be distraction-free* • Teacher reviews with students the purpose of conferences • Teacher asks students to share what might happen if the teacher/student who are conferring get interrupted • Discuss types of interruptions – going to the bathroom, tattling, etc. • Teacher shares the importance of not interrupting during a conference unless it is an emergency • Teacher explains what class emergencies might include • Teacher models a conference with a student while having another student interrupt the conference. • Class discusses what happened when the teacher/student were interrupted • Students read independently while working hard not to interrupt conferences • Teacher confers with students • Whole class shares and reflects about conferences	

Lesson 13- Setting Goals for Reading Stamina • Chart Paper • Markers • Books	**Lesson 13 - Setting Goals for Reading Stamina** *TP: Readers set goals to help push themselves to read for longer periods of time* • Teacher discusses setting a class goal for reading for a period of time (example 10, 15, 20 minutes) • Students share ideas for class goals – chart class reading goals • Teacher discusses and sets a realistic reading goal with class (this will only be about 8-10 minutes to start – but the goal is to get the students to read independently for 45+ minutes by the end of the school year) • Make Class Anchor Chart - "We Can Read Independently for X Minutes" • Students read independently – working to reach reading goal • Teacher confers with students individually • Students meet with partners and discuss if their class goal was realistic and if it was achieved • Class reflects and sets new goal • **Extension:** Discuss ways students can build stamina outside the classroom. ○ Find more times during the day to read ○ Carry a book at all times ○ Set goals for reading / Record reading and monitor goal setting	•

| **Lesson 14- Setting Goals for Reading Stamina**
• Chart Paper
• Markers
• Books | **Lesson 14 - Setting Individual Goals for Reading**
TP: Readers set goals to help push themselves to become better readers
    • Teacher reviews setting class goals for reading (stamina lesson 12)
    • Teacher introduces setting individual goals for reading
    • Students share ideas for individual goals – chart possible individual reading goals •
Teacher reviews setting realistic reading goals
    • Students meet with partners and discuss their individual goals
    • Students read independently – working to reach individual reading goal(s)
    • Teacher confers with students individually
    • Partnerships meet up again to reflect and determine if goals were realistic/achieved • If
time permits, have whole class reflect and share on individual reading goals | |

Unit Title: Unit Building Good Habits (2)	**Grade Level: Second**	**Time Frame: (October – November) 4-6 weeks**

Standards:
Reading Standards for Literature: RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7
Reading Standards: Foundational Skills: RF.2.3, RF.2.4
Speaking and Listening Standards: SL.2.1, SL.2.3, SL.2.4, SL.2.6
Language Standards: L.2.1, L.2.2, L.2.4, L.2.5, L.2.6
Writing Standards: W.2.3, W.2.5, W.2.7

Essential Questions: • What do we have to do to "take charge" of our reading? • What kinds of things should we be thinking about before, during and after reading? • How should we tackle new and unfamiliar words?	**Unit Goals/Enduring Understandings:** • Readers take charge of their own reading. • Readers understand how to build stamina. • Readers work hard to solve tricky words. • Readers extend their thinking in reading journals. • Readers retell important events in a story. • Readers pay close attention to authors.

Skills:	Demonstration of Learning/Assessment Evidence:	
• Readers use multiple strategies to decode unfamiliar words. • Reading with fluency • Reading with expression • Reading with comprehension • Retelling	**Assessment Evidence:** **Formative** • Conference Notes • Small Group Observations • Reading Notebooks • Running Records **Summative** • Teacher Created Assessments **Alternative** • Teacher Created Assessments **Benchmark** • DRA • STAR360/MAP	
Mentor Texts: *There was an Old Lady who Swallowed a Fly* *Those Darn Squirrels by Adam Rubin* *Mercy Watson to the Rescue by Kate DiCamillo* *Katie Woo has the Flu by Fran Manushkin*	**Structures:** ● Reader's Workshop ● Whole group minilesson ● ndependent reading/conferencing ● Mid-workshop Teaching ● Teaching Share ● Partner Talk ● Partner reading	• Strategy Group • Guided Reading • Shared Reading • Read aloud
Resources: *Units of Study*-Lucy Calkins and Shanna Schwartz Growth Spurt- Unit 1	**Integrated Modifications/Accommodations: Special Education** • Small group/One to one • Additional time • Review of directions	**At Risk of School Failure** • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space

Cross Curricular Connections:	21st Century Life and Career	• Student provides oral responses	• Alternate quiet and active time

Cross Curricular Connections:

Health-Keeping healthy Shared Reading/close of poetry, music lyrics, videos, and images ● Use Standards for Mathematical Practice and Cross-Cutting Concepts in science to support debate/inquiry across thinking processes in ELA

21st Century Life and Career
• 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
• 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business
• 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
• 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
• 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
• 9.4.2.DC.2: Explain the importance of respecting digital content of others.
• 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
• 9.4.2.TL.2: Create a document using a word processing application. • 9.4.2.TL.3: Enter information into a spreadsheet and sort the information. • 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.

• Student provides oral responses
• Quiet space to calm down/relax
• Preferential seating
• Reduction of distractions
• Follow a routine/schedule
• Teach time management skills
• Verbal and visual cues regarding directions and staying on task
• Rest breaks
• Immediate feedback
Section 504
 • Small group/One to one
• Large print textbooks
• Additional time
• Student provides oral responses
• Assistance in maintaining uncluttered space • Alternate quiet and active time
• Preferential seating
• Reduction of distractions
• Follow a routine/schedule
• Teach time management skills
• Verbal and visual cues regarding directions and staying on task
• Space for movement and breaks
• work in progress check
English Language Learners
 • Support with graphics
 • Tiered Vocabulary
 • Dictionary, Native lang to English
 • Additional time
• Review of directions
• Support auditory presentations with visuals • Hands-on activities
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• Alternate quiet and active time
• Quiet space to calm down/relax
• Preferential seating
• Reduction of distractions
• Follow a routine/schedule
• Teach time management skills
• Varied choice of activity
• Peer mentor
• Checklists
Gifted and Talented
Presentation Strategies:
 ● Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
 ● Avoid having student copy notes when material is already mastered
Curriculum Strategies:
 ● Provide opportunities for open-ended, self-directed activities
 ● Provide instruction in research skills needed to conduct an independent study in student's interest area
 ● Provide independent learning opportunities Use advanced supplementary/reading materials
 ● Encourage the use of creativity
 ● Ask higher level questions
 ● Provide opportunities to develop depth and breadth of knowledge in a subject area
Organizational/Behavioral Strategies:
 ● Use a Study Contract for student to achieve outcomes
 ● Use a Learning Log for independent or outside learning
 ● Establish a timeline for long-range projects
Motivational Strategies:

Technology Integration **8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.** Second grade students will infuse technology into Language Arts by learning to:		● Provide fewer drill and practice activities when material is learned ● Give student choices of activities in learning the content ● Allow the student to 'buy' time for self-directed activities after material is learned Assessment Strategies: ● Give a pretest to allow the student to demonstrate mastery

- Identify the basic features of a digital device and explain its purpose
- Create a document using a word processing application • Illustrate and communicate original ideas and stories using multiple digital tools and resources
- Demonstrate developmentally appropriate navigation skills in virtual environments
- Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools, and social media
- Develop an understanding of ownership of print and non-print information
- Use digital resources to explore a problem or issue

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Second grade students will infuse technology into Language Arts by learning to:

- Describe how designed products and systems are useful at school, home and work
- Collaborate to design a solution to a problem affecting the community
- Identify how technology impacts or improves life
- Identify how the ways people live and work has changed because of technology
- Brainstorm ideas on how to solve a problem or build a product • Explain how using a tool aids in reducing work
- Collaborate and apply a design process to solve a simple problem from everyday experiences.

● Provide self-checking materials
● Provide tests at a higher level of thinking

Environmental Strategies:
● Arrange for a mentor to work with the student in interest area
● Cluster group gifted/talented students by areas of strength in the classroom
● Allow independent use of library

Unit Title: Building Good Habits/Taking Charge of Reading	Grade Level: Second	Time Frame: October – November (4-6 weeks)
Goals:	Suggested Mini-lessons:	Notes:

(1-2)Readers take charge of their own reading.	**1. Readers Choose How to Read**
	    • Readers can use a different voice to change the way a book is read. **2. Readers take a sneak peak to decide how a book wants to be read.** • Readers can look at the title, cover and back of the book, table of contents and some of the text to determine how the book wants to be read.
	      • Students share with their partners how their book wants to be read. • Students note if the mood changes in a book and therefore, needs to be read differently.
		(3.)Prepare Stamina Chart (pg. 13 Units of Study-Unit one) Anchor Chart of *There was an Old Lady who Swallowed a Fly.*

(3-4)Readers understand how to build stamina.	**3. Readers get stronger by reading a lot**
	      • Students set timing goals based on the difficulty of the book they are reading.
	      • Students increase length of independent reading time and build reading stamina
	4. Readers read in longer phrases, scooping up snap words. ☐
	    Students identify words they know in a snap.
	      • Students share reading faster and smoother	

(5)Readers extend their thinking in reading journals.	**5. Readers think about their reading and understand what they read.** • Readers pause to check for understanding • Readers recheck their understanding by retelling what happened so far.	

(6)Readers retell important events in a story.	**6. Readers can mark their thinking with Post-its.**
	      • Readers mark their books with post-its to hold onto thoughts they wish to share.
	      • Readers keep tabs on their stories with post-its so that they can retell important events.
	      • Readers know that reading is thinking and they check their thinking by retelling what happens in their story.
	      • Readers stop and retell as they read (this happened, and then this happened and then….)
	      • Readers make predictions based on what the chapters are called and then check to see if they were accurate.
	      • Readers retell with the chapter titles in mind. ☐ Readers retell with the character's names.	

(7-10)Readers work hard to solve tricky words.	**7. Readers recall and practice strategies previously learned to solve tricky words.**
	  • Readers need to know how to pronounce tricky words as well as, know what the word means.
	  • Readers read tricky words part by part.
	  • Readers share strategies with their reading partners.
	  • Readers work in small groups for guided reading practice.
	
	8. Readers use more than one strategy at a time.
	  • Readers always keep "meaning" as the first strategy. What makes sense in this sentence?
	  • Readers are flexible when solving a tricky word. They use more than one strategy.
	  • Students set goals for stamina and individual strategy goals.
	9. Readers know that some beginnings (prefixes) and endings (suffixes) can be read in a SNAP.
	  • Readers recognize common beginnings- un, and pre.
	  • Readers recognize common endings-ing, ed, es, er, s, ly
	
	10. Readers know that the same vowel pair (ea, ou, ow, oo, ee) can make more than one sound.
	  • Readers may need to try both vowel sounds to determine the correct pronunciation of the word.
	
	11. Readers develop strategies to figure out new words.
	  • Readers learn to say the new word and determine what it means.
	  • Readers learn that some words have multiple meanings.
	  • Readers learn that they can use context clues to determine the meaning of a new word and/or they can substitute a synonym for the new word tohelp determine meaning.
	  • Readers monitor their own reading for mistakes.
		(7) Prepare book baggies for each student. (Units of Study-Pg. 36)
		
		Create Anchor Chart-"When Words are Tricky, Roll up Your Sleeves".
		
		(8)Record individual student goals on "My Reading Goals" sheet (pg. 49-Units of Study)

(12-13) Readers pay attention to authors.	**12. Readers learn to read like writers.** • Readers learn that authors use words that are powerful and make us react. • Readers learn to identify the author's intention when reading. • Readers learn to identify and name the author's techniques. • Readers learn to find "small moments" in their books. • Readers have the opportunity to share the writing techniques they identify in their books with the class.	(12) Create Anchor Chart: Authors Have Intentions (pg. 77-Units of Study for Reading**)** (12) Create a chart during this discussion to illustrate the examples students share.
(14-15) Readers celebrate their reading growth.	☐ Readers try the author's craft they identify in their books in their own writing. **13. Readers learn how the author makes the whole book come together.** • Readers notice how the beginning, middle and end of a book come together. • Readers learn how each chapter is linked to another and how new parts of the book build on earlier parts. • Readers learn how all parts of the book fit with the ending. • Readers practice their retelling skills by just telling main plot points. **14. Readers learn that authors want to teach the reader something.** ☐ Readers learn to find lessons in the books they read. • Readers look for the big ideas the author is communicating. • Readers learn to take a sneak peek at their books before reading to predict what the lesson or big idea might be. **15. Readers celebrate their reading growth by noting how much longer they can read now.** • Readers review books read during unit. • Readers review skills developed to tackle tricky words. • Readers review author's craft and how it can be used in their own writing. • Readers leave notes and tips in their books for future readers grow.	(13)Create a chart of lessons and big ideas frequently found in the books the students are reading. (14) Refer to updated Reading Stamina Chart.

Unit Title: Elements of Nonfiction (3)	Grade Level: Second	Time Frame: December - January 4-6 weeks

Standards:
Reading Standards for Informational Text: RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10
Reading Standards: Foundational Skills: RF.2.3, RF.2.4
Speaking and Listening Standards: SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6
Language Standards: L.2.1, L.2.3, L.2.4, L.2.6
Writing Standards: W.2.2, W.2.7

Essential Questions:
• How do we understand and increase knowledge about a topic by utilizing various resources?
• How can text features help us gain a better understanding of the content? •
How do we analyze unknown words to determine their meaning?

Unit Goals/Enduring Understandings:
• Readers examine texts to increase knowledge
• Readers use various strategies to determine the meaning of unknown words. •
Readers summarize information from multiple sources to gather information.

Skills:
  • Use context clues
  • Use text features
  • Preview texts
  • Ask questions
  • Reread
  • Connect information

Demonstration of Learning/Assessment Evidence:
Assessment Evidence:
Formative
• Conference Notes
• Small Group Observations
• Reading Notebooks
• Running Records
Summative
• Teacher Created Assessments
Alternative
• Teacher Created Assessments
Benchmark
• DRA
• STAR360/MAP

Mentor Texts:
Tigers by Laura Marsh
Amazing Animals: Tigers: by Valerie Bodden

Structures:
  • Whole Group Mini Lesson
  • Independent Reading
  • Conferring
  • Mid-workshop teaching
  • Teaching Share

• Partner Talk/Partner Reading •
Guided Reading
• Shared Reading
• Whole Class Read Aloud

Resources: *Units of Study*-Lucy Calkins and Shanna Schwartz Becoming Experts- Unit 2	Integrated **Modifications/Accommodations: Special Education** • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating	**At Risk of School Failure** • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions

Cross Curricular Connections:	21st Century Life and Career	

Cross Curricular Connections:

● **Shared Reading/close reading of poetry, music lyrics, videos, andimages,artifacts ● Use Standards for Mathematical Practice and Cross-Cutting Concepts in science to support debate/inquiry across thinking processes in ELA**

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• Reduction of distractions
• Follow a routine/schedule
• Teach time management skills
• Verbal and visual cues regarding directions and staying on task
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Section 504
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Gifted and Talented
Presentation Strategies:
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Technology Integration		Motivational Strategies:
8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Second grade students will infuse technology into Language Arts by learning to: • Identify the basic features of a digital device and explain its purpose • Create a document using a word processing application • Illustrate and communicate original ideas and stories using multiple digital tools and resources		● Provide fewer drill and practice activities when material is learned ● Give student choices of activities in learning the content ● Allow the student to 'buy' time for self-directed activities after material is learned Assessment Strategies: ● Give a pretest to allow the student to demonstrate mastery ● Provide self-checking materials ● Provide tests at a higher level of thinking Environmental Strategies:

• Demonstrate developmentally appropriate navigation skills in virtual environments • Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools, and social media • Develop an understanding of ownership of print and non-print information • Use digital resources to explore a problem or issue **8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment**. Second grade students will infuse technology into Language Arts by learning to: • Describe how designed products and systems are useful at school, home and work • Collaborate to design a solution to a problem affecting the community • Identify how technology impacts or improves life • Identify how the ways people live and work has changed because of technology • Brainstorm ideas on how to solve a problem or build a product • Explain how using a tool aids in reducing work • Collaborate and apply a design process to solve a simple problem from everyday experiences.		• Arrange for a mentor to work with the student in interest area • Cluster group gifted/talented students by areas of strength in the classroom • Allow independent use of library

Unit Title: Elements of Nonfiction	Grade Level: Second	Time Frame: December – January (4-6 weeks)

Goals:	Suggested Mini-lessons:	Notes:

(1-5) Readers examine texts to increase knowledge	1. Readers pay attention to details and think, "Howcan I put together what I am seeing to grow knowledge of this opic." Readers do this by paying extra attention to all the details of the pages and connecting that with what we ready know.
	2. Readers know that as they read and put all the information together, sometimes questions come up. We remember these questions while reading to see if we can learn even more about the topic. We put together what we see with what we know and then we may have questions. We look again, at all the details and see if we can come up with an answer.
	3. Nonfiction readers ask, "What is the text teaching me?"By paying attention to details and putting parts of the text together in their mind.
	4. Nonfiction readers anticipate the context of the book by previewing all the text feature and making predictions.
	5. Readers track new content by putting together information as they read and comparing it to the information that they previewed.
	
	MIDUNIT REVIEW
	   a. Readers need to be engaged to reading. b. Readers are certain that the reading
	   makes sense and sounds correct.
	   c. Readers use partnerships to support their reading habits.
	6. Readers tackle key vocabulary by anticipating possible keywords that might be in the text. 7. Readers find keywords and work to discover their meaning by reading the boldface words, the
		Prior to starting this unit:
		• *P*repare examples of nonfiction texts and environmental print (ex. science diagrams, cereal boxes, directions for a game, newspaper articles, maps, diagrams, photographs, etc.) Prepare book bins with nonfiction texts readily available on all reading levels.
		• Create new anchor chart, "Readers Grow Knowledge."
		• Choose a read aloud text that is above current benchmark that provides opportunities for comprehension.
		• Assign new partners for this unit.
		NOTE:
		READ –ALOUD AND SHARED READING ARE IN THE APPENDIX OF THE TEXT.
		
		(2)
		• Pennies for each child/group
		• Book bins/bags
		• "Nonfiction Readers Grown Knowledge" Anchor chart
		• Collection of nonfiction texts
		
		(3) <u>Knights in Shining Armor</u>, by Gail Gibbons
		Readers "Grow like beanstalk" Anchor Chart
		
		(4)Gift wrap a nonfiction book complete with bows and ribbons
		Nonfiction book with text features
		
		(5)Gift wrap another nonfiction text complete with bows and ribbons.
		
		• <u>Mentor Text: Tigers</u>

(6-11) Readers use context clues to determine the		

meaning of unknown words.	text boxes, the labels, the glossaries and any other text feature.	• Highlighter tape • New Anchor Chart "Talk the Talk Read to Learn the Lingo." Mask key words in <u>Tigers</u>
	8. Readers work to decode keywords by using the "whole page" and their prior knowledge of the topic.	Mask key words in <u>Tigers</u> Add strategies to anchor chart.
	9. Readers work to decode keywords by using various phonemic strategies to determine the correct pronunciation.	Mask key words in <u>Tigers</u> Add strategies to anchor chart.
	10. Readers read more smoothly when working withnew vocabulary by rereading and scooping up the keywords.	<u>Tigers</u> Add "Reread it like an expert" to the anchor chart. Gift wrap A<u>mazing Animals: Tigers.</u>
	11. Readers talk about topics by using the keywords and strategies they have acquired to become experts on the topic.	<u>Tigers and Amazing Animal Tigers</u>. 3 photograms that go together that isn't obvious. <u>Amazing Animal Tigers</u> <u>Tigers</u>

(12-18) Readers summarize information from multiple sources to gather information.	12. Readers get themselves ready to study a topic, not just by reading one book, but several books and thinking about how all of those books seem to go together.	Make copies of the 'Ways to Say More" sheets for partnerships
	13. Readers develop a deeper understanding of a topic by reading several books and combining their knowledge between books.	
	14. When confused, readers reevaluate texts across the same topic by looking again and trying different ways of summarizing the content.	
	15. Readers evaluate several books on the same topic by reading closely to determine how they are the same and how they are different.	
	16. Readers retell books by focusing on the topic and using all of the information they have added together.	
	17. Readers are prepared to teach other about what they have learned by marking important parts, thinking about what they want to say, and using their voice to help people listen and learn.	
	18. Readers present their topics and check their understanding of the listeners by asking questions and discussing the topic.	

Unit Title: Building Stamina with Longer and More Complex Texts (4)	Grade Level: Second	Time Frame: January – February (4-6 weeks)

Standards:
Reading Standards for Informational Text: RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9,
RI.2.10 Reading Standards: Foundational Skills: RF.2.3, RF.2.4
Speaking and Listening Standards: SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6
Language Standards: L.2.1, L.2.3, L.2.4,
L.2.6 Writing Standards: W.2.2, W.2.7

Essential Questions:	**Unit Goals/Enduring Understandings:**
• How do we read more complex texts fluently and with good expression? • How can we infer the writer's craft? • What strategies can be used to track our reading to develop a better understanding? • How can we work together to attain our reading goals?	• Readers demonstrate strategies for fluency • Readers examine the author's craft to determine the tone that the author is trying to convey. • Readers track their reading to monitor their understanding. • Readers utilize strategies to self-assess their level of understanding.

Skills:
   • Word attack
   • Expression
   • Pace
	• Inferring
	  • Self-assessing to monitor comprehension
	 • Retelling
		Demonstration of Learning/Assessment Evidence:
		 Assessment Evidence:
		 Formative
		 • Conference Notes
		 • Small Group Observations
		 • Reading Notebooks
		 • Running Records
		 Summative
		 • Teacher Created Assessments
		 Alternative
		 • Teacher Created Assessments
		 Benchmark
		 • DRA
		 • STAR360/MAP

Mentor Texts:
 <u>Minnie and Moo Go Dancing</u> by Denys Cazet
 <u>Happy Like Soccer</u> Maribeth Boelts
	Structures:
	   • Whole Group Mini Lesson
	   • Independent Reading
	 • Conferring
	 • *Mid*-workshop teaching
		• Teaching Share
		 • Partner Talk/Partner Reading• Guided Reading
		 • Shared Reading
		 • Whole Class Read Aloud

Resources: *Units of Study*-Lucy Calkins and Shanna Schwartz	Integrated Modifications/Accommodations: Special Education	At Risk of School Failure • Small group/One to one • Student restates information

Cross Curricular Connections: ● **Shared Reading/close reading of poetry, music lyrics, videos, and images,artifacts ● Use Standards for Mathematical Practice and Cross-Cutting Concepts in science to support debate/inquiry across thinking processes in ELA**	**21st Century Life and Career** • 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. • 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive) • 9.4.2.DC.2: Explain the importance of respecting digital content of others. • 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). • 9.4.2.TL.2: Create a document using a word processing application. • 9.4.2.TL.3: Enter information into a spreadsheet and sort the information. • 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.	• Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Rest breaks • Immediate feedback **Section 504** • Small group/One to one • Large print textbooks • Additional time • Student provides oral responses • Assistance in maintaining uncluttered space • Alternate quiet and active time • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Space for movement and breaks • work in progress check **English Language Learners** • Support with graphics • Tiered Vocabulary • Dictionary, Native lang to English • Additional time • Review of directions	• Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor • Checklists **Gifted and Talented** Presentation Strategies: ● Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation ● Avoid having student copy notes when material is already mastered Curriculum Strategies: ● Provide opportunities for open-ended, self-directed activities ● Provide instruction in research skills needed to conduct an independent study in student's interest area ● Provide independent learning opportunities Use advanced supplementary/reading materials ● Encourage the use of creativity ● Ask higher level questions ● Provide opportunities to develop

Technology Integration **8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.** Second grade students will infuse technology into Language Arts by learning to: • Identify the basic features of a digital device and explain its purpose • Create a document using a word processing application • Illustrate and communicate original ideas and stories using multiple digital tools and resources	• Support auditory presentations with visuals • Hands-on activities • Verbal and visual cues regarding directions and staying on task	depth and breadth of knowledge in a subject area Organizational/Behavioral Strategies: ● Use a Study Contract for student to achieve outcomes ● Use a Learning Log for independent or outside learning ● Establish a timeline for long-range projects Motivational Strategies: ● Provide fewer drill and practice activities when material is learned ● Give student choices of activities in learning the content
• Demonstrate developmentally appropriate navigation skills in virtual environments • Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as onlinecollaborative tools, and social media • Develop an understanding of ownership of print and non-print information • Use digital resources to explore a problem or issue **8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment**. Second grade students will infuse technology into Language Arts by learning to: • Describe how designed products and systems are useful at school, home and work • Collaborate to design a solution to a problem affecting the community • Identify how technology impacts or improves life • Identify how the ways people live and work has changed because of technology • Brainstorm ideas on how to solve a problem or build a product • Explain how using a tool aids in reducing work • Collaborate and apply a design process to solve a simple problem from everyday experiences.		● Allow the student to 'buy' time for self-directed activities after materialis learned Assessment Strategies: ● Give a pretest to allow the student to demonstrate mastery ● Provide self-checking materials ● Provide tests at a higher level of thinking Environmental Strategies: ● Arrange for a mentor to work with the student in interest area ● Cluster group gifted/talented students by areas of strength in the classroom ● Allow independent use of library

Unit Title: Building Stamina with Longer and More Complex Texts	Grade Level: Second	Time Frame: January – February (4-6 weeks)

1

Goals:	Suggested Mini-lessons:	Notes: **In order to prepare for the minilessons:**
☐ Readers demonstrate strategies for fluency	1. Readers reread text to change the voice inside their head by reading aloud.	• Book baggies with fiction books at student's independent reading levels. • Anchor chart "Making Your Reading More Fluent" • Mentor text, <u>Owl Moon,</u> by Jane Yolen • Post-it notes • New Reading logs
	2. Readers read in longer phrases and scoop up more words at a time by noticing punctuation.	(2) • Houndsley and Catina by James Howe page 2 • Anchor chart • Strategy post-it
	3. Readers can identify who is talking and hear what a character sounds like by using dialogue.	(3) • Sentence Strips with dialogue • Houndsley and Catina by James Howe pages 2-5 • Anchor chart • Strategy post it
	4. Readers can change their voice and make their reading sound right by thinking about the meaning of the story.	(4) • Houndsley and Catina by James Howe pages 22-24 • Anchor chart • Strategy post it
	5. Readers gain a better understanding of the story by adjusting their speed when reading.	(5) • Houndsley and Catina by James Howe pages 29-30 • Anchor chart • Strategy post it

☐ Readers examine the author's craft to determine the tone that the author is trying to convey.	6. Readers recognize literary language by noticing it, rereading it, recalling story events and questioning special language.	• <u>Owl Moon</u>, by Jane Yolen • Anchor Chart, "Understanding Literary Language" • Post-it notes • Baskets of Poetry Books
	7. Readers understand comparisons by thinking about the two things being compared and considering how they're alike.	(7) • Come On, Rain! by Karen Hesse • Anchor Chart • Strategy Post it (8)
	8. Readers make sense of creative language authors use by thinking about story events.	• Excerpts from Happy Like Soccer by Maribeth Boelts • Amelia Bedelia Goes Camping by Peggy Parish • The King Who Rained, by Fred Gwynne • Collection of books using figurative language and poetry books • Anchor chart (9) • Blank paper • Writing folders • books
	9. Readers focus on special language authors use by connecting strategies they use in writing.	

☐ Readers track their reading to monitor their understanding.	10. Readers develop strategies to track story events by utilizing same book partnerships.	☐ Duplicate copies of leveled readers ☐ Anchor Chart "Same Book Partners" ☐ Questions Partners Ask Each Other bookmark ☐ Post it Notes
	11. Readers develop strategies to track story events by using post-it notes to identify the most important events across the story.	Post it notes ☐ Minnie and Moo Go Dancing by Denys ☐ Cazet ☐ Anchor Chart "Keeping Track of Longer Books" ☐ Strategy Post it
	12. Readers develop strategies to track story events by slowing down, rereading and asking questions.	☐ Minnie and Moo Go Dancing by Denys Cazet ☐ Anchor Chart ☐ Strategy post it
	13. Readers develop strategies to track story events by using writing to help them tackle confusing parts in their reading.	☐ Minnie and Moo Go Dancing by Denys Cazet ☐ "Emergency Tool Kit" ☐ Anchor chart ☐ Strategy post it

Readers utilize strategies to self-assess their level of understanding.	14. Readers set reading goals and self-assess areas of need by talking with a partner.	Anchor charts previously created Shared text for demonstration, □ suggested, <u>Happy Like Soccer</u> by □ Marybeth Boelts Strategy post its Highlighters □ Pens □ Club Tip Sheet page (enough for each □ group) □
	15. Readers prepare to achieve reading goals by working with partnerships to share what they know and develop a plan.	List of questions to consider when making a plan □ Blank Club Plan Sheet Anchor Chart "Working Together in □ Goal Clubs" □ Strategy post it □
	16. Readers help one another reach goals by giving feedback to one another.	Previously created anchor charts Set Celebration Date □ Anchor Chart "Working Together in □ Goal Clubs" □ Strategy post it □
	17. Readers celebrate their reading by noticing what strategies and skills other readers are using.	Anchor chart Goal club paper □

☐
☐ Markers

Unit Title: Book Clubs (5)	Grade Level: Second	Time Frame: March – April (4-6 weeks)

Standards:
Reading Standards for Informational Text: RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10
Reading Standards: Foundational Skills: RF.2.3, RF.2.4
Speaking and Listening Standards: SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6
Language Standards: L.2.1, L.2.3, L.2.4, L.2.6
Writing Standards: W.2.2, W.2.7

Essential Questions:
• How do we preview and pay close attention to the characters to become experts on a particular series books?
• How do we study author's craft to generalize the character traits and storyline across books within the same series?
• How do we share our love of books with others?

Unit Goals/Enduring Understandings:
• Readers analyze information gathered about a character in order to make predictions about the actions of a character in books within the same series.
• Readers analyze information gathered about a series in order to make predictions about other books within the same series.
• Readers pay close attention to the words authors use to visualize and read the book the way the other intended it to be read.
• Readers support their opinions about books by using text evidence.

Skills:
• Predicting
• Visualizing
• Inferring
• Analyzing characters
• Analyzing story elements

• Using schema
• Connecting
• Retelling

Demonstration of Learning/Assessment Evidence:
Assessment Evidence:
Formative
• Conference Notes
• Small Group Observations
• Reading Notebooks
• Running Records
Summative
• Teacher Created Assessments
Alternative
• Teacher Created Assessments
Benchmark
• DRA
• STAR360/MAP

Mentor Texts:		Structures: • Whole Group Mini Lesson • Independent Reading • Conferring • Mid-workshop teaching	• Teaching Share • Partner Talk/Partner Reading • Guided Reading • Shared Reading • Whole Class Read Aloud
Resources: *Units of Study*-Lucy Calkins and Shanna Schwartz		**Integrated Modifications/Accommodations: Special Education**	**At Risk of School Failure**
Cross Curricular Connections: ● **Shared Reading/close reading of poetry, music lyrics, videos, and images,artifacts ● Use Standards for Mathematical Practice and Cross-Cutting Concepts in science to support debate/inquiry across thinking processes in ELA**	**21st Century Life and Career** • 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. • 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive) • 9.4.2.DC.2: Explain the importance of respecting digital content of others. • 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). • 9.4.2.TL.2: Create a document using a word processing application. • 9.4.2.TL.3: Enter information into a spreadsheet and sort the information. • 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.	• Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Rest breaks • Immediate feedback **Section 504** • Small group/One to one • Large print textbooks • Additional time • Student provides oral responses • Assistance in maintaining uncluttered space • Alternate quiet and active time • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Space for movement and breaks • work in progress check **English Language Learners** • Support with graphics • Tiered Vocabulary • Dictionary, Native lang to English • Additional time	• Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor • Checklists **Gifted and Talented** Presentation Strategies: ● Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation ● Avoid having student copy notes when material is already mastered Curriculum Strategies: ● Provide opportunities for open-ended, self-directed activities ● Provide instruction in research skills needed to conduct an independent study in student's interest area ● Provide independent learning opportunities Use advanced supplementary/reading materials ● Encourage the use of creativity ● Ask higher level questions ● Provide opportunities to develop depth and breadth of knowledge in a subject area

Technology Integration	• Review of directions • Support auditory presentations with visuals • Hands-on activities • Verbal and visual cues regarding directions and staying on task	Organizational/Behavioral Strategies: ● Use a Study Contract for student to achieve outcomes ● Use a Learning Log for independent or outside learning

8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

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• Illustrate and communicate original ideas and stories using multiple digital tools and resources

• Demonstrate developmentally appropriate navigation skills in virtual environments

• Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools, and social media

• Develop an understanding of ownership of print and non-print information

• Use digital resources to explore a problem or issue

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Second grade students will infuse technology into Language Arts by learning to: • Describe how designed products and systems are useful at school, home and work

• Collaborate to design a solution to a problem affecting the community • Identify how technology impacts or improves life

• Identify how the ways people live and work has changed because of technology

• Brainstorm ideas on how to solve a problem or build a product • Explain how using a tool aids in reducing work

• Collaborate and apply a design process to solve a simple problem from everyday experiences.

● Establish a timeline for long-range projects

Motivational Strategies:
  ● Provide fewer drill and practice activities when material is learned
  ● Give student choices of activities in learning the content
  ● Allow the student to 'buy' time for self-directed activities after material is learned

Assessment Strategies:
  ● Give a pretest to allow the student to demonstrate mastery
  ● Provide self-checking materials
  ● Provide tests at a higher level of thinking

Environmental Strategies:
  ● Arrange for a mentor to work with the student in interest area
  ● Cluster group gifted/talented students by areas of strength in the classroom
  ● Allow independent use of library

Unit Title: Series Book Clubs	Grade Level: Second	Time Frame: March- April (4-6 weeks)

Goals:	Suggested Mini-lessons	Notes:
• Readers collect information about main characters in a series to become experts.	1. Readers become experts on the main character in a series by previewing the first book, paying close attention to the details, and collecting lots of information about the main character.	Duplicate copies of an unfamiliar book from the series the partnership will be studying. -Suggested Text: " The Kite: The Days with Frog and Toad" -Anchor chart "Series Readers Become Experts on Characters." -Prepare partnerships for book club series.
	2. Readers evaluate a character by thinking about how the character responds to problems.	
	3. Readers look closely for things that are similar in their series books by thinking about what the character always does or how the character usually feels.	
	4. Readers become experts on characters by analyzing the information they have learned about them.	
	5. Readers use their knowledge of the character's behavior in a series to predict the character's next steps in future books.	
	6. Readers analyze relationships within the main character's life to make connections with themselves to better understand the story.	Picture of a hot air balloon. "The Hat: The Days of Frog and Toad." Pinky and Rex and the Bully" The Stories Julian Tells
• As readers, we study author's craft to generalize the character traits and storyline across books within the same series.	7. Readers visualize by evaluating how the author uses vivid words to paint pictures in the readers' mind.	
	8. Readers know what is happening in the story by paying close attention to the words that authors choose to use.	Magic Tree House: Polar Bears Past Bedtime.
	9. Readers recognize that another author's craft. by taking notice of the author's literary language	
	10. Readers evaluate the events within books of a series to determine the common patterns.	"Alone" Days with Frog and Toad
	11. Readers critique the authors writing (bold words, italic font, or large type) to determine how the author wants the story to be read.	

| Readers support their opinions about books by using text evidence.

☐ | 12. Readers pay careful attention to the ending of the book and ask themselves if there is an important lesson which can be learned

13. Readers share their love of books by using creative methods (talking about the books, leaving notes to other readers, writing nominations, acting out parts, etc.)

14. Readers plan and prepare ways to share their books by working in partnerships and analyzing their reading notes.

15. Readers explain and support their love of their book by citing specific examples.

16. Readers debate the opinions they have about books by reading and rereading to collect evidence to support their position.

17. Readers make their debate stronger by citing even more reasons and using specific language as, "For example…" | |

Unit Title: Fairytales, Fables, and Folktales	Grade Level: Second	Time Frame: May- June (4-6weeks)
Standards: Reading Standards for Literature: RL.2.1, RL.2.2, RL.2.3, RL.2.4, R.L. 2.5, RL.2.6, R.L. 2.7, R.L. 2.9, R.I.2.10 Reading for Foundational Skills: R.F.2.3, R.F. 2.4		

Essential Questions: • As readers, how do we identify common elements threaded throughout fairy tales, folktale and fables? • As readers, how can we make sense of the complex language common to the genres of fairy tales, fables and folktales? • As readers how can we evaluate the character's development throughout the course of the story? • As readers, how can we compare and contrast the lessons that the story conveys?	**Unit Goals/Enduring Understandings:** • Readers identify the common elements threaded throughout fairy tales, folktales and fables based on its story elements. • Readers identify and understand the complex language found across fairy tales, folktales and fables. • Readers evaluate characters development throughout the story. • Readers compare and contrast the lessons that the story convey.	

| **Skills:**
• Compare and Contrast
• Inferring
• Retelling | • Synthesizing
• Making Predictions
• Questioning
• Determine Theme | **Demonstration of Learning/Assessment Evidence:**
Assessment Evidence:
Formative
• Conference Notes
• Small Group Observations
• Reading Notebooks
• Running Records
Summative
• Teacher Created Assessments
Alternative
• Teacher Created Assessments
Benchmark
• DRA
• STAR360/MAP | |

| **Mentor Texts:**
Cinderella by James Marshal
Cinderella by Marsha Brown
Prince Cinders by Babette Cole
The Paper Bag Princess by Robert Munsch
Imogene's Antlers by David Small | Uni the Unicorn by Amy Krouse Rosenthal Fables by Arnold Lobel Aesops Fables by Aesop Stone Soup (multiple versions) Various assorted fairytales and fable for IDR | **Structures:**
• Whole Group Mini Lesson
• Independent Reading
• Conferring
• Mid-workshop teaching
• Teaching Share | • Partner Talk/Partner Reading •
Guided Reading
• Shared Reading
• Whole Class Read Aloud |

Resources: *Units of Study*-Lucy Calkins and Shanna Schwartz *If….Then…Curriculum pages 118-146* *See Possible Teaching Points pg. 143*	**Integrated Modifications/Accommodations: Special Education** • Small group/One to one • Additional time	**At Risk of School Failure** • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining

Cross Curricular Connections:

● **Shared Reading/close reading of poetry, music lyrics, videos, and images,artifacts ● Use Standards for Mathematical Practice and Cross-Cutting Concepts in science to support debate/inquiry across thinking processes in ELA**

21st Century Life and Career
• 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
• 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business
• 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
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• Review of directions
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• Follow a routine/schedule
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• Rest breaks
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Section 504
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Motivational Strategies:

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Unit Title: Fairy Tales, Folktales and Fables		Grade Level: Second	Time Frame: May - June (4-6 weeks)
Goals:	**Suggested Mini-lessons:**		**Notes:**

☐ Readers classify the genres based on its story elements.	1. Readers gain a deeper understanding of a story by reenacting parts of a story, putting themselves in the characters' shoes and acting parts of the story out. 2. Readers understand how the character is feeling by identifying and marking places in the story where a character has strong feelings. 3. Readers infer characters feelings by thinking about the story events. 4. Readers analyze characters feelings by rereading and using evidence from the text to support their opinions. 5. Readers identify how the characters world is different from our own by visualizing, comparing and contrasting. 6. Readers can narrate stories by paying close attention to the special language used to describe the setting. ("Once upon a Time, Long Ago, etc.) 7. Readers understand how magic in the genre works by dramatizing it. 8. Readers can track their thinking by jotting it on a post-it note. 9. Readers understand a character's overall personality by looking for a pattern in the way a character acts and identifying character traits. 10. Readers identify the types of characters that live in the world of the story by paying attention to characters' act across the story.	
Readers identify and understand the complex language found across fairy tales, folktales and fables.	11. Readers notice how a story is told by listening to authors telling stories. 12. Readers understand what an author is trying to say or show by noticing the extra special words the author uses. 13. Readers gain a deeper understanding of the plot by recognizing times when the author compares and contrasts two very different things. 14. Readers identify the author's use of playful language and use strategies to understand what the author means. 15. Readers infer meaning of new words by using context clues. 16. Readers make sense of complex sentences by breaking the sentence into smaller clusters, thinking about word meanings, rereading, and using punctuation. 17. Readers create groups of books by evaluating books that go together by considering different versions of the same story, books that teach the same lessons, or books that contain similar characters.	

Readers evaluate characters development throughout the story.	18. Readers identify how characters are put together (wants, struggles, personality traits, and feelings) and start to realize that those particular types of characters pop up in lots of different books. 19. Readers predict what going to happen next by evaluating the role of the character (aka hero/villain). 20. Readers apply their knowledge of "character types" to compare and contrast new characters to characters in previously read stories. 21. Readers discriminate between the personalities of characters in a story versus people in real life by recognizing that real people have many sides to their personalities, strengths and weaknesses. 22. Readers can imagine new versions of fairy tales, folktales, and fables where there are more groups of people represented in the story. 23. Readers learn important life skills by evaluating the decisions made by characters to determine which choices lead to success and which choices lead to failure. 24. Readers learn alongside of the characters in their books by imagining how they will live their own lives differently because of that characters have learned. 25. Readers decide whether or not they agree with the moral or lesson of fairy tale, fable, or folk tale by thinking critically. 26. Readers make sense of their stories by using fluency strategies.	
Readers compare and contrast lessons that stories convey.	27. Readers compare and contrast books by thinking about how different authors conveys the same lesson, or how different authors have opposing views on things.	