Grade 2 Reading Book 3

Content Area: **Sample Content Area**
Course(s):
Time Period:
Length: **Sample**
Status: **Published**

Course Pacing Guide

2nd Grade ELA Pacing Guide

Reading Unit	Writing Unit	Weeks	Suggested Month	Trimester
Second Grade Reading Growth Spurts (Book 1)	Lessons from the Masters: Improving Narrative Writing (Book 1)	8-10	September-November	1
Becoming Experts: Reading Nonfiction (Book 2)	The How To Guide to Nonfiction Writing (New Book- replaces Lab Reports and Science Books: Book 2)	8-10	November-February	1/2
Bigger Books Mean Amping Up Reading Power (Book 3)	Poetry: Big Thoughts in Small Packages (Book 4)	8-10	February-April	2/3
Series Reading Clubs (Book 4)	Writing About Reading (Book 3)	8-10	April-June	3

Unit Overview

Unit Description: Bigger Books Mean Amping Up Reading Power (Book 3)

This unit has four parts and its focus is to study foundational reading skills. Bend one focuses on reading with fluency. Students will revisit what it looks and sounds like to read books with a smooth, expressive voice. Bend two immerses students in texts with rich language, exploring figurative language. Students learn to read closely and to monitor for sense. Bend three emphasizes strategies readers use when they read longer books. Students are reminded to slow down, reread, and jot ideas on post-its. Bend four students work together in clubs to make and reach goals. Students take on the role of a researcher. To celebrate this unit, students will teach others about reading. They will share their research on an area of reading they focused on: Fluency Club, Literary Language Club, and Keeping Track of Longer Book Club.

Big Ideas: Course Objectives / Content Statement(s)

❏ Reading with Voice and Meaning

❏ Tackling New Vocabulary and Tricky Words with Greater Resolve

❏ Understanding the Many Reasons to Reread and Giving These a Go!

❏ Forming Goal Clubs to Make Reading Shine

Enduring Understandings

What will students understand about the big ideas?

Students will understand that…

❏ Readers read with voice and meaning

❏ Readers tackle new vocabulary and tricky words with greater effort and skill

❏ Readers understand the effectiveness to reread their text

❏ Readers can form clubs to reflect on what we learned and make our reading shine.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

❏ How can I use my voice to read fiction books in ways that help me get the most out of them—and so that they sound the way an author intended them to be read?

❏ How do I tackle any new and tricky vocabulary as I read, using clues like other words and what's happening in the text to make sense of these?

❏ How do I understand all the many reasons to reread so that I can get the most out of my books a second, third, and even fourth time reading them?

❏ Once I've figured out what I need to focus on most to make my reading stronger, how can I work with other kids who have the same goal in a (fluency/vocabulary/or rereading) club to tackle that goal?

New Jersey Student Learning Standards (No CCS)

LA.RL.2	Reading Literature Text
LA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate

	understanding of key details in a text.
LA.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
LA.RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
LA.RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LA.RL.2.5	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.
LA.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
LA.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
LA.RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
LA.RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.2.3.A	Know spelling-sound correspondences for common vowel teams.
LA.RF.2.3.B	Decode regularly spelled two-syllable words with long vowels.
LA.RF.2.3.C	Decode words with common prefixes and suffixes.
LA.RF.2.3.D	Identify words with inconsistent but common spelling-sound correspondences.
LA.RF.2.3.E	Recognize and read grade-appropriate irregularly spelled words.
LA.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.2.4.A	Read grade-level text with purpose and understanding.
LA.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
LA.RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.2.1.A	Use collective nouns (e.g., group).
LA.L.2.1.B	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
LA.L.2.1.C	Use reflexive pronouns (e.g., myself, ourselves).
LA.L.2.1.D	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
LA.L.2.1.E	Use adjectives and adverbs, and choose between them depending on what is to be modified.
LA.L.2.1.F	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
LA.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.2.2.A	Capitalize holidays, product names, and geographic names.
LA.L.2.2.B	Use commas in greetings and closings of letters.

LA.L.2.2.C	Use an apostrophe to form contractions and frequently occurring possessives.
LA.L.2.2.D	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
LA.L.2.2.E	Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.
LA.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.2.3.A	Compare formal and informal uses of English.
LA.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.
LA.L.2.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.2.4.B	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
LA.L.2.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
LA.L.2.4.D	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
LA.L.2.4.E	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
LA.L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.2.5.A	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
LA.L.2.5.B	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
LA.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Amistad Integration

Use mentor texts that feature voices from diverse cultures and communities:

- Last Stop on Market Street - Matt de la Pena

Holocaust/Genocide Education

- Teach district mandated diversity lessons https://drive.google.com/drive/u/1/folders/0B-SfydOV5B-4dFdXTC11VzBfY0E
- Incorporate Responsive Classroom Program into classroom community
- Suggested text: Yertle the Turtle, Dr. Seuss

| SJ.1 | Students will develop positive social identities based on their membership in multiple groups in society. |
| SJ.2 | Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups. |

SJ.3	Students will recognize that people's multiple identities interact and create unique and complex individuals.
SJ.4	Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
SJ.5	Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
SJ.6	Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
SJ.7	Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
SJ.8	Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
SJ.9	Students will respond to diversity by building empathy, respect, understanding and connection.

Interdisciplinary Connections

SOC.6.1.4.B	Geography, People, and the Environment
SOC.6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
SOC.6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
SOC.6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
SOC.6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
SOC.6.1.4.B.CS2	Places are jointly characterized by their physical and human properties.
SOC.6.1.4.B.CS3	The physical environment can both accommodate and be endangered by human activities.

Technology Standards

LA.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
TECH.8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
TECH.8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
TECH.8.1.2.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.2.E.CS1	Plan strategies to guide inquiry

21st Century Themes/Careers

21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy

CAEP.9.2.4.A	Career Awareness
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Financial Literacy Integration

Resources:

Money in Our Community Lessons (Scholastic):

http://www.scholastic.com/browse/article.jsp?id=3758520

PFL.9.1.4.B	Money Management
PFL.9.1.4.B.1	Differentiate between financial wants and needs.
PFL.9.1.4.B.2	Identify age-appropriate financial goals.
PFL.9.1.4.B.3	Explain what a budget is and why it is important.
PFL.9.1.4.B.4	Identify common household expense categories and sources of income.
PFL.9.1.4.B.5	Identify ways to earn and save.
PFL.9.1.4.C	Credit and Debt Management
PFL.9.1.4.C.1	Explain why people borrow money and the relationship between credit and debt.
PFL.9.1.4.C.2	Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).
PFL.9.1.4.C.3	Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.
PFL.9.1.4.C.4	Determine the relationships among income, expenses, and interest.
PFL.9.1.4.C.5	Determine personal responsibility related to borrowing and lending.
PFL.9.1.4.C.6	Summarize ways to avoid credit problems.

PFL.9.1.4.D	Planning, Saving, and Investing
PFL.9.1.4.D.1	Determine various ways to save.
PFL.9.1.4.D.2	Explain what it means to "invest."
PFL.9.1.4.D.3	Distinguish between saving and investing.
PFL.9.1.4.E	Becoming a Critical Consumer
PFL.9.1.4.E.1	Determine factors that influence consumer decisions related to money.
PFL.9.1.4.E.2	Apply comparison shopping skills to purchasing decisions.
PFL.9.1.4.F	Civic Financial Responsibility
PFL.9.1.4.F.1	Demonstrate an understanding of individual financial obligations and community financial obligations.
PFL.9.1.4.F.2	Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
PFL.9.1.4.G	Insuring and Protecting
PFL.9.1.4.G.1	Describe how valuable items might be damaged or lost and ways to protect them.

Instructional Strategies & Learning Activities

- Start with review
- Present new material in small steps
- Think Aloud/ modeling
- Guided Practice
- State the objective
- Use graphic organizers/ anchor charts
- Concept sorting
- Check for understanding
- Provide feedback
- Workshop model
- Gradual release of responsibility
- Student-led discussion strategies
- Cooperative learning
- Tiered instructional activities
- Differentiation
- Small group instruction

Differentiated Instruction

- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards

- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

- Formative/anecdotal assessments (data collected during small group, 1:1 conferences, active engagement, and share time)
- Running records
- Reading responses
- WTW Spelling Inventory
- Observation Checklists
- Sight Word Assessment(e.g.- Fountas and Pinnell, Dolch List)
- Benchmark Assessment: Refer to district mandated assessment schedule

Summative Assessment

Use Benchmark Assessment to assess students' current reading levels

Fountas & Pinnell Benchmark Assessment Systems

By Irene Fountas, Lesley University, Gay Su Pinnell, The Ohio State University

-Heinemann Publishing

Compare results with *Fountas & Pinnell Instructional Level Expectations for Reading Chart*

https://www.heinemann.com/fountasandpinnell/handouts/instructionallevelexpectationsforreading.pdf

 -Heinemann Pubishing

Benchmark Assessments

Use Benchmark Assessment to assess students' current reading levels

Fountas & Pinnell Benchmark Assessment Systems

By [Irene Fountas](#), Lesley University, [Gay Su Pinnell](#), The Ohio State University

-Heinemann Publishing

Compare results with *Fountas & Pinnell Instructional Level Expectations for Reading Chart*

https://www.heinemann.com/fountasandpinnell/handouts/instructionallevelexpectationsforreading.pdf

 -Heinemann Pubishing

Words Their Way Primary Spelling Inventory

https://wordstheirway842.weebly.com/assessments.html

Alternate Assessments

TC Running Records: https://readingandwritingproject.org/resources/assessments/running-records

Learning Celebration: Lesson 17 (Bend 3) in *Bigger Books Mean Amping UP Reading Power* by Lucy Calkins, Lauren Kolbeck, & Brianna Parlitsis:

 https://www.heinemann.com/myonlineresources/viewresources.aspx?sku=E07695&utm_custom[email]%20=%20mgrimenstein&utm_custom[ehost]=haddonfield.k12.nj.us

Resources & Technology

Technology:

- Chromebooks
- IPads
- Google Classroom
- SeeSaw
- Google Slides
- Epic!
- Powerpoint

Professional Resources:

❏ TCRWP Second Grade Reading Units of Study: Bigger Books Mean Amping Up Reading Power (Book 3)

❏ Heinemann website: https://www.heinemann.com/extracreditclub/home.aspx for anchor charts, unit resources, Spanish-language, and other online resources (login with RUOS_GR2)

❏ Reading Pathways (for reading progressions and student-facing checklists located in grades 3-5)

❏ TCRWP website (http://readingandwritingproject.org/resources) Resources including current running records and videos to support units of study implementation

❏ Teaching videos collection available at https://vimeo.com/tcrwp/albums

BOE Approved Texts

The texts listed below are a part of the Teachers College Reading and Writing Project, which has been approved by the Haddonfield Board of Education

Demonstration Text

❏ Owl Moon by Jane Yolen

❏ Houndsley and Katina by James Howe

❏ Come On, Rain! by Karin Hesse

❏ When Sophie Gets Angry—Really, Really Angry .by Molly Bang

❏ Amelia Bedelia Goes Camping by Peggy Parish

❏ The King Who Rained by Fred Gwynne

❏ Katie Woo Has the Flu by Fran Manushkin

❏ Beezus and Ramona by Beverly Cleary

Read-Aloud and Shared Reading Texts

❏ Minnie and Moo Go Dancing by Denys Cazet

❏ Happy Like Soccer by Maribeth Boelts

❏ "You Are My Sunshine" by Jimmie Davis and Charles Mitchell

❏ "Chicken Soup with Rice" from Chicken Soup with Rice by Maurice Sendak

Suggested Texts and Resources

❏ Mercy Watson by Kate DiCamillo

❏ "Way Down in the Music" from Honey, I Love and Other Love Poems by Eloise Greenfield

❏ Pinky and Rex by James Howe

❏ "Lullaby" from Old Elm Speaks: Tree Poems by Kristine O'Connell George

❏ Climb Inside a Poem by Georgia Heard and Lester Laminack

❏ Iris and Walter by Elissa Haden Guest

❏ Lilly's Purple Plastic Purse by Kevin Henkes

❏ It's Raining Pigs and Noodles by Jack Prelutsky

❏ Ruthie and the (Not So) Teeny Tiny Lie by Laura Rankin

❏ "Aquarium" by Valerie Worth

Closure

- Share: Students share an example of the teaching point in their writing with a partner or the class
- Gallery Walk: On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Question Stems: Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy]. Have students exchange cards and answer the question they have acquired.
- Questioning: "What takeaways from the lesson will be important to know three years from now? Why?
- Connection: Have students dramatize a real-life application of a skill.
- Visualize and Share: Students visualize how they will use the teaching point in their writing and then share what they did/will do in their writing.
- Teach: Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Agree/Disagree: Classmates agree (thumbs up) or disagree (thumbs down) with the idea or response.
- Reflection: Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- 5 Words Or Less: Challenge several students to sum up your lesson in 5 words or less.
- 3-2-1: Have students write or discuss 3 things they learned, 2 questions they have, and one "AH-HA" moment from the lesson.

ELL

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling

- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaires
- Google Translate

Special Education

Refer to individual student IEP goals. Some suggestions include:

- Shorten assignments to focus on mastery of key concepts.
- Modify writing assignments
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Grade spelling separately from content.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.

504

Refer to accommodations in individual 504 plans. Some suggestions include:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork

- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Highlighted instructions
- Paper choices
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview assessment procedures
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

- Offer the Most Difficult First
- Pretest for Volunteers
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice
- Encourage risk taking