

# Grade 2 Reading Book 4

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: Series Reading Clubs (Book 4)

This unit focuses on familiar series books, supporting partner work and book clubs. In bend one the students will begin reading a series with their partners, collecting information about the main characters of their books. In bend two students will reread books and engage in inquiry, thinking about the craft the writer uses. In the final bend students will begin to invent ways to share their books with others. They will learn ways to debate inside their clubs, as another way to share and talk about books.

#### Big Ideas: Course Objectives / Content Statement(s)

- ☐ Thinking across books in a series- noticing patterns, and predicting what will happen

- ☐ Readers grow ideas by looking across all series read by comparing and contrasting to push our thinking
- ☐ Reading series books or just one book can lead us to wonder about a topic
- ☐ Our reading club partners help push our thinking, especially with the characters in our books

## **Enduring Understandings**

---

### **What will students understand about the big ideas?**

Students will understand that...

- ☐ There are many things to notice while reading our series books and they are often marked with a post-it.
- ☐ Readers talk and share ideas in their clubs about their series books to push their thinking.
- ☐ Readers wonder about new topics while reading series books and use many ways to research or find information out about that topic.
- ☐ Readers can be surprised now and then on how their story ends or the character's behavior as they are not always predictably.

## **Essential Questions**

---

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

- ☐ How do readers figure out how a series goes, noticing patterns and predicting what will happen?
- ☐ How do readers grow smart ideas across different series?
- ☐ What do readers need to pay attention to so they are not surprised throughout their series book?
- ☐ How do readers share opinions with the world about books they love?

## **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.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.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:

- Lola Levine is Not Mean! By Monica Brown

## 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.C	Economics, Innovation, and Technology
SOC.6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
SOC.6.1.4.C.4	Describe how supply and demand influence price and output of products.
SOC.6.1.4.C.8	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
SOC.6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
SOC.6.1.4.C.CS1	People make decisions based on their needs, wants, and the availability of resources.
SOC.6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
SOC.6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
SOC.6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
SOC.6.1.4.D.CS2	Key historical events, documents, and individuals led to the development of our nation.

## 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	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
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.1	Determine factors that influence consumer decisions related to money.
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 Publishing

## 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 Publishing

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 *Series Book Clubs* by Lucy Calkins & Amanda Hartman

[https://www.heinemann.com/myonlineresources/viewresources.aspx?sku=E07695&utm\\_custom\[email\]%=20mgrimenstein&utm\\_custom\[ehost\]=haddonfield.k12.nj.us](https://www.heinemann.com/myonlineresources/viewresources.aspx?sku=E07695&utm_custom[email]%=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: Series Reading Clubs Book 4

☐ 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

### **Mentor Texts:**

☐ Poppleton by C. Rylant ☐ Amelia Bedelia by P. Parish

☐ Benny and Watch by G. Warner

☐ Nate the Great by M. Sharmat

☐ Days with Frog and Toad by Arnold Lobel

☐ Pink and Rex and the Bully by James Howe

☐ The Stories Julian Tells by Ann Cameron

### **Read-Aloud and Shared Reading Texts:**

- “The Magic Penny” (song) by Malvina Reynolds
- “My Very Strange Teeth” story from The Stories Julian Tells by Ann Cameron

### **Suggested Texts for Book Clubs Levels L/M (readers at benchmark)**

- The Magic Tree House series by Mary Pope Osborne
- Cam Jansen series by David A. Adler
- Junie B. Jones series by Barbara Park
- Horrible Harry series by Suzy Kline
- Pinky and Rex series by James Howe
- Ready Freddy series by Abby Klein
- The Kids of the Polk Street School series by Blanche Sims
- Miami Jackson series by Patricia McKissack and Frederick McKissack
- Poppleton series by Cynthia Rylant
- Jamaica series by Juanita Havill

### **Suggested Texts for Book Clubs Levels D-K (readers below benchmark)**

- Frog and Toad series by Arnold Lobel
- Iris and Walter series by Elissa Haden Guest
- Fluffy series by Kate McMullan

- Little Bear series by Elisa Holmelund Minarik
- Danny and the Dinosaur series by Syd Hoff
- Mr. Putter and Tabby series by Cynthia Rylant
- Biscuit series by Alyssa Satin Capucilli
- Little Critter series by Mercer Mayer
- Fly Guy series by Tedd Arnold

#### **Suggested Texts for Book Clubs Levels N-P (readers above benchmark)**

- The Stories Julian Tells series by Ann Cameron
- The Secrets of Droon series by Tony Abbott
- A–Z Mysteries series by Ron Roy
- Jigsaw Jones Mystery series by James Preller
- Zack Files series by Dan Greenburg
- Amber Brown series by Paula Danziger
- Amazing Monty series by Johanna Hurwitz
- Ivy and Bean series by Annie Barrows
- Ramona series by Beverly Cleary
- Encyclopedia Brown series by Donald J. Sobol

## **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-Dictionaries
- 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