

# Second Grade 2020 Unit 1 Guided Reading - Predicting and Visualizing

Content Area: **Reading**  
Course(s): **Reading 2, Generic Course**  
Time Period: **Marking Period 1**  
Length: **September October November**  
Status: **Published**

## Established Goals/Standards

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Please choose the appropriate Goals/Standards from the Standards tab above.

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.2.5	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.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

## Essential Questions

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Please add your Essential Questions by clicking on the Lists tab above.

- How will analyzing story structure , character, and setting help you read and understand the selection?
- How can reading strategies be used in thinking about the text and making connections beyond the text?
- How do good readers choose just right books?
- How do you use summarizing to comprehend informational text?
- How does knowing the sequence of events in a story help the reader better understand the story?
- How does reading intensely help us to grow ideas about our reading?
- What does a busy classroom look like?

## Enduring Understanding

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Please add your Enduring Understandings by clicking on the Lists tab above.

- Identifying the main idea and supporting details and retelling the selection in their own words enhances readers' comprehension of informational text.
- Images and diagrams clarify the meaning of a text

- Paragraphs within a text contain their own topics that support the main topic of the text.
- Readers identify the sequence of a story's events to better comprehend the story.
- Readers need to choose books that are calibrated to the upper end of what they can read with understanding.
- Telling what happens at the beginning, middle, and end and identifying the character's traits and setting of the story, readers comprehend text.
- Text features improve understanding of a text.
- There are connections between a series of historical events, scientific ideas, or steps in a technical procedures within a texts
- There is one overall main topic of the text.

## Content

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Students will be able to

- analyze character and setting
- Describe events of the plot
- recognize the significance of historical events and how they are connected
- describe the connections between historical events
- describe the connection between scientific ideas or concepts.
- describe the steps in technical procedures in a text.
- retell two or more events, ideas, or pieces of information, or identify individuals in a text
- explain the relationship between two or more individuals, events, ideas, or pieces of information
- identify the main topic of the entire text.
- identify the main focus of a paragraph within a text
- Describe characters in multiple ways. (what they do, what they say, what others say about them, how they change)
- Identify the problem and solution
- Identify the setting and its importance to the text
- Make connections (text to text, text to self, text to world)
- Make connections within a text
- express personal responses to literature
- retell a story to show understanding
- learn meaning of vocabulary words
- build and read words with inflectional endings
- read informational text
- analyze story structure
- analyze plot
- identify the main idea details in a paragraph
- read to summarize a story
- read to identify main idea and details
- build multi-syllabic words by working with suffixes -er and -est
- use a graphic organizer to enhance comprehension
- combine sentences that have the same predicate
- combine predicates of sentences with the same subject
- make and confirm predictions

- draft a journal entry
- build multi-syllable words by working with inflectional endings -s and -es

## **Assessment**

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Fountas and Pennell: Benchmarking Fall, Winter, Spring

AimsWeb: Benchmarking Fall, Winter, Spring

End of Unit Assessments

Weekly Assessments (anecdotal notes)

Weekly Graphic Organizers

## **Resources**

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### **Mentor Texts:**

Amazing Grace by Mary Hoffman (F 680 Lexile)

Mr. Putter and Tabby Pour the Tea by Cynthia Rylant (F 540 Lexile) (Character and Setting)

Babushka Baba Yaga by P. Polacco (F 670 Lexile)) SG Library

What Do You Do When Something Wants to Eat You? by Steve Jenkins (NF)

Earthquack! by Margie Palatini (F 400 Lexile)

Have You Heard the Nesting Bird? by Rita Gray (NF)

Previously by Allan Ahlberg (NF - Level N)

The Awful Aardvarks Go to School by Reeve Lindbergh (F Level O) YouTube Read Aloud (Characters and Story Elements)

A Harbor Seal Pup Grows Up by Joan Hewett (NF Animal Rescue - Sequence of Events) Big Book in classroom

“A Thousand Pails of Water” Treasures Read Aloud Anthology - Sequence of Events

Anchor Charts

Leveled classroom library and Book Room for guided reading instruction

Graphic organizers

YouTube read alouds

Storyline Online

Retelling Cards

Journals

ActivWall Flipcharts

AIMS Web monitoring

F&P Benchmarking Kits

Daily 5 Centers