

Second Grade 2020 Unit 4 Guided Reading - Asking Questions

Content Area: **Reading**
Course(s): **Reading 2, Generic Course**
Time Period: **Marking Period 3**
Length: **March April**
Status: **Published**

Established Goals/Standards

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.

Essential Questions

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

- How do characters change and grow?
- How do readers construct meaning?
- How do readers reflect and respond?
- How does reading influence us?
- What connections do readers make?
- Why do readers read?
- Why do we ask questions?
- Why do we need to evaluate what we read?

Enduring Understanding

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

- New information may result in a new idea or a change of stance.
- Readers develop a deeper understanding through reflection of text.
- Reading expands understanding of the world, its people and oneself.

Content

Students will be able to

- show comprehension of text by answering and asking questions such as who, what, where, when, why, and how
- analyze character and setting
- understand that question words help identify key details in a text
- ask and answers questions about key details in a text

- describe events of the plot.
- 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

Fountas and Pennell: Benchmarking Fall, Winter, Spring

AimsWeb: Benchmarking Fall, Winter, Spring

End of Unit Assessment

Weekly Assessment (anecdotal notes)

Weekly Graphic Organizers

Resources

Mentor Texts:

A Picture Book of Jesse Owens by David Adler; Level N; nonfiction; using wh words to summarize; GR book room

“Alvin Ailey Kids: Dancing as a Team” Treasures textbook; nonfiction; Using main ideas to summarize; Treasures text in classroom

Louis Armstrong

Bessie Coleman: Daring to Fly by Sally Walker; Level N; nonfiction; using main ideas to summarize; SG Library

TFK “A Special Delivery” Grade 1 binder; copy article for kids; Comparing Paired Texts (with below book)

Biblioburro: A True Story From Columbia by Jeannette Winter (In Guided Reading Room) Nonfiction; Level L; Main Ideas and comparing paired texts

A Camping Spree With Mrs. Magee by Chris Van Dusen

Someday by Eileen Spinelli; Level; Fiction; (Careers, Dreams, Goals)

Salt in His Shoes by Deloris Jordan; Level Character Traits (About Michael Jordan); SG Library

Those Shoes by Maribeth Boelts; character traits, inference, and the importance of illustrations to text; located in classroom

The Potato Chip Champ by Maria Dismondy; Fiction; Character Traits; (Entire unit and support materials online) Don’t have my own copy yet

Amazing Grace by Mary Hoffman; Level J; Lexile 660; SG Library; Character Traits

Enemy Pie by Derek Munson; Level L; SG Library; Character Traits

The CAN Man by Laura E. Williams; Realistic Fiction; Character Traits

The Invisible Boy by Trudy Ludwig; Fiction; My Feelings/Reactions; Do not have my own copy yet

My Rotten, Red-headed Older Brother by P. Polacco; Level M; StorylineOnline read aloud; my own classroom library and SG Library; my feelings and reactions

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