01 Second Grade Reading Growth Spurts

Content Area: **ELA** Course(s):

Time Period:

Length: Status: Full Year 27 Days Published

CONTENT AREA STANDARDS

Key Ideas and Details

Progress Indicators Reading Literature Texts

UNIT ORIENTATION

The main focus of this unit is students becoming strong, independent readers and paying attention to volume, stamina, and fluency. Along with the focus, you are building reading routines, habits, and workflow of the classroom workshop. Students will review procedures and learn routines for Reader's Workshop. Students will learn to pick Just Right books for independent reading

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

- 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.
- RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- RL.2.3. Describe how characters in a story respond to major events and challenges using key details. Craft and Structure
- 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.
- 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. 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.

Integration of Knowledge and Ideas

- 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.
- RL.2.8. (Not applicable to literature)
- 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.

Range of Reading and Level of Text Complexity

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed

Progress Indicators for Reading Informational

Text Key Ideas and Details

- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Craft and Structure
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Progress Indicators for Reading Foundational Skills Phonics and Word Recognition

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondences for common vowel teams. B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes. D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words.

Fluency RF.2.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Alternate Assessment

- Portfolios
- Verbal Assessment (instead of written)

- Multiple choice
- Modified Rubrics
- Performance Based Assessments

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

CRP.K-12.CRP1.1 Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going

good.

CRP.K-12.CRP2.1 Career-ready individuals readily access and use the knowledge and skills acquired through

experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when

beyond the minimum expectation and in participating in activities that serve the greater

it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP4.1 Career-ready individuals communicate thoughts, ideas, and action plans with clarity,

whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to

ensure the desired outcome.

CRP.K-12.CRP10.1 Career-ready individuals take personal ownership of their own education and career goals,

and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other

experts to assist in the planning and execution of career and personal goals.

TECH.8.1.2.A.CS1 Understand and use technology systems.

EVIDENCE OF LEARNING

Summative Assessments

Published Pieces
Rubrics
Open Ended Responses
Written responses
Formative Assessments
• Checklists
• Conferences
• Class Discussions
• Exit Slips
• Interactive Notebooks
• Quizzes
• Reflections
• Review of classwork/homework
• Student Participation
• Teacher Observations
• Text Dependent Questions
Benchmark Assessments
• iXL
• Dibels

Workshop related resources are embedded in the Units of Study. Supplemental: iXL, Readworks Suggested Mentor Text The OK Book The Crayon Box That Talked Poppleton Chrysanthemum by Kevin Henkes Goldilocks and the Three Librarians by Jackie Mims Hopkins Grace for President by Kelly DiPucchio **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS** Special Education: Provide modified notes and access to extra copies online Provide oral reminders and check student work during independent work time Model skills/techniques to be mastered Check and sign assignment planner Preferential seating Pair visual prompts with verbal presentations Modified or scaffolded homework and classwork Extended time as needed Provide graphic organizers and study guides English Learners: Provide scaffolded assignments and assessments

Pair visual prompts with visual presentations

Check and sign assignment planner

Extended time for assignment and assessment as needed
Highlight key vocabulary
Use graphic organizers
Provide verbal and written directions
Preferential seating with a English-speaking peer
At Risk of Failure:
Encourage class participation and reinforce skills
Model skills and assignments
Extended to time to complete class work
Preferential seating
Provide extra help outside of class and 1:1 instruction when needed
Communicate regularly with students' other teachers
Provide positive feedback for tasks well done
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments
assignments
Gifted and Talented:
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Utilize graphic organizers
 INTERDISCIPLINARY CONNECTIONS Career Readiness: Readers will reflect on themselves and set year long goals that directly pertain to
their reading stamina and volume.