

READINGTON PUBLIC SCHOOL DISTRICT
Second Grade English Language Arts Curriculum 2024

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I. Purpose and Overview

The Readington School District literacy program provides a balanced instructional approach that includes four main categories: (1) reading, (2) writing, (3) phonics, and (3) speaking and listening. Second grade is a time of consolidating literacy skills in order to become a more fluent reader and writer. The second grade curriculum is designed to provide the instruction that students need to apply the skills and strategies that they learned in first grade to more challenging texts and with increasing sophistication. Typically, second grade students move from beginning readers to chapter books and from writing a few pages in a book with connected sentences to writing stories with a clear beginning, middle, and end. The second grade curriculum is a road map for this growth.

Students write daily for a variety of writing experiences, and generate ideas for writing through talking with the teacher and classmates. They also expand their prewriting skills, drafting and editing strategies, and learn more conventions of written language (mechanics) that are appropriate for their age and grade level. Students produce opinion, narrative, and information pieces of writing that demonstrate their growing knowledge of the structure of each genre.

Phonics and spelling instruction help students learn how to decode words, build vocabulary and spell words correctly. Students are taught to use strategies to decode words with regular and irregular patterns, to use context clues, and to look for known chunks of words in larger words. Word study includes developing sight word knowledge and spelling instruction. Students add to their sight word knowledge through word wall activities, guided reading activities, and repeated reading of familiar text. Students learn phonics through specific instruction in sound/symbol relationships, building word families, strategy group instruction, and repeated reading. In vocabulary, students develop an increasingly sophisticated store of words through broad reading, direct instruction from the teacher, and the use of tools like the dictionary or online sources. Students acquire vocabulary through incremental, repeated exposure in a variety of contexts to the words they are trying to learn.

Speaking and listening instruction is integrated into the school day in a variety of instructional venues, including morning meetings, strategy groups, conferences, peer conferencing, and class or small group instruction. Students learn to listen and respond in a variety of instructional environments. Students learn that effective listeners and speakers can restate, interpret, respond and evaluate what others have said.

The second grade literacy program is designed to provide a developmentally appropriate learning guide for reading, writing, speaking and listening, and word study. The curriculum reflects current educational research through its focus on fostering motivation and independence, developing oral language competence, phonological awareness, phonics, and opportunities to express thoughts in writing. Second grade is a transformative year for students. They are ready to be more in control of their reading and writing lives, plan in more sophisticated ways, and set loftier goals. It is a time of huge growth and a time for children to meet high expectations as they ready themselves for the demands of third grade.

II. Goals

This curriculum is linked to the 2023 New Jersey Student Learning Standards for English Language Arts. Each unit is connected directly to the Anchor Standards, Strands, and Progress Indicators outlined in the document. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

III. Assessment

Student learning will be assessed through

- Student/teacher conferences
- Running Record Assessments
- Benchmark Assessments for Student Writing in Narrative, Opinion, and Information
- Writing samples and student writing portfolios
- Student presentations
- Writers Notebooks
- Readers Notebooks
- Student Performance Checklists for Writing
- Standards Based Writing Rubrics
- Writing Pathways Performance Assessments

- Learning Progressions
- Rubrics
- Snap word assessments
- Developmental spelling assessments
- Universal Screener
- Diagnostic Assessments

[Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

IV. 2nd Grade Pacing Guide

	Reading	Phonics	Writers Writing
Unit 1 Sept./Oct. 8 weeks	Becoming a Big Kid Reader (Unit 1) <ul style="list-style-type: none"> • Big kid readers read more and more • Story elements can help readers understand a story • Being flexible word solvers 	Growing into Second Grade Phonics (Unit 1) <ul style="list-style-type: none"> • Learning long vowels and vowel teams from reading literature • R-controlled vowels • Becoming more careful spellers, especially with troublemaker words • Spelling by patterns 	Lessons from the Masters: Improving Narrative Craft (Unit 1) <ul style="list-style-type: none"> • Strategies for choosing small moments from their lives so they can generate ideas for stories easily • Learning to write in powerful ways: trying out craft moves learned from mentor authors • Revise with purpose, consider craft and the effect different craft choices have on the way a story sounds to a reader
Unit 2 Nov./Dec. 8 weeks	Becoming Experts (Unit 2) <ul style="list-style-type: none"> • Reading nonfiction to be fascinated • Building knowledge on a topic • Learning how to read browsable books 	Big Words Take Big Resolve: Tackling Multisyllabic Words (Unit 2) <ul style="list-style-type: none"> • Solving challenging words methodically, part by part • Hard and soft sounds of C and G • Spelling words with endings 	The How-To Guide for Nonfiction Writing (If...Then Unit Book) <ul style="list-style-type: none"> • Writers try out craft moves from the experts when writing nonfiction • Writers set goals and plan their writing carefully by writing out a sequence of steps in order to teach others • Writers keep their audience in mind throughout the writing process
Unit 3 Jan./Feb. 6 weeks	Tackling Longer Words and Longer Books (Unit 3) <ul style="list-style-type: none"> • Tackling longer words and books • Using vowels to decode • Reading at a just-right pace to comprehend 	Mini-Unit 1: Powerful Patterns: Using Rimes and Rhyming to Build Fluency <ul style="list-style-type: none"> • Review unit to develop automaticity 	Writing About Reading (Unit 3) <ul style="list-style-type: none"> • Writers make their letters about books even better by retelling important parts • Writers plan, research, and rehearse their opinions to make their reviews more persuasive • Writers write in compelling ways in order to convince their audience
Unit 4 Feb./March	Stepping into the World of the Story (Unit 4)	Word Builders: Construction, Demolition,	Poetry: Powerful Thoughts in Tiny Packages (Unit 4)

5 weeks	<ul style="list-style-type: none"> Bringing characters to life Noticing clues about character feelings Reading in the company of others 	and Vowel Power (Unit 3) <ul style="list-style-type: none"> Building bigger, longer, more complex words, syllable by syllable Using long-vowel patterns to build big words Using vowels to help decode big words 	<ul style="list-style-type: none"> Poets find poems in the strong feelings and concrete details of life Searching for honest, precise words: language matters Revising poems: Replacing feeling words with word pictures Editing poems: Reading aloud to find trouble spots
Unit 5 April/May 4 weeks	Growing Knowledge Together (Unit 5) <ul style="list-style-type: none"> Learning by observing Bringing everything you know about nonfiction reading to your new topic Researching to support big ideas 	Word Collectors (Unit 4) <ul style="list-style-type: none"> Collecting words from books, using context clues to discern meaning Using compound words to make new words Learning new prefixes Investigating how suffixes affect the meaning of words 	Opinion Writing Using Persuasive Reviews <ul style="list-style-type: none"> Organize and plan opinion writing, angling reviews toward their audience Elaborate by using thought prompts, choosing relevant details, and including small moments Review writers have a logical, organizing structure to their writing Consider the audience when doing revision work
Unit 6 May/June 6 weeks	Readers Can Read about Science Topics to Become Experts <ul style="list-style-type: none"> Identifying strategies for reading to learn Comparing and contrasting texts on the topic of choice Readers make observations, ask questions, voice disagreements, and make additions to what they have read 	Mini-Unit 2: Tackling Troublemakers, Once and for All <ul style="list-style-type: none"> Irregular words Mini-Unit 3: Yes, They Can: Exploring Parts of Speech <ul style="list-style-type: none"> Using parts of speech as a vocabulary strategy 	Informational Writing: Lab Reports and Science Books (Unit 2) <ul style="list-style-type: none"> Authors share scientific ideas/conclusions Comparing results and reading more expert materials to consider new questions Drawing on all we know to rehearse and plan information books Writers use a small repertoire of revision strategies and know that there are ways that revision can pay off

2nd GRADE READING
Reading Unit 1
Becoming a Big Kid Reader
September/October

Enduring Understandings
Second grade readers read with fluency from the start. Almost all stories are made up of the same elements. Good readers find ways to learn and solve trickier parts of words.
Goals

- L.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.
 - F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
 - G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
- L.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.
- L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.
- A. Regular, single-syllable words that include:
 - i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
 - ii. Complex consonant blends (scr, str, squ).
 - iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).
 - iv. Vowel-r combinations (turn, star, third, four/for).
 - vi. Homophones (bear, bare; past, passed).
 - B. Regular two- and three-syllable words that:
 - i. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).
 - C. Words with suffixes that require:
 - ii. dropping silent-e (smiled, paving).
 - D. Most often used words in English:
 - i. Irregular words (against, many, enough, does).
 - ii. Pattern-based words (which, kind, have).
- L.WF.2.1. Demonstrate command of the conventions of writing.
- B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:
 - i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck
 - ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

Reading:

Bend 1: Reading with Fluency

1. Big Kid Readers Remember to Do All They've Learned
- 1a. Mid-workshop teaching point: Readers Reflect and Make Plans
2. Big Kid Readers Read More and More
3. Reading Smoothly in Phrases from the Start
4. Reading Words, Part by Part
- 4a. Mid-workshop teaching point: Readers share how they solve words
5. Video Session: Readers Check to Be Sure the Solved Word Makes Sense
6. Punctuation and Font Help You Read Aloud Well
- 6a. Mid-workshop teaching point: Adding Punctuation and Font to Help Your Readers

Core Materials:

Units of Study for Reading
Becoming a Big Kid Reader
 Units of Study for Phonics
Growing into Second Grade Phonics

Supporting Materials & Teacher Resources:

Leveled Bookroom
 Classroom Libraries
[Phonological Awareness Instruction Toolkit](#)
Daily Café by Gail Boushey and Joan Moser
When Kids Can't Read by Kyleene Beers
Reading Above the Fray by Julia Lindsay
Shifting the Balance by Burkins and Yates
The Reading Strategies Book by Jennifer

<p>7. Reading Aloud Well</p> <p>Bend 2: Reading Series Books</p> <p>8. Story Elements Can Help Readers Understand a Story</p> <p>9. Video Session: Story Elements Help Readers Retell</p> <p>9a. Mid-workshop teaching point: Readers keep track of the problem</p> <p>10. Learning about the Character</p> <p>10a. Mid-workshop teaching point: Readers mark connections</p> <p>11. Video Session: Seeing Patterns across Series Books</p> <p>12. Growing Ideas about the Characters</p> <p>12a. Mid-workshop teaching point: Noticing how and why character feelings change</p> <p>13. Envisioning</p> <p>13a. Mid-workshop teaching point: Monitor for understanding or reading to clarify confusion</p> <p>Bend 3: Flexible Word Solving</p> <p>14. Being Flexible Word Solvers</p> <p>14a. Mid-workshop teaching point: Letters can make more than one sound</p> <p>15. Some Vowel Teams Make a Whole New Sound</p> <p>15a. Mid-workshop teaching point: Readers reread to sound smooth</p> <p>16. Video Session: Readers Watch Out for Vowels With R</p> <p>17. Learning from Words We've Solved</p> <p>17a. Mid-workshop teaching point: Partners study and learn from words together</p> <p>Phonics: Growing into Second Grade Phonics Bend I: Professor of Phonics</p> <p>1. Second-graders become professors of phonics</p> <p>2. Revisiting silent -e</p> <p>2a. Extension 1: Play "Guess My Rule" to spotlight different spellings</p> <p>2b. Extension 2: Introducing the second grade consonant blends chart</p> <p>3. Learning long vowels and vowel teams from reading literature</p> <p>3a. Extension 1: Marking and making the vowel team chart our own</p> <p>3b. Extension 2: Rereading your own writing to learn and think about phonics</p> <p>3c. Extension 3: Consonant trigraph tongue twisters</p> <p>4. Introducing the "my snap words book"</p> <p>5. R-controlled vowels</p> <p>5a. Extension 2: Hunting for R-controlled vowels in your books and writing</p> <p>5b. Extension 3: Tollbooth game: Practicing three sounds the R-controlled vowel makes</p> <p>6. Practicing all of the spelling patterns</p> <p>6a. Extension 2: Reading with R-controlled vowels in mind</p> <p>7. A celebration and a recap of all we've learned</p>	<p>Serravallo</p> <p><i>A Teacher's Guide to Reading Conferences</i> by Jennifer Serravallo</p> <p><i>Teaching Reading in Small Groups</i> by Jennifer Serravallo</p> <p><i>A Teacher's Guide to Mentor Texts</i> by Carl Anderson</p> <p><i>Daily Word Ladders</i> by Timothy Rasinski</p> <p><i>Word Journeys</i> by Kathy Ganske</p> <p><i>The Megabook of Fluency</i> by Rasinski & Smith</p> <p><i>The Artful Read-Aloud</i> by Rebecca Bellingham</p> <p>Mentor Texts: <i>Emma Every Day: Crazy for Apples</i> by C. L. Reid <i>Jellyfish: Mysterious Creatures from the Sea</i> by Michèle Dufresne <i>Evelyn Del Rey Is Moving Away</i> by Meg Medina Teacher selected texts</p> <p>Technology: Google Classroom Google Docs Document camera</p> <p>Assessments: Formative:</p> <ul style="list-style-type: none"> • Student/teacher conferences • Readers Notebooks • Learning Progressions <p>Summative:</p> <ul style="list-style-type: none"> • Student presentations • Rubrics • Phonic Decoding Assessment, Reading Units of Study, p. 166 <p>Benchmark: Running Record 2nd grade with a sight vocabulary less than 150 words needs to direct focus paid towards increasing their sight-word fluency which will therefore increase their reading rate.)</p> <p>Help Gus Write a Picture Book: The Tall Slide (Developmental Spelling) <i>A Guide to the Phonics Units of Study</i> p. 124 5-6 in each category</p> <p>Alternative: Presentation jigsaw</p>
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Bend II: Becoming second-graders means doing second-grade work

8. Second-graders are more careful spellers, especially with troublemaker words, Session 8: said, they, where, first, friend, girl, when, went, your
- 8a. Extension 1: Troublemaker word hunt
9. Second-graders don't wait to punctuate
10. How do second-graders use capitals?
- 10a. Extension 1: Task forces: Children teach each other about writing with capitals
- 10b. Extension 2: Great writers write with specific names of places and people
11. Exploring homophones: session 11: eight, ate, see, sea, bare, bear, eye, I, hear, here
- 11a. Extension 1: Playing homophone mashups
- 11b. Extension 2: Writing funny sentences with homophones
12. Second-graders tackle important homophones that are troublemakers, Session 12: two, too, to, your, you're, there, their, they're
- 12a. Extension 1: Highlighting homophones there, their, and they're
- 12b. Extension 2: Creating a tool to practice using common homophones your and you're
13. Sharing help for troublemaker words, Session 13: about, school, with, was, could, what, very

Bend III: reading and writing words by analogy using patterns and rhymes

14. Spelling by pattern
15. Learning everything you need to know about phonics from rhyming books
16. Looking and listening for rhymes-noticing when spelling doesn't match
17. Using rhyming patterns to read smoothly
18. Writing silly rhyme books
19. A celebration of rhymes

Interdisciplinary Connections

Social Studies: 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. Activity: Read fiction and identify actions that are unfair. Discuss how these actions caused conflict in the story.

Visual and Performing Arts: 1.1.2.Cn10a: Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.Activity: Students create a dance to express a character's feelings throughout the story.

Career Readiness, Life Literacies, and Key Skills

Career Ready Practice: Consider the environmental, social and economic impacts of decisions. 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). 9.4.2.TL.7: Describe the

benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Activity: Reflect on reading history and set goals for the year. Students will discuss the impact of reading about topics to become more aware about current events.

9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CI.1:

Demonstrate openness to new ideas and perspectives. Activity: Confer with the teacher and discuss ways to achieve reading goals for the year. Discuss how goal setting is an important job skill.

Computer Science & Design Thinking

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats. Activity: Create a spreadsheet to keep a reading log of favorite book titles, authors, or topics.

Reading Unit 2 ~ Becoming Experts: Reading Nonfiction November/December

Enduring Understandings

Good readers read closely, with wide-awake attention to detail.

Readers use graphics to connect information.

Readers notice the types of text structures they encounter in nonfiction books.

Readers ask and answer questions and make theories about the information they are learning.

Goals

L.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.

F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).

G. Identify the parts of high-frequency words that are regular and the parts that are irregular.

L.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.

L.VL.2.2. 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.

A. Use sentence-level context as a clue to the meaning of a word or phrase.

C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through

other media.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

- A. Regular, single-syllable words that include:
 - i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
- C. Words with suffixes that require:
 - i. consonant doubling (penning, slimmed).
 - ii. dropping silent-e (smiled, paving).
- D. Most often used words in English:
 - i. Irregular words (against, many, enough, does).
 - ii. Pattern-based words (which, kind, have).

Reading:

Bend 1: Learning from Nonfiction Books

- 1. Reading Nonfiction to be Fascinated
- 2. Orienting and Recalling Relevant Background Knowledge
- 3. Learning from *All The Parts of the Page*
- 4. Using Background Knowledge to Help You Think More as You Read
- 5. Learning from Reading
- 6. Determining Importance in Nonfiction
- 6a. Mid-workshop teaching: Chunking Texts into Sections to Say What Each Part Is Mostly About
- 7. Collecting Expert Vocabulary
- 7a. Mid-workshop teaching: Paying attention to words with more than one meaning

Bend 2: Learning from Nonfiction Text Sets

- 8. Building Knowledge on a Topic
- 9. Learning More
- 9a. Mid-workshop teaching: Talk about One Subtopic Then Another to Accumulate Knowledge
- 10. Noticing Kinds of Connections In Nonfiction: Sequence, Cause/Effect
- 10a. Mid-workshop teaching: Compare and Contrast Text Structure
- 11. Solving Words Takes Strategic and Flexible Thinking
- 11a. Mid-workshop teaching: Readers Think about the Meaning of Long, Tricky Words
- 12. Categorizing Vocabulary to Review Knowledge and Get Ready to Learn
- 13. Video Session: Studying Vocabulary to Learn More about How Words Work
- 14. Nonfiction Readers Celebrate by Sharing Their Knowledge

Bend 3: Reading Nonfiction Texts of All Kinds

- 15. Learning How to Read Browsable Books
- 15a. Mid-workshop teaching: Texts Convey Hierarchy and Sequence
- 16. Using White Space in Books to Do Brainy Work
- 17. Learning From How-To Texts
- 17a. Mid-workshop teaching: Reading Closely and Shifting to a New How-To Text
- 18. Using All the Parts of How-To Texts To Learn More

Phonics:

Core Materials:

Units of Study for Reading

Unit 2: *Becoming Experts: Reading Nonfiction*

Units of Study for Phonics

Unit 2: *Big Words Take Big Resolve: Tackling Multisyllabic Words*

Supporting Materials & Teacher Resources:

Leveled Bookroom

Classroom Libraries

[Phonological Awareness Instruction Toolkit](#)

Daily Café by Gail Boushey and Joan Moser

When Kids Can't Read by Kyleene Beers

Reading Above the Fray by Julia Lindsay

Shifting the Balance by Burkins and Yates

The Reading Strategies Book by Jennifer Serravallo

A Teacher's Guide to Reading Conferences by Jennifer Serravallo

Teaching Reading in Small Groups by Jennifer Serravallo

A Teacher's Guide to Mentor Texts by Carl Anderson

Daily Word Ladders by Timothy Rasinski

Word Journeys by Kathy Ganske

The Megabook of Fluency by Rasinski & Smith

The Artful Read-Aloud by Rebecca Bellingham

Mentor Texts:

Eruption! The

Story of Volcanoes by Anita Ganeri

Insects: By the Numbers by Steve Jenkins

Teacher selected texts

Technology:

Google Classroom

Google Docs

Document camera

Assessments:

Formative:

- Student/ teacher conferences
- Readers Notebooks

<p>Big Words Take Big Resolve: Tackling Multisyllabic Words</p> <p>Bend I: Moving Methodically Across Multisyllabic Words from Tip to Tail</p> <ol style="list-style-type: none"> 1. Tackling challenges 2. Solving challenging words methodically, part by part 3. Breaking words into parts between two consonants in the middle 4. When double consonants signal a short-vowel sound 4a. Session 4, Extension 2: better, follow, happen, different 5. Breaking up challenging words with consonant le 5a. Session 5, Extension 2: people, trouble, terrible 6. Tackling challenging words carefully, slowly, methodically <p>Bend II: Camouflaged consonants across words</p> <ol style="list-style-type: none"> 7. Hiding in plain sight 7a. Session 7, Extension 1: answer 8. The hard and soft sounds of c and g 8a. Session 8, Extension 1: special 9. Soft c and g with silent e at the end of words 10. Writing words ending in ge 11. The master of disguise, Session 11: enough, through 12. Celebration <p>Bend III: Tails:Spelling Words with Endings</p> <ol style="list-style-type: none"> 13. Adding -ing and -ed to words ending with silent e 14. Doubling consonants before adding endings 15. Making words plural with -s or -es 15a. Session 15, Extension 1: goes, does 16. Changing Y to I before adding -es or -ed 17. The commotion around -tion, Session 17, Share: question 17b. Session 17, Extension 1: slowly, suddenly, probably 18. Celebration 	<ul style="list-style-type: none"> • Learning Progressions <p>Summative:</p> <ul style="list-style-type: none"> • Student presentations • Rubrics • Nonfiction Reading Performance Assessment, Reading Units of Study, p. 186 • Phonic Decoding Assessment, Reading Units of Study, p. 184 <p>Benchmark: Checking Your Word Box (Snap Words) <i>A Guide to the Phonics Units of Study</i> p. 131</p> <p>Alternative: Create an infographic</p>
<p style="text-align: center;">Interdisciplinary Connections</p>	
<p>Social Studies: 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States. Activity: Read a nonfiction text about major cities and explain how nonfiction text features help to explain information as well as connect to what we know about NJ.</p> <p>Science: 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats. Activity: Read a variety of nonfiction texts about plants and animals and their habitats.</p>	
<p style="text-align: center;">Career Readiness, Life Literacies, and Key Skills</p>	
<p>Career Ready Practice: Consider the environmental, social and economic impacts of decisions. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.). Activity: Explore a variety of topics for nonfiction reading.</p> <p>9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Activity: Explore a variety of topics for nonfiction reading and discuss personal likes and dislikes. Discuss how this relates to job selection.</p>	

Computer Science & Design Thinking

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. Activity: Use digital tools and online resources to explore a topic related to nonfiction reading and share interesting facts learned with a partner.

Reading Unit 3 Tackling Longer Words and Longer Books January/February

Enduring Understandings

Readers use the vowel sound, the schwa, to decode words.
Readers divide a longer word into syllables based on the number of vowels.
The placement of the vowel within a syllable impacts the sound that the vowel makes.
Good readers tack longer words and longer books with fluency
Good readers lean on the familiar story elements to make inferences,
Readers consider the problem and resolution and think about the life lesson that can be learned.

Goals

- L.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.
 - F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
 - G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
- L.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.
- L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .
- RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.
- RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking

audibly in coherent sentences.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

D. Most often used words in English:

ii. Pattern-based words (which, kind, have).

Reading:

Bend 1: Tackling Longer Words

1. Readers Spiff Up the Library with Wish Bins
2. Building Supportive Partnerships
3. Using Self-Talk to Tackle the Schwa
- 3a. Mid-workshop teaching: Schwa Check-In
4. Brainstorming Tips that Partners can Give to Readers– and to Themselves
5. Turn to an Expert
6. Tackling Longer Words: Where's That Vowel?
- 6a. Mid-workshop teaching: Digraphs Can Make a Vowel Short
7. Tackling-Longer-Words Celebration

Bend 2: Tackling Longer Books

8. Previewing and Reading with Story Structure in Mind
9. Readers Ask and Answer Why Questions
10. Monitoring Comprehension When Reading Longer Books
- 10a. Mid-workshop teaching: Rereading with a Purpose
11. Determining Importance to Retell Longer Stories
12. Characters Learn Lessons
- 12a. Mid-workshop teaching: Drawing on a Range of Strategies as You Read

Bend 3: Tackling Longer Words and Longer Books with Greater Fluency

13. Rehearsing Reading Voices
14. Scooping Words into Phrases
- 14a. Mid-workshop teaching: Practicing Smooth Reading with a Partner
15. Noticing Dialogue Tags
- 15a. Mid-workshop teaching: Who's Talking? Keeping Track of Dialogue
16. Video Session: Understanding Dialogue
17. Reading At A Just-Right Pace
18. CG: Many stories have more than one version. What can we learn from each version?
19. CG: Compare and contrast literary versions of the same story by different authors or from different cultures.

Phonics:

Mini-Unit 1: Powerful Patterns: Using Rimes and Rhyming to Build Fluency

1. Practicing and performing rhyming poems, songs, and books
- 1a. Session 1, Extension 1: Reading a Poem Closely
- 1b. Session 1, Extension 2: Playing "Rhyme Tennis"
2. Listening for the rhythm of rhyming patterns to read even more fluently
- 2a. Session 2, Extension 1: Editing Break

Core Materials:

Units of Study for Reading

Tackling Longer Words and Longer Books

Units of Study for Phonics

[Mini-Unit 1: Powerful Patterns: Using Rimes and Rhyming to Build Fluency](#)

Supporting Materials & Teacher Resources:

Leveled Bookroom

Classroom Libraries

[Phonological Awareness Instruction Toolkit](#)

Daily Café by Gail Boushey and Joan Moser

When Kids Can't Read by Kyleene Beers

Reading Above the Fray by Julia Lindsay

Shifting the Balance by Burkins and Yates

The Reading Strategies Book by Jennifer Serravallo

A Teacher's Guide to Reading Conferences by Jennifer Serravallo

Teaching Reading in Small Groups by Jennifer Serravallo

A Teacher's Guide to Mentor Texts by Carl Anderson

Daily Word Ladders by Timothy Rasinski

Word Journeys by Kathy Ganske

The Megabook of Fluency by Rasinski & Smith

The Artful Read-Aloud by Rebecca Bellingham

Mentor Texts:

My Footprints by Bao Phi

My First Day by Phùng Nguyễn Quang

Thunder Cake by Patricia Polacco

How to Be Brave: A Book for Dragons

Sadiq and the Perfect Play by Siman Nuurali

Teacher selected texts

Technology:

Google Classroom

Google Docs

Document camera

Assessments:

Formative:

- Student/teacher conferences
- Readers Notebooks
- Learning Progressions

Summative:

- Student presentations
- Rubrics
- Phonic Decoding Assessment, Reading Units

<p>2b. Session 2, Extension 2: Let's Learn a Rhyming Song!</p> <p>3. Rereading to bring out the feelings in a text</p> <p>3a. Session 3, Extension 1: "Hink Pink"</p> <p>3b. Session 3, Extension 2: Giving and Getting Feedback on Super Fluent Reading</p> <p>4. Using patterns as powerful tools for spelling</p> <p>4a. Session 4, Extension 1: Reading Limericks</p> <p>4b. Session 4, Extension 2: Using Your "Have a Go!!!" Sheet</p> <p>5. Spelling long words using patterns</p> <p>5a. Session 5, Extension 1: Using Powerful Patterns</p> <p>5b. Session 5, Extension 2: Let's Learn a New Rhyming Song</p> <p>6. Performing poems and songs for a real audience</p> <p>Utilize small group lessons from the <i>Small Groups to Support Phonics</i> book to support your instruction during this unit</p> <p>7. Making words with onsets and rimes, p.15</p> <p>8. Pattern Power: Spelling part by part, p. 18</p> <p>9. Don't leave the quiet letter out: gd and ng digraphs and the nk blend</p> <p>10. Investigating soft C and G in mystery words, p. 44</p> <p>11. K vs. CK at the ends of words, p. 51</p> <p>12. Learning about irregular plurals, p. 54</p> <p>High Frequency Words</p> <p>Provide time to practice with partners or in small groups.</p>	<p>of Study, p. 177</p> <p>Alternative:</p> <p>Oral presentation</p>
<p>Interdisciplinary Connections</p>	
<p>Dance: 1.1.2.Re7a: Demonstrate movements in a dance that develop patterns. Activity: Rehearse and perform a dance to show interpretation of a song or poem.</p> <p>Social Studies: 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. es, and/or songs and make inferences about how they have contributed to the development of a culture's history. Activity: Discuss how songs and poems are used to tell stories about events from the past.</p>	
<p>Career Readiness, Life Literacies, and Key Skills</p>	
<p>Career Ready Practice: Work productively in teams while using cultural/global competence. 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2). Activity: Discuss the skills needed to work creatively and productively in a group.</p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. Activity: Discuss how learning to work productively with others will help individuals achieve future academic and career success.</p>	
<p>Computer Science & Design Thinking</p>	
<p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. Activity: Use digital tools to illustrate and communicate a fairy tale written from a different character's point of view.</p>	

Reading Unit 4 ~ Stepping into the World of the Story February/March

Enduring Understandings

Good readers picture characters' faces and actions, as well as envision and keep track of setting.
Active readers make predictions and notice one's own reactions to the text.
Good readers study their characters closely, especially their feelings.
Readers use clues from the text to infer feelings. Characters might feel more than one thing at once, there are reasons for characters' feelings, and their feelings change.
Readers read, think, prepare, and talk when they are reading their books.

Goals

- L.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.
 - F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
 - G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
- L.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.
- L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
 - B. Compare formal and informal uses of English.
- RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .
- RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.
- RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested

detail or clarification.

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

A. Regular, single-syllable words that include:

- iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).
- iv. Vowel-r combinations (turn, star, third, four/for).

B. Regular two- and three-syllable words that:

- i. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).

L.WF.2.1. Demonstrate command of the conventions of writing.

B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:

- i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck
- ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a e, ai, ay, eigh.

Reading:

Bend 1: Stepping Into the World of a Story

- 1. Reading Can Take You Places
- 2. Readers Enter the World of A Story
- 2a. Mid-workshop teaching: Noticing When You Need to Reread
- 3. Bringing Characters to Life
- 3a. Mid-workshop teaching: Reading Closely for Sentences that Help Us Picture Characters' Actions and Expressions
- 4. Making Predictions
- 5. Picturing the Place
- 5a. Mid-workshop teaching: Keeping Track of When Time Passes
- 6. Readers React to Stories
- 7. Video Session: Creating A Reading Scrapbook

Bend 2: Studying Characters Closely

- 8. Noticing Clues about Character Feelings
- 9. Characters Feel More Than One Thing
- 9a. Mid-workshop teaching: Noticing Changes in Feeling
- 10. Finding Precise Words for Feelings
- 11. Examining What Causes Character Feelings
- 11a. Mid-workshop teaching: Pay Attention to Other Characters Too
- 12. Thinking about How Characters Are Acting
- 12a. Mid-workshop teaching: Naming Character Traits
- 13. Character's Feelings Change
- 14. Readers Share Books and Characters with One Another

Bend 3: Fiction Book Clubs: Reading Together, Imagining Together

- 15. Reading in the Company of Others
- 15a. Mid-workshop teaching: Thinking about What Will Make Book Clubs Go Well, Right from the Start
- 16. Video Session: Talking about Our Books
- 17. Readers Think and Talk as They Compare Themselves to Characters
- 18. Books Can Teach about Life Topics

Phonics:

Word Builders: Construction, Demolition, and Vowel Power

Bend I: Becoming Word Builders: Writing Big Words

- 1. Word builders wanted
- 1a. Session 1, Extension 2: themselves, maybe, really
- 2. Building bigger, longer, more complex words,

Core Materials:

Units of Study for Reading
Stepping into the World of the Story
Units of Study for Phonics
Unit 3: Word Builders: Construction, Demolition, and Vowel Power

Supporting Materials & Teacher Resources:

Leveled Bookroom
Classroom Libraries
[Phonological Awareness Instruction Toolkit](#)
Daily Café by Gail Boushey and Joan Moser
When Kids Can't Read by Kyleene Beers
Reading Above the Fray by Julia Lindsay
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A Teacher's Guide to Mentor Texts by Carl Anderson
Daily Word Ladders by Timothy Rasinski
Word Journeys by Kathy Ganske
The Megabook of Fluency by Rasinski & Smith
The Artful Read-Aloud by Rebecca Bellingham

Mentor Texts:

Dragons in a Bag by Zetta Elliott
Anita and the Dragons by Hannah Carmona
1000 Awesome Things by Neil Pasricha
Teacher selected texts

Technology:

Google Classroom
Google Docs
Document camera

Assessments:

Formative:

- Student/ teacher conferences
- Readers Notebooks
- Learning Progressions

<p>syllable by syllable</p> <ol style="list-style-type: none"> 3. Checking for vowels in every syllable 3a. Session 3, Extension 2: favorite, together, several 4. Using analogy to spell big words accurately 5. Using spelling strategies to check and fix up really important words 6. Learning to spell the words you love <p>Bend II: Becoming Vowel Experts: Using Long-Vowel Patterns to Build Big Words</p> <ol style="list-style-type: none"> 7. What looks right? 7a. Session 7, Extension 1: begin, before, great 8. Discovering and sorting ways to spell words with long a 9. Listen for where you hear the vowels 10. From little words to big words 10a. Session 10, Extension 2: either 11. Using long I spelling patterns to spell words more and more words 12. Adding inflected endings to words with long vowels 12a. Session 12, Extension 2: excited, while 13. Studying and sorting long o spelling to help you write big words 13a. Session 13, Extension 1: old 14. Listening for long u spelling patterns in words you know to spell new words 14a. Session 14, Extension 1: usually <p>Bend III: Becoming Experts in Word Demolition: Using Vowels to Help Decode Big Words</p> <ol style="list-style-type: none"> 15. Word Demolition 15a. Session 15, Extension 1: again, against, being 16. Keeping vowel teams together when decoding words 16a. Session 16, Extension 1: ready 17. Reading like a pirate 18. Getting to know the word parts to help read and write complex words 19. Trying -schwa, “the frustrated sound” to solve tricky words 20. Let’s Celebrate! 	<p>Summative:</p> <ul style="list-style-type: none"> • Student presentations • Rubrics • Literary Reading Performance Assessment, Reading Units of Study, p. 158 <p>Benchmark: Running Record Reading Rate 85-120 words per minute by the end of the academic school year. (Any student that still has a sight vocabulary less than 150 words needs to direct focus paid towards increasing their sight-word fluency, which will therefore increase their reading rate.)</p> <p>Help Gus Write a Picture Book: The Butterfly Exhibit (Developmental Spelling) <i>A Guide to the Phonics Units of Study</i> p. 128 5-6 in each category</p> <p>Alternative: Explain a concept using two modalities</p>
<p style="text-align: center;">Interdisciplinary Connections</p>	
<p>Social Studies: 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture. Activity: Read books about traditions and discuss why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>Visual and Performing Arts: 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. Activity: Listen to music and identify the elements of dynamics, timbre, and rhythm. Compare this to the sound of fluent reading.</p>	
<p style="text-align: center;">Career Readiness, Life Literacies, and Key Skills</p>	
<p>Career Ready Practice: Plan education and career paths aligned to personal goals. 9.4.2.DC.2: Explain the importance of respecting the digital content of others. 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1). Activity: Reflect on reading</p>	

goals from the beginning of the year. Set new goals as needed to amp up reading power. Discuss how goals are set and their importance. When making goals, how can you keep track of them using a digital platform.

9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CT.2: Identify possible approaches and resources to execute a plan. Activity: Confer with the teacher about reading goals. Discuss ways to achieve goals and why they are an important job skill.

Computer Science & Design Thinking

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. Activity: Record the fluent reading of a short text (eg. poem) and share it with students in another class.

Reading Unit 5 ~ Growing Knowledge Together April

Enduring Understandings:

Readers retell chunks of texts to help them comprehend and synthesize.
 Researchers study illustrations and graphics closely as they read.
 Readers take notes as they read.
 Readers use their prior knowledge to compare and contrast.
 After researchers pose questions, they read to find answers.
 Readers collect words, talk about them, sort them, and figure out the meaning of high-utility words.
 When readers reread, they have new insights.

Goals

- L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - H. Know spelling-sound correspondences for common vowel teams.
 - I. Decode regularly spelled two-syllable words with long vowels.
 - J. Decode words with common prefixes and suffixes.
 - K. Identify words with inconsistent but common spelling-sound correspondences.
 - L. Recognize and read grade-appropriate irregularly spelled words.
 - M. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
 - N. Identify the parts of high-frequency words that are regular and the parts that are irregular.
- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
 - D. Read grade-level text with purpose and understanding.
 - E. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - F. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- L.VL.2.2. 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.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - 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).
 - D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text,

referring explicitly to the text as the basis for the answers.

RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).

RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

B. Regular two- and three-syllable words that:

ii. Are compounds comprising familiar parts (houseboat; yellowtail).

iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).

Reading:

Bend 1: Reading Nonfiction to Learn about Insects

1. Learning by Observing
2. Drawing on All You Know about Nonfiction Reading
3. Retelling Chunks of Non-Fiction Texts
4. Synthesizing Learning from Graphics and Words
5. Using Strategies to Solve Tricky Words
6. Rereading to Learn More about Important Subtopics
7. Scientists Use Graphics to Teach Others– and Create Their Own

Bend 2: Researchers Learn More by Learning Together

8. Bringing Everything You Know about Nonfiction Reading to Your New Topic
9. Bringing Forward Prior Knowledge to New Research
10. Researchers Ask Questions and Read to Find Answers
11. Researching Big Questions Collaboratively
12. Collecting and Studying Topic Vocabulary
13. Using Clues Authors Have Left to Figure Out Meanings of Words
14. Researchers Consider the Other's Point of View

Bend 3: Sharing the Love

15. Researching to Support Big Ideas

Core Materials:

Units of Study for Reading

Growing Knowledge Together

Units of Study for Phonics

Word Collectors

Supporting Materials & Teacher Resources:

Leveled Bookroom

Classroom Libraries

[Phonological Awareness Instruction Toolkit](#)

Daily Café by Gail Boushey and Joan Moser

When Kids Can't Read by Kyleene Beers

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Shifting the Balance by Burkins and Yates

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A Teacher's Guide to Reading Conferences by

Jennifer Serravallo

Teaching Reading in Small Groups by Jennifer

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A Teacher's Guide to Mentor Texts by Carl

Anderson

<p>16. Using All Your Resources to Locate Information</p> <p>17. Considering Ways Other Insects Are the Same– and Different</p> <p>18. Planning “Learn from an Entomologist” Videos</p> <p>19. Speaking with Passion and Expertise</p> <p>Phonics:</p> <p>Word Collectors</p> <p>Bend 1: Fostering Word Consciousness</p> <ol style="list-style-type: none"> 1. Becoming word collectors 2. Collecting words from books, using context clues to discern meaning 3. Learning words requires doing things with those words 4. Sorting and organizing word collections 5. Creating word thermometers 6. Sharing our word collections with the world <p>Bend 2: Growing Our World Collections with Compound Words</p> <ol style="list-style-type: none"> 7. Learning compound words-and the words that constitute them 8. Using compound words to make new words 8a. Session 8, Extension 3: sometimes, everybody, understand 9. Learning a new set of compound words- with more independence 10. Making more and more words 11. Common compound words 11a. Session 11: Common Compound Words: somewhere, anyone, everything, nobody, outside 12. Compound creations <p>Bend 3: Growing our word collections with affixes</p> <ol style="list-style-type: none"> 13. Prefixes change meanings of words 14. Learning new prefixes: pre, re, and in 15. Checking the meaning of words using the words around them 16. Noticing with letter combinations act as a prefix and when they don’t 17. Investigating how suffixes affect the meaning of words 18. Learning new suffixes: -ful and -less 18a. Session 18, Extension 2: beautiful, cousin 19. Using our word collections as we write 	<p><i>Daily Word Ladders</i> by Timothy Rasinski</p> <p><i>Word Journeys</i> by Kathy Ganske</p> <p><i>The Megabook of Fluency</i> by Rasinski & Smith</p> <p><i>The Artful Read-Aloud</i> by Rebecca Bellingham</p> <p>Mentor Texts:</p> <p><i>Behold the Beautiful Dung Beetle</i> by Cheryl Bardoe</p> <p><i>A Dragonfly’s Life</i> by Ellen Lawrence</p> <p><i>You Can Be an Entomologist!</i> by Dr. Dino Martins</p> <p>Teacher selected texts</p> <p>Technology:</p> <p>Google Classroom</p> <p>Google Docs</p> <p>Document camera</p> <p>Assessments:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Student/ teacher conferences • Readers Notebooks • Learning Progressions <p>Summative:</p> <ul style="list-style-type: none"> • Student presentations • Rubrics • Nonfiction Reading Performance Assessment, Reading Units of Study, p. 206 <p>Alternative:</p> <p>Create an infographic</p>
<p style="text-align: center;">Interdisciplinary Connections</p>	
<p>Social Studies: 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally). Activity: Read about advances in science and technology and discuss ways they may address environmental concerns and other issues that arise as communities change over time.</p> <p>Science: K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool. Activity: Read about an environmental issue. Ask questions, make observations and gather information to discuss possible solutions.</p>	
<p style="text-align: center;">Career Readiness, Life Literacies, and Key Skills</p>	

Career Ready Practice: Consider the environmental, social and economic impacts of decisions. 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10). 9.4.2.TL.5: Describe the difference between real and virtual experiences. Activity: Discuss how decisions can positively or negatively impact the environment.

9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. Activity: Discuss an individual's role in helping to protect the environment and potential job choices that would relate to this work.

Computer Science & Design Thinking

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology. Activity: Use digital tools and online resources to explore a science topic. Discuss how technology and research have changed over time.

Unit 6 Readers Can Read about Science Topics to Become Experts May/June

Enduring Understandings

Good readers study a topic with determined focus and flexibly apply nonfiction reading strategies. Readers compare and contrast information they learn about the same topic in different texts. Cross-text work is essential for generating questions about a topic and developing theories.

Goals

- L.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.
 - F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
 - G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
- L.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.
- L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- L.VL.2.2. 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.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - 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).
 - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
 - E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text,

referring explicitly to the text as the basis for the answers.

RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).

RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Reading:

Bend 1: Science Readers Build Up a Base Knowledge on a Topic by Reading Deeply about the Topic

- Identifying strategies for reading to learn
- Previewing helps readers think about subtopics
- Researchers pause to take notes
- Researchers pause to think and jot after a chunk of text
- Beginning a book on a shared topic with book club members to be able to collaborate together and explore a topic
- Science readers deliberate over the cover blurb and table of contents, study the organization of the book, and examine the details of illustrations and the accompanying captions to learn all they can about the book's topic
- Researchers use signal words to identify text structure
- Noticing and using all-about or informational writing not included in the main part of the text and sidebars in order to gain control over all that the book has to offer
- Using sentence starters to build conversations
- Using chunks of text such as section headings and subheadings to gather big ideas of the topic
- Noticing, defining, and using words written in bold print, italics
- Collecting domain-specific words and using them in discussions in book club conversations and during writing workshop while writing about the topic
- Using text features and resources to find places to reread

Core Materials:

Units of Study for Reading
Based on Reading Nonfiction Cover to Cover, page 91 *If...Then...Curriculum*

Supporting Materials & Teacher Resources:

Leveled Bookroom
Classroom Libraries
[Phonological Awareness Instruction Toolkit](#)
Daily Café by Gail Boushey and Joan Moser
When Kids Can't Read by Kyleene Beers
Reading Above the Fray by Julia Lindsay
Shifting the Balance by Burkins and Yates
The Reading Strategies Book by Jennifer Serravallo
A Teacher's Guide to Reading Conferences by Jennifer Serravallo
Teaching Reading in Small Groups by Jennifer Serravallo

such as the table of contents, headings, subheadings, and glossary

Bend 2: Science Readers Compare and Contrast Different Texts on the Same Topic

14. Reading a second book on a topic and bringing all that we know from the first book and thinking “*How is the information in this new book the same or different from the first book?*”
15. Reading a third book on the same topic and doing the same thing—bringing all that we know from the first two books to the third reading
16. Comparing and contrasting texts on the topic of choice
17. Jotting thoughts and articulating thoughts while defending ideas to a small group
18. Jotting thoughts focused on a main idea rather than random facts
19. Jotting ideas from the text related to deep and meaningful questions
20. Science readers talk to each other about their books and build on each other’s ideas
21. Science readers can use sentence starters to help them build on ideas of their group members

Bend 3: We Learn by Asking Questions

22. Applying the scientific method to information learned about a topic: ask a question, formulate a hypothesis, and design an experiment
23. Ask and answer questions in systematic ways using words such as who, what, where, when, why, and how to demonstrate understanding of details in a text
24. Readers make observations, ask questions, voice disagreements, and make additions to what they have read
25. Science readers jot quick notes on Post-its about questions that occur while they read
26. Science readers think about how the information from one text helps them understand information from another text more deeply, and then they ask a question about what they still want to know
27. Science readers reread to find the answers to their questions

Phonics:

Mini-Unit 2: Tackling Troublemakers, Once and for All

1. Playing games to learn tricky troublemaker words, once and for all
 - 1a. Session 1, Extension 1: The Lucky Thirteen
 - 1b. Session 1, Extension 3: Studying “The” Words
2. Play more to learn more troublemaker words
 - 2a. Session 2, Extension 1: Taking an Editing Break to Fix Up Troublemaker Words:
3. Setting small, realistic goals
 - 3a. Session 3, Extension 1: Keep Track of Your Troublemakers
4. Using a Growth Mindset to Learn Even More Troublemaker Words
 - 4a. Session 4, Extension 1: Studying Wh Question Words
 - 4b. Session 4, Extension 2: Troublemakers Hall of Fame
 - 4c. Session 4, Extension 3: Learning a New Pair of Troublemaker Homophones
5. Troublemaker word celebration

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Daily Word Ladders by Timothy Rasinski

Word Journeys by Kathy Ganske

The Megabook of Fluency by Rasinski & Smith

The Artful Read-Aloud by Rebecca Bellingham

Mentor Texts:

What is the World Made Of? All About Solids, Liquids, and Gases

(Let’s-Read-and-Find... Science, Stage 2) by Kathleen Weidner Zoehfeld

Solids, Liquids, And Gases (Rookie Reader) by Ginger Garrett

What is Matter (Rookie Read-About Science) by Don L. Curry

Change it!: Solids, Liquids, Gases and You (Primary Physical Science) by Adrienne Mason and Claudia Davila

In Search of the Fog Zombie: A Mystery About Matter (Summer Camp Science Mysteries) by Lynda Beauregard and Der-Shing Helmer

States of Matter: A Question and Answer Book by Ted Williams and Anne McMullen

Solid, Liquid, or Gas? (Rookie Read-About Science) by Ray Robinson

Solids (States of Matter) by Jim Mezzanotte

All About Matter (Science Builders) by Mari Schuh

Matter (Science All Around Me) by Mir Tamim Ansary

The Scoop About Measuring Matter (My Science Library) by Tracy Nelson Maurer

Various non-fiction texts on a topic of choice for student inquiry
Teacher selected texts

Technology:

Google Classroom

Google Docs

Document camera

Assessments:

Formative:

- Student/ teacher conferences
- Readers Notebooks
- Learning Progressions

Summative:

- Student presentations
- Rubrics

<p><u>Mini-Unit 3: Yes, They Can: Exploring Parts of Speech</u></p> <ol style="list-style-type: none"> 1. Collecting verbs that show how and what <ol style="list-style-type: none"> 1a. Session 1, Extension 1: Using Precise Verbs to Talk in More Expert Ways 1b. Session 1, Extension 3: Adding to Verb Collections during Individual Choice Reading/Literacy Group Instruction 2. Sorting verbs into categories <ol style="list-style-type: none"> 2a. Session 2, Extension 1: Verb Swap Meet 2b. Session 2, Extension 2: Fill in the Blanks 3. Collecting and categorizing nouns <ol style="list-style-type: none"> 3a. Session 3, Extension 1: Using Precise Verbs in Writing 3b. Session 3, Extension 3: Introducing the Mystery Word Zone 4. Collecting and categorizing adjectives <ol style="list-style-type: none"> 4a. Session 4, Extension 1: Kinds of Words Scoreboard 4b. Session 4, Extension 2: Playing “Adjective Tennis” 4c. Session 4, Extension 3: Sentence Sort 5. Growing collections of nouns, verbs, and adjectives with word explosions <ol style="list-style-type: none"> 5a. Session 5, Extension 2: Thinking about What a Word Means 6. Precise nouns, verbs, and adjectives make awesome mind movies <ol style="list-style-type: none"> 6a. Session 6, Extension 1: Guess the Adverb 7. Creating a new alphabet chart <p>High Frequency Words Provide time to practice with partners or in small groups.</p>	<p>Alternative: Create an infographic</p>
<p style="text-align: center;">Interdisciplinary Connections</p>	
<p>Math: 2.DLA.1: Understand that people collect data to answer questions. Understand that data can vary. Activity: Students create a survey about an environmental topic and create survey questions relating to their topic. Students will then survey their peers and create a graph to share their data. survey students within their class. Students will then create a graph and share their findings.</p> <p>Visual and Performing Arts: 1.2.2.Re7b: Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change. Activity: After reading about global issues students will look at artwork that depicts global issues and discuss how it relates to their topic.</p>	
<p style="text-align: center;">Career Readiness, Life Literacies, and Key Skills</p>	
<p>Career Ready Practice: Consider the environmental, social and economic impacts of decisions. 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10). 9.4.2.TL.5: Describe the difference between real and virtual experiences. Activity: Discuss how decisions can positively or negatively impact the environment.</p> <p>9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. Activity: Discuss an individual’s role in helping to protect the environment and potential job choices that would relate to this work.</p>	
<p style="text-align: center;">Computer Science & Design Thinking</p>	

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology. Activity: Use digital tools and online resources to explore a science topic. Discuss how technology and research have changed over time.

2nd GRADE WRITING

Writing Unit 1 Lessons From the Masters: Improving Narrative Writing September/October

Enduring Understandings	
<p>Writers stretch out and magnify small moments.</p> <p>Writers set goals for themselves and name their intention for what they want their reader to feel.</p> <p>Writers understand why authors use particular craft moves and replicate them in their own writing.</p>	
Goals	
<p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <p>A. Write legibly and with sufficient fluency to support composition.</p> <p>L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.</p> <p>B. Capitalize holidays, product names and geographic names.</p> <p>E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.</p> <p>L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>B. Compare formal and informal uses of English.</p> <p>W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.</p> <p>A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.</p> <p>B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.</p> <p>C. Use transitional words to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experience and events.</p> <p>E. Provide a conclusion or sense of closure related to the narrated experiences or events.</p> <p>W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.</p> <p>A. Identify audience and purpose before writing.</p> <p>B. Participate in self-evaluation of written work.</p> <p>C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.</p> <p>W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.</p>	
<p>Writing Teaching Points:</p> <p>Bend 1: Studying the Masters for Inspiration and ideas</p> <p>Narrative Pre Assessment</p> <ol style="list-style-type: none"> 1. Discovering small moments that matter: generating ideas for writing 2. Capturing story ideas: tiny topic notepads 3. Stretching out small moments 4. Writing with detail: Magnifying a small moment 	<p>Core Materials:</p> <p>Units of Study for Writing</p> <p>Unit 1 <i>Lessons from the Masters</i></p> <p>Supporting Materials & Teacher Resources:</p> <p>Leveled Bookroom</p> <p>Classroom Libraries</p>

- 4a. Mid-workshop Teaching Point: Writers use all their senses to add details to their stories
5. Revising with the masters; Crafting powerful endings
- 5a. CG: Thinking of story idea, sketch “twin sentences” say the story aloud, and write it page by page (Day 1)
- 5b. CG: Thinking of story idea, sketch “twin sentences” say the story aloud, and write it page by page (Day 2)
6. Rereading Like Detectives: Making sure writing makes sense and sounds right
7. Working hard: Setting goals and making plans for writing time. Producing at least four to five pages per day, with three or more sentences per page (between twelve and fifteen sentences a day).

Bend 2: Noticing Author’s Craft: Studying Imagery, Tension, and Literary Language in *Owl Moon*

8. Revising with intent
9. Close Reading: Learning writing moves from a text
- 9a. Mid-workshop teaching point: Using repetition to show your big idea
10. Learning to write in powerful ways: trying out craft moves learned from mentor authors
- 10a. Mid-workshop Teaching point: Unearthing a craft move to support a strong bond between characters
11. Learning to write in powerful ways: trying out a second craft move learned from mentor authors
12. Emulating authors in ways that matter; revising in meaningful ways
- 12a. Mid-workshop teaching point: Writers try out craft moves in many parts of many pieces
13. Mining texts for word choice: studying and revising precise and specific language
14. Rereading and quick editing

Bend 3: Study Your Own Authors to Revise

15. Learning craft moves from any mentor text
16. Being Bold: Trying new craft moves
- 16a. Mid-workshop Teaching Point: Transferring craft moves across one’s writing
17. Writers can help each other: Partners offer feedback
18. Editing and preparing for publication
19. CG: Reread work to find mistakes in capitalization, ending punctuation, and spelling
20. CG: Use available resources (sound wall) to correct some of these mistakes
21. CG: Selecting one of their many small moment stories and engage in major revision of that one story. (If finished, they choose yet another story to revise)
22. CG: Correctly capitalize dates and names of people
23. CG: Use ending punctuation in sentences
24. CG: Use commas in dates and to separate single words in a series
25. CG: Nouns
26. CG: Capitalize proper nouns
27. CG: With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary

One to One: The Art of Conferring with Young Writers - Calkins, Hartman, White
Writing Strategies Book
 Jennifer Serravallo
Daily Five
 Gail Boushey & Joan Moser
Patterns of Power: Inviting Young Writers into the Conventions of Language by Jeff Anderson
Teaching Writing in Small Groups by Jennifer Serravallo

Mentor Texts (Instructional Read Aloud):

Chapter book read aloud:

Mercy Watson to the Rescue by Kate diCamillo (This read aloud should be completed before unit 3.)

Or

Gooney Bird Greene (A chapter book read-aloud)

**Owl Moon* by Jane Yolen

**The Leaving Morning* by Angela Johnson
Arthur Writes a Story by Marc Brown

A Chair for My Mother by Ezra Jack Keats

A Letter to Amy by Ezra Jack Keats

The Important Book by Margaret Wise Brown

A Quiet Place by Douglas Wood

Boundless Grace by Mary Hoffman

Chicken Sunday by Patricia Polacco

Daddy Makes the Best Spaghetti by Anna Hines

Everybody Needs a Rock by Byrd Baylor

Fireflies! By Julie Brinkloe

The Bear that Heard Crying by Natalie Kinsey Warnock

Wolf! by Becky Bloom

I Hate to Read by Rita Marshall

The Best Place to Read by Debbie Bertram

If You Were a Writer by Nixon

Into the Sea by Guiberson

Julius, The Baby of the World by Kevin Henkes

Kitchen Dance by Maurie J. Manning

My Rotten Red Headed Older Brother by Patricia Polacco

Pet Show! By Ezra Jack Keats

Peter’s Chair by Ezra Jack Keats

The Recess Queen by Alexis O’Neil

Shortcut by Donald Crews

The Leaving Morning by Angela Johnson

The Other Way to Listen by Byrd Baylor

The Pain and The Great One by Judy Bloom

A Story A Story by Gail E. Haley

Bigmama’s by Donald Crews

Night in the Country by Cynthia Rylant

Miss Tizzy by Libba Moore Gray & Jada Rowland

Click Clack Moo: Cows That Type by Doreen Cronin

My Little Sister Ate One Hare by Bill Grossman

Gooney Bird Greene by Lois Lowry

Let’s Get a Pup! Said Kate by Bob Graham

Teacher selected texts

Technology:

Bend 4: Celebration 28. Celebrate the revisions they have attempted 29. Narrative Post Assessment	Google Classroom Google Docs Document camera Assessment: Formative: <ul style="list-style-type: none"> • Student/teacher conferences • Writing samples • Writers Notebooks • Student Performance Checklists for Writing • Learning Progressions Summative: <ul style="list-style-type: none"> • Student presentations • Student writing portfolios • Standards Based Writing Rubrics • Writing Pathways Performance Assessments • Rubrics Benchmark: <ul style="list-style-type: none"> • Narrative Benchmark Assessment Alternative: Create a timeline for your narrative
Interdisciplinary Connections	
<p>Social Studies: 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). Activity: Flash draft a narrative about an action that was unfair and how this problem was solved.</p> <p>Visual and Performing Arts: 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks. Activity: Study a piece of art and flash draft a story based on the emotion or feeling you had.</p>	
Career Readiness, Life Literacies, and Key Skills	
<p>Career Ready Practice: Plan education and career paths aligned to personal goals. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.2: Create a document using a word processing application. Activity: Students create narrative writing pieces using a digital platform.</p> <p>9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). Activity: Confer with the teacher to determine ways to achieve writing goals for the year. Discuss how goal setting is an important job skill.</p>	
Computer Science & Design Thinking	
<p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. Activity: Use digital tools to make plans for story writing.</p>	

Writing Unit 2 ~
The How-To Guide for Nonfiction Writing
November/December

Enduring Understandings	
<p>Writers gather information about their topic through a variety of ways.</p> <p>Writers grow knowledge by thinking like scientists.</p> <p>Informational writers use mentor texts to emulate an author's ideas or approach.</p>	
Goals	
<p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <p>A. Write legibly and with sufficient fluency to support composition.</p> <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>A. Regular, single-syllable words that include:</p> <p>i. Plurals and possessives (its, it's).</p> <p>L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.</p> <p>C. Supply adjectives in noun phrases to make them more precise or engaging.</p> <p>E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.</p> <p>G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.</p> <p>L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>B. Compare formal and informal uses of English.</p> <p>W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>A. Introduce a topic clearly.</p> <p>B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.</p> <p>C. Provide a conclusion.</p> <p>L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.</p> <p>F. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.</p> <p>A. Identify audience and purpose before writing.</p> <p>B. Participate in self-evaluation of written work.</p> <p>C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.</p> <p>W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.</p> <p>W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.</p> <p>W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.</p>	
<p>Writing Teaching Points:</p> <p>Bend 1: Writing Lots of Nonfiction Books Quickly</p> <p>Information Writing Preassessment</p> <ol style="list-style-type: none"> 1. Launching the big work of nonfiction writing in accessible ways 2. Learning from the experts: Noticing, naming, and trying out craft moves in nonfiction books 3. Nonfiction writers squeeze their brains: Writing long to teacher readers a lot of information 4. Writers set goals and make plans 5. A trip to the editor <p>Bend 2: Writing for an Audience</p> <ol style="list-style-type: none"> 6. Nonfiction writers consider what information their audience wants to know 	<p>Core Materials:</p> <p>Units of Study for Writing</p> <p><i>The How-To Guide for Nonfiction Writing (If..Then Unit book)</i></p> <p>Supporting Materials & Teacher Resources:</p> <p>Leveled Bookroom</p> <p>Classroom Libraries</p> <p><i>One to One: The Art of Conferring with Young Writers</i> - Calkins, Hartman, White</p> <p><i>Writing Strategies Book</i> by Jennifer Serravallo</p> <p><i>Daily Five</i></p> <p>Gail Boushey & Joan Moser</p> <p><i>Patterns of Power: Inviting Young Writers into the Conventions of Language</i> by Jeff Anderson</p>

<ol style="list-style-type: none"> 7. Helping readers picture information 8. Nonfiction writers aim to hook and audience's interest right from the start 9. Writers do more than one thing at a once 10. Clearing up confusion: Answering readers' questions 11. Setting goals to make nonfiction books better 12. Editing nonfiction writing: Fixing up spelling mistakes for readers 13. Fancying up nonfiction books for an audience <p>Bend 3: Writing Nonfiction Books of All Kinds</p> <ol style="list-style-type: none"> 14. Writing nonfiction books of all kinds 15. Leaning on authors as mentors 16. Writers use reminders to craft new books 17. Partners lend a hand: Offering feedback from one nonfiction writer to another 18. CG: Use apostrophes to create possessives 19. CG: Plural nouns and irregular plural nouns 20. CG: Supply adjectives in noun phrases to make them more precise or engaging 21. CG: Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses 22. CG: Use apostrophes when writing contractions 23. CG: Punctuate dates and abbreviations 24. CG: Punctuate initials, important words in a title 25. CG: Punctuate items in a list 26. Holding a learning expo 	<p><i>Teaching Writing in Small Groups</i> by Jennifer Serravallo</p> <p>Mentor Texts: <i>Apples</i> by Gail Gibbons <i>Cats</i> by Gail Gibbons <i>From Seed to Plant</i> by Gail Gibbons <i>The Pumpkin Book</i> by Gail Gibbons <i>Olivia's Birds Saving the Gulf</i> by Olivia Boulter <i>The Cheetah Fast as Lightning</i> by Philippe Dupont <i>How to Be a Friend: A Guide to Making Friends and Keeping Them</i> by Laurie Krasny Brown & Marc Brown <i>Have You Seen Bugs?</i> by Oppenheim Aillaud <i>The Snowy Day</i> by Ezra Jack Keats <i>The Butterfly</i> by Anna Milbourne <i>Caterpillar to Butterfly</i> by Gilda Berger Melvin <i>Recess at 20 Below</i> by Cindy Lou <i>Let's Go Rock Collecting</i> by Roma Gans Teacher selected texts</p> <p>Technology: Google Classroom Google Docs Document camera</p> <p>Assessment: Formative:</p> <ul style="list-style-type: none"> • Student/teacher conferences • Writing samples • Writers Notebooks • Student Performance Checklists for Writing • Learning Progressions <p>Summative:</p> <ul style="list-style-type: none"> • Student presentations • Student writing portfolios • Standards Based Writing Rubrics • Writing Pathways Performance Assessments • Rubrics <p>Benchmark:</p> <ul style="list-style-type: none"> • Information writing benchmark assessment <p>Alternative: Create an infographic</p>
Interdisciplinary Connections	
<p>Social Studies: 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States. Activity: Flash draft an information piece about an environmental issue experienced in NJ.</p> <p>Science: 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats. Activity: Flash draft an informational piece about topics related to plants and animals and their habitats.</p>	
Career Readiness, Life Literacies, and Key Skills	
<p>Career Ready Practice: Work productively in teams while using cultural/global competence. 9.4.2.TL.2: Create a document using a word processing application. 9.4.2.IML.1: Identify a simple search term to find information in a</p>	

search engine or digital resource. 9.4.2.TL.5: Describe the difference between real and virtual experiences. Activity: Discuss strategies that help individuals research topics.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Activity: Discuss ways in which research strategies help an individual achieve academic and career success.

Computer Science & Design Thinking

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. Activity: Use digital tools to explore a nonfiction topic.

Writing Unit 3 ~ Writing About Reading January/February

Enduring Understandings

Writers write about their reading by closely evaluating their books and keeping their audience in mind.
Writers raise the level of their opinion writing through deeper analysis of texts and the use of more sophisticated elaborative techniques.

Goals

- L.WF.2.1. Demonstrate command of the conventions of writing.
 - A. Write legibly and with sufficient fluency to support composition.
 - B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:
 - i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck
 - ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
- L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
 - A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
 - E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
 - G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.
- L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
 - B. Compare formal and informal uses of English.
- W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.
 - A. Introduce an opinion.
 - B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Provide a conclusion.
- W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
 - A. Identify audience and purpose before writing.
 - B. Participate in self-evaluation of written work.
 - C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Writing Teaching Points:

Bend 1: Letter Writing: A Glorious Tradition

1. Writing letters to share ideas about characters
2. Getting energy for writing by talking
3. Writers generate more letters: developing new opinions by looking at pictures

Core Materials:

Units of Study for Writing
Writing About Reading, Book 3

Supporting Materials & Teacher Resources:

Leveled Bookroom

<p>4. Writers make their letters about books even better by retelling important parts</p> <p>5. Keeping the audience in mind</p> <p>6. Using a checklist to set goals for ourselves as writers</p> <p>6a. CG: Writers note what to include in a persuasive book (and restaurant) review</p> <p>6b. CG: Students notice (and later use) transitions and phrases reviewers use to state opinions and persuade others</p> <p>Bend 2: Raising the Level of Our Letter Writing</p> <p>7. Writing about more than one part of a book</p> <p>7a. CG: Writers plan, research, and rehearse their opinions to make their reviews more persuasive</p> <p>8. Reading closely to generate more writing</p> <p>9. Gathering more evidence to support each of our opinions</p> <p>10. Why is the author using a capital here?</p> <p>10a. CG: Elaborating using reasons for their opinions</p> <p>10b. CG: Using quotes from the books in their reviews</p> <p>11. Publishing our opinions for all to read</p> <p>Bend 3: Writing Nominations and Awarding Favorite Books</p> <p>11a. CG: Writers craft endings in which the reader is reminded of their opinion</p> <p>12. And the nominees are...</p> <p>13. Prove it! Adding Quotes to Support Opinions</p> <p>14. Good. Better. Best. Using micro progressions as a tool for improving writing</p> <p>15. Giving readers signposts and rest stops</p> <p>16. Writing introductions and conclusions to captivate</p> <p>17. Using a checklist to set “writerly” goals</p> <p>17a. CG: Writing reviews in an organized way by paying attention to the structure they planned</p> <p>17b. CG: Using voice and the special language of reviewers</p> <p>18. Keeping the elaboration going</p> <p>19. CG: Punctuate greetings and closings</p> <p>20. Awarding our favorites: A Book Fair Celebration</p>	<p>Classroom Libraries</p> <p><i>One to One: The Art of Conferring with Young Writers</i> - Calkins, Hartman, White</p> <p><i>Writing Strategies Book</i></p> <p>Jennifer Serravallo</p> <p><i>Daily Five</i></p> <p>Gail Boushey & Joan Moser</p> <p><i>Patterns of Power: Inviting Young Writers into the Conventions of Language</i> by Jeff Anderson</p> <p><i>Teaching Writing in Small Groups</i> by Jennifer Serravallo</p> <p>Mentor Texts:</p> <p>Chapter book read aloud: <i>Mercy Watson to the Rescue</i> by Kate diCamillo (Book should be read aloud previous to beginning unit, if possible.)</p> <p><i>Frankly, Frannie Check, Please!</i> by AJ Stern</p> <p><i>Click, Clack, Moo</i> by Doreen Cronin</p> <p><i>I Wanna Iguana</i> by Karen Orloff</p> <p><i>Henry and Mudge</i> by Cynthia Rylant</p> <p><i>Harry the Dirty Dog</i> by Gene Zion</p> <p><i>I Wanna New Room</i> by Karen Orloff</p> <p><i>Don't Let the Pigeon Drive the Bus!</i> by Mo Willems</p> <p><i>Don't Let the Pigeon Stay Up Late!</i> by Mo Willems</p> <p><i>Pinky and Rex</i> by James Howe</p> <p><i>Ruby the Copycat</i> by Peggy Rathmann</p> <p><i>Dear Mrs. LaRue: Letters from Obedience School</i> by Mark Teague</p> <p><i>Earrings</i> by Judith Viorst</p> <p><i>The Day the Crayons Quit</i> by Drew Daywalt</p> <p><i>Should We Have Pets?: A Persuasive Text</i> by Sylvia Lollis</p> <p><i>One Word from Sophia</i> by Jim Averbeck and Yasmeen Ismail</p> <p><i>The Perfect Pet</i> by Margie Palatini</p> <p>Book reviews</p> <p>Restaurant Reviews</p> <p>Technology:</p> <p>Google Classroom</p> <p>Google Docs</p> <p>Document camera</p> <p>Assessment:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Student/teacher conferences • Writing samples • Writers Notebooks • Student Performance Checklists for Writing • Learning Progressions <p>Summative:</p> <ul style="list-style-type: none"> • Student presentations • Student writing portfolios • Standards Based Writing Rubrics • Writing Pathways Performance Assessments • Rubrics <p>Alternative:</p>
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	Create a timeline
Interdisciplinary Connections	
<p>Social Studies: 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). Activity: Flash draft a letter about your book and explain why it is important to understand the author's perspective and message.</p> <p>Visual and Performing Arts: 1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages, environments, and ideas relate to everyday and cultural life, such as daily activities, popular media, and connections with family and friends. Activity: Critique a piece of art and discuss how it is similar to writing about reading.</p>	
Career Readiness, Life Literacies, and Key Skills	
<p>Career Ready Practice: Model integrity, ethical leadership and effective management. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2). Activity: Discuss the importance of conventions, word choice, and organization in writing in order to effectively communicate ideas. Students will watch videos of various authors reading to hear word choice, tone, and mood.</p> <p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. Activity: Discuss why it is important for writers to communicate ideas clearly.</p>	
Computer Science & Design Thinking	
<p>8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology. Activity: Explain how individuals use technology to write and share books with others.</p>	

**Writing Unit 4 ~
Poetry: Powerful Thoughts in Tiny Packages
February/March**

Enduring Understandings
<p>Poetry elicits feelings through the reading of poems aloud, in groups, with partners and alone. Poets choose precise words, specific structures, and use repetition to convey feelings and mood.</p>
Goals
<p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <ul style="list-style-type: none"> A. Write legibly and with sufficient fluency to support composition. B. Write the most common graphemes (letters or letter groups) for each phoneme, for example: <ul style="list-style-type: none"> i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh. <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <ul style="list-style-type: none"> A. Regular, single-syllable words that include: <ul style="list-style-type: none"> v. Contractions (we'll; I'm; they've; don't). vii. Plurals and possessives (its, it's). <p>L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <ul style="list-style-type: none"> A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary. C. Supply adjectives in noun phrases to make them more precise or engaging. F. Use an apostrophe to form contractions and frequently occurring possessives.

- L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
 - B. Compare formal and informal uses of English.
- L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
 - C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- A. Identify audience and purpose before writing.
 - B. Participate in self-evaluation of written work.
 - C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Writing Teaching Points:

Bend 1: Seeing with a Poet's Eyes

- 1. Listening for line breaks
- 1a. Mid workshop teaching point: Writing a poem several different ways
- 2. Putting powerful thoughts in tiny packages
- 3. Poets find poems in the strong feelings and concrete details of life
- 4. Editing poetry
- 4a. Mid workshop teaching point: Tackling tricky vowels

Bend 2: Delving Deeper: Experimenting with Language and Sound to Create Meaning

- 5. Searching for honest, precise words: language matters
- 5a. Mid workshop teaching point: Replacing vague words with precise words: creating a class poetry wall
- 6. Patterning through repetition
- 6a. Mid workshop teaching point: Exploring sounds and meanings
- 7. Poems are moody
- 8. Using comparisons to clarify feelings and ideas
- 8a. Mid workshop teaching point: Capturing big feelings with figurative language
- 9. Stretching out a comparison

Bend 3: Trying Structures on for Size

- 10. Studying structure
- 11. Studying a mentor text with a poet's eyes
- 12. Matching structures to feelings
- 12a. Mid workshop teaching point: getting yourself out of a rut
- 13. Playing with point of view
- 13a. Mid workshop teaching point: introducing a new point of view: Poems of address
- 14. Revising poems: Replacing feeling words with word pictures
- 14a. Mid workshop teaching point: Sketching first to show feelings
- 15. Editing poems: Reading aloud to find trouble spots
- 15a. Mid workshop teaching point: Placing capitals
- 16. Use an apostrophe to form contractions and

Core Materials:

Units of Study for Writing

Unit 4: *Poetry Big Thoughts in Small Packages*

Supporting Materials & Teacher Resources:

Leveled Bookroom

Classroom Libraries

One to One: The Art of Conferring with Young Writers - Calkins, Hartman, White

Writing Strategies Book

Jennifer Serravallo

Daily Five

Gail Boushey & Joan Moser

Patterns of Power: Inviting Young Writers into the Conventions of Language by Jeff Anderson

Teaching Writing in Small Groups by Jennifer Serravallo

Mentor Texts:

Old Elm Speaks Tree Poems by Kristine

O'Connell George

"Pencil Sharpener" by Zoe Ryder White

"Ceiling" by Zoe Ryder White

"Aquarium" by Valerie Worth

"Between Two Tires" by Kristine O'Connell

"Valentine for Ernest Mann" (excerpt) by Naomi

Shabib Nye

"Fly Fishing in the Crystal River" by Kristin

O'Connell George

"Maples in October" by Amy Ludwig

VanDerwater

"Destiny" by Kristine O'Connell

"Lullaby" by Kristine O'Connell

"Inside My Heart" by Zoe Ryder White

And other poems selected by the teacher

Technology:

Google Classrooms

Google Docs

Document camera

<p>frequently occurring possessives</p> <p>17. Presenting poems to the world: An author's celebration</p>	<p>Assessment:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Student/teacher conferences • Writing samples • Writers Notebooks • Student Performance Checklists for Writing • Learning Progressions <p>Summative:</p> <ul style="list-style-type: none"> • Student presentations • Student writing portfolios • Standards Based Writing Rubrics • Writing Pathways Performance Assessments • Rubrics <p>Alternative:</p> <p>Create a poster</p>
<p>Interdisciplinary Connections</p>	
<p>Social Studies: 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. Activity: Flash draft a poem about a historical symbol, monument, or holiday and how it affects the American Identity.</p> <p>Science: 2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area. Activity: Flash draft a poem about an object using notes from an investigation regarding its observable properties.</p>	
<p>Career Readiness, Life Literacies, and Key Skills</p>	
<p>Career Ready Practice: Use technology to enhance productivity, increase collaboration, and communicate effectively. 9.4.2.DC.1: Explain differences between ownership and sharing of information. 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1). Activity: Discuss the elements of poetry needed in order for a writer to communicate ideas clearly.</p> <p>9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. Activity: Identify different kinds of writing and the purpose for each. Discuss how poetry can communicate ideas and feelings and how communication is an important job skill.</p>	
<p>Computer Science & Design Thinking</p>	
<p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. Activity: Use navigation skills in a virtual environment to learn more about topics for poetry writing.</p>	

Writing Unit 5 ~
Opinion Writing Using Persuasive Reviews
April

Enduring Understandings:	
<p>Writers progress from writing opinions that are purely personal to ones that are more persuasive and more universal. Writers persuade others to believe what they believe and take action as a result of their writing. Writers discover that they have a voice and that writing can be a great vehicle for sharing what they think with others.</p>	
Goals	
<p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <ul style="list-style-type: none"> A. Write legibly and with sufficient fluency to support composition. B. Write the most common graphemes (letters or letter groups) for each phoneme, for example: <ul style="list-style-type: none"> i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh. <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <ul style="list-style-type: none"> A. Regular, single-syllable words that include: <ul style="list-style-type: none"> i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge). ii. Complex consonant blends (scr, str, squ). <p>L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. B. Compare formal and informal uses of English. <p>W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.</p> <ul style="list-style-type: none"> A. Introduce an opinion. B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. C. Provide a conclusion. <p>L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <ul style="list-style-type: none"> G. With assistance, link sentences into a simple, cohesive paragraph with a main idea. <p>W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.</p> <ul style="list-style-type: none"> A. Identify audience and purpose before writing. B. Participate in self-evaluation of written work. C. With feedback and digital or print tools such as a primary dictionary, find and correct errors. <p>W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.</p>	
<p>Writing Teaching Points:</p> <p>Bend 1: Get Kids Started Writing Lots and Lots of Reviews and Living Differently Because They Are Critics</p> <p>Opinion writing preassessment</p> <ol style="list-style-type: none"> 1. Involve students in the process of gathering mentor texts - then immerse them in reading persuasive reviews and noticing characteristics of the genre 2. Create a shared experience so that students can practice coming up with, and then supporting, an opinion when faced with a differing opinion 3. Go! Remind students of sources for review ideas, and then get started! 4. Live life as a reviewer: teach students to be aware of their opinions and on the lookout for facts to support them 5. Go back to basics: teach students to organize and plan opinion writing, angling their reviews toward their audience <p>Bend 2: Make Reviews More Persuasive: Add Details and More Specific Language and Use Mentor Texts</p> <ol style="list-style-type: none"> 6. Plan a guided inquiry that allows students to examine and notice features of persuasive reviews 	<p>Core Materials:</p> <p>Units of Study for Writing Writing Persuasive Reviews, <i>If...Then Curriculum</i>, p. 52</p> <p>Supporting Materials & Teacher Resources:</p> <p>Leveled Bookroom Classroom Libraries <i>One to One: The Art of Conferring with Young Writers</i> - Calkins, Hartman, White <i>Writing Strategies Book</i> Jennifer Serravallo <i>Daily Five</i> Gail Boushey & Joan Moser <i>Patterns of Power: Inviting Young Writers into the Conventions of Language</i> by Jeff Anderson <i>Teaching Writing in Small Groups</i> by Jennifer Serravallo</p> <p>Mentor Texts:</p> <p>Chapter book read aloud: <u><i>Mercy Watson to the Rescue</i></u> by Kate diCamillo (Book should be read aloud previous to beginning unit, if possible.)</p>

<ol style="list-style-type: none"> 7. Encourage students to come up with relevant details by using their senses and studying artifacts and mentor texts 8. Introduce sticky notes as a tool to support revision work 9. Teach students to elaborate by using thought prompts, choosing relevant details, and including small moments 10. Teach children that review writers have a logical, organizing structure to their writing 11. Teach students to consider the audience when doing revision work 12. Push your students to even higher levels: teach counterargument and introduce lined paper <p>Bend 3: Get Ready To Share Your Reviews With The World</p> <ol style="list-style-type: none"> 13. Guide students as they select a persuasive review to publish. Which idea do they want to get out into the world? Which piece of writing can benefit from revision? 14. Teach students to revise with the lens of making their writing as persuasive as it can be 15. Revise with spelling in mind: Edit for position-based patterns (ch, -tch; k, -ck; -ge, -dge). 16. Revise with spelling in mind: Edit for complex consonant blends (scr, str, squ). 17. Teach strategies for making writing readable. Teachers can't be persuaded if they can't read what you have to say 18. With assistance, link sentences into a simple, cohesive paragraph with a main idea 19. Publish the reviews 20. Share reviews and collect feedback; building and linking to the comments of others 21. Opinion post assessment 	<p><u>Frankly, Frannie Check, Please!</u> by AJ Stern <u>Click, Clack, Moo</u> by Doreen Cronin <u>I Wanna Iguana</u> by Karen Orloff <u>Henry and Mudge</u> by Cynthia Rylant <u>Harry the Dirty Dog</u> by Gene Zion <u>I Wanna New Room</u> by Karen Orloff <u>Don't Let the Pigeon Drive the Bus!</u> by Mo Willems <u>Don't Let the Pigeon Stay Up Late!</u> by Mo Willems <u>Pinky and Rex</u> by James Howe <u>Ruby the Copycat</u> by Peggy Rathmann <u>Dear Mrs. LaRue: Letters from Obedience School</u> by Mark Teague <u>Earrings</u> by Judith Viorst <u>The Day the Crayons Quit</u> by Drew Daywalt <u>Should We Have Pets?: A Persuasive Text</u> by Sylvia Lollis <u>One Word from Sophia</u> by Jim Averbeck and Yasmeen Ismail <u>The Perfect Pet</u> by Margie Palatini</p> <p>Book reviews Restaurant Reviews</p> <p>Technology: Google Classroom Google Docs Document camera</p> <p>Assessment: Formative:</p> <ul style="list-style-type: none"> • Student/teacher conferences • Writing samples • Writers Notebooks • Student Performance Checklists for Writing • Learning Progressions <p>Summative:</p> <ul style="list-style-type: none"> • Student presentations • Student writing portfolios • Standards Based Writing Rubrics • Writing Pathways Performance Assessments • Rubrics <p>Benchmark:</p> <ul style="list-style-type: none"> • Opinion writing benchmark assessment <p>Alternative: Present opposite points of view</p>
Interdisciplinary Connections	
<p>Social Studies: 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities. Activity: Students will research a good and flash draft a review on the product.</p>	

Visual and Performing Arts: 1.2.2.Cn10b: Share and discuss experiences of media artworks, describing their meaning and purpose. Activity: Students will compare two pieces of an artist's work and flash draft an argument as to why one is better than the other.

Career Readiness, Life Literacies, and Key Skills

Career Ready Practice: Use technology to enhance productivity, increase collaboration, and communicate effectively.
9.4.2.DC.2: Explain the importance of respecting the digital content of others. **9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.** **9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).** Activity: Discuss strategies writers use to write persuasively.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Activity: Discuss ways in which persuasive writing and techniques are used in everyday life.

Computer Science & Design Thinking

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide. Activity: Discuss how technology helps individuals read reviews and find books or other products of interest.

Writing Unit 6 Informational Writing: Lab Reports and Science Books May/June

Enduring Understandings

Writers gather information about their topic through a variety of ways.
 Writers grow knowledge by thinking like scientists.
 Writers know that it is important in informational writing to use mentor texts to emulate an author's ideas or approach.

Goals

- L.WF.2.1. Demonstrate command of the conventions of writing.
- A. Write legibly and with sufficient fluency to support composition.
 - B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:
 - i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck
 - ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
- L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
- A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
 - B. Capitalize holidays, product names and geographic names.
 - E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
 - F. Use an apostrophe to form contractions and frequently occurring possessives.
 - G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.
- W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.
- A. Introduce a topic clearly.
 - B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Provide a conclusion.
- L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
 - B. Compare formal and informal uses of English.
- W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- A. Identify audience and purpose before writing.

<p>B. Participate in self-evaluation of written work.</p> <p>C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.</p> <p>W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.</p> <p>W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.</p> <p>W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.</p>	
<p>Writing Teaching Points:</p> <p>Bend 1: Writing as Scientists Do</p> <ol style="list-style-type: none"> 1. Learning to write about science—writers write in a certain way--- in a lab report format 2. Studying a mentor text: Procedural writing 3. New wonderings, new experiments 3a. Mid-workshop teaching: Coaching partners to help each other 4. Authors share scientific ideas/conclusions 4a. Mid-workshop teaching: Using revision materials and writing partnerships to bring revision work to life 5. Scientists learn from other sources as well as from experiments 6. Student self-assessment and plans 6a. Writers produce a page or more of writing every day, the amount that would fill a piece of notebook paper. They write an entry or two in class each day, each a page or more in length, and, at times, an additional entry at home. Remain engaged for forty minutes <p>Bend 2: Writing to Teach Others about Our Discoveries</p> <ol style="list-style-type: none"> 7. Remember all you know about science and about scientific writing for new experiments 7a. Mid-workshop teaching: Using tables to organize information 8. Studying a mentor text: the “results” page 9. Comparing results and reading more expert materials to consider new questions 10. Designing and writing a new experiment 10a. CG: Writers make significant large-scale changes and then write a second draft outside of the notebook 10b. Writers use a small repertoire of revision strategies and knows that there are ways that revision can pay off (i.e., revising beginnings, revising endings, key parts, rethinking audience, topic, etc.) 10c. Mid-workshop teaching: Using labels and titles to highlight important information 11. Editing: Domain specific language <p>Bend 3: Writing about Matter in Information books</p> <ol style="list-style-type: none"> 12. Drawing on all we know to rehearse and plan information books 13. Tapping information know-how for drafting 14. Studying mentor texts: Integrating scientific information 14a. Mid-workshop teaching: Adding in definitions and tantalizing readers with science 15. Using comparisons to teach readers 16. Showing hidden words with science writing 17. Introductions and conclusions: Addressing an 	<p>Core Materials:</p> <p>Units of Study for Writing</p> <p>Unit 2: <i>Lab Reports and Science Books</i></p> <p>Supporting Materials & Teacher Resources:</p> <p>Leveled Bookroom</p> <p>Classroom Libraries</p> <p><i>One to One: The Art of Conferring with Young Writers</i> - Calkins, Hartman, White</p> <p><i>Writing Strategies Book</i></p> <p>Jennifer Serravallo</p> <p><i>Daily Five</i></p> <p>Gail Boushey & Joan Moser</p> <p><i>Patterns of Power: Inviting Young Writers into the Conventions of Language</i> by Jeff Anderson</p> <p><i>Teaching Writing in Small Groups</i> by Jennifer Serravallo</p> <p>Mentor Texts:</p> <p><u><i>What Is Matter?</i></u> by Lola M. Schaefer</p> <p><u><i>Liquids and Gases</i></u> by Erin Ash Sullivan</p> <p><u><i>Discover Gases</i></u> by Barbara Bannon</p> <p><u><i>Discover Liquids</i></u> by Barbara Bannon</p> <p><u><i>Discover Solids</i></u> by Barbara Bannon</p> <p><u><i>Measuring Matter: Solids, Liquids, and Gases</i></u> by Rebecca Matos</p> <p><u><i>Matter is Everywhere: Solids, Liquids and Gases</i></u> by Rebecca Matos</p> <p><u><i>This is Matter: Solids, Liquids, and Gases</i></u> by Rebecca Matos</p> <p><u><i>Does it Sink or Float</i></u> by Susan Hughes</p> <p><u><i>Engineers Solve Problems</i></u> by Reagan Miller and Crystal Sikkens</p> <p><u><i>Changing Materials</i></u> by Chris Oxlade</p> <p>Teacher selected texts</p> <p>Technology:</p> <p>Google Classroom</p> <p>Google Docs</p> <p>Document camera</p> <p>Assessment:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Student/teacher conferences • Writing samples • Writers Notebooks • Student Performance Checklists for Writing • Learning Progressions

<p>audience</p> <p>18. Editing: Aligning expectations to the informational writing checklists</p> <p>18a. Mid-workshop teaching: using a variety of strategies to spell tricky words correctly</p> <p>18b. Writers edit work for punctuation, and language usage. They draft correctly capitalizing proper nouns, using apostrophes for contractions and possessives, and employ correct end punctuation.</p> <p>18c. 2nd Grade writers begin to edit for correct comma usage in addresses as well as correct capitalization of titles</p> <p>19. Celebrating: Writing and Science Exhibition</p>	<p>Summative:</p> <ul style="list-style-type: none"> • Student presentations • Student writing portfolios • Standards Based Writing Rubrics • Writing Pathways Performance Assessments • Rubrics <p>Alternative:</p> <p>Make an ABC book</p>
Interdisciplinary Connections	
<p>Social Studies: 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). Activity: Outline the steps one can take to address an environmental concern (e.g., steps for recycling).</p> <p>Science: 2-PS1-4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. Activity: Compose an argument with evidence to explain changes caused by heating or cooling and why some can be reversed and some cannot.</p>	
Career Readiness, Life Literacies, and Key Skills	
<p>Career Ready Practice: Work productively in teams while using cultural/global competence. 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).</p> <p>9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). Activity: Discuss ways an individual can investigate a problem.</p> <p>9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. Activity: Discuss the research collected regarding individuals in a community who can work together to identify problems and solve them. Identify the jobs required to implement the solution.</p>	
Computer Science & Design Thinking	
<p>8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats. Activity: Enter scientific findings into a spreadsheet.</p>	