



PISCATAWAY TOWNSHIP SCHOOLS

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Grade 2 English Language Arts

Content Area: Readers Workshop

Grade Span: Grade 2

Revised by:

Presented by:

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COURSE OVERVIEW

Description		
<p>Teachers College Reading and Writing Project is a research based curriculum that is aligned with the Common Core State Standards. It is a workshop model which allows teachers to meet standards while providing students the time and support needed to grow into fluent readers and writers. Within the workshop structure, teachers are able to address both the whole group’s needs as well as differentiating for the needs of small groups and individuals.</p>		
Goals		
<p>The goal of workshop is to prepare students for any reading and writing task they may face or set themselves, to turn them into life-long, confident readers and writers who display independence in their future endeavors. Students will reach these goals while working with titles that support the Holocaust/Amistad/LGBTQ Crosswalk.</p>		
Scope and Sequence		
Unit	Topic	Length
Unit 1	Second Grade Reading Growth Spurt	17 sessions
Curricular Calendar	Growing Word Solving Muscles	10 sessions
Unit 2	Becoming Experts	18 sessions
Curricular Calendar	Accelerating Readers’ Growth in Longer Fiction Books	18 sessions
Unit 3	Bigger Books Mean Amping Up Reading Power	17 sessions
If... Then...Unit	Reading Nonfiction Cover to Cover: Nonfiction Book Clubs	approx. 22 sessions
Unit 4	Series Book Clubs	18 sessions
Resources		
<p>Core Text: <i>The Reading and Writing Units of Study</i> (by Lucy Calkins and Colleagues from Teachers College Reading and Writing Project)</p>		
<p>Suggested Resources: Grade-level reading and writing units and mentor texts, User Guides, Grade-level Google Drive, Heinemann online resources (that correspond with each unit), The Reading and Writing Project website</p>		
<p>Additional read aloud resources that support the Holocaust/Amistad/LGBTQ Crosswalk:</p> <ul style="list-style-type: none"> • <i>Lola Levine is Not Mean!</i> By Monica Brown • <i>Spaghetti in a Hot Dog Bun: Having the Courage to be Who You Are</i> by Maria Dismondy • <i>Family is a Family, is a Family</i> by Sara O’Leary • <i>Speak Up</i> by Miranda Paul • <i>Sulwe</i> by Lupita Nyong’o • <i>The Honest-to-Goodness Truth</i> by Patricia McKissack • <i>I Am Every Good Thing</i> by Derrick D. Barnes 		

ALL UNITS: INSTRUCTIONAL FOCUS

Summary and Rationale	
Teachers College Reading and Writing Project is a research based curriculum that supports the students' individual needs in becoming independent readers and writers.	
New Jersey Student Learning Standards	
NJSLS – Reading, Writing, Speaking and Listening, Language (key standards)	
Standard: Reading	
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus,

	icons) to locate key facts or information in a text.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
Standard: Writing	
W.K.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
W.2.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.

Standard: Speaking and Listening	
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.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.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.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.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Standard: Language	
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

UNIT 1: Second-Grade Reading Growth Spurt

Summary and Rationale	
<p><i>Second-Grade Reading Growth Spurt</i> bridges the gap between the end of first grade and the beginning of second grade. Much of your students' reading work in first grade was centered on learning how to read, whereas now their increasing automaticity with words allows them to move forward to the more grown-up work of thinking about their books more deeply. It is an exciting time for children as readers as they make this transition, and this unit aims to help them start this work.</p>	
Recommended Pacing	
<p>Bend I: Taking Charge of Reading - The goal of this bend is to simultaneously remind children of all they know to do as readers while inviting them to be responsible for their behaviors and habits. New second grade concepts, such as instilling the ability to synthesize a plethora of important reading habits, will be a priority in this bend. (6 sessions)</p>	
<p>Bend II: Working Hard to Solve Tricky Words - The goal of this bend is to teach readers new strategies for accurate word-solving, quickly and independently. (6 sessions)</p>	
<p>Bend III: Paying Close Attention to Authors - The goal of this bend is to focus on reading and writing connections, noticing author's craft, and all parts of the story 'clicking together'. (5 sessions)</p>	
New Jersey Student Learning Standards	
Standard: Reading	
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
Standard: Writing	
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Standard: Speaking and Listening	
SL.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)
SL.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.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Standard: Language	
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Point of view is relative • Growth comes with precision and practice • Reading allows for discovery 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How do readers build strong read habits? What are the habits of a proficient reader? • How do readers build stamina and meaning in their reading? • Why do people read? 	
Objectives	

Students will know how to take charge of their reading, how to work hard to solve tricky words, and how to pay close attention to authors.

Students will be able to:

- choose how to read.
- take a sneak peek to decide how a book wants to be read.
- get stronger by reading a lot.
- read in longer phrases, scooping up snap words.
- keep tabs on comprehension.
- mark their thinking with a post-it.
- roll up their sleeves to figure out tricky words, drawing on everything they know.
- use more than one strategy at a time: figuring out what makes sense and checking the first letters.
- read some beginnings and endings in a snap.
- be flexible when they encounter vowel teams in tricky words.
- figure out brand-new words using strategies
- check themselves and their reading.
- pay close attention to author’s intentions.
- notice craft moves.
- think about how the whole books clicks together, noticing masterful writing.
- think, “What does the author want to teach me?”
- celebrate how much they have grown as readers.

Resources

Core Text:

- Unit 1: *Second-Grade Reading Growth Spurt*

Core Mentor Texts:

- *Those Darn Squirrels* by Adam Rubin
- *Katie Woo Has the Flu* Fran Manushkin
- *Mercy Watson to the Rescue* by Chris Van Dusen

Additional Read Aloud Resources that Support the Holocaust/Amistad/LGBTQ Crosswalk:

- *The Honest-to-Goodness Truth* by Patricia McKissack

Suggested Resources:

Anchor Charts:

- Readers Grow Like Beanstalks!
- When Words are Tricky, Roll Up Your Sleeves!
- Authors Have Intentions – So Pay Attention!

Read Aloud Post-It Notes

- *Those Darn Squirrels* by Adam Rubin

CURRICULAR CALENDAR: Growing Word Solving Muscles

Summary and Rationale	
<p><i>Growing Word Solving Muscles</i> supports remembering and activating word-solving skills. This unit is designed to help second graders shore up their word-solving muscles early in the year to be able to move through the reading process smoothly and can focus on the trickier comprehension work that is expected of them at these reading levels. All of this work requires students to be able to fix up at the point of error quickly, and continue reading. Students will monitor for accuracy, noticing trouble, drawing on known word-solving strategies, and become more flexible and efficient readers.</p>	
Recommended Pacing	
<p>Bend I: Readers Work Hard to Get the Job Done - The goal of this bend is to focus on using meaning to problem-solve, specifically by envisioning. Readers will create mental pictures in order to track what is happening across the story in order to hold onto meaning. : (approximately one week)</p>	
<p>Bend II: Grow Muscles by Using Everything You Know to Solve Tricky Words - The goal of this bend is to build the repertoire of ways readers have learned to solve tricky words. These sessions are aimed at helping readers practice and integrate strategies for searching and cross-checking meaning, syntax, and visual sources of information to solve and check words. (approximately one week)</p>	
New Jersey Student Learning Standards	
Standard: Reading	
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
Standard: Language	
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Instructional Focus

Unit Enduring Understandings

- Envisioning to keep track of storylines
- Independence in monitoring and self-correcting
- Activating visual reading muscles will assist with cross-checking

Unit Essential Questions

- How can I be the kind of reader who remembers to check my reading, stop when there is trouble, and fix it up, using everything I know to solve words?
- How can I be the kind of reader who notices trouble and rolls up my sleeves to fix it up?
- How can I be the kind of reader who is flexible with my word solving strategies, trying one, and then another, until I figure out the word?

Objectives

Students will know that readers work hard to get the job done and that readers grow muscles by using everything they know to solve tricky words.

Students will be able to:

- describe what they are envisioning while reading.
- do SOMETHING to solve tricky words.
- put the pieces of the book together.
- self-assess while reading.
- use word-solving skills quickly and keep reading as not to lose meaning.
- reread to build new sight words in their repertoire.
- predict what word comes next.
- break up multisyllabic words.
- work with different vowel sounds.
- use words they already know to assist with words they don't know.

Resources

Core Text:

- Curricular Calendar: *Growing Word Solving Muscles*

Core Mentor Texts:

- *Jabari Jumps* by Gaia Cornwall
- *Stray Dog* poem
- *Henry and Mudge and the Careful Cousins* by Cynthia Rylant

Suggested Resources:

- Anchor Charts:
- Readers Can Grow Word Solving Muscles!

- Do a Triple Check!
- Readers Make a Movie to Picture...
- Ways to Sound Like a Reading Star!
- Tools for Solving and Checking Hard Words

UNIT 2: Becoming Experts

Summary and Rationale	
<p><i>Becoming Experts</i> is the first nonfiction unit of Second Grade. In this unit, student goals include growing knowledge as they pay attention to details by putting parts of text together and questioning texts. Furthermore students will work on developing their lexicon and vocabulary by reading and using topic-related keywords. Finally, students will bridge the gaps between several books across the same topic; connecting, comparing, and contrasting information across that given topic.</p>	
Recommended Pacing	
<p>Bend I: Thinking Hard and Growing Knowledge - The goal of this bend is to set readers up for noticing, learning from, and questioning texts, both traditional and nontraditional. (5 sessions)</p> <p>Bend II: Learning the Lingo of a Topic - The goal of this bend is to focus on the hard and flexible work readers need to do as they solve tricky words, concepts, and domain-specific vocabulary inside their nonfiction reading books. (6 sessions)</p> <p>Bend III: Across a Topic - The goal of this bend is to compare and contrast information inside texts, as well as compare and contrast information across different texts. (7 sessions)</p>	
New Jersey Student Learning Standards	
Standard: Reading	
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
Standard: Writing	
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Standard: Speaking and Listening	
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.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.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
Standard: Language	
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Increased knowledge leads to understanding Different texts serve different purposes Reading allows for discovery 	
Unit Essential Questions	
<ul style="list-style-type: none"> What is this book teaching me? How does this book go? What do these keywords mean in relation to my topic? How can I compare and contrast information in one book to information in another? 	
Objectives	
<p>Students will know how to think hard and grow their knowledge, will learn lingo about a topic, and will read and learn across a topic.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> notice, learn, and ask questions. ask, “What is this book teaching me?” ask, “How does this book go?” celebrate the gift of learning something new. anticipate and use the lingo of a nonfiction topic. use text features to notice and understand keywords. use context to build knowledge of unknown words. solve words using strategic and flexible thinking. reread like experts. 	

- talk the talk and walk the walk using lingo to teach other.
- grow knowledge across books while getting ready to read a bunch.
- add information across books.
- think and rethink about how information is connected across books.
- find, think, and talk about what is the same and what is different.
- retell topics, not just books.
- get ready for the celebration.
- celebrate and pay it forward by teaching others.

Resources

Core Text:

- Unit 2: *Becoming Experts*

Core Mentor Texts:

- *Tigers* by Laura Marsh
- *Amazing Animals: Tigers* by Valerie Bodden
- *Knights in Shining Armor* by Gail Gibbons

Suggested Resources:

Anchor Charts:

- Nonfiction Readers Grow Knowledge
- Talk the Talk! Read to Learn the Lingo!
- Experts Grow Knowledge Across Books!

Read Aloud Post-It Notes

- *Knights in Shining Armor* by Gail Gibbons

CURRICULAR CALENDAR: Accelerating Readers’ Growth in Longer Fiction Books

Summary and Rationale	
<p><i>Accelerating Readers’ Growth in Longer Fiction Books</i> resolves to strengthen the good habits students need for reading, thinking, and talking about longer stories. The books at these levels often run into some predictable challenges including the difficulty of linking chapters to accumulate a longer story, noticing and deciphering new vocabulary, and growing relevant ideas about the characters in these more complex texts.</p>	
Recommended Pacing	
<p>Bend I: Jumpstart Your Reading Life in Longer Books - The goal of this bend is to remind readers that reading longer books comes with two being responsibilities, to keep track of longer stories and the characters in them. Readers will learn strategies in keeping track of both. (approximately two weeks)</p>	
<p>Bend II: Rereading to Make Sure You Have a Clear Picture of the Story and the Characters - The goal of this bend is to rely less on picture support and more on the words to create a mental image. Readers will work with a variety of dialogue tags to connect the gaps in the plots of their books. (approximately one week)</p>	
<p>Bend III: Thinking and Talking About Characters Across the Story and Across Books - goal of this bend is for readers to investigate the ways in which characters’ feelings change and grow across a book, as well as the lessons that both their characters and they, themselves, as readers, are learning. (approximately one week)</p>	
New Jersey Student Learning Standards	
Standard: Reading	
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.

Standard: Writing	
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
W.2.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
Standard: Speaking and Listening	
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Thinking critically about reading habits Monitor and visualize a clear picture of story Investigate ways in which characters' feelings change and grow 	
Unit Essential Questions	
<ul style="list-style-type: none"> How can I keep track of the characters and their problems in my longer books? How can I make sure I always have a clear picture of all that is happening across the big parts of the story? How can I grow ideas about characters in one story and across different books? 	
Objectives	
<p>Students will know how to jumpstart their reading lives in longer books, how to reread to make sure they have a clear picture of the story and the characters, and how to think and talk about characters across the story and across books.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> pause and retell/jot important parts of the story. preview books to predict characters' problems before reading. track the problem across the book. connect different parts of the story to one another from the beginning to the end. notice all there is to know about characters. pay careful attention to characters' actions and reactions, looking for patterns. gain a deeper understanding of how characters' feelings change and grow across books. envision by using concrete strategies to support when words and pictures do not match. reread for fluency and understanding. compare and contrast books and their characters. 	

Resources

Core Text:

- Curricular Calendar: *Accelerating Readers' Growth in Longer Fiction Books*

Core Mentor Texts: User Guide suggests using books that fall into your class' reading level range

Options for E-I:

- *Mo Jackson* by David Adler
- *Max and Zoe* by Shelly Swanson Sateren
- *Pedro* by Fran Manushkin
- *Dragon* by Dav Pilkey

Options for J-L:

- *Bradford Street Buddies Backyard Campout* by Jerdine Nolan
- *Molly Mac* by Marty Kelley
- *Pinky and Rex* by James Howe

Suggested Resources:

Anchor Charts:

- Readers Follow Characters and Their Problems
- Readers Make a Clear Picture of the Story
- Readers Keep Track of how Characters Change and Grow

UNIT 3: Bigger Books Mean Amping Up Reading Power

Summary and Rationale

Bigger Books Mean Amping Up Reading Power is designed to build the foundational reading skills students need to become strong lifelong readers. The work in this unit helps readers become stronger at each level through attention to reading with fluency, understanding literary language, and tracking the events of longer stories. This unit is geared for students reading roughly in the range of level I through L and will help them transition into reading chapter books. Students will learn how to hold onto information across longer and longer texts as you equip them with the tools to monitor for sense and be active word solvers as they encounter trickier language and storylines.

Recommended Pacing

Bend I: Reading with Fluency - The goal of this bend is to set up students to try out many different strategies to improve their pace, phrasing, and intonation (fluency) while reading. The goal is to build the bridge of fluency between decoding and comprehension. (5 sessions)

Bend II: Understanding Literary Language - The goal of this bend is to get students to identify literary language in text and to help them monitor and infer meaning from texts. (4 sessions)

Bend III: Meeting the Challenges of Longer Books - The goal of this bend is to help students learn to track their reading of longer books and accumulate and synthesize information across chapters while they read. (4 sessions)

Bend IV: Tackling Goals in the Company of Others - The goal of this bend is to have students work on particular goals in the context of a club to support students in self assessing, setting goals and working collaboratively. (4 sessions)

New Jersey Student Learning Standards

Standard: Reading

RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
Standard: Writing	
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
Standard: Speaking and Listening	
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Standard: Language	
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Reading with the appropriate pace, phrasing and intonation for comprehension • Identifying literary language to infer meaning • Accumulating and synthesizing information across chapters • Self-assessing, setting goals, and working collaboratively 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How do good readers sound while reading? • How does literary language help you infer the meaning of text? • How does one keep track of information across chapters? • What are habits of good readers? 	
Objectives	
Students will know how to read fluently, how to understand literary language, how to meet the challenge of	

longer books, and how to tackle goals in the company of others.

Students will be able to:

- rehearse reading voices.
- scoop up words into phrases.
- notice dialogue tags.
- use meaning to read fluently.
- read at a just-right pace.
- recognize literary language.
- understand comparisons.
- notice when authors play with words.
- read as a writer – focus on special language.
- set up routines for same-book partners.
- hold on to stories even when books are long.
- stay on track when books get tricky.
- use writing to solve reading problems.
- self-assess and set goals.
- organize goal clubs.
- give feedback to group members.

Resources

Core Text:

- Unit 3: *Bigger Books Mean Amping Up Reading Power*

Core Mentor Texts:

- *Owl Moon* by Jane Yolen
- *Houndsley and Catina* by James Howe
- *Come on, Rain!* by Karen Hesse
- *When Sophie Gets Angry* by Molly Bang
- *Happy Like Soccer* by Maribeth Boelts
- *Amelia Bedelia Goes Camping* by Peggy Parish
- *The King Who Rained* by Gred Gwynne
- *Ruthie and The Not So Teeny Tiny Lie* by Laura Rankin
- *Katie Woo Has the Flu* by Fran Manushkin
- *Minnie & Moo Go Dancing* by Denys Cazet
- *Beezus and Ramona* by Beverly Cleary

Suggested Resources:

Anchor Charts:

- Making Your Reading More Fluent
- Partners Reread Together to...
- Understanding Literary Language
- Keeping Track of Longer Books

- Working Together in Goal Clubs

Read Aloud Post-Its

- *Minnie and Moo Go Dancing*

IF... THEN...Unit: Reading Nonfiction Cover to Cover

Summary and Rationale	
<p><i>Reading Nonfiction Cover to Cover</i> is the second nonfiction reading unit of Second Grade. This unit builds upon Bend III in the <i>Becoming Experts</i> unit as students focus on making connections across texts so that they grow knowledge and ideas about a whole topic. Readers will work in book clubs with partners to build stronger main ideas about the texts that they are reading. They will sift through details to determine the important parts that fit into the main idea by working with various text features and text structures.</p>	
Recommended Pacing	
<p>Bend I: Individuals Bring Their Strengths as Nonfiction Readers to Clubs - The goal of this bend is to grow bigger ideas about texts, topics, and author’s craft with more complex nonfiction books. Determining important information will prepare for Bend II. (approximately 2 weeks)</p>	
<p>Bend II: Nonfiction Clubs Add Their Own Idea to What They Learn - The goal of this bend is for these complex texts to facilitate meaningful conversation between nonfiction club members. This will move beyond the sharing of information into thinking about texts, revisiting those texts, and revising previous thoughts and ideas. (approximately 1 and a half weeks)</p>	
<p>Bend III: Nonfiction Clubs Compare and Contrast Information About Topics - The goal of this bend is for readers to do comparing and contrasting work across texts, which will position them to grow ideas about topics. Club members will work together to create a topic teaching tool that will then be presented to the class, about their analysis. (approximately 2 weeks)</p>	
New Jersey Student Learning Standards	
Standard: Reading	
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.

Standard: Speaking and Listening	
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.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.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Ideas can grow across texts when comparing and contrasting • Meaningful collaborative work leads to development of ideas • Ideas can change during discovery 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How does this page fit with the page before it? • What do I personally already know about the topic? How does that compare with what I am learning now? • What are the main ideas of this topic? What is the best way to organize this information? 	
Objectives	
<p>Students will know individuals bring their strengths as nonfiction readers to clubs, that nonfiction clubs add their own ideas to what they learn, and that nonfiction clubs compare and contrast information about topics.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • demonstrate how a variety of books can be sorted/categorized. • gather information and fit pieces together. • dramatize images and facts to teach others. • organize information and teach with an explaining voice. • break apart longer texts using text-features. • use stop and jots to gather confusing parts for club discussion and clarification. • grow their own ideas about nonfiction information. • explain their thinking using text evidence. • theorizing author’s purpose. • teach others their nonfiction knowledge. • compare and contrast information across texts. • notice author’s word choice/tone/mood. 	
Resources	
Core Text:	
<ul style="list-style-type: none"> • If...Then...Unit: <i>Reading Nonfiction Cover to Cover</i> 	

Core Mentor Texts:

- *Sharks!* by Anne Shreiber
- *Amazing Sharks* by Sarah L. Thomson

Suggested Resources:

Anchor Charts:

- Nonfiction Readers Grow Knowledge
- Talk the Talk!
- Experts Grow Knowledge Across Books!
- Common Nonfiction Text Structures to Look Out For
- Readers Compare and Contrast
- Book Clubs Have Conversation to Grow Ideas
- Working Together in Goal Clubs

UNIT 4: Series Book Clubs

Summary and Rationale

Series Book Clubs is designed to support the reading of series books. Student’s comprehension is supported when they encounter familiar characters and places, book after book, throughout a series. Teaching students to think across books is also good practice to set them up for working longer, multi-chapter novels. Building a young reader’s stamina. Students will draw on previously learned strategies and develop new ones to integrate what they know about a character (or characters) across a series. Readers will use this information to understand, predict, and critique a story. They will react and pay attention to the important parts of the story and learn about how stories in series tend to go. They will pay attention to predictable structures that contain familiar, typical elements; these observations will help them predict and understand the characters better. Finally, readers will learn to make decisions about what they want to study, and how they will study those things together in reading clubs.

Recommended Pacing

Bend I: Becoming Experts on Characters - The goal of this bend is to support students while they get to know the characters in their series books. Students will study the plot, how characters respond to trouble, and how main characters interact with secondary characters. Much of the thinking work done during this bend will take place in book clubs and partnerships. (6 sessions)

Bend II: Becoming Experts on Author’s Craft - The goal of this bend is to transition student’s focus from characters and plot to a study of author’s craft. Students will work with partnerships to study the author’s word choice and literary language while the teacher confers and coaches. (6 sessions)

Bend III: Sharing Opinions with the World - The goal of this bend is to have students share their opinions and love of books with others. Students will share their opinions in the form of debate by presenting an idea and supporting it with text evidence. (5 sessions)

New Jersey Student Learning Standards

Standard: Reading

RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
Standard: Writing	
W.K.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Standard: Speaking and Listening	
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.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.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Standard: Language	
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Characters in series books often go through a similar pattern in each book • Readers notice author’s craft and understand their word choice and use of literary language • Readers share their opinions about books by presenting an idea and using text evidence 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How do readers figure out how a series goes, noticing patterns and predicting what will happen? • How do readers grow smart ideas across different series? • What do readers need to pay attention to so they are not surprised throughout their series book? • How does reading a series book lead us into learning about a topic? 	
Objectives	
Students will know how to become experts on characters, how to become experts on author’s craft, and how to share opinions with the world.	
Students will be able to:	

- collect information about the main characters.
- pay attention to how characters respond to problems.
- notice similarities in characters across a series.
- grow to understand series characters.
- use what they know about series characters to predict.
- learn about characters from their relationships with other characters.
- notice that authors paint pictures with words.
- notice that authors use precise words.
- notice that authors use literary language to make the ordinary extraordinary.
- notice that authors think about how whole stories and series will go.
- notice that authors have ways to bring stories to life.
- notice that authors plan their story endings.
- share about a series they love.
- plan the very best way to share a book.
- share books they love with friends – a book swap.
- share opinions by debating.

Resources

Core Text:

- Unit 4: *Series Book Clubs*

Core Mentor Texts:

- *The Stories Julian Tells* by Ann Cameron
- *Frog and Toad are Friends* by Arnold Lobel
- *Magic Tree House: Polar Bears Past Bedtime* by Mary Pope Osborne

Additional Read Aloud Resources that Support the Holocaust/Amistad/LGBTQ Crosswalk:

- *Lola Levine is Not Mean* by Monica Brown

Suggested Resources:

Anchor Charts:

- Series Readers Become Experts on Characters
- Series Readers Become Experts on Author's Craft

Read Aloud Post-Its:

- *The Stories Julian Tells*