

Second Grade Reading

Curriculum/Content Area: Reading	Course Length: One Year
Course Title: Second Grade Literacy	Date last reviewed: 2013
Prerequisites: N/A	Board approval date:
<p>Primary Resource: Teachers College Readers and Writers Project</p> <p><i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i></p>	

Desired Results

Course description and purpose: Through these units, students move from a “little-kid” focus on print to a “big-kid” focus on meaning. Students will learn to take charge of their reading, drawing on everything they know to figure out hard words, understand author’s craft, and build big ideas about the books they read. Students learn that books can be their teachers in which they learn more about familiar topics and grow understanding of new topics while working on word solving, vocabulary development, and comparing and contrasting information across texts. Students will learn strategies to build three foundational reading skills—fluency, understanding figurative language, and comprehension. Students will also work within book clubs to study author’s craft to understand ways authors use word choice, figurative language, punctuation, and even patterns to construct a series and evoke feelings in readers.

<p>Priority Standards - Anchor Standards</p> <p><u>Wisconsin Standards for English Language Arts</u></p> <p>WI.ELA.R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <i>K-12</i></p> <p>WI.ELA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <i>K-12</i></p> <p>WI.ELA.R10: Read and comprehend complex literary and informational texts independently and proficiently. <i>K-5</i></p> <p>WI.ELA.W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Includes W.1-3). <i>K-5</i></p> <p>WI.ELA.SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. <i>K-12</i></p> <p>WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>K-12</i></p> <p>WI.ELA.F1-Print Concepts: Demonstrate understanding of the organization and basic features of print <i>K-1</i></p>

WI.ELA.F2-Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes) *K-1*

WI.ELA.F3-Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words. *K-5*

WI.ELA.F4-Fluency: Read with sufficient accuracy and fluency to support comprehension. *2-5*

Priority Standards - 2nd Grade

Wisconsin Standards for English Language Arts

WI.ELA.R1: Ask and answer such questions as who what, where, when, why, and how to demonstrate understanding of key details in a text.

WI.ELA.R4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

WI.ELA.R10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

WI.ELA.SL1: 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 rules 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 comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

WI.ELA.F4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Unit 1 - Second-Grade Reading Growth Spurt

Enduring Understandings

1. Readers support their literal and inferential thinking, writing, and speaking with evidence from the text.
2. Readers analyze texts in order to determine central ideas, key details, and themes.
3. Read complex literary and informational texts independently and proficiently.

Essential Questions

1. How can I become a strong, independent reader who sets and meets goals who recognizes and problem-solves when something in my reading doesn't make sense? How can my partner and I work together to share and grow ideas, and to tackle trouble as we read?
2. How can I select goals for myself as a reader around the kinds of books I will read, the number of books, and for how long I will read each day?
3. How can I retell and share with others what happens in a story in ways that show I grasp the big events and important details? How can I develop ideas as I do this, so that I am able to share my thinking about the books I read?
4. How can I become an independent problem solver who recognizes difficulty and draws on strategies (and my partner's help) to tackle new and tricky words, phrases, and information?

Standards

Wisconsin Standards for English Language Arts

WI.ELA.R1: Ask and answer such questions as who what, where, when, why, and how to demonstrate understanding of key details in a text.

WI.ELA.R4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

WI.ELA.R10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

WI.ELA.SL1: 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 rules 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 comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.

- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

WI.ELA.F4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Supporting Standards

WI.ELA.RL2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

WI.ELA.RL3 Describe how characters in a story respond to major events and challenges

Learning Targets

I can ask questions about the important parts of the text, using words like who, what, where, when, why, and how. (R.2.1)

I can answer questions about the important parts of the text, using words like who, what, where, when, why, and how. (R.2.1)

- *Bend 1, Session 5 - Keeping Tabs on Comprehension*
- *Bend 1, Session 6 - Second Graders Can Mark Their Thinking With a Post it*
- *Bend 3, Session 13 - Authors Have Intentions*
- *Bend 3, Session 15 - Readers Think about How the Whole Book Clicks Together, Noticing Masterful Writing*
- *All sessions in Read Aloud*
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I can retell a fable or folktale and explain the lesson in the story. (RL.2.2)

- *Bend 1, Session 5 - Keeping Tabs on Comprehension*
- *Bend 1, Session 6 - Second Graders Can Mark Their Thinking With a Post it*
- *Bend 3, Session 13 - Authors Have Intentions*
- *Bend 3, Session 16- Readers Think, "What Does the Author Want to Teach Me?"*
- *All sessions in Read Aloud*

I can describe how characters act when things happen in a story (RL.2.3)

- *Bend 1, Session 5 - Keeping Tabs on Comprehension*
- *Bend 1, Session 6 - Second Graders Can Mark Their Thinking With a Post it*
- *Bend 3, Session 13 - Authors Have Intentions*
- *Bend 3, Session 15 - Readers Think about How the Whole Book Clicks Together, Noticing Masterful Writing*
- *All sessions in Read Aloud*

I can describe how words and groups of words provide rhythm when you read them and why the author might have chosen them. (R.2.4)

- *Bend 1, Session 2 - Readers Take a Sneak Peek to Decide How a Book WANTS to Be Read.*
- *Bend 2, Session 11 - Readers Have Strategies for Figuring Out Brand-New Words, Too.*

I can read and understand a variety of kinds of texts written for second graders (R.2.10)

- *Bend 1, Session 3-Readers Get Stronger by Reading a Lot!*

I can talk with my friends and teachers about lots of different things. (SL.2.1)

I can be a respectful participant in large group conversations. (SL.2.1)

I can piggyback on the comments of others during a conversation. (SL.2.1)

I can ask questions when I'm confused or want to know more. (SL.2.1)

- *All sessions in unit*
- *All sessions in Read Aloud*
- *All sessions in Shared Reading*

I can figure out which way a vowel sounds inside a word. (F.2.3a)

I can read and write words with vowel teams. (F.2.3b)

I can figure out how to read bigger words with long vowels. (F.2.3c)

I can use prefixes to figure out tricky words. (F.2.3d)

I can use suffixes to figure out tricky words. (F.2.3e)

I can read words with common silent letters (knew, sight, catch) (F.2.3f)

I can read high frequency words. (F.2.3g)

- *Bend 1, Session 2 - Readers Take a Sneak Peek to Decide How a Book WANTS to be Read.*
- *Bend 1, Session 3-Readers Get Stronger by Reading a Lot!*
- *Bend 1, Session 4- Readers Read in Longer Phrases, Scooping Up Snap Words*
- *Bend 2, Session 7 - Second Grade Readers Roll Up Their Sleeves to Figure Out Tricky Words, Drawing on EVERYTHING They Know.*
- *Bend 2, Session 8 - Readers use more than one strategy at a time: figuring out what makes sense and checking the first letters.*
- *Bend 2, Session 9 - Readers notice common beginnings and endings of words, and they read these parts of the word quickly, just as the read snap words.*
- *Bend 2, Session 10- Don't Forget the Middle! Readers Are Flexible When They Encounter Vowel Teams in Tricky Words*
- *Bend 2, Session 11 - Readers have strategies for figuring out brand-new words, too.*
- *Bend 2, Session 12 - Readers check themselves and their reading.*

I can understand the books I read. (F.2.4a)

I can read out loud and say the words correctly. (F.2.4b)

I can read with the same speed I talk. (F.2.4b)

I can read with expression. (F.2.4b)

I can figure out when I have read something incorrectly and can go back and fix it. (F.2.4c)

I can recognize when I don't understand something and I know how to fix that. (F.2.4c)

- *Bend 1, Session 1 - Readers choose HOW to read.*
- *Bend 1, Session 2 - Readers take a sneak peek to decide how a book WANTS to be read.*
- *Bend 1, Session 3 - Readers get stronger by reading a lot*
- *Bend 1, Session 4 - Readers read in longer phrases, scooping up Snap Words*
- *Bend 2, Session 8 - Readers use more than one strategy at a time: figuring out what makes sense and checking the first letters.*
- *Bend 2, Session 10 - Don't forget the Middle!: Readers are flexible when they encounter vowel teams in tricky words.*
- *Bend 2, Session 11 - Readers have strategies for figuring out brand-new words, too.*

- All sessions in Shared Reading

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

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Other assessment options

May include, but are not limited to the following:

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Digital Tools & Supplementary Resources

Recommended Mentor Texts:

- *Days With Frog And Toad* by Arnold Lobel
- *Katie Woo Has the Flu* by Fran Manushkin
- *Mercy Watson to the Rescue* by Kate DiCamillo
- *Those Darn Squirrels!* by Adam Rubin

Unit 2 - Bigger Books Mean Amping Up Reading Power

Enduring Understandings

1. Readers support their literal and inferential thinking, writing and speaking with evidence from the text.
2. Readers analyze texts in order to determine central ideas, key details, and themes.
3. Two or more texts can be analyzed and compared to build knowledge on similar themes or topics.

Essential Questions

1. How do I read fluently in longer books?
2. How do I interpret literary language to help me understand the book?
3. What strategies can I use to comprehend longer books?
4. How can working in clubs help me develop my reading skills?

Standards

Wisconsin Standards for English Language Arts

WI.ELA.R1: Ask and answer such questions as who what, where, when, why, and how to demonstrate understanding of key details in a text.

WI.ELA.R4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

WI.ELA.R10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

WI.ELA.SL1: 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 rules 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 comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., group).

- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

WI.ELA.F4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Supporting Standards

WI.ELA.RL2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

WI.ELA.RL3 Describe how characters in a story respond to major events and challenges

WI.ELA.RL6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Learning Targets

I can ask questions about the important parts of the text, using words like who, what, where, when, why, and how. (R.2.1)

I can answer questions about the important parts of the text, using words like who, what, where, when, why, and how. (R.2.1)

- *Bend 2, Session 9-Reading as a Writer-Focusing on Special Language*
- *Bend 3, Session 10- Setting Up Routine for Same-Book Partners*
- *Bend 3, Session 11-Holding On to Stories Even When Books Are Long*
- *Bend 3, Session 12-Staying on Task When Books Get Tricky*
- *Bend 3, Session 13-Using Writing to Solve Reading Problems*
- *Bend 4, Session 14-Self-Assessing and Setting Goals*
- *Bend 4, Session 16-Giving Feedback to Group Members*
- *All Read Aloud Sessions*
- *Shared Reading Session 1*
- *Shared Reading Session 2*
- *Shared Reading Session 3*
- *Shared Reading Session 5*

I can retell a fable or folktale and explain the lesson in the story. (RL.2.2)

- *Bend 2, Session 9-Reading as a Writer-Focusing on Special Language*
- *Bend 3, Session 10- Setting Up Routine for Same-Book Partners*
- *Bend 3, Session 11-Holding On to Stories Even When Books Are Long*
- *Bend 3, Session 12-Staying on Task When Books Get Tricky*
- *Bend 3, Session 13-Using Writing to Solve Reading Problems*
- *All Read Aloud Sessions*
- *Shared Reading Session 1*
- *Shared Reading Session 5*

I can describe how characters act when things happen in a story (RL.2.3)

- *Bend 3, Session 10- Setting Up Routine for Same-Book Partners*
- *Bend 3, Session 11-Holding On to Stories Even When Books Are Long*
- *Bend 3, Session 12-Staying on Task When Books Get Tricky*
- *Bend 3, Session 13-Using Writing to Solve Reading Problems*
- *All Read Aloud Sessions*
- *Shared Reading Session 1*
- *Shared Reading Session 5*

I can describe how words and groups of words help me understand the meaning of text and why the author might have chosen them. (R.2.4)

- *Bend 1, Session 4-Using Meaning to Read Fluently*
- *Bend 1, Session 5- Reading at a Just-Right Pace*
- *Bend 2, Session 6-Recognizing Literary Language*
- *Bend 2, Session 7 - Scooping up words into phrases*
- *Bend 2, Session 8 - Noticing when authors play with words*
- *Bend 2, Session 9 - Reading as a writer - focusing on special language*
- *Bend 3, Session 12-Staying on Task When Books Get Tricky*
- *Bend 4, Session 14-Self-Assessing and Setting Goals*
- *Bend 4, Session 16-Giving Feedback to Group Members*
- *Bend 4, Session 17-Celebration*
- *Shared Reading Session 1*
- *Shared Reading Session 2*
- *Shared Reading Session 3*
- *Shared Reading Session 5*

I can use different voices for characters (RL.2.6)

- *Bend 1, Session 1 Rehearsing Reading Voices*
- *Bend 1, Session 2 Scooping Up Words into Phrases*
- *Bend 1, Session 5- Reading at a Just-Right pace*
- *Shared Reading Session 4*

I can tell different ideas characters have (RL.2.6)

- *Bend 1, Session 5- Reading at a Just-Right pace*
- *Bend 2, Session 8-Noticing When Authors Play with Words*
- *Bend 2, Session 9-Reading as a Writer-Focusing on Special Language*
- *Bend 3, Session 12-Staying on Task When Books Get Tricky*

I can read and understand a variety of kinds of texts written for second graders (R.2.10)

- *Bend 3, Session 12- Staying on Task When Books Get Tricky*
- *Bend 3, Session 13- Using Writing to Solve Reading Problems*
- *Bend 4, Session 14- Self-Assessing and Setting Goals*
- *Bend 4, Session 15- Organizing Goal Clubs*
- *Bend 4, Session 16- Giving Feedback to Group Members*

I can talk with my friends and teachers about lots of different things. (SL.2.1)

I can be a respectful participant in large group conversations. (SL.2.1)

I can piggyback on the comments of others during a conversation. (SL.2.1)

I can ask questions when I'm confused or want to know more. (SL.2.1)

- *All sessions in unit*
- *All Read Aloud Sessions*
- *All Shared Reading Sessions*

I can use nouns that name a group (e.g., family, herd, class, flock). (L.2.1a)

I can form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (L.2.1b)

I can form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (L.2.1d)

I can use reflexive pronouns (e.g., myself, ourselves). (L.2.1c)

I can use adjectives to describe a noun. (L.2.1e)

I can use adverbs to describe a verb. (L.2.1e)

I can produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie;

The little boy watched the movie; The action movie was watched by the little boy). (L.2.1f)

- *All sessions in unit*
- *Shared Reading, Session 2*
- *Shared Reading, Session 3*
- *Shared Reading, Session 5*

I can figure out which way a vowel sounds inside a word. (F.2.3a)

I can read and write words with vowel teams. (F.2.3b)

I can figure out how to read bigger words with long vowels. (F.2.3c)

I can use prefixes to figure out tricky words. (F.2.3d)

I can use suffixes to figure out tricky words. (F.2.3e)

I can read words with common silent letters (knew, sight, catch) (F.2.3f)

I can read high frequency words. (F.2.3g)

- *Bend 1, session 1 - Rehearsing reading voices*
- *Bend 1, Session 2 - Scooping up words into phrases*
- *Bend 1, Session 3 - Noticing dialogue tags*
- *Bend 1, Session 4 - Using meaning to read fluently*

I can understand the books I read. (F.2.4a)

- *Bend 2, Session 8 - Noticing when authors play with words*

I can read out loud and say the words correctly. (F.2.4b)

I can read with the same speed I talk. (F.2.4b)

I can read with expression. (F.2.4b)

I can figure out when I have read something incorrectly and can go back and fix it. (F.2.4c)

I can recognize when I don't understand something and I know how to fix that. (F.2.4c)

- *Bend 1, Session 1 - Rehearsing reading voices*

- *Bend 1, Session 2 - Scooping up words into phrases*
- *Bend 1, Session 4 - Using meaning to read fluently*
- *Bend 1, Session 5 - Reading at a just-right pace*
- *Bend 2, Session 8 - Noticing when authors play with words*
- *All Shared Reading Sessions*

I can read with expression. (F.2.4b)

- *Bend 1, Session 3 - Noticing dialogue tags*

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

-

Other assessment options

May include, but are not limited to the following:

-

Digital Tools & Supplementary Resources

Recommended Mentor Texts:

- *Come on Rain!* By Karen Hesse
- *Happy Like Soccer* by Maribeth Boelts
- *Houndsley and Cantina* by James Howe
- *Katie Woo Has the Flu* by Fran Manushkin
- *Minnie and Moo Go Dancing* by Denys Cazet
- *Owl Moon* by Jane Yolen

Unit 3 - Becoming Experts: Reading Nonfiction

Enduring Understandings

1. Understand that readers support their literal and inferential thinking, writing and speaking with evidence from the text.
2. Understand that readers analyze texts in order to determine central ideas, key details, and themes.
3. Understand that two or more texts can be analyzed and compared to build knowledge on similar themes or topics.
4. Read complex literary and informational texts independently and proficiently.

Essential Questions

1. How do I become the kind of reader who learns information about the world from books, and has big ideas about that reading, too?
2. How do I become a thoughtful information book reader - using the features of a text to understand how the parts go together, asking big questions of the text, and reflecting on new learning with a partner?
3. How do I push myself to grow big thinking about the information books I am reading, using both pictures and the words to reflect on what I'm learning, and making connections between what I've just read and what I already know?
4. How do I make sense of the new topics-specific words and ideas that I find in my information books, so that they don't

- stump me, but instead help me learn even more?
5. How can my reading partner and I work together, tackling many books about a topic in ways that allow us to learn as much as we can, thinking about how each book teaches us something new and then putting all that information together to figure out what we think.

Standards:

Wisconsin Standards for English Language Arts

WI.ELA.R1: Ask and answer such questions as who what, where, when, why, and how to demonstrate understanding of key details in a text.

WI.ELA.R4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

WI.ELA.R10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range..

WI.ELA.SL1: 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 rules 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 comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

WI.ELA.F4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Supporting Standards

WI. ELA.R.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.

WI.ELA.R.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

WI.ELA.R.9 Compare and contrast the most important points presented by two texts on the same topic

WI.ELA.SL4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Learning Targets:

I can ask questions about the important parts of the text, using words like who, what, where, when, why, and how. (R.2.1)

I can answer questions about the important parts of the text, using words like who, what, where, when, why, and how. (R.2.1)

- *Bend 1, Session 1-Nonfiction Readers Notice and Learn*
- *Bend 1, Session 2- Nonfiction Readers Notice, Learn and Question*
- *Bend 1, Session 5 - Celebrate the Gift of Learning Something New*
- *Bend 3, Session 13-Nonfiction Readers Add Information Across Texts*
- *Bend 3, Session 16 Readers Retell Topics Not Just Books*
- *Bend 3, Session 18 Celebration: Pay it Forward by Teaching Others*
- *All Read Aloud Sessions*

I can describe how words and groups of words provide rhythm when you read them and why the author might have chosen them. (R.2.4)

I can describe how words and groups of words help me understand the meaning of text and why the author might have chosen them. (R.2.4)

- *Bend 2, Session 7 - Nonfiction readers use text features to notice and understand key words.*
- *Bend 2, Session 8 - Nonfiction readers use context to build knowledge of unknown words.*
- *Bend 2, Session 9 - Solving Words Takes Strategic and Flexible Thinking*
- *Bend 2, Session 11 - Talk the Talk and Walk the Walk! Using Lingo to Teach Others*
- *Shared Reading Session 4*
- *Shared Reading Session 5*

I can use text features to find information quickly. (R.2.5)

- *Bend 1, Session 1-Nonfiction Readers Notice and Learn*
- *Bend 1, Session 2- Nonfiction Readers Notice, Learn and Question*
- *Bend 1, Session 4-Nonfiction Readers Ask, "How Does This Book Go?"*
- *Bend 2, Session 7 - Using Text Features to Notice and Understand Key Words.*

I can tell how pictures help me understand what I read (R.2.7)

- *Bend 1, Session 1-Nonfiction Readers Notice and Learn*
- *Bend 1, Session 2- Nonfiction Readers Notice, Learn and Question*
- *Bend 1, Session 3-Nonfiction Readers Ask, "What Is This BOOk Teaching Me?"*
- *Bend 1, Session 4-Nonfiction Readers Ask, "How Does This Book Go?"*

I can tell what facts are the same or different in two texts on the same subject. (R.9)

- *Bend 3, Session 12-Growing Knowledge across Books*
- *Bend 3, Session 13-Nonfiction Readers Add Information Across Texts*
- *Bend 3, Session 14-Thinking and Rethinking about How INformation is Connected Across Books*
- *Bend 3, Session 15-Finding, THinking, and Talking about What is the Same and What is Different*

I can read and understand a variety of kinds of texts written for second graders (R.2.10)

- *Bend 3, Session 12-Growing Knowledge Across Books*

I can talk with my friends and teachers about lots of different things. (SL.2.1)

I can be a respectful participant in large group conversations. (SL.2.1)

I can piggyback on the comments of others during a conversation. (SL.2.1)

I can ask questions when I'm confused or want to know more. (SL.2.1)

- *All sessions in unit*

I can include facts, details and interesting words. (SL2.4)

I can speak so that the listener can hear and understand me. (SL2.4)

- *Bend 2, Session 6 - Nonfiction readers anticipate and use the lingo of a nonfiction topic.*
- *Bend 2, Session 7 - Nonfiction readers use text features to notice and understand key words.*
- *Bend 2, Session 11 - Talk the Talk and Walk the Walk! Using Lingo to Teach Others*
- *Bend 3, Session 12-Growing Knowledge across Books*
- *Bend 3, Session 14-Thinking and Rethinking about How INformation is Connected Across Books*
- *Bend 3, Session 15-Finding, THinking, and Talking about What is the Same and What is Different*
- *Bend 3, Session 16-Readers Retell Topics, Not Just Books*

- *Bend 3, Session 17 - Getting Ready for the Celebration*
- *Bend 3, Session 18 - Celebration: Pay It Forward by Teaching Others*

I can understand the books I read. (F.2.4a)

- *Bend 1, Session 5 - Celebrate the Gift of Learning Something New*

I can read out loud and say the words correctly. (F.2.4b)

I can read with the same speed I talk. (F.2.4.b)

I can read with expression. (F.2.4b)

I can figure out when I have read something incorrectly and can go back and fix it. (F.2.4c)

I can recognize when I don't understand something and I know how to fix that. (F.2.4c)

- *Bend 2, Session 10 - Rereading Like Experts*
- *Bend 3, Session 17 - Getting Ready for the Celebration*

I can read out loud and say the words correctly. (F.2.4b)

I can read with the same speed I talk. (F.2.4.b)

I can read with expression. (F.2.4b)

- *Shared Reading Session 4*

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

-

Other assessment options

May include, but are not limited to the following:

-

Digital Tools & Supplementary Resources

Recommended Mentor Texts:

- *Knights in Shining Armor* by Gail Gibbons
- *Tigers* by Laura Marsh

Unit 4 - Studying Characters and Their Stories (If...Then...Online Unit)

Enduring Understandings

1. Readers support their literal and inferential thinking, writing and speaking with evidence from the text.
2. Readers analyze texts in order to determine central ideas, key details, and themes.
3. Two or more texts can be analyzed and compared to build knowledge on similar themes or topics.

Essential Questions

1. How can I be a thoughtful fiction reader who thinks carefully about characters and their stories, asking and answering questions, drawing on strategies when books (and characters, too) are hard to understand, and considering what an author intends for me to learn through a character's journey?
2. What are the things I can do before, during, and after reading a book to be a thoughtful reader of characters and stories?

3. How can I draw on strategies I know and am learning, to continue getting to know characters even when it's hard to do so?
4. How can I study how the characters change and grow—considering how characters change from the beginning to the end of the book and thinking about the lessons that the author may have intended?

Standards:

Wisconsin Standards for English Language Arts

WI.ELA.R1: Ask and answer such questions as who what, where, when, why, and how to demonstrate understanding of key details in a text.

WI.ELA.SL1: 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 rules 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 comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

WI.ELA.F4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Supporting Standards

WI.ELA.R3 Describe how characters in a story respond to major events and challenges.

WI.ELA.R9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Learning Targets

I can ask questions about the important parts of the text, using words like who, what, where, when, why, and how. (R.2.1)

I can answer questions about the important parts of the text, using words like who, what, where, when, why, and how. (R.2.1)

- *Bend 1: Studying Characters Before, After and During Reading*
- *Bend 2: Getting to Know Characters-Even When It's Hard!*
- *Bend 3: Studying How Characters Change and Grow*

I can describe how characters act when things happen in a story. (R.2.3)

- *Bend 1: Studying Characters Before, After and During Reading*
- *Bend 2: Getting to Know Characters-Even When It's Hard!*
- *Bend 3: Studying How Characters Change and Grow*

I can tell about how stories by different authors or stories from different places are alike and different.(R.2.9)

- *Bend 2: Getting to Know Characters-Even When It's Hard!*
- *Bend 3: Studying How Characters Change and Grow*

I can talk with my friends and teachers about lots of different things. (SL.2.1)

I can be a respectful participant in large group conversations. (SL.2.1)

I can piggyback on the comments of others during a conversation. (SL.2.1)

I can ask questions when I'm confused or want to know more. (SL.2.1)

- *Bend 1: Studying Characters Before, After and During Reading*
- *Bend 2: Getting to Know Characters-Even When It's Hard!*
- *Bend 3: Studying How Characters Change and Grow*

I can understand the books I read. (F.2.4a)

I can read with expression. (F.2.3b)

- *Bend 1: Studying Characters Before, After and During Reading*
- *Bend 2: Getting to Know Characters-Even When It's Hard!*

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

-

Other assessment options

May include, but are not limited to the following:

-

Digital Tools & Supplementary Resources

Recommended Texts:

Fairy Tales by Various Authors:

- *Rapunzel*
- *The Ugly Duckling*
- *Jack and the Beanstalk*

Unit 5 - Series Book Clubs

Enduring Understandings

1. Readers support their literal and inferential thinking, writing, and speaking with evidence from the text.
2. Readers analyze texts in order to determine central ideas, key details, and themes.
3. Readers analyze texts to determine how and why individuals, events and ideas develop and interact.
4. Two or more texts can be analyzed and compared to build knowledge on similar themes or topics.

Essential Questions

1. How can I become an expert on characters by studying traits, relationships and plots across a series?
2. How can I become an expert on author's craft and discover the craft techniques he/she uses?
3. How can I share opinions about series books with the world?

Standards

Wisconsin Standards for English Language Arts

WI.ELA.R1: Ask and answer such questions as who what, where, when, why, and how to demonstrate understanding of key details in a text.

WI.ELA.R4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

WI.ELA.R10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

WI.ELA.SL1: 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 rules 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 comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

WI.ELA.F4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Supporting Standards

WI.ELA.RL2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

WI.ELA.R3 Describe how characters in a story respond to major events and challenges

WI.ELA.R6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Learning Targets

I can ask questions about the important parts of the text, using words like who, what, where, when, why, and how. (R.2.1)

I can answer questions about the important parts of the text, using words like who, what, where, when, why, and how. (R.2.1)

- *Bend 1, Session 1- Series Book Readers Collect Information about the Main Characters*
- *Bend 1, Session 4- Series Book Readers Grow to understand the Characters*
- *Bend 1, Session 5-Series Book Readers Use What they Know about the Characters to Predict*
- *Bend 1, Session 6-Series Book Readers Learn about Characters from Their Relationships with Other Characters*

- *Bend 2, Session 7 - Authors Paint Pictures with Words*
- *Bend 2, Session 8- Authors use Precise Words*
- *Bend 2, Session 9 - Authors Use Literary Language to Make the Ordinary Extraordinary*
- *Bend 2, Session 10-Authors Think about How Whole Stories-and-Series-Will Go*
- *Bend 2, Session 11 - Authors Have Ways to Bring Stories to Life*
- *Bend 2, Session 12- Authors Plan Their Story Endings*
- *Bend 3, Session 13-When Readers Love a Series, They Can't Keep It to Themselves*
- *Bend 3, Session 14-Planning the Very Best Way to Share a Book*
- *Bend 3, Session 15-Readers Share books They Love with Friends: A Book Swap*
- *Bend 3, Session 16-Sharing Opinions by Debating*
- *Bend 3, Session 17-Celebrations: Supporting Reasons with Examples to Strengthen Debate Work*
- *All sessions in Read Aloud*

I can retell a fable or folktale and explain the lesson in the story. (R.2.2)

- *Bend 2, Session 12- Authors Plan Their Story Endings*
- *Bend 3, Session 13-When Readers Love a Series, They Can't Keep It to Themselves*
- *Bend 3, Session 14-Planning the Very Best Way to Share a Book*
- *Bend 3, Session 15-Readers Share books They Love with Friends: A Book Swap*
- *Bend 3, Session 16-Sharing Opinions by Debating*
- *Bend 3, Session 17-Celebrations: Supporting Reasons with Examples to Strengthen Debate Work*

I can describe how characters act when things happen in a story (R.2.3)

- *Bend 1, Session 1- Series Book Readers Collect Information about the Main Characters*
- *Bend 1, Session 2 - Series Book Readers Pay Attention to How Characters Respond to Problems*
- *Bend 1, Session 4- Series Book Readers Grow to understand the Characters*
- *Bend 1, Session 5-Series Book Readers Use What they Know about the Characters to Predict*
- *Bend 1, Session 6-Series Book Readers Learn about Characters from Their Relationships with Other Characters*
- *Bend 3, Session 13-When Readers Love a Series, They Can't Keep It to Themselves*
- *Bend 3, Session 14-Planning the Very Best Way to Share a Book*
- *Bend 3, Session 15-Readers Share books They Love with Friends: A Book Swap*
- *Bend 3, Session 16-Sharing Opinions by Debating*
- *Bend 3, Session 17-Celebrations: Supporting Reasons with Examples to Strengthen Debate Work*
- *All sessions in Read Aloud*
- *Shared Reading Session 1*
- *Shared Reading Session 5*

I can describe how words and groups of words provide rhythm when you read them and why the author might have chosen them. (R.2.4)

I can describe how words and groups of words help me understand the meaning of text and why the author might have chosen them. (R.2.4)

- *Bend 1, Session 2 - Series Book Readers Pay Attention to How Characters Respond to Problems*
- *Bend 2, Session 7 - Authors Paint Pictures with Words*
- *Bend 2, Session 8- Authors Use Precise Words*
- *Bend 2, Session 9 - Authors Use Literary Language to Make the Ordinary Extraordinary*
- *Bend 2, Session 11 - Authors Have Ways to Bring Stories to Life*
- *All session in Read Aloud*
- *Shared Reading Session 5*

I can tell different ideas characters have (R.2.6)

- *Bend 1, Session 2 - Series Book Readers Pay Attention to How Characters Respond to Problems*

I can read and understand a variety of kinds of texts written for second graders (R.2.10)

- *Bend 3, Session 14-Planning the Very Best Way to Share a Book*

I can talk with my friends and teachers about lots of different things. (SL.2.1)

I can be a respectful participant in large group conversations. (SL.2.1)

I can piggyback on the comments of others during a conversation. (SL.2.1)

I can ask questions when I'm confused or want to know more. (SL.2.1)

- *All sessions in unit*
- *All sessions in Read Aloud*
- *All sessions in Shared Reading*

I can figure out which way a vowel sounds inside a word. (F.2.3a)

I can read and write words with vowel teams. (F.2.3b)

I can figure out how to read bigger words with long vowels. (F.2.3c)

I can use prefixes to figure out tricky words. (F.2.3d)

I can use suffixes to figure out tricky words. (F.2.3e)

I can read words with common silent letters (knew, sight, catch) (F.2.3f)

I can read high frequency words. (F.2.3g)

- *Shared Reading Session 2*
- *Shared Reading Session 3*

I can understand the books I read. (F.2.4a)

- *Bend 1, session 2 - Series Book Readers Pay Attention to How Characters Respond to Problems*

I can read out loud and say the words correctly. (F.2.4b)

I can read with expression. (F.2.4b)

- *Bend 2, session 11 - Authors Have Ways to Bring Stories to Life*
- *Shared Reading Session 2*
- *Shared Reading Session 3*

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

-

Other assessment options

May include, but are not limited to the following:

-

Digital Tools & Supplementary Resources

Recommended Mentor Texts:

- *Days with Frog and Toad* by Arnold Lobel
- *The Stories Juilen Tells* by Ann Cameron

Unit 6 - Reading Nonfiction Cover to Cover: Nonfiction Book Clubs

Enduring Understandings

1. Readers support their literal and inferential thinking, writing and speaking with evidence from the text.
2. Readers analyze texts in order to determine central ideas, key details, and themes.
3. Two or more texts can be analyzed and compared to build knowledge on similar themes or topics.

Essential Questions

1. How can I gather information about a topic that interests me, comparing, contrasting, and synthesizing my own ideas and those of others, so that my club and I can develop new ideas?
2. How can I draw on everything I know about informational reading to understand how the different parts of the books I read go together, and to assume a teaching voice and stance as I read, so that I am able to share my learning with my reading club?
3. How can my club and I work together to add our own thinking to the information we learn from the books we read? How can we hold meaningful conversations, make inferences, revise our thinking, and grow ideas in the company of one another?
4. How can my club and I compare and contrast two (or perhaps more) texts on the same topic and put together this information to come up with newer, bigger thinking?

Standards

Wisconsin Standards for English Language Arts

WI.ELA.R.1: Ask and answer such questions as who what, where, when, why, and how to demonstrate understanding of key details in a text.

WI.ELA.SL.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 rules 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 comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion

Supporting Standards

WI.ELA.R.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

WI.ELA.R.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

WI. ELA.R.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

Learning Targets

I can ask questions about the important parts of the text, using words like who, what, where, when, why, and how. (R.2.1)

I can answer questions about the important parts of the text, using words like who, what, where, when, why, and how. (R.2.1)

- *Bend 1: Individuals Bring Their Strengths as Nonfiction Readers to Clubs*
- *Bend 2: Nonfiction Clubs Add Their Own Ideas to What They Read*
- *Bend 3: Nonfiction Clubs Compare and Contrast Information about Topics*

I can identify the main idea of a text. (R.2.2)

I can put events or ideas in order. (R.2.3)

I can use text features to find information quickly (R.2.5)

- *Bend 1: Individuals Bring Their Strengths as Nonfiction Readers to Clubs*
- *Bend 2: Nonfiction Clubs Add Their Own Ideas to What They Read*
- *Bend 3: Nonfiction Clubs Compare and Contrast Information about Topics*

I can talk with my friends and teachers about lots of different things. (SL.2.1)

I can be a respectful participant in large group conversations. (SL.2.1)

I can piggyback on the comments of others during a conversation. (SL.2.1)

I can ask questions when I'm confused or want to know more. (SL.2.1)

- *Bend 1: Individuals Bring Their Strengths as Nonfiction Readers to Clubs*
- *Bend 2: Nonfiction Clubs Add Their Own Ideas to What They Read*
- *Bend 3: Nonfiction Clubs Compare and Contrast Information about Topics*

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

-

Other assessment options

May include, but are not limited to the following:

-

Digital Tools & Supplementary Resources