

Crest Memorial School Curriculum and Pacing Guide	
Grade: Second	Subject Area: Reading
Adoption Date:	Revision Date: February 16, 2024

Mission and Vision Statements

Mission: The New Jersey Student Learning Standards for English Language Arts (NJSLS-ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life. They define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards. In service to that expectation, the Department recommends 90-minutes of uninterrupted literacy instruction for all students in grades K–5, and 80 minutes for grades 6 through 8

Vision: A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

Integration of Technology

9.4.2.TL.2, 9.4.2.TL.6

21st Century Skills

9.4.2.CT.3, 9.4.2.IML.4

Career Education

9.1.2.CAP.1, 9.2.5.CAP.1

Interdisciplinary Connection

2-LS4-1

Accommodations and Modifications

Special Education

- follow 504/IEP accommodations
- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- create a word map

English Language Learners

- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- create a word map

Students At-Risk of Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Use mnemonic devices
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Use mnemonic devices

Assessments	
Formative	<ul style="list-style-type: none"> ● Think, pair, share ● Teacher Observation ● Classroom discussion
Summative	<ul style="list-style-type: none"> ● Oral reading fluency assessment ● Weekly comprehension assessment
Benchmark	<ul style="list-style-type: none"> ● MAP Testing (Fall, Winter, Spring) ● F&P Testing (Fall, Winter, Spring)
Alternative	<ul style="list-style-type: none"> ● Centers ● Journals ● Reading logs

Pacing Guide

Unit 1 The Classroom Community	15
Unit 2 Making Connections	20
Unit 3 Visualizing	15
Unit 4 Making Inferences	15
Unit 5 Wondering	15
Unit 6 Making Connections	15
Unit 7 Wondering	20
Unit 8 Using Text Features	15
Unit 9 Determining Important Ideas and Events	25

Unit 1 Learning Goals

SWBAT work and participate responsibly as they carry out the procedures for the classroom community
SWBAT Discuss fiction and nonfiction

Core Instructional Materials

- Read aloud texts
- Collaborative Classroom Learning Portal

Supplemental Materials

- Student Response book
- Word Study Notebook
- Writing/Journal Notebook
- Vocabulary
- Charts
- IXL
- Reading Eggs
- EPIC

- Leveled library

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> • Day 1: Discuss overall structure of a story <p>Learn procedures for reading Community and self management</p>	<p>RL.CR.2.1 SL.PE.2.1</p>	<ul style="list-style-type: none"> • Introduce and discuss a reading community • Learn procedures for gathering and being a part of a reading community • Listen to and discuss a fiction story (McDuff Moves In)
<ul style="list-style-type: none"> • Day 2: Discuss a character’s feelings <p>Understanding procedures for reading community</p>	<p>RL.IT.2.3 SL.PE.2.1</p>	<ul style="list-style-type: none"> • Review and practice reading community procedures • Reread story and discuss characters’ feelings
<ul style="list-style-type: none"> • Day 3: Make text to self connections 	<p>SL.PI.2.4</p>	<ul style="list-style-type: none"> • Give background about the Anishinaabe people. • Read aloud <i>Sometimes I feel Like a Fox</i> • Make a text to self connection about an animal they have felt like (discussion) • Start a chart “Things We Know About Fiction”, add “stories are make believe and imaginary”
<ul style="list-style-type: none"> • Day 4: Make text to self connections 	<p>SL.PI.2.4</p>	<ul style="list-style-type: none"> • SW compare themselves to an animal and write a similar verse to the ones from <i>Sometimes I Feel Like a Fox</i>.
<ul style="list-style-type: none"> • Day 5: Assessment 	<p>RL.MF.2.6</p>	<ul style="list-style-type: none"> • Reread McDuff Moves In. • Comprehension Assessment

<ul style="list-style-type: none"> Day 6 Discuss overall structure a story: Understand procedures for reading community 	<p>RL.CR.2.1 SL.PE.2.1</p>	<ul style="list-style-type: none"> Review /practice procedures for reading community Introduce “Turn to Your Partner” Briefly model “Turn to Your Partner” Introduce Sheila Rae the Brave Read aloud and discuss
<ul style="list-style-type: none"> Day 7: Discuss characters’ feelings Make text to self connections 	<p>RL.IT.2.3 SL.PI.2.4</p>	<ul style="list-style-type: none"> Review Sheila Rae the Brave Discuss characters’ feelings Discuss when students have felt brave or fearful
<ul style="list-style-type: none"> Day 8: Compare two Kevin Henkes stories 	<p>RL.IT.2.3</p>	<ul style="list-style-type: none"> Review Sheila Rae the Brave Read aloud another Kevin Henkes story Compare both stories including illustrations Add “stories have characters” to “Thing We Know About Fiction” chart
<ul style="list-style-type: none"> Day 9: Echo read with expression 	<p>L.RF.2.4</p>	<ul style="list-style-type: none"> Introduce Student Response books Introduce and read an excerpt with and without expression and discuss Have students echo read
<ul style="list-style-type: none"> Day 10: Assessment 	<p>RL.MF.2.6</p>	<ul style="list-style-type: none"> Reread Sheila Rae the Brave Comprehension Assessment
<ul style="list-style-type: none"> Day 11: Make predictions about a story 	<p>RL.CR.2.1</p>	<ul style="list-style-type: none"> Introduce Think, Pair, Share Introduce the book Girl Wonder Read pages 3-17 aloud (stop at Pg. 11 and 17 to discuss) Create a predictions chart with class
<ul style="list-style-type: none"> Day 12: Comprehend key details in a story 	<p>RL.CR.2.1 L.KL.2.1 L.VI.2.3.</p>	<ul style="list-style-type: none"> Review first part of story Read aloud rest of the story and discuss Review students’ predictions and discuss Introduce and use new vocabulary (hurl, pester) Discuss synonyms (start a chart with class)
<ul style="list-style-type: none"> Day 13: Identify the main events in a story 	<p>RL.TS.2.4</p>	<ul style="list-style-type: none"> Review Girl Wonder Reread the story aloud

	L.KL.2.1	<ul style="list-style-type: none"> • Discuss and list main events • Introduce and use new vocabulary (guarantee, glare)
<ul style="list-style-type: none"> • Day 14: Identify the main events in a story 	RL.TS.2.4 SL.II.2.2	<ul style="list-style-type: none"> • Review Girl Wonder • Introduce sequence words (first, next, then, finally) • Discuss main events chart • Work with partner to retell main events • Review weekly vocabulary
<ul style="list-style-type: none"> • Day 15: Assessment 	RL.MF.2.6	<ul style="list-style-type: none"> • Reread Girl Wonder • Comprehension Assessment

Inclusive concepts

- The reading community allows for all levels to work together at their individual pace and level

Unit 2 Learning Goals

SWBAT make text to self connections
SWBAT make text to text connections

Core Instructional Materials

- Read aloud texts
- Collaborative Classroom Learning Portal

Supplemental Materials

- Student Response book
- Word Study Notebook
- Writing/Journal Notebook
- Vocabulary
- Charts
- IXL
- Reading Eggs
- EPIC
- Leveled library

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> Day 1: Discuss characters' feelings 	<p>RL.IT.2.3 L.KL.2.1</p>	<ul style="list-style-type: none"> Introduce Jamaica Tag Along Read story aloud stopping at pg. 15 to discuss how Jamaica is feeling Discuss characters' actions and feelings at end of the story Introduce Daily Individualized Reading Select books and read independently Briefly review glare, guarantee, hurl, and pester with the activity "What Might You Do?"
<ul style="list-style-type: none"> Day 2: Make text to self connections 	<p>SL.PI.2.4 L.KL.2.1</p>	<ul style="list-style-type: none"> Introduce making connections Reread Jamaica Tag Along Use think, pair, share to make text to self connections Review procedures for IDR Select books and read independently Introduce and use new vocabulary (eavesdrop and accompany)
<ul style="list-style-type: none"> Day 3: Read books independently 	<p>L.RF.2.4 L.VI.2.3</p>	<ul style="list-style-type: none"> Introduce "Just Right" books Model choosing just right books Introduce "Choosing a 'Just Right' Book" chart Practice choosing books Select books and read independently Introduce and use new vocabulary (recreation and content)
<ul style="list-style-type: none"> Day 4: Explore reading dialogue 	<p>L.RF.2.4 L.KL.2.1</p>	<ul style="list-style-type: none"> Introduce and discuss dialogue Model reading dialogue Practice reading dialogue with partner (Student Response book, pg. 2) Review weekly vocabulary
<ul style="list-style-type: none"> Day 5: Assessment 	<p>RL.MF.2.6</p>	<ul style="list-style-type: none"> Reread Jamaica Tag Along Review vocabulary Comprehension assessment

<ul style="list-style-type: none"> • Day 6: Discuss how illustrations provide additional details about characters and plot 	<p>RL.MF.2.6 L.KL.2.1</p>	<ul style="list-style-type: none"> • Introduce The Invisible Boy • Read story aloud stopping at pg. 11 to discuss how Brian is feeling • Discuss title • Discuss the story's illustrations • Select books and read independently • Briefly review glare, accompany, content, eavesdrop, hurl, and recreation
<ul style="list-style-type: none"> • Day 7: Retell a story 	<p>RL.CI.2.2 L.KL.2.1</p>	<ul style="list-style-type: none"> • Introduce retelling words (first, next, then, finally) • Retell story using excerpts and illustrations • Introduce and use new vocabulary (notice and exclude)
<ul style="list-style-type: none"> • Day 8: Make text to self connections 	<p>SL.PI.2.4 L.VI.2.3 W.RW.2.7</p>	<ul style="list-style-type: none"> • Review The Invisible Boy • Discuss text to self connections • Model writing a text to self connection • SW write about a text to self connection in SRB, pg. 3 • Introduce and use new vocabulary (introduce and present)
<ul style="list-style-type: none"> • Day 9: Make text to self connections 	<p>SL.PI.2.4 L.KL.2.1</p>	<ul style="list-style-type: none"> • Introduce the "What Readers Do" chart and add -make connections -text to self • Model making a connection to books independently • Model completing an entry in reading log • Independent reading • Review weekly vocabulary
<ul style="list-style-type: none"> • Day 10: Assessment 	<p>SL.II.2.2</p>	<ul style="list-style-type: none"> • Reread The Invisible Boy • Review vocabulary • Comprehension assessment
<ul style="list-style-type: none"> • Day 11: Self monitoring during independent reading 	<p>L.RF.2.4</p>	<ul style="list-style-type: none"> • Introduce self monitoring • Model self monitoring before, during, and after reading

		<ul style="list-style-type: none"> • Create a “Thinking About My Reading” chart for -Before I Read, -While I Read, and - After I Read • IDR • Ongoing vocabulary review (accompany, exclude, introduce, notice, and present)
<ul style="list-style-type: none"> • Day 12: Discuss a story’s message 	<p>RL.CI.2.2 L.RF.2.4 L.VL.2.2 L.RF.2.3</p>	<ul style="list-style-type: none"> • Introduce The Three Little Pigs and folktales • Read the story aloud stopping at pgs. 11 and 17 to recount what has happened • Discuss the story’s message • IDR • Learn and use new vocabulary (gobble and impolite) • Introduce the prefix -im (start a chart of prefixes)
<ul style="list-style-type: none"> • Day 13: Retell a Story 	<p>RL.CI.2.2 L.RF.2.4 L.VI.2.3</p>	<ul style="list-style-type: none"> • Review retelling words (first, next, then, finally) • Retell story using excerpts from the book • Explore making text to text connections • IDR • Introduce and use new vocabulary (dash and approach)
<ul style="list-style-type: none"> • Day 14: Self monitoring during independent reading 	<p>L.RF.2.4 L.VL.2.2</p>	<ul style="list-style-type: none"> • Review self monitoring and add it to the “What Readers Do” chart • IDR (self monitoring) • Review weekly vocabulary by playing “Which Word Am I?”
<ul style="list-style-type: none"> • Day 15: Assessment 	<p>RL.CR.2.1</p>	<ul style="list-style-type: none"> • Reread The Three Little Pigs • Review vocabulary • Comprehension assessment
<ul style="list-style-type: none"> • Day 16: Discuss a story’s message 	<p>RL.CI.2.2 L.RF.2.4 L.VI.2.3</p>	<ul style="list-style-type: none"> • Introduce The Three Little Wolves and the Big Bad Pig • Read the story aloud stopping at pgs. 9, 23, and 27 to recount what has happened • Discuss the story’s message

		<ul style="list-style-type: none"> • IDR • Ongoing vocabulary review (approach, dash, gobble, introduce, and notice): Act out the words
<ul style="list-style-type: none"> • Day 17: Make text to text connections 	<p>RL.CT.2.8 L.RF.2.4 L.VL.2.2</p>	<ul style="list-style-type: none"> • Introduce making text to text connections • Read The Three Little Wolves and the Big Bad Pig • Discuss text to text connections between The Three Little Pigs and The Three Little Wolves and the Big Bad Pig • Compare parts of both stories in SRB, pgs. 8-9 • Add to the “Things We Know About Fiction” chart (Stories have lessons or messages) • IDR • Learn and use new vocabulary (kindhearted and fragrant) • Introduce compound words and start a chart
<ul style="list-style-type: none"> • Day 18: Make text to text connections 	<p>RL.CT.2.8 L.RF.2.4 L.VL.2.2</p>	<ul style="list-style-type: none"> • Reread making text to text connections • Read independently and make text to text connections • Add to the “What Readers Do” chart _text to text connections • Introduce and use new vocabulary usual and unusual • Introduce antonyms and start a chart
<ul style="list-style-type: none"> • Day 19: Compare two versions of the same story 	<p>RL.CT.2.8 L.RF.2.4 SL.PE.2.1</p>	<ul style="list-style-type: none"> • Read two versions of The Three Little Pigs • Discuss/compare the two versions • IDR • Review weekly vocabulary
<ul style="list-style-type: none"> • Day 20: Assessment 	<p>RL.CR.2.1</p>	<ul style="list-style-type: none"> • Reread The Three Little Wolves and the Big Bad Pig • Review vocabulary • Comprehension assessment

Inclusive concepts

- The reading community allows for all levels to work together at their individual pace and level.

Unit 3 Learning Goals

SWBAT visualize nonfiction, poetry, and fiction to understand texts
SWBAT Illustrate and discuss mental images created from visualizing

Core Instructional Materials

- Read aloud texts
- Collaborative Classroom Learning Portal

Supplemental Materials

- Student Response book
- Word Study Notebook
- Writing/Journal Notebook
- Vocabulary
- Charts
- IXL
- Reading Eggs
- EPIC
- Leveled library

Daily Targets

- Day 1: Read leveled text with understanding and fluency.

NJSLS Performance Expectations

L.RF.2.4
L.KL.2.1

Instructional Activities

- Review purpose of IDR
- Introduce IDR conferences
- Review purpose of IDR
- Introduce IDR conferences
- Model IDR conference and discuss
- IDR
- Ongoing vocabulary review (eavesdrop, fragrant, impolite, kindhearted, unusual)

<ul style="list-style-type: none"> • Day 2: Visualize narrative nonfiction 	<p>RI.CR.2.1 L.RF.2.4 L.KL.2.1</p>	<ul style="list-style-type: none"> • Introduce The Things That I Love About Trees • Introduce and model visualizing • Read book aloud stopping at pgs. 10, 14, 21, and 24 to discuss what students visualized • Facilitate a discussion about what students learned about trees • IDR-practice self monitoring • Learn and use new vocabulary (crumpled and swell)
<ul style="list-style-type: none"> • Day 3: Visualize and illustrate narrative nonfiction 	<p>SL.UM.2.5 L.VL.2.2 L.RF.2.3 L.RF.2.3</p>	<ul style="list-style-type: none"> • Review The Things That I Love About Trees • Read aloud Pg. 10 and 22 stopping to discuss what students visualize • SRB, pg. 11-Draw mental images • Share and discuss images • Add visualize to the “What Readers Do” chart • Learn and use new vocabulary (evergreen and collection) • Review compound words • Introduce the suffix -ion and add to Suffix chart
<ul style="list-style-type: none"> • Day 4: Make text to self and/or text to text connections independently 	<p>RL.MF.2.6 L.KL.2.1</p>	<ul style="list-style-type: none"> • Review making connections • IDR and conferences • Review weekly vocabulary
<ul style="list-style-type: none"> • Day 5: Assessment 	<p>RL.CR.2.1</p>	<ul style="list-style-type: none"> • Reread The Things I Love About Trees • Review vocabulary • Comprehension assessment
<ul style="list-style-type: none"> • Day 6: Visualize Poetry and discuss alliteration in poetry 	<p>L.VI.2.3 L.KL.2.1 L.RF.2.4</p>	<ul style="list-style-type: none"> • Introduce the poem “Bees Bothered by Bold Bears Behave Badly” • Introduce poetry and discuss what students know about poetry • Read poem aloud and visualize, discuss mental images of the bear and the bees • Display pg. 12 of SRB and discuss alliteration in the title and throughout the poem

		<ul style="list-style-type: none"> • Ongoing vocabulary review (collection, evergreen, recreation, swell, usual) • IDR and conferences
<ul style="list-style-type: none"> • Day 7: Visualize and illustrate poetry 	<p>L.VI.2.3</p> <p>SL.PI.2.4</p> <p>L.VL.2.2</p> <p>L.RF.2.3</p>	<ul style="list-style-type: none"> • Introduce the poem “Raccoon” • Read poem aloud and visualize, discuss mental images of the raccoon • Discuss sounds and smells imagined • Identify sensory details in the poem • Draw mental images of the poem “Raccoon” in SRB, pg. 14 • Compare and contrast “Bees Bothered by Bold Bears Behave Badly” and “Raccoon” • Introduce and use new vocabulary (behave and misbehave) • Discuss misbehaving • Introduce the prefix -mis and add it to the prefix chart
<ul style="list-style-type: none"> • Day 8: Discuss beat in a poem to explore author’s craft 	<p>L.VI.2.3</p> <p>L.RF.2.4</p> <p>L.KL.2.1</p>	<ul style="list-style-type: none"> • Discuss acting considerably • Read and review “Raccoon” • SW open SRB to pg. 14 (mental images), discuss words or phrases from the poem that helped create their mental image • Discuss the beat in the poem “Raccoon” • Read poem again while students clap the beat of the poem as you read • IDR and conferences • Introduce and use new vocabulary (racket and discover) • Explore and discuss shades of meaning
<ul style="list-style-type: none"> • Day 9: Read independently and self monitor 	<p>L.RF.2.4</p> <p>SL.AS.2.6</p>	<ul style="list-style-type: none"> • IDR and conferences • Discuss mental images formed during IDR with their partner • Review weekly vocabulary by discussing “What They Might Do”
<ul style="list-style-type: none"> • Day 10: Assessment 	<p>RL.CR.2.1</p>	<ul style="list-style-type: none"> • Review vocabulary • Comprehension/Visualizing assessment

<ul style="list-style-type: none"> Day 11: Visualize and discuss a fiction story 	SL.AS.2.6 SL.ES.2.3 RL.IT.2.3 L.RF.2.4	<ul style="list-style-type: none"> Introduce sharing partners' thinking(sw be responsible to be able to share what their partners say during think, pair, share) Review visualizing Introduce the book Amy's Light Read the story aloud stopping at pgs. 10, 22, and 30 to discuss what students visualized Discuss what happened during different events in the story IDR Ongoing vocabulary review (behave, crumpled, discover, misbehave, racket) -discuss making a choice
<ul style="list-style-type: none"> Day 12: Retell main events 	RL.TS.2.4 L.RF.2.4 L.VI.2.3	<ul style="list-style-type: none"> Review Amy's Light Retell the story's main events orally with partner using sequence words Discuss events and record on chart paper Reread the story while students visualize IDR Learn and use new vocabulary (innocence and giddy) Review homographs
<ul style="list-style-type: none"> Day 13: Illustrate and write about mental images created during visualizing 	L.WF.2.3 L.RF.2.4 L.VL.2.2 L.RF.2.3	<ul style="list-style-type: none"> Reread Amy's Light Discuss mental images Model drawing and writing about mental images SW draw and write about mental image in SRB, pg. 16 IDR and conferences Learn and use new vocabulary (flicker and suddenly) Introduce the suffix -ly and add to the Suffix chart
<ul style="list-style-type: none"> Day 14: Read and visualize independently 	L.RF.2.4 SL.AS.2.6	<ul style="list-style-type: none"> Model visualizing while reading independently IDR and visualize

		<ul style="list-style-type: none"> • Discuss students' mental images as a whole class • Review weekly vocab. "Which Word Am I?"
<ul style="list-style-type: none"> • Day 15: Assessment 	RL.CR.2.1	<ul style="list-style-type: none"> • Reread Amy's Light • Review vocabulary • Comprehension assessment

Inclusive concepts

- The reading community allows for all levels to work together at their individual pace and level.

Unit 4 Learning Goals

SWBAT make inferences about characters
SWBAT determine the message of a story

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • Read aloud texts • Collaborative Classroom Learning Portal 	<ul style="list-style-type: none"> • Student Response book • Word Study Notebook • Writing/Journal Notebook • Vocabulary • Charts • IXL • Reading Eggs • EPIC • Leveled library

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> • Day 1: Explore setting to to develop an understanding of story elements Explore ending to develop an 	RL.TS.2.4 RL.MF.2.6	<ul style="list-style-type: none"> • Review setting and add settings to the "Things We Know About Fiction" chart • Introduce the story Erandi's Braids

<p>understanding of narrative text structure</p>	<p>L.RF.2.4 L.KL.2.1</p>	<ul style="list-style-type: none"> • Read the story aloud stopping at pgs. 7 and 16 to discuss what is happening in the story • Discuss Erandi's problem, how the story ends, and why the setting is important • IDR- practice self monitoring • Ongoing vocabulary review (collection, crumpled, fragrant, giddy, and unusual)
<ul style="list-style-type: none"> • Day 2: Make inferences about a character 	<p>RL.MF.2.6 L.RF.2.4 L.VL.2.2</p>	<ul style="list-style-type: none"> • Discuss explaining thinking clearly • Make a list of words that would describe the character Erandi on chart paper • Introduce making inferences • Page 18 in SRB - read passages about Erandi and students will make inferences with partner • IDR- practice making text to self connections • Introduce and use new vocabulary (prepare and grip) • Use context clues to determine word meaning • Review shades of meaning
<ul style="list-style-type: none"> • Day 3: Echo read with attention to punctuation to build fluency 	<p>L.RF.2.4 L.VL.2.2</p>	<ul style="list-style-type: none"> • Introduce "Excerpt 1 from Erandi's Braids" • Read the excerpt aloud with and without attention to punctuation and discuss • Reread paying attention to punctuation, pointing as you read (do this stopping in 4 sentence intervals) • SW echo read • IDR - paying attention to punctuation • Learn and use new vocabulary (huddle and gaze) • Act out vocabulary
<ul style="list-style-type: none"> • Day 4: Understand character in a story independently 	<p>L.RF.2.4 L.VL.2.2</p>	<ul style="list-style-type: none"> • IDR - paying attention to character • Review weekly vocabulary - play "Find Another Word"
<ul style="list-style-type: none"> • Day 5: Assessment 	<p>RL.CR.2.1</p>	<ul style="list-style-type: none"> • Reread Erandi's Braids • Review vocabulary

		<ul style="list-style-type: none"> • Comprehension assessment
<ul style="list-style-type: none"> • Day 6: Explore and discuss how characters' feelings change to develop an understanding of character 	<p>RL.PP.2.5 L.RF.2.4 L.KL.2.1</p>	<ul style="list-style-type: none"> • Teach discussion prompts/make a chart • introduce Benji, the Bad Day, and Me • Read the story aloud stopping at pgs. 17 and 21 to discuss characters • Discuss how the character Sammy feels at the beginning and end • IDR- focus on characters • Ongoing vocabulary review (discover, flicker, giddy, racket, and suddenly)
<ul style="list-style-type: none"> • Day 7: Make inferences about characters 	<p>RL.MF.2.6 L.RF.2.4 L.VI.2.3</p>	<ul style="list-style-type: none"> • Review discussion prompts • Review making inferences • Discuss the characters Samuel and Benji focusing on character traits • Pg. 20 in SRB -read passages aloud as students make inferences with partner • SW write inferences about Sammy and Benji in SRB, pgs. 21-22 • Add Make inferences to the "What Readers Do" chart • IDR -focus making inferences • introduce and use new vocabulary (necessary and optional) • Review antonyms and add necessary/optional to the chart • Create lists of things that are necessary and optional
<ul style="list-style-type: none"> • Day 8: Make inferences about characters 	<p>RL.MF.2.6 L.RF.2.4 L.VI.2.3</p>	<ul style="list-style-type: none"> • Review making inferences about characters • Model making an inference about a character • IDR focus on making inferences about characters • Model writing an inference about a character • SRB pg. 23- SW write an inference about a character from IDR • Learn and use new vocabulary (gush and compassionate)

<ul style="list-style-type: none"> • Day 9: Make inferences about characters using illustrations 	<p>RL.MF.2.6 L.RF.2.4 SL.PE.2.1</p>	<ul style="list-style-type: none"> • Review making inferences about characters • Show pgs. 8-9 make an inference about how Sammy is feeling -discuss what clues they used to make the inference • Show pgs. 16-17 -choose a character from the page to make an inference- discuss what helped make that inference • IDR -focus making inferences • Review weekly vocabulary -play "I'm Thinking of a Word"
<ul style="list-style-type: none"> • Day 10: Assessment 	<p>RL.CR.2.1</p>	<ul style="list-style-type: none"> • Reread Benji, the Bad Day and Me • Review vocabulary • Comprehension assessment
<ul style="list-style-type: none"> • Day 11: Make predictions and understand that stories have a problem and solution 	<p>RL.MF.2.6 L.VI.2.3</p>	<ul style="list-style-type: none"> • Briefly review discussion prompts • Introduce Chester's Way • Read the story aloud stopping at pgs. 14 and 19 to discuss what has happened and what predictions they have • Discuss the problem and solution of the story • Add -stories have problems and solutions to the "Things We Know About Fiction" chart • Ongoing vocabulary review (dash, evergreen, fragrant, grip, huddle, kindhearted, misbehave, prepare, and suddenly) -sort words into categories
<ul style="list-style-type: none"> • Day 12: Make inferences about characters 	<p>RL.MF.2.6 L.VL.2.2 L.RF.2.3 SL.PE.2.1</p>	<ul style="list-style-type: none"> • Review Chester's Way • Read pg. 10 aloud and make inferences • SRB, pg. 24, make inferences about Chester and Wilson • Learn and use new vocabulary (precaution and rarely) • Introduce the prefix -pre and add to the prefixes chart • Review antonyms • Discuss things we rarely do
<ul style="list-style-type: none"> • Day 13: Make Inferences about characters 	<p>SL.AS.2.6</p>	<ul style="list-style-type: none"> • Model writing an inference about Lily from a passage

	<p>L.RF.2.4</p> <p>L.VL.2.2</p>	<ul style="list-style-type: none"> ● SRB pg. 26, SW write an inference about Lily from a passage ● Share inferences and discuss ● IDR- focus on making inferences ● Learn and use new vocabulary (duplicate and disguise) ● Use context clues to determine meaning ● Act out duplicating ● Review antonyms Review synonyms and add disguise to the synonyms chart
<ul style="list-style-type: none"> ● Day 14: Make Predictions about the character Victor 	<p>RL.MF.2.6</p> <p>W.RW.2.7</p> <p>L.RF.2.4</p> <p>SL.PE.2.1</p>	<ul style="list-style-type: none"> ● Review Chester's Way ● Read pgs. 30-32 aloud ● Make predictions about what they think will happen after Victor arrives ● Write an ending to Chester's way using their prediction about Victor ● Review reading logs ● IDR-share a reading log entry ● Review weekly vocabulary by playing "Which Word Am I?"
<ul style="list-style-type: none"> ● Day 15: Assessment 	<p>RL.MF.2.6</p>	<ul style="list-style-type: none"> ● Reread Chester's Way ● Review vocabulary ● Comprehension assessment

Inclusive concepts

- The reading community allows for all levels to work together at their individual pace and level.
- Erandi's Braids exposes students to the Mexican culture
- Benji, the Bad Day and Me exposes students to a character with autism

Unit 5 Learning Goals

- SWBAT use wondering to understand fiction and nonfiction stories**
SWBAT identify details in a text

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Read aloud texts ● Collaborative Classroom Learning Portal 	<ul style="list-style-type: none"> ● Student Response book ● Word Study Notebook ● Writing/Journal Notebook ● Vocabulary ● Charts ● IXL ● Reading Eggs ● EPIC ● Leveled library

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Wonder and make predictions about a fiction story 	<p>RL.CR.2.1 L.RF.2.4 SL.PE.2.1</p>	<ul style="list-style-type: none"> ● Introduce the book Across the Bay ● Introduce and model wondering (start a “What We Wonder About” chart) ● Read part of the story aloud stopping at pgs. 7 and 11 to wonder ● Read until pg. 13, discuss what has happened, what students are wondering, and what they predict will happen next ● IDR-self monitor ● Ongoing vocabulary review (disguise, duplicate, gush, precaution, rarely)
<ul style="list-style-type: none"> ● Day 2: Wonder about a fiction story 	<p>RL.CR.2.1 L.RF.2.4 SL.PI.2.4</p>	<ul style="list-style-type: none"> ● Review wondering and working together ● Review wondering statements from first part of the book ● Read the rest of the book aloud stopping at pgs. 19 and 25 to wonder ● Read to the end of the story and discuss wondering statements ● Discuss a character’s feelings in the story ● IDR- make inferences ● Learn and use new vocabulary (fetch and murmur)-act out

<ul style="list-style-type: none"> • Day 3: Write about what they wonder to develop a deeper understanding 	<p>RL.CR.2.1 L.RF.2.4</p> <p>W.WR.2.5 L.VL.2.2 L.RF.2.3</p>	<ul style="list-style-type: none"> • Review wondering • Model wondering when reading independently • IDR-wondering • Discuss students' independent reading • Model writing about wondering • SRB pg. 29- write about wondering • Learn and use new vocabulary (sturdiest and lounge) • Introduce the suffix -est and add it to the suffix chart • Introduce using a print dictionary
<ul style="list-style-type: none"> • Day 4: Use wondering independently 	<p>RL.CR.2.1 L.RF.2.4</p> <p>SL.PE.2.1</p>	<ul style="list-style-type: none"> • Review wondering • IDR- wondering • Review weekly vocabulary • Reread Chester's Way • Review vocabulary
<ul style="list-style-type: none"> • Day 5: Assessment 	<p>RL.CR.2.1</p>	<ul style="list-style-type: none"> • Reread Across the Bay • Review vocabulary • Comprehension test
<ul style="list-style-type: none"> • Day 6: Use wondering to build engagement and comprehension 	<p>RL.CR.2.1 L.RF.2.4</p> <p>W.WR.2.5 L.VL.2.2</p>	<ul style="list-style-type: none"> • Review wondering • Introduce the book Ruby's Wish and wonder before reading • Start a wonder chart • Read the story aloud stopping at pgs. 9, 15, and 22 to wonder and discuss • Write I Wonder statements in SRB, pg 30 • IDR - wonder • Ongoing vocabulary review (fetch, lounge, murmur, prepare, and sturdiest) - Which word Am I?
<ul style="list-style-type: none"> • Day 7: Identify and discuss the story's message 	<p>RL.CI.2.2 RL.CR.2.1 L.VI.2.3</p>	<ul style="list-style-type: none"> • Review wondering statements • Read Ruby's Wish aloud without stopping • Discuss the story's message • IDR - wonder • Learn and use new vocabulary (shriek and praise)

		<ul style="list-style-type: none"> • Review synonyms, add shriek to chart
<ul style="list-style-type: none"> • Day 8: Write about what they wonder to develop a deeper understanding 	<p>RL.CR.2.1 L.RF.2.4</p> <p>W.WR.2.5 L.VL.2.2</p>	<ul style="list-style-type: none"> • Review wondering • IDR- wondering (SW mark pages where they wondered) • SRB pg. 32 - Write about wondering during IDR • Learn and use new vocabulary (impressed and accept) -discuss being impressed and play "Would You Accept It?"
<ul style="list-style-type: none"> • Day 9: Use wondering independently 	<p>RL.CR.2.1 L.RF.2.4</p> <p>SL.PE.2.1</p>	<ul style="list-style-type: none"> • Review wondering and add wonder and reread to the "What Readers Do" chart • IDR - wonder • Review weekly vocabulary -Activity "What Might You Do?"
<ul style="list-style-type: none"> • Day 10: Assessment 	<p>RL.CR.2.1</p>	<ul style="list-style-type: none"> • Reread Ruby's Wish • Review vocabulary • Comprehension test
<ul style="list-style-type: none"> • Day 11: Make inferences to deepen understanding 	<p>RL.CR.2.1 RL.IT.2.3 L.RF.2.4</p> <p>SL.PE.2.1</p>	<ul style="list-style-type: none"> • Introduce The Tale of Peter Rabbit • Read the story aloud stopping at pgs. 11, 20, 35, 44, 56, and 64 to discuss and make inferences • Wonder about Beatrix Potter -start a chart • IDR-wonder • Ongoing vocabulary review (compassionate, gaze, grip, necessary, and optional) play "Finish the Story"
<ul style="list-style-type: none"> • Day 12: Identify what was learned about a topic and wonder 	<p>RI.CR.2.1 W.RW.2.7 L.VL.2.2</p>	<ul style="list-style-type: none"> • Review fiction • Review nonfiction and introduce "Things We Know About Nonfiction" chart, write gives true information about real things (people, places, animals) • Introduce the book Beatrix Potter and build background knowledge • Read pages 4-21 aloud stopping at pgs. 6, 9, 15, and 21 to identify island discuss

		<p>information learned</p> <ul style="list-style-type: none"> • SRB pg. 34 - write what they wonder about Beatrix Potter • Learn and use new vocabulary (occasionally and encourage)-"Make a Choice" • Review the suffix -ly • Comprehension test
<ul style="list-style-type: none"> • Day 13: Identify what was learned about a topic and wonder 	<p>RI.CR.2.1 L.RF.2.4 L.VI.2.3 L.VL.2.2 L.RF.2.3</p>	<ul style="list-style-type: none"> • Review the first part of Beatrix Potter • Read the rest of the story aloud stopping at pgs. 22 and 26 to discuss what they have learned • Discuss the story and wonder -add to chart • IDR-wonder • Learn and use new vocabulary (disapprove and approve) • Play "Disapprove or approve" • Introduce the prefix -dis and add to chart • Review antonyms and add approve/disapprove to chart
<ul style="list-style-type: none"> • Day 14: Read independently 	<p>RI.CR.2.1 L.RF.2.4 W.RW.2.7</p>	<ul style="list-style-type: none"> • Review reading logs • IDR/conferences • Reflect on and share reading log entries • Review weekly vocabulary -"Make a Choice"
<ul style="list-style-type: none"> • Day 15: Assessment 	<p>RI.CR.2.1</p>	<ul style="list-style-type: none"> • Review The Tale of Peter Rabbit and Beatrix Potter • Review vocabulary • Comprehension test

Inclusive concepts

- The reading community allows for all levels to work together at their individual pace and level.
- Across the Bay explore untraditional family dynamics.
- Ruby's Wish exposes students to Chinese traditions

Unit 6 Learning Goals

SWBAT make text to self connections
SWBAT make text to text connections
SWBAT make text to world connections

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Read aloud texts ● Collaborative Classroom Learning Portal 	<ul style="list-style-type: none"> ● Student Response book ● Word Study Notebook ● Writing/Journal Notebook ● Vocabulary ● Charts ● IXL ● Reading Eggs ● EPIC ● Leveled library

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Identify problems and solutions in a biography 	<p>RI.IT.2.3 SL.II.2.2 SL.PE.2.1 L.RF.2.4</p>	<ul style="list-style-type: none"> ● Review biography and discuss communities ● Introduce the book <i>The Doctor with an Eye for Eyes</i> ● Read part of the book aloud stopping at pgs. 8, 13, and 21 to discuss what was learned about Patricia Bath ● Discuss words that describe Patricia Bath, the problem she noticed in the community, and how she tried to solve it (make a chart) ● IDR - nonfiction ● Ongoing vocabulary review (accept, disapprove, murmur, occasionally, and shriek)-Play "Find Another Word"
<ul style="list-style-type: none"> ● Day 2: Make text to self connections 	<p>RL.MF.2.6 L.KL.2.1</p>	<ul style="list-style-type: none"> ● Introduce and model contributing different ideas ● Review text to self connections

	L.RF.2.4	<ul style="list-style-type: none"> • Read the rest of the book aloud stopping at pg. 27 to discuss what was learned about Patricia Bath • Add to the Patricia Bath chart • Discuss text to self connections • IDR - self monitor • Introduce and use new vocabulary (clever and accomplish) play “Is Norton Clever?”
<ul style="list-style-type: none"> • Day 3: Make and write about text to self connections 	RI.CR.2.1 W.RW.2.7 L.VL.2.2 L.RF.2.4 L.RF.2.3	<ul style="list-style-type: none"> • Review making text to self connections with books read independently • Briefly model making a text to self connection with a nonfiction book • IDR - text to self connections • SRB pg. 35 write about text to self connection made during IDR • Learn and use new vocabulary (plight and specialist) , discuss plights and play “Is That a Specialist?” • Introduce the suffix -ist, and add it to the suffix chart
<ul style="list-style-type: none"> • Day 4: Explore author’s purpose 	RI.CT.2.8 RI.PP.2.5 L.RF.2.4	<ul style="list-style-type: none"> • Introduce author’s purpose • Reread The Doctor with an Eye for Eyes • Discuss if the author wanted to inform, entertain, or persuade • Watch an interview with Patricia Bath and compare with the book • IDR - making connections • Review weekly vocabulary - “Finish the Story”
<ul style="list-style-type: none"> • Day 5: Assessment 	RI.CR.2.1	<ul style="list-style-type: none"> • Reread The Doctor with an Eye for Eyes • Review Patricia Bath chart • Review vocabulary • Comprehension test
<ul style="list-style-type: none"> • Day 6: Identify problems and solutions in a biography 	RI.IT.2.3	<ul style="list-style-type: none"> • Review communities • Introduce the book Farmer Will Allen and the

	SL.II.2.2 SL.PE.2.1 L.RF.2.4	Growing Table <ul style="list-style-type: none"> • Read the book aloud stopping at pgs. 11 and 20 to discuss what was learned about Will Allen • Discuss words that describe Will Allen, the problem he noticed in the community, and how he tried to solve it (make a chart) • IDR - making text to self connections • Ongoing vocabulary review (accomplish, approach, flicker, praise, specialist)
<ul style="list-style-type: none"> • Day 7: Make text to text connections 	RI.CT.2.8 SL.PE.2.1 L.RF.2.4	<ul style="list-style-type: none"> • Review Farmer Will Allen and the Growing Table • Review text to text connections • Compare Patricia Bath and Will Allen • IDR - text to text connections • Introduce and use new vocabulary (plentiful and droop)-discuss things that are plentiful
<ul style="list-style-type: none"> • Day 8: Make and write about text to text connections 	RI.CR.2.1 W.RW.2.7 L.VL.2.2 L.RF.2.4	<ul style="list-style-type: none"> • Review making text to text connections with books independently • Briefly model making a text to text connection • IDR - text to text connections • SRB pg. 36, write about text to text connection • Learn and use new vocabulary (beneficial and globally) • Play “Beneficial or Not Beneficial?” and “Globally or Not Globally?” • Review the suffix -ly
<ul style="list-style-type: none"> • Day 9: Make connections independently 	RI.CR.2.1 SL.PE.2.1 L.RF.2.4	<ul style="list-style-type: none"> • Review making text to text connections • IDR - make connections • Review weekly vocabulary, play “Make a Choice”
<ul style="list-style-type: none"> • Day 10: Assessment 	RI.CR.2.1	<ul style="list-style-type: none"> • Reread Farmer Will Allen and the Growing Table

		<ul style="list-style-type: none"> ● Review Will Allen chart ● Review vocabulary ● Comprehension test
<ul style="list-style-type: none"> ● Day 11: Identify important information learned in a biography 	<p>RI.CR.2.1 L.RF.2.4 L.VI.2.3</p>	<ul style="list-style-type: none"> ● Review making differences in one's community ● Introduce the book Spring After Spring ● Read pages 1-20 aloud stopping at pgs. 11 and 20 to identify what was learned about Rachel Carson ● Discuss words to describe Rachel Carson and the problem she is beginning to notice ● IDR - Text to text connections ● Ongoing vocabulary review (beneficial, clever, droop, globally, impressed, plentiful, plight, praise, and specialist) ● Sort words in categories (open sort)
<ul style="list-style-type: none"> ● Day 12: Make text to self and text to world connections 	<p>RI.IT.2.3 L.RF.2.4 L.VI.2.3</p>	<ul style="list-style-type: none"> ● Review the first part of Spring After Spring ● Read the rest of the book aloud stopping at pg. 23 to discuss the problem Rachel Carson noticed ● Discuss book and make text to self connections ● Introduce text to world connections ● Discuss people who make a difference in their community/school community ● IDR - text to text connections ● Learn and use new vocabulary (chime in and chatter) ● Introduce and discuss idioms
<ul style="list-style-type: none"> ● Day 13: Make and write about text to world connections 	<p>W.RW.2.7 L.VI.2.3</p>	<ul style="list-style-type: none"> ● Review text to world connections and add it to the "What Readers Do" chart ● Review Spring After Spring ● Discuss text to world connections in the book ● Model writing text to world connections ● SRB pg. 37 - write about text to world connections ● Learn and use new vocabulary (environment

		and precious) <ul style="list-style-type: none"> • Play “Is It Precious?” and discuss different environments • Review homographs
<ul style="list-style-type: none"> • Day 14: Make connections to a book independently 	W.RW.2.7 RI.CR.2.1 L.RF.2.4	<ul style="list-style-type: none"> • Review reading logs • Share reading logs • Review making connections • IDR - make connections • Review weekly vocabulary - “Which Word Am I?”
<ul style="list-style-type: none"> • Day 15: Assessment 	RI.CR.2.1	<ul style="list-style-type: none"> • Reread Spring After Spring • Review vocabulary • Comprehension test

Inclusive concepts

- The reading community allows for all levels to work together at their individual pace and level.
- The Doctor with an Eye for Eyes introduces students to the hardship of communities of different colors.
- Farmer Will Allen introduces students to food insecurities.

Unit 7 Learning Goals

SWBAT use wondering to understand nonfiction
SWBAT Identify information learned in nonfiction

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • Read aloud texts • Collaborative Classroom Learning Portal 	<ul style="list-style-type: none"> • Student Response book • Word Study Notebook • Writing/Journal Notebook • Vocabulary • Charts

- IXL
- Reading Eggs
- EPIC
- Leveled library

Daily Targets	NJSL Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Identify important information learned in nonfiction <p>Use wondering as a comprehension strategy</p>	L.KL.2.1 RI.CR.2.1 SL.II.2.2	<ul style="list-style-type: none"> ● Review nonfiction and wondering ● Add “can be told like a story” and “biography” to the “Things We Know About Nonfiction” chart ● Introduce and discuss animal habitats ● Introduce the book City Hawk and wonder (start a chart) ● Read pgs. 2-15 aloud stopping at pgs. 9 and 15 to discuss what they learned ● Discuss if any of their wonders were answer in the book ● Wonder about first part of book ● Ongoing vocabulary review (beneficial, environment, globally, plentiful, and precious) ● Make a vocabulary poster
<ul style="list-style-type: none"> ● Day 2: Identify important information learned in nonfiction <p>Use wondering as a comprehension strategy</p>	L.KL.2.1 RI.CR.2.1 SL.II.2.2	<ul style="list-style-type: none"> ● Review first part of City Hawk ● Read the rest of the book aloud stopping at pgs. 18 and 25 to discuss information learned ● Discuss if wonders were answered and any new wonders they have ● IDR - nonfiction ● Learn and use new vocabulary (glimpse and swoop) ● Discuss and act of glimpsing something ● Watch the “Flying Airplane” video and discuss swooping
<ul style="list-style-type: none"> ● Day 3: Write “I Wonder” statements 	L.KL.2.1	<ul style="list-style-type: none"> ● Model wondering before reading nonfiction

	<p>RI.CR.2.1 W.RW.2.7 L.VL.2.2 L.RF.2.3</p>	<ul style="list-style-type: none"> • Wonder before reading independently • SRB pg. 39, write “I Wonder” statements • IDR - wondering • Learn and use new vocabulary (tirelessly and observation) -discussion • Review the suffix -ly • Introduce the suffix -ation and add to the “Suffixes” chart
<ul style="list-style-type: none"> • Day 4: Wonder about nonfiction independently 	<p>L.RF.2.4 RI.CR.2.1 W.RW.2.7 SL.PE.2.1</p>	<ul style="list-style-type: none"> • Review wondering independently • IDR - wondering • Review weekly vocabulary - play “Which Word Goes With?”
<ul style="list-style-type: none"> • Day 5: Assessment 	<p>RI.CR.2.1</p>	<ul style="list-style-type: none"> • Reread City Hawk • Review vocabulary • Comprehension test
<ul style="list-style-type: none"> • Day 6: Identify important information learned in nonfiction <p>Use wondering as a comprehension strategy</p>	<p>L.KL.2.1 RI.CR.2.1 SL.II.2.2</p>	<ul style="list-style-type: none"> • Introduce the book, Life in a Coral Reef • Start a “What We Wonder” chart • Read pgs. 4-17 aloud stopping at pgs. 5, 9, and 16 to discuss what was learned • Discuss wondering statements and wonder about what was read • IDR - nonfiction • Ongoing vocabulary review (approve, glimpse, observation, swoop, and tirelessly) • Play “Which Word Am I?”
<ul style="list-style-type: none"> • Day 7: Identify important information learned in nonfiction <p>Use wondering as a comprehension strategy</p>	<p>L.KL.2.1 RI.CR.2.1 SL.II.2.2 W.RW.2.7 L.VL.2.2</p>	<ul style="list-style-type: none"> • Review the first part of Life in a Coral Reef • Read the rest of the book aloud stopping at pgs. 21 and 28 to discuss what was learned • Discuss if wonders from previous day were answered • SRB pg. 40 - write about one thing they learned and one thing they are still wondering • IDR - nonfiction • Learn and use new vocabulary (stream and overflow) • Play “Is It Streaming?” and “Is It

		<p>Overflowing?”</p> <ul style="list-style-type: none"> ● Review homographs and compound words
<ul style="list-style-type: none"> ● Day 8: Compare and contrast two informational versions of the same topic 	<p>RI.CT.2.8 L.VL.2.2 L.RF.2.4 L.RF.2.3</p>	<ul style="list-style-type: none"> ● Review Life In a Coral Reef ● Watch a video about coral Reefs and discuss ● Compare and contrast the book and video ● IDR - nonfiction ● Learn and use new vocabulary (inflation and camouflage) ● Play “Make a Choice” and” Is It Camouflaged?” ● Review the suffix -ion
<ul style="list-style-type: none"> ● Day 9: Identify information in nonfiction independently 	<p>L.RF.2.4 RI.CR.2.1</p>	<ul style="list-style-type: none"> ● Review identifying information in texts ● IDR - identify information learned in nonfiction ● Review weekly vocabulary -”Find Another Word”
<ul style="list-style-type: none"> ● Day 10: Assessment 	<p>RI.CR.2.1</p>	<ul style="list-style-type: none"> ● Reread Life In a Coral Reef ● Review vocabulary ● Comprehension test
<ul style="list-style-type: none"> ● Day 11: Identify important information learned in nonfiction <p>Use wondering as a comprehension strategy</p>	<p>L.KL.2.1 RI.CR.2.1 SL.II.2.2 W.RW.2.7</p>	<ul style="list-style-type: none"> ● Review what was learned about nonfiction ● Introduce “Jungle Life” article ● Start a “What We Wonder About Tropical Rainforests” chart ● Read article aloud as students follow along in SRB pgs. 42-43 ● Discuss what was learned and what they wonder ● SRB pg. 44 - write about what they learned in the article ● IDR -nonfiction/articles ● Ongoing vocabulary review (camouflage, encourage, inflation, innocence, overflow)-activity “What Do You Think About?”

<ul style="list-style-type: none"> • Day 12: Identify important information learned in nonfiction <p>Use wondering as a comprehension strategy</p>	<p>L.KL.2.1 RI.CR.2.1 SL.II.2.2 W.RW.2.7</p>	<ul style="list-style-type: none"> • Review what students wondered about “Jungle Life” • Introduce the book How High in the Rainforest • Read the book aloud stopping at pgs. 6, 11, and 14 to discuss what was learned • SRB pg. 44 - write about was learned from the book • Discuss what they wonder and add to chart started on previous day • IDR - nonfiction/articles • Gather on rug and have students ask questions about books/articles • Learn and use new vocabulary (variety and shelter) • Discuss variety in classroom and finding shelter
<ul style="list-style-type: none"> • Day 13: Research and write about rainforests 	<p>RI.CR.2.1 W.WR.2.5 W.SE.2.6 W.RW.2.7 SL.PE.2.1</p>	<ul style="list-style-type: none"> • Review what students wondered about tropical rainforests • Introduce online research • model searching for and identifying credible sources online • Explore and discuss a website about rainforests • Identify something they learned from website • SRB pg. 44 write about what they learned from website • Learn and use new vocabulary (“catch your eye” and humid) • Review idioms • Play “Would It Catch Your Eye?” and “Make a Choice”
<ul style="list-style-type: none"> • Day 14: Read nonfiction independently 	<p>W.RW.2.7 RI.CR.2.1 L.RF.2.4 SL.PE.2.1</p>	<ul style="list-style-type: none"> • Review reading logs • Share reading logs • IDR - nonfiction/articles • Review weekly vocabulary • Play “Finish the Story”

<ul style="list-style-type: none"> Day 15: Assessment 	<p>RI.CR.2.1</p>	<ul style="list-style-type: none"> Review both the article “Jungle Life” and the book How High In the Trees Review vocabulary Comprehension test
<ul style="list-style-type: none"> Day 16: Identify important information learned in nonfiction articles <p>Use wondering as a comprehension strategy</p>	<p>L.VL.2.2</p> <p>RI.CI.2.2.</p> <p>RI.CR.2.1</p> <p>L.RF.2.4</p>	<ul style="list-style-type: none"> Review nonfiction articles Model wondering using an article Model identifying important information in article Model writing the down the facts IDR Vocabulary Review (words 45-78) - Discussion
<ul style="list-style-type: none"> Day 17: Use wondering as a comprehension strategy 	<p>L.VL.2.2</p> <p>RI.CR.2.1</p> <p>L.RF.2.4</p>	<ul style="list-style-type: none"> Review wondering and locating information about a rainforest animal Choose a rainforest animal Wonder about animal using post it notes Share wonders with class IDR Vocabulary Review (words 45-78) - Jeopardy
<ul style="list-style-type: none"> Day 18: Identify important information learned in nonfiction articles 	<p>L.VL.2.2</p> <p>RI.CI.2.2.</p> <p>RI.CR.2.1</p> <p>L.RF.2.4</p>	<ul style="list-style-type: none"> Review wondering and locating information about a rainforest animal Review student wonders Read article and highlight important information Make a list of facts in writing notebook IDR Vocabulary Review (words 45-78) - Vocabulary posters
<ul style="list-style-type: none"> Day 19: Write an informative paragraph 	<p>W.IW.2.2</p> <p>L.VL.2.2</p> <p>L.RF.2.4</p>	<ul style="list-style-type: none"> Reread written facts Discuss good topic and closing sentences for animal paragraph Model writing a paragraph Use facts learned to write a paragraph about animal IDR Vocabulary Review (words 45-78) - Jeopardy

<ul style="list-style-type: none"> Day 20: Assessment 	<p>L.VL.2.2</p> <p>L.RF.2.4</p>	<ul style="list-style-type: none"> Review vocabulary Vocabulary test IDR
--	---------------------------------	---

Inclusive concepts

- The reading community allows for all levels to work together at their individual pace and level

Unit 8 Learning Goals

- SWBAT use text features**
- SWBAT use wondering to understand nonfiction**
- SWBAT locate information in nonfiction texts**

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> Read aloud texts Collaborative Classroom Learning Portal 	<ul style="list-style-type: none"> Student Response book Word Study Notebook Writing/Journal Notebook Vocabulary Charts IXL Reading Eggs EPIC Leveled library

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> Day 1: Use text features to preview a book 	<p>L.RF.2.4</p> <p>RI.TS.2.4</p> <p>SL.II.2.2</p> <p>SL.PE.2.1</p>	<ul style="list-style-type: none"> Introduce the book Discover Mars and expository nonfiction Wonder about Mars- start a chart Discuss the back of book summary and preview the table of contents and chapter titles (start a "Text Features" chart)

		<ul style="list-style-type: none"> • Read parts of the book aloud discussing what was learned (pgs. 5-6, 9-10, 18-19, 21-22, and 23-25) • Discuss why the author wrote the book • Review what students wondered • Review vocabulary • IDR -self monitor • Ongoing vocabulary review (overflow, shelter, stream, swoop, and variety)-discussion
<ul style="list-style-type: none"> • Day 2: Use text features in expository nonfiction 	<p>L.RF.2.4 RI.TS.2.4 SL.II.2.2 SL.PE.2.1</p>	<ul style="list-style-type: none"> • Review what the students wonder • Discuss photographs and captions (pgs. 5 and 21 then show photographs and captions on pgs. 9, 10, 23, and 24) • Add photographs and captions to the “Text Features” chart • Discuss the index and add it to the chart • Discuss what was learned and wonders • Add “use text features” to the “What Readers Do” chart • IDR- wonder and identify what was learned • Learn and use new vocabulary(ancient and partially), play “Is It Ancient?”
<ul style="list-style-type: none"> • Day 3: Use text features in expository nonfiction 	<p>L.RF.2.4 RI.TS.2.4 SL.II.2.2 SL.PE.2.1</p>	<ul style="list-style-type: none"> • Review Discover Mars and what the students wondered • Introduce the article “What Is Mars?” (SRB pgs. 48-49) • Read the article aloud stopping at pgs. 174 and 175 to discuss what was learned • Discuss the table and graph • Add tables and graphs to the “Text Features” chart • IDR - wonder and identify information learned • Learn and use new vocabulary(average and “blow your mind”) • Play “Make a choice” and “Would It Blow Your Mind?” • Review idioms

<ul style="list-style-type: none"> • Day 4: Make text to text connections 	<p>L.RF.2.4 RI.TS.2.4 SL.PE.2.1</p>	<ul style="list-style-type: none"> • Review what was learned from Discover Mars and What Is Mars? • Compare both the book and article • Review nonfiction text features • IDR -use text features • Review weekly vocabulary -"Which Word Am I?"
<ul style="list-style-type: none"> • Day 5: Assessment 	<p>RI.TS.2.4</p>	<ul style="list-style-type: none"> • Review both the book and article • Review nonfiction text features • Review vocabulary • Comprehension test
<ul style="list-style-type: none"> • Day 6: Understand the connections between a series of steps in a functional text 	<p>RI.PP.2.5 RI.IT.2.3. SL.PE.2.1</p>	<ul style="list-style-type: none"> • Review expository nonfiction and using text features • Introduce and read "you will need " section of "Making a Balloon Rocket" aloud (SRB pgs. 51-52) and discuss • Model following directions (read aloud "You will need" section as you follow the steps) • Discuss the text and text features (next two sections that follow "you will need" • Discuss what students wonder about rockets • Create a functional text chart • Ongoing vocabulary review (average, camouflage, chatter, "chime in", and glimpse)-"Would You" questions
<ul style="list-style-type: none"> • Day 7: Use text features in expository nonfiction 	<p>RI.PP.2.5 RI.TS.2.4 RI.IT.2.3. SL.PE.2.1 L.RF.2.4 L.VI.2.3</p>	<ul style="list-style-type: none"> • Review what the students wondered • Preview "What Is a Rocket?" using the titles and headings (SRB pgs. 53-54) • Introduce maps (SRB pg. 53) • Add maps to the functional text chart • Read the article aloud stopping at pgs. 172 and 173 to discuss what was learned • Introduce text boxes in the article (add to the text features chart from previous week) • IDR-nonfiction

		<ul style="list-style-type: none"> ● Learn and use new vocabulary (liquid and solid)-discuss things that are liquid and solid ● Add to the antonyms chart
<ul style="list-style-type: none"> ● Day 8: Use text features in expository nonfiction 	<p>RI.PP.2.5 RI.TS.2.4 RI.IT.2.3. RI.MF.2.6 SL.PE.2.1 L.RF.2.4 L.VI.2.3</p>	<ul style="list-style-type: none"> ● Review what students wondered ● Introduce “Blast Off” ● Read the article aloud (SRB pgs. 56-57), stopping to discuss what students learned ● Introduce diagrams and labels and to the text features chart ● IDR - nonfiction ● Learn and use new vocabulary (possible and impossible) ● Review the prefix -im ● Play “Possible or Impossible” ● Add to the antonyms chart
<ul style="list-style-type: none"> ● Day 9: Use text features in expository nonfiction 	<p>L.VI.2.3 RI.TS.2.4 RI.MF.2.6 SL.PE.2.1 W.RW.2.7</p>	<ul style="list-style-type: none"> ● Review nonfiction text features ● IDR -using text features” ● Model writing about text features ● SRB pg. 58, sw write about text features from IDR ● Review weekly vocabulary-”Finish the Story” ● Watch “How Do Astronauts Get Ready for Space”
<ul style="list-style-type: none"> ● Day 10: Assessment 	<p>RI.TS.2.4 RI.MF.2.6</p>	<ul style="list-style-type: none"> ● Review nonfiction text features ● Review articles from the week ● Comprehension test
<ul style="list-style-type: none"> ● Day 11: Use text features in expository nonfiction 	<p>RI.TS.2.4 RI.MF.2.6 SL.PE.2.1 L.RF.2.4</p>	<ul style="list-style-type: none"> ● Review nonfiction text features ● Introduce the article “Ice Cream Mania” ● Read aloud stopping to identify information learned ● Discuss caption and graphs ● Ongoing vocabulary review (ancient, “blow your mind”, “catch your eye”, humid, impossible, inflation, liquid, observation, and shelter)

		<ul style="list-style-type: none"> • Vocabulary sort • IDR/Conferences
<ul style="list-style-type: none"> • Day 12: Identify information learned in an article 	<p>RI.CR.2.1 RI.TS.2.4 SL.II.2.2 SL.PE.2.1 L.RF.2.4</p>	<ul style="list-style-type: none"> • Preview “Giant Pandas” by reading title and headings • Read article aloud and discuss what was learned • Explore text boxes • Read and discuss “Can We Save Them?” • IDR/Conferences • Learn and use new vocabulary (strenuous and complex) • Play “Strenuous or Not Strenuous” and “Simple or Complex?”
<ul style="list-style-type: none"> • Day 13: Understand the connections between a series of steps in a functional text 	<p>RI.CR.2.1 RI.TS.2.4 SL.II.2.2 SL.PE.2.1 L.RF.2.4 RI.IT.2.3</p>	<ul style="list-style-type: none"> • Review functional texts • Introduce “and read aloud Classic Smoothie” • Discuss the importance of following steps in order • IDR/Conferences • Introduce and use new vocabulary (Optional and fresh) • Play “Is It Optional?” and Is It Fresh?”
<ul style="list-style-type: none"> • Day 14: Identify information learned in functional text 	<p>RI.CR.2.1 RI.TS.2.4 SL.II.2.2 SL.PE.2.1 L.RF.2.4</p>	<ul style="list-style-type: none"> • Review functional texts • Introduce and read aloud “City Zoo” • Discuss reading, identifying, and understanding a functional text • IDR/Conferences • Review weekly vocabulary • Play “Which Word Goes With?”
<ul style="list-style-type: none"> • Day 15: Assessment 	<p>RI.IT.2.3 RI.CR.2.1 RI.TS.2.4</p>	<ul style="list-style-type: none"> • Review nonfiction text features • Review articles from the week • Comprehension test

Inclusive concepts

- The reading community allows for all levels to work together at their individual pace and level

Unit 9 Learning Goals

- SWBAT determine important ideas in expository nonfiction**
- SWBAT determine important events in expository nonfiction**
- SWBAT determine important ideas in fiction**
- SWBAT determine important events in fiction**

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • Read aloud texts • Collaborative Classroom Learning Portal 	<ul style="list-style-type: none"> • Student Response book • Word Study Notebook • Writing/Journal Notebook • Vocabulary • Charts • IXL • Reading Eggs • EPIC • Leveled library

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> • Day 1: Determine and discuss important ideas in expository nonfiction 	<ul style="list-style-type: none"> L.RF.2.4 RI.CR.2.1 RI.CI.2.2 RI.PP.2.5 RI.AA.2.7 SL.PE.2.1 	<ul style="list-style-type: none"> • Review nonfiction • Add text features to the “Things We Know About Nonfiction” chart • Introduce the article “The Perils of Plastic” • Make predictions about what they will learn • Read article aloud (SRB pgs. 62-62) stopping to discuss what was learned • Reread the article and discuss important ideas • Discuss predictions and summarize the article • Make a chart of things learned from article

		<ul style="list-style-type: none"> • IDR-self monitor • Ongoing vocabulary review (ancient, “blow your mind”, impossible, lopsided, and solid) • Draw and write about vocabulary
<ul style="list-style-type: none"> • Day 2: Determine and discuss important ideas in expository nonfiction 	<p>RI.CR.2.1 RI.CI.2.2 RI.PP.2.5 RI.AA.2.7 SL.PE.2.1 L.VL.2.2</p>	<ul style="list-style-type: none"> • Introduce important ideas • Review “The Perils of Plastic” • Introduce the article “Coral Reefs at Risk” • Make predictions about what they will learn • Read article aloud (SRB pgs. 64-65) stopping to discuss what was learned • Reread the first part of article and model underlining important ideas • Reread the second part stopping to discuss what was important • SW underline important ideas in SRB • Compare what was learned from “The Perils of Plastic” and “Coral Reefs at Risk” • Learn and use new vocabulary (marine and brilliant) • Discuss marine environments and play “Is This a Marine Animal?” • Play “Make a Choice” • Review homographs • Review the prefix -pre
<ul style="list-style-type: none"> • Day 3: Determine and discuss important ideas in expository nonfiction 	<p>L.RF.2.4 RI.CR.2.1 RI.CI.2.2 RI.PP.2.5 RI.AA.2.7 SL.PE.2.1 L.VL.2.2</p>	<ul style="list-style-type: none"> • Review what students have learned about plastic pollution • Introduce the article “Meet Anna Du” • Read the article aloud stopping to discuss what was learned (SRB pgs 66-67) • Reread the article aloud, discuss and underline important ideas • Discuss lesson learned in the article • IDR • Introduce and learn new vocabulary (navigate and finalist) • Discuss navigating • Play “Is Norton a Finalist?” • Review the suffix -ist

<ul style="list-style-type: none"> • Day 4: Compare multiple informational versions of the same idea 	<p>RI.CT.2.8 SL.PE.2.1</p>	<ul style="list-style-type: none"> • Watch and discuss the video “The Problem with Plastic” • Watch and discuss the video “Kids Against Plastic” • Discuss and compare the videos to the articles read during the week • Review weekly vocabulary • Do the activity “What Do You Think About?”
<ul style="list-style-type: none"> • Day 5: Assessment 	<p>RI.CR.2.1 RI.CI.2.2 RI.PP.2.5</p>	<ul style="list-style-type: none"> • Review articles from the week • Review vocabulary • Comprehension test
<ul style="list-style-type: none"> • Day 6: Write opinion paragraphs 	<p>W.AW.2.1 SL.PE.2.1 L.RF.2.4</p>	<ul style="list-style-type: none"> • Introduce opinion articles • Ask if students think zoos are good or bad for animals (TTP) • SW will write their opinion with an opening sentence, reasons, and a closing sentence • IDR • Ongoing vocabulary review (evidence, finalist, lopsided, marine, and possible) • Play “Make a Choice”
<ul style="list-style-type: none"> • Day 7: Determine important ideas in an opinion article 	<p>L.RF.2.4 RI.CI.2.2 RI.PP.2.5 RI.AA.2.7 L.VL.2.2 L.VI.2.3</p>	<ul style="list-style-type: none"> • Review opinion articles • Review students’ opinions • Introduce the article “Zoos are Good for Animals” • Read the article aloud to discuss what was learned (SRB pg. 68) • Reread the article and discuss important ideas • IDR -determine important ideas • Learn and use new vocabulary (treat and provide) • Use context to determine meaning • Review homographs • Discuss providing
<ul style="list-style-type: none"> • Day 8: Determine important ideas in an opinion article 	<p>RI.CI.2.2 RI.PP.2.5 RI.AA.2.7</p>	<ul style="list-style-type: none"> • Review opinion articles • Introduce the article “Zoos are Not Good for Animals”

	SL.PE.2.1 L.VL.2.2	<ul style="list-style-type: none"> • Read the article aloud discussing what was learned (SRB pg. 69) • Reread the article and discuss important ideas • SRB pg. 70 -write about the author's opinion • Share writing • Learn and use new vocabulary (conservation and appreciate) • Play "Is Norton Helping with Conservation?" • Review the suffix -ation • Play "Would You Appreciate It?"
<ul style="list-style-type: none"> • Day 9: Write an opinion using supportive details from article 	W.AW.2.1 SL.PE.2.1	<ul style="list-style-type: none"> • Review opinion articles • Review articles from the week • Review important ideas from each article • Review opinions from Monday • Model writing an opinion • SRB pg. 71 - SW write their opinion on whether Zoos are good or bad for animals • Share opinions • Review weekly vocabulary • Play "Which Word Goes With?"
<ul style="list-style-type: none"> • Day 10: Assessment 	RI.CR.2.1	<ul style="list-style-type: none"> • Review articles from the week • Review vocabulary • Comprehension test
<ul style="list-style-type: none"> • Day 11: Understand character feelings and make text to self connections 	L.RF.2.4 RL.CR.2.1 RL.IT.2.3 RL.MF.2.6 SL.PE.2.1	<ul style="list-style-type: none"> • Review fiction and introduce the book My Two Blankets • Read the story aloud stopping at pgs. 9 and 18 to discuss what has happened and how the characters feel • Discuss what students do when they feel alone • IDR - determine important ideas • Ongoing vocabulary review (appreciate, brilliant, conservation, provide, and treat) • Play "Make a Choice"
<ul style="list-style-type: none"> • Day 12: Determine important events in fiction 	L.RF.2.4 L.VL.2.2	<ul style="list-style-type: none"> • Introduce important events in fiction • Reread story aloud and discuss characters' feelings

	<p>RL.CR.2.1 RL.CI.2.2 RL.IT.2.3 SL.PE.2.1</p>	<ul style="list-style-type: none"> • Discuss important events in the story • Discuss the story's message • IDR - determine important events • Learn and use new vocabulary (immigrate and befriend) • Discuss migrating in My Two Blankets • Discuss befriending others • Review suffixes -ion and -ation
<ul style="list-style-type: none"> • Day 13: Determine important events in fiction 	<p>RL.CR.2.1 RL.CI.2.2 RL.IT.2.3 SL.PE.2.1 L.VI.2.3 L.RF.2.4</p>	<ul style="list-style-type: none"> • Revisit the book Erandi's Braids • Read the story aloud and discuss character's feelings • Discuss the important events in the story • Discuss the story's message • IDR- determine important events • Learn and use new vocabulary (persevere and cold) • Discuss whether someone perseveres • Play "Is Norton Being Cold?" • Review homographs
<ul style="list-style-type: none"> • Day 14: Determine important events in fiction 	<p>RL.CR.2.1 RL.CI.2.2 RL.IT.2.3 SL.PE.2.1</p>	<ul style="list-style-type: none"> • Introduce the book Galimoto • Read aloud stopping to discuss how the boy feels and how he perseveres • Discuss important events in the story • Discuss the story's message • Review weekly vocabulary • Play "Find Another Word"
<ul style="list-style-type: none"> • Day 15: Assessment 	<p>RL.CR.2.1 RL.CI.2.2 RL.IT.2.3</p>	<ul style="list-style-type: none"> • Read My Two Blankets aloud • Review vocabulary • Comprehension test
<ul style="list-style-type: none"> • Day 16: Identify problems and solutions in fiction 	<p>L.RF.2.4 RL.CR.2.1 RL.IT.2.3 RL.TS.2.4 SL.PE.2.1</p>	<ul style="list-style-type: none"> • Add "Determine important ideas or events" to the "What Readers Do" chart • Introduce the book Big Al • Read the story aloud stopping at pg. 15 to discuss what they know about Big Al and make predictions about what will happen next • Discuss the problem and solution

		<ul style="list-style-type: none"> ● IDR - determine important events ● Ongoing vocabulary review (befriend, cold, immigrate, navigate, persevere) ● Do the activity “What Might YOu Say or Do?”
<ul style="list-style-type: none"> ● Day 17: Determine important events and message 	SL.PE.2.1 RL.CR.2.1 RL.CI.2.2 W.RW.2.7	<ul style="list-style-type: none"> ● Review Big AI ● Read the story aloud and discuss important events ● Discuss the story’s message ● Model writing about a message ● SRB pg 74 -write about message in Big AI ● Share what students wrote ● Learn and use new vocabulary (“steer clear” and flop) ● Play “Would You Steer Clear?” ● Review the suffix -est
<ul style="list-style-type: none"> ● Day 18: Write explanatory sentences about a character in a fiction book 	SL.AS.2.6 SL.PE.2.1 W.RW.2.7 RL.CR.2.1 RL.CI.2.2 L.VL.2.2	<ul style="list-style-type: none"> ● Review Big AI ● SRB pg. 73 - draw and write about favorite part in the story ● IDR - lessons or messages in a story ● Learn and use new vocabulary (delightful and bulge) ● Use context to determine word meaning ● Discuss delightful times and people ● Review the prefix -mis
<ul style="list-style-type: none"> ● Day 19: Determine a story’s message 	SL.PE.2.1 RL.CR.2.1 RL.CI.2.2 W.RW.2.7	<ul style="list-style-type: none"> ● IDR - lesson or message in a story ● SRB pg. 75 -write about a lesson or message from book read during IDR ● Review weekly vocabulary ● Play “Which Word Am I?”
<ul style="list-style-type: none"> ● Day 20: Assessment 	RL.CR.2.1 RL.CI.2.2	<ul style="list-style-type: none"> ● Read Big AI ● Review vocabulary ● Comprehension test
<ul style="list-style-type: none"> ● Day 21: Determine a story’s message 	RL.CI.2.2 RL.CR.2.1 L.RF.2.4	<ul style="list-style-type: none"> ● Review the “What Readers Do” chart ● Introduce The Manic Panic ● Read the story aloud stopping at pgs. 11 and 22 to discuss what has happened ● Discuss the message

	SL.PE.2.1	<ul style="list-style-type: none"> ● Review reading comprehension strategies ● IDR ● Ongoing vocabulary review (appreciate, bulge, delightful, flop, and “steer clear”) ● Discuss “Would You?” questions
<ul style="list-style-type: none"> ● Day 22: Reflect on reading community and stories read throughout the year 	SL.PE.2.1 SL.PI.2. SL.AS.2.6 SL.UM.2.5 W.RW.2.7 L.RF.2.4	<ul style="list-style-type: none"> ● Revisit texts read aloud during the school year ● Discuss favorite texts ● SRB pg 76 -write about summer reading ● IDR ● Learn and use new vocabulary (brimming and fling) ● Activity - “What Might You Say or Do?” ● “Would You Fling it?”
<ul style="list-style-type: none"> ● Day 23: Determine important events 	RL.CI.2.2 RL.CR.2.1 L.RF.2.4 SL.PE.2.1	<ul style="list-style-type: none"> ● Revisit the students’ reading lives ● IDR ● Share what they read with partners and class ● Reread The Manic Panic ● List and discuss important events ● Learn and use new vocabulary (whimper and grumble) ● Activity “Imagine That”
<ul style="list-style-type: none"> ● Day 24: Revisit and discuss the classroom community 	SL.PE.2.1 SL.PI.2. SL.AS.2.6 SL.UM.2.5 W.RW.2.7 L.RF.2.4	<ul style="list-style-type: none"> ● Discuss the classroom community ● SRB pg. 77 - draw and write about what they liked in the classroom community ● Share with class ● IDR ● Review weekly vocabulary ● Play “Find Another Word”
<ul style="list-style-type: none"> ● Day 25: End of Year Book Sharing 	SL.PE.2.1 SL.PI.2. SL.AS.2.6 SL.UM.2.5	<ul style="list-style-type: none"> ● Share favorite books with class (can be from school or home)

Inclusive concepts

- The reading community allows for all levels to work together at their individual pace and level
- Introduces the students to the struggles, emotions, and acceptance of immigration