

**Unit Overview**

This unit is designed as an introduction to second grade reading workshop. Students will learn procedures for participating in their new classroom community, reading independently, and working with partners. They will begin to develop routines for selecting and recording book information. They will analyze habits of good readers, and begin to demonstrate those same habits which include reading independently and silently, actively thinking as a reader by recording thoughts, using post-its, as well as staying focused and building stamina by keeping a reading log. Students will develop habits for reading and talking about books with partners that may include how to sit, taking turns, reading together and retelling.

For additional information regarding the unit please see TCRWP User’s Guide and Units of Study for Teaching Reading Grade 2 Book 1.

Overarching Standards Aligning with Grade 2 Unit 1, <i>Second-Grade Reading Growth Spurt</i>				
Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.2.3	RL.2.1, RL.2.4, RL.2.6, RL.2.10, <b>RF.2.4</b>	SL.2.1	L.2.1, L.2.3
2	W.2.3	<b>RL.2.4</b> , RL.2.5, <b>RL.2.7</b> , <b>RF.2.3</b> , <b>RF.2.4</b>	SL.2.1, SL.2.6	L.2.1, L.2.3
3	W.2.3	RL.2.1, RL.2.2, RL.2.3, <b>RL.2.10</b> , <b>RF.2.3</b> , <b>RF.2.4</b>	SL.2.1	L.2.1, L.2.3
4	W.2.3	RL.2.4, RL.2.10, <b>RF.2.3</b> , <b>RF.2.4</b>	SL.2.1, SL.2.6	L.2.1, <b>L.2.3</b> , <b>L.2.4</b>
5	W.2.3	<b>RL.2.1</b> , <b>RL.2.2</b> , <b>RL.2.3</b>	SL.2.1, SL.2.2, SL.2.3, <b>SL.2.4</b>	L.2.1, L.2.3
6	W.2.3, W.2.8	<b>RL.2.1</b> , <b>RL.2.2</b> , <b>RL.2.3</b>	SL.2.1, <b>SL.2.4</b>	L.2.1, L.2.3
7	W.2.3	RL.2.1, RL.2.2, RL.2.3, RL.2.4, <b>RL.2.7</b> , <b>RF.2.3</b> , RF.2.4	SL.2.1	L.2.1, L.2.3, <b>L.2.4</b> , L.2.6
8	W.2.3	RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.7, RL.2.10, <b>RF.2.3</b> , <b>RF.2.4</b> ,	SL.2.1	L.2.1, L.2.3, <b>L.2.4</b> , L.2.5
9	W.2.3	RL.2.1, RL.2.2, RL.2.3, RL.2.10, <b>RF.2.3</b>	SL.2.1, SL.2.3	L.2.1, L.2.3, <b>L.2.4</b> , L.2.5, L.2.6
10	W.2.3	RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.10, <b>RF.2.3</b> , <b>RF.2.4</b>	SL.2.1, SL.2.2, SL.2.3	L.2.1, L.2.3, <b>L.2.4</b> , L.2.5, L.2.6
11	W.2.3	RL.2.1, RL.2.2, RL.2.3, <b>RL.2.4</b> , RL.2.10, <b>RF.2.3</b> , <b>RF.2.4</b>	SL.2.1	L.2.1, L.2.3, <b>L.2.4</b> , <b>L.2.5</b> , <b>L.2.6</b>
12	W.2.3	RL.2.1, RL.2.2, RL.2.3, <b>RF.2.3</b> , RF.2.4	<b>SL.2.1</b> , <b>SL.2.3</b>	L.2.1, L.2.3, <b>L.2.4</b> , <b>L.2.5</b> , <b>L.2.6</b>
13	<b>W.2.3</b>	<b>RL.2.1</b> , <b>RL.2.2</b> , <b>RL.2.3</b> , RL.2.4, RL.2.5	SL.2.1, SL.2.3	L.2.1, L.2.3
14	<b>W.2.3</b> , W.2.5, W.2.7	RL.2.1, RL.2.2, RL.2.3, RL.2.4, <b>RL.2.6</b>	SL.2.1	L.2.1, L.2.2, L.2.3
15	<b>W.2.3</b>	<b>RL.2.1</b> , RL.2.2, <b>RL.2.3</b> , RL.2.4, <b>RL.2.5</b>	SL.2.1, <b>SL.2.4</b>	L.2.1, L.2.3
16	W.2.3	RL.2.1, <b>RL.2.2</b> , RL.2.3, <b>RL.2.5</b>	SL.2.1, <b>SL.2.3</b> , <b>SL.2.4</b> , SL.2.6	L.2.1, L.2.3
17	W.2.3	RL.2.1, RL.2.2, RL.2.3, RL.2.10, RF.2.4	SL.2.1, <b>SL.2.4</b> , SL.2.6	L.2.1, L.2.3
Read-Aloud	W.2.3	<b>RL.2.1</b> , <b>RL.2.2</b> , <b>RL.2.3</b> , RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.10, RF.2.4	SL.2.1, SL.2.2, <b>SL.2.3</b> , <b>SL.2.4</b> , SL.2.6	L.2.1, L.2.3, L.2.6
Shared Reading	W.2.3	RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.7, RL.2.10, RF.2.3, RF.2.4	SL.2.1, SL.2.2, SL.2.3, <b>SL.2.4</b> , SL.2.6	L.2.1, L.2.2, L.2.3, <b>L.2.4</b> , L.2.5, L.2.6

\*Bold indicates Priority Standards that are a major emphasis.

Overarching Standards Aligning with Grade 2 Unit 1, <i>Second-Grade Reading Growth Spurt</i>			
Session	Reading Standards	Speaking & Listening Standards	Language Standards
1	RF.2.4 Read with sufficient accuracy and fluency to support comprehension.		
2	<p>RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p>		
3	<p>RL.2.10 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.</p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p>		
4	<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p>		<p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p>
5	<p>RL.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p>	SL.2.4 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	
6	<p>RL.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	

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**Reading Workshop: Sept./Oct.**

	RL.2.3 Describe how characters in a story respond to major events and challenges.		
7	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.
8	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.  RF.2.4 Read with sufficient accuracy and fluency to support comprehension.		L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.
9	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.		L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.
10	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.		L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.
11	RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.  RF.2.4 Read with sufficient accuracy and fluency to support comprehension.		L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. <i>notebook, bookmark</i> .  L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.  L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).
12	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.

		SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.  L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).
13	<p>RL.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p>		
14	RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		
15	<p>RL.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	
16	<p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	
17		SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	
Read-Aloud	RL.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	SL.2.3 Ask and answer questions about what a speaker says in order to clarify	

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	<p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p>	<p>comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	
<p>Shared Reading</p>		<p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p>

Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> <li>● Readers choose just-right books and push themselves to read more.</li> <li>● Establish routines, procedures, and expectations for reading time in second grade.</li> <li>● Identify strategies for staying focused and building stamina.</li> <li>● Identify ways to read and talk about books with partners.</li> <li>● Readers have skills and strategies to help them tackle complex texts and hard words.</li> </ul>	<ul style="list-style-type: none"> <li>● How do readers make decisions based on habits, volume, and stamina? How do readers think about before, during, and after reading?</li> <li>● What can partners talk about to grow ideas about their reading? How do readers become independent problem solvers?</li> <li>● How can I get ready to share books I’m reading with my partner, retelling the important parts or parts that stood out to me and talking about what I’ve learned?</li> </ul>	<ul style="list-style-type: none"> <li>● Readers choose just-right books and push themselves to read more.</li> <li>● Establish routines, procedures, and expectations for reading time in second grade</li> <li>● Identify strategies for staying focused and building stamina.</li> <li>● Identify ways to read and talk about books with partners.</li> <li>● Readers have skills and strategies to help them tackle complex texts and hard words.</li> <li>● Retelling and Monitoring for sense.</li> </ul>
Suggested Strategies	Suggested Differentiation Methods	Suggested Materials/Resources
<ul style="list-style-type: none"> <li>● Create and refer to anchor charts.</li> <li>● Provide and present mentor texts as models.</li> <li>● Model (Talk Aloud) the strategies good readers use.</li> <li>● Study book pictures.</li> <li>● Practice creating mental movies as you read.</li> <li>● Investigate figurative language and descriptive vocabulary and how authors use them.</li> </ul>	<p><i>The design of reading workshop allows for individualized instruction and independent growth for every child.</i></p> <ul style="list-style-type: none"> <li>● provide leveled books appropriate for all reading levels</li> <li>● provide support as needed through conferencing</li> <li>● provide support as needed through strategy groups</li> </ul>	<p><b>Mentor Text &amp; Read-Aloud</b></p> <ul style="list-style-type: none"> <li>● <i>Bigmama’s</i> by D. Crews</li> <li>● <i>Corduroy</i> by D. Freeman</li> <li>● <i>Flying</i> by D. Crews</li> <li>● <i>My Little Island</i> by F. Lessac</li> <li>● <i>School Bus</i> by D. Crews</li> </ul>

<ul style="list-style-type: none"><li>● Turn and Talk the dialogue in a story to bring the characters' feelings alive.</li><li>● Set mini-reading goals for engagement, print work, fluency, comprehension, and/or conversation.</li><li>● Provide checklists and reading progressions to assess and develop on-going reading goals.</li><li>● Practice alternating the speed a text is read to reflect tone and mood.</li><li>● Plan to celebrate the conclusion of classroom reading projects.</li><li>● Use technology in the reading classroom; for example, use storytelling videos.</li></ul>	<ul style="list-style-type: none"><li>● provide support as needed through guided reading groups</li><li>● provide individualized copies of teaching charts</li><li>● provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning</li><li>● scaffold or stretch learning through the use of various strategies</li><li>● provide appropriate reading partners</li></ul>	
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**Assessments**

Assessment in this unit takes three forms: diagnostic, formative, and summative. There are downloadable, digital versions of the assessment tools available through the online resources at; [www.readingandwritingproject.org/resources](http://www.readingandwritingproject.org/resources).

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one- to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

<b>Suggested Assessment Methods</b>		
<b>Diagnostic Assessments</b>	<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Running Records</li> <li>● Spelling Inventory</li> <li>● Conferring</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-student conferences including: individual, small group, strategy group, and guided reading</li> <li>● Daily observation of students' participation during the active engagement segment of each mini-lesson. Students' conversation with partners during Turn and Talk segment of mini-lessons.</li> <li>● Reading logs</li> <li>● Writing About Reading evidence (Post-its)</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-student conferences</li> <li>● Running Records</li> <li>● Spelling Assessments</li> <li>● Reading logs</li> <li>● and other evidence of students improving skills</li> </ul>

**Scope and Sequence of Teaching Points**

The following teaching points and activities are adapted from Units of Study for Teaching Reading Grade 2 (Calkins et al., 2015) and serve as a loose framework for teachers, who will add and/or emphasize based on their students' needs.