

Summit Public Schools
Summit, New Jersey
Grade Level: Second/ Content Area: READING
2019-2020 School Year

Curriculum

Pacing Guide for Reading and Writing Units of Study

Month	Reading Unit	Writing Unit	Phonics Unit
September/ October	Second Grade Reading Growth Spurts (Book 1) Growing Word Solving Muscles (Two-Week Mini-Unit: User Guide)	Revving Up Writing Muscles (Two-Week Mini-Unit: User Guide) Lessons from the Masters: Improving Narrative Writing (Book 1)	Growing Into Second Grade Phonics (Book 1)
November/ December	Becoming Experts: Reading Nonfiction (Book 2)	The How To Guide to Nonfiction Writing (New Book 2016)	If... Then... Phonics (Online Resources)
December/January	Studying Characters and Their Stories (If...Then...)	Writing About Reading (Book 3)	Big Words Take Big Resolve: Tackling Multisyllabic Word (Book 2)
January/February	Bigger Books Mean Amping Up Reading Power (Book 3)	Poetry: Big Thoughts in Small Packages (Book 4)	If... Then... Phonics (Online Resources)
March/April	Reading Nonfiction Cover to Cover: Nonfiction Book Clubs (If...Then...)	Lab Reports and Science Books (Book 2)	Word Collectors (Book 4)
May/June	Series Reading Clubs (Book 4)	Writing Gripping Fictional Stories (If...Then)	If... Then... Phonics (Online Resources)

Unit 1: Second-Grade Reading Growth Spurt and Growing Word Solving Muscles

September/October

This unit is designed as an introduction to second grade reading workshop. Students will learn to take charge of their reading life by participating in their new classroom community, reading independently, and working with partners. In Bend I students 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. Bend II will focus on solving tricky words. Bend III focuses on paying attention to the author's craft.

Reading	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Establish routines, procedures, and expectations for reading time in second grade <input type="checkbox"/> Identify strategies for staying focused and building stamina <input type="checkbox"/> Identify ways to read and talk about books with partners <input type="checkbox"/> Retelling and monitoring for sense 	
Essential Questions	Enduring Understandings
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> How do readers make decisions based on habits, volume, and stamina? <input type="checkbox"/> How do readers think about before, during, and after reading? <input type="checkbox"/> What can partners talk about to grow ideas about their reading? <input type="checkbox"/> How do readers become independent problem solvers? <input type="checkbox"/> 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? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Readers decide how they want their reading life to go. <input type="checkbox"/> Readers are always thinking- before, during, and after the book. <input type="checkbox"/> Readers prepare and plan for partner reading time. <input type="checkbox"/> There are many ways that readers can help themselves while reading. <input type="checkbox"/> One of the most important ways to understand what we read is to successfully retell books to our partners.

Unit 2: Becoming Experts: Reading Nonfiction

November/December

This unit has three bends that focus on nonfiction reading. Students will tackle the wide range of nonfiction books on different topics. Bend I focuses students' attention on growing knowledge as they pay attention to details, put parts of the text together, and question texts. Bend II tackles both tricky word work and vocabulary development students need to navigate nonfiction reading. Bend III sets readers up to grow knowledge across texts as they read topic sets of texts, comparing, contrasting, and connecting information across texts and text sets. They are also required to focus on vocabulary work that accompanies nonfiction reading. Another big emphasis for second grade readers is partnerships. Partnerships will teach each other about these expert topics--to show off what they know.

Reading	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Getting their minds ready to read nonfiction texts <input type="checkbox"/> Strategies for reading to learn <input type="checkbox"/> Read books across a topic <input type="checkbox"/> Strategies for accumulating information <input type="checkbox"/> Strategies for dealing with nonfiction difficulty <input type="checkbox"/> Strategies for solving tricky word and vocabulary development 	
Essential Questions	Enduring Understandings
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> How do nonfiction readers read to become smarter about our world? <input type="checkbox"/> How do nonfiction readers accumulate information by seeing more than just the text on the page? <input type="checkbox"/> How do nonfiction readers tackle tricky words in their books? <input type="checkbox"/> How do nonfiction readers read more than one book about a topic to compare and contrast? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> There are many ways readers read nonfiction to become smarter about our world. <input type="checkbox"/> Readers do not just use text only to accumulate information, but they use pictures, ask questions, talk to their partners and use post-its. <input type="checkbox"/> Readers use all their strategies for tricky words for fiction reading during their nonfiction reading; including figuring it out with our partner. <input type="checkbox"/> There are ways readers read books across a topic to understand their subject or compare and contrast.

Unit 3: Studying Characters and Their Stories

December/January

This unit focuses on the explicit instruction in skills and strategies for growing ideas about characters. Students are now reading early chapter books and this unit will help them with accumulating the story, linking chapters, and inferring about characters. This unit helps children work to dig deep into their stories.

Bend I teaches students to study characters before, during, and after reading. Students gather information about the book before they read by making predictions about characters. Then, while reading, children will use pictures and words to gather character information. At the end of the book, they'll think about character change and lessons learned. Bend II focuses on studying characters, even when the work is hard! Readers learn specific strategies to support the understanding of unfamiliar vocabulary, analyzing surprising or confusing behavior, and improving comprehension through fluent reading.. Bend III investigates how characters change and grow: noticing how characters felt or behaved at the beginning of the book and how that changes at the end. Students will learn to pinpoint key moments in the story that highlight lessons learned.

Reading	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Strategies readers do to get to know their characters <input type="checkbox"/> Grow ideas and theories about characters wants and troubles <input type="checkbox"/> Think more closely about characters' traits and feelings <input type="checkbox"/> Readers begin to retell as they read, not just after the book <input type="checkbox"/> Think about themes or lessons learned 	
Essential Questions	Enduring Understandings
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> What are the things readers do before, during, and after reading a book to be a thoughtful reader of characters and stories? <input type="checkbox"/> How can I draw on strategies to continue getting to know characters even when it's hard to do so? <input type="checkbox"/> How can I study how characters grow and change and think about lessons the author may have intended? 	<p>Students will understand that..</p> <ul style="list-style-type: none"> <input type="checkbox"/> We can get to know the characters wants and troubles by tracking them through our books. <input type="checkbox"/> We think about the character's traits and examples from the story to prove that a character is acting a certain way. <input type="checkbox"/> Characters have feelings in the beginning, middle and end of any book. <input type="checkbox"/> Readers can talk to their partners to find deeper meaning in their books. <input type="checkbox"/> Readers find deeper meaning through the changes characters go through from beginning to end, as well as what the character learned in the story and how it connects to their own life.

Unit 4: Bigger Books Mean Amping Up Reading Power

January/February

This unit has four parts and its focus is to study foundational reading skills. Bend I focuses on reading with fluency. Students will revisit what it looks and sounds like to read books with a smooth, expressive voice. Bend II immerses students in texts with rich language, exploring figurative language. Students learn to read closely and to monitor for sense. Bend III emphasizes strategies readers use when they read longer books. Students are reminded to slow down, reread, and jot ideas on post-its. In Bend IV, students work together in clubs to make and reach goals. Students take on the role of a researcher. To celebrate this unit, students will teach others about reading. They will share their research on an area of reading they focused on: Fluency Club, Literary Language Club, and Keeping Track of Longer Book Club.

Reading	
<p>Big Ideas: Course Objectives / Content Statement(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading with Voice and Meaning <input type="checkbox"/> Tackling New Vocabulary and Tricky Words with Greater Resolve <input type="checkbox"/> Understanding the Many Reasons to Reread and Giving These a Go! <input type="checkbox"/> Forming Goal Clubs to Make Reading Shine 	
Essential Questions	Enduring Understandings
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> How can I use my voice to read fiction books in ways that help me get the most out of them—and so that they sound the way an author intended them to be read? <input type="checkbox"/> How do I tackle any new and tricky vocabulary as I read, using clues like other words and what's happening in the text to make sense of these? <input type="checkbox"/> How do I understand all the many reasons to reread so that I can get the most out of my books a second, third, and even fourth time reading them? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Readers read with voice and meaning <input type="checkbox"/> Readers tackle new vocabulary and tricky words with greater effort and skill <input type="checkbox"/> Readers understand the effectiveness to reread their text <input type="checkbox"/> Readers can form clubs to reflect on what we learned and make our reading shine.

Once I've figured out what I need to focus on most to make my reading stronger, how can I work with other kids who have the same goal in a (fluency/vocabulary/or rereading) club to tackle that goal?

Unit 5: Reading Nonfiction Cover to Cover: Nonfiction Book Clubs

March/April

The focus of this unit is to improve your students' nonfiction reading skills, and to work on their speaking and listening skills. Students will learn to move from fact-collecting to deeper understanding of main idea and supporting details. Students will learn to think across topics, reading many text not just one. They learn to synthesize and summarize text. This unit is designed for transitional readers around levels H-M.

Bend I focuses on students bringing their strength as nonfiction readers to clubs. Students will be reminded to preview text, make predictions, and make plans for reading and rereading text. You also support them in working together as a club. In Bend II, nonfiction clubs add their own ideas to what they learn. The focus is to teach students to refer back to the text to support their ideas. In Bend III, nonfiction clubs compare and contrast information about topics. You will teach students to notice both content and style of books as they notice similarities and differences.

Reading	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Follow sets of rules and protocols that you expect clubs to uphold similar to series clubs last month <input type="checkbox"/> Build up on or deepen the base of nonfiction strategies that were introduced previously <input type="checkbox"/> Nonfiction readers talk about the information they've learned or found and talk about their own thinking and reactions to the information. <input type="checkbox"/> Compare and contrast information about our topics 	
Essential Questions	Enduring Understandings
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> How do nonfiction readers become stronger thinkers with their clubs? <input type="checkbox"/> How do readers have their own ideas about a topic and not just what a text has taught us? <input type="checkbox"/> How do nonfiction clubs compare and contrast information about their topics? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> There are many ways that readers come prepared to talk in their nonfiction reading clubs. <input type="checkbox"/> There are many ways nonfiction readers grow their own ideas about a topic after reading it. <input type="checkbox"/> There are many ways nonfiction readers compare and contrast information about topics learned.

Unit 6: Series Reading Clubs

May/June

This unit focuses on familiar series books, supporting partner work and book clubs. In Bend I, the students will begin reading a series with their partners, collecting information about the main characters of their books. In Bend II, students will reread books and engage in inquiry, thinking about the craft the writer uses. In the final bend, students will begin to invent ways to share their books with others. They will learn ways to debate inside their clubs, as another way to share and talk about books.

Reading	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Thinking across books in a series- noticing patterns, and predicting what will happen <input type="checkbox"/> Readers grow ideas by looking across all series read by comparing and contrasting to push our thinking <input type="checkbox"/> Reading series books or just one book can lead us to wonder about a topic <input type="checkbox"/> Our reading club partners help push our thinking, especially with the characters in our books 	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <input type="checkbox"/> How do readers figure out how a series goes, noticing patterns and predicting what will happen? <input type="checkbox"/> How do readers grow smart ideas across different series? <input type="checkbox"/> What do readers need to pay attention to so they are not surprised throughout their series book? <input type="checkbox"/> How do readers share opinions with the world about books they love? 	<p>Students will understand that..</p> <ul style="list-style-type: none"> <input type="checkbox"/> There are many things to notice while reading our series books and they are often marked with a post-it. <input type="checkbox"/> Readers talk and share ideas in their clubs about their series books to push their thinking. <input type="checkbox"/> Readers wonder about new topics while reading series books and use many ways to research or find information out about that topic. <input type="checkbox"/> Readers can be surprised now and then on how their story ends or the character's behavior as they are not always predictably.