

# TCRWP Unit 1-- 2nd: Second-Grade Reading Growth Spurt

## Big Ideas/Overview:

- Reading changes as you get older, not only harder & longer books, but how you read and your reading habits- What to read/How to read
- Second graders can often read more words, more easily. And, this growing ease with word reading leaves more energy for thinking more deeply about books.
- Create the mindset needed to rally them around the hard work of outgrowing themselves as readers.

## Skills/Standards

### Foundation Reading Skills

- CSS.ELA-LITERACY.RF.2.3- Know and apply grade-level phonics and word analysis skills in decoding words.
- CCSS.ELA-LITERACY.RF.2.4- Read with sufficient accuracy and fluency to support comprehension.

### Reading Literature

- CCSS.ELA-LITERACY.RL.2.1- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- CCSS.ELA-LITERACY.RL.2.2- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- CCSS.ELA-LITERACY.RL.2.3- Describe how characters in a story respond to major events and challenges.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RL.2.5- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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.

## BEND 1 Taking Charge of Reading

The goal of this bend is to simultaneously remind children of all they know to do as readers while inviting them to be responsible for their behaviors and habits.

Stamina and volume will be goals your readers work towards all year long, but you will shine a spotlight on them in this first unit.

### 1. Readers Choose How to Read

### 2. Second-Grade Readers Take a Sneak Peek to Decide How a Book Wants to Be Read

### 3. Readers Get Stronger by Reading a Lot!

### 4. Readers Read in Longer Phrases, Scooping Up Snap Words

### 5. Keeping Tabs on Comprehension

### 6. Second-Graders Can Mark Their Thinking with a Post-it

## BEND II Working Hard to Solve Tricky Words

The big work of this bend is around word solving. It serves as a transition from the work your readers did around decoding in first grade to the work they will need to do now as they move into more difficult texts.

The word solving strategies across this bend focus heavily on readers using meaning to solve unfamiliar words.

### 7. Second-Grade Readers Roll Up Their Sleeves to Figure Out Tricky Words, Drawing on Everything They Know

### 8. Readers Use More Than One Strategy at a Time: Figuring Out What Makes Sense and Checking the First Letters

### 9. Some Beginnings and Endings Can Be Read in a Snap!

### 10. Don't Forget the Middle! Readers Are Flexible When They Encounter Vowel Teams in Tricky Words

### 11. Readers Have Strategies for Figuring Out Brand-New Words, Too

### 12. Readers Check Themselves and Their Reading

## BEND 3 Paying Close Attention to Authors

The final bend of this unit focuses on reading and writing connections.

Kids will transfer the habit of reading a text like a writer to notice the moves writers make and documenting that work across a "craft chart"

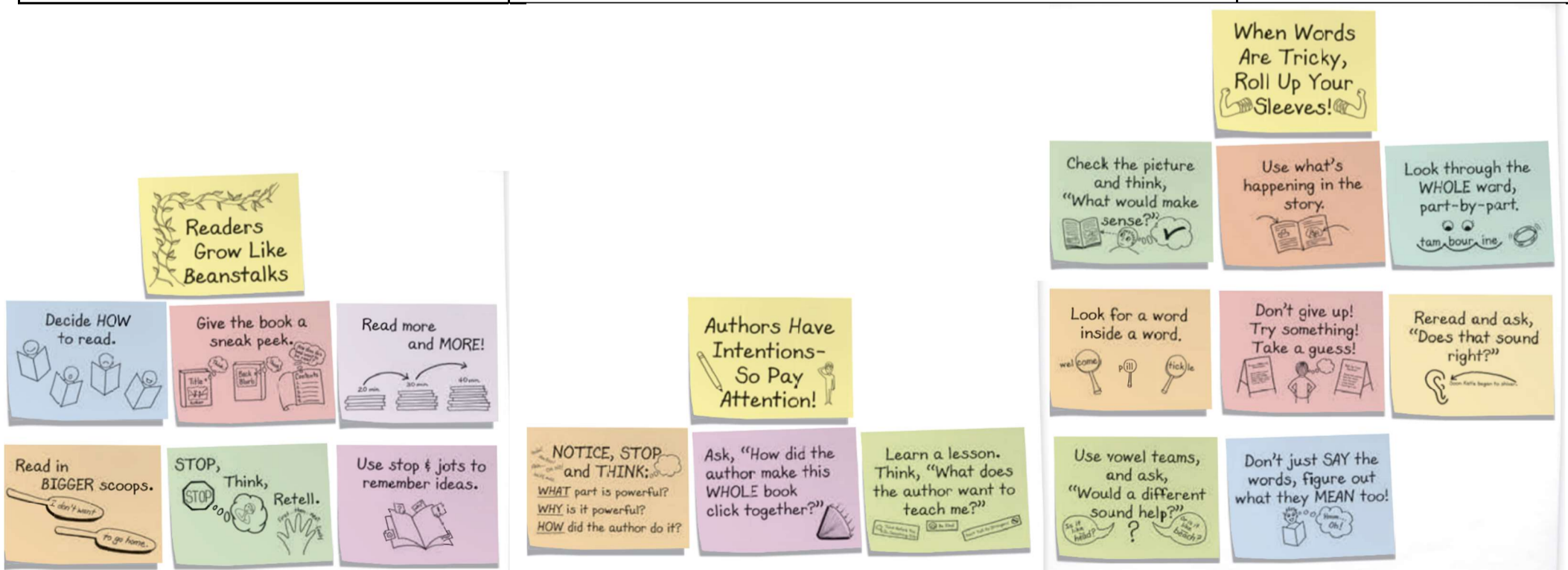
### 13. Authors Have Intentions

### 14. Readers Don't Just Notice Craft Moves—They Try Them!

### 15. Readers Think about How the Whole Book Clicks Together, Noticing Masterful Writing

### 16. Readers Think, "What Does the Author Want to Teach Me?"

### 17. Celebrate How Much Readers Have Grown!



# TCRWP Unit 2-- 2nd :Becoming Experts Reading Nonfiction

## Big Ideas/Overview:

- Supports the reading work that is important for nonfiction readers at this time of year: growing ideas about a topic, understanding and using key-words, and connecting information from one text to another.
- Loving Nonfiction
- Read slowly & thoughtfully, noticing details, & putting parts together to ask qs and grow understandings.
- Readers practice and hone their skills across a variety of books and topics for the first two bends of the unit, and then again within one topic, specifically at the end of the unit.

## Skills/Standards

### Foundation Reading Skills

- CSS.ELA-LITERACY.RF.2.3- Know and apply grade-level phonics and word analysis skills in decoding words.
- CCSS.ELA-LITERACY.RF.2.4- Read with sufficient accuracy and fluency to support comprehension.

### Reading Informational Texts

- CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- CCSS.ELA-LITERACY.RI.2.2- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- CCSS.ELA-LITERACY.RI.2.3- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- CCSS.ELA-LITERACY.RI.2.4- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- CCSS.ELA-LITERACY.RI.2.5- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- CCSS.ELA-LITERACY.RI.2.6- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- Integration of Knowledge and Ideas:
- CCSS.ELA-LITERACY.RI.2.7- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text
- CCSS.ELA-LITERACY.RI.2.9- Compare and contrast the most important points presented by two texts on the same topic.

## BEND 1 Thinking Hard and Growing Knowledge

The first bend emphasizes the thinking work nonfiction readers need to do to understand their books. All too often, readers hone in on the cool and interesting aspects of nonfiction texts or spend all their reading time making it through the words without pausing to add in their own thinking or to put parts together to determine what the text is teaching.

1. Nonfiction Readers Notice and Learn
2. Nonfiction Readers Notice, Learn, and Question
3. Nonfiction Readers Ask, "What Is This Book Teaching Me?"
4. Nonfiction Readers Ask, "How Does This Book Go?"
5. Celebrate the Gift of Learning Something New

## BEND II Learning the Lingo of a Topic

One of the most important things for you to understand and communicate to students during Bend II is that each day's teaching is not an assignment. A glance across the table of contents for this bend will reveal that each day's work adds to a repertoire of strategies readers can choose from to solve words so that they better understand their texts and topics.

Above all, in this bend, you'll convey to your readers the importance of being flexible when working with new vocabulary, and of using everything they've learned strategically.

6. Anticipating and Using the Lingo of a Nonfiction Topic
7. Using Text Features to Notice and Understand Keywords
8. Using Context to Build Knowledge of Unknown Words
9. Solving Words Takes Strategic and Flexible Thinking
10. Rereading Like Experts
11. Talk the Talk and Walk the Walk! Using Lingo to Teach Others

## BEND III Reading across a Topic

The final bend sets readers up to learn from multiple texts and to become experts on a topic.

While readers will reach for higher-level work, such as comparing and contrasting and proving and disproving information, you will want to help them also maintain all of the important work they learned to do from the first two bends of the unit.

12. Growing Knowledge across Books! Getting Ready to Read (and Learn) a Bunch!
13. Nonfiction Readers Add Information across Books
14. Thinking and Rethinking about How Information Is Connected across Books
15. Finding, Thinking, and Talking about What Is the Same and What Is Different
16. Readers Retell Topics, Not Just Books
17. Getting Ready for the Celebration
18. Celebration: Pay It Forward by Teaching Others



# TCRWP Unit 3-- 2nd : Bigger Books Mean Amping Up Reading Power

## Big Ideas/Overview:

- This unit is especially designed to support a class of students, the majority of whom are reading roughly in the range of levels I through L. That is, it is designed to help the bulk of your class transition into chapter books and through the early stages of chapter book reading.
- You will help students learn to hold onto longer and longer texts. You'll equip them to monitor for sense and to be active meaning makers as they encounter trickier language and storylines.
- Teach comprehension strategies that help them capture what has happened in one part of a text and carry that forward as they read on
- Build the foundational reading skills students need to become strong lifelong readers.

## Skills/Standards

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## BEND I Reading with Fluency

Over the course of this bend, students work on reading their texts more fluently. They try out many different strategies to improve their pace, phrasing, and intonation while reading.

1. Rehearsing Reading Voices
2. Scooping Up Words into Phrases
3. Noticing Dialogue Tags
4. Using Meaning to Read Fluently
5. Reading at a Just-Right Pace

## BEND II Understanding Literary Language

This second bend focuses on literary language and helping students both monitor and infer meaning from texts.

6. Recognizing Literary Language
7. Understanding Comparisons
8. Noticing When Authors Play with Words
9. Reading as a Writer— Focusing on Special Language

## BEND III Meeting the Challenges of Longer Books

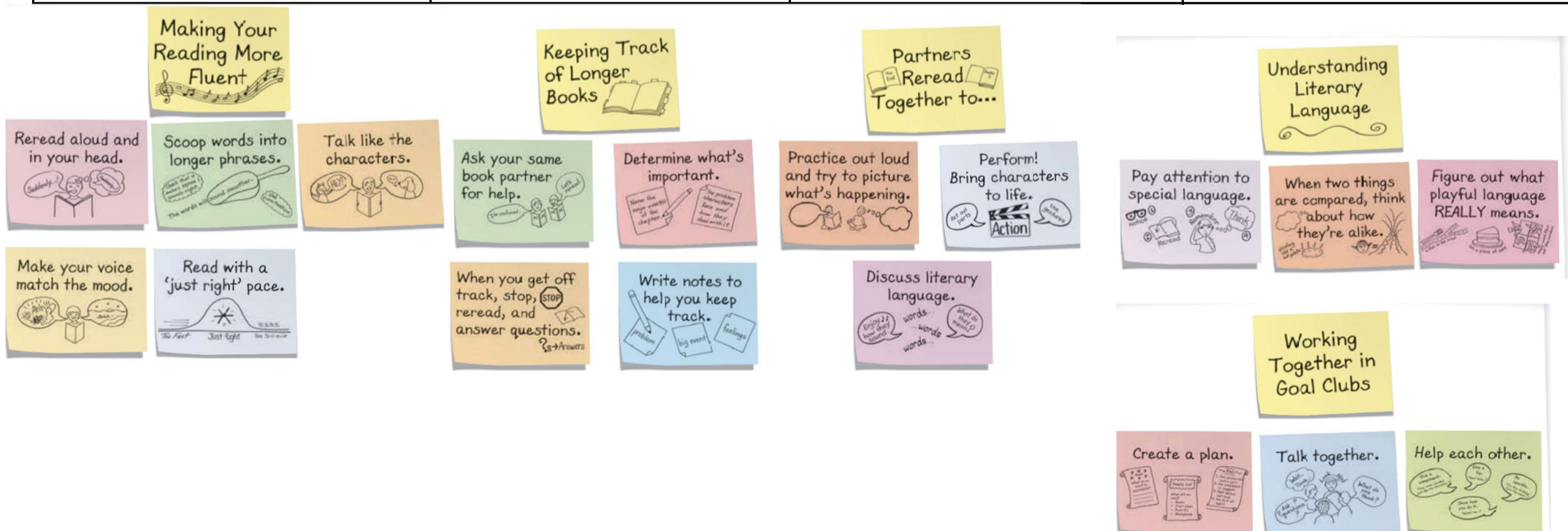
This bend supports children in reading longer books and helps them accumulate and synthesize information across chapters while they read.

10. Setting Up Routines for Same-Book Partners
11. Holding On to Stories Even When Books Are Long
12. Staying on Track When Books Get Tricky
13. Using Writing to Solve Reading Problems

## BEND IV Tackling Goals in the Company of Others

The last bend of this unit, in which students study and work on a particular goal in the context of a club, is exciting. This bend supports students in self-assessing, goal-setting, and working collaboratively.

14. Self-Assessing and Setting Goals
15. Organizing Goal Clubs
16. Giving Feedback to Group Members
17. Celebration



# TCRWP Unit 4--2nd: Series Book Clubs

## Big Ideas/Overview:

- Teaching students how to fall in love with favorite characters and become obsessed fans
- This unit helps students become experts not only on the characters, however, but also on the authors themselves, and it sets them up to develop insights and make comparisons across series.
- Students will be doing this work not just alone, but in partnerships and clubs, where conversation will help to deepen their understanding of their series books. This unit is perfect for propelling students into slightly more challenging texts and developing a repertoire of skills that have been introduced throughout the year.

## Skills/Standards

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## BEND I Going on Reading Adventures

*Throughout this bend, you will support students in becoming experts on a series.*

*Students will be studying plot, how characters respond to trouble, and how main characters interact with secondary characters.*

*Using partnerships and clubs to talk across texts and build children's understanding of story and character will be extremely valuable.*

1. Readers Preview Stories to Get Ready for Reading Adventures
2. Readers Use the Storyline to Predict
3. Readers Retell to Retain the Story
4. Readers Revisit Books to Notice More
5. Readers Reread to Notice Pages that Go Together

## BEND II Studying Characters in Books

*This bend transitions students from a focus on characters and plot to a study of author's craft.*

*Students read texts closely and consider what an author might be trying to show or do through his or her word choice and use of literary language.*

6. Learning about the Main Character
7. Readers Learn about Characters by Noticing Their Relationships
8. Rereading to Learn More about Characters
9. Readers Become the Character
10. Characters' Feelings Change, and So Do Readers' Voices
11. Clues Help Readers Know How to Read a Story
12. Readers Reread to Smooth out Their Voices and Show Big Feelings

## BEND III Learning Important Lessons

*The final bend of this unit focuses on sharing opinions and students' love of books with others.*

*By the end of this bend, students swap books and share their opinions in the form of a debate.*

13. Discovering the Lessons Familiar Stories Teach
14. Readers Always Keep Life Lessons in Mind
15. Readers Make Comparisons
16. Readers Group Books by the Lessons They Teach

