

SEP 17 2005

TENTATIVE PUBLIC SCHOOL 209 SECOND GRADE READING CURRICULUM CALENDAR

<p>Unit of Study/Dates</p>	<p>From 9/13/05-10/1/05 Introducing the Reading Workshop</p> <ul style="list-style-type: none"> •Book Talk •Strategies for Choosing Books •Care of books and class library maintenance •Review Portfolios 	<p>From 10/4/05-10/14/05 Building a Community of Readers</p> <ul style="list-style-type: none"> •Introduce Partnerships to talk about books and read to each other after independent reading time. •Just Right books- review what a JR book is and how to choose one •Review reading strategies •Focus on fluency 	<p>From 10/17/05-10/29/05 Using Many Strategies</p> <ul style="list-style-type: none"> •Making connections •Visualizing •Asking Questions •Predicting •Main Idea <p>Focus on Narrative texts- story elements</p>
<p>Focus/Purpose</p>	<ul style="list-style-type: none"> •Teach routines and establish procedures and expectations •Introduce workshop structure to provide predictability 	<ul style="list-style-type: none"> •Review of book choice strategies •Review of print strategies •Comprehension strategies 	<p>This unit shifts the focus to comprehension of the text. Print strategies are now used as a support in the process of making meaning with comprehension emphasized</p>
<p>Independent Reading Mini-Lessons</p>	<ol style="list-style-type: none"> 1. Reading books from classroom library and leveled texts 2. Review how to choose a just right book 3. Introduction to classroom library- organization and routines 4. Building stamina when reading 5. Using many strategies to read text 	<ol style="list-style-type: none"> 1. Reading with a partner 2. Think as you read about what is coming next and make predictions 3. Think about what the story is about as you read. 4. Pay attention to tone, punctuation and dialogue. 	<ol style="list-style-type: none"> 1. asking "does it make sense?" as you read. 2. reading like you talk to build fluency 3. using questioning to make meaning
<p>Shared reading Mini-lessons</p>	<p>Reinforce print strategies from first grade such as:</p> <ul style="list-style-type: none"> •reading all the way through words •stretching out words •cross-checking for meaning 	<p>Modeling specific strategies that students will use while reading texts on their reading level</p> <ul style="list-style-type: none"> •thinking about a book and make predictions before beginning to read •re-reading when something doesn't make sense •reading fluently and expressively 	<ol style="list-style-type: none"> 1. using questioning to add to meaning 2. using clarifying questions with your partner to clear up questions about meaning 3. cross-checking with your partner to clarify meaning
<p>Reading Aloud "Accountable Talk" Mini-Lessons</p>	<ol style="list-style-type: none"> 1. read a variety of books to build excitement for reading 2. Accountable Talk: analyzing and discussing what we read 	<ol style="list-style-type: none"> 1. Review procedures for taking turns during class and partner discussions 2. Building on the thoughts of others in discussions 3. Backing your ideas with reference to the text 	<ol style="list-style-type: none"> 1. Connections between read-aloud books and independent reading texts 2. Using the turn and talk and whole class methods of discussion
<p>Standards and Assessments</p>	<p>Baseline running record, conferencing notes</p> <p>R1a, R1c, R2a, 2b, 2c, 3a, 3b, 3c, 3d</p>	<p>Conferencing notes</p> <p>R1a, R1c, R2a, 2b, 2c, 3a, 3b, 3c, 3d</p>	<p>Conferencing notes, running records</p> <p>R1a, R1c, R2c, 2b, 2c, 3a, 3b, 3c, 3d</p>

Unit of Study/Dates	From 10/31/05-11/23/05 Reading is Thinking: Comprehension	From 11/28/05-12/23/05 Readers Theater: Making Meaning for Performance	From 1/3/06-1/6/06 Review of What We've Learned
Focus/ Purpose	<p>Students will be able to support their understanding of the text by:</p> <ul style="list-style-type: none"> •providing supporting evidence from the text "I think... because..." ; "When... happened... I thought..." •questioning: "What are you thinking?" "How do you know?" 	<p>Students will learn about the structure of scripts, and learn the different strategies that they need to apply in order to effectively read a script with a group. Students will learn to improve their fluency through repeated readings, and to use expressive reading strategies to communicate effectively with an audience.</p>	<p>Students will review what they learned in the first half of the year to serve as a refresher after the holiday break. Teachers will evaluate areas of student needs and provide review lessons on those areas of the reading workshop.</p>
Independent Reading Mini-Lessons	<ol style="list-style-type: none"> 1. using questioning with partners to discuss meaning 2. reading with fluency and expression 3. using book logs to record reading 4. making notes as you read to use in discussion 	<ol style="list-style-type: none"> 1. taking turns in reading to create meaning 2. selecting and highlighting parts 3. repeated readings for fluency 4. working with partners to help everyone learn parts 	<ol style="list-style-type: none"> 1. choosing just right books 2. making predictions as you read 3. using punctuation, quotation marks, capitalization, etc to make meaning
Shared reading Mini-lessons	<p>Modeling strategies such as:</p> <ul style="list-style-type: none"> •using punctuation, italics, dialogue to make meaning clear •using notes from reading to fuel discussion •thinking aloud about the story as you read 	<p>Modeling specific strategies that students will use to read and perform scripts, such as:</p> <ul style="list-style-type: none"> •how to take turns with partners to create meaning •reading with expressive tones to create meaning •using cues in the script to know how to read a part 	<ol style="list-style-type: none"> 1. using questioning to add to meaning 2. using clarifying questions with your partner to clear up questions about meaning 3. reading expressively aloud to partner
Reading Aloud "Accountable Talk" Mini-Lessons	<ol style="list-style-type: none"> 1. making connections between texts, and to life and the world to make meaning 2. making predictions 	<ol style="list-style-type: none"> 1. analyzing the characters in a script 2. comparing and contrasting script and narrative versions of the same story 	<ol style="list-style-type: none"> 1. making connections between books 2. backing up what your ideas with evidence from the text
Standards and Assessments	<p>running records, conferencing notes, response to literature writing pieces R1a, R1c, R2a, 2b, 2c, 3a, 3b, 3c, 3d</p>	<p>Conferencing notes, running records, response to literature, analysis of performances R1a, R1c, R2a, 2b, 2c, 3a, 3b, 3c, 3d</p>	<p>Conferencing notes, running records R1a, R1c, R2c, 2b, 2c, 3a, 3b, 3c,</p>

Unit of Study/Dates	From 1/9/06-1/20/06 Non-Fiction Reading Centers (Introduction to reading non-fiction) studying the structure and purposes of non-fiction texts	From 1/23/06-2/17/06 Non-Fiction: Reading for Information •reading non-fiction books for purposeful reasons (introducing non-fiction reading for research)	From 2/27/06-3/17/06 Non-Fiction Research Using a wider range of non-fiction resources to: •conduct research •create research necessary to complete projects
Focus/Purpose	Students will read a variety of non-fiction books of different structures on different topics to become familiar with the genre.	Students will use what they have learned about the purpose and structure of non-fiction books to begin reading them in order to gather information	Building on previous work with non-fiction in order to do more in-depth research to create projects based on non-fiction research
Independent Reading Mini-Lessons	<ol style="list-style-type: none"> 1. discussion of the purposes of reading non-fiction 2. introduction to the parts of a non-fiction book (index, chapter subjects, etc.) 3. exploration of the different structure of different non-fiction books 	<ol style="list-style-type: none"> 1. strategies for finding specific information on a chosen topic 2. Choosing the best non-fiction book to find specific information 3. graphic organizers that can be used to organize information 	<ol style="list-style-type: none"> 1. Using multiple texts to find information on one topic 2. Organizing information found into categories 3. generating a list of questions to explore when researching
Shared reading Mini-Lessons	<p>Modeling of print strategies for reading non-fiction:</p> <ul style="list-style-type: none"> •students will learn strategies for reading new vocabulary (using context, stopping to re-read) •using chapter titles, heading, etc to understand text organization 	<p>Modeling specific strategies that students will use while reading non-fiction to find information</p> <ul style="list-style-type: none"> •taking notes while reading to keep track of information learned •re-reading when something doesn't make sense •using glossaries to find the meaning of new words 	<ol style="list-style-type: none"> 1. using new types of non-fiction resources to gain information (Internet, computer resources, encyclopedia, dictionary, atlas, etc.) 2. the structure of reference materials 3. choosing different texts to answer different questions
Reading Aloud "Accountable Talk" Mini-Lessons	<ol style="list-style-type: none"> 1. sharing information on various topics from non-fiction reading 2. comparing different types of non-fiction texts (all about books, how to books, etc.) 	<ol style="list-style-type: none"> 1. collaborating with partners to share and discuss information from non-fiction texts 2. Asking questions about a non-fiction subject as a guide 3. Backing your "facts" with reference to the text 	<ol style="list-style-type: none"> 1. Connections between read-aloud books and independent reading texts 2. Using the turn and talk and whole class methods of discussion
Standards and Assessments	<p>running records, conferencing notes, reading centers response sheets</p> <p>R1a, R1c, R2a, 2b, 2c, 3a, 3b, 3c, 3d</p>	<p>Conferencing notes, running records, research sheets</p> <p>R1a, R1c, R2a, 2b, 2c, 3a, 3b, 3c, 3d</p>	<p>Conferencing notes, running records, research</p> <p>R1a, R1c, R2c, 2b, 2c, 3a, 3b, 3c, 3d</p>

Unit of Study/Dates	From 3/20/06-4/14/06 Character Study Readers talk and think about the characters in their books Readers care about character	From 4/17/06-5/5/06 Readers Theater: Practicing and Performing Our Own Writing	From 5/8/06-6/7/06 Being a Critical Reader (thinking about what you read)
Focus/ Purpose	In this unit, the whole class will be engaged in a shared character study and clusters of children will work on this in character centers. The teacher will read aloud a book (or a series of books) in which the characters have depth and substance and teach children ways to think about characters that they can use when they meet with other children. (TC)	Students will build on their previously constructed understanding of the structure and function of scripts in order to perform plays of their own creation. Students will be able to apply their understanding of character, dialogue, and structure in order to present their work effectively to an audience.	In this unit, students will learn to question what they read, and to apply their critical thinking skills to what they read. This unit will cover the idea of fact vs. opinion.
Independent Reading Mini-Lessons	<ol style="list-style-type: none"> 1. Comparing and contrasting characters within and across books (text to text and to text to self connections) 2. Using graphic organizers and post its to hold ideas and prepare for conversations 3. Making inferences about character traits, motives and messages. 	<ol style="list-style-type: none"> 1. thinking about character to create voice 2. using structure to create clear, fluent reading 3. listening to partners and following in the text on at the same time 	<ol style="list-style-type: none"> 1. talking with partners to analyze the validity of what you read 2. using the rule of "go back to the text" to provide evidence and for your beliefs about the validity of what you read 3. using graphic organizers to find examples of fact vs. opinion
Shared reading Mini-lessons	<ol style="list-style-type: none"> 1. Focus on print work by asking students to notice what strategies they use when they encounter difficulty with words. 2. Introduce new strategies your students are not currently using in order to support their analysis of the book. 	<p>Modeling specific strategies that students will use to read and perform scripts, such as:</p> <ul style="list-style-type: none"> •how to work effectively with partners to create fluency in reading between characters •marking the text to create clarity 	<ol style="list-style-type: none"> 1. finding evidence of truth in what you read 2. analyzing sources: sorting trustworthy sources from questionable sources
Reading Aloud "Accountable Talk" Mini-Lessons	Read aloud from chapter book, which invites children to do wonderful thinking about a character across the chapters.	<ol style="list-style-type: none"> 1. thinking about story parts and beginning, middle and end in scripts 2. use of voice to create characters 	<ol style="list-style-type: none"> 1. comparing information on the same topic from various sources 2. sorting fact from opinion
Standards and Assessments	running record, conferencing notes, RTL work R1a, R1c, R2a, 2b, 2c, 3a, 3b, 3c, 3d	Conferencing notes, running records, response to literature (RTL), analysis of performances R1a, R1c, R2a, 2b, 2c, 3a, 3b, 3c, 3d	Conferencing notes, running records, RTL work R1a, R1c, R2c, 2b, 2c, 3a, 3b, 3c, 3d

Unit of Study/Dates	From 6/10/06-6/28/06 Reader's Choice/ Review
Focus/ Purpose	This unit will review areas of study for the year. The teacher can select areas in which the students needs more practice, or need a review. Students can have the freedom to decide which types of books they would like to read.
Independent Reading Mini-Lessons	<ol style="list-style-type: none"> 1. book choice 2. character analysis 3. fact versus opinion 4. any area of student need
Shared reading Mini-lessons	<p>Reinforce print strategies from the rest of the year such as:</p> <ul style="list-style-type: none"> •reading fluently and with reflection •reading non-fiction for information
Reading Aloud "Accountable Talk" Mini-Lessons	<ol style="list-style-type: none"> 1. reading different types of books for enjoyment and information 2. supporting what you think with evidence from the text
Standards and Assessments	<p>endline running records, conferencing notes</p> <p>R1a, R1c, R2a, 2b, 2c, 3a, 3b, 3c, 3d</p>