**Grade 2**

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|  | **Reading Workshop** |  | **Writing Workshop** |
| September | *Second-Grade Reading Growth Spurt (1)*    *RL, RI* | September | *Revving Up Writing Muscles\**  *(User Guide)*  *N* |
| October | *Lessons from the Masters: Improving Narrative Writing (1)*    *N* |
| Early October | *Growing Word Solving Muscles\* (User Guide)*  *RL, RI* |
| Mid-November | *Becoming Experts: Reading Nonfiction (2)*  *RI* | Mid -November | *The How-To Guide for Nonfiction Writing (Additional Book)*  *I* |
| January | *Studying Characters and Their Stories (If-Then)\**  *RL* | January | *Writing Gripping Fictional Stories (If-Then)*    *N* |
| February | *Bigger Books Mean Amping Up Reading Power (3)*  *RI* | February | *Writing About Reading (3)*    *O* |
| Mid-March | *Reading Nonfiction Cover to Cover: Nonfiction Book Clubs (If – Then)\**  *RI* | Mid-March | *Lab Reports and Science Books (2)*  *I* |
| May -June | *Series Book Clubs (4)*  *RI, RL* | Mid-May-June | *Poetry: Big Thoughts in Small Packages (4)*  **and**  *Independent Writing Projects Across Genres (If-Then)*  *P, N, I* |

\* **Please see page 3**

**Additional Information to Guide Your Instruction**

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| **Codes** | ***Reading:*** RL – units mainly involving literature; RI – units mainly involving information reading  ***Writing:*** N – narrative writing; I-information writing; O-opinion writing; P-poetry writing |
| **Timing of the units** | The months on the calendar indicate when the unit **BEGINS.** Because you will want to adjust your instruction to best fit your students’ needs, you have some flexibility in the teaching of these units. You will have flexibility regarding:   * how long you will spend on a particular unit, in the cases where more than one unit is listed in a particular time period, * whether to teach two units one after the other or integrate two particular units simultaneously, * whether to expand or condense particular bends of units, * or whether to insert a mini-unit before or after a unit listed on the calendar.   Depending on the needs of your students, different decisions may need to be made, and your Literacy Coach will support you as you decide what may work best for a particular group of students.  We have indicated the **MUST START/END** dates to help you pace your instruction to allow all students to experience the same teaching and learning by key points in the year to accommodate students moving, assessment windows, and “fitting it all in.” |
| **And/Or** | Look across the plan for the year and decide:   * to teach two shorter units, one after the other * to teach one longer unit * to integrate one of the units as a mini-unit somewhere between other units (e.g. a two-week poetry unit between narrative and information units) |
| **Begin right away!** | There is no reason to WAIT to start these units. The first units of study in both Reading and Writing Workshop assume it is the first few days of school. The best day to start teaching the routines for reading and writing is the first day of school! |
| **Mini-units** | Mini-units can be inserted at the end of longer units wherever you have time. For example, you may decide to insert a one-week letter-writing unit before beginning *Writing About Reading*, or a two-week punctuation unit between *Writing About Reading and Lab Reports and Science Books*, or a two-week choice genre reading unit during the first week of school or the last weeks of school (including a plan for summer reading goals!). |
| **Choice** | Consider ways to allow students to choose the genre in which they write periodically. Perhaps a few days before a new unit of study, for the last two weeks of school, the first week of school, or the week after a vacation. Minilessons would focus on selecting an idea then matching it to an appropriate genre, trying a topic across different genres, keeping in mind all that students know about a particular genre, among others. |

**Additional Information About Specific Units**

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| ***Revving Up Writing Muscles*** | This unit offers suggestions for reminding students about all they know from kindergarten and first grade about writing narrative texts to “warm up” for the first major unit of the second-grade writing workshop, *Lessons from the Masters: Improving Narrative Writing.* See the Literacy Coach website for more information. |
| ***Growing Word Solving Muscles*** | This unit extends the learning from *Second-Grade Reading Growth Spurt* by integrating that unit’s big ideas with those from Grade 1. See the Literacy Coach website for more information. |
| ***Studying Characters and Their Stories*** | Access this unit through the Heinemann online resources. This unit in the *If . . .Then . . .Curriculum* is written with students reading at about levels H – L early - mid second grade. It supports the work students will do in *Bigger Books Mean Amping Up Reading Power* and *Series Book Clubs* later in the year. You may decide a shortened version of *Reading and Role-Playing: Fairy Tales, Folktales, Fables, and Fantasy* from the *If-Then* book fits nicely as a mini-unit at the end of this *Studying Characters* unit. |
| ***Nonfiction Book Clubs*** | This unit can support the work you do in science and writing workshop. You may want to have a collection of books (both digitally and in print) that focuses on topics in your science curriculum, along with other nonfiction topics of interest, depending on the resources on the topics and in your school. |