|  |  |
| --- | --- |
| **Grade 2**  **Unit Overview**  ***Second-Grade Reading Growth Spurt*** | |
| **Focus Teaching Points** | * Taking charge of our own reading * Deciding *what* to read and *how* to read * Previewing books (taking a “sneak peek”) in a way that matches the text complexity of 2nd grade readers (back of the book blurbs, table of contents) * Making plans and setting goals for reading * Increasing volume and stamina * Reading with automaticity and phrasing * Stopping to think by retelling events in order * Marking thinking with post-its and using post-its productively * Using multiple strategies to read tricky words * Using multiple strategies to cross-check and self-correct * Noticing common beginnings and endings of words * Reading tricky vowel teams in the middles of words * Paying attention to author’s craft * Trying out craft moves from our reading into our writing * Noticing how the parts of a story fit together * Retelling while thinking of the lesson the author wants to teach * Celebrating growth as readers |
| **Key CCSS Standards** | ***Reading Standards for Literature (RL)***   * *1, 2, 3, 4, 5, 6, 7, 9, 10*   ***Reading Standards for Information (RI)***   * *1, 2, 3, 4, 5, 6, 7, 8, 9, 10*   ***Reading Standards: Foundational Skills (RF)***   * *3, 3a-3f, 4, 4a-4c*   ***Speaking and Listening Standards (SL)***   * *1, 2, 3, 4, 5, 6*   ***Language Standards (L)***   * *1, 3, 4 (a, c, d), 6* |
| **Recommended Professional Resource(s) to Guide Instruction** | * *Second-Grade Reading Growth Spurt* from *Units of Study in Teaching Reading, Grade 2* (2015) * *The Primary Comprehension Toolkit:* “Monitoring Comprehension” * Online resources at [Heinemann.com](http://heinemann.com/). A variety of resources to accompany this and the other Grade 2 Units of Study for Teaching Reading are available online through Heinemann.  To access and download this information, you will first need to set up a free account.  **Directions are available on page xv of Second-Grade Reading Growth Spurt.** |
| **Bends in the Road** | * Taking charge of reading * Working hard to solve tricky words * Paying close attention to authors |
| **Recommended Anchor/Mentor Texts** | * *There Was an Old Lady Who Swallowed a Fly (a copy of the song lyrics can be found on the Heinemann site)* * *Those Darn Squirrels!* by Adam Rubin (suggested text for Read Aloud) * *Mercy Watson to the Rescue* by Kate DiCamillo (suggested text for Shared Reading) |
| **Tips for the Unit** | * We highly recommend that you read the first brief section, “An Orientation to the Unit,” to understand the goals and expectations for this unit and to get a sense of the unit as a whole (see pages vi-xv). * This unit is written with an expectation that you are teaching session one on **day one** of school. It is written with an eye for motivating your new second graders and for teaching the kinds of routines that are essential to an effective reading workshop. * This launching unit integrates many important elements of reading instruction—habits and dispositions for reading with volume and stamina, foundational skills for reading tricky words with accuracy and fluency, reading with comprehension, and reading with attention to the author’s craft. You will notice, however, that the sessions assume children have been taught many of these skills and ideas in previous years—second grade is a time for ramping up expectations, rather than a time for introductions. * In addition to the description of the teaching sessions, be sure to note the two additional sections that support this and every other core unit: suggestions for **Read Aloud** (beginning on page 102) and **Shared Reading** (beginning on page 115). * Establish expectations and routines for turn-and-talk during whole group lessons and interactive read aloud. * Establish routines for long-term reading partnerships. * Lessons from “Monitoring Comprehension” (in the *Primary Comprehension Toolkit*) can be integrated into this unit. One option is to insert these lessons into the end of the first bend, since they relate to sessions 5 and 6. * Resources for each session are available on Heinemann.com. You will find bookmarks, anchor charts, samples of student work etc. Be sure to register for a free account and use the code in your book to set up access to these resources. If you need help, just ask! |
| **Assessment** | * Benchmark Assessment * *Optional:* Student self-assessment and interest inventory |
| **Celebrations** | Children can celebrate how much they have grown as readers over the years. Any one of the options below would help them do that simply while allowing you to move on to the next unit without great interruption.   * Create a “then and now” museum by asking students to display a book that was their favorite when they were in kindergarten (from the school library or home) along with their current favorite. The books could be accompanied by photos of the students – then and now. * Students could visit a first grade classroom and partner with the first graders to tell each other about themselves as readers (and to hear about the first graders as readers!). |