

2011-2012

SPPS Literacy Initiative

Saint Paul Public Schools

Reader's Workshop and Writer's Workshop Pacing Guide for Whole Class Instruction

Grade 2

This pacing guide provides the overall scope and sequence of whole class mini-lessons for Grade 2 Reader's Workshop. This year-long sequence incorporates:

- Saint Paul Public Schools unit for launching the Reader's Workshop;
- Mondo Bookshop lessons and materials;
- Days for teaching reading mini-lessons on texts that will be revisited as mentor texts in subsequent Writer's Workshop units of study; and,
- Flexible days for teachers to plan for response to student needs.

This pacing guide provides the SPPS Writer's Workshop Units of Study Calendar including:

- SPPS Writer's Workshop Units of Study K-6
- Pacing and big ideas (based on Minnesota and NCEE writing standards) for each grade level unit
- Suggested unit products and artifacts

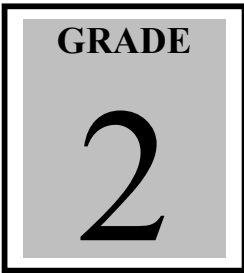
Grade 2 Pacing Guide

The second grade *Reader's Workshop Whole Class Mini-lessons Pacing Guide* presents a full-year sequence for whole class instruction. During the 15-minute mini-lesson, song/rhyme charts and big books for shared reading spiral up in difficulty from Level D to Level N.

Although mini-lessons are consecutive for each book or chart, the sessions do not always fall within the Monday-Friday span. In addition, “Flex Mini-lessons” offer opportunities to revisit needed focuses or favorite books.

1	<p>S5 Song/Rhyme: “Witches’ Menu”</p> <p><i>Readers use rhyme and different pacing, pausing, and phrasing to create a vibrant, interesting piece of poetry</i></p> <p>Fluency: Reread whole poem for fluency Grammar: Adjectives Writing: Reading response to the menu</p>	Flex Mini-lesson	<p>S1 Big Book: <i>Let's Make a Kite</i> Nonfiction: Procedure</p> <p><i>Readers think about cover information, text type, storyline, topic, or story structure (characterization, plot, setting) to form, confirm, or adjust predictions</i></p>	<p>S2 Big Book: <i>Let's Make a Kite</i></p> <p><i>Readers use prior knowledge and past experience to generate questions of text and read with the intent of identifying the answers (explicit and implicit) in text</i></p> <p>Phonics: letter pattern <i>ie</i></p>	<p>S3 Big Book: <i>Let's Make a Kite</i></p> <p><i>Readers use problem and solution, sequence, and cause and effect in nonfiction to construct meaning and deepen understanding</i></p>	3
	<p>S4 Big Book: <i>Let's Make a Kite</i></p> <p><i>Readers read more complex nonfiction text to find answers to specific questions and for specific information</i></p> <p>Word Recognition: <i>together, again</i></p>	<p>S5 Big Book: <i>Let's Make a Kite</i></p> <p>Fluency: When rereading for fluency, leave out yellow instruction boxes to enable reading to flow from one instruction to the next Grammar: Recognize abbreviations Writing: Write a procedure telling how to make something to eat</p>	<p>S1 Song/Rhyme: “Hiccup! Hiccup!”</p> <p><i>Readers think about cover information, text type, storyline, topic, or story structure (characterization, plot, setting) to form, confirm, or adjust predictions</i></p> <p>Word Study: Onomatopoeia</p>	<p>S2 Song/Rhyme: “Hiccup! Hiccup!”</p> <p><i>Readers use prior knowledge or past experience to generate questions of self and clarify understandings while reading</i></p> <p>Vocabulary: <i>threw up, failed, lying</i> Phonics: vowel pattern <i>oi</i></p>	Conference Day	4
7	<p>S3 Song/Rhyme: “Hiccup! Hiccup!”</p> <p><i>Readers effectively integrate illustrations, charts, diagrams, labels, etc. in order to gain text message</i></p> <p>Word Study: Suffix <i>-ed, seemed, screamed, failed</i></p>	<p>S4 Song/Rhyme: “Hiccup! Hiccup!”</p> <p><i>Readers isolate relevant prior knowledge and personal experience and link with specific message/information from text to construct deeper understanding of text at passage/chapter and whole book levels</i></p> <p>Vocabulary: <i>bouquet</i></p>	<p>S5 Song/Rhyme: “Hiccup! Hiccup!”</p> <p>Fluency: Reread whole text for fluency Grammar: Contractions Writing: Write a personal narrative paragraph about having hiccups</p>	<p>S1 Big Book: <i>Up the Haystack</i> Narrative: Poem</p> <p><i>Readers think about cover information, text type, storyline, topic, or story structure (characterization, plot, setting) to form, confirm, or adjust predictions</i></p> <p>Word Study: Adding endings, <i>busy, busily, busier, busiest</i></p>	<p>S2 Big Book: <i>Up the Haystack</i></p> <p><i>Readers reveal understandings that are interpretive rather than literal in discussion of texts</i></p> <p>Word Study: Suffix <i>-er, higher, faster</i></p>	2

1. The session number refers to the numbered lesson plan session. Each lesson plan includes five 15-minute mini-lessons.
2. The title of the book or chart appears in each box. The type of text and genre are included with the first mention of the selection.
3. There is a different specific teaching focus for Sessions 1-4 of each lesson plan. These focuses may be repeated in small group shared reading sessions, if necessary.
4. All phonics areas of focus are mentioned in the pacing chart.
5. Fluency is always attended to in Session 5.
6. In addition to fluency grammar is a focus in Session 5.



Saint Paul Public Schools Project for Academic Excellence

**Reader’s Workshop Whole Class Mini-lessons
Pacing Guide Grade 2
September**

2011-2012

	6	7	8	9
Labor Day Holiday	The Readerly Life: Reader’s Workshop Launch Unit Overview Available at http://thecenter.spps.org/elemlit.html			
12	13	14	15	16
The Readerly Life: Reader’s Workshop Launch Unit Overview Available at http://thecenter.spps.org/elemlit.html				
19	20	21	22	23
The Readerly Life: Reader’s Workshop Launch Unit Overview Available at http://thecenter.spps.org/elemlit.html			S1: Song/Rhyme: “Follow the Leader” <i>Readers think about cover, information, text type, storyline, topic, and story structures (characterization, setting, plot) to form, confirm, or adjust predictions</i>	S2: Song/Rhyme: “Follow the Leader” <i>Readers formulate personal responses to author’s message, purpose, or bias based on prior knowledge or personal experience.</i> Phonics: vowel pattern oi
S3: Song/Rhyme: “Follow the Leader” 26 <i>Readers isolate relevant images from personal experience or knowledge that link to descriptive language in text to deepen understanding of message and/or personal connection to text in fiction</i> Phonics: long vowels using CVCe	S4: Song/Rhyme: “Follow the Leader” 27 <i>Readers use prior knowledge of rhyme and rhythm, pattern, and repetition to predict to the story level in more complex texts</i> Word Study: Compound words	S5: Song/Rhyme: “Follow the Leader” 28 Fluency: Reread whole text for fluency. Grammar: Adverbs	29	30
			The Readerly Life: Reader’s Workshop Launch Unit Overview Available at http://thecenter.spps.org/elemlit.html	

Reader's Workshop Whole Class Mini-lessons
Pacing Guide Grade 2
October

2011-2012

3	4	5	6	7
<div style="border: 1px solid black; background-color: #f0f0f0; padding: 10px; margin: 0 auto; width: 80%;"> <p>Personal Narrative Reading Mini-lessons Available at http://thecenter.spps.org/elemlit.html <i>These reading lessons use texts that will be revisited as mentor texts in the upcoming second grade Writer's Workshop Personal Narrative unit of study.</i></p> </div>				
<p>S3 Big Book: Seahorses 10 pp. 20-24</p> <p><i>Readers effectively integrate illustrations, labels, etc. when reading nonfiction in order to gain text message</i> Phonics: vowel pattern ou</p>	<p>S4 Big Book: Seahorses 11 pp. 20-24</p> <p><i>Readers isolate relevant prior knowledge and personal experience and link with specific message/information from text to construct deeper understanding of text at passage/chapter and whole book levels</i> Word Recognition: there, some</p>	<p>S5 Big Book: Seahorses 12 Whole text</p> <p>Fluency: Text in circles, pp. 10. 12. 13. 14. 17. 19 Grammar: Capitalize proper nouns</p>	<p>S1 Big Book: Milo and the Fire Engine Parade 13 pp. 4-15</p> <p><i>Readers think about cover, information, text type, storyline, topic, and story structures (characterization, setting, plot) to form, confirm, or adjust predictions</i> Word Study: Onomatopoeia</p>	<p>S2 Big Book: Milo and the Fire Engine Parade 14 pp. 15-32</p> <p><i>Readers identify main idea by determining what is important in text (whole book, chapter, passage, or text type)</i> Word Study: grounded Phonics: long vowel pattern ui</p>
<p>S3 Big Book: Milo and the Fire Engine Parade 17 pp. 4-15</p> <p><i>Readers describe various character traits and make predictions based on those traits</i></p>	<p>S4 Big Book: Milo and the Fire Engine Parade 18 Whole text</p> <p><i>Readers articulate personal conclusions and compare/contrast with author's message to determine own and/or author's point of view</i> Word Recognition: were, was, it</p>	<p>19</p> <p>Conference Prep Day</p>	<p>20</p> <p>Education Minnesota Professional Conference</p>	<p>21</p> <p>Education Minnesota Professional Conference</p>
<p>S5 Big Book: Milo and the Fire Engine Parade 24</p> <p>Fluency: Reread pp. 15 to 20 for fluency Grammar: Identify and correctly use verbs</p>	<p>25</p> <p>Flex Mini-lesson</p>	<p>S1 Big Book: Let's Make a Kite 26 Nonfiction: Procedure</p> <p><i>Readers think about cover information, text type, nonfiction text features, and prior knowledge to form, confirm, or adjust predictions</i></p>	<p>S2 Big Book: Let's Make a Kite 27</p> <p><i>Readers use prior knowledge and past experience to generate questions of text and read with the intent of identifying the answers (explicit and implicit) in text</i> Phonics: letter pattern ie</p>	<p>S3 Big Book: Let's Make a Kite 28</p> <p><i>Readers use problem and solution, sequence, and cause and effect in nonfiction to construct meaning and deepen understanding</i></p>

**Reader’s Workshop Whole Class Mini-lessons
Pacing Guide Grade 2
November**

2011-2012

<p>S4 Big Book: <i>Let’s Make a Kite</i> Oct. 31</p> <p><i>Readers read more complex nonfiction text to find answers to specific questions and for specific information</i> Word Recognition: together, again</p>	<p>S5 Big Book: <i>Let’s Make a Kite</i> 1</p> <p>Fluency: When rereading for fluency, leave out yellow instruction boxes to enable reading to flow from one instruction to the next Grammar: Recognize abbreviations</p>	<p>S1 Song/Rhyme: “Hiccup! Hiccup!” 2</p> <p><i>Readers think about cover information, text type, storyline, topic, or story structure (characterization, plot, setting) to form, confirm, or adjust predictions</i> Word Study: Onomatopoeia</p>	<p>S2 Song/Rhyme: “Hiccup! Hiccup!” 3</p> <p><i>Readers use prior knowledge or past experience to generate questions of self and clarify understandings while reading</i> Phonics: vowel pattern oy</p>	<p>S3 Song/Rhyme: “Hiccup! Hiccup!” 4</p> <p><i>Readers effectively integrate illustrations, charts, diagrams, labels, etc. in order to gain text message</i> Word Study: Suffix –ed, seemed, screamed, failed</p>
<p>S4 Song/Rhyme: “Hiccup! Hiccup!” 7</p> <p><i>Readers isolate relevant prior knowledge and personal experience and link with specific message/information from text to construct deeper understanding of text at passage/chapter and whole book levels</i></p>	<p>S5 Song/Rhyme: “Hiccup! Hiccup!” 8</p> <p>Fluency: Reread whole text for fluency Grammar: Contractions</p>	<p>9 10</p> <div style="border: 1px solid black; background-color: #e0e0e0; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;">Science Literacy Reading Mini-lessons Will be available at http://thecenter.spps.org/elemlit.html <i>These reading lessons use the text that will be revisited in the upcoming Engineering is Elementary science unit of study.</i></p> </div>		<p>11</p> <p style="text-align: center;">Conferences</p>
<p>S1 Big Book: <i>Up the Haystack</i> 14 Narrative: Poem</p> <p><i>Readers think about cover information, text type, storyline, topic, or story structure (characterization, plot, setting) to form, confirm, or adjust predictions</i> Word Study: Adding endings, busy, busily, busier, busiest</p>	<p>S2 Big Book: <i>Up the Haystack</i> 15</p> <p><i>Readers reveal understandings that are interpretive rather than literal in discussion of texts</i> Word Study: Suffix –er, higher, faster</p>	<p>S3 Big Book: <i>Up the Haystack</i> 16</p> <p><i>Readers describe various character traits and make predictions based on those traits</i></p>	<p>S4 Big Book: <i>Up the Haystack</i> 17</p> <p><i>Readers use prior knowledge of rhyme and rhythm, pattern, and repetition to predict to the story level in more complex texts</i> Phonics: letter patterns –ge and –dge</p>	<p>S5 Big Book: <i>Up the Haystack</i> 18</p> <p>Fluency: Reread whole text for fluency Grammar: Proper nouns</p>
<p>21</p> <p style="text-align: center;">Flex Mini-lesson</p>	<p>S1 Big Book: <i>Trees</i> 22 Nonfiction: Report Contents and pp. 4-7</p> <p><i>Readers use prior knowledge or past experience to generate questions of texts and read with the intent of identifying the answers (implicit and explicit) in texts</i></p>	<p>S2 Big Book: <i>Trees</i> 23 Glossary and pp. 8-13</p> <p><i>Readers use prior knowledge or past experience to generate questions of texts and read with the intent of identifying the answers (implicit and explicit) in texts</i> Word Recognition: Known patterns of –est</p>	<p>24</p> <p style="text-align: center;">Thanksgiving Break</p>	<p>25</p> <p style="text-align: center;">Thanksgiving Break</p>

**Reader’s Workshop Whole Class Mini-lessons
Pacing Guide Grade 2
December**

2011-2012

<p>S3 Big Book: <i>Trees</i> Nov. 28 pp. 14-21</p> <p><i>Readers skim text to isolate relevant text passages and further information as answers to personal questions</i></p>	<p>S4 Big Book: <i>Trees</i> Nov. 29 pp. 22-23</p> <p><i>Readers interpret more complex charts and diagrams in nonfiction and link ideas and understandings presented in different formats</i> Word Study: cycle</p>	<p>S5 Big Book: <i>Trees</i> Nov. 30</p> <p>Fluency: Reread “How Does a Tree Grow?” pp. 14-21 for fluency Grammar: Distinguish between complete and incomplete sentences</p>	<p>S1 Song/Rhyme: “Something is There” 1</p> <p><i>Readers use past experience and prior knowledge to identify important details (plot, setting, etc.) to assist in summarizing fiction and synthesizing into coherent understandings</i></p>	<p>S2 Song/Rhyme: “Something is There” 2</p> <p><i>Readers use prior knowledge of rhyme and rhythm, pattern, and repetition to predict to the story level in more complex texts</i></p>
<p>S3 Song/Rhyme: “Something is There” 5</p> <p><i>Readers isolate relevant images from personal experience or knowledge that link to descriptive language in text to deepen understanding of message and/or personal connection to text in fiction</i> Word Recognition: Combine known patterns with <i>-ing</i></p>	<p>S4 Song/Rhyme: “Something is There” 6</p> <p><i>Readers use prior knowledge and past experience to generate questions of author in order to understand author’s purpose, bias, or point of view</i> Phonics: long vowels followed by <i>r</i></p>	<p>S5 Song/Rhyme: “Something is There” 7</p> <p>Fluency: Reread whole text for fluency Grammar: Word order</p>	<p>S1 Big Book: <i>Beavers</i> 8 Nonfiction: Report Contents-p. 7</p> <p><i>Readers identify main idea by determining what is important in text (whole book, chapter, passage, or text type)</i></p>	<p>S2 Big Book: <i>Beavers</i> 9 pp. 8-17</p> <p><i>Readers use prior knowledge and past experience to generate questions of text and read with the intent of identifying the answers (explicit and implicit) in text</i></p>
<p>S3 Big Book: <i>Beavers</i> 12 pp. 18-23</p> <p><i>Readers interpret more complex charts and diagrams in nonfiction and link ideas and understanding presented in different formats</i> Word Recognition: <i>-el</i> and <i>-le</i> syllable patterns</p>	<p>S4 Big Book: <i>Beavers</i> 13 pp. 24-29</p> <p><i>Readers read more complex nonfiction text to find answers to specific questions and for specific information</i> Phonics: vowel pattern <i>ea</i></p>	<p>S5 Big Book: <i>Beavers</i> 14</p> <p>Fluency: Reread pp. 8-11 Grammar: Distinguish between complete and incomplete sentences</p>	<p style="text-align: center;">Flex Mini-lesson 15</p>	<p>S1 Big Book: <i>We’re Off to Thunder Mountain</i> 16 Narrative: Poem</p> <p><i>Readers identify main idea and link to overall messages, themes, and/or information from passage, chapter, whole book or text type</i></p>
<p>S2 Big Book: <i>We’re Off to Thunder Mountain</i> 19</p> <p><i>Readers isolate relevant images from personal experience or knowledge that link to descriptive language in text to deepen understanding of message and/or personal connection to text in fiction</i> Word Study: onomatopoeia</p>	<p>S3 Big Book: <i>We’re Off to Thunder Mountain</i> 20</p> <p><i>Readers use prior knowledge of rhyme and rhythm, pattern, and repetition to predict to the story level in more complex texts</i> Word Recognition: Flexible strategy for words ending in <i>-y</i></p>	<p>S4 Big Book: <i>We’re Off to Thunder Mountain</i> 21</p> <p><i>Readers skim text and isolate relevant text passages and further information to answer personal questions</i> Phonics: letter pattern <i>ow</i></p>	<p>S5 Big Book: <i>We’re Off to Thunder Mountain</i> 22</p> <p>Fluency: Dialogue on pp. 6, 8, 11, 12, 15, 16 Grammar: Use quotation marks</p>	<p style="text-align: center;">Winter Break 23</p>

**Reader’s Workshop Whole Class Mini-lessons
Pacing Guide Grade 2
January**

2011-2012

2	3	4	5	6
Winter Break	Winter Break	Flex Mini-lesson: Revisit Rituals & Routines	<div style="border: 1px solid black; padding: 5px;"> <p align="center">Informational Reading Mini-lessons Available at http://thecenter.spps.org/elemlit.html These reading mini-lesson lessons use texts that will be revisited as mentor texts in the upcoming second grade Writer’s Workshop All-About Book unit of study.</p> </div>	
9	10	11	12	13
<div style="border: 1px solid black; padding: 5px;"> <p align="center">Informational Reading Mini-lessons Available at http://thecenter.spps.org/elemlit.html These reading mini-lesson lessons use texts that will be revisited as mentor texts in the upcoming second grade Writer’s Workshop All-About Book unit of study.</p> </div>				<p>S1 Big Book: <i>Thinking about Ants</i> Nonfiction: Q & A pp. 1-12</p> <p><i>Readers link descriptive language in text to personal experience and knowledge to create sensory images to deepen connections with text.</i></p>
16	17	18	19	20
Martin Luther King Holiday	<p>S2 Big Book: <i>Thinking about Ants</i> pp. 12-25</p> <p><i>Readers ask questions of self by accessing prior knowledge or clarifying overall understandings while reading</i> Word Recognition: Adding –est to words ending in y</p>	<p>S3 Big Book: <i>Thinking about Ants</i> pp. 26-inside back cover</p> <p><i>Readers establish purpose for reading and analyze whether or not purpose was met</i> Word Study: Multisyllabic words with known word patterns</p>	<p>S4 Big Book: <i>Thinking about Ants</i> pp. 22-23</p> <p><i>Readers interpret information in text to form new understandings in nonfiction, isolate and interpret information gained from graphs, diagrams, photographs, process steps, and tables</i> Word Study: Suffix -er</p>	<p>S5 Big Book: <i>Thinking about Ants</i></p> <p>Fluency: Reread pp. 14-17 Grammar: Recognize and use the correct word order in written sentences</p>
23	24	25	26	27
<p>S1 Big Book: <i>Francis Scott Key and “The Star-Spangled Banner”</i> Nonfiction: <i>Historical Recount</i> pp. 3-11</p> <p><i>Readers think about cover information, text type, storyline, topic, and nonfiction text features to form, confirm, or adjust predictions</i></p>	<p>S2 Big Book: <i>Francis Scott Key and “The Star-Spangled Banner”</i> pp. 12-24</p> <p><i>Readers effectively integrate illustrations, charts, diagrams, labels, etc. when reading nonfiction in order to gain text message</i> Word Study: illustrations Word Recognition: -el and -le syllable patterns</p>	<p>S3 Big Book: <i>Francis Scott Key and “The Star-Spangled Banner”</i> pp. 25-31</p> <p><i>Readers provide critical judgments to formulate personal responses</i> Word Recognition: Combining words with -ing</p>	<p>S4 Big Book: <i>Francis Scott Key and “The Star-Spangled Banner”</i> Whole text</p> <p><i>Readers can skim text and isolate relevant text passages and further information to answer personal questions in nonfiction</i></p>	<p>Professional Day</p>

**Reader's Workshop Whole Class Mini-lessons
Pacing Guide Grade 2
February**

2011-2012

Jan. 30	Jan. 31	1	2	3
<p align="center">Response to Literature Reading Mini-lessons Available at http://thecenter.spps.org/elemlit.html <i>These reading lessons use texts that will be revisited as mentor texts in the upcoming second grade Writer's Workshop Book Recommendation unit of study.</i></p>			<p>S1 Big Book: <i>The Four Musicians</i> Narrative: Play</p> <p><i>Readers preview text to activate and connect to prior knowledge to make predictions prior to and/or during reading</i></p>	<p>S2 Big Book: <i>The Four Musicians</i></p> <p><i>Readers activate understandings gained from sources other than personal experience to make text-to-world connections to deepen understanding of text</i></p>
<p>S3 Big Book: <i>The Four Musicians</i> 6</p> <p><i>Readers link features of text to knowledge of texts (text types, plot lines, features, structures) to deepen understanding</i> Word Recognition: Flexible strategy for words ending in -y</p>	<p>S4 Big Book: <i>The Four Musicians</i> 7</p> <p><i>Readers analyze literary devices such as figurative language, rhythm, rhyme, pattern, alliteration, onomatopoeia, assonance, imagery and repetition</i> Phonics: letter pattern ow</p>	<p>S1 Big Book: <i>The Funny Old Man and the Funny Old Woman</i> 8 Fiction: Folk Tale</p> <p><i>Readers continue to develop, confirm, or adjust predictions or understandings during reading</i></p>	<p>S2 Big Book: <i>The Funny Old Man and the Funny Old Woman</i> 9</p> <p><i>Readers infer cause-and-effect relationships in implied text</i> Word Study: Compound words</p>	<p>S3 Big Book: <i>The Funny Old Man and the Funny Old Woman</i> 10</p> <p><i>Readers analyze literary devices such as figurative language, rhythm, rhyme, pattern, alliteration, onomatopoeia, assonance, imagery and repetition</i> Phonics: vowel pattern ue</p>
<p>S4 Big Book: <i>The Funny Old Man and the Funny Old Woman</i> 13</p> <p><i>Readers use elements of story structure in fiction texts (characterization, setting, theme, plot, chapter titles) in order to predict, construct meaning, and deepen understanding</i> Word Recognition: Adding -ed</p>	<p>S5 Big Book: <i>The Funny Old Man and the Funny Old Woman</i> 14</p> <p>Fluency: Reread pp. 16-18 Grammar: Quotation marks</p>	15 Flex Mini-lesson	16 Flex Mini-lesson	17 Conference Prep Day
20 President's Day Holiday	<p>S1 Big Book: <i>Should We Have Pets?</i> 21 Nonfiction: Persuasive Contents-p. 11</p> <p><i>Readers identify main idea by determining what is important in text (whole book, chapter, passage, or text type)</i></p>	<p>S2 Big Book: <i>Should We Have Pets?</i> 22 pp. 12-19</p> <p><i>Readers reread to clarify meaning or concepts</i> Word Study: Prefix medi-Sound, Read, and Check</p>	<p>S3 Big Book: <i>Should We Have Pets?</i> 23 pp. 20-28</p> <p><i>Readers use nonfiction text structures (chronology, cause and effect, point of view, intent) to predict, construct meaning, and deepen understanding</i> Word Study: Multisyllabic words</p>	<p>S4 Big Book: <i>Should We Have Pets?</i> 24 Revisit pp. 26-27 (How text was constructed) and pp. 14-17</p> <p><i>Readers distinguish between fact and opinion</i></p>

**Reader’s Workshop Whole Class Mini-les
Pacing Guide Grade 2
March**

2011-2012

<p>S5 Big Book: Feb. 27 <i>Should We Have Pets?</i></p> <p>Fluency: Statements in italics at the beginning of each argument Grammar: Recognize and use correct word order in written sentences</p>	<p>S1 Big Book: Feb. 28 <i>Pheasant and Kingfisher</i> Fiction: Legend Whole text</p> <p><i>Readers distinguish between fact and opinion</i></p>	<p>S2 Big Book: Feb. 29 <i>Pheasant and Kingfisher</i> pp. 1-16</p> <p><i>Readers use elements of story structure in fiction texts (characterization, plot, setting, theme, chapter titles) in order to predict, construct meaning, and deepen understanding.</i> Word Study: Homographs</p>	<p>S3 Big Book: Pheasant and Kingfisher 1 pp. 1-17</p> <p><i>Readers identify intent, bias, purpose, or other authorial devices, critically evaluate their influence on the reader, and formulate personal response</i></p>	<p>S4 Big Book: Pheasant and Kingfisher 2 pp. 17-20</p> <p><i>Readers interpret information in text to form new understandings: in fiction, isolate and interpret information gained from plot, setting, characterization, etc.</i> Word Study: Compare <i>Bookbook</i>, <i>bered-bered</i> with onomatopoeic words Word Recognition: Multisyllabic words with open syllable pattern</p>
<p>S5 Big Book: Pheasant and Kingfisher 5</p> <p>Fluency: Page 16: phrased and fluent reading Grammar: Identify and use verbs</p>	<p>S1 Song/Rhyme: “The Platypus” 6</p> <p><i>Readers generate questions of texts and read with a clear focus to identify answers (explicit and implicit) in text</i></p>	<p>S2 Song/Rhyme: “The Platypus” 7</p> <p><i>Readers link descriptive language in text to personal experience and knowledge to create sensory images to deepen connection with text</i> Word Study: <i>platypus</i></p>	<p>S3 Song/Rhyme: “The Platypus” 8</p> <p><i>Readers analyze literary devices such as figurative language, rhythm, rhyme, pattern, alliteration, onomatopoeia, assonance, imagery and repetition</i> Word Recognition: Combining words with <i>-est</i> Word Study: Prefix <i>-uni</i></p>	<p>9</p> <p style="font-weight: normal;">Conference Day</p>
<p>Spring Break 12</p>	<p>Spring Break 13</p>	<p>Spring Break 14</p>	<p>Spring Break 15</p>	<p>Spring Break 16</p>
<p>19</p> <p style="font-weight: normal;">Flex Mini-lesson</p>	<p>S4 Song/Rhyme: “The Platypus” 20</p> <p><i>Readers identify intent, bias, purpose, or other authorial devices, critically evaluate their influence on the reader, and formulate personal response</i> Phonics: vowel pattern <i>ai</i></p>	<p>S5 Song/Rhyme: “The Platypus” 21</p> <p>Fluency: Reread whole text for fluency Grammar: Contractions</p>	<p>S1 Song/Rhyme: “Pinata Song” 22</p> <p><i>Readers identify main idea by determining what is important in text (whole book, chapter, passage, or text type)</i></p>	<p>S2 Song/Rhyme: “Pinata Song” 23</p> <p><i>Readers reveal understandings that are interpretive rather than literal in discussion of texts</i> Phonics: long vowels followed by <i>r</i></p>
<p>S3 Song/Rhyme: “Pinata Song” 26</p> <p><i>When reading doesn’t make sense, readers stop, reread, and use all sources of information (meaning, syntax, words) to regain meaning</i> Phonics: vowel patterns <i>ea</i> and <i>ee</i></p>	<p>S4 Song/Rhyme: “Pinata Song” 27</p> <p><i>Readers formulate personal responses to author’s message, purpose, or bias based on prior knowledge and personal experience</i> Word Recognition: Combining words with <i>-est</i></p>	<p>S5 Song/Rhyme: “Pinata Song” 28</p> <p>Fluency: Reread whole text for fluency Grammar: Singular and plural nouns</p>	<p>29</p> <div style="border: 1px solid black; background-color: #e0e0e0; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;">Poetry Reading Mini-lessons Available at http://thecenter.spps.org/elemlit.html <i>These reading lessons will use texts that will be revisited as mentor texts in the upcoming second grade Writer’s Workshop Poetry unit of study.</i></p> </div>	
<p>30</p>				

**Reader’s Workshop Whole Class Mini-lessons
Pacing Guide Grade 2**

2011-2012

April

2	3	4	5	6
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <p>Poetry Reading Mini-lessons Available at http://thecenter.spps.org/elemlit.html</p> </div>	Flex Mini-lesson	<p>S1 Big Book: <i>Look at the Moon</i> Narrative: Poem</p> <p><i>Readers use literary devices such as figurative language, rhyme, rhythm, and repetitive patterns as a means of predicting story structure</i></p>	<p>S2 Big Book: <i>Look at the Moon</i></p> <p><i>Readers isolate relevant images from personal experience or knowledge that link to descriptive language in text to deepen understanding of message and/or personal connection to text</i></p>	Professional Day
9	10	11	12	13
<p>S3 Big Book: <i>Look at the Moon</i></p> <p><i>Readers use prior knowledge and past experience to generate questions of the author in order to understand author’s purpose, bias, or point of view</i></p>	<p>S4 Big Book: <i>Look at the Moon</i></p> <p><i>Readers isolate relevant knowledge of world/information sources and link to specific messages/info from text to construct deeper understanding of text at passage, chapter, and whole book levels</i> Word Recognition: Multisyllabic words</p>	<p>S5 Big Book: <i>Look at the Moon</i></p> <p>Fluency: Reread whole text for fluency Grammar: Complete sentences</p>	<p>S1 Song/Rhyme: “The Ant Chant”</p> <p><i>Readers establish a purpose for reading and analyze whether or not the purpose was met</i> Vocabulary: kid size/small fries</p>	<p>S2 Song/Rhyme: “The Ant Chant”</p> <p><i>Readers return to the text to explain and justify inferential thinking</i> Word Recognition: Multisyllabic words with known closed syllable patterns</p>
16	17	18	19	20
<p>S3 Song/Rhyme: “The Ant Chant”</p> <p><i>Readers link descriptive language in text to personal experience and knowledge to create sensory images to deepen connection with text.</i></p>	<p>S4 Song/Rhyme: “The Ant Chant”</p> <p><i>Readers analyze literary devices such as figurative language, rhythm, rhyme, pattern, alliteration, onomatopoeia, assonance, imagery and repetition</i> Word Recognition: Multisyllabic words with known word patterns and -er</p>	<p>S5 Song/Rhyme: “The Ant Chant”</p> <p>Fluency: Reread whole text for fluency Grammar: Contractions</p>	<p>S1 Song/Rhyme: “Come On!”</p> <p><i>Readers link personal experience to construct meaning and deepen understanding</i> Vocabulary: phantom</p>	<p>S2 Song/Rhyme: “Come On!”</p> <p><i>Readers identify main idea and link to overall messages, themes, and/or information from passage, chapter, whole book or text type</i> Phonics: Sound, Read, and Check Vocabulary: rattling, trembling</p>
23	24	25	26	27
<p>S3 Song/Rhyme: “Come On!”</p> <p><i>Readers reread to clarify meaning or concepts</i> Word Recognition: Vowel pattern /oo/</p>	<p>S4 Song/Rhyme: “Come On!”</p> <p><i>Readers interpret information in text to form new understandings; in fiction, isolate and interpret information gained from plot, setting, characterization, etc.</i> Word Study: Rhyme ow</p>	<p>S5 Song/Rhyme: “Come On!”</p> <p>Fluency: Reread whole text for fluency Grammar: Imperative sentences</p>	Flex Mini-lesson	<p>S1 Big Book: <i>Animal Shelters</i> Nonfiction: Report Read Introduction, pp. 8-9, 16-17</p> <p><i>Readers generate questions of text and read with a clear focus to identify answers (explicit and implicit) in text</i></p>

**Reader’s Workshop Whole Class Mini-lessons
Pacing Guide Grade 2**

2011-2012

May

<p>S2 Big Book: Apr. 30 <i>Animal Shelters</i> pp. 18-19, 14-15</p> <p><i>In nonfiction, readers skim text and isolate relevant text passages and further information to answer personal questions</i> Word Study: Antonyms</p>	<p>S3 Big Book: 1 <i>Animal Shelters</i> pp. 6-7, 10-11</p> <p><i>Readers use nonfiction text structure (chronology, cause and effect, point of view, intent) to predict, construct meaning, and deepen understanding</i></p>	<p>S4 Big Book: 2 <i>Animal Shelters</i> pp. 20-21, 22-23</p> <p><i>Readers compare and contrast information in texts to gain new understanding and deepen understanding</i> Phonics: vowel pattern <i>oe</i> Word Recognition: Multisyllabic words with known syllable patterns</p>	<p>S5 Big Book: 3 <i>Animal Shelters</i></p> <p>Fluency: Reread whole text for fluency Grammar: Distinguish between complete and incomplete sentences</p>	<p>S1 Big Book: 4 <i>Did You Hear the Wind Sing Your Name?</i> Fiction: Narrative Poem</p> <p><i>Readers identify intent, bias, purpose, or other authorial devices, critically evaluate their influence on the reader, and formulate personal responses</i></p>
<p>S2 Big Book: 7 <i>Did You Hear the Wind Sing Your Name?</i></p> <p><i>Readers return to the text to explain and justify inferential thinking</i></p>	<p>S3 Big Book: 8 <i>Did You Hear the Wind Sing Your Name?</i></p> <p><i>Readers identify and understand the purpose of similes, metaphors, and personification in context</i></p>	<p>S4 Big Book: 9 <i>Did You Hear the Wind Sing Your Name?</i></p> <p><i>Readers ask questions of authors to understand author’s bias, purpose, or point of view</i> Word Recognition: <i>y</i>-derivative words ending in <i>-ies</i></p>	<p>S5 Big Book: 10 <i>Did You Hear the Wind Sing Your Name?</i></p> <p>Fluency: Practice and read one or more favorite pages Grammar: Word order</p>	<p align="center">Flex Mini-lesson</p>
<p>S1 Song/Rhyme: 14 “What’s That?”</p> <p><i>Readers link descriptive language in text to personal experience and knowledge to create sensory images to deepen connection with text</i></p>	<p>S2 Song/Rhyme: 15 “What’s That?”</p> <p><i>Readers return to text to explain and justify inferential thinking</i> Word Study: Alliteration</p>	<p>S3 Song/Rhyme: 16 “What’s That?”</p> <p><i>Readers ask questions of authors to understand author’s bias, purpose, or point of view</i> Word Study: Rhyming words Word Recognition: <i>-le</i> syllable pattern</p>	<p>S4 Song/Rhyme: 17 “What’s That?”</p> <p><i>Readers identify intent, bias, purpose, or other authorial devices, critically evaluate their influence on the reader, and formulate personal responses</i> Word Study: Double consonant</p>	<p>S5 Song/Rhyme: 18 “What’s That?”</p> <p>Fluency: Predicting their favorite parts of the texts so that students can give short oral performance Grammar: Adjectives</p>
<p>S1 Big Book: 21 <i>Up and Away</i> Nonfiction: Report Cover-p. 9</p> <p><i>Readers generate questions of texts and read with a clear focus to identify answers (explicit or implicit) in text</i> Vocabulary: <i>concourse, terminal</i></p>	<p>S2 Big Book: 22 <i>Up and Away</i> pp. 10-15</p> <p><i>Readers generate questions of texts and read with a clear focus to identify answers (explicit or implicit) in text</i> Phonics: vowel pattern <i>ow</i></p>	<p>S3 Big Book: 23 <i>Up and Away</i> pp. 16-21</p> <p><i>Readers summarize nonfiction by identifying and reorganizing important ideas and information into new understandings</i></p>	<p>S4 Big Book: 24 <i>Up and Away</i> Teacher choice: examples provided from pp. 14-15</p> <p><i>Readers identify main idea and link to overall messages, themes, and/or information from passage, chapter, whole book or text type</i> Word Study: Two words put together create new words and new meanings</p>	<p>S5 Big Book: 25 <i>Up and Away</i></p> <p>Fluency: Work with p. 2, which summarizes the purpose of text Grammar: Commas in a series</p>

**Reader’s Workshop Whole Class Mini-lessons
Pacing Guide Grade 2**

2011-2012

June

May 28 Memorial Day Holiday	S1 Big Book: May 29 <i>Could We Be Friends? Poems for Pals</i> “Could We Be Friends?” p. 6 <i>Readers link to personal experience to construct meaning and deepen understanding</i>	S2 Big Book: May 30 <i>Could We Be Friends? Poems for Pals</i> “Oh Suzy” p. 11 <i>Readers summarize fiction text by identifying important details (plot, ideas, sequence of events, character traits, and other information) and synthesizing into coherent understanding</i>	S3 Big Book: May 31 <i>Could We Be Friends? Poems for Pals</i> “New Neighbors” p. 12 <i>Readers identify main idea by determining what is important in text (whole book, chapter, passage, or text type)</i>	S4 Big Book: 1 <i>Could We Be Friends? Poems for Pals</i> “Words” p. 16 <i>Readers make critical judgments as part of personal response when establishing individual point of view</i>
S5 Big Book: 4 <i>Could We Be Friends? Poems for Pals</i> “Chicken Pox” p. 28 <i>Readers analyze use of literary devices such as figurative language, rhythm, rhyme, pattern, alliteration, onomatopoeia, assonance, imagery and repetition</i>	5 Flex Mini-lesson	6 Flex Mini-lesson	7 Launching Into Summer Reading	8 Launching Into Summer Reading

Writer's Workshop Units of Study Calendar 2011-2012

Month/week	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
Sept. 6-9	Launching Writer's Workshop: Being a Writer	Launching Writer's Workshop: Dev. Writerly Habits	Launching Writer's Workshop: The Writerly Life	Launching Writer's Workshop: Looking Outward	Launching Writer's Workshop: Building Variety & Stamina	Launching Writer's Workshop: Lifting the Level of the Writer's NB	Launching Writer's Workshop: Envisioning an Entry...
12-16							
19-23							
26-30							
Oct.: 3-7	Telling and Drawing Our Stories	Personal Narrative: Small Moments	Personal Narrative: Small Moment	Narrative: Memoir	Realistic Fiction	Narrative: Memoir	Realistic Fiction
10-14							
17-18							
24-28							
Nov.: 10/31-11/4	Functional Writing	Writing for Readers	Procedural Writing	Functional: Friendly Letter	Revision Unit: The Art of Punctuation	Response to Literature: Mentor Author Study	Response to Literature: Literary Essay
7-10							
14-18							
21-23							
28-12/2	Personal Narrative	Procedural Writing	Revision Unit: Exploring Punct.	Revision Unit: The Art of Punctuation	Response to Literature: Mentor Author Study	Response to Literature: Literary Essay	Feature Article
Dec.: 5-9							
12-16							
19-22							
Jan.: 4-6	Author Study	Informational Writing: Question & Answer Book	Informational Writing: All-About Book	Informational Writing: Report	Informational Writing: Literary Nonfiction Picture Book	Informational Writing: Biography Picture Book	Persuasive Writing: Letter to the Editor
9-13							
17-20							
23-26							
Feb.: 1/30-2/3	Going Deeper with Skills of Writing	Personal Narrative	Author Study & Response to Literature: Book Recommendation	Author Study & Response to Literature: Book Review	Poetry: The Power of Image	Poetry: Self Image	Response to Literature: Literary Essay
6-10							
13-16							
21-24							
27-3/2	Informational Writing: Expert Book	Response to Literature: Retelling	Poetry: Looking In	Poetry: Sharpening Our Outer Vision	Punctuation Study: Art of Punctuation & Open Cycle	Personal Essay	Revision Study & Open Cycle
Mar.: 5-8							
19-23							
26-30							
Apr.: 2-5	Poetry	Informational Writing: Expert Book	Poetry: Looking In	Poetry: Sharpening Our Outer Vision	Punctuation Study: Art of Punctuation & Open Cycle	Personal Essay	Revision Study & Open Cycle
9-13							
16-20							
23-27							
May: 4/30-5/4	Poetry	Poetry	Open Cycle: Crafting Sentences	Open Cycle: Crafting Sentences	Science Procedure	Written Correspondence	Poetry: Poet Study
7-11							
14-18							
21-25							
29-6/1							
June: 4-8							

Writer's Workshop Units of Study Grade 2

Launch Date	Unit of Study	Approximate Duration
September (first week)	<i>Launching Writer's Workshop: The Writerly Life</i>	4 weeks
October (first week)	<i>Personal Narrative: Small Moment</i>	4 weeks
November (second week)	<i>Procedural</i>	3 weeks
December (second week)	<i>Revision Unit: Exploring Punctuation</i>	2 weeks
January (first week)	<i>Informational Writing: All-About Book</i>	6 weeks
February (third week)	<i>Response to Literature: Book Recommendation</i>	3-4 weeks
March (third or fourth week)	<i>Poetry: Looking In</i>	4-5 weeks
May (second week)	<i>Open Cycle: Crafting Sentences</i>	2-3 weeks

GRADE 2 Writer’s Workshop: BIG IDEAS

UNIT OF STUDY	BIG IDEAS	UNIT PRODUCTS AND ARTIFACTS
<p style="text-align: center;">Launching Writer’s Workshop: The Writerly Life</p> <p style="text-align: center;">(4 weeks)</p> <p style="text-align: center;"><i>Available at:</i> http://thecenter.spps.org/elemlit.html</p>	<ul style="list-style-type: none"> • View themselves as writers and as members of a community of writers • Use rituals and routines to develop writing habits as well as to work independently and with others • Understand where writers get ideas and use this understanding to generate their own topics • Tell, draw, and write stories from their lives • Develop strategies (invented spelling, using environmental print, knowledge of words and patterns, etc.) to build writing independence and fluency • Understand the steps of the writing process from collecting entries through publication 	<ul style="list-style-type: none"> • Establish writer’s notebook (variety of entries) • Open Cycle Publishing
<p style="text-align: center;">Personal Narrative: Small Moment</p> <p style="text-align: center;">(4 weeks)</p> <p style="text-align: center;"><i>Available at:</i> http://thecenter.spps.org/elemlit.html</p>	<ul style="list-style-type: none"> • Create a definition of small moment writing • Determine importance to focus on small moments rather than bed-to-bed stories • Stretch writing by using elaboration techniques (dialogue, feelings, thoughts, etc.) • Use writer’s craft strategies to create effective leads and endings, to develop characters, and to add detail 	<ul style="list-style-type: none"> • Publish a personal narrative that focuses on a small moment
<p style="text-align: center;">Procedural</p> <p style="text-align: center;">(3 weeks)</p> <p style="text-align: center;"><i>Designed at the site level</i></p>	<ul style="list-style-type: none"> • Identify the genre features of procedural writing to create a definition of the genre • Write a procedure from their own experience in the appropriate sequence with attention to detail • Establish a context and include information relevant to the procedure • Use pictures, diagrams, and other graphics to enhance information 	<ul style="list-style-type: none"> • Publish a narrative procedure from their own experience
<p style="text-align: center;">Revision Unit: Exploring Punctuation</p> <p style="text-align: center;">(2 weeks)</p> <p style="text-align: center;"><i>Designed at the site level</i></p>	<ul style="list-style-type: none"> • Notice and discuss how authors of narrative texts use punctuation to convey meaning • Develop an understanding of the functions of various types of punctuation (period, comma, exclamation point, quotation marks, apostrophe, question marks, ellipse) • Understand that writers use punctuation to shape the way that readers read their texts (reading fluency and comprehension) • Experiment with varying punctuation conventions using a previously published piece or writer’s notebook entries as a springboard • Use punctuation to decide how they want their own writing to read by the reader • Be accountable for using punctuation in all writing, including first drafts 	<ul style="list-style-type: none"> • Revise a previously published piece or notebook entry for punctuation conventions

GRADE 2 Writer’s Workshop: BIG IDEAS

UNIT OF STUDY Approximate Duration	BIG IDEAS	UNIT PRODUCTS AND ARTIFACTS
<p>Informational Writing: All-About Book</p> <p style="text-align: center;">(6 weeks)</p> <p style="text-align: center;"><i>Available at:</i> http://thecenter.spps.org/elemlit.html</p>	<ul style="list-style-type: none"> • Create a definition of All-About writing • Use a variety of resources to gather information on a topic of interest or expertise • Develop strategies to organize information • Make conscious decisions about text structure and form • Use a variety of elements such as facts, supporting details, labels, diagrams, illustrations, and quotations to support the main idea/topic 	<ul style="list-style-type: none"> • Publish and All-About text
<p>Response to Literature: Book Recommendation</p> <p style="text-align: center;">(3-4 weeks)</p> <p style="text-align: center;"><i>Available at:</i> http://thecenter.spps.org/elemlit.html</p>	<ul style="list-style-type: none"> • Listen to, view, discuss, and read various book recommendations • Identify the features of a book recommendation • Craft a book recommendation on a text of choice that includes the title, author, summary, quotation, and potential connection to other readers 	<ul style="list-style-type: none"> • Publish a book recommendation
<p>Poetry: Looking In</p> <p style="text-align: center;">(4-5 weeks)</p> <p style="text-align: center;"><i>Available at:</i> http://thecenter.spps.org/elemlit.html</p>	<ul style="list-style-type: none"> • Identify the elements of poetry to build a shared definition of the genre • Closely observe the world (animals, objects, people) to get ideas for poems and write poems about ordinary things in everyday life using fresh eyes and carefully chosen words • Recognize poetic language (rhythm, patterns, comparisons, descriptive words that evoke senses, some rhyme, simile, and metaphor) • Develop and use strategies to craft poems that “sound good”: repetition, sound effects, onomatopoeia, alliteration, rhythm, parallel construction, and deliberately chosen line breaks • Use language to describe how something looks, smells, tastes, feels, or sounds • Understand the way that print and space work in poems and use this knowledge when writing poems • Write a variety of poems 	<ul style="list-style-type: none"> • Publish a personal and class poetry anthology
<p>Open Cycle: Crafting Sentences</p> <p style="text-align: center;">(2-3 weeks)</p> <p style="text-align: center;"><i>Designed at the site level</i></p>	<ul style="list-style-type: none"> • Notice and discuss how authors craft sentences • Imitate mentor sentences to expand their repertoire of sentence types • Create rhythm in sentences through word choice and punctuation • Choose a genre based on audience and purpose 	<ul style="list-style-type: none"> • Open cycle publishing