

# HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK



**COURSE/SUBJECT**

**Second Grade Reading**

<b>UNIT PACING</b> Names of units and approximate pacing	<b>UNIT LEARNING TARGETS</b> By the end of the unit, students will be able to...	<b>STANDARD</b> Which Common Core standards does this address?	<b>ASSESSMENTS</b> Which assessments are given to determine student growth?
A Curricular Plan for Reading and Writing Workshop Grade 2 by Lucy Calkins and Colleagues  Unit 1: Taking Charge of Reading and Unit 2: Tackling Trouble  <i>September/October</i>	<ul style="list-style-type: none"> <li>I can read and understand second grade text.</li> <li>I can read second grade text out loud at an appropriate speed, with expression, and with few or no mistakes.</li> <li>I can use context clues to self-correct and re-read when something doesn't sound right, look right or make sense.</li> </ul>	RF.2.4	Fountas and Pinnell Reading Benchmark  Conferring  Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade 2 by Lucy Calkins and Colleagues  Unit 3: Characters Face Bigger Challenges and So Do Readers  <i>October/November</i>	<ul style="list-style-type: none"> <li>I can describe how characters in a story respond to important events and challenges.</li> <li>I can show that I understand important details in a fiction text by asking and answering who, what, where, when, why, and how questions.</li> <li>I can figure out the main message, lesson, or moral of a story.</li> <li>I can describe how a story has a beginning, middle and ending.</li> <li>I can describe how the beginning introduces the story.</li> <li>I can describe how the ending wraps up the action in the story.</li> <li>I can see that characters can have different points of view.</li> <li>I can change my voice to show the difference between characters when I read out loud.</li> <li>I can use illustrations and words to better understand the characters, setting, and plot.</li> <li>I can read and understand 2nd-3rd grade level stories and poetry, and ask for help when I need it for the hardest texts.</li> <li>I can participate in small and large group discussions with students and adults.</li> <li>I can retell or describe key ideas or details from a read aloud.</li> <li>I can retell or describe key ideas or details from oral presentations, or other media (videos, podcast, ...).</li> </ul>	RL.2.3 RL.2.1 RL.2.2 RL.2.5 RL.2.6 RL.2.7 RL.2.10 SL.2.1 SL.2.2	Conferring  Frequent formative assessments based on learning targets

<p>A Curricular Plan for Reading and Writing Workshop Grade 2 by Lucy Calkins and Colleagues</p> <p>Unit 4: Reading Nonfiction, Reading the World</p> <p><i>November/December</i></p>	<ul style="list-style-type: none"> <li>• I can show that I understand important details in an informational text by asking and answering who, what, where, when, why, and how questions.</li> <li>• I can figure out the meaning of words and phrases in an informational text.</li> <li>• I can name and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to find important facts or information in a text.</li> <li>• I can explain the main purpose of a text.</li> <li>• I can explain what the author wants to answer, explain, or describe.</li> <li>• I can explain how a picture or diagram (e.g., a diagram showing how a machine works) helps me better understand information in a text .</li> <li>• I can read and understand informational texts (e.g., history/social studies, science, and technical texts) at a 2nd-3rd grade level on my own and ask for help when needed.</li> <li>• I can use context clues to self-correct and re-read when something doesn't sound right, look right or make sense.</li> </ul>	<p>RI.2.1 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.10 RF.2.4</p>	<p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
<p>A Curricular Plan for Reading and Writing Workshop Grade 2 by Lucy Calkins and Colleagues</p> <p>Unit 5: Series Reading and Cross-Genre Reading Clubs</p> <p><i>January</i></p>	<ul style="list-style-type: none"> <li>• I can read and understand second grade text.</li> <li>• I can participate in small and large group discussions with students and adults.</li> <li>• I can show that I understand important details in a fiction and informational text by asking and answering who, what, where, when, why, and how questions.</li> <li>• I can describe how characters in a story respond to important events and challenges.</li> <li>• I can describe how a story has a beginning, middle and ending.</li> <li>• I can describe how the beginning introduces the story.</li> <li>• I can describe how the ending wraps up the action in the story.</li> <li>• I can read and understand 2nd-3rd grade level stories, poetry, and informational texts and ask for help when I need it for the hardest texts.</li> <li>• I can find the main idea of a text that has several paragraphs.</li> <li>• I can find the main idea of a paragraph in a text.</li> <li>• I can explain the main purpose of a text.</li> <li>• I can explain what the author wants to answer, explain, or describe.</li> </ul>	<p>RF.2.4 SL.2.1 RL.2.1 RI.2.1 RL.2.3 RL.2.5 RL.2.10 RI.2.2 RI.2.6</p>	<p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
<p>A Curricular Plan for Reading and Writing Workshop Grade 2 by Lucy Calkins and Colleagues</p> <p>Unit 10 (from reading): Poetry: Thoughts in Tiny Packages</p> <p><i>February</i></p>	<ul style="list-style-type: none"> <li>• I can read second grade text out loud at an appropriate speed, with expression, and with few or no mistakes.</li> <li>• I can describe how words and phrases (i.e. regular beats, alliteration, rhymes, repeated lines) create rhythm and add meaning in a story, poem, or song.</li> <li>• I can read and understand 2nd-3rd grade level stories and poetry, and ask for help when I need it for the hardest texts.</li> </ul>	<p>RF.2.4 RL.2.4 RL.2.10</p>	<p>Fountas and Pinnell Reading Benchmark</p> <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>

<p>A Curricular Plan for Reading and Writing Workshop Grade 2 by Lucy Calkins and Colleagues</p> <p>Unit 6: Nonfiction Reading Clubs</p> <p><i>February/March</i></p>	<ul style="list-style-type: none"> <li>• I can show that I understand important details in an informational text by asking and answering who, what, where, when, why, and how questions.</li> <li>• I can find the main idea of a text that has several paragraphs.</li> <li>• I can find the main idea of a paragraph in a text.</li> <li>• I can figure out the meaning of words and phrases in an informational text.</li> <li>• I can name and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to find important facts or information in a text.</li> <li>• I can explain the main purpose of a text.</li> <li>• I can explain what the author wants to answer, explain, or describe.</li> <li>• I can explain how a picture or diagram (e.g., a diagram showing how a machine works) helps me better understand information in a text .</li> <li>• I can explain how the author uses reasons to support important points in a text.</li> <li>• I can read and understand informational texts (e.g., history/social studies, science, and technical texts) at a 2nd-3rd grade level on my own and ask for help when needed.</li> <li>• I can participate in small and large group discussions with students and adults.</li> </ul>	<p>RI.2.1 RI.2.2 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.10 SL.2.1</p>	<p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
<p>A Curricular Plan for Reading and Writing Workshop Grade 2 by Lucy Calkins and Colleagues</p> <p>Unit 7: Reading and Role Playing: Fiction, Folktales, and Fairy Tales</p> <p><i>April</i></p>	<ul style="list-style-type: none"> <li>• I can retell stories, including fables and folktales from other cultures.</li> <li>• I can figure out the main message, lesson, or moral of a story.</li> <li>• I can describe how characters in a story respond to important events and challenges.</li> <li>• I can describe how a story has a beginning, middle and ending.</li> <li>• I can describe how the beginning introduces the story.</li> <li>• I can describe how the ending wraps up the action in the story.</li> <li>• I can compare the ways two or more different authors tell the same story.</li> <li>• I can contrast the ways two or more different authors tell the same story.</li> <li>• I can compare the ways two or more different cultures tell the same story.</li> <li>• I can contrast the ways two or more different cultures tell the same story.</li> <li>• I can read and understand 2nd-3rd grade level stories and poetry, and ask for help when I need it for the hardest texts.</li> </ul>	<p>RL.2.2 RL.2.3 RL.2.5 RL.2.9 RL.2.10</p>	<p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>

<p>A Curricular Plan for Reading and Writing Workshop Grade 2 by Lucy Calkins and Colleagues</p> <p>Unit 8: Readers Can Read about Science Topics to Become Experts</p> <p><i>May/June</i></p>	<ul style="list-style-type: none"> <li>• I can show that I understand important details in an informational text by asking and answering who, what, where, when, why, and how questions.</li> <li>• I can find the main idea of a text that has several paragraphs.</li> <li>• I can find the main idea of a paragraph in a text.</li> <li>• I can explain how scientific ideas are connected in a text.</li> <li>• I can figure out the meaning of words and phrases in an informational text.</li> <li>• I can name and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to find important facts or information in a text.</li> <li>• I can explain how a picture or diagram (e.g., a diagram showing how a machine works) helps me better understand information in a text.</li> </ul>	<p>RI.2.1  RI.2.2  RI.2.3  RI.2.4  RI.2.5  RI.2.6  RI.2.7  RI.2.8  RI.2.10</p>	<p>Fountas and Pinnell Reading Benchmark</p> <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
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