

## 2nd Grade Reading Curriculum Map

Standards	Content	Skills/Practices	Materials/ Resources	Assessments (All) Daily/Weekly/ Benchmarks	Timeline (Months/Weeks /Days)
Unit 1: Reading Growth Spurt			Heinemann Anchor Charts Post-it Chart Pads Book baggies/bins 1000s of books in each of multiple levels Post-it notes Bookmarks	Teacher Observation  Student Conferring  Running Records  Accelerated Reader  F&P  AIMS Web	17 days
Bend 1					6 days
2R1-9 2RF3 2RF4	Students will learn the importance of previewing texts before beginning to read.  Students will learn skills and strategies for increasing comprehension.	Students will sneak peek books.  Students will predict how a book wants to be read.  Students will increase reading stamina.  Students will scoop	<ul style="list-style-type: none"> <li>• <u>Jack and the Beanstalk</u></li> <li>• <u>Fly Guy</u></li> <li>• <u>Frog and Toad</u></li> <li>• <u>Cam Jansen</u></li> <li>• <u>Mercy Watson to the Rescue</u></li> <li>• <u>Katie Woo Has the Flu</u></li> </ul>	Teacher Observation  Student Conferring  Running Records  Accelerated Reader	

		<p>up snap words and phrases.</p> <p>Students will mark their thinking with post-its.</p>			
Bend 2					6 days
2R1-9 2RF3 2RF4	Students will learn new strategies for solving words quickly and independently.	<p>Students will learn:</p> <p>Prefixes</p> <p>Suffixes</p> <p>Vowel teams</p>	<p>Books, books, and more books</p> <p>Dry erase markers/boards</p> <p>Index cards</p> <p>Jokes</p>	<p>Teacher Observation</p> <p>Student Conferring</p> <p>Running Records</p> <p>Accelerated Reader</p>	
Bend 3					5 days
2R1-9 2RF3 2RF4	Students will learn to pay close attention to authors.	<p>Students will use what they know as writers to grow as readers.</p> <p>Students will recognize the craft moves used by authors and try them in their writing.</p> <p>Students will find small moments in</p>	<ul style="list-style-type: none"> <li>• <u>Those Darn Squirrels</u></li> </ul>	<p>Teacher Observation</p> <p>Student Conferring</p> <p>Running Records</p> <p>Accelerated Reader</p>	

		books and notice the details.  Students will read at an appropriate pace.			
Unit 2: Becoming Experts			Heinemann Anchor Charts Post-it Chart Pads Book baggies/bins 1000s of books in each of multiple levels Post-it notes Bookmarks	Teacher Observation  Student Conferring  Running Records  Accelerated Reader  F&P  AIMS Web	18 days
Bend 1					5 days
2R1-9 2RF3 2RF4	Students will learn that nonfiction readers build a mental model of the topic.	Students will learn to accumulate knowledge about a topic.  Students will think deeply.  Students will actively think about their topic as they read.	<ul style="list-style-type: none"> <li>• Gail Gibbons' <u>Knights in Shining Armor</u></li> <li>• Nonfiction texts heavy in drawings and labels</li> <li>• Variety of real-life nonfiction (ie. cereal boxes, shampoo bottles, mac-n-cheese)</li> </ul>	Teacher Observation  Student Conferring  Running Records  Accelerated Reader	

			boxes, game instructions) <ul style="list-style-type: none"> <li>• pennies</li> </ul>		
Bend 2					6 days
2R1-9 2RF3 2RF4	Students will learn to focus on the lingo of a topic.	Students will predict lingo based on a topic.  Students will use their predictions to solve unknown words.  Students will use this new lingo to discuss their topics.	<ul style="list-style-type: none"> <li>• Laura Marsh's <u>Tigers</u></li> <li>• Valeria Bodden's <u>Amazing Animals: Tigers</u></li> <li>• Text sets for students (based on topic, not level)</li> <li>• 3 pics of bears (use of paws)</li> </ul>	Teacher Observation  Student Conferring  Running Records  Accelerated Reader	
Bend 3					7 days
2R1-9 2RF3 2RF4	Students will learn to compare and contrast information across texts.	Students will predict content within text sets.  Students will identify information that is similar across texts.  Students will identify information that is different across	<ul style="list-style-type: none"> <li>• Text sets for students (based on topic, not level)</li> <li>• Laura Marsh's <u>Tigers</u></li> <li>• Valeria Bodden's <u>Amazing Animals:</u></li> </ul>	Teacher Observation  Student Conferring  Running Records  Accelerated Reader	

		texts.  Students will use gestures to bring information to life.	<u>Tigers</u> <ul style="list-style-type: none"> <li>Day in the Life, Museum Curator (Youtube)</li> <li>3 pics of bears (use of paws)</li> </ul>		
Unit 3: Bigger Books Mean Amping Up Reading Power			Heinemann Anchor Charts Post-it Chart Pads Book baggies/bins 1000s of books in each of multiple levels Post-it notes Bookmarks	Teacher Observation  Student Conferring  Running Records  Accelerated Reader  F&P  AIMS Web	17 days
Bend 1					5 days
2R1-9 2RF3 2RF4	Students will learn to read with fluency.	Students will rehearse reading voices.  Students will scoop up words into phrases.  Students will notice dialogue tags.	<ul style="list-style-type: none"> <li><u>Houdnsley and Catina</u></li> <li><u>Owl Moon</u></li> </ul>	Teacher Observation  Student Conferring  Running Records  Accelerated Reader	

		<p>Students will use meaning to read fluently.</p> <p>Students will read at the just-right pace.</p>			
Bend 2					4 days
2R1-9 2RF3 2RF4	Students will understand literary language.	<p>Students will recognize literary language.</p> <p>Students will understand comparisons.</p> <p>Students will notice when authors play with words.</p> <p>Students will read as writers; focusing on special language.</p>	<ul style="list-style-type: none"> <li>• Basket of poetry and books that include literary language</li> <li>• <u>Owl Moon</u></li> <li>• <u>Happy Like Soccer</u></li> <li>• <u>When Sophie Gets Angry</u></li> <li>• <u>Amelia Bedelia Goes Camping</u></li> <li>• <u>The King Who Reigned</u></li> <li>• <u>Ruthy and the Not-So-Teeny Lie</u></li> </ul>	<p>Teacher Observation</p> <p>Student Conferring</p> <p>Running Records</p> <p>Accelerated Reader</p>	
Bend 3					4 days
2R1-9 2RF3 2RF4	Students will learn to meet the challenges of longer books.	Students will learn the routines for same-book partnerships.	<ul style="list-style-type: none"> <li>• <u>Katie Woo Has the Flu</u></li> <li>• <u>Minnie and Moo Go</u></li> </ul>	<p>Teacher Observation</p> <p>Student Conferring</p>	

		<p>Students will hold on to stories, even when the books are long.</p> <p>Students will learn strategies for staying on track, when books get tricky (post-its).</p> <p>Students will use writing to solve reading problems.</p>	<p><u>Dancing</u></p> <ul style="list-style-type: none"> <li>• <u>Beezus and Ramona</u></li> <li>• Basket of twin-book sets for same-book partnerships</li> </ul>	<p>Running Records</p> <p>Accelerated Reader</p>	
Bend 4					4 days
2R1-9 2RF3 2RF4	Students will learn to tackle goals in the company of others.	<p>Students will self-assess and set goals.</p> <p>Students will organize goal clubs.</p> <p>Students will give feedback to group members.</p>	<ul style="list-style-type: none"> <li>• <u>Happy Like Soccer</u></li> <li>• <u>Minnie and Moo Go Dancing</u></li> <li>• Basket of twin-book sets for same-book partnerships</li> </ul>	<p>Teacher Observation</p> <p>Student Conferring</p> <p>Running Records</p> <p>Accelerated Reader</p>	
Unit 4: Series Book Clubs			<p>Heinemann Anchor Charts</p> <p>Post-it Chart Pads</p> <p>Book baggies/bins</p> <p>1000s of books in</p>	<p>Teacher Observation</p> <p>Student Conferring</p> <p>Running Records</p>	17 days

			<p>each of multiple levels Post-it notes Bookmarks</p>	<p>Accelerated Reader  F&amp;P  AIMS Web</p>	
Bend 1					6 days
<p>2R1-9 2RF3 2RF4</p>	<p>Students will learn to become experts on characters.</p>	<p>Students will collect information about the main characters.</p> <p>Students will pay attention to how characters respond to problems.</p> <p>Students will notice similarities within characters across a series.</p> <p>Students will grow to understand the characters.</p> <p>Students will use what they know about the characters to make predictions.</p> <p>Students will learn about characters</p>	<ul style="list-style-type: none"> <li>• <u>Days with Frog and Toad</u></li> <li>• Series book examples (many)</li> <li>• <u>Pinky and Rex and the Bully</u></li> <li>• <u>The Stories Julian Tells</u></li> </ul>	<p>Teacher Observation  Student Conferring  Running Records  Accelerated Reader</p>	



		from their relationships with other characters.			
Bend 2					6 days
2R1-9 2RF3 2RF4	Students will learn to become experts on author's craft.	<p>Students will notice when authors paint pictures with words.</p> <p>Students will notice when authors use precise words.</p> <p>Students will notice when authors use literary language to make the ordinary, extraordinary!</p> <p>Students will notice how authors think about how a whole stories fit together.</p> <p>Students will notice how authors have ways to bring stories to life.</p> <p>Students will notice how authors plan their story endings.</p>	<ul style="list-style-type: none"> <li>• <u>A Sunny Afternoon on the Island of La Grande Jatte</u></li> <li>• <u>MTH: Polar Bears Past Bedtime</u></li> <li>• <u>Days with Frog and Toad</u></li> <li>• <u>Stories Julian Tells</u></li> </ul>	<p>Teacher Observation</p> <p>Student Conferring</p> <p>Running Records</p> <p>Accelerated Reader</p>	

Bend 3					5 days
2R1-9 2RF3 2RF4	Students will learn to share opinions about series books with the world.	<p>Students will share their opinions about books.</p> <p>Students will plan the best ways to share about books.</p> <p>Students will share books they love with a friend (book swap).</p> <p>Students will share opinions by debating.</p>	<ul style="list-style-type: none"> <li>• “Magic Penny” song (Youtube)</li> <li>• <u>The Stories Julian Tells</u></li> <li>• <u>Days With Frog and Toad</u></li> </ul>	<p>Teacher Observation</p> <p>Student Conferring</p> <p>Running Records</p> <p>Accelerated Reader</p>	