Second Grade Reading
Overview
2019 - 2020

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts and Instructional Model.

Definitions

Overview – The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Big Ideas and Essential Questions - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

Concept – A subtopic of the main topic of the unit

Instructional Model – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

Parent Supports

The following resources provide parents with ideas to support students’ understanding
- Make the Most of Reading Aloud
- How to Help a Child Choose a Book
- How to Encourage Higher Order Thinking
- How to Help Expand Your Child’s Vocabulary

Children’s Books and Authors - Resources to help find books and get students excited about reading

Instructional Model

The ELA instructional model is Balanced Literacy. Balanced Literacy allows for students to actively engage in all components of literacy: reading, writing, listening, and speaking, each day. Balanced Literacy consists of four components: Interactive Read Aloud, Reading Workshop, Writing, Workshop, Phonics and Word Study.
**Interactive Read Aloud**-Teachers model and guide students to use reading strategies and notice techniques that author’s use in books that are above the students’ independent reading level in order to prepare students for the strategies and skills they will need as they move through more advanced text.

**Reading Workshop**-During reading workshop, the teacher teaches a mini-lesson on a strategy or skill. The student then practices the strategy or skill during independent reading. During this time, the teacher will conference with the student or pull small groups.

**Writing Workshop**-During Writing workshop, the teacher teaches a mini-lesson on a strategy or skill. The student then practices the strategy or skill during independent writing. During this time, the teacher will conference with the student or pull small groups.

**Phonics and Word Study**-During this time students learn phonics, vocabulary, and spelling rules and apply them to their reading and writing.

**Adopted Resources**
Elementary: [https://www.fortbendisd.com/Page/93917](https://www.fortbendisd.com/Page/93917)

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**Grading Period 1**

**Unit 1: Launching Reading Workshop**
- Estimated Date Range: 8/14-9/13
- Estimated Time Frame: 22 days

**Unit Overview:**
In this unit, students will be introduced to the structure and routines of reading workshop. The year begins by implementing Reading Workshop—a structure in which teachers can meet the instructional needs of students through four components:

- **Time**- learners read, interact with, and respond to text daily
- **Ownership**- learners read self-selected books from classroom libraries
- **Sharing**- learners collaborate with partners and/or club members about text they read
- **Community**- learners are immersed in print-rich, talk-rich, inviting classrooms safety and consistency

The first concept of this unit, *Readers Build a Reading Community*, focuses on building a reading community. Students will learn that they are all readers and talk about the experiences they have had as readers.

The second concept of this unit, *Readers Read and React to Books*, focuses on thinking about what is being read and reacting to it. Students will focus on making connections, asking questions, and leaving tracks of their thinking.

The third concept of this unit, *Readers Read and Discuss Books with Others*, teaches the importance of talking about reading with others. Students will learn to talk to one another as well as learn the format and expectations for talking with the teacher in small group on conferences about their reading.

The fourth concept of this unit, *Readers Analyze Text*, introduces analyzing text. Students will be introduced to word choice, tone, author’s craft, structure, and theme. Students will learn that author’s use these things in their writing on purpose and readers can expect to see them in text.

**Big Ideas:**
• Good stories use all the story elements, characters are dynamic and the problems are fun to talk about.
  (character, setting, main events, conflict and resolution)
• I share my thinking by listening and then talking and writing about text.
• I choose the right strategy based on my purpose.
• I share my thinking with my partner, on post its, teacher etc.

Essential Questions
• What makes a good story?
• How do I share by thinking about stories?
• What strategies do readers use to make sense of the story?
• How do I interact with stories?

Concepts within Unit #1

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<thead>
<tr>
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Unit 2: Readers Think Deeply About Fiction

Estimated Date Range: 9/16-10/18
Estimated Time Frame: 23 days

Unit Overview:
In this unit, children will be reading fiction stories. Students will learn about the structure and purpose of fiction as well as work on making inferences throughout this unit.

The first concept of this unit, Readers Know What to Expect in Fiction, focuses on story elements. Students will explore the setting, character, big events, problem, and solution. Students will also be comparing plots of stories in order to find similarities and differences among authors and within the fiction genre.

The second concept of this unit, Readers Make Inferences about a Character, focuses on making inferences. Students will learn that authors don’t tell the reader everything. Students will learn to make a variety of inferences about characters in order to understand and enjoy the text the way the author intends them to.

The third concept in this unit, Readers Analyze Text, focuses on analyzing the text. Students will analyze author’s craft choices, make connections, and think about different types of fiction in order to understand the genre better and read through the lenses of both reader and writer.

Big Ideas:
• Readers get to know characters by being able to describe their internal and external traits. When the main character changes he/she typically learn a lesson – which connects to theme. (inference)
• Plot includes the important events including the conflict and resolution. The conflict gives readers clues about theme. (inference)
Essential Questions

- How do we get to know the main character?
- What is plot and why is it important?

Concepts within Unit # 2

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Grading Period 2

Unit 3: Readers Think Deeply About Informational Texts
Estimated Date Range: 10/21-11/22
Estimated Time Frame: 24 days

Unit Overview:
In this unit, students discover more about the world through informational books. Students will learn that readers read to learn, and that books can teach them things they may not otherwise learn or experience. Second graders will spend time reading nonfiction texts that are at their level, applying metacognitive strategies, and making sense of what they are learning.

The first concept of the unit, Readers Know What to Expect in Narrative Nonfiction, introduces students to the genre of Narrative Nonfiction. Students will learn about the structure and purpose of the genre.

The second concept of the unit, Readers Make Inferences About a Topic Using Text Features, students make inferences about information they are reading, vocabulary words, and pictures.

The third concept of the unit, Readers Know What to Expect in Informational Text, immerses students into nonfiction texts and notice the features and organization of the informational genre and how they help the reader understand the text.

The fourth concept of the unit, Readers Think About the Text, students will look for connections between informational texts and share their opinions about the books they have read.

Big Ideas:
- Readers know that informational texts teach the reader about a topic and it contains text features and facts that support the main idea.
- Readers make inferences, visualize, use background knowledge, and word solving strategies to help them understand informational text.
- Readers know that narrative nonfiction is about a real person and is written in story form.
- Making connections helps readers think deeply about a topic and understand it more.

Essential Questions

- What do readers need to know about informational texts?
- What strategies to readers use to help them understand informational text?
What do readers need to know about narrative nonfiction?
How does making connections help readers understand more about a topic?

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<tr>
<th>Concepts within Unit # 3</th>
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<tr>
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Unit 4: Readers Study Poetry
Estimated Date Range: 12/2-12/19
Estimated Time Frame: 14 days

Unit Overview:
In this unit, students will listen to poetry, read it to themselves and aloud, think about what the poet is saying, notice craft techniques the poet uses, and interact with the message of the poem. Students will learn to explain what a poem means, describe the images they see when reading a poem, and identify words and phrases that give rhythm and meaning to the poem.

In concept one, *What is Poetry and How Do I Read It?*, students are immersed into the genre of poetry and notice the structure. Students learn that poetry has a rhythm and is meant to be read with emotion.

In concept two, *Readers of Poetry Discover the True Meaning of a Poem*, students dive deeper into poems and look for what the poet is really trying to say.

Big Ideas:
- Poetry is an expression of ideas and emotions written in a relatively short, concise format or structure.
- Readers think deeply about the images, sounds, and word choice used by the poet to discover the true meaning of a poem.

Essential Questions
- What is poetry?
- How do readers find the true meaning of a poem?
Grading Period 3

Unit 5: Readers Examine Characters and Dialogue
Estimated Date Range: 1/7-1/31
Estimated Time Frame: 18 days

Unit Overview:
In this unit, students will concentrate on the characters they meet in their books, and think about how they can get to know them as people, by paying attention to the things that they say and do, the kinds of people they are, and what is revealed about them as the story unfolds.

In concept one, Readers Think About Characters’ Struggles, students study characters and think about the types of problems the character faces and how the character responds.

In concept two, Readers Get to Know Characters’ Traits, Feelings, and Motivations, students infer how characters feel, the reasons for their actions, and their character traits. Students also think about how the character has changed and think about life lessons the character has learned.

In concept three, Readers Pay Attention to Dialogue, students dive into the genre of drama and study characters through dialogue.

Big Ideas:
• Readers get to know characters by looking closely at the events that happen in their life and how they respond to them.
• Readers learn from characters in order to have an understanding about the way the world works and to help readers think about how to navigate situations.
• Readers look at what characters say to gain insight into their desires, motivations, and true character.

Essential Questions
• How do readers get to know characters deeply?
• Why do readers learn about and from characters?
• Why do readers examine dialogue?

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<tr>
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**Integrated Standards**

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**Unit 6: Readers Study Authors**

Estimated Date Range: 2/3-2/28
Estimated Time Frame: 18 days

In this unit, students will spend time immersing themselves in the work of several authors as they begin to recognize and discuss features, style, and themes the writer uses.

In Concept 1, *Readers Learn About Authors They Love*, students will read multiple books by several authors. Students will enjoy the stories they write and learn about the authors’ lives.

In Concept 2, *Readers Make Connections and Inferences About Authors*, they will learn about ways in which authors generate ideas for their writing, the relationship between the author’s life and his/her writing, the author’s craft techniques, and common themes found in books by each writer.

**Big Ideas:**
- Readers read multiple books by the same author to study their craft and to enjoy their writing.
- Readers make connections and inferences in order to deeply understand authors and the books they write.

**Essential Questions**
- Why do readers read multiple books by the same author?
- How do readers deeply understand authors and the books they write?

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**Concepts within Unit # 6**

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**Unit 7: Readers Are Researchers**

Estimated Date Range: 3/2-4/3
Estimated Time Frame: 20 days

**Unit Overview:**

In this unit, Students will work deeply in informational text and make decisions regarding how to use it for research purposes. Students will be introduced to features of research and ways authors gather information and ideas. This unit of reading is closely linked to research in writing.

In concept one, *Researchers Explore What They Want to Research and Dig Deeper into the Topic*, students are introduced to the genre of research. Students brainstorm topics they are interested in and read about them.

In concept two, *Researchers Read to Gather Facts*, students continue to read informational texts and look for facts applicable to their research.
In concept three, *Researchers Make a Plan and Publish Their Work*, students work on organizing their information. Once it is organized, students will present their research in various ways.

**Big Ideas:**
- Readers discover what they are interested in and do research to learn more.
- Researchers use all they know about reading to find facts about a topic of their choosing.
- Researchers organize their information and share what they have learned with others.

**Essential Questions**
- Why do readers research?
- How do researchers gather facts?
- What do researchers do with the information they discover?

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<tr>
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**Grading Period 4**

**Unit 8: Readers Read Across Genres**

**Estimated Date Range:** 4/6-5/1

**Estimated Time Frame:** 18 days

**Unit Overview:**

In this unit, students become smarter about the world by reading and comparing information on one topic from several books. Students will learn to develop and adjust theories as readers as they read in a variety of genres.

In concept one, *Readers Investigate a Topic in Multiple Genres*, readers will be reading and analyzing text sets around a particular topic.

In concept two, *Readers Grow Ideas and Form Theories as They Read*, readers will think about what they have read on a topic to help them form theories. Students will be engaged in discussions about their theories in order to think deeply about the texts and their theories.

In concept three, *Readers Read and Talk About Their Topics Like Experts*, readers share their knowledge and theories from their study with others.

**Big Ideas:**
- Readers learn about a topic by looking for big ideas and common themes across multiple genres.
- Readers consider everything they have read and make connections to form theories.
Readers deepen their understanding and excitement about a topic by discussing their ideas with partners.

**Essential Questions**
- How do readers learn about the world through reading multiple genres on a topic?
- How do readers form theories about what they’ve read?
- How do partnerships and collaborative conversations help readers grow their ideas about a topic?

### Concepts within Unit #8

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### Integrated Standards

- 2.4(A), 2.7(A), 2.6(B), 2.6(D), 2.7(E), 2.4(A), 2.6(B), 2.1(A), 2.1(B), 2.1(C), 2.1(D), 2.1(E), 2.6(C), 2.2(E), 2.5(A)

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**Unit Overview:**
In this unit, students will work in book clubs and continue learning how to talk about their books and ideas, revise their thinking based on the ideas of others, and compare and contrast books within a series and across series.

In the first concept, **Readers Get to Know a Series**, students read a series and learn about the characters, the types of problems he or she faces, and predict what will happen next.

In the second concept, **Readers Grow and Refine Ideas About a Series by Talking to Others**, students read the text and make inferences about the characters, text, and series. Students will spend time engaging in literary discussions with others reading the same series.

In the third concept, **Readers Celebrate Their Reading**, readers will reflect on all they have learned as a reader and about the series. Students will complete a book talk about one of the books in their series.

**Big Ideas:**
- Readers read multiple books in a series to follow characters and the events they experience.
- Readers grow and refine ideas by thinking about all they have read, making inferences, and talking to others.
- Readers celebrate their reading by reflecting on their knowledge and success as a reader and sharing it with others.

**Essential Questions**
- Why do readers read multiple books in a series?
- How do readers grow and refine ideas?
- How do readers celebrate their reading?
| Concept #1: Readers Get to Know a Series | 2.6(F), 2.8(A), 2.8(B), 2.8(C), 2.6(B), 2.10(B), 2.6(C), 2.6(E), 2.10(D) |
| Concept #2: Readers Grow and Refine Ideas About a Series by Talking to Others | 2.6(F), 2.10(A), 2.8(A), 2.8(C), 2.6(G), 2.6(E) |
| Concept #3: Readers Celebrate Their Reading | 2.1(C), 2.1(D), 2.8(C), 2.6(E), 2.8(B), 2.8(A) |
| Phonics, Spelling and Word Study | 2.2(A)iii, 2.2(B)i, 2.2(B)iii, 2.2(B)iv, 2.2(B)vii, 2.2(C)iii, 2.2(C)vi, 2.2(C)vii, 2.2(D)x, 2.3(D), 2.3(C) |
| Integrated Standards | 2.4(A), 2.7(A), 2.6(B), 2.6(D), 2.7(E), 2.1(A), 2.1(B), 2.1(E), 2.6(C), 2.2(E), 2.5(A) |