



Curriculum Plan SAMPLE

Reading Comprehension Second Grade



Second Grade Reading Comprehension Curriculum Plan

Unit/ Day	Topic	CORE Standard	Reading Comp. Obj.	Books and Materials	Assessment	Vocabulary
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Unit 1: Narrative Fiction 6 weeks, 14 days

2012-2013 School Year:

- Week 1 – 3 days: Genre (narrative)
- Week 2 – 4 days; Character, , pre-reading strategies, independent reading, plot
- Week 3 – 2 days; Setting
- Week 4 – 2 days; Character motive/trait
- Week 5 – 2 days; Character change/motive
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STEP: Most students entering at STEP 7 or higher; Fountas and Pinnell K, Lexile 450L to 620L

- Character motive
- Focus on one character
- Extended dialogue
- Vocabulary using context clues

Enduring Understandings:

- Readers describe the traits, motivations, and feelings of characters
- Readers describe how the setting affects the plot and characters
- Readers pay attention to the clues in the text to figure out the setting.
- Readers identify the character’s motivation, problem and solution
- Readers identify cause and effect relationships.
- Readers retell the beginning, middle and end of the story

Common CORE Standards

- RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RL.2.3. Describe how characters in a story respond to major events and challenges.
- RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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Unit 1, Day 1	Genre: Narrative	RL.2.1 RL.2.5	<ul style="list-style-type: none"> • SWBAT define genre. • SWBAT identify that narrative fiction tells a story. • SWBAT determine at least two purposes for reading narrative texts. 	<u>First Day Jitters</u> by Danneberg <ul style="list-style-type: none"> • 2nd grade reading comprehension chant • STORY Graphic Organizer from RA • Fiction/Non-fiction posters • Bin of fiction and non-fiction texts • IP – fiction/non-fiction • IP – Genre quiz 	<ul style="list-style-type: none"> • What does genre mean? • What are two reasons why you might read a narrative text? <p>I do: Review definition of genre. Introduce definition for narrative fiction. Review STORY and explain that this is the structure of narrative texts. Briefly explain why a reader would select a narrative text.</p> <p>We do: Sort books that have been read previously. Identify the common structures (STORY) within the text. Reinforce the vocabulary word genre. Reinforce the purpose for reading the text.</p> <p>You do: Complete three assessment questions. SW complete a genre quiz.</p>	<p>Genre: categories of written material</p> <p>Fiction: A story that comes from the author's imagination.</p> <p>Non-Fiction: A text that is true and factual.</p> <p>Narrative fiction: A sub-set of fiction that tells a story.</p>
Unit 1, Day 2	Genre: Narrative	RL.2.1 RL.2.5	<ul style="list-style-type: none"> • SWBAT name the parts of a story including setting, characters, problem, events, solution. 	<u>A Fine, Fine School</u> by Sharon Creech (0300L) <u>Arthurs Teacher Trouble</u> by Marc Brown <ul style="list-style-type: none"> • 2nd grade reading comprehension chant • STORY Graphic Organizer from RA • S Graphic Organizer for Author's Teacher Trouble • STORY graphic organizer for Arthur's Teacher Trouble 	<ul style="list-style-type: none"> • What are the parts of a story? <p>I do: TW model identifying the components of STORY in RA text.</p> <p>We do: T & S will identify the elements of STORY in a narrative fiction text.</p>	<p>Setting: When and where a story takes place</p> <p>Characters: Who the story revolves around.</p> <p>Problems/Actions: difficulty; a difficult situation, matter, or person</p> <p>Solution/Resolution in the events: a way of successfully dealing with a problem or difficulty.</p>
Unit 1, Day 3	Narrative Structure	RL.2.1 RL.2.5	<ul style="list-style-type: none"> • SWBAT name the parts of a story 	<u>Edward the Emu</u> by Sheena Knowles	<ul style="list-style-type: none"> • What are the parts of a story? • How can you represent the major events in 	<p>Setting: When and where a story takes place</p>

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			<p>including setting, characters, problem, events, solution.</p> <ul style="list-style-type: none"> • SWBAT complete a story web (STORY) for a given short story. 	<p><u>The Day Before Thanksgiving</u> (Reading A-Z)</p> <ul style="list-style-type: none"> • 2nd grade reading comprehension chant • STORY Graphic Organizer from RA • S Graphic Organizer for Edward the Emu • STORY graphic organizer for Edward the Emu • The Day Before Thanksgiving (Reading A-Z) • S Graphic Organizer for The Day Before Thanksgiving • 	<p>a story?</p> <p>I do: TW preview a narrative fiction text. TW identify the setting, characters, and problem in a text.</p> <p>We do: T & S will identify STORY elements and fill out STORY organizer. T & S will identify the attempts to resolve and solution in a text.</p> <p>You do: SW read a narrative fiction text and fill out a STORY organizer.</p>	<p>Characters: Who the story revolves around.</p> <p>Problems/Actions: difficulty; a difficult situation, matter, or person</p> <p>Solution/Resolution in the events: a way of successfully dealing with a problem or difficulty.</p>
Unit 1, Day 4	Character s: Main and Secondary	RL.2.1 RL.2.3	<ul style="list-style-type: none"> • SWBAT distinguish between the main and secondary character. • SWBAT determine the motivation of the main character in the text. 	<p><u>Arthur's Teacher Trouble</u> by Marc Brown</p> <p><u>Keb Needs a Home</u> (Reading A-Z)</p> <ul style="list-style-type: none"> • 2nd grade reading comprehension chant • STORY Graphic Organizer from RA • S Graphic Organizer for Author's Teacher Trouble • The Day Before Thanksgiving (Reading 	<ul style="list-style-type: none"> • Who is the most important character in the story? • Who are the supporting characters? <p>I do: TW model thinking aloud about the main and secondary characters in <u>Arthur's Teacher Trouble</u>.</p> <p>We do: T & S will identify the main character in a narrative fiction text.</p> <p>You do: SW complete a narrative fiction text. SW identify the secondary characters in the text. SW response to questions about the role of the main and secondary characters in a narrative fiction text.</p>	<ul style="list-style-type: none"> ▪ <u>Character:</u> Who the story revolves around. ▪ <u>Main character:</u> The character who the story is mostly about. ▪ <u>Secondary character:</u> The other characters that affect the main character or support the story.

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				<ul style="list-style-type: none"> A-Z) S Graphic Organizer for The Day Before Thanksgiving Character Organizer: 		
Unit 1, Day 5	Pre-Reading Strategies Response to Text	RL.2.1 RL.2.3 RL.2.7.	<ul style="list-style-type: none"> SWBAT answer questions about a text, orally and in written form. SWBAT use the comprehension strategy of wondering to predict the story structure and plot. SWBAT use the pre-reading strategy of questioning “what questions will this reading probably answer?” to build schema and predict the story structure. SWBAT turn and talk to discuss a story with their neighbor. 	<u>Lucy Goosey</u> by Margaret Wild & Ann James <u>Cinnamon Bun Mystery</u> (Reading A-Z) <ul style="list-style-type: none"> What to Think About Before Reading chart Active Reader Report Turn and Talk Poster 	<ul style="list-style-type: none"> What is wondering? How do good readers use pre-reading strategies to figure out what questions the text will answer? <p>I do: TW model previewing and filling out an Active Reader Report. TW model finding an answer to a wondering in a narrative fiction text. We do: T & S will preview a narrative fiction text. TW review Turn and Talk Procedures. T & S will fill out an Active Reader Report with wonderings and predictions after previewing. SW use Turn and Talk. You do: SW complete narrative fiction text. SW write about their prediction and whether or not they were correct.</p>	
Unit 1, Day 6	Silent Reading	RL.2.1 RL.2.7	<ul style="list-style-type: none"> SWBAT turn and talk to discuss a story with their neighbor. SWBAT complete a written response to independent reading. SWBAT silently read for a sustained time. 	<ul style="list-style-type: none"> Enlarged reading log What to Think About Before Reading chart Just Right Book Poster Active Reader Report for S IR folders 	<ul style="list-style-type: none"> How do good readers transition to independent reading? How do good readers use pre-reading strategies before independently reading? How do good readers complete a written response after independent reading? <p>I do: TW model filling out reading log.</p>	<p>Five Finger Rule: strategy for picking “Just Right Texts.” Just Right Texts: A text where you hold up 3-4 fingers while reading for each challenge on 1-2 pages. Abandon: leave something</p>

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			<p>SWBAT document their reading by completing a reading log.</p> <ul style="list-style-type: none"> • Review: • SWBAT use the pre-reading strategy of questioning “what questions will this reading probably answer?” to build schema and predict the story structure. • SWBAT turn and talk to discuss a story with their neighbor. 	<ul style="list-style-type: none"> • Book bin leveled for each group 	<p>TW show S were to sit for IR and GR independent work.</p> <p>We do: SW practice transition to independent reading seats.</p> <p>TW review picking a “just right” book.</p> <p>SW pick just right book.</p> <p>You do: SW transition to independent reading seat.</p> <p>SW fill out Active Reader Report for “Just Right” book.</p> <p>SW accurately log their books in their reading log.</p>	behind.
Unit 1, Day 7	Plot and Events	RL.2.1 RL.2.3 RL.2.7.	<ul style="list-style-type: none"> • SWBAT describe the problem and the actions the main character takes to resolve the problem in the story 	<p><u>When Charlie McButton Lost Power</u> by Suzanne Collins</p> <ul style="list-style-type: none"> • Plot Posters • RA Plot Organizer for Trial of Cardigan Jones • S Plot Graphic Organizer and IP questions • Plot Graphic Organizer for When Charlie McButton Lost Power 	<ul style="list-style-type: none"> • What is the plot? • What is the problem? • What are events? • What is the solution? <p>How do good readers determine the plot of a story?</p> <p>I do: TW preview text.</p> <p>TW identify the character’s motivation and problem in the story.</p> <p>We do: T & S will identify the attempts to resolve.</p> <p>T & S will identify the solution in the text.</p> <p>You do: SW write attempts to resolve.</p> <p>SW explain how character achieved motivation.</p> <p>Extension: SW explain the plot in the text.</p>	<p>Plot: What happens in the story (events) and the “why” of an event</p> <p>Problems/Actions: difficulty; a difficult situation, matter, or person</p> <p>Solution/Resolution in the events: a way of successfully dealing with a problem or difficulty events</p>
Unit 1, Day 8	setting	RL.2.1 RL.2.7.	SWBAT identify changes in a setting	Goldilocks and the Three Bears by James Marshall	<p>Intro: TW review details about setting</p> <p>I do: TW model figuring out the setting using</p>	Setting- where and when the story takes place.

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Unit 4, Day 5			using textual evidence. SWBAT identify changes in a setting using textual information. SWBAT determine the implicit setting of a story using context clues and visualization	Rainy Day (readworks.org) <ul style="list-style-type: none"> Narrative Elements Poster Setting Graphic Organizer 	clues in the text GP: SW identify the setting of a story using clues in the text IP: SW read a short story and identify the setting in the text	
Unit 1, Day 9 Unit 4, Day 6	setting	RL.2.1 RL.2.7.	SWBAT identify changes in a setting using textual evidence. SWBAT identify changes in a setting using textual information. SWBAT determine the implicit setting of a story using context clues and visualization	Gloria's Walk The Tree The Beach The Camping Trip (readworks.org) <ul style="list-style-type: none"> Narrative Elements Poster Enlarged T text S text and questions Setting Graphic Organizer 	Intro: TW review details about setting I do: TW model figuring out the setting using clues in the text GP: SW identify the setting of a story using clues in the text IP: SW read a short story and identify the setting in the text	Setting- where and when the story takes place.
Unit 1, Day 12	Character Motive	RL.2.1 RL.2.3	<ul style="list-style-type: none"> SWBAT determine the motivation of the main character in the text. 	<u>Dr. De Soto</u> William Stieg <u>Jessica Loves Soccer</u> (Reading A-Z) <ul style="list-style-type: none"> Character Motive Posters Chart to organize character Motive IP – questions about character motivation 	<ul style="list-style-type: none"> What is character motive/motivation? How do good readers figure out the character's motivation? <p>I do: TW model identifying character motive in narrative fiction text. We do: T & S will identify the motivation of the main character in narrative fiction text. T & S will write down character motivation. You do: SW complete narrative fiction text and identify how character motivation is achieved and drives character actions in the text.</p>	Motive/Motivation: What the character wants or needs.

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Unit 1, Day 11	Character Traits	RL.2.1 RL.2.3 RL.2.5	<ul style="list-style-type: none"> • SWBAT define character traits. • SWBAT determine the main characters' personality traits. • SWBAT identify how the main characters personality trait affects the plot of the story. 	<u>Dr. De Soto</u> by William Stieg <u>The Story of Ruby Bridges</u> by Robert Coles <ul style="list-style-type: none"> • Character trait poster • Character trait cards • Thoughts, actions, and feelings graphic organizer • IP – questions about character traits 	<ul style="list-style-type: none"> • What is a character trait? • How do good readers figure out what a character is like? <p>I do: TW model a think aloud about character trait of Strega Nona We do: T & S will identify character traits for Ruby Bridges using the characters thoughts, actions, and feelings. You do: SW choose a character trait and provide evidence to explain why character trait best matches.</p>	<p>Character trait- A word that describes how a character is as a person that can be figured out through the character's thoughts, actions, and feelings. Character dialogue- What the character is saying Character feelings- How the character feels as a result of an event (inference)</p>
Unit 1, Day 12	Character Change	RL.2.1 RL.2.3 RL.2.5	<ul style="list-style-type: none"> • SWBAT describe the changes the main character in the story undergoes throughout the story as they attempt to resolve the problem. 	<u>Streganona Meets Her Match</u> by Tomie dePaola <ul style="list-style-type: none"> • Character Change Posters • S organizer for character change • IP Character Change questions • Chart to organize character change 	<ul style="list-style-type: none"> • What is character change? • What is the character like at the beginning of the text? • What is the character like at the end of the text? • What caused the character to change? <p>I do: TW model thinking aloud about character change in <u>Charlie McButton</u>. TW preview text. TW identify character trait for character at the beginning of the text. We do: T & S will identify problem. T & S will identify what the character is like at the end. You do: SW write about how the character changed from the beginning to the end of the text.</p>	<p><u>Character Change:</u> How the character changes (character traits) from the beginning to the end of the story.</p>
Unit 1,	Main and	RL.2.1	<ul style="list-style-type: none"> • SWBAT determine 	<u>When Charlie McButton</u>	<ul style="list-style-type: none"> • What is character motive/motivation? 	Motive/Motivation: What

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Day 13	Secondary Character s	RL.2.3 RL.2.5	<p>the motivation of the main and secondary characters in the text.</p> <ul style="list-style-type: none"> • SWBAT describe how the secondary characters affect the main character 	<p><u>Lost Power</u> by Suzanne Collins <u>Angel Child, Dragon Child</u> by Michele Maria Surat</p> <ul style="list-style-type: none"> • Character Motive Posters • Chart to organize main/secondary character Motive • IP - Questions for S about character motive 	<p>How do good readers figure out the character's motivation?</p> <p>I do: TW preview narrative fiction text. TW identify character motivation in a narrative fiction text. TW identify motivation of secondary characters in text.</p> <p>We do: T & S will identify how character is trying to achieve their motivation. T & S will identify how motivation of main and secondary characters conflict in text.</p> <p>You do: SW write about character motivation and conflict between main and secondary character.</p>	the character wants or needs.
<p>Unit 2: Inferences (Cause and Effect) 2 weeks, 3 days</p> <p>2011-2012 School Year:</p> <ul style="list-style-type: none"> • Week 6 – 2 days: Cause and Effect • Week 7 – 1 day; Inferences <p>STEP: Most students entering at STEP 7 or higher; Fountas and Pinnell K, Lexile 450L to 620L</p> <ul style="list-style-type: none"> • Character motive • Focus on one character • Extended dialogue • Vocabulary using context clues <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers identify cause and effect relationships. • Readers use evidence from the text plus their schema to figure out <p>Common CORE Standards</p>						

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<ul style="list-style-type: none"> • RL.2.1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. • RL.2.3. Describe how characters in a story respond to major events and challenges. • RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 						
Unit/ Day	Topic		Reading Comp. Obj.	Books and Materials	Assessment	Vocabulary
Unit 2, Day 1 Unit 1, Day 14	Cause and Effect	RL.2.1 RL.2.3. CCRA- R.1.	<ul style="list-style-type: none"> • SWBAT define cause. • SWBAT define effect. • SWBAT identify causes for an outcome (effect). 	<u>Chrysanthemum</u> by Kevin Henkes <ul style="list-style-type: none"> • Cause and Effect Posters • Cause and Effect Graphic Organizer • IP – questions about cause and effect 	<ul style="list-style-type: none"> • What is cause? • What is effect? • How do good readers identify causes for an outcome (effect)? <p>I do: TW think aloud about cause and effect from RA. TW preview narrative fiction text. TW identify examples of cause and effect. We do: T & S will identify examples of cause and effect. T & S will chart examples of cause and effect. You do: SW write about a cause and describe the effect.</p>	Cause: The reason why something happens. Effect: What happens as a result. Cause and Effect: The reason why something happens (Cause) and what happens as a result (Effect).
Unit 2, Day 2 Unit 1, Day 15	Cause and Effect	RL.2.1 RL.2.3. RL.2.7. CCRA- R.1.	<ul style="list-style-type: none"> • SWBAT identify causes for an outcome. • SWBAT identify effects for an outcome. • SWBAT describe the cause and effect relationship with characters and the events in a story. 	Why Do You Cry?: Not a Sob Story by Kate Klise <ul style="list-style-type: none"> • Cause and Effect Posters • Cause and Effect Graphic Organizer • S Cause and Effect Graphic Organizer • IP – questions about cause and effect character relationships 	<ul style="list-style-type: none"> • What is cause? • What is effect? • How do good readers identify causes for an outcome (effect)? <p>I do: TW think aloud about cause and effect from RA. TW preview narrative fiction text. TW identify examples of cause and effect. We do: T & S will identify examples of cause and effect. T & S will chart examples of cause and effect. You do: SW write about a cause and describe the effect.</p>	Cause: The reason why something happens. Effect: What happens as a result. Cause and Effect: The reason why something happens (Cause) and what happens as a result (Effect).

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Unit 2, Day 3 Unit 2, Day 1	inference s	RL.2.1 RL.2.3. RL.2.7. CCRA- R.1.	SWBAT identify the theme of a story using inferring by combining background knowledge, personal experience and textual information to determine meaning. SWBAT describe a character based on his or her actions, thoughts, and feelings. SWBAT infer by combining background knowledge, personal experience and textual information to determine meaning.	Simple sentences posters <u>The Tale of Peter Rabbit</u> <ul style="list-style-type: none"> • Inference Do now • Figuring Out poster • Inference graphic Organizer • GP/IP – inference questions 	<ul style="list-style-type: none"> • What is an inference? • How do good readers make an inference? • How do good readers find evidence that supports and inference? <p>I do: TW think aloud about a simple sentence and use model using schema to make an inference. We do: T & S will make inferences about simple sentence. I do: TW model making inferences in a text. We do: T & S will make inferences in a text. TW provide evidence from the text. SW use schema to figure out. I do: SW make inferences about a text with text evidence provided.</p>	<p>Figuring Out (inferring): Combining background knowledge, personal experience and textual information to determine meaning. Schema: What you already know. Textual Evidence: Evidence from the text.</p>
<p>Unit 3: Theme 8 days</p>						
<p>2011-2012 School Year:</p> <ul style="list-style-type: none"> • Week 8 – 2 days: Figuring Out; Theme • Week 9 – 2 days; Theme • Week 10 – 2 days; Theme • Week 11 – 2 days; Written Response, Theme <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers use evidence from the text plus their schema to figure out • Readers figure out the setting of the text • Readers identify the theme in a text • Readers figure out the author’s message in a story <p>Common CORE Standards</p> <ul style="list-style-type: none"> • RL.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. 						

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<ul style="list-style-type: none"> RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 						
Unit/ Day	Topic		Reading Comp. Obj.	Books and Materials	Assessment	Vocabulary
Unit 3, Day 1	Inferences Theme	RL.2.1 RL.2.2 RL.2.3. RL.2.7. CCRA- R.1.	SWBAT identify the theme of a story using inferring by combining background knowledge, personal experience and textual information to determine meaning. SWBAT describe a character based on his or her actions, thoughts, and feelings. SWBAT determine the details that support inferences about events in the plot.	<u>Ira Sleeps Over</u> by Bernard Waber <ul style="list-style-type: none"> Inferences Posters Graphic Organizer for making inferences (evidence + schema) S graphic organizer for making inferences IP – Inference questions 	<ul style="list-style-type: none"> What is an inference? How do good readers make an inference? How do good readers find evidence that supports and inference? <p>I do: TW review definition of inferences. TW model making an inference. TW preview narrative fiction text. TW model making an inference by charting text evidence + schema and what T figured out.</p> <p>We do: T & S will make inferences. SW be given chart with pre-written evidence. SW add schema and write inference.</p> <p>You do: TW continue reading text. SW write down evidence + schema and inference they make for a given question.</p>	<p>Figuring Out (inferring): Combining background knowledge, personal experience and textual information to determine meaning.</p> <p>Schema: What you already know.</p> <p>Textual Evidence: Evidence from the text.</p>
Unit 3, Day 2 Unit 4, Day 1	Theme	RL.2.1 RL.2.2 RL.2.3. RL.2.7. CCRA- R.1.	SWBAT identify the theme of a story using inferring by combining background knowledge, personal experience and textual information to determine meaning. SWBAT describe a character based on his or her actions,	The Fox and the Stork The Dog in the Manger	Intro: TW review elements of theme I do: TW model identifying the character's motivation GP: SW complete quick-write about the character traits of each character IP: SW determine the theme and write about the lesson. Then SW complete questions about the text.	<p>Character trait- A word that describes how a character is as a person</p> <p>Plot: What happens in the story (events) and the “why” of an event</p> <p>Problems/Actions: difficulty; a difficult situation, matter, or person</p> <p>Solution/Resolution in the events: a way of successfully dealing with a</p>

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			thoughts, and feelings. SWBAT determine the details that support inferences about events in the plot.			problem or difficulty Lesson: What the character learns from solving their problem. The lesson is universal.
Unit 3, Day 3 Unit 4, Day 1	Theme	RL.2.1 RL.2.2 RL.2.3. RL.2.7. CCRA-R.1.	SWBAT identify the theme of a story using inferring by combining background knowledge, personal experience and textual information to determine meaning. SWBAT describe a character based on his or her actions, thoughts, and feelings. SWBAT determine the details that support inferences about events in the plot.	Anansi and the Talking Watermelon <ul style="list-style-type: none"> • Chart paper for theme • S written response questions 	Intro: TW review elements of theme Intro: TW review elements of theme I do: TW model identifying the character's motivation GP: SW complete quick-write about the character traits of each character IP: SW determine the theme and write about the lesson. Then SW complete questions about the text.	Character trait- A word that describes how a character is as a person Plot: What happens in the story (events) and the “why” of an event Problems/Actions: difficulty; a difficult situation, matter, or person Solution/Resolution in the events: a way of successfully dealing with a problem or difficulty Lesson: What the character learns from solving their problem. The lesson is universal.
Unit 3, Day 3 6.5	Theme	RL.2.1 RL.2.2 RL.2.3. RL.2.7. CCRA-R.1.	SWBAT identify the theme of a story using inferring by combining background knowledge, personal experience and textual information to determine meaning. SWBAT describe a character based on his	Luna Has Nothing to Wear Torran Anderson (Reading A-Z) <ul style="list-style-type: none"> • Chart paper for theme • S written response questions 	Intro: TW review elements of theme I do: TW model identifying the character's motivation GP: SW complete quick-write about the character traits of each character IP: SW determine the theme and write about the lesson. Then SW complete questions about the text.	Character trait- A word that describes how a character is as a person Plot: What happens in the story (events) and the “why” of an event Problems/Actions: difficulty; a difficult situation, matter, or person Solution/Resolution in the events: a way of

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Unit/ Day	Topic	CORE Standard	Reading Comp. Obj.	Books and Materials	Assessment	Vocabulary
			or her actions, thoughts, and feelings. SWBAT determine the details that support inferences about events in the plot.			successfully dealing with a problem or difficulty Lesson: What the character learns from solving their problem. The lesson is universal.
Unit 3, Day 4	Inferences and written response	RL.2.1 RL.2.2 RL.2.3. RL.2.7. CCRA- R.1.	SWBAT write well-crafted written responses using RRC. SWBAT explain and identify the parts of an RRC response. SWBAT identify character personality based on evidence from the characters actions, the narrator, and how other characters act towards the main character	Babushka's Doll by Patricia Polacco Aesop's Fables by Jerry Pinkey <ul style="list-style-type: none"> • RRC Poster • Chart paper for written responses • S written response paper • Chart from RA 	<ul style="list-style-type: none"> • What are the steps to writing a written response? • How do good readers locate the best evidence for a written response. • How do good readers complete a written response and make an inference about the text? <p>I do: TW instruction RRC steps. I do: TW model writing an RRC written response about Natasha. We do: S & T will reread text from Babushka's Doll. We do: SW complete a written response about Babushka's Doll. You do: SW read text <u>The Troublesome Dog</u>. You do: SW complete written response about character in <u>The Troublesome Dog</u>. You do: SW read text <u>The Ant and The Grasshopper</u>. You do: SW complete written response about character in <u>The Ant and The Grasshopper</u>.</p>	Figuring Out (inferring): Combining background knowledge, personal experience and textual information to determine meaning. Schema: What you already know. Textual Evidence: Evidence from the text. RRC: model for writing a complete written response. R: restate the question R: respond to the question C: close by explaining answer using because
Unit 3, Day 5	Written response	RL.2.1 RL.2.2 RL.2.3. RL.2.7. CCRA-	SWBAT write well-crafted written responses using RRC. SWBAT explain and identify the parts of an	The New Scooter The High Dive Jenny's Move Readworks.org	<ul style="list-style-type: none"> • What are the steps to writing a written response? • How do good readers locate the best evidence for a written response. • How do good readers complete a written 	Figuring Out (inferring): Combining background knowledge, personal experience and textual information to determine



Second Grade Reading Comprehension Curriculum Plan

Unit/ Day	Topic	CORE Standard	Reading Comp. Obj.	Books and Materials	Assessment	Vocabulary
		R.1.	RRC response. SWBAT provide evidence from the text in their written response. SWBAT explain why their evidence helps answer the question and how it is important.		<p>response and make an inference about the text?</p> <p>I do: TW review RRC steps. I do: TW read The New Scooter. I do: TW model writing a written response using RRC. We Do: T & S will read The High Dive. We Do: SW complete written response and TW review. You Do: SW read Jenny's Move You Do: SW complete written response to the text Jenny's Move.</p>	<p>meaning. Schema: What you already know. Textual Evidence: Evidence from the text. RRC: model for writing a complete written response. R: restate the question R: respond to the question C: close by explaining answer using because</p>