
Curriculum Night

— Second Grade Reading —

LETTERLAND

What is it?

Why is it used?

How does it help my child?

What skills will be targeted during third quarter?

Letterland : What is it?

- **Phonics and word study program** used to teach reading, writing, and spelling
- Supports **reading foundational skills**
- If your child began **kindergarten** in Wake County, s/he probably learned letters and sounds with Letterland
- Letterland continued in **first grade** with learning how to read and spell words with short vowel patterns, long vowel patterns, consonant blends, ...
- In **second grade**, students focus on learning the 6 syllable types which helps them identify what the sounds of vowels will be

LETTERLAND: Why is it used?

- Supports daily literacy learning: reading, writing, and spelling
- Scope and sequence moves from hearing letter sounds, blending the sounds and mapping sounds to letters (simple) to basic and advanced phonic patterns and finally, word structure, syllables... (complex)
- Is child-friendly; includes stories about the letters and patterns which children remember and associate to phonics rules
- Its multisensory strategies have proven to significantly reduce the number of students who enter kindergarten at high risk for not meeting EOY goals in reading and writing

LETTERLAND: How does it help my child?

- **Weekly units**
- Units include **12 words with a specific phonic pattern, 2-4 new tricky words (high frequency words), 2 sentences with the new tricky words, and review words from previous units**
- **Spelling homework** each week provides additional practice with these words
- Additional activities during the week: **reading review sentences** and **unit stories**
- **Weekly spelling assessments:** provide feedback to teachers on students' understanding of words/patterns taught during the week

LETTERLAND: How does it help my child? (cont.)

- **Tri-weekly Assessments:** Summative **assessments for previous 3 units**
- Students are assessed with a **sampling of words** after every 3 units are completed. For example, after units 1, 2, and 3 were taught, students were assessed on 20 words selected from those units during the fourth week of school. **Tricky words** and **words with patterns** taught during the 3 units are included. Students **do not study** these words. The purpose of this assessment is **to see if the child is retaining the patterns and skills from the previous 3 units.**
- **Students receive a grade** for it. The **goal** for tri-weekly assessments is **80% of the 20 words** spelled correctly.

LETTERLAND: What skills will be targeted during third quarter?

Grade 2 Reading Common Core Standards for Third Quarter:

Foundational Skills:

- RF2.3d - Know and apply grade-level phonics and word analysis in decoding words. **Decode words with common prefixes and suffixes.**
- RF2.3f - Know and apply grade-level phonics and word analysis in decoding words. **Recognize and read grade-appropriate irregularly spelled words.**

LETTERLAND: What skills will be taught during third quarter:

- RF2.4 - Read with sufficient accuracy and fluency to support comprehension:

b - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings

c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary

- **L2.4b - ...Determine the meaning of the new word formed when a prefix is added to a known word (happy/unhappy ; tell/retell, heat/preheat)**

LETTERLAND: Skills targeted during third quarter

- Silent letters -igh, wr-, -mb, kn- bright, wrote, limb, knife
- Robot stealers or, ar forty, alarm
- Robot stealers ir, ur Thursday, birthday
- Robot stealers er, or /er/, o /u/ wonder, color, above
- Y as a vowel y /i/, y /e/ try, reply, sorry, hungry
- Vowel teams oo and o /oo/ smooth, do, who, prove
- Vowel teams ew and ue /oo/ rescue, threw
- Vowel teams ea /e/ bread, ready, instead
- Suffix -es change y to i and add -es babies, tries
- Suffix -es words ending with -ch, -sh, -x, -zz, ss inches, buzzes
- Suffix -es words ending with silent e faces, bridges, freezes

How can you help your child?

Encourage & support your child with completing the weekly reading log

-students should read for 20 or more minutes Monday - Thursday nights for a total of 80 or more minutes per week

-students should read books on their reading level and books of different genres, such as realistic fiction, fantasy, mysteries, and nonfiction

*Students receive a Book It coupon for a free personal pan pizza from Pizza Hut for each month that they complete their reading log

How can you help your child?

Encourage and support your child with the weekly reading passage

- have your child read the passage with you as well as independently
- have your child read the questions to you and discuss exactly what is being asked
- have your child go back to the text and highlight details that support their answers
- have your child answer the questions in complete sentences
- look over your child's answers; assist them in correcting or adding to their responses

How can you help your child?

Encourage and support your child with the Book Baggy Written Prompt

- The Written Prompt is located in your child's BEE Binder. The book will be located either in your child's Book Baggy or on Big Universe.
- Please encourage your child to read the assigned book *twice* before answering the question.
- Use the colorful bookmarks in the book baggy to guide a discussion about the book with your child.
- Your child should answer *all parts* of the question in their response. They should also use evidence from the text to support their answer (I know this because... The text said... The author stated... etc.).

How can you help your child?

The Book Challenge

In order to complete the Book Challenge, your child is required to read a minimum of *40 books* and complete *5 extension activities*. All activities must be completed and turned in along with the recording sheet to your teacher by May 27th. If you lost your original copy, please contact your teacher.

*Students who complete the challenge will be invited to an end of the year reading celebration!

<http://cedarfork.wix.com/reading>

How can you help your child?

October 13, 2015



The Book Challenge



This year, we are working on increasing reading stamina. We are so proud of the progress you are making and of the excitement we see when you are discussing books with us and your classmates. Therefore, we would like to introduce **The Book Challenge** to you!

This challenge will require you as a 2nd grader to **read a minimum of 40 "just right" books and to complete 5 extension activities** starting in October until the end of the 2015-2016 school year. The Book Challenge will allow you to read a wide variety of books and to increase your love of reading. This year, The Book Challenge will be celebrated each month with BOOK IT coupons. 2nd graders reading and recording on their weekly reading logs 80 or more minutes a week will be rewarded BOOK IT coupons each month. Students who meet the challenge of reading 40 "just right" books and completing 5 extension activities by the end of the year will be invited to an end of the year reading celebration!

A Book Challenge Recording Sheet is attached. Please record your 40 books on this sheet. If you read more than 40 books, you can continue recording books on notebook paper. Also attached is a chart of extension activities. Please complete 5 activities from the chart. All activities must be completed and turned in along with your recording sheet to your teacher by **May 27, 2016**. The activities will serve as a way of checking understanding of your reading and sharing books with classmates. *In order to avoid last minute worries please plan to complete one extension activity a month.

Parents, please discuss the Book Challenge with your child. Please sign below and return to your child's teacher.

My child, _____ understands the requirements for the book challenge.

Parent Signature _____

Student Signature _____

The Book Challenge Recording Sheet

	Title	Author	Genre
1			
2			
3			
4			
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Extension Activities for the Book Challenge

Draw and label a picture of the characters, the setting, and your favorite part of the story.	Your book is going to be made into a movie. Create a poster for the movie.	Create a new ending for the book you read. Include a picture of the new ending.
What lessons did you learn from the book? Tell about them.	Design a new book cover for the book you read. Be sure to include a title.	Create an award for the book you read and tell why the book should win an award.
Create a story map of events from the book.	Write a book review. Include the title and author, a short summary, and why you liked or disliked the book.	Create a main character puppet.

Interactive Writing Activity

Students should be able to write about the books that they read. Students are encouraged to read questions about the books carefully, answer all parts of the questions and use details or evidence from the text to support their answers.

The Written Response Checklist and the Reading Response Rubric are two resources that can help your student grow in this area. We have provided copies of this checklist and rubric for you to take home today.

To encourage this in the classroom we provide opportunities for students to read, discuss and write about their books during guided reading and reading mini-lessons.

The TRC Beginning, Middle and End of Year tests assess students reading fluency as well as oral and written comprehension. Please refer to the Home Connect Letter (that will be sent home soon) to see your child's progress.

Interactive Writing Activity

1) Read **The parts of a penguin** article.

- Copies of this nonfiction article can be found on your table.

2) After you read this article, please answer the question: **How do penguins use their wings and feet? Use details from the text to support your answer.**

- The question sheet and pencils can be found on your table.

3) After you answer the question, give yourself a score (0 being the lowest and 3 being the highest).

- Write to explain why you gave yourself that score.

Interactive Writing Activity

Level 3

___ I told that penguins use their feet to help them move.

___ I gave details of how the penguins use their feet to move in the water, travel on ice and walk through the snow.

___ I told that penguins use their wings to swim.

___ I gave details of how penguins use their wings that look like flippers to swim underwater.

Level 2

___ I told that penguins use their feet to move and their wings to swim.

Level 1

___ I did NOT tell how penguins use their wings and feet OR give details from the text.

Pacing Guides and Resources

Pacing Guide

The pacing guide is a great tool to use at home. It provides a cohesive overview of what we learn in reading, math, science and social studies. It also provides *video support*, *essential vocabulary*, and *questions you can ask your child to assist with homework*.

To view the pacing guide, go to:

<http://cedarfork.weebly.com/pacing-guides.html>

Then click on 2nd grade, Quarter 3

http://cedarfork.weebly.com/uploads/9/6/2/8/9628029/pacing_second_grade_q3.pdf

2 nd Grade ELA Overview - Quarter 3	
Reading Unit: Connecting More Deeply with Characters	Writing Unit: Authors as Mentors
Unit Overview: In this unit the focus shifts from informational texts to fiction. Students will focus on characters and how readers connect to them. In week one, students will learn to carefully attend to characters and notice how they respond to what happens in the plot. Week two will move students from thinking about characters' actions and responses, to considering their feelings. The second half of the unit focuses on character points of view. The unit concludes with a celebration and opportunities for students to share about their learning.	Unit Overview: This unit is designed to be a close study of the craft of writing using a single piece of text from a specific author. Students will closely study one text to see how an author gets the reader engaged. Then students will attempt to do the same in their own writing. Students will be working on ways to build and strengthen their own narrative stories in the same way as their selected author.
Reading Unit: Sharing Books and Ideas in Reading Clubs	Writing Unit: Writing and Revising Realistic Fiction
Unit Overview: In this unit students will explore series books and work in book clubs. During the first few weeks of the unit, students will focus on comparing narrative texts. Students will look at comparing how the same story is told in different cultures. Students will also compare and contrast texts by the same author. Then students will shift their focus to informational texts. Students will build on their understanding of comparing and contrasting by considering how ideas in informational texts are presented in different ways. As the unit draws to a close, students will have opportunities to recount and retell what they have learned.	Unit Overview: This is a realistic fiction unit. This means students will be developing a main character, approximately the same age, as they are, who has a problem and an eventual solution. The goal of this unit is for students to write well-elaborated short stories. The expectation of the English Language Arts Common Core State Standards is that second graders will write well-elaborated, sequenced narratives that include details to describe actions, thoughts and feelings as well as provide a sense of closure.

Pacing Guides and Resources

Mclass Reading 3D Written Comprehension Question Stems (Updated 2015-2016)

	Fiction	Nonfiction
Level F 9-10	<ul style="list-style-type: none"> What made? Use parts of the story in your answer. How did? Use parts of the story in your answer. Why do you think.....? Use details from the pictures or from the story in your answer. Read this from the story. Who says this and why? Use parts of the story in your answer. Why did.....? Use details from the pictures or from the story in your answer. What do you think.....? Use parts of the story in your answer. 	<ul style="list-style-type: none"> Take a statement from the text. What would happen if _____didn't _____? Use parts of the book in your answer. What is the most important _____from the text? Use parts of the book in your answer.
Level G 11-12	<ul style="list-style-type: none"> What did each _____tell you about the character? Use parts of the story in your answer. List three settings or places in the story. Tell one or more things that happen in each place. Use parts of the story in your answer. How do you think _____was feeling? Use parts of the story in your answer. How did the _____help change _____ feelings? Use parts of the story in your answer. Who tells the story? How do you know? Use parts of the story in your answer. What happens.....? Use parts of the story in your answer. Why do.....? Use parts of the story in your answer. 	<ul style="list-style-type: none"> Tell 2 ways _____and _____are alike. Use parts of the book in your answer. Tell 2 ways _____and _____are different. Use parts of the book in your answer. Describe _____. Use parts of the book in your answer.
Level H 13-14	<ul style="list-style-type: none"> Read this sentence from the book. What was _____feeling when she said this? Use parts of the story in your answer. Tell what happens in the story. Tell what happens in the beginning, middle and end. 	<ul style="list-style-type: none"> Write three things _____does. Tell two or more things that happen..... Use parts of the book in your answer.

mClass Reading 3D Written Comprehension Question Stems

Please use these question stems with your child nightly to help them practice writing about what they read.

Newsletter

The newsletter is also a great tool to use to help your child study spelling words, see what we are learning across content areas, and familiarize yourself with strategies we use in math by viewing the math links often provided.