

Second Grade Mentor Text List 2014-2015

Module	Title Author Genre	Ideas Connections to other texts & modules, Standards to consider Links to CCSS lessons online
		<i>Reading/Social Studies/Science/Writing</i>
Module 1	Author, A True Story Lester, Helen Fiction	IDEAS FOR USING THIS TEXT & STANDARDS: READING: <ul style="list-style-type: none"> • 2.RL.1 – What was the character’s struggle? How did she overcome the challenge? • 2.RL.3 (from module 2) – What challenge does the character experience? How does the character respond? WRITING: <ul style="list-style-type: none"> • 2.W.3 - Use as a mentor text to write narrative • Launching writer’s workshop • Use again and again for writing process CONNECTIONS: Compare to <u>The Best Story</u> , <u>Nothing Ever Happens on 90th Street</u> , GLAD Reader’s & Writer’s Unit (GLAD Storage J Drive) CCSS aligned lesson, Achieve the Core: Author, A True Story - Achieve the Core CLOSE READ ARTICLES: <u>Why I Am A Meteorologist</u>
	Best Story, The Spinelli, Eileen Fiction	IDEAS FOR USING THIS TEXT & STANDARDS: READING: <ul style="list-style-type: none"> • 2.RL.1 – What was the character’s struggle? How did she overcome the challenge? • 2.RL.3 (from module 2) – What challenge does the character experience? How does the character respond? WRITING: <ul style="list-style-type: none"> • 2.W.3 - Use as a mentor text to write narrative • Compare to Helen Lester’s experience in <u>Author, A True Story</u> • Generating Ideas CONNECTIONS: Compare to <u>Author, A True Story</u> , <u>Nothing Ever Happens on 90th Street</u> , GLAD Reader’s & Writer’s Unit (GLAD Storage J Drive)
	Fireflies! Brinckloe, Julie Fiction	IDEAS FOR USING THIS TEXT & STANDARDS: READING: <ul style="list-style-type: none"> • 2.RL.1 - How did the boy change in the story? • Descriptive, show don’t tell. LANGUAGE; <ul style="list-style-type: none"> • 2.L.4 Building background - firefly, flickered, cellar, dulling, polished, soaring, grasping. How does the author’s use of those vocabulary words aid the reader’s understanding?

	<p>Let`s Do Nothing! Fucile, Tony Fiction</p>	<p>READING:</p> <ul style="list-style-type: none"> • 2.RL.1 - Pictures tell more about the story. How does the author/illustrator communicate meaning through the illustrations? • 2.RL.1 - Increasing levels of specificity with the examples in the story. More detail with each example (statue, redwoods, Empire State Building). • Copy the three pages and have students compare the description in each page. Study from both the perspective of a reader and writer.
	<p>Nothing Ever Happens on 90th Street Schotter, Roni Fiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS:</p> <p>READING:</p> <ul style="list-style-type: none"> • 2.RL.1 - How does what the character, Eva, think about her neighborhood change from the beginning to the end of the story? Use details from the text to support your answer. <p>WRITING:</p> <ul style="list-style-type: none"> • 2.W.3, 2.W.8 • Lucy Calkins - Small moments • Write what you know • Generating ideas • Write what you see <p>LANGUAGE:</p> <ul style="list-style-type: none"> • 2.L.4 - Multiple meaning of words (2.L.4) stretch, poetry in pudding <p>CONNECTIONS: Compare to <u>The Best Story</u>, <u>Nothing Ever Happens on 90th Street</u>, <u>Author, A True Story</u>, GLAD Reader's& Writer's Unit (GLAD Storage J Drive) Techniques to Inspire Quality Details: http://www.nylearns.org/module/content/pyb/resources/14362/view.ashx</p>
	<p>Interrupting Chicken Ezra Stein, David Fiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS:</p> <p>READING:</p> <ul style="list-style-type: none"> • 2.RL.2 - Theme, summarizing, main idea (the chicken keeps interrupting the dad's story, with a quick sum up of the story and the message). <p>WRITING:</p> <ul style="list-style-type: none"> • 2.W.3, 2.W.8 – Lucy Calkins, Small moments when the chicken writes the story for his dad • Kids could write bits on how the interrupting chicken would respond to other fairy/folk tales. <p>CONNECTIONS: Obvious tie in to multiple Fairy and Folk Tales. Read many of those titles so students could make the connection to Interrupting Chicken. Also connected to <u>Little Red Riding Hood: A Newfangled Prairie Tale</u>, <u>Ugly Duckling</u> and <u>Winston the Book Wolf</u> from Module 2 books. CLOSE READ ARTICLES: <u>The Bunny's Wish</u>, <u>The Most Valuable Treasure</u>, <u>Stop The Hungry</u></p>

	<p>Pot That Juan Built, The Nancy Andrews-Goebel Fiction</p>	<p><i>Two stories in one. The left side describes the pot that Juan built in a poetic, tiered manner. The right side explains the making of the pot in a “how to” manner. Afterword section includes the history.</i></p> <p>IDEAS FOR USING THIS TEXT & STANDARDS:</p> <p>READING:</p> <ul style="list-style-type: none"> • 2.RL.4 – regular beats, rhymes, repeated lines, supply rhythm • 2.RL.2 – recounts stories from diverse cultures (Mexico) • 2.RI.3 – describes series of historical events, steps in technical procedure <p>WRITING:</p> <ul style="list-style-type: none"> • 2.W.3 – good use of temporal words <p>CONNECTIONS: CLOSE READ ARTICLES: <u>Nutty For Peanuts</u></p>
	<p>Nasty Bugs Hopkins, Lee Bennett Poetry</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS:</p> <p>READING:</p> <ul style="list-style-type: none"> • 2.RI.1 - Shared read together. Copy many of the poems for close read. Students choose a format for exemplar text in writing their own poems about themselves. <p>WRITING:</p> <ul style="list-style-type: none"> • 2.RL.1, 2.W.8 - Use as a mentor text for writing an introduction of themselves to the class or teacher. • Kids could study poem format in small groups to craft their own writing • Revisit throughout the year (main idea/details, create riddle poems, use for informational writing/research format for writing) <p>SPEAKING AND LISTENING</p> <ul style="list-style-type: none"> • Create class audio or video recording of poems 2.SL.5 <p>LANGUAGE</p> <ul style="list-style-type: none"> • 2.L.4 – Vocabulary study <p>CONNECTIONS</p> <p>SCIENCE:</p> <ul style="list-style-type: none"> • LS.2.A ECOSYSTEMS - GLAD Insect/Life Cycle Unit. (GLAD Storage J Drive) • LS.3.C CHARACTERISTICS – GLAD Insect/Life Cycle Unit. (GLAD Storage J Drive) <p>CLOSE READ ARTICLES: Other poetry texts – <u>Under the Sea</u>, <u>Rocking Chair</u>, <u>Ruby-throated Hummingbird</u>, <u>The Hermit Crab</u>, <u>Dragonfly</u>, <u>My Horse and I</u>, <u>Listen</u>, <u>Frog Serenade</u>, <u>Last Night In The City</u></p>
	<p>Story for Bear, A Haseley, Dennis Fiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS:</p> <p>READING:</p> <ul style="list-style-type: none"> • 2.RL.1 - Inferential comprehension, Predicting • Reader’s workshop launch • Love of reading, books, words <p>LANGUAGE:</p> <ul style="list-style-type: none"> • 2.L.1 – teach adverbs

	<p>My name is Gabito Monica Brown Nonfiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS:</p> <p>READING:</p> <ul style="list-style-type: none"> • 2.RL.1 – What influenced Gabito to become an author? Cause and effect, Change, Ask and answer questions <p>WRITING:</p> <ul style="list-style-type: none"> • 2.W.3 - Use as a mentor text to write narrative • Author’s use of wrap around story “Can you imagine?” • Generating writing ideas <p>CONNECTIONS: Compare to <u>Author, A True Story, Nothing Ever Happens on 90th</u> and <u>Best Story Ever</u>, GLAD Reader’s/Writer’s Unit (GLAD Storage J Drive)</p>
	<p>George Crum and the Saratoga Chip Gaylia Taylor Nonfiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS:</p> <p>READING</p> <ul style="list-style-type: none"> • 2.RL.2 – what is the central message, lesson or moral? • Possible themes: Persevere, working through challenges • Compare with <u>Author</u>. 2.RL.3 – How do the characters (Helen Lester & George Crum) respond to events and challenges? <p>WRITING:</p> <ul style="list-style-type: none"> • 2.W.3 - Use as a mentor text later in the year for students to write about their own response to a challenge or struggle <p>CONNECTIONS: Compare to <u>Author, A True Story, Pop!: The Invention of Bubble Gum</u> and <u>Follow Your Dream, Christopher Columbus</u>, (module 3) – What were the struggles/challenges? How did they react to challenges? What were the results of those challenges? How did those challenges impact their success? GLAD American Heroes Unit (GLAD Storage J Drive) CLOSE READ ARTICLES: <u>M&Ms</u></p>
<p>Module 2</p>	<p>Day of Ahmeds Secret, The Heide, Florance Parry Fiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS:</p> <p>READING:</p> <ul style="list-style-type: none"> • 2.RL.2 – The author writes that the character has “Work to do in the city” – pose lots of questions around this. What could this mean? • Read aloud. Have students look for examples of “work” in the city. • What does the work in the city have to do with the secret? • Why is the name a secret? • 2.RL.5 – How are the beginning and the middle and the end connected? How the secret, the work and the name connect? <p>WRITING:</p> <ul style="list-style-type: none"> • 2.W.3 – look at as an example of an effective introduction. What does the author do to build interest?

	<p>How My Parents Learned to Eat Friedman, Ina R. Fiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS: READING:</p> <ul style="list-style-type: none"> • 2.RL.2 – central message, lesson or moral. What is it? How do you know? What is your support from the text? • 2.RL.3 – how characters respond to major events and challenges • 2.RL.2 - Questioning assumptions (one western way to eat, potatoes and peas, etc.) <p>WRITING:</p> <ul style="list-style-type: none"> • 2.W.3 - Author’s craft – telling the events from two perspectives (what the man and the woman did without the other knowing). • 2.W.3 – look at as example of an effective conclusion. <p>CONNECTIONS: ReadWorks Lesson using <u>How My Parents Learned to Eat</u>: https://www.readworks.org/lessons/grade3/plot/lesson-4</p>
	<p>Jamaica Louise James Hest, Amy Fiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS: READING:</p> <ul style="list-style-type: none"> • 2.RL.5, 2.RL.7 - How is the description of the subway important in the pictures Jamaica paints? (stop and discuss/predict in the middle. Revisit the question at the end) • <p>WRITING;</p> <ul style="list-style-type: none"> • 2.W.3 – look at as an example of an effective introduction. What does the author do to build interest? • Well-elaborated event, study subway description as mentor text for descriptive writing (make copies of that page. Study examples of description. Use as exemplar for writing description) <p>CONNECTIONS: VIDEO of story: http://www.pbslearningmedia.org/resource/bt1c10.ela.early.iljames/jamaica-louise-james/</p>
	<p>Keeping Quilt, The Polacco, Patricia Fiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS: READING:</p> <ul style="list-style-type: none"> • 2.RL.5 - Look at the picture on page 134. Why does the illustrator to choose to show Anna’s clothes in color? <p>WRITING:</p> <ul style="list-style-type: none"> • 2.W.3 – Use as mentor text for narrative writing – family traditions, history • <p>CONNECTION: <u>Jamaica Louise James</u> - Compare Jamaica and Anna and their families. How are Jamaica’s pictures like Anna’s quilt? How are they different? Link to CCSS 3rd grade ELA lesson, adaptable for 2nd grade</p>

	<p>Looking Back: A Book of Memories Lois, Lowry Nonfiction</p>	<p><i>Memoir - Copy sections to close read and use as exemplars</i></p> <p>IDEAS FOR USING THIS TEXT & STANDARDS: READING:</p> <ul style="list-style-type: none"> • 2.RL.2 - determine central message, lesson or moral • 2.RI.4 - One example idea: Copy the introduction up to the quote “Everything that happens causes something else to happen, just like life.” • Have students work in groups to determine what that means. Share out. Then give students the rest of the passage. • Students compare their responses to what Lois Lowry wrote. <p>WRITING:</p> <ul style="list-style-type: none"> • 2.W.3 - look at as an example of an effective introduction. What does the author do to build interest? • 2.W.8 – recall information from experiences. Each section connects Lois Lowry’s life experiences and how they are reflected in her writing.
	<p>Ma Dears Aprons McKissack, Patricia C. Fiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS: READING;</p> <ul style="list-style-type: none"> • 2.RL.2 – central message. In the section about Saturday, Ma Dear puts money in the jar. Is that important? How do you know? • 2.RL.5 - Text structure – use days of the week to structure writing. What’s the same and what’s different throughout the week <p>WRITING:</p> <ul style="list-style-type: none"> • 2.W.3 - Text structure – use days of the week to structure writing. What’s the same and what’s different throughout the week
	<p>My Abuelita Johnston, Tony Fiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS: READING:</p> <ul style="list-style-type: none"> • 2.RL.1 What could her job be? Make predictions throughout. Support predictions. What makes you think that? • 2.RL.1 “Words should be as round as dimes and as wild as blossoms blooming.” What could that mean? • 2.RL.7 – information gained from the illustrations – how do the illustrations help you understand what is going on in the story? <p>WRITING:</p> <ul style="list-style-type: none"> • 2.W.3 Mentor text – building suspense. What could her job be? Make predictions throughout. Support predictions. What makes you think that? <p>CONNECTIONS: GLAD Reader’s/Writer’s Unit (GLAD Storage J Drive)</p>
	<p>Owl Moon Yolen, Jane Fiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS: READING:</p> <ul style="list-style-type: none"> • 2.RL.7 – how can the illustrations be used to demonstrate understanding? • 2.RL.1 - What does the author mean by “Owl Moon?”

		<ul style="list-style-type: none"> • 2.RL.5 – study and explain story structure, beginning, middle, end <p>WRITING:</p> <ul style="list-style-type: none"> • 2.W.3 Mentor text - Perfect example of personal narrative – What did the author do? How does the author reveal information? What does the author do to make you understand? Who is telling the story (first person, third, etc). • Small moment, not earth shattering. Why would you want to read this?
	<p>Snapshots from the Wedding Soto, Gary Fiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS:</p> <p>READING:</p> <ul style="list-style-type: none"> • 2.RL.5 Take photographs of students throughout the day for writing their own personal narrative • 2.RL.5 - Great example of ending <p>WRITING:</p> <ul style="list-style-type: none"> • 2.W.3 – mentor text narrative style. Take photographs of students throughout the day for writing their own personal narratives • 2.W.3 – use ending as mentor text for student conclusions of narratives
	<p>Up North at the Cabin Chall, Marsha Wilson Fiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS:</p> <p>READING:</p> <ul style="list-style-type: none"> • 2.RL.5 Use of repetition “Up North at the cabin...” Why does the author repeat that phrase? <p>WRITING:</p> <ul style="list-style-type: none"> • 2.W.3 – Model of figurative language in a narrative (what the text says/what the text means) “I am a great grey dolphin.” • Exemplar text
	<p>Little Red Riding Hood: A Newfangled Prairie Tale Ernst, Lisa Campbell Fiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS:</p> <p>READING:</p> <ul style="list-style-type: none"> • 2.RL.9 – compare <u>Winston the Book Wolf</u>. How are they the same? Different? • CONNECTION: <u>Winston the Book Wolf</u>, <u>Ugly Duckling</u> and <u>Interrupting Chicken</u> (from Module 1 book) <p>CONNECTIONS: CLOSE READ ARTICLES: <u>The Bunny’s Wish</u>, <u>The Most Valuable Treasure</u>, <u>Stop The Hungry</u></p>
	<p>Sick Day for Amos McGee, A Stead, Philip C. Fiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS:</p> <p>READING:</p> <ul style="list-style-type: none"> • 2.RL.1 - Predictions. Stop throughout. • Character development. What do we know about Amos (character traits)? What is your proof? • Maybe stop reading at “MEANWHILE AT THE ZOO...” make predictions. Write alternate endings, etc. • 2.RL.5 structure of the story – good example of ending <p>SOCIAL STUDIES:</p> <ul style="list-style-type: none"> • SS. 4.1.1 Create a timeline. Story sequence. <p>CONNECTIONS:</p> <ul style="list-style-type: none"> • <u>Zoo</u> from module 3

	<p>Super-Completely and Totally the Messiest! Viorst, Judith Fiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS: READING: <ul style="list-style-type: none"> • 2.RL.7 – illustrations give information • R.RL.1 - Text evidence – what is the sister’s opinion? What is her proof? • 2.RL.9 – why does the font size and type change for different words? WRITING: <ul style="list-style-type: none"> • 2.W.3 – Narrative Mentor text – voice • Text structure </p>
	<p>Tony’s Bread dePaola, Tomie Fiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS: READING: <ul style="list-style-type: none"> • 2.RL.2, 2.RL.3, 2.RI.1 CONNECTIONS: <u>George Crum and the Saratoga Chip</u>, from module 1.</p>
	<p>Ugly Duckling, The Fiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS: READING: <ul style="list-style-type: none"> • 2.RL.2, 2.RL.3 CONNECTIONS: <u>Little Red Riding Hood: A Newfangled Prairie Tale</u>, <u>Winston the Book Wolf</u> and <u>Interrupting Chicken</u> (from Module 1 book) CLOSE READ ARTICLES: <u>The Bunny’s Wish</u>, <u>The Most Valuable Treasure</u>, <u>Stop The Hungry</u></p>
	<p>Winston the Book Wolf McGee, Marni & Beck, Ian Fiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS: READING: <ul style="list-style-type: none"> • 2.RL.2 - 2.RL.9 – compare to <u>Little Red Riding Hood</u>. How are they the same? Different? Compare to all fairy tale books with a big bad wolf – Three Little Pigs, Little Red Riding Hood, Three Javelinas, etc. CONNECTIONS: <u>Little Red Riding Hood: A Newfangled Prairie Tale</u> and <u>Interrupting Chicken</u> (from Module 1 book), GLAD Reader’s & Writer’s Unit (GLAD Storage J Drive)</p>
<p>Module 3</p>	<p>Are You a Grasshopper? Allen, Judy/Humphries, Tudor Nonfiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS: READING: <ul style="list-style-type: none"> • RI.5 – text features, font, text placement and illustrations • 2.RI.10 – read and comprehend informational text, good resource for research CONNECTIONS: exact same format (different specific content) as <u>Are You A Spider</u> Science/GLAD - Life Cycle/Insect unit (GLAD Storage J Drive)</p>

	<p>Follow the Dream: The Story of Christopher Columbus Columbus Sis, Peter Nonfiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS: READING:</p> <ul style="list-style-type: none"> • 2.RI.3 – connections between historic events <p>WRITING:</p> <ul style="list-style-type: none"> • 2.W.2 – mentor text for informative writing, biography <p>CONNECTIONS: Compare to <u>Pop!: The Invention of Bubble Gum</u>, <u>Nothing But Trouble: Althea Gibson and Author, A True Story.</u>, <u>George Crum and the Saratoga Chip.</u> (module 1) – What were the struggles/challenges? How did they react to challenges? What were the results of those challenges? How did those challenges impact their success? Social Studies/GLAD – American Heroes unit (GLAD Storage J Drive)</p>
	<p>Look Out for Turtles! Berger, Melvin Nonfiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS: READING:</p> <ul style="list-style-type: none"> • 2.RI.5 – text features, labels, captions • 2.RI.1 – Author asks questions and then answers them • 2.RI.1, 2.W.8 – after author poses questions, read the section. Students can write to answer the question. <p>WRITING:</p> <ul style="list-style-type: none"> • 2.W.2 – write informative texts, Read a section about one type of turtle. Have students write what they remember about that turtle • 2.W.8, 2.RI.1 – after author poses questions, read the section. Students can write to answer the question. <p>CONNECTIONS: CLOSE READ ARTICLES: <u>Turtle Temperature</u>, <u>Types of Turtles</u>, <u>A Long Journey</u>, <u>A Turtles Tale</u></p>
	<p>Nothing But Trouble: The Story of Althea Gibson Stauffacher, Sue Nonfiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS: READING:</p> <ul style="list-style-type: none"> • 2.RI.3 – How does Althea Gibson change? <p>WRITING:</p> <ul style="list-style-type: none"> • 2.W.2 – All about or biography mentor text <p>CONNECTIONS: Compare to <u>Author, A True Story.</u> <u>Pop!: The Invention of Bubble Gum</u> and <u>Follow Your Dream, Christopher Columbus.</u> (module 3) – What were the struggles/challenges? How did they react to challenges? What were the results of those challenges? How did those challenges impact their success? Social Studies/GLAD – American Heroes unit (GLAD Storage J Drive)</p>

	<p>Pop!: The Invention of Bubble Gum McCarthy, Meghan Nonfiction</p>	<p><i>Theme: persistence</i> IDEAS FOR USING THIS TEXT & STANDARDS: READING: <ul style="list-style-type: none"> • 2.RI.3 – connections between steps in discovery and concepts WRITING: <ul style="list-style-type: none"> • 2.W.2 – all about, biography SPEAKING AND LISTENING: <ul style="list-style-type: none"> • 2.SL.3 – ask and answer questions CONNECTIONS: If focus is on persistence, overcoming challenges, it connects well with <u>Follow Your Dream</u>, <u>Christopher Columbus</u>, <u>George Crum and the Saratoga Chip</u> and <u>Author</u> from module 1 Social Studies/GLAD – American Heroes unit (GLAD Storage J Drive) CLOSE READ ARTICLES: <u>M&Ms</u> <u>Video</u> of How Bubble Gum Is Made (for building background knowledge)</p>
	<p>Tell Me, Tree: All About Trees For Kids Gibbons, Gail Fiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS: READING: <ul style="list-style-type: none"> • 2.RI.7 – diagrams • 2.RI.5 – knowing and using text features WRITING: <ul style="list-style-type: none"> • 2.W.7 – shared research • 2.W.2 – all about, back pages, life cycles, brief how to SPEAKING AND LISTENING: <ul style="list-style-type: none"> • 2.SL.3 – ask and answer questions </p>
	<p>Bats Gibbons, Gail Nonfiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS: READING: <ul style="list-style-type: none"> • 2.RI.7 – labeled photos, diagrams, cutouts, additional facts page WRITING: <ul style="list-style-type: none"> • 2.W.7 – shared research projects • 2.W.2 – all about books </p>
	<p>Biggest, Strongest, Fastest Jenkins, Steve Nonfiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS: READING: <ul style="list-style-type: none"> • 2.RI.7 – Diagram comparisons • 2.RI.3 – connections between animals SPEAKING and LISTENING: <ul style="list-style-type: none"> • 2.SL.3 – Ask/answer questions, gather additional information through a teacher or partner read aloudbats CONNECTIONS: Author study, Steve Jenkins books <u>Animal Dads</u>, <u>Just a Second</u>, <u>What Do You Do With A Tail Like This?</u>, <u>Almost gone: The World’s Rarest Animals</u>, <u>Biggest, Strongest, Fastest</u> Videos of Steve Jenkins creating his books: http://www.teachingbooks.net/author_collection.cgi?id=26&a=1</p>

	<p>Just a Second Jenkins, Steve Nonfiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS: READING:</p> <ul style="list-style-type: none"> • 2.RI.5 – text features, captions (), comparison, standard measurement to metrics(2.MD.1), timelines (2.MD.10), graphs, charts • 2.RI.6 – identify main purpose of text <p>CONNECTIONS: Author study, Steve Jenkins books <u>Animal Dads</u>, <u>Just a Second</u>, <u>What Do You Do With A Tail Like This?</u>, <u>Almost gone: The World’s Rarest Animals</u>, <u>Biggest, Strongest, Fastest</u> Videos of Steve Jenkins creating his books: http://www.teachingbooks.net/author_collection.cgi?id=26&a=1 CLOSE READ ARTICLES: these articles are closely connected through the format and visual literacy features – <u>What’s In Your Backyard</u>, <u>wan</u>, <u>Building Levittown</u>, <u>Election Day!</u>, <u>Aerial View of Manhattan</u></p>
	<p>What Do You Do With a Tail Like This? Jenkins, Steve Nonfiction</p>	<p>***** No Book in kit*****</p> <p>CONNECTIONS: Author study, Steve Jenkins books <u>Animal Dads</u>, <u>Just a Second</u>, <u>What Do You Do With A Tail Like This?</u>, <u>Almost gone: The World’s Rarest Animals</u>, <u>Biggest, Strongest, Fastest</u> Videos of Steve Jenkins creating his books: http://www.teachingbooks.net/author_collection.cgi?id=26&a=1</p>
	<p>Animal Dads Jenkins, Steven Nonfiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS: READING:</p> <ul style="list-style-type: none"> • 2.RI.1 – ask/answer questions – how do dads help us and animals? • 2.RI.5 – text features, captions • 2.RI.9 – compare 2 (or more) animal dads • 2.RI.10 – read end of year text (level N, beginning 3rd) <p>CONNECTIONS: Author study, Steve Jenkins books <u>Animal Dads</u>, <u>Just a Second</u>, <u>What Do You Do With A Tail Like This?</u>, <u>Almost gone: The World’s Rarest Animals</u>, <u>Biggest, Strongest, Fastest</u> Videos of Steve Jenkins creating his books: http://www.teachingbooks.net/author_collection.cgi?id=26&a=1</p>
	<p>Almost Gone: The World’s Rarest Animals Jenkins, Steve Nonfiction</p>	<p>***** No Book in kit*****</p> <p>CONNECTIONS: Author study, Steve Jenkins books <u>Animal Dads</u>, <u>Just a Second</u>, <u>What Do You Do With A Tail Like This?</u>, <u>Almost gone: The World’s Rarest Animals</u>, <u>Biggest, Strongest, Fastest</u> Videos of Steve Jenkins creating his books: http://www.teachingbooks.net/author_collection.cgi?id=26&a=1</p>
	<p>Spiders Bishop, Nic Nonfiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS: READING:</p> <ul style="list-style-type: none"> • 2.RI.5 – text features, glossary, italics • 2.RI.7 – Diagram is NOT shown, but text is specific enough to draw own diagram • 2.RI.2 – main topic, multiple paragraph text • 2.RI.9 – compare with <u>Are You A Spider</u> <p>CONNECTIONS: Science/GLAD Life Cycle/Insect Unit (GLAD Storage J Drive)</p>

	<p>Are You a Spider? Humphries, Tudor Nonfiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS: READING</p> <ul style="list-style-type: none"> • 2.RI.9 – compare with <u>Spiders</u> • 2.RI.6 – identify main purpose of text • 2.RL.5 – overall structure <p>WRITING:</p> <ul style="list-style-type: none"> • 2.W.2 - Use as a mentor text for writing an informative text through comparing the topic to a person. Making the connection <p>CONNECTIONS: exact same format (different specific content) as <u>Are You A Grasshopper</u> Science/GLAD Life Cycle/Insect Unit (GLAD Storage J Drive)</p>
	<p>Animals Nobody Loves Nonfiction</p>	<p><i>Describes animals and fears about those animals with the goal of developing an appreciation (except for rats) for those animals and why some are helpful to people.</i></p> <p>IDEAS FOR USING THIS TEXT & STANDARDS: READING:</p> <ul style="list-style-type: none"> • 2.RI.5 – text features, table of contents • 2.RL.6 – examines different points of view about same topic. • 2.RL.9 – compare w other 2 spider books (only 1 page on spiders) • 2.RI.1 – Ask/answer questions • 2.RI.8 – describe reasons, support specific points <p>CONNECTIONS: <u>Are You a Spider?</u> , <u>Spiders</u> CLOSE READ ARTICLES: <u>Animals That Help</u> compare the animals and people's attitudes toward those animals</p>
	<p>Zoo Gibbons, Gail Fiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS: READING:</p> <ul style="list-style-type: none"> • 2.RI.1 – Ask/Answer zoo questions • 2.RI.6 – Identify main purpose of the text. How is it organized? (Sequenced with what happens at the zoo during different times of day) <p>SOCIAL STUDIES:</p> <ul style="list-style-type: none"> • SS. 4.1.1 Create a timeline. Story sequence. <p>CONNECTIONS: <u>Sick Day for Amos McGee</u> From Module 2 Science – 2-3 LS1B, 2-3 LS3C</p>

	Close Reading Articles – All related generally to the theme of animals	<u>Don't Dry Up, Frogs!</u> , <u>Says Goodbye</u>
	Close Reading Articles – All Related to U.S. patriotism	<u>Francis Scott Key</u> , <u>The Star Spangled Banner</u> <u>The pledge of Allegiance</u>
	Close Reading Articles – All Related to the Theme of Homes	<u>Movable Homes</u> , <u>A Village On Stilts</u> , <u>Underground Caves</u> , <u>Home Sweet Weatherproof Home</u>
Module 4	Dear Mrs. LaRue Teague, Mark Fiction	<p>IDEAS FOR USING THIS TEXT & STANDARDS:</p> <p>READING:</p> <ul style="list-style-type: none"> • 2.RL.1 – ask/answer questions • 2.RL.3 – how did Ike respond to major event (going to obedience school)? Why did he return home? Do you think he learned anything (proof from text and/or illustrations)? <p>WRITING:</p> <ul style="list-style-type: none"> • 2.W.1 – writing opinions. Why did Ike think he shouldn't be in obedience school? • Review letter writing format <p>SPEAKING AND LISTENING:</p> <ul style="list-style-type: none"> • 2.SL.2, 2.SL.6 – lead discussion to recount and describe key details using complete sentences <p>CONNECTIONS: <u>I Wanna New Room</u> (module 2) letter writing to state opinion</p>
	I Wanna New Room Orloff, Karen Kaufman Fiction	<p>IDEAS FOR USING THIS TEXT & STANDARDS:</p> <p>READING:</p> <ul style="list-style-type: none"> • 2.RL.4 – similes, putting feelings into words • 2. RL.2 – determine story's message • 2.RL.3 – Alex wants his own room. He doesn't have one. How does he respond to this challenge? <p>WRITING:</p> <ul style="list-style-type: none"> • 2.W.1 – mentor text to model opinion writing. Letter writing format to state opinion <p>CONNECTIONS: <u>Dear Mrs. LaRue</u> (module 4) CLOSE READING: <u>Abigail, Enough?</u> Link to Opinion Writing Unit Using <u>I Wanna New Room</u> and <u>I Wanna Iguana</u>: http://www.ausdk12.org/ourpages/auto/2013/8/26/52556762/bw_opinion_writing_g2.pdf</p>

	<p>Those Shoes Boelts, Maribeth Fiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS:</p> <p>READING:</p> <ul style="list-style-type: none"> • 2.RL.3 – How did Jeremy respond? • 2.RL.5 – Look at structure as a writer. Would it have been easier for the story to end differently? • 2.RL.2 – What do you think the story was trying to teach us (lesson or moral)? <p>WRITING:</p> <ul style="list-style-type: none"> • 2.W.1 – good mentor text for opinion writing. Jeremy wants a specific type of new shoe. Locate reasons why (in first part of text). • 2.W.1 – Why do you think Jeremy gave the shoes to Antonio? Do you think he made the right decision? <p>SOCIAL STUDIES:</p> <ul style="list-style-type: none"> • 3.2.1 - Review wants and needs- Were the shoes a need or a want? Have you ever wanted something even though you didn't need it?
	<p>Oliver Button is a Sissy dePaola, Tomie Fiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS:</p> <p>READING:</p> <ul style="list-style-type: none"> • 2.RL.1 – ask and answer questions • 2.RL.3 – How did Oliver respond to challenge? <p>WRITING:</p> <ul style="list-style-type: none"> • 2.W.1 – stop after “Oliver B. is a sissy” is written on the wall. Have students write whether they think he is a sissy. Give support from the text. (Can be done together as a class.) • 2.W.5 – If done as a class, strengthen writing through class revision and editing <p>CONNECTIONS: Author study with Tomie DePaola book <u>Tomie's Bread</u> Overcoming challenges - Compare to <u>Pop!: The Invention of Bubble Gum</u>, <u>Nothing But Trouble: Althea Gibson</u> and <u>Author, A True Story</u>, <u>George Crum and the Saratoga Chip</u>, (module 1) – What were the struggles/challenges? How did they react to challenges? What were the results of those challenges? How did those challenges impact their success? CLOSE READ ARTICLES: <u>Little Porcupine is Different</u></p>
	<p>Wangari's Trees of Peace Winter, Jeannette Nonfiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS:</p> <p>READING:</p> <ul style="list-style-type: none"> • 2.RI.6 – author's purpose • 2.RI.8 – describe how reasons support specific points the author makes • How did Wangari's decisions change Africa? Why do you think Wangari didn't give up? <p>WRITING:</p> <ul style="list-style-type: none"> • 2.W.1 – Answer - How did Wangari's decisions change Africa? Why do you think Wangari didn't give up? <p>SOCIAL STUDIES:</p> <ul style="list-style-type: none"> • 1.4.1 civic involvement

		<ul style="list-style-type: none"> 1.1.2 common good <p>CONNECTIONS: <u>The Librarian of Basra</u> GLAD American Heroes compare to heroes in other cultures (GLAD Storage J Drive) CLOSE READ ARTICLES: <u>Excerpt of "Just Go For It!", Are You Going Green?</u></p>
	<p>The Librarian of Basra Winter, Jeanette Fiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS: READING: <ul style="list-style-type: none"> 2.RI.6 – author’s purpose, Could compare author’s purpose on both books, this and <u>Wangan’s Trees of Peace</u>, drawing conclusions, purpose as an author 2.RI.8 – describe how reasons support specific points the author makes in text. Why did the author choose to color chunk pages? 2.RI.8 – what details did the author include that indicated how Alia felt about the books? WRITING: <ul style="list-style-type: none"> 2.W.1 – write about whether Alia was heroic? Or whether she made a difference? Or whether she did the right thing? Use evidence from text. SOCIAL STUDIES: <ul style="list-style-type: none"> 1.4.1 civic involvement 1.1.2 common good <p>CONNECTIONS: <u>Wangari’s Tress of Peace</u> GLAD American Heroes compare to heroes in other cultures (GLAD Storage J Drive) Link to 3rd Grade EngageNY unit with questions related to <u>Librarian of Basra</u>. Meets 2.RI.8 Pages 10 & 11 of pdf: Grade 3: Module 1: Unit 1: Lesson 11 - EngageNY</p> </p>
	<p>Mr. Lincoln's Way Polacco, Patricia Nonfiction</p>	<p><i>Theme: acceptance</i></p> <p>IDEAS FOR USING THIS TEXT & STANDARDS: READING: <ul style="list-style-type: none"> 2.RL.1 – asking/answering questions. Specific questions can be found at http://patriciapolacco.com/. Click on title. Scroll to bottom for questions. 2.RL.3 – How did Eugene change from beginning to end of story? LANGUAGE: <ul style="list-style-type: none"> 2.L.3 – understand language in different contexts (“You showed...the way out). Last page <p>CONNECTIONS: CCSS ELA 3rd grade lesson (easily adaptable to 2. RL.3) – Pages 16 & 17 on link http://www.thenedshow.com/assets/preventing-bullying-lesson-plans.pdf</p> </p>

	<p>The Can Man Williams, Laura Fiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS:</p> <p>READING:</p> <ul style="list-style-type: none"> • 2.RL.1 – After mom asks if Mr. Peters usually collects cans. STOP. TURN and TALK about this question – What is your opinion on whether Time should continue collecting cans? Why do you think that? • 2.RL.3 – Stop after Time gives the money to the Can Man. Why did the author say “It didn’t matter that much any more?” • 2.RL.6 – account for the different points of view: Tim, Mike, the Can Man. • Predict – How will the story end? • 2.RL.1 - Why did Tim thank the Can Man? <p>WRITING:</p> <ul style="list-style-type: none"> • 2.W.1 – After reading 1st 3 pages – TURN and TALK. What should Tim do? Why? <p>CONNECTIONS: CLOSE READ ARTICLES: <u>Imogene’s Egg</u> friendships, helping</p>
	<p>Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman Krull, Kathleen Nonfiction</p>	<p>IDEAS FOR USING THIS TEXT & STANDARDS:</p> <p>READING:</p> <ul style="list-style-type: none"> • 2.RL.2 – theme, overcoming challenges • 2.RI.3 – connection between historical events • 2.RI.8 – author’s purpose, link with <u>Wilma Unlimited</u> • 2.RI.6 – main purpose of the text, Why did the author tell this story? <p>SOCIAL STUDIES:</p> <ul style="list-style-type: none"> • 4.1.1 – understands and creates timelines to show how the present is connected to the past • Sequencing events in story using dates as supports as well as authors note <p>CONNECTIONS: Obvious connection with <u>Sixteen Years in Sixteen Seconds</u> – Why do you think the author chose to tell this story? How are the stories connected? How are they different? Overcoming challenges - Compare to <u>Pop!: The Invention of Bubble Gum</u>, <u>Nothing But Trouble: Althea Gibson</u> and <u>Author, A True Story</u>, <u>George Crum and the Saratoga Chip</u>, (module 1) – What were the struggles/challenges? How did they react to challenges? What were the results of those challenges? How did those challenges impact their success? GLAD American Heroes Unit – could focus on character traits (GLAD Storage J Drive) CLOSE READ ARTICLES: <u>Queen of the Waves</u></p>

**Sixteen Years in
Sixteen Seconds**

Yoo, Paula
Nonfiction

IDEAS FOR USING THIS TEXT & STANDARDS:

READING:

- 2.RL.2 – theme, overcoming challenges
- 2.RI.3 – connection between historical events
- 2.RI.8 – author’s purpose, link with Wilma Unlimited
- 2.RI.6 – main purpose of the text, Why did the author tell this story?

SOCIAL STUDIES:

- 4.1.1 – understands and creates timelines to show how the present is connected to the past
- Sequencing events in story using dates as supports as well as authors note

CONNECTIONS:

Obvious connection with Wilma Unlimited – Why do you think the author chose to tell this story? How are the stories connected? How are they different?

Overcoming challenges - Compare to Pop!: The Invention of Bubble Gum, Nothing But Trouble: Althea Gibson and Author, A True Story, George Crum and the Saratoga Chip, (module 1) – What were the struggles/challenges? How did they react to challenges? What were the results of those challenges? How did those challenges impact their success?

GLAD American Heroes Unit – could focus on character traits (GLAD Storage J Drive)

CLOSE READ ARTICLES: Queen of the Waves, Carrie Burnham Argued for the Right to Vote April 4, 1873