



## **Grade Two**

**Correlated to North Carolina  
English Language Arts Standards**

## ***About Reading Together***

*Reading Together Grade Two* may be used for second or third graders who decode with limited fluency and comprehension. It also has been effective with intermediate and advanced English language learners, and students making the transition from bilingual classes.

Cross-age tutors or adult mentors are prepared and supervised by a trained leader to provide one-on-one reading assistance. The program emphasizes active learning and features a carefully-sequenced set of experiences that help students become fluent, comprehending, motivated and independent readers. The goal is to bring all North Carolina students to grade-level proficiency in reading. Students also enhance their writing skills through end-of-lesson activities, including letters, written responses, graphic organizers, etc.

Upper-level elementary students who are trained as tutors develop a strong sense of self-worth as their leadership, organization and human relations skills are challenged and enhanced. *Reading Together* offers them an authentic and needed opportunity to improve and apply their mastery of many of North Carolina's Language Arts standards. As valued tutors, the older students explain and model age-appropriate reading, writing, listening, language and literature behaviors in both their planning and one-on-one teaching with their tutees.

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**Reading Together Product List Reference  
Correlation to Grade Two**

<b>Product</b>	<b>Correlation Reference</b>
<b>Tutee's Workbook</b>	<b>Tewbk</b>
<b>Tutor's Guidebook Phase I</b>	<b>TRG#1</b>
<b>Tutor's Guidebook Phase II</b>	<b>TRG#2</b>
<b>Tutor's Guidebook Phase III</b>	<b>TRG#3</b>
<b>Comprehension Strategy Bookmark</b>	<b>Bookmark</b>
<b>My Reading Together Journal</b>	<b>Journal</b>
<b>Game Board</b>	<b>Game Board</b>
<b>Books in a variety of genre</b>	<b>Appendix I</b>

\*A-Activity

## NC English Language Arts Curriculum – Grade Two

**Strands: Oral Language, Written Language and Other Media/Technology**

**Competency Goal 1** The learner will develop and apply enabling strategies and skills to read and write.

### **1.01 Use phonics knowledge and structural analysis**

Reading Together is designed to develop reading fluency and comprehension strategies. Tutor and Tutee use oral and written language as tools to comprehend text by evaluating predictions, coming to conclusions and communicating supporting details. The conventions of language are observed, but are not paramount to the mission of the program.

### **1.02 Read most high frequency and many irregularly spelled words accurately in text.**

TRG#1 Tutor and Tutee Progress monitoring—**progress forms assist with self monitoring:** Lessons- 2-15

### **1.03 Self-monitor decoding by using letter-sound knowledge of consonants and vowels.**

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### **1.04 Apply knowledge of all sources of information (meaning, language, graphophonics) to read a new text silently and independently.**

TRG#1 Lessons- 1-15 (Skills are practiced and applied in shared reading activities)

TRG#2 Lessons- 1-12 (Skills are practiced and applied in shared reading activities)

TRG#3 Lessons- 1& 2 (Apply skills to self-selected books)  
Bookmark

### **1.05 Use a variety of strategies and skills to read self-selected texts independently for 20 minutes daily. Self-selected texts should be consistent with the student's independent reading level.**

TRG#3- Lessons- 1,2,3 (Using the media center and how-tos for selecting books)

## Competency Goal 2

**The learner will develop and apply skills to comprehend text that is read, heard, and viewed.**

**2.01 Read and comprehend both narrative and expository text appropriate for grade two.**

Appendix I: Listing of books and stories supporting diversity of text.

**2.02 Use text for a variety of functions, including literary, informational, and practical.**

**2.03 Read expository materials for answers to specific questions.**

TEwkb: Lessons- 5, 14, 15,

TRG#1: Lessons- 3 (p.3-9) A: 3, 5 (3-9) A: 5, 14 (p. 4-10) A: 14, 15 (p.3-9) A: 15

TRG#2: Lessons- 3 (p.1-6) A: 3, 6 (p. 1-5) A: 6

**2.04 Pose possible how, why and what if questions to understand and/or interpret text.**

**TRG#1** Lessons 1-15 Components- before reading, during and after first reading, during and after second reading, optional challenge questions, and post-reading activity

**TEwkb:** Lesson 1 (“Nice to Meet You,” Write a Book, Take-Home Letter), Lesson 2 (Board Game, Take-Home Letter), Lesson 3 (K-W-L Chart, Take-Home Letter), Lesson 4 (Making a Story Board, Take-Home Letter), Lesson 5 (Write a Book, Take-Home Letter), Lesson 6 (Board Game, Take-Home Letter), Lesson 7 (Venn Diagram comparing and contrasting, Take-Home Letter), Lesson 8 (Fill in the missing words, Venn Diagram comparing and contrasting, Take-Home Letter), Lesson 9 (Write a story based on expository text, Take-Home Letter), Lesson 10 (Vocabulary Map, Take-Home Letter), Lesson 11 (K-W-L Chart, Making a Story Board, Take-Home Letter), Lesson 12 (Making a Story Map, Take-Home Letter), Lesson 13 (Time Sheet, Take-Home Letter), Lesson 14 (Writing a five-line poem, Take-Home Letter), Lesson 15 (Writing a Book, Take-Home Letter)

**TRG#2:** Lessons: 3 A; 3 K-W-L Dinosaurs and K-W-L Dinosaur Babies) 6 6:A (Chart for organizing information)

**TRG#1:** Progress Forms Lessons 1-15

**TRG#3:** Lesson 3- returning the book

**2.05 Self-monitor own difficulties in comprehending independently using several strategies.**

**TEwkb:** Lesson 1 (“Nice to Meet You,” Write a Book, Take-Home Letter), Lesson 2 (Board Game, Take-Home Letter), Lesson 3 (K-W-L Chart, Take-Home Letter), Lesson 4 (Making a Story Board, Take-Home Letter), Lesson 5 (Write a Book, Take-Home Letter), Lesson 6 (Board Game, Take-Home Letter), Lesson 7 (Venn Diagram comparing and contrasting, Take-Home Letter),

Lesson 8 (Fill in the missing words, Venn Diagram comparing and contrasting, Take-Home Letter), Lesson 9 (Write a story based on expository text, Take-Home Letter), Lesson 10 (Vocabulary Map, Take-Home Letter), Lesson 11 (K-W-L Chart, Making a Story Board, Take-Home Letter), Lesson 12 (Making a Story Map, Take-Home Letter), Lesson 13 (Time Sheet, Take-Home Letter), Lesson 14 (Writing a five-line poem, Take-Home Letter), Lesson 15 (Writing a Book, Take-Home Letter)

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**TRG#1:** Progress Forms Lessons 1-15

**TRG#3:** Lesson 3- returning the book

## **2.06 Recall facts and details from a text.**

**TRG#1** Lessons-1-15 Components: before reading, after reading

**TEwkb:** Lesson 1 (“Nice to Meet You,” Write a Book, Take-Home Letter), Lesson 2 (Board Game, Take-Home Letter), Lesson 3 (K-W-L Chart, Take-Home Letter), Lesson 4 (Making a Story Board, Take-Home Letter), Lesson 5 (Write a Book, Take-Home Letter), Lesson 6 (Board Game, Take-Home Letter), Lesson 7 (Venn Diagram comparing and contrasting, Take-Home Letter), Lesson 8 (Fill in the missing words, Venn Diagram comparing and contrasting, Take-Home Letter), Lesson 9 (Write a story based on expository text, Take-Home Letter), Lesson 10 (Vocabulary Map, Take-Home Letter), Lesson 11 (K-W-L Chart, Making a Story Board, Take-Home Letter), Lesson 12 (Making a Story Map, Take-Home Letter), Lesson 13 (Time Sheet, Take-Home Letter), Lesson 14 (Writing a five-line poem, Take-Home Letter), Lesson 15 (Writing a Book, Take-Home Letter)

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**TRG#1:** Progress Forms Lessons 1-15  
**TRG#3:** Lesson 3- returning the book

### **2.07 Discuss similarities and differences in events and characters across stories.**

**TEwkb:** Lessons- Story Comparisons—Like subjects 1, 5, 8,

**TRG#1:** Lessons- Story Comparisons—

Like subjects 1,2,3,4,5,6,8,9,10,11,12,13,14,15,

**TEwkb:** Lesson 1 (“Nice to Meet You,” Write a Book, Take-Home Letter), Lesson 2 (Board Game, Take-Home Letter), Lesson 3 (K-W-L Chart, Take-Home Letter), Lesson 4 (Making a Story Board, Take-Home Letter), Lesson 5 (Write a Book, Take-Home Letter), Lesson 6 (Board Game, Take-Home Letter), Lesson 7 (Venn Diagram comparing and contrasting, Take-Home Letter), Lesson 8 (Fill in the missing words, Venn Diagram comparing and contrasting, Take-Home Letter), Lesson 9 (Write a story based on expository text, Take-Home Letter), Lesson 10 (Vocabulary Map, Take-Home Letter), Lesson 11 (K-W-L Chart, Making a Story Board, Take-Home Letter), Lesson 12 (Making a Story Map, Take-Home Letter), Lesson 13 (Time Sheet, Take-Home Letter), Lesson 14 (Writing a five-line poem, Take-Home Letter), Lesson 15 (Writing a Book, Take-Home Letter)

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**2.08** Interpret information from diagrams, charts, and maps.

**TRG#1** Lesson 10; **TRG#2** Lessons-3, 6

## Competency Goal 3

**The learner will make connections through the use of oral language, written language, and media and technology.**

### **3.01 Use personal experiences and knowledge to interpret written and oral messages.**

TRG#1 Lessons- 1-15 Components: before reading, after reading

TRG#2 Lessons- 1-12 Components: before reading, after reading

Lesson 6- Game Board

### **3.02 Connect and compare information across expository selections to experience and knowledge.**

TRG#1 Lessons- 1-15 Components: before reading, after reading

TRG#2 Lessons- 1-12 Components: before reading, after reading

TRG#3 Lesson 2

### **3.03 Explain and describe new concepts and information in own words.**

**TEwkb:** Lesson 1 (“Nice to Meet You,” Write a Book, Take-Home Letter), Lesson 2 (Board Game, Take-Home Letter), Lesson 3 (K-W-L Chart, Take-Home Letter), Lesson 4 (Making a Story Board, Take-Home Letter), Lesson 5 (Write a Book, Take-Home Letter), Lesson 6 (Board Game, Take-Home Letter), Lesson 7 (Venn Diagram comparing and contrasting, Take-Home Letter), Lesson 8 (Fill in the missing words, Venn Diagram comparing and contrasting, Take-Home Letter), Lesson 9 (Write a story based on expository text, Take-Home Letter), Lesson 10 (Vocabulary Map, Take-Home Letter), Lesson 11 (K-W-L Chart, Making a Story Board, Take-Home Letter), Lesson 12 (Making a Story Map, Take-Home Letter), Lesson 13 (Time Sheet, Take-Home Letter), Lesson 14 (Writing a five-line poem, Take-Home Letter), Lesson 15 (Writing a Book, Take-Home Letter)

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Lesson 2: Game Board

**TRG#2:** Lessons: 1 A: 1 (Write/Describe a Firefly from facts) 2

A: 2 (Using story to produce a cartoon)

3 A: 3 (K-W-L Dinosaurs and K-W-L Dinosaur Babies) 5 A: 5 (Recalling and Writing information) 6 6:A (Chart for organizing information) 7 A: 7 (Letter-inserting story information) 8 A: 8 (Recalling and Reproducing information in a written format)

**TRG#3:** Lesson: 3

**3.04 Increase oral and written vocabulary by listening, discussing, and composing texts when responding to literature that is read and heard. (E.g., Read aloud by teacher, literature circles, interest groups, book clubs).**

**TRG#1** Lessons- 1-15 Components: before reading, after reading

**TRG#2** Lessons- 1-12 Components: before reading, after reading (Tutor reads to and with Tutee)

**TRG#3** Lessons- 1,2,3

**TEwkb:** Lesson 1 (“Nice to Meet You,” Write a Book, Take-Home Letter), Lesson 2 (Board Game, Take-Home Letter), Lesson 3 (K-W-L Chart, Take-Home Letter), Lesson 4 (Making a Story Board, Take-Home Letter), Lesson 5 (Write a Book, Take-Home Letter), Lesson 6 (Board Game, Take-Home Letter), Lesson 7 (Venn Diagram comparing and contrasting, Take-Home Letter), Lesson 8 (Fill in the missing words, Venn Diagram comparing and contrasting, Take-Home Letter), Lesson 9 (Write a story based on expository text, Take-Home Letter), Lesson 10 (Vocabulary Map, Take-Home Letter), Lesson 11 (K-W-L Chart, Making a Story Board, Take-Home Letter), Lesson 12 (Making a Story Map, Take-Home Letter), Lesson 13 (Time Sheet, Take-Home Letter), Lesson 14 (Writing a five-line poem, Take-Home Letter), Lesson 15 (Writing a Book, Take-Home Letter)

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Lessons 2 & 6 Game Board

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**TRG#3:** Lesson: 3

**3.05 Locate and discuss examples of an author's use of: kinds of sentences (declarative, interrogative, exclamatory). capitalization (titles, dates and days, names of countries). punctuation (exclamation marks, commas in dates, and to introduce dialogue and quotations). use of paragraphs in texts and their effects on the reader.**

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**3.06 Discuss the effect of an author's choices for nouns, verbs, and modifiers which help the reader comprehend a narrative or expository text.**

TRG#1: Lessons- 14 A: 14

TRG#2: Lessons- 5 A: 5

#### Competency Goal 4

**The learner will apply strategies and skills to create oral, written, and visual texts.**

**TEwkb:** Lesson 1 (“Nice to Meet You,” Write a Book, Take-Home Letter), Lesson 2 (Board Game, Take-Home Letter), Lesson 3 (K-W-L Chart, Take-Home Letter), Lesson 4 (Making a Story Board, Take-Home Letter), Lesson 5 (Write a Book, Take-Home Letter), Lesson 6 (Board Game, Take-Home Letter), Lesson 7 (Venn Diagram comparing and contrasting, Take-Home Letter), Lesson 8 (Fill in the missing words, Venn Diagram comparing and contrasting, Take-Home Letter), Lesson 9 (Write a story based on expository text, Take-Home Letter), Lesson 10 (Vocabulary Map, Take-Home Letter), Lesson 11 (K-W-L Chart, Making a Story Board, Take-Home Letter), Lesson 12 (Making a Story Map, Take-Home Letter), Lesson 13 (Time Sheet, Take-Home Letter), Lesson 14 (Writing a five-line poem, Take-Home Letter), Lesson 15 (Writing a Book, Take-Home Letter)

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**TRG#3:** Lesson: 3

#### Competency Goal 5

**The learner will apply grammar and language conventions to communicate effectively.**

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## Appendix I

### Grade Two Reading List Tutor Guidebook Phase I and Tutee Workbook Phase I

Lessons	Passages	Genre	Books	Genre
1	Me and My Shadow	Poem	Moonbear's Shadow	Fantasy
2	Billy and the New Boots	Fiction	Mud Puddle	Fiction
3	Ants and Their Food	Non-fiction	Armies of Ants	Non-fiction
4	Lightning Bugs	Fiction	Fireflies!	Fiction
5	On the Moon	Non-fiction	Regards to the Man in the Moon	Fiction
6	The Cat and the Bell	Fantasy	Captain Cat	Fiction
7	Scout, Go Home!	Fiction	Floss	Fiction
8	The Ant and the Bird	Fantasy	Armies of Ants	Non-fiction
9	Lakair's Present	Fiction	Mouse Soup	Fantasy
10	Aunt Mary's Glasses	Poem	Arthur's Eyes	Fantasy
11	Jamie and the Spooky Owl	Fiction	Owl at Home	Fantasy
12	The Thirsty Crow	Fable	Crow Boy	Fiction
13	How Long is Five Minutes?	Fiction	A Dark Dark Tale	Fantasy
14	The First Ice Cream Cone	Non-fiction	Curious George Goes to An Ice Cream Shop	Fantasy
15	How Animals Protect Themselves	Non-fiction	How to Hide a Crocodile & Other Reptiles	Non-fiction

### Tutor Guidebook Phase II

Lessons	Books	Genre	Author	Publisher
1	Fireflies!	Non-fiction	Julie Brinckloe	Macmillian
2	Choose Me!	Fiction	Sharon Sianon	Dominic Press
3	Dinosaur Babies	Non-fiction	Lucille Recht Penner	Random House
4	Jamaica's Find	Fiction	Juanita Havill	Houghton Mifflin
5	The Listening Walk	Fiction	Paul Showers	Harper Collins
6	Chickens Aren't the Only Ones	Non-fiction	Ruth Heller	Sandcastle Books
7	The Pain and the Great One	Fiction	Judy Blume	Bradbury Press
8, 9	The Day Jimmy's Boa Ate the Wash	Fiction	Trina Hakes Noble	Puffin Pied Piper
9B, 10	The Blind Men and the Elephant	Fable	Retold by Karen Backstein	Scholastic
11A	A Chair For My Mother	Fiction	Vera B. Williams	Scholastic
11B, 12	Ira Sleeps Over	Fantasy	Bernard Waber	Houghton Mifflin