

Managing the Program

The *Making Meaning* program for grade 2 consists of ten units. The units vary in length from one to three weeks. Each week has three days of instruction and practice. During some weeks, a class meeting replaces a day of practice. The chart below provides an overview of the year.

Grade 2		
Unit / Read-aloud	Length	Focus
1 ▶ The Reading Life: Fiction and Narrative Nonfiction <ul style="list-style-type: none"> • <i>McDuff Moves In</i> by Rosemary Wells • <i>Poppleton</i> by Cynthia Rylant • <i>Sheila Rae, the Brave</i> by Kevin Henkes • <i>Eat My Dust!</i> by Monica Kulling 	3 weeks	<ul style="list-style-type: none"> • Building a reading community • Listening to and discussing stories • Learning the procedure for listening to read-alouds • Learning “Turn to Your Partner” and “Think, Pair, Share”
2 ▶ Making Connections: Fiction <ul style="list-style-type: none"> • <i>Jamaica Tag-Along</i> by Juanita Havill • <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst 	2 weeks	<ul style="list-style-type: none"> • Making text-to-self connections to enjoy and understand stories
3 ▶ Visualizing: Narrative Nonfiction, Poetry, and Fiction <ul style="list-style-type: none"> • <i>A Tree Is Nice</i> by Janice May Udry • <i>Fathers, Mothers, Sisters, Brothers: A Collection of Family Poems</i> by Mary Ann Hoberman • <i>Poppleton and Friends</i> by Cynthia Rylant • <i>The Paperboy</i> by Dav Pilkey 	3 weeks	<ul style="list-style-type: none"> • Visualizing to make sense of text
4 ▶ Making Inferences: Fiction <ul style="list-style-type: none"> • <i>What Mary Jo Shared</i> by Janice May Udry • <i>Erandi’s Braids</i> by Antonio Hernández Madrigal • <i>Chester’s Way</i> by Kevin Henkes 	3 weeks	<ul style="list-style-type: none"> • Exploring text structure in narrative texts by examining characters, setting, and plot in stories • Using inference to understand characters
5 ▶ Wondering: Fiction <ul style="list-style-type: none"> • <i>The Incredible Painting of Felix Clousseau</i> by Jon Agee • <i>The Ghost-Eye Tree</i> by Bill Martin Jr. and John Archambault • <i>Galimoto</i> by Karen Lynn Williams • <i>The Paper Crane</i> by Molly Bang 	3 weeks	<ul style="list-style-type: none"> • Using wondering to make sense of stories

Grade 2 <i>(continued)</i>		
Unit / Read-aloud	Length	Focus
6 ▶ Wondering: Fiction and Narrative Nonfiction <ul style="list-style-type: none"> • <i>The Tale of Peter Rabbit</i> by Beatrix Potter • <i>Beatrix Potter</i> by Alexandra Wallner • <i>The Art Lesson</i> by Tomie dePaola • “Draw, Draw, Draw” 	2 weeks	<ul style="list-style-type: none"> • Using wondering and questioning to make sense of fiction and narrative nonfiction texts
7 ▶ Wondering: Expository Nonfiction <ul style="list-style-type: none"> • <i>It Could Still Be a Worm</i> by Allan Fowler • <i>Plants that Eat Animals</i> by Allan Fowler • <i>Fishes (A True Book)</i> by Melissa Stewart • <i>POP! A Book About Bubbles</i> by Kimberly Brubaker Bradley 	3 weeks	<ul style="list-style-type: none"> • Using wondering and questioning to make sense of expository nonfiction texts • Exploring expository text features
8 ▶ Exploring Text Features: Expository Nonfiction <ul style="list-style-type: none"> • <i>Snails</i> by Monica Hughes • <i>Bend and Stretch</i> by Pamela Hill Nettleton • “Ice Cream Mania” • “Giant Panda, Red Panda” • “Classic Smoothie” • “The City Zoo” 	3 weeks	<ul style="list-style-type: none"> • Identifying and using expository text features to learn more about a topic
9 ▶ Determining Important Ideas: Expository Nonfiction and Fiction <ul style="list-style-type: none"> • “Wild Rides” by Lev Grossman • “Summer of the Shark” from <i>TIME For Kids</i> • “A Nose for the Arts” from <i>TIME For Kids</i> • <i>Me First</i> by Helen Lester • <i>Big Al</i> by Andrew Clements • <i>Erandi’s Braids</i> by Antonio Hernández Madrigal 	3 weeks	<ul style="list-style-type: none"> • Using inference to identify important ideas
10 ▶ Revisiting the Reading Life <ul style="list-style-type: none"> • <i>little blue and little yellow</i> by Leo Lionni 	1 week	<ul style="list-style-type: none"> • Reflecting on the students’ growth as readers • Reflecting on the reading community