

# Guided Reading

## 2ND GRADE

Tier 3		Tier 2 Students		Tier 1 Students	
<p><b>MONDAY:</b> 20 MINUTES</p>	<p>Choose 11 students.</p> <p>Vocabulary: Choose 11 vocabulary words from the text.</p> <p>Before Reading: Teach the lesson.</p> <p>During Reading: Have the students read silently but each take a turn reading aloud to you.</p>	<p><b>TUESDAY:</b> 20 MINUTES</p>	<p>Choose the text level for your students.</p> <p>Vocabulary: Choose 11 vocabulary words from the text.</p> <p>Before Reading: Teach the lesson.</p> <p>During Reading: Have the students read silently but each take a turn reading aloud to you.</p>	<p><b>FRIDAY:</b> 20 MINUTES</p>	<p>Choose the text level most appropriate for your students.</p> <p>Vocabulary: Choose any of the three dice vocabulary cards to use with the bold words in the text.</p> <p>Before Reading: Teach the guided reading lesson.</p> <p>During Reading: Have the students read silently but each take a turn reading aloud to you. Ask them some of the questions stems provided.</p> <p>After Reading Assessment: The students will complete the activity, share, and you will fill in the anecdotal record portion of the lesson.</p>
<p><b>WEDNESDAY:</b> 20 MINUTES</p>	<p>Vocabulary: Review the words from the text.</p> <p>Review Reading: Review the lesson from the day before.</p> <p>After Reading Assessment: Complete the anecdotal record.</p>	<p><b>THURSDAY:</b> 20 MINUTES</p>	<p>Vocabulary: Review the words from the text.</p> <p>Review Reading: Review the lesson from the day before (with no to the assessment).</p> <p>After Reading Assessment: Complete the activity and the anecdotal record.</p>		
<p><b>NOTE:</b> Tuesdays, Thursdays, and Fridays, these students will be completing Literacy Centers during Guided Reading time.</p>		<p><b>NOTE:</b> Mondays, Wednesdays, and Thursdays, these students will be completing Literacy Centers during Guided Reading time.</p>		<p><b>NOTE:</b> Monday, Tuesday, Wednesday and Thursday, these students will be completing Literacy Centers during Guided Reading time.</p>	

# Guided Reading Examples 2nd Grade

**Rosina Ehmann**



## **Guided Reading Examples 2nd Grade:**

*Read, Write, Lead* Regie Routman, 2014-06-17 Literacy is a skill for all time for all people It is an integral part of our lives whether we are students or adult professionals Giving all educators the breadth of knowledge and practical tools that help students strengthen their literacy skills is the focus of *Read Write Lead* Drawing on her experience as a mentor teacher reading specialist instructional coach and staff developer author Regie Routman offers time tested advice on how to develop a schoolwide learning culture that leads to more effective reading and writing across the curriculum She explains how every school including yours can Implement instructional practices that lead to better engagement and achievement in reading and writing for all students from kindergarten through high school including second language and struggling learners Build Professional Literacy Communities of educators working together to create sustainable school change through professional learning based on shared beliefs Reduce the need for intervention through daily practices that ensure success even for our most vulnerable learners Embed the language of productive feedback in responsive instruction conferences and observations in order to accelerate learning for students teachers and leaders In their own voices teachers principals literacy specialists and students offer real life examples of changes that led to dramatic improvement in literacy skills and perhaps just as important increased joy in teaching and learning Scattered throughout the book are Quick Wins ideas and actions that can yield positive affirming results while tackling the tough work of long term change

*Reading Without Limits* Maddie Witter, 2013-01-07 Imagine a classroom where all students are engaged in highly rigorous and fun learning every single day That classroom can be yours starting tomorrow You don t have to be a reading specialist to pick up this book Anyone who wants to dramatically improve reading achievement will find helpful suggestions You might be a third grade teacher whose students have mastered decoding and you are ready to build their comprehension Or you might be a high school science teacher whose students aren t yet reading on level with deep critical thinking This book is for you It doesn t matter whether you are a public charter private or alternative education teacher the Reading Without Limits program works in each one Along with hundreds of ready to use teaching strategies Reading Without Limits comes with a supplemental website where teachers can download even more resources for free Reading Without Limits is the first book offered in the KIPP Educator Series KIPP or the Knowledge is Power Program began in 1994 As of Fall 2012 there are 125 KIPP schools in 20 states and the District of Columbia serving nearly 40 000 students climbing the mountain to and through college

*Literacy Practices in Transition* Anne Pitkänen-Huhta, Lars Holm, 2012-11-13 In this volume scholars from the Nordic countries explore transitional processes around literacy in education in our contemporary complex and mobile society Drawing on sociocultural theory the chapters provide close empirical analyses of identity construction life trajectories practices concepts and politics in and around literacy in education

*Every Young Child a Reader* Sharan A. Gibson, Barbara Moss, 2016 This resource will help K 2 teachers revitalize and restructure their classroom literacy instruction based on Marie Clay s groundbreaking and

transformative literacy processing theory Clay's theories have created literacy success for more than 2 million struggling first grade readers in the United States and internationally through the Reading Recovery program. This practical volume gives primary grade teachers specific suggestions for using these principles and includes rich, robust instructional examples to ensure that all children meet new and rigorous standards in all facets of literacy learning. Replete with explicit depictions of classroom practice, the book addresses the following critical aspects of K-2 literacy instruction: Teaching foundational skills in brief skills lessons and as children learn strategic activity to read and write text; Teaching for children's fast progress in increasingly complex literacy tasks; Understanding the role of complex, frustration instructional, familiar and easy texts in reading instruction; Teaching for knowledge building, comprehension and writing for narrative and informational text. Reader friendly chapters include: Focus questions to target readers; anticipation of topics discussed; Illustrative examples of powerful teacher-student interaction; Connections between Clay's comprehensive theory of children's literacy development, literacy standards and children's fast progress to literacy proficiency. The combination of Marie Clay's research and theory with the authors' understanding of these principles in today's classroom is what sets this book apart. Lisa Lenhart, director, Center for Literacy Curricular Instructional Studies, The University of Akron; Gibson and Moss provide a resource for classroom teachers to support the continued learning of all their students, especially those who need an aware and skilled teacher to keep them on track across the primary grades. Robert M. Schwartz, professor, Oakland University and trainer of teacher leaders, Reading Recovery Center for Michigan. This comprehensive and well-designed book will be an excellent professional development resource for classroom teachers, Reading Recovery teachers, literacy coaches, specialists and site administrators. Kathleen Brown, Reading Recovery teacher leader, Long Beach Unified School District, CA. I am eager to use this book with my colleagues as we work to transform early literacy learning in our primary classrooms. Terry MacIntyre, Reading Recovery teacher leader, Boulder Valley School District, CO. **Diagnosis and Design for School Improvement** James P.

Spillane, Amy Franz Coldren, 2015-04-17. In this practical resource, the authors maintain that to effect real reform, today's educators must understand how leading and managing for instructional improvement gets done in their school and in turn use their diagnoses as the basis for mindful design and redesign. **Touch Screen Tablets Touching Children's Lives**

Joanne Tarasuik, Gabrielle Strouse, Jordy Kaufman, 2018-02-28. Touch screen tablets have greatly expanded the technology accessible to preschoolers, toddlers and even infants, given that they do not require the fine motor skills required for using traditional computers. Many parents and educators wish to make evidence-based decisions regarding young children's technology use, yet technological advancements continue to occur faster than researchers can keep up with. Accordingly, despite touch screen tablets entering society more than 5 years ago, we are in the infancy of research concerning interactive media and children. The topic has gained traction in the past couple of years. For example, theoretical papers have discussed how interactive media activities differ from physical toys and passive media (Christakis, 2014) and how educational apps

development should utilise the four pillars of learning Hirsh Pasek et al 2015 Yet there has been little experimental research published on young children and touch screen use *Effective Literacy Coaching* Shari Frost, Roberta Buhle, Camille L. Z. Blachowicz, 2009 Whether you're new to literacy coaching or a seasoned coach here's a resource with more than 50 easy to use tools for improving literacy instruction honing your coaching skills and creating an effective literacy program in grades K-12 All tools are also available for download **Reading Their Way** Dorothy J. Donat, 2003 Reading Their Way is a guide to a balanced literacy instruction program that incorporates research based components and utilizes the best of the phonics and whole language approaches Subject Guide to Books in Print, 2001 Resource Guide in Music Kalamazoo Public Schools. Curriculum Department, 1953 *Courses of Study for the State Graded Schools and Grades Below High Schools* Wisconsin. Department of Public Instruction, 1929 *Teacher*, 1978 *El-Hi Textbooks and Serials in Print*, 2006 *Curriculum Guide for Elementary Schools* New Mexico, 1948 *Instructor*, 1980 Grade Teacher, 1971 **Proyecto LEER Bulletin**, 1968 Time and Learning Robert Loren Kennedy, 1998 A Child Went Forth Janine Chappell Carr, 1999 I am convinced Children love to learn regardless of their circumstances So says the author of this inspirational new book But when those circumstances include large classrooms of multiethnic multilingual children from low socioeconomic backgrounds not to mention the difficulties of controversial state curriculum frameworks and restricted budgets how can a teacher effectively nurture that inherent love of learning This was the dilemma Janine Chappell Carr confronted teaching language arts to first and second graders in southern California The solutions she discovered may surprise you Utilizing a blend of meaningful and interesting reading material early writing practice speaking and explicit instruction Carr disproves the media's insistence that American schools are typically ill equipped to teach children from low income neighborhoods She describes her methods in great and practical detail everything from getting the classroom ready for a new school year to developing strategies for shared reading to establishing a writing studio Samples of student work plus narratives of how bilingual and English only students rise to new challenges offer vivid illustrations of Carr's methods in action Assessment practices for closely monitoring students progress are outlined as well as novel ways to implement and maintain diagnostic and student kept literacy portfolios As a practical text *A Child Went Forth* presents a thorough and realistic portrayal of life in an equitable classroom As an inspirational one it celebrates the voices of young learners and presents a wonderful model for success *The Massachusetts Teacher*, 1972

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web where  $v$  is velocity of sound in  $m/s$   $t$  is temperature in  $^{\circ}C$  and  $p_0$  is absolute pressure in pascals this equation is accurate to within  $0.015 m/s$  between  $0.001$  and  $95.126^{\circ}C$

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web v velocity the speed with which the wave propagates in a medium usually constant since speed times time gives distance traveled we can say the velocity of the wave

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web 1 v  $\gamma r t / m$  a constant for the particular gas r universal gas constant m molar mass kg mol t temperature measured in kelvin the measured speed of sound at

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