



NATIONAL GEOGRAPHIC LEARNING, REACH FOR READING, GRADE 2

Section	Indicator Number	Publisher Comments	Evidence
FLUENCY (F)	#10	<p>Reviewers felt Reach for Reading does not have fluency instruction integrated into the daily plans or routines.</p> <p>Please refer to Reach for Reading-CCSS Grade 2 correlation, Fluency standards CC.2.Rfou.4.a-4.c for multiple citations addressing fluency instruction and support.</p>	<p>Fluency at Grade 2 is built into the program through the Fluency Routines outlined on Grade 2 Unit 1 TE pg. BP40 of each TE. Choral or Echo Reading, Paired Readings, Recording and Tracking, and Timed Readings are all options that teachers can incorporate into their daily routines.</p> <p>In addition, Fluency call-outs are identified on specific pages within each unit (Grade 2 Unit 1 TE, Week 1 examples: Day 1 T6a; Day 3 T12-13; Day 4 T22g). Day 2 and Day 4 of each week presents a Read with Fluency exercise under the Phonics section.</p>



NATIONAL GEOGRAPHIC LEARNING, REACH FOR READING, GRADE 2 (continued)

Section	Indicator Number	Publisher Comments	Evidence
FLUENCY (F)	#21	<p>Reviewers felt that a fluency rubric is provided, but lacks clear instructions.</p> <p>The Oral Reading Assessment Routine is presented in Unit 1 of the Grade 2 TE, pages A1.1-A1.7. Instructions are provided on page A1.2 of each Unit 1.</p> <p>An Accuracy and Rate equation is presented to assist teachers in determining WCPM (words correct per minute). Hasbroke & Tindal Oral Reading Fluency Data chart presents information regarding trimester progress indicators. The Oral Reading and Retelling Rubrics present clear descriptors.</p>	<p>As noted in Appendix A of the Common Core State Standards, there are three dimensions to consider for text complexity—qualitative dimensions, quantitative dimensions, and reader and task considerations. For qualitative measures of complexity, we direct the teacher to review the summaries of each book (see Grade 2 Unit 1 TE page LR2). For quantitative complexity, the program includes Guided Reading Levels and a Level Translation Key (see Grade 2 Unit 1 TE page R2) that aligns to the most commonly-used leveling systems in schools today. These levels are all aligned with grade bands. The measures to assess student performance according to grade bands are found in the Oral Reading Assessments. See, for example, page A1.6 in Grade 2 Unit 1 TE. The Hasbrouck & Tindal Oral Reading Fluency measures are provided to show the percentile for both winter and spring measures. Further guidance is provided on page A1.2 of the Grade 2 Unit 1 TE where teaching suggestions are provided for a variety of levels. Research shows that multiple measures provide the best perspective on overall reading level so, in addition to the measurement of words correct per minute (WCPM), emphasis is placed on comprehension-based measures as part of the Oral Reading Assessments and as part of the Leveled Reading teaching routine (see Grade 2 Unit 1 TE page LR3). Self-assessments, fluency checks, and reading rubrics are included in the range of tools cited in that routine. For additional context on the multiple measures to gauge reading level and the tools to build reading proficiency, see the Best Practices section pages Grade 2 Unit 1 TE BP22-BP24.</p>



NATIONAL GEOGRAPHIC LEARNING, REACH FOR READING, GRADE 2 (continued)			
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FLUENCY (F)	#23	<p>Reviewers felt the program does not provide student opportunities to graph their oral reading fluency.</p> <p>The Comprehension Coach available at www.myngconnect.com and the Oral Reading Assessment Routine provides opportunities to graph student oral reading fluency.</p>	<p>The Comprehension Coach gives students the opportunity to time themselves. Students do not generate graphs themselves since the Comprehension Coach reports do that on their behalf.</p> <p>The Oral Reading Assessment Routine is presented in Unit 1 of the Grade 2 TE, pages A1.1-A1.7.</p> <p>Page A1.2 in the Unit 1 Grade 2 TE presents strategies for reading assignments based on student scores.</p>
VOCABULARY (V)	#10	<p>Reviewers felt the program does not include frequent use of read-alouds using higher level books.</p> <p>Reach for Reading provides teachers and students with read-alouds that ensure a deep level of understanding of the text. These read-alouds are available in both the student anthology as well as the Read with Me Big Books. These higher level read-alouds provide levels of meaning, organization, structure, language conventions, and knowledge demands appropriate for second grade students.</p>	<p>Please refer to the following examples of higher level read-aloud books from the Grade 2 Read with Me Big Books used with Grade 2 Unit 8: A Picnic in October and Celebrate Independence Day Read with Me Big Books.</p>