

# Reading

## Grade 2

**Prepared by:**

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***Superintendent of Schools:***

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**Approved by the Midland Park Board of Education on**

**August 23, 2022**

**Born on October 2014**

**Revised March 18, 2020**

**Revised NJSLS August 22, 2022**

## **Grade 2 Reading Curriculum**

### **Course Description:**

Grade 2 reading is taught in five units throughout the school year. The second grade curriculum is heavily based on extending understanding of story elements, text structures, text features, and response to text through visualizing, retelling, predicting, inferring, and making connections to ourselves, other texts, and the world. Each unit involves the use of a variety of texts, both in print and online. The students will practice responding to texts by jotting on post-its, responding in their notebooks, and creating graphic organizers. Students will further expand their knowledge by using what they learned to share with and teach their peers. By following the sequence and interactive activities in the curriculum, the second grade students are taught to apply their reading skills and understanding in real world situations, as well as meet the New Jersey Student Learning Standards for second grade.

### **Course Sequence:**

Unit 1a: Launching Readers' Workshop (15 days)

Unit 1b: Fluency (16 days)

Unit 2: Story Elements/Developing Ideas About Characters (32 days)

Unit 3: Non-Fiction Books (37 days)

Unit 4: Mystery Series Books (22 days)

Unit 5: Biographies and Learning About People of Interest (24 days)

### **Prerequisite:**

Kindergarten and first grade reading

**Unit #1****Overview****Content Area:** Reading**Unit Title:** Launching and Fluency**Grade Level:** 2

**Core Ideas:** This unit establishes the procedures and routines of readers workshop. Students will understand the format of the workshop as well as the expectations during the mini lesson, independent reading time, and partner time. They will become a community of readers who choose books that are just right for them and are able to share their thinking and understanding with others. The unit also introduces strategies to help the students build stamina and fluency as they read. They will practice reading for longer periods of time and will use a variety of methods to decode unknown words.

**Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSLs)**

RL.2.	<ol style="list-style-type: none"> <li>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</li> <li>3. Describe how characters in a story respond to major events and challenges using key details.</li> <li>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</li> <li>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li> </ol>
RF.2.	<ol style="list-style-type: none"> <li>3. Know and apply grade-level phonics and word analysis skills in decoding words.               <ol style="list-style-type: none"> <li>a. Know spelling-sound correspondences for common vowel teams.</li> <li>b. Decode regularly spelled two-syllable words with long vowels.</li> <li>c. Decode words with common prefixes and suffixes.</li> <li>d. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>e. Recognize and read grade-appropriate irregularly spelled words.</li> </ol> </li> <li>4. Read with sufficient accuracy and fluency to support comprehension.               <ol style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol> </li> </ol>
SL.2.	<ol style="list-style-type: none"> <li>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.               <ol style="list-style-type: none"> <li>a. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</li> <li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ol> </li> <li>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</li> </ol>
L.2.	<ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.               <ol style="list-style-type: none"> <li>a. Use collective nouns (e.g., group)</li> <li>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</li> </ol> </li> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.               <ol style="list-style-type: none"> <li>a. Capitalize holidays, product names, and geographic names.</li> </ol> </li> </ol>

	d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	
Career Readiness (9.2), Life Literacies, and Key Skills (9.1, 9.4)		
9.1.2.RM.1	Describe how valuable items might be damaged or lost and ways to protect them.	
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (eg., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)	
Computer Science and Design Thinking (8)		
8.1.2.AP.1	Model daily processes by creating and following algorithms to complete tasks.	
8.2.2.ITH.4	Identify how various tools reduce work and improve daily tasks	
8.2.2.ITH.5	Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution	
Interdisciplinary Connection		
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.	
Cross Cultural Statements/ Mandates (Amistad, Holocaust, LGBT, SEL)		
Self-Management	Identify and apply ways to persevere or over come barriers through alternative methods to achieve one’s goals	
Unit Essential Question(s): <ul style="list-style-type: none"><li>How does a reader demonstrate appropriate behavior during Reading Workshop?</li><li>How does a reader demonstrate stamina during independent reading?</li><li>What are the roles of reading partners?</li><li>How does fluency affect comprehension?</li><li>How does a reader figure out a word they do not know?</li><li>What do readers do when they do not understand everything in a text?</li><li>How do readers construct meaning from text?</li></ul>		Unit Enduring Understandings: <ul style="list-style-type: none"><li>Readers follow agreed-upon expectations and routines of Reading Workshop.</li><li>Reading independently and with stamina helps improve reading comprehension.</li><li>Communicating productively with partners helps readers improve acuracy, fluency, and comprehension.</li><li>Oral discussion helps to build connections to others and create opportunities for learning.</li><li>Readers use language structure, context clues, and visual cues to identify the intended meaning of words and phrases as they are used in text.</li></ul>
Evidence of Learning		
Formative Assessments: <ul style="list-style-type: none"><li>One on one conferencing</li><li>Strategy groups</li><li>Observation</li><li>Questioning</li><li>Discussion</li><li>Exit tickets</li><li>Graphic organizer</li><li>Self assessment</li></ul>		
Summative/ Benchmark Assessment(s): <ul style="list-style-type: none"><li>Fountas and Pinnell reading assessment</li><li>Cold reads</li></ul>		
Alternative Assessments: <ul style="list-style-type: none"><li>Guided reading groups</li><li>Strategy groups</li><li>One on one conferences</li></ul>		
Resources/ Materials: <ul style="list-style-type: none"><li>Unit read alouds-<ul style="list-style-type: none"><li>Chrysanthemum</li><li>A Bad Case of Stripes</li><li>Enemy Pie</li><li>Stand Tall, Molly Lou Mellon</li><li>The Name Jar</li></ul></li></ul>		Key Vocabulary: <ul style="list-style-type: none"><li>Fiction</li><li>Non Fiction</li><li>“Just Right” Books</li><li>Independent Reading</li><li>Partner Reading</li><li>Setting</li></ul>

<ul style="list-style-type: none"><li>● Rock, Paper, Scissors</li><li>● You’re Finally Here</li><li>● Miss Nelson is Missing</li><li>● Pig the Pug</li><li>● Mercy Watson</li><li>● First Day Jitters</li><li>● City Dog, Country Frog</li><li>● Diary of a Fly</li><li>● Skippyjon Jones</li></ul>	<ul style="list-style-type: none"><li>● Characters</li><li>● Stamina</li><li>● Reading Response Notebooks</li><li>● Rereading</li><li>● Visualizing</li><li>● Self monitoring</li><li>● Retelling</li><li>● Predictions</li><li>● Inferring</li></ul>		
Suggested Pacing Guide			
Lesson Name/ Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Introducing readers workshop	Readers will gain an understanding of their role in readers workshop.	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"><li>● What is readers workshop?</li><li>● Who is a reader?</li><li>● Why do readers read?</li><li>● What do readers read?</li><li>● Who am I as a reader?</li><li>● What do good readers do?</li></ul>	6 class periods
Introduction to the classroom library and the use of books	Readers will understand book shopping and choosing just right books.	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"><li>● How do we treat books?</li><li>● Fiction vs nonfiction</li><li>● How do we book shop?</li><li>● How do we choose a good shop for reading?</li><li>● exit ticket</li></ul>	4 class periods
Introduction to the procedures of readers workshop	Readers will understand different ways we can read	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"><li>● Independent reading</li><li>● Partner reading</li><li>● Listening to reading (audio)</li></ul>	3 class periods
How do we build our stamina?	Readers will build stamina	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"><li>● Independent reading in own spots entire time.</li><li>● Chart progress</li></ul>	1 class period
How do we get our minds ready to read?	Readers will use strategies to get their minds ready to read.	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"><li>● Book walks</li><li>● Making Predictions</li></ul>	2 class periods

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Building our readers toolbox - what to do when I don't know a word.	Readers will use different strategies to help with tricky words.	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"> <li>• Look at the picture</li> <li>• Break words into chunks</li> <li>• Skip the word</li> <li>• Flip the vowel sound</li> </ul>	4 class periods
Comprehension strategies	Readers will use different strategies to help with comprehension.	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"> <li>• Rereading</li> <li>• Visualizing</li> <li>• Self monitoring</li> <li>• Retelling</li> <li>• Predictions</li> <li>• Inferring</li> </ul>	6 class periods
Connecting to what we read	Readers will better understand what they read by making connections.	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"> <li>• Text to self connections</li> <li>• Text to world connections</li> <li>• Text to text connections</li> <li>• exit ticket</li> </ul>	3 class periods
Unit 1 assessment	Readers will demonstrate understanding of unit 1	Students will demonstrate their reading skills. <ul style="list-style-type: none"> <li>• Cold read</li> </ul>	1 class period
Unit 1 Grammar	Students will learn grammar concepts and apply them to their daily reading and writing.	Students will be introduced to different concepts/strategies and will implement them in their independent reading and writing. <ul style="list-style-type: none"> <li>• Capitals and punctuation</li> <li>• Subjects and predicates</li> <li>• Types of sentences</li> <li>• Simple and complex sentences</li> </ul>	Daily
Unit 2 Grammar	Students will learn grammar concepts and apply them to their daily reading and writing.	Students will be introduced to different concepts/strategies and will implement them in their independent reading and writing. <ul style="list-style-type: none"> <li>• Common and proper nouns</li> <li>• Singular and plural nouns</li> <li>• Irregular plural nouns/ Collective nouns</li> <li>• Homophones</li> </ul>	Daily
Unit 1 Foundations	Students will learn spelling patterns and apply them to their daily reading and writing.	Students will be introduced to different concepts/strategies and will implement them in their independent reading and writing. <ul style="list-style-type: none"> <li>• Digraphs</li> <li>• Blends</li> <li>• Spelling of /k/ sound</li> <li>• Syllable type</li> </ul>	Daily

Unit 2 Foundations	Students will learn spelling patterns and apply them to their daily reading and writing.	Students will be introduced to different concepts/strategies and will implement them in their independent reading and writing. <ul style="list-style-type: none"> <li>• Bonus letter spelling rule</li> <li>• Glued sounds</li> <li>• Blending and reading words</li> <li>• Segmenting and spelling words</li> <li>• R-controlled vowels</li> </ul>	Daily
Unit 3 Foundations	Students will learn spelling patterns and apply them to their daily reading and writing.	Students will be introduced to different concepts/strategies and will implement them in their independent reading and writing. <ul style="list-style-type: none"> <li>• Closed-syllable</li> <li>• Glued Sounds</li> <li>• Vowel Teams</li> </ul>	Daily
Unit 4 Foundations	Students will learn spelling patterns and apply them to their daily reading and writing.	Students will be introduced to different concepts/strategies and will implement them in their independent reading and writing. <ul style="list-style-type: none"> <li>• Suffixes</li> <li>• Sounds of -ed</li> <li>• Forming plurals</li> <li>• Present and past tense</li> <li>• Vowel teams</li> </ul>	Daily

**Additional Resources:**

Second Grade Student Learning Standards:

[https://www.nj.gov/education/standards/ela/Docs/2016NJSLs-ELA\\_Grade2.pdf](https://www.nj.gov/education/standards/ela/Docs/2016NJSLs-ELA_Grade2.pdf)**Differentiation/ Modification Strategies**

<b>Students with Disabilities</b>	<b>English Language Learners</b>	<b>Gifted and Talented Students</b>	<b>Students at Risk</b>	<b>504 Students</b>
<ul style="list-style-type: none"> <li>• Consult with Case Managers and follow IEP</li> <li>• Rephrase questions, directions, and explanations</li> <li>• Allow extended time to answer question</li> </ul>	<ul style="list-style-type: none"> <li>• Assign a buddy, same language or English speaking</li> <li>• Allow errors in speaking</li> <li>• Rephrase questions, directions, and explanations</li> <li>• Allow extended time to answer questions</li> <li>• Accept participation at any level</li> </ul>	<ul style="list-style-type: none"> <li>• Provide extension activities</li> <li>• Build on students' intrinsic motivations</li> </ul>	<ul style="list-style-type: none"> <li>• Consult with Guidance Counselors and follow I&amp;RS procedures/ action plans</li> <li>• Consult with classroom teacher(s) for specific behavior interventions</li> <li>• Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Consult with Case Managers and follow 504 accommodations and modifications</li> <li>• Rephrase questions, directions, and explanations</li> <li>• Allow extended time to answer question</li> </ul>

**Unit #2****Overview****Content Area:** Reading**Unit Title:** Story Elements/Developing Ideas About Characters**Grade Level:** 2

**Core Ideas:** This unit builds on the students' abilities to read for longer periods of time and expand their thinking as they read. It introduces the readers to story elements such as characters, setting, problem, and solution and encourages them to venture alongside their characters as they recognize characters' traits and motivations. Students will practice jotting their ideas and opinions about characters and comparing those ideas with their classmates. They will continue to practice their fluency using the strategies taught in the previous unit.

**Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSLs)**

RL.2.	<ol style="list-style-type: none"> <li>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</li> <li>3. Describe how characters in a story respond to major events and challenges using key details.</li> <li>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</li> <li>6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</li> <li>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li> <li>10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</li> </ol>
RF.2.	<ol style="list-style-type: none"> <li>3. Know and apply grade-level phonics and word analysis skills in decoding words.               <ol style="list-style-type: none"> <li>a. Know spelling-sound correspondences for common vowel teams.</li> <li>b. Decode regularly spelled two-syllable words with long vowels.</li> <li>c. Decode words with common prefixes and suffixes.</li> <li>d. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>e. Recognize and read grade-appropriate irregularly spelled words.</li> </ol> </li> <li>4. Read with sufficient accuracy and fluency to support comprehension.               <ol style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol> </li> </ol>
SL.2.	<ol style="list-style-type: none"> <li>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.               <ol style="list-style-type: none"> <li>a. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</li> <li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ol> </li> <li>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</li> </ol>
L.2.	<ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.               <ol style="list-style-type: none"> <li>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</li> <li>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</li> </ol> </li> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ol>





<b>Resources/Materials</b> <ul style="list-style-type: none"><li>● Unit read alouds-<ul style="list-style-type: none"><li>○ Picture books<ul style="list-style-type: none"><li>■ Chrysanthemum</li><li>■ A Bad Case of Stripes</li><li>■ Enemy Pie</li><li>■ Stand Tall Molly Lou Melon</li><li>■ The Name Jar</li></ul></li><li>○ Chapter books<ul style="list-style-type: none"><li>■ Pippi Longstocking</li><li>■ Mrs. Piggle Wiggle</li><li>■ Clementine</li><li>■ Freckle Juice</li></ul></li></ul></li></ul>		<b>Key Vocabulary:</b> <ul style="list-style-type: none"><li>● Setting</li><li>● Characters</li><li>● Plot</li><li>● problem &amp; solution</li><li>● Theme</li><li>● Main Characters</li><li>● Supporting Characters</li><li>● Plot</li><li>● Story Map</li><li>● Visualize</li><li>● Character Traits<ul style="list-style-type: none"><li>○ Physical</li><li>○ Internal</li></ul></li><li>● Stop and Jot</li><li>● Inference</li><li>● Connections<ul style="list-style-type: none"><li>○ Text to self</li><li>○ Text to text</li><li>○ Text to world</li></ul></li><li>● Opinion</li></ul>	
<b>Suggested Pacing Guide</b>			
<b>Lesson Name/ Topic</b>	<b>Student Learning Objective(s)</b>	<b>Suggested Tasks/Activities:</b>	<b>Day(s) to Complete</b>
What is fiction?	Readers will identify elements of fiction	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"><li>● Recognize/ recall elements of fiction</li></ul>	1 class period
What are story elements?	Readers will identify story elements in independent reading.	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"><li>● Setting</li><li>● Characters (main &amp; supporting)</li><li>● Plot</li><li>● Problem &amp; solution</li><li>● Theme</li></ul>	6 class periods
Assessment-story elements	Readers will demonstrate knowledge of story elements	Students will demonstrate their understanding of story elements. <ul style="list-style-type: none"><li>● Assessment</li></ul>	1 class period
Choose a character to study	Readers will look more deeply into a character	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"><li>● Record in reading response journal</li></ul>	1 class period
Visualizing	Readers will visualize their characters	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"><li>● Reading Response Journals</li></ul>	1 class period

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Character traits	Readers will identify character traits and distinguish between internal and external traits	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"> <li>• Internal traits</li> <li>• External traits</li> </ul>	2 class periods
Responding to reading	Readers will practice recording their thinking as they read	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"> <li>• Reading Response journal</li> </ul>	2 class periods
Inferring to get to know characters	Readers will practice using inferring skills to determine how their characters may act, think, and feel	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"> <li>• What they do</li> <li>• What they say</li> <li>• How they say it</li> <li>• How they feel/think</li> <li>• Likes &amp; dislikes</li> <li>• Relationships</li> </ul>	6 class periods
How/why do characters change?	Identify if a character has changed and how/why	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"> <li>• Reading Response Journal</li> </ul>	1 class period
Asking questions about your character	Readers will ask questions and try to answer them to help think more deeply about their characters	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"> <li>• Ask questions and predict answers</li> <li>• Read on to find answers</li> </ul>	2 class periods
Compare and contrast your characters to others	Readers will compare and contrast their characters to others to help make connections to themselves and other texts	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"> <li>• With other characters</li> <li>• With yourself</li> <li>• With someone you know</li> <li>• With reading partner</li> </ul>	4 class periods
Assessment-character traits	Readers will demonstrate understanding of character traits	Students will demonstrate understanding of character traits. <ul style="list-style-type: none"> <li>• Assessment</li> </ul>	1 class period
Analyzing problem and solution	Readers will analyze how characters solved their problems and determine if they would do the same	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"> <li>• Writing in reading response journal</li> </ul>	2 class periods
Sharing opinions	Readers will meet with partners and share opinions about their characters	Students will demonstrate their understanding of their character. <ul style="list-style-type: none"> <li>• Public Speaking</li> </ul>	1 class period

Unit 2 assessment - Letter to character	Readers will write letters to their characters to demonstrate what they learned about them	Students will demonstrate their reading and writing skills. <ul style="list-style-type: none"> <li>• Letter writing</li> </ul>	1 class period
Unit 3 Grammar	Students will learn grammar concepts and apply them to their daily reading and writing.	Students will be introduced to different concepts/strategies and will implement them in their independent reading and writing. <ul style="list-style-type: none"> <li>• Homophones (Multiple Meaning Words)</li> <li>• Action Verbs/ Present Tense Verbs</li> <li>• State of Being Verbs</li> <li>• Past Tense Verbs</li> </ul>	Daily
Unit 4 Grammar	Students will learn grammar concepts and apply them to their daily reading and writing.	Students will be introduced to different concepts/strategies and will implement them in their independent reading and writing. <ul style="list-style-type: none"> <li>• Irregular Past Tense Verbs</li> <li>• Future Tense Verbs</li> <li>• Subject Verb Agreement</li> </ul>	Daily
Unit 5 Foundations	Students will learn spelling patterns and apply them to their daily reading and writing.	Students will be introduced to different concepts/strategies and will implement them in their independent reading and writing. <ul style="list-style-type: none"> <li>• Review syllable concepts</li> <li>• Multisyllabic words</li> <li>• Compound words</li> <li>• Syllable division rules</li> <li>• Spelling procedures</li> <li>• Suffixes</li> <li>• Prefixes</li> <li>• Vowel teams</li> </ul>	Daily
Unit 6 Foundations	Students will learn spelling patterns and apply them to their daily reading and writing.	Students will be introduced to different concepts/strategies and will implement them in their independent reading and writing. <ul style="list-style-type: none"> <li>• Spelling procedures</li> <li>• Vowel-consonant-e syllables</li> <li>• Compound words</li> <li>• Suffixes</li> <li>• /s/ and /z/</li> </ul>	Daily
Unit 7 Foundations	Students will learn spelling patterns and apply them to their daily reading and writing.	Students will be introduced to different concepts/strategies and will implement them in their independent reading and writing. <ul style="list-style-type: none"> <li>• Open syllables</li> <li>• Letter y as a vowel</li> <li>• Combining syllable types</li> <li>• Syllable division rules</li> <li>• Suffixes</li> </ul>	Daily

**Additional Resources:**

Second Grade Student Learning Standards:

[https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA\\_Grade2.pdf](https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Grade2.pdf)
**Differentiation/ Modification Strategies**

<b>Students with Disabilities</b>	<b>English Language Learners</b>	<b>Gifted and Talented Students</b>	<b>Students at Risk</b>	<b>504 Students</b>
<ul style="list-style-type: none"> <li>• Consult with Case Managers and follow IEP</li> <li>• Rephrase questions, directions, and explanations</li> <li>• Allow extended time to answer question</li> </ul>	<ul style="list-style-type: none"> <li>• Assign a buddy, same language or English speaking</li> <li>• Allow errors in speaking</li> <li>• Rephrase questions, directions, and explanations</li> <li>• Allow extended time to answer questions</li> <li>• Accept participation at any level</li> </ul>	<ul style="list-style-type: none"> <li>• Provide extension activities</li> <li>• Build on students' intrinsic motivations</li> </ul>	<ul style="list-style-type: none"> <li>• Consult with Guidance Counselors and follow I&amp;RS procedures/ action plans</li> <li>• Consult with classroom teacher(s) for specific behavior interventions</li> <li>• Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Consult with Case Managers and follow 504 accommodations and modifications</li> <li>• Rephrase questions, directions, and explanations</li> <li>• Allow extended time to answer question</li> </ul>

**Unit #3****Overview****Content Area:** Reading**Unit Title:** Nonfiction - Reading to Learn Information**Grade Level:** 2

**Core Ideas:** This unit introduces students to nonfiction texts. They will explore and pursue topics of interest and continue to stop and jot about their new learning. Students will be exposed to text structures and features as strategies to aid in comprehension and learn even more about the topic. Throughout the unit, readers will use what they have learned to develop their own ideas. They will indulge their curiosity and ask questions as they gather information about their topics. Students will share their ideas, questions, and new learning with others.

**Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSLs)**

RI.2.	<ol style="list-style-type: none"> <li>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</li> <li>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> <li>4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</li> <li>5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</li> <li>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> <li>7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</li> <li>8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</li> <li>9. Compare and contrast the most important points presented by two texts on the same topic.</li> <li>10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</li> </ol>
RF.2.	<ol style="list-style-type: none"> <li>3. Know and apply grade-level phonics and word analysis skills in decoding words.               <ol style="list-style-type: none"> <li>a. Know spelling-sound correspondences for common vowel teams.</li> <li>b. Decode regularly spelled two-syllable words with long vowels.</li> <li>c. Decode words with common prefixes and suffixes.</li> <li>d. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>e. Recognize and read grade-appropriate irregularly spelled words.</li> </ol> </li> <li>4. Read with sufficient accuracy and fluency to support comprehension.               <ol style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol> </li> </ol>
W.2.	<ol style="list-style-type: none"> <li>8. Recall information from experiences or gather information from provided sources to answer a question.</li> </ol>
SL.2.	<ol style="list-style-type: none"> <li>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.               <ol style="list-style-type: none"> <li>a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</li> <li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ol> </li> <li>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</li> </ol>

	<p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
L.2.	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>c. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>e. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>
<b>Career Readiness (9.2), Life Literacies, and Key Skills (9.1 &amp; 9.4)</b>	
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
<b>Computer Science and Design Thinking (8)</b>	
8.1.2.IC.1	Compare how individuals live and work before and after the implementation of new computing technology.
8.2.2.ITH.1:	Identify products that are designed to meet human wants or needs.
8.2.2.ITH.2	Explain the purpose of a product and its value.
8.2.2.ITH.3	Identify how technology impacts or improves life.
<b>Interdisciplinary Connection</b>	
2-LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats.
LS4.D	There are many different kinds of living things in any area, and they exist in different places on land and in water.
2-ESS1-1	Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
<b>Cross Cultural Statements/ Mandates (Amistad, Holocaust, LGBT, SEL)</b>	
Responsible Decision-Making	Develop, implement and model effective problem solving and critical thinking skills.
<div> <div> <b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>How do readers demonstrate the use of a variety of strategies for reading non-fiction texts?</li> <li>How do readers figure out tricky vocabulary words in informational texts?</li> </ul> </div> <div> <b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Know and use different strategies for approaching different kinds of informational texts.</li> <li>Use reading strategies and text features to figure out the meaning of technical vocabulary.</li> </ul> </div> </div>	

- How does a reader identify the important idea of a text?
- How does a reader use discussion to deepen understanding of information texts?

- Determine the topic of a text and what is an important idea.
- Partnerships: compare information across books, post-it main ideas and teach them to a partner in your own words, share and use new vocabulary while teaching your partner

### Evidence of Learning

#### Formative Assessments:

- One on one conferencing
- Strategy groups
- Observation
- Questioning
- Discussion
- Exit tickets
- Graphic organizer
- Self assessment

#### Summative/Benchmark Assessment(s):

- Fountas and Pinnell reading assessment
- Cold reads

#### Alternative Assessments:

- Guided reading groups
- Strategy groups
- One on one conferences

#### Resources/Materials:

Unit Read alouds-

- Storms
- Fiji
- Coral Reefs
- Rocks and Minerals
- Wild Cats
- Predator Face Off

#### Key Vocabulary:

- Nonfiction
- Text Features
  - Table of Contents
  - Index
  - Heading
  - Subheading
  - Bold Words
  - Glossary
  - Photographs
  - Captions
  - Diagrams
  - Charts
  - Graphs
- Text Structures
  - Sequence
  - Compare and Contrast
  - Cause and effect
- Information Web
- Boxes and Bullets
- T-Chart
- Venn Diagram

### Suggested Pacing Guide

Lesson Name/ Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Fiction vs. Nonfiction	Readers will identify the elements of fiction and nonfiction texts.	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"> <li>• Compare and contrast fiction and non fiction texts</li> </ul>	1 class period



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Exploring nonfiction topics	Readers will explore nonfiction books in the class library and online	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"> <li>Study and explore nonfiction books</li> </ul>	1 class period
Organization of nonfiction books	Readers will note how nonfiction books are organized and how they are not necessarily read cover to cover	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"> <li>Explain how nonfiction books are organized</li> </ul>	1 class period
Asking questions while reading nonfiction	Readers will ask questions while they read to aid with comprehension	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"> <li>Before reading</li> <li>During reading</li> <li>After reading</li> </ul>	3 class periods
Assessment-cold read	Readers will demonstrate current understanding of unit 3	Students will demonstrate understanding of reading skills. <ul style="list-style-type: none"> <li>Assessment</li> </ul>	1 class period
Text and graphic features	Readers will identify text and graphic features and use them to increase knowledge and comprehension as they read	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"> <li>Headings and subheadings</li> <li>Content-specific words and glossary</li> <li>Photographs and captions</li> <li>Diagrams, charts, and graphs</li> </ul>	5 class periods
Assessment-text features	Students will demonstrate knowledge of text structure	Students will demonstrate their understanding of reading skills. <ul style="list-style-type: none"> <li>Assessment</li> </ul>	1 class period
Text structures	Readers will use text structures to increase knowledge and comprehension as they read	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"> <li>Sequence</li> <li>Compare and contrast</li> <li>Cause and effect</li> <li>Problem and solution</li> </ul>	5 class periods
Assessment-text features	Students will demonstrate knowledge of text structure	Students will demonstrate their understanding of reading skills. <ul style="list-style-type: none"> <li>Assessment</li> </ul>	1 class period
Checking for understanding	Students will notice when meaning is lost and practice strategies to get back on track	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"> <li>Rereading</li> <li>Use text features or structures</li> </ul>	2 class period
Stopping and thinking	Readers will stop and think as they read	Students will be introduced to different concepts/strategies and will	2 class periods

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		implement them in their independent reading books. <ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Making connections</li> </ul>	
Stopping and jotting	Readers will stop and jot when they have ideas about their reading	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"> <li>• Record questions</li> <li>• Record reactions</li> <li>• Record connections</li> </ul>	3 class periods
Assessment- -Responding to text	Students will demonstrate ability to respond to text	Students will demonstrate their understanding of reading skills. <ul style="list-style-type: none"> <li>• Assessment</li> </ul>	1 class period
Recording information (expanding on our jots)	Readers will expand their thinking by taking their jots and recording thoughts and ideas on a variety of graphic organizers	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"> <li>• Using a web</li> <li>• Using boxes and bullets</li> <li>• Using a T-chart</li> <li>• Using a Venn Diagram</li> </ul>	4 class periods
Assessment- -cold read	Readers will demonstrate current understanding of unit 3	Students will demonstrate their understanding of reading skills. <ul style="list-style-type: none"> <li>• Cold Read</li> </ul>	1 class period
Summarizing	Readers will summarize what they learned in a nonfiction text	Students will demonstrate their understanding of reading skills. <ul style="list-style-type: none"> <li>• Summarize text</li> </ul>	2 class periods
Sharing	Readers will share what they learned in a nonfiction text	Students will demonstrate their understanding of reading skills. <ul style="list-style-type: none"> <li>• Public speaking</li> </ul>	2 class periods
Assessment- -summarizing	Readers will demonstrate ability to summarize a nonfiction text	Students will demonstrate their understanding of reading skills. <ul style="list-style-type: none"> <li>• Cold Reads</li> </ul>	1 class period
Unit 5 Grammar	Students will learn grammar concepts and apply them to their daily reading and writing.	Students will be introduced to different concepts/strategies and will implement them in their independent reading and writing. <ul style="list-style-type: none"> <li>• Commas in letters, dates, and places</li> <li>• Commas in a series</li> <li>• Adjectives</li> <li>• Comparative Adjectives</li> </ul>	Daily
Unit 6 Grammar	Students will learn grammar concepts and apply them to their daily reading and writing.	Students will be introduced to different concepts/strategies and will implement them in their independent reading and writing. <ul style="list-style-type: none"> <li>• Contractions</li> <li>• Adverbs</li> </ul>	Daily
Unit 8 Foundations	Students will learn spelling patterns and apply them to their daily reading and writing.	Students will be introduced to different concepts/strategies and will implement them in their independent reading and writing. <ul style="list-style-type: none"> <li>• R-controlled vowels</li> <li>• Syllable types</li> </ul>	Daily

Unit 9 Foundations	Students will learn spelling patterns and apply them to their daily reading and writing.	Students will be introduced to different concepts/strategies and will implement them in their independent reading and writing. <ul style="list-style-type: none"> <li>• R-controlled vowels</li> <li>• Spelling procedures</li> <li>• Syllable Types</li> <li>• Dictionary Skills</li> </ul>	Daily
Unit 10 Foundations	Students will learn spelling patterns and apply them to their daily reading and writing.	Students will be introduced to different concepts/strategies and will implement them in their independent reading and writing. <ul style="list-style-type: none"> <li>• Syllable Types</li> <li>• Vowel Teams</li> <li>• Spelling procedure</li> <li>• Homophones</li> </ul>	Daily
Unit 11 Foundations	Students will learn spelling patterns and apply them to their daily reading and writing.	Students will be introduced to different concepts/strategies and will implement them in their independent reading and writing. <ul style="list-style-type: none"> <li>• Vowel Teams</li> <li>• Spelling procedures</li> </ul>	Daily

**Additional Resources:**

Second Grade Student Learning Standards:

[https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA\\_Grade2.pdf](https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Grade2.pdf)**Differentiation/ Modification Strategies**

<b>Students with Disabilities</b>	<b>English Language Learners</b>	<b>Gifted and Talented Students</b>	<b>Students at Risk</b>	<b>504 Students</b>
<ul style="list-style-type: none"> <li>• Consult with Case Managers and follow IEP</li> <li>• Rephrase questions, directions, and explanations</li> <li>• Allow extended time to answer question</li> </ul>	<ul style="list-style-type: none"> <li>• Assign a buddy, same language or English speaking</li> <li>• Allow errors in speaking</li> <li>• Rephrase questions, directions, and explanations</li> <li>• Allow extended time to answer questions</li> <li>• Accept participation at any level</li> </ul>	<ul style="list-style-type: none"> <li>• Provide extension activities</li> <li>• Build on students' intrinsic motivations</li> </ul>	<ul style="list-style-type: none"> <li>• Consult with Guidance Counselors and follow I&amp;RS procedures/ action plans</li> <li>• Consult with classroom teacher(s) for specific behavior interventions</li> <li>• Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Consult with Case Managers and follow 504 accommodations and modifications</li> <li>• Rephrase questions, directions, and explanations</li> <li>• Allow extended time to answer question</li> </ul>

**Unit 4****Overview****Content Area:** Reading**Unit Title:** Mystery Series Books**Grade Level:** 2

**Core Ideas:** This unit uses mystery books to help students form opinions and theories about characters and plot. Students will be challenged to prove their opinions using evidence from the text. They will notice and share how their opinions change across a series of books. Students will also notice if their characters have changed across the series. Students will learn to make predictions as they read and adjust them as they learn more. They will use content-specific vocabulary when discussing and writing about their reading.

**Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSLs)**

RL.2	<ol style="list-style-type: none"> <li>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</li> <li>3. Describe how characters in a story respond to major events and challenges using key details.</li> <li>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</li> <li>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</li> <li>6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</li> <li>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li> <li>9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</li> <li>10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</li> </ol>
RF.2.	<ol style="list-style-type: none"> <li>3. Know and apply grade-level phonics and word analysis skills in decoding words.               <ol style="list-style-type: none"> <li>a. Know spelling-sound correspondences for common vowel teams.</li> <li>b. Decode regularly spelled two-syllable words with long vowels.</li> <li>c. Decode words with common prefixes and suffixes.</li> <li>d. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>e. Recognize and read grade-appropriate irregularly spelled words.</li> </ol> </li> <li>4. Read with sufficient accuracy and fluency to support comprehension.               <ol style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol> </li> </ol>
W.2.	8. Recall information from experiences or gather information from provided sources to answer a question.
SL.2.	<ol style="list-style-type: none"> <li>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.               <ol style="list-style-type: none"> <li>a. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</li> <li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ol> </li> <li>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather</li> </ol>

	additional information, or deepen understanding of a topic or issue. 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L.2.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Use adjectives and adverbs, and choose between them depending on what is to be modified. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English. 5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
Career Readiness (9.2), Life Literacies, and Key Skills (9.1 &9.4)	
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
Computer Science and Design Thinking (8)	
8.1.2.DA.4	Make predictions based on data using charts or graphs.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process
Interdisciplinary Connection	
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
Cross Cultural Statements/ Mandates (Amistad, Holocaust, LGBT, SEL)	
Self Awareness	Recognize the importance of self-confidence in handlin gdaily tasks and challenges.
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"><li>How can readers build theories about the books they are reading?</li><li>What ways can we share our theories and ideas with our partners to push our thinking in new ways?</li></ul>	
<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"><li>Readers develop opinions about characters as they read books in the mystery genre</li><li>Opinions may change as you read.</li></ul>	
Evidence of Learning	
<b>Formative Assessments:</b> <ul style="list-style-type: none"><li>One on one conferencing</li><li>Strategy groups</li><li>Observation</li><li>Questioning</li><li>Discussion</li><li>Exit tickets</li><li>Graphic organizer</li><li>Self assessment</li></ul>	
<b>Summative/Benchmark Assessment(s):</b> <ul style="list-style-type: none"><li>Fountas and Pinnell reading assessment</li><li>Cold reads</li></ul>	
<b>Alternative Assessments:</b> <ul style="list-style-type: none"><li>Guided reading groups</li><li>Strategy groups</li><li>One on one conferences</li></ul>	
Resources/Materials:	Key Vocabulary:

Unit read alouds- <ul style="list-style-type: none"><li>● A-Z Mysteries</li><li>● Boxcar Kids</li><li>● Bailey School Kids</li><li>● Nate the Great</li><li>● Cam Jansen</li><li>● Jig-Saw Jones Mysteries</li><li>● Nancy Drew</li><li>● Hardy Boys</li><li>● Calendar Mysteries</li></ul>		<ul style="list-style-type: none"><li>● Clues</li><li>● Evidence</li><li>● Detectives</li><li>● Suspect</li><li>● Witness</li><li>● Alibi</li><li>● Investigate</li><li>● Theory</li><li>● Red Herring</li><li>● Story Elements<ul style="list-style-type: none"><li>○ Setting</li><li>○ Characters</li><li>○ Theme/Lesson</li><li>○ Problem</li><li>○ Solution</li></ul></li><li>● Suspect Profile</li></ul>	
Suggested Pacing Guide			
Lesson Name/ Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Exploring mystery books	Readers will notice features of mystery books	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"><li>● Explore mysteries</li></ul>	1 class period
Mystery vocabulary	Readers will identify and understand the meaning of mystery specific vocabulary and begin note those elements while reading	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"><li>● Clues, evidence, detective</li><li>● Suspect, witness, alibi</li><li>● Investigate, theory</li><li>● Red herring</li></ul>	4 class periods
Assessment- -vocabulary (Detective swearing in ceremony)	Readers will demonstrate understanding of mystery-specific vocabulary	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"><li>● Assessment</li></ul>	1 class period
Story elements of mystery books	Readers will recognize how mystery story elements are similar to narrative story elements	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"><li>● Comparing texts</li></ul>	1 class period
Reading like detectives and looking for clues	Readers will practice note taking and close reading--taking time and paying attention to details	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"><li>● Note taking process</li></ul>	3 class periods
Assessment- -reading like a detective	Readers will demonstrate ability to identify important information in a mystery text	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"><li>● Assessment</li></ul>	1 class period
Making predictions	Readers will make predictions before, during, and after reading	Students will be introduced to different concepts/strategies and will	3 class periods

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		implement them in their independent reading books. <ul style="list-style-type: none"> <li>Note taking process</li> </ul>	
Making inferences	Readers will make inferences about the crime and suspects	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"> <li>Note taking process</li> </ul>	1 class period
Noticing details while reading	Readers will notice details that are surprising and determine if they are clues	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"> <li>Note taking process</li> </ul>	1 class period
Changing our predictions	Readers will assess their predictions and change them if necessary, based on what they've read	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"> <li>Note taking process</li> </ul>	1 class period
Assessment-predicting and inferring	Readers will demonstrate ability to use information to make predictions and valid inferences	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"> <li>Assessment</li> </ul>	1 class period
Analyzing characters	Readers will analyze character's traits and how they used their abilities to solve mysteries	Students will be introduced to different concepts/strategies and will implement them in their independent reading books.	1 class period
Lesson learned	Readers will think about what motivated their characters and what lesson can be learned from the mystery	Students will be introduced to different concepts/strategies and will implement them in their independent reading books.	1 class period
Compare and contrast	Readers will compare and contrast books in the same mystery series	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"> <li>Note taking process</li> </ul>	2 class periods
Unit 7 Grammar	Students will learn grammar concepts and apply them to their daily reading and writing.	Students will be introduced to different concepts/strategies and will implement them in their independent reading and writing. <ul style="list-style-type: none"> <li>Compound Words</li> <li>Prefixes</li> <li>Suffixes</li> <li>Synonyms</li> </ul>	Daily
Unit 12 Foundations	Students will learn spelling patterns and apply them to their daily reading and writing.	Students will be introduced to different concepts/strategies and will implement them in their independent reading and writing. <ul style="list-style-type: none"> <li>Vowel teams</li> <li>Spelling words with vowel teams</li> </ul>	Daily
Unit 13	Students will learn spelling patterns and apply them to their daily reading and writing.	Students will be introduced to different concepts/strategies and will implement them in their independent reading and writing.	Daily

		<ul style="list-style-type: none"> <li>• Vowel teams</li> <li>• Spelling words with vowel teams</li> <li>• Suffixes</li> </ul>	
Unit 14	Students will learn spelling patterns and apply them to their daily reading and writing.	Students will be introduced to different concepts/strategies and will implement them in their independent reading and writing. <ul style="list-style-type: none"> <li>• Vowel teams</li> <li>• Spelling words with vowel teams</li> </ul>	Daily

**Additional Resources:**

Second Grade Student Learning Standards:

[https://www.nj.gov/education/standards/ela/Docs/2016NJSLs-ELA\\_Grade2.pdf](https://www.nj.gov/education/standards/ela/Docs/2016NJSLs-ELA_Grade2.pdf)
**Differentiation/ Modification Strategies**

<b>Students with Disabilities</b>	<b>English Language Learners</b>	<b>Gifted and Talented Students</b>	<b>Students at Risk</b>	<b>504 Students</b>
<ul style="list-style-type: none"> <li>• Consult with Case Managers and follow IEP</li> <li>• Rephrase questions, directions, and explanations</li> <li>• Allow extended time to answer question</li> </ul>	<ul style="list-style-type: none"> <li>• Assign a buddy, same language or English speaking</li> <li>• Allow errors in speaking</li> <li>• Rephrase questions, directions, and explanations</li> <li>• Allow extended time to answer questions</li> <li>• Accept participation at any level</li> </ul>	<ul style="list-style-type: none"> <li>• Provide extension activities</li> <li>• Build on students' intrinsic motivations</li> </ul>	<ul style="list-style-type: none"> <li>• Consult with Guidance Counselors and follow I&amp;RS procedures/ action plans</li> <li>• Consult with classroom teacher(s) for specific behavior interventions</li> <li>• Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Consult with Case Managers and follow 504 accommodations and modifications</li> <li>• Rephrase questions, directions, and explanations</li> <li>• Allow extended time to answer question</li> </ul>



**Unit 5****Overview****Content Area:** Reading**Unit Title:** Biographies and Learning About People of Interest**Grade Level:** 2

**Core Ideas:** In this unit students will dive deeper into nonfiction texts by studying the specific genre of biographies. Students will research a variety of interesting people and then will choose one person to explore more deeply. They will gather and read an assortment of texts based on their person of interest. Students will use what they already know about text structures and features to better understand what they are reading. They will also build their digital literacy skills by using technology to learn about their person of interest, as well as to teach others about their topic.

**Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSLs)**

RI.2.	<ol style="list-style-type: none"> <li>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</li> <li>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> <li>4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</li> <li>5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</li> <li>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> <li>7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</li> <li>8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</li> <li>9. Compare and contrast the most important points presented by two texts on the same topic.</li> <li>10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</li> </ol>
RF.2.	<ol style="list-style-type: none"> <li>3. Know and apply grade-level phonics and word analysis skills in decoding words.               <ol style="list-style-type: none"> <li>a. Know spelling-sound correspondences for common vowel teams.</li> <li>b. Decode regularly spelled two-syllable words with long vowels.</li> <li>c. Decode words with common prefixes and suffixes.</li> <li>d. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>e. Recognize and read grade-appropriate irregularly spelled words.</li> </ol> </li> <li>4. Read with sufficient accuracy and fluency to support comprehension.               <ol style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol> </li> </ol>
W.2.	<ol style="list-style-type: none"> <li>8. Recall information from experiences or gather information from provided sources to answer a question.</li> </ol>
SL.2.	<ol style="list-style-type: none"> <li>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.               <ol style="list-style-type: none"> <li>a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</li> <li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ol> </li> <li>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</li> </ol>

	<p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
L.2.	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>
<b>Career Readiness (9.2), Life Literacies, and Key Skills (9.1 &amp; 9.4)</b>	
9.1.2.CAP.3:	Define entrepreneurship and social entrepreneurship.
9.1.2.CAP.4:	List the potential rewards and risks to starting a business.
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6)
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4)
<b>Computer Science and Design Thinking (8)</b>	
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide
8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.
<b>Interdisciplinary Connection</b>	
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thoms Jefferson, and Benjamin Franklin toward the development of the United States government.
6.1.4.D.7	Explain the role Governor William Livingston played in the development of New Jersey government.
6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
<b>Cross Cultural Statements/ Mandates (Amistad, Holocaust, LGBT, SEL)</b>	
Relationship Skills	Utilize positive communication and social skills to interact effectively with others.
<div> <div> <b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>What actions, habits, strategies do researchers need to truly understand a topic?</li> <li>Are facts the only way of building understanding of a topic?</li> </ul> </div> <div> <b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Readers recognize that biographies are sometimes written like fiction stories and use what they know about story elements to make sense of biographies.</li> <li>Text features and structures can be used to understand a variety of texts, including biographies.</li> </ul> </div> </div>	
<b>Evidence of Learning</b>	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>One on one conferencing</li> <li>Strategy groups</li> <li>Observation</li> <li>Questioning</li> <li>Discussion</li> <li>Exit tickets</li> <li>Graphic organizer</li> <li>Self assessment</li> </ul> <b>Summative/Benchmark Assessment(s):</b> <ul style="list-style-type: none"> <li>Fountas and Pinnell reading assessment</li> <li>Cold reads</li> </ul> <b>Alternative Assessments:</b> <ul style="list-style-type: none"> <li>Guided reading groups</li> <li>Strategy groups</li> <li>One on one conferences</li> </ul>	

<b>Resources/Materials:</b> Unit read alouds- <ul style="list-style-type: none"> <li>• “Who Was” Series</li> <li>• Assorted biographies</li> </ul> Online resources- <ul style="list-style-type: none"> <li>• Ducksters</li> <li>• BrainPop Jr.</li> <li>• RAZkids</li> <li>• Turtle Diaries</li> </ul>	<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>• Biography</li> <li>• Text Features <ul style="list-style-type: none"> <li>○ Table of Contents</li> <li>○ Index</li> <li>○ Heading</li> <li>○ Subheading</li> <li>○ Bold Words</li> <li>○ Glossary</li> <li>○ Photographs</li> <li>○ Captions</li> <li>○ Diagrams</li> <li>○ Charts</li> <li>○ Graphs</li> </ul> </li> <li>• Text Structures <ul style="list-style-type: none"> <li>○ Sequence</li> <li>○ Compare and Contrast</li> <li>○ Cause and effect</li> </ul> </li> <li>• Story Elements <ul style="list-style-type: none"> <li>○ Setting</li> <li>○ Characters</li> <li>○ Theme/Lesson</li> <li>○ Problem</li> <li>○ Solution</li> </ul> </li> <li>• Boxes and Bullets</li> <li>• Timeline</li> </ul>
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#### Suggested Pacing Guide

Lesson Name/ Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Intro to Biographies	Readers will identify characteristics of biographies.	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"> <li>• Explore biographies</li> </ul>	1 class period
Using online resources	Readers will use a variety of resources to learn about famous people.	Students will be introduced to different concepts/strategies and will implement them in their independent reading books. <ul style="list-style-type: none"> <li>• Explore online resources</li> </ul>	3 class periods
KWL chart	Readers will create a KWL chart to plan their reading.	Students will be introduced to different concepts/strategies and will implement them in their independent reading books.	2 class periods
Text features	Readers will use text features to better read and understand biographies.	Students will be introduced to different concepts/strategies and will implement them in their independent reading books.	2 class periods
Text structures	Readers will use text structures to better read and understand biographies.	Students will be introduced to different concepts/strategies and will implement them in their independent reading books.	2 class periods
Graphic organizers	Readers will organize the information they have gathered while reading.	Students will be introduced to different concepts/strategies and will	4 class periods

		implement them in their independent reading books.	
Topic choice	Readers will review the subjects they have studied thus far and select one to explore further.	Students will be introduced to different concepts/strategies and will implement them in their independent reading books.	1 class period
Gathering and organizing information while reading	Readers will identify and organize important facts while reading.	Students will be introduced to different concepts/strategies and will implement them in their independent reading books.	5 class periods
Create FlipGrid	Readers will make a slideshow to present their information	Students will demonstrate their reading skills and technology skills. <ul style="list-style-type: none"> <li>• Creating flip grid</li> </ul>	2 class periods
Share FlipGrid	Readers will present their slideshow.	Students will demonstrate their reading skills, technology skills and public speaking skills. <ul style="list-style-type: none"> <li>• Flip Grid</li> </ul>	2 class periods
Unit 8 Grammar	Students will learn grammar concepts and apply them to their daily reading and writing.	Students will be introduced to different concepts/strategies and will implement them in their independent reading and writing. <ul style="list-style-type: none"> <li>• Possessives</li> <li>• Subject and object pronouns</li> <li>• Reflexive and possessive pronouns</li> <li>• Context clues</li> </ul>	Daily
Unit 9 Grammar	Students will learn grammar concepts and apply them to their daily reading and writing.	Students will be introduced to different concepts/strategies and will implement them in their independent reading and writing. <ul style="list-style-type: none"> <li>• Dictionary Skills</li> </ul>	Daily
Unit 15	Students will learn spelling patterns and apply them to their daily reading and writing.	Students will be introduced to different concepts/strategies and will implement them in their independent reading and writing. <ul style="list-style-type: none"> <li>• Vowel teams</li> <li>• Spelling of words using vowel teams</li> </ul>	Daily
Unit 16	Students will learn spelling patterns and apply them to their daily reading and writing.	Students will be introduced to different concepts/strategies and will implement them in their independent reading and writing. <ul style="list-style-type: none"> <li>• Vowel teams</li> <li>• Spelling of words using vowel teams</li> </ul>	Daily
Unit 17	Students will learn spelling patterns and apply them to their daily reading and writing.	Students will be introduced to different concepts/strategies and will implement them in their independent reading and writing. <ul style="list-style-type: none"> <li>• Syllable Types</li> <li>• Spelling words using different syllables</li> </ul>	Daily

**Additional Resources:**

Second Grade Student Learning Standards:

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**Differentiation/ Modification Strategies**

<b>Students with Disabilities</b>	<b>English Language Learners</b>	<b>Gifted and Talented Students</b>	<b>Students at Risk</b>	<b>504 Students</b>
<ul style="list-style-type: none"> <li>• Consult with Case Managers and follow IEP</li> <li>• Rephrase questions, directions, and explanations</li> <li>• Allow extended time to answer question</li> </ul>	<ul style="list-style-type: none"> <li>• Assign a buddy, same language or English speaking</li> <li>• Allow errors in speaking</li> <li>• Rephrase questions, directions, and explanations</li> <li>• Allow extended time to answer questions</li> <li>• Accept participation at any level</li> </ul>	<ul style="list-style-type: none"> <li>• Provide extension activities</li> <li>• Build on students' intrinsic motivations</li> </ul>	<ul style="list-style-type: none"> <li>• Consult with Guidance Counselors and follow I&amp;RS procedures/ action plans</li> <li>• Consult with classroom teacher(s) for specific behavior interventions</li> <li>• Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Consult with Case Managers and follow 504 accommodations and modifications</li> <li>• Rephrase questions, directions, and explanations</li> <li>• Allow extended time to answer question</li> </ul>