

School District of South Orange-Maplewood

English Language Arts Reading Curriculum – Grade 2



**South Orange Maplewood
School District
Department of Curriculum &
Instruction**

2017-2018

THE SCHOOL DISTRICT OF SOUTH ORANGE-MAPLEWOOD

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ACKNOWLEDGEMENTS

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the following staff member for their invaluable contributions:

Donna Grohman

Unit Description: Second-Grade Reading Growth Spurt – Book 1

This unit will help you get your second grade reading workshop up and going. Students will learn procedures for participating in their new classroom community, reading independently and working with partners (e.g., how to sit, taking turns, reading together and retelling). They will begin to develop routines for selecting and recording book information. They will analyze habits of good readers, and begin to demonstrate those same habits which include reading independently and silently, actively thinking as a reader by recording thoughts using post-its, as well as staying focused and building stamina by keeping a reading log. As the unit progresses students will develop new strategies to figure out unknown words by applying what they are learning in word study to their independent reading. As the unit wraps up students will continue to work in partnerships to focus on the author's intent by honing in on craft moves, identifying small moments and the lesson in the story. Throughout the month teachers will collect data by using the Teachers College A-Z running records and *Words Their Way* primary spelling inventory.

Reading		
Big Ideas: <i>Course Objectives / Content Statement(s) (Skill Progressions)</i>		
☐ Establish routines, procedures, and expectations for reading time in second grade ☐ Identify strategies for staying focused and building stamina ☐ Identify ways to read and talk about books with partners ☐ Retelling and Monitoring for Sense		Time Line: September - October Duration of Unit: 6 weeks
Performance Standards: Benchmark Instructional Levels: J	Essential Questions	
		Enduring Understandings

What provocative questions will foster inquiry, understanding, and transfer of learning?		What will students understand about the big ideas?
☐ How can I become a strong, independent reader? ☐ How do I monitor my own reading by myself and with my partner?		Students will understand that... ☐ Readers make decisions on how they want their reading life to go. ☐ Readers are always thinking- before, during, and after reading the book. ☐ Readers prepare and plan for partner reading time. ☐ Working with partners helps us become better readers. ☐ There are many ways that readers can help themselves while reading.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)		Examples, Outcomes, Assessments
Students will:		Instructional Focus: Bend I: Taking Charge of Reading Students will become familiar with the routines and procedures for the reading workshop model. They will be reading fiction books at their independent level in order to build upon reading strategies learned in first grade. Students will begin by previewing a text in order to make predictions and support the larger work of helping them synthesize. They will also consider the tone of the book in order to help them read more fluently. The first bend ends with the foundation for partner work. • Readers take charge of their own reading by choosing their own books and how they are going to read them. • Readers take a sneak peek (preview) the book in order to get ready to read it.
NJSLS	Description	
Reading Standards for Literature		
Key Ideas and Details:		
RL.2.1	☐ Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i> and <i>how</i> to demonstrate understanding of key details in a text.	
RL.2.2	☐ Recount stories including fables and folktales from diverse cultures and determine their central message/theme, lesson, or moral.	
RL.2.3	☐ Describe how characters in a story respond to major events and challenges using key details.	

Craft and Structure:		• Readers will build their stamina by setting goals. • Readers identify snap words in order to read in longer phrases. • Readers will remember to think about their books in order to comprehend the story. • Readers use Post-its to mark their thinking about books.
RL.2.4	☐ Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.	
RL.2.5	☐ 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.	
RL.2.6	☐ Acknowledge differences in the points of view of the characters including by speaking in a different voice for each character when reading dialogue aloud.	
Integration of Knowledge and Ideas		
RL.2.7	☐ Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	
Range of Reading and Level of Text Complexity		
RL.2.10	☐ Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.	
Reading Standards: Foundational Skills Phonics and Word Recognition/Fluency:		

RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Know spelling-sound correspondences for common vowel teams. b. Decode regularly spelled two-syllable words with long vowels. c. Decode words with common prefixes and suffixes. d. Identify words with inconsistent but common spelling-sound correspondences. e. Recognize and read grade-appropriate irregularly spelled words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLs		Description	Bend II: Working Hard to Solve Tricky Words Over the course of the second bend, students will see the importance of applying what they learned in word study to reading workshop. Students will not only be able to read, but understand the meaning of words. They will also notice and self-correct errors. • Readers use word-solving strategies to figure out tricky words. • Readers use multiple strategies to figure out tricky words. • Readers use snap words in longer words to figure out unknown words. • Readers use vowel teams in the middle of tricky words to figure out unknown words. • Readers will figure out how to say a word and understand the meaning in the text. • Readers use strategies to self-correct their reading.
Reading Standards for Literature			
Key Ideas and Details:			
RL.2.1	☐	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> and <i>how</i> to demonstrate understanding of key details in a text.	
RL.2.2	☐	Recount stories including fables and folktales from diverse cultures and determine their central message/theme, lesson, or moral.	
RL.2.3	☐	Describe how characters in a story respond to major events and challenges using key details.	
Craft and Structure:			
RL.2.4	☐	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.	
Integration of Knowledge and Ideas:			
RL.2.7	☐	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	
Range of Reading and Level of Text Complexity:			
RL.2.10	☐	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.	



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Reading Standards: Foundational Skills Phonics and Word Recognition/Fluency:	
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. - Know spelling sound correspondences for common vowel teams. - Decode regularly spelled two-syllable words with long vowels. - Decode words with common prefixes and suffixes. - Identify words with inconsistent but common spelling-sound correspondences. - Recognize and read grade-appropriate irregularly spelled words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension. - Read grade-level text with purpose and understanding. - Read grade-level text orally with accuracy, appropriate rate, and expression. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS	Description	Bend III: Paying Close Attention to Authors Students will see the connection between writing and reading workshop. They will identify and understand the purpose of different craft moves that authors use. • Readers will pay attention to author's craft when they write and read. They will notice what the author does, why they do it and how they do it. • Readers will notice an author's craft move that they love, then they will try to use that move in their writing. • Readers will notice the ways the author makes the whole story click together. • When readers finish reading a book and they understand how the parts click together, they can retell to think about the lessons the author wants to teach. • When readers know a lot about a book they can help future readers grow by leaving tips or advice to help them with their reading.
Reading Standards for Literature Key Ideas and Details:		
RL.2.1	☐ Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> and <i>how</i> to demonstrate understanding of key details in a text.	
RL.2.2	☐ Recount stories including fables and folktales from diverse cultures and determine their central message/theme, lesson or moral.	
RL.2.3	☐ Describe how characters in a story respond to major events and challenges using key details.	
Craft and Structure:		
RL.2.4	☐ Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.	
RL.2.5	☐ 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.	
RL.2.6	☐ Acknowledge differences in the points of view of the characters including by speaking in a different voice for each character when reading dialogue aloud.	
Integration of Knowledge and Ideas:		
RL.2.7	☐ Use information gained from the illustrations and words in a print or digital text to	



	demonstrate understanding of its characters, setting, or plot.	
Range of Reading and Level of Text Complexity:		
RL.2.10	☐ Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.	
Reading Standards: Foundational Skills - Fluency:		
RF.2.3	☐ Know and apply grade-level phonics and word analysis skills in decoding words. a. Know spelling sound correspondences for common vowel teams. b. Decode regularly spelled two-syllable words with long vowels. c. Decode words with common prefixes and suffixes. d. Identify words with inconsistent but common spelling-sound correspondences. e. Recognize and read grade-appropriate irregularly spelled words.	
RF.2.4	☐ Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

Formative and Summative (*) Assessments:

Grade 2:

- Tallies or Book Logs
- Writing About Reading, Post-it notes
- Running Records
- End of unit reading celebration: "Celebrate How Much Readers Have Grown!"
- Observation Checklists
- Words their Way Spelling Inventory/Weekly Assessments of Word
- Sorts (Spelling Tests)
- Confering notes/records of conferences, small groups and observations

Instructional Strategies

Interdisciplinary Connections

Correlates to routine units in math, rules and community units in social studies

- ☐ *Community/ Social Studies*

Technology Integration

- ☐ iPad
- ☐ Smartboard
- ☐ ELMO/document projector

Media Literacy Integration

- ☐ <http://www.readworks.org>
- ☐ <http://www.readwritethink.org/classroom-resources/grade/1-2/>

Global Perspectives

Possible Read-Alouds:

- ☐ *The Sandwich Swap* by Queen Rania Al Abdullah
- ☐ *Yoko* by Rosemary Wells



The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Civic Literacy
Professional Resources: ☐ http://www.heinemann.com/myOnlineResources/viewResources.aspx?sku=E07695 ☐ http://readingandwritingproject.org/resources ☐ <i>Second Grade Reading Growth Spurt</i> by Lucy Calkins and Shanna Schwartz ☐ Reading Pathways Mentor Texts: ☐ <i>There Was an Old Lady Who Swallowed a Fly</i> ☐ <i>Katie Woo Has the Flu</i> by Fran Manushkin ☐ <i>Fly Guy</i> Series by Tedd Arnold ☐ <i>Frog and Toad</i> by Arnold Lobel ☐ <i>Cam Jansen</i> Series by David A. Adler ☐ <i>Those Darn Squirrels</i> by Adam Rubin ☐ <i>Mercy Watson to the Rescue</i> by Kate Di Camillo ☐ <i>Magic Tree House</i> Series by Mary Pope Osborne ☐ <i>Stink, the Incredible Shrinking Kid</i> ☐ <i>Fox on the Job</i> by James Marshall ☐ <i>Captain Awesome to the Rescue</i> by Stan Kirby ☐ <i>Mrs. Jafee is Daffy</i> by Dan Gutman	

Unit Description: Growing Word Solving Muscles (If...Then... Unit)

This new second grade unit is meant to follow Unit 1, Second Grade Reading Growth Spurt and precede Unit 2, Becoming Experts: Reading Nonfiction. As students move into second grade and into levels J/K/L, they continue to need support with their word solving skills, which impacts their comprehension of these texts. This short unit will address the needs of your students to hone in on their word solving muscles early in the year, so that they're able to move through the reading process smoothly and can focus on trickier comprehension work that is expected of them at these levels. This abbreviated unit builds on the teaching from the first two bends of Readers Have Big Jobs to Do (First Grade, Book 3)

Reading	
Big Ideas: ☐ Readers Monitor their reading and stop when they encounter difficulty. ☐ Readers are flexible problem solvers. ☐ Readers learn how to use word-solving strategies and draw from those strategies to solve and decode unknown words.	
Performance Standards: Benchmark Instructional Levels: I/J/K	Time Line: October/Early November Duration of Unit: 10-14 days
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> ☐ How can I be the kind of reader who remembers to check my reading, stop when there is trouble, and fix it up using everything I know to solve unknown words? ☐ How can I be the kind of reader who is flexible with my word solving strategies, trying one, and then another, until I figure out the word?	Enduring Understandings <i>What will students understand about the big ideas?</i> Students will understand that... ☐ Readers envision the scene as they read, using the pictures and the words to make a movie in their mind. ☐ Readers stop at the first sign of trouble and try a word solving strategy. ☐ Reading partners work together to solve unknown words.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)		Examples, Outcomes, Assessments
Students will:		Instructional Focus: In this short bend, students will focus on using meaning to problem-solve, by envisioning because there is reduced picture support in books at levels I/J/K Bend I: Roll Up Your Sleeves to Get the Job Done Suggested Mini-Lessons • <u>Readers Make a Picture in their Mind:</u> Readers make mind movies to keep track of what’s happening in the story. • <u>Be the Boss of Your Reading!</u> – Readers stop when things don’t make sense and do something to fix up their reading. They do this by using a word solving strategy. • <u>Do a Triple Check! Readers Monitor their Reading</u> – They this aski themselves, ‘Does that word make sense?’ Then, ‘Does that word sound right?’ Then, does that word look right?’ • <u>Readers Set Goals and Make a Plan</u> – Readers use everything they know to become a stronger reader and make a plan. • <u>Readers Make Predictions About What is Going to Happen Next in the Story</u> – Readers keep track of what is happening in the text since and make predictions. • <u>Readers Reread to Patch Up the Meaning of the Sentence</u> – Readers turn that tricky work into a snap word. • <u>Supporting Each Other</u> – Readers work with partners to navigate through a tricky word or page.
NJSLS	Description	
Progress Indicators for Reading Literature Text: Key Ideas and Details:		
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
NJSLSA.R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RL.2.1.	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	
Craft and Structure:		
RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	
Integration of Knowledge and Ideas:		
NJSLSA.R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	

Range of Reading and Level of Text Complexity		Bend II: Grow Muscles By Using Everything You Know! In the second bend of this unit, students will use their repertoire of ways they've learned to solve tricky words. Students will work with partners to make their reading sound its very best. • <u>Making Mental Movies</u> – Readers use their mental movie to consider what word would make sense. • <u>Readers Crosscheck</u> – They do this by thinking to themselves, 'What word would sound right here?' Then, they crosscheck with the story to check meaning. • <u>Readers Break Unknown Words Apart</u> • <u>Readers Roll Up Their Sleeves and Use All That They Know to Read Unknown Words</u> – They do this by reading snap words in a snap and only slowing down to solve unknown words.
NJSLSA.R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	
RL.2.10.	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.	
<u>Progress Indicators for Reading Foundational Skills :Print Concepts</u> Phonics and Word Recognition		
RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondences for common vowel teams. B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes. D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words.	
Fluency		
RF.2.4.	Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

	<u>Bend III Studying How Characters Change and Grow</u> In this last bend, you will teach your students how to study ways their characters change and grow from the beginning of the book to the end. Students will also think about the lessons the characters (or the readers) learned. • <u>Readers will need more strategies for dealing with unfamiliar vocabulary and phrases.</u> They can work hard to use everything they know how to solve these words, using pictures and thinking about what makes sense. Then they look through the whole word, looking for parts they know. (p. 15) • <u>Reading fluently helps readers understand the whole story better.</u> (p. 15) • <u>Students reflect on how they have grown as readers</u> They use the “We Used to..But now we...” chart. Connect this to how the characters in their books are changing and growing. (p. 16) • <u>Readers notice who is changing in their books</u> (the main character or the secondary characters) They ask themselves questions like, “How did the trouble get fixed?” or “What did the character realize?” to interpret the lesson in the story (p. 17). • <u>With practice readers will start to predict the lesson in the story when they preview a new book.</u> (p. 17) • <u>Readers often think across books with similar lessons.</u> They can group books they have read into groups with common themes and notice other similarities. (p. 18)
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	At the end of this unit, students will hopefully walk in the shoes of different characters, thinking about how they can apply solutions and lesson to their own lives when they face
Technology Integration - Starfall – allows students to play word games and read online texts. http://starfall.com - Storynory – audio books http://storynory.com	
Media Literacy Integration - Ask students to look for specific things when they view videos or read print material, and then ask questions about those items - Build on the intuitive knowledge students have gained from media about the story and character - Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic - Use print materials to practice reading and comprehension skills	
Global Perspectives Smithsonian – This website is great for students to see pictures of something that was mentioned in class. http://www.si.edu/#green	
Formative and Summative (*) Assessments: - Concepts About Print - Letter-Sound Identification - High Frequency Words - Tallies or Book Logs - Writing About Reading - Running Records	
Instructional Strategies Interdisciplinary Connections <i>Correlates to routine units in math, rules and community units in social studies</i> - Read just-right books in the content areas - Use mentor texts to deliver Social Studies content - Apply reading strategies across the content areas	



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The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Multicultural and Cultural Competency Perspectives Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy
Professional Resources: ☐ If... Then... Curriculum: Reading User's Guide, Second Grade, 2017-2018 ☐ The Reading Strategies Book by Jennifer Serravallo ☐ Online resources: www.heinemann.com ☐ Words Their Way (for Word Study Instruction) ☐ Adapted from Summit Public Schools Curriculum Guides www.summit.k12.nj.us/district/curriculum	
Mentor Texts: Those Darn Squirrels, by A. Rubin Those Darn Squirrels Go South, by A. Rubin Henry and Mudge series, by C. Rylant Frog and Toad series, by A. Lobel Read Alouds: Poppleton series, by C. Rylant Fly Guy series, by T. Arnold Ellie Ultra series, by G. Bellisario & J. von Innerebner	Houndsley and Catina, by J. Howe Mercy Watson series, by K. DiCamillo Judy Moody series, by M. McDonald Katie Woo series, by F. Manushkin & T. Lyon



Unit Description: Becoming Experts: Reading Nonfiction – Book 2

This unit is designed to teach second graders strategies for nonfiction reading. Prior to starting the unit, you will need to make sure your library has a rich variety of nonfiction books which will sustain your various levels of readers, as well as books across content areas—social studies, science, math. Students' will be sorting and organizing the classroom library, which will allow them to preview many nonfiction books. As they study and categorize these books, children will make some personal sense of this new genre and acquire a new mental language for it. In the first bend of this unit, the students will preview and ask questions about a topic. You will teach children to read all about their topic. In the second bend, you will teach children to immerse themselves in domain-specific vocabulary. To build up their base of knowledge, you will want children to read as many books on this topic as they can (or have access to). In the third bend of the unit, readers will compare and contrast the information they find in different books about the same topic. You will show children how to capture the undeveloped question that forms while they read, word it more fully, jot it down, bring it to club conversations, think deeper about it, and use it to spur other questions and theories. As this unit wraps up, children will teach their peers all about a topic.

Reading	
Big Ideas: ☐ Getting their minds ready to read nonfiction texts ☐ Anticipating and using vocabulary words in a nonfiction text ☐ Strategies for reading to learn ☐ Read books across a topic ☐ Strategies for accumulating information ☐ Strategies for dealing with nonfiction difficulty	
Performance Standards: Benchmark Instructional Levels: K-L	Time Line: November-December Duration of Unit: 6 - 7 weeks
Essential Questions	Enduring Understandings

<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
☐ How do non-fiction readers read to become smarter about our world and become experts on a topic?	Students will understand that... ☐ Reading nonfiction books make readers become experts. ☐ Nonfiction readers gather information from many sources.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)		Examples, Outcomes, Assessments
Students will:		Instructional Focus: Bend I: Thinking Hard and Growing Knowledge Students learn that they are reading nonfiction to get information. Students will learn the “read, think, read” strategy. Students will stop and question, “What am I learning?” Students consider the new information they learned as they read the text. • Readers pay attention to details and put them together to understand and grow knowledge about a topic. • Readers notice details in a nonfiction text, put the details together and ask questions about the topic. • Readers use the text features, details from the text and their prior knowledge to synthesize information. • Readers preview and make predictions about a nonfiction text. • Readers pay attention to information in a nonfiction text.
NJSLS	Description	
Reading Standards for Informational Text		
Key Ideas and Details		
RI.2.1:	☐ Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> and <i>how</i> to demonstrate understanding of key details in a text.	
RI.2.2:	☐ Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	
RI.2.3:	☐ Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
Integration of Knowledge and Ideas:		
RI.2.7:	☐ Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	
RI.2.8:	☐ Describe and identify the logical connections of how reasons support specific points the	

RI.2.9:	author makes in a text. ☐ Compare and contrast the most important points presented by two texts on the same topic.	
Range of Reading and Level of Text Complexity		
RI.2.10:	☐ Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.	
Foundational Skills Phonics and Word Recognition/Fluency:		
RF.2.3	☐ Know and apply grade-level phonics and word analysis skills in decoding words. a. Know spelling- sound correspondences for common vowel teams. b. Decode regularly spelled two-syllable words with long vowels. c. Decode words with common prefixes and suffixes. d. Identify words with inconsistent but common spelling-sound correspondences. e. Recognize and read grade-appropriate irregularly spelled words.	
RF.2.4	☐ Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	



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Students will:		Bend II: Learning the Lingo of a Topic In this bend students will use phonics and word study strategies to decode topic-specific vocabulary. Students will also use nonfiction text features to understand topic-specific vocabulary. • Readers generate a list of topic specific vocabulary prior to reading about the topic. • Readers identify and comprehend topic specific vocabulary by utilizing text features. • Readers use their prior knowledge and the text to understand topic-specific vocabulary. • Readers use various strategies to comprehend topic specific vocabulary. • Readers go back to texts to deepen their understanding of a topic. • Readers utilize topic-specific vocabulary in conversations with their peers.
NJSLS	Description	
Reading Standards for Informational Text Key Ideas and Details:		
RI.2.1:	☐ Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> and <i>how</i> to demonstrate understanding of key details in a text.	
RI.2.2:	☐ Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	
RI.2.3:	☐ Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
Integration of Knowledge and Ideas:		
RI.2.7:	☐ Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	
RI.2.8:	☐ Describe and identify the logical connections of how reasons support specific points the author makes in a text.	
RI.2.9:	☐ Compare and contrast the most important points presented by two texts on the same topic.	
Range of Reading and Level of Text Complexity:		
RI.2.10:	☐ Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.	
Foundational Skills		
Phonics and Word Recognition/Fluency:		

RF.2.3	☐ Know and apply grade-level phonics and word analysis skills in decoding words. a. Know spelling-sound correspondences for common vowel teams. b. Decode regularly spelled two-syllable words with long vowels. c. Decode words with common prefixes and suffixes. d. Identify words with inconsistent but common spelling-sound correspondences. e. Recognize and read grade-appropriate irregularly spelled words.	
RF.2.4	☐ Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

Students will:		Bend III: Reading Across a Topic In this bend students will continue to preview texts in order to make predictions about a topic. Students will compare and contrast information within a text and across texts.	
NJSLS	Description		
<u>Reading Standards for Informational Text</u> Key Ideas and Details:			
RI.2.1:	☐ Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> and <i>how</i> to demonstrate understanding of key details in a text.	• Readers make predictions about a topic using several different books.	
RI.2.2:	☐ Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	• Readers synthesize information about a topic from reading several books about that topic.	
RI.2.3:	☐ Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	• Readers make connections about a topic by reading several books about that topic.	
Integration of Knowledge and Ideas:		• Readers compare and contrast information across books on the same topic.	
RI.2.7:	☐ Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	• Readers retell information synthesized from several books about the topic.	
RI.2.8:	☐ Describe and identify the logical connections of how reasons support specific points the author makes in a text.	• Readers prepare to teach others about a topic.	
RI.2.9:	☐ Compare and contrast the most important points presented by two texts on the same topic.	• Readers help their peers learn about a topic by guiding them to ask questions about their topic.	
Range of Reading and Level of Text Complexity:			
RI.2.10:	☐ Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.		
Foundational Skills			



Phonics and Word Recognition/Fluency:		
RF.2.3	☐ Know and apply grade-level phonics and word analysis skills in decoding words. a. Know spelling-sound correspondences for additional common vowel teams. b. Decode regularly spelled two-syllable words with long vowels. c. Decode words with common prefixes and suffixes. d. Identify words with inconsistent but common spelling-sound correspondences. e. Recognize and read grade-appropriate irregularly spelled words.	
RF.2.4	☐ Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

Formative and Summative (*) Assessments: • Concepts About Print • High Frequency Words • Tallies or Book Logs • Writing About Reading • Running Records • Conferring notes/records of conferences, small groups and observations • Post-it notes/Readers Notebook Instructional Strategies Interdisciplinary Connections <i>Correlates to routine units in math, rules and community units in social studies</i> ☐ Science units: shadows, gears and electricity ☐ Social Studies: communities, map skills
Technology Integration ☐ Read articles from scholasticnews.com, enchantedlearning.com, or worldbookonline.com. ☐ View video clips online
Media Literacy Integration ☐ Ask students to look for specific things when they view videos or read print material, and then ask questions about those items ☐ Build on the intuitive knowledge students have gained from media about the story and character ☐ Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic
Global Perspectives Possible Read-Alouds: ☐ <i>Africa</i> by Rebecca Hirsch ☐ <i>This is the Way We Play</i> by Amanda Miller ☐ <i>This the Way we Go to School</i> by Amanda Miller ☐ <i>Ah, Music</i> by Alikei ☐ <i>Hello World!</i> by Manya Stojic

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy 21st Century Themes (as applies to content area): Civic Literacy Health Literacy
Professional Resources: ☐ <i>Becoming Experts: Reading Nonfiction</i> by Amanda Hartman, Celena Dangler Larkey, and Lindsay Wilkes ☐ <i>If...Then...Curriculum: Assessment-Based Instruction, Grades K-2</i>, by Lucy Calkins with Elizabeth Moore ☐ <i>A Guide to the Reading Workshop: Primary Grades</i> by Lucy Calkins ☐ Digital resources: www.heineman.com	
Mentor Texts: ☐ <i>Tigers</i> by Laura Marsh ☐ <i>Knights in Shining Armor</i> by Gail Gibbons ☐ <i>Amazing Animals: Tigers</i> by Valerie Bodden	

Unit Description: Studying Characters and Their Stories (If...Then... Unit)

For your second graders, the launch of the unit *Studying Characters and Their Stories* is like visiting an old friend because by now, students have studied characters a few times, both this year and in first grade. Of course, knowing that students have this familiarity with characters may prompt you to worry if they will enter this unit thinking, “Been there, done that.” Fear not. The books your students are reading now, as transitional readers, demand a new kind of attention. They are longer and they include more characters, longer stories, more chapters, and more complex vocabulary. Getting students ready to tackle longer, more complex texts as they move up the levels of complexity is incredibly important work.

In this unit, you will teach students to “read” their characters in order to grow ideas about them. Your main role will be to support your students as they accumulate the story, link chapters and deal with difficulties they encounter.

Reading		
Big Ideas: ☐ Make, confirm, and revise predictions about a character based on what we read. ☐ Use strategies to monitor reading. ☐ Determine characters traits, consider problems and solutions. ☐ Understand that characters change over time. ☐ Characters can teach us lessons	Performance Standards: Benchmark Instructional Levels: H-L Early to Mid-Year	Time Line: January-February Duration of Unit: 6 Weeks
	Essential Questions	Enduring Understandings

<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
☐ How do I really get to know the characters in my book? ☐ How do figure out what an author wants me to learn through a character's journey?	Students will understand that... ☐ We can get to know the character's wants and troubles by tracking them through our books ☐ We get prove a character's traits by providing examples of the way they think, act and talk ☐ Characters feelings can change throughout a book. ☐ Readers find deeper meaning through the changes characters go through from beginning to end and well as what the character learned in the story (the lesson).

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)		Examples, Outcomes, Assessments
Students will:		Instructional Focus: In this bend students will make, confirm, and revise predictions based on what they read, monitor for meaning and identify problem and solutions. Bend 1: Studying Characters Before, During, and After Reading • Readers use everything they already know about how to study the characters in their books and then they read and keep track (jotting on post-its) of the characters in their books. (p. 7) • Readers start to get to know their characters before they even read the first page by previewing (sneak peek) and making predictions about the characters and their stories. (p. 8) • Readers read with their prediction in mind, looking for hints and clues about the problem as they read, and either confirm or revise their predictions. (p. 9) • Readers who read more than one book about the same
<u>Progress Indicators for Reading Literature Text</u>		
Key Ideas and Details:		
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
NJSLSA.R3. RL.2.1.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding	

RL.2.3. of key details in a text. Describe how characters in a story respond to major events and challenges using key details.	character (series books) can use what they know about the character's personality, strengths, and weaknesses to make predictions. (p. 9) • Readers pay close attention to the first chapter of a new book. One helpful strategy is to pause to retell the story (character's name, describe the setting, and important events) then reread the chapter to confirm all that information. Another good reason to reread that chapter is fluency. (p. 9)
Craft and Structure:	
RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	• Readers should learn strategies for accumulating more text. If students need support with summarizing, have them put a Post-it at the end of each chapter to remind them to stop and summarize (one or two sentences) what each section was about. This can also help readers with self-monitoring. If they cannot remember, they will need more modeling about close reading. (p. 10)
Integration of Knowledge and Ideas	
NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	• Readers pay close attention to characters in their books, using all the information the author provides. (pp. 10-11)
Range of Reading and Level of Text Complexity	
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	• Readers pay attention to how a character feels and their overall personality traits by looking for patterns of behavior and how the character reacts to events in the story. Using a vocabulary chart with precise words for character traits can be helpful. (pp. 11-12)
RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.	• When readers finish a book, it is a good time to remember the whole story and think about how the character changed, plan
Progress Indicators for Reading Foundational Skills Print Concepts Phonics and Word Recognition	



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RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondences for common vowel teams. B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes. D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words.	what they will say to their reading partner about the book, and/or think about how the whole book fits together. (pp. 12-13)
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Fluency		Bend II: Getting to Know Characters-Even When It's Hard! In this bend students will learn strategies and specific skills to help them when something about their character is hard to understand. • Readers keep an open mind and search for common ground with characters that are different from themselves. They work hard to do this by paying attention to the characters' motivations, troubles and heart's desires. (p.14) • Readers look closely at parts when a character does something that seems odd and try to figure out exactly what is going on by flagging these spots and working with their partner to make sense of it. (p. 14) • Readers look closely at parts when the book may present more than one way of thinking about a character and think, "Why? What am I missing here?", then they put themselves into that character's shoes to see if they can figure it out. (p. 14)
RF.2.4.	Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. D. Read grade-level text orally with accuracy, appropriate rate, and expression. E. Read grade-level text orally with accuracy, appropriate rate, and expression. F. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

	<u>Bend III Studying How Characters Change and Grow</u> In this last bend, you will teach your students how to study ways their characters change and grow from the beginning of the book to the end. Students will also think about the lessons the characters (or the readers) learned. • Readers will need more strategies for dealing with unfamiliar vocabulary and phrases. They can work hard to use everything they know how to solve these words, using pictures and thinking about what makes sense. Then they look through the whole word, looking for parts they know. (p. 15) • Reading fluently will help them understand the whole story better. (p. 15) • Have students reflect on how they have grown as readers using the “We Used to.., But now we...” chart. Connect this to how the characters in their books are changing and growing. (p. 16) • Readers should notice who is changing in their books (the main character or the secondary characters) and ask themselves questions like, “How did the trouble get fixed?” or “What did the character realized?” to interpret the lesson in the story. (p. 17) • With practice readers will start to predict the lesson in the story when they preview a new book. (p. 17) • Readers often think across books with similar lessons. They can group books they have read into groups with common themes and notice other similarities. (p. 18)
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Grade 2

	• At the end of this unit, students will hopefully walk in the shoes of different characters, thinking about how they can apply solutions and lesson to their own lives when they face similar problems. (p. 18)
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Technology Integration ☐ Using Kidspiration or Inspiration to create a character development map ☐ Use Storybook weaver to create a new scene involving the main character from the story. Media Literacy Integration ☐ Ask students to look for specific points when they view videos or read print material, and then ask questions about those items ☐ Build on the intuitive knowledge students have gained from media about the story and character ☐ Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic ☐ Use print materials to practice reading and comprehension skills Global Perspectives Possible Read-Alouds: ☐ <u>Yoko</u> – Rosemary Wells ☐ <u>Those Shoes</u> – Maribeth Boelts	Formative and Summative (*) Assessments: • Concepts About Print • Letter-Sound Identification • High Frequency Words • Tallies or Book Logs • Writing About Reading • Running Records
Instructional Strategies Interdisciplinary Connections <i>Correlates to routine units in math, rules and community units in social studies</i> • Read just-right books in the content areas • Use mentor texts to deliver Social Studies content • Compare content area ideas and issues to what our characters deal with in our read alouds and mentor texts	

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Multicultural and Cultural Competency Perspectives Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy
Professional Resources: ☐ If... Then... Curriculum: <u>Assessment-Based Instruction by Lucy Calkins with Elizabeth Moore, Units of Study in Reading</u> ☐ <u>The Reading Strategies Book by Jennifer Serravallo</u> ☐ <u>Words Their Way (for Word Study Instruction)</u> ☐ Online resources: https://www.heinemann.com (Use the code in the front of the UOS books) ☐ TCRWP – Teachers College Reading & Writing Project: http://tc:readingandwritingproject.com ☐ Adapted from Summit Public Schools Curriculum Guides	
Mentor Texts: <u>When Sophie Gets Really Angry</u> – Molly Bang <u>Peter's Chair</u> – Ezra Jack Keats <u>Wemberly Worried</u> – Kevin Henkes <u>Lilly's Big Day</u> – Kevin Henkes <u>My Rotten Red Headed Older Brother</u> – Patricia Polacco <u>Each Kindness</u> – Jacqueline Woodson <u>The Recess Queen</u> – Alexis O'Neill <u>Ruby the Copycat</u> – Peggy Rathmann <u>A Bad Case of Stripes</u> – David Shannon	<u>Enemy Pie</u> – Derek Munson <u>Chrysanthemum</u> – Kevin Henkes <u>Pinky & Rex and the Spelling Bee</u> – James Howe <u>Sheila Rae the Brave</u> – Kevin Henkes <u>Dancing in the Wings</u> by Debbie Allen Read Alouds: <u>I Want My Hat</u> by Jon Klassen <u>Stand Tall, Molly Lou Melon</u> by Patty Lovell <u>Ruthie and (Not So) Teen Tiny Lie</u> by Laura Rankin <u>Katie Woo</u> books by Fran Manushkin



Unit Description: Bigger Books Mean Amping Up Reading Power – Book 3

As students move through second grade, the texts they are reading become increasingly complex. In this unit, students will encounter multiple plot lines, varying casts of secondary characters, and a lack of picture supports. This invites students to “amp up” the reading skills and strategies they have been using up to this point. This unit will focus on three key reading skills: fluency, the use of literary language, and strategies for keeping track of the storyline in longer books. The unit culminates with a spotlight on independence as students self-assess and set goals for strengthening their own comprehension while working with their peers through partnerships and goal setting clubs.

This unit will also teach students that readers are active problem solvers. Because of the growing length and complexity of the books they are reading, students will encounter words and phrases they do not understand, and will need a growing repertoire of strategies and skills to read the words on the page and to understand the nuances of the stories. They will continue to adapt their reading skills and strategies to meet the needs of more complex texts in order to be resourceful, independent problem solvers who read with fluency

Reading	
Big Ideas: <i>Course Objectives / Content Statement(s) (Skill Progressions)</i> ☐ Reading with voice and meaning. ☐ Tackling new vocabulary and tricky words with more stamina. ☐ Using strategies to meet the challenges of reading longer books. ☐ Forming goal clubs to help readers support each other.	
Performance Standards: Benchmark Instructional Levels: L/M	Time Line: February-March Duration of Unit: 5-6 weeks

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
☐ How can I make my reading stronger?	Students will understand... ☐ Readers have strategies to figure out tricky words. ☐ Why and how readers monitor for comprehension. ☐ Readers are flexible and resourceful. ☐ Reading fluently helps readers understand ☐ Readers set goals to strengthen their reading

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)		Examples, Outcomes, Assessments
Students will:		Instructional Focus: Bend I: Reading with Fluency In this bend readers will focus on their fluency in order to improve their comprehension. Students will read in longer phrases, use dialogue tags and understand the overall meaning of the text in order to use the appropriate tone of voice when reading a text. This bend ends with a focus on “just right” pacing. • Readers practice rereading a text for stronger fluency. • Readers practice their fluency by reading in longer phrases. • Readers identify and use dialogue tags to read with expression. • Readers match their voices to the meaning of the text. • Readers practice reading at a “just right” pace which
NJSLS	Description	
Reading Standards for Literature Key Ideas and Details:		
RL.2.1	☐ Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> and <i>how</i> to demonstrate understanding of key details in a text.	
RL.2.2	☐ Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson or moral.	
RL.2.3	☐ Describe how characters in a story respond to major events and challenges using key details.	
Craft and Structure		
RL.2.4	☐ Describe how words and phrases (e.g.,	



		allows them to understand what they are reading.
RL.2.6	regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in story, poem or song. ☐ Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	
Integration of Knowledge and Ideas		
RL.2.7	☐ Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	
Range of Reading and Level of Text Complexity		
RL.2.10	☐ Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.	
Foundational Skills		
Phonics and Word Recognition/Fluency:		
RF.2.3	☐ Know and apply grade-level phonics and word analysis skills in decoding words. a. Know spelling-sound correspondences for common vowel teams. b. Decode regularly spelled two-syllable words with long vowels. c. Decode words with common prefixes and suffixes. d. Identify words with inconsistent but common spelling-sound correspondences. e. Recognize and read grade-appropriate irregularly spelled words.	

RF.2.4	☐ Read with sufficient accuracy and fluency to support comprehension. - Read grade-level text with purpose and understanding. - Read grade-level text orally with accuracy, appropriate rate, and expression. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
NJSLS	Description	
Reading Standards for Literature		
Key Ideas and Details:		
RL.2.1	☐ Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> and <i>how</i> to demonstrate understanding of key details in a text.	
RL.2.2	☐ Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson or moral.	
RI.2.3	☐ Describe how characters in a story respond to major events and challenges using key details.	
Craft and Structure:		
RL.2.4	☐ Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in story, poem or song.	
RL.2.6	☐ Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	
Integration of Knowledge and Ideas		
		Instructional Focus: Bend II: Understanding Literary Language Readers practice analyzing literary language in longer text. - Readers focus on the literary language in a text. - Readers practice comparative analysis in a text. - Readers notice figurative language in a text and think about what the author is saying. - Readers identify craft moves in a text.



RL.2.7	☐ Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	
Range of Reading and Level of Text Complexity		
RL.2.10	☐ Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.	
Foundational Skills		
Fluency:		
RF.2.4	☐ Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

Instructional Focus:	
Bend III: Meeting the Challenges of Longer Books	
In this bend readers will use strategies to understand longer books by slowing down and jotting down notes on Post-Its. Students will work in partnerships reading the same text and serve as resource for helping each other.	
	• Readers work in partnerships to better understand the books they are reading. • Readers stop and jot in order to keep track of the story. • Readers stop reading when they don't comprehend a text and slow down, reread and ask questions. • Readers use writing to help them comprehend confusing parts in their text.
NJSLS	Description
Reading Standards for Literature	
Key Ideas and Details:	
RL.2.1	☐ Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> and <i>how</i> to demonstrate understanding of key details in a text.
RL.2.2	☐ Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson or moral.
RL.2.3	☐ Describe how characters in a story respond to major events and challenges using key details.
Craft and Structure:	
RL.2.4	☐ Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in story, poem or song.
RL.2.5	☐ 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.
RL.2.6	☐ Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas	
RL.2.7	☐ Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Range of Reading and Level of Text Complexity	
RL.2.10	☐ Read and comprehend literature,



	including stories and poetry, at grade level text complexity or above with scaffolding as needed.	
Foundational Skills		
Fluency		
RF.2.4	☐ Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
NJSLS	Description	
Reading Standards for Literature		
Key Ideas and Details:		
RL.2.1	☐ Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> and <i>how</i> to demonstrate understanding of key details in a text.	Instructional Focus: Bend IV: Tackling Goals in the Company of Others In this bend students set their reading goals. Students will work in clubs to support one another in reaching their goals. Together in their clubs, students will discuss strategies to reach their goals. Students will celebrate reaching their goals by sharing with others their tips and strategies. • Readers set goals and make a plan to reach those goals. • Readers create plans in order to accomplish their goals in their reading clubs. • Readers work in clubs and give each other feedback in order to meet their goals. • Readers notice what strategies their peers are using and publish their findings.
RL.2.2	☐ Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson or moral.	
RL.2.3	☐ Describe how characters in a story respond to major events and challenges using key details.	
Craft and Structure:		
RL.2.4	☐ Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and	

RL.2.5	meaning in story, poem or song. ☐ Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. ☐ Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	
RL.2.6		
Integration of Knowledge and Ideas		
RL.2.7	☐ Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	
Range of Reading and Level of Text Complexity		
RL.2.10	☐ Read and comprehend literature, including stories and poetry at grade level text complexity or above with scaffolding as needed.	
Foundational Skills: Fluency:		
RF.2.4	☐ Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm/self-correct word recognition and understanding, rereading as necessary.	

Formative and Summative (*) Assessments:

- High Frequency Words
- Tallies or Book Logs
- Writing About Reading
- Running Records
- Conferencing notes/records of conferences, small groups and observations
- Post-it notes/Readers Notebook

Instructional Strategies

Interdisciplinary Connections

Correlates to routine units in math, rules and community units in social studies

- ☐ Community
- ☐ Team building

Technology Integration

- ☐ Chrome books
- ☐ iPads
- ☐ ELMO document projector

Media Literacy Integration

- ☐ Ask students to look for specific things when they view videos or read print material, than ask questions about those items
- ☐ Build on the intuitive knowledge students have gained from media about the story and character

Global Perspectives: Possible Read-Alouds:

- ☐ *Frieda*, by Jonah Winter
- ☐ *dear juno*, by Soyung Pak
- ☐ *The Girl Who Loved Horses*, by Paul Goble
- ☐ *I Lost My Tooth In Africa*, by Penda Diakite



The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy 21st Century Themes (as applies to content area): Civic Literacy Collaborative teaming
Professional Resources: ☐ <i>Bigger Books Mean Amping Up Reading Power</i>, by Lucy Calkins with Lauren Kolbeck and Brianna Parlitsis ☐ <i>If...Then...Curriculum: Assessment-Based Instruction, Grades K-2</i>, by Lucy Calkins with Elizabeth Moore ☐ <i>A Guide to the Reading Workshop: Primary Grades</i> by Lucy Calkins ☐ Digital resources: www.heineman.com Mentor Texts: ☐ <i>Houndsley and Catina</i> by James Howe ☐ <i>Happy Like Soccer</i> by Maribeth Boelts ☐ <i>When Sophie Gets Angry-Really, Really Angry</i> by Molly Bang ☐ <i>Lilly's Purple Plastic Purse</i> by Kevin Henkes ☐ <i>Owl Moon</i> by Jane Yolen ☐ <i>Ruthie and the Not So Teeny Tiny Lie</i> by Laura Rankin ☐ <i>Come on Rain</i> by Karen Hesse ☐ <i>Minnie and Moo Go Dancing</i> by Denys Cazet ☐ <i>Iris and Walter</i> by Elissa Haden Guest ☐ <i>Mercy Watson</i> by Kate DiCamillo ☐ <i>Pinky and Rex</i> by James Howe	

Unit Description: Reading Nonfiction Cover to Cover: Nonfiction Book Clubs (If...Then... Unit)

In this unit students will work to improve their nonfiction reading skills as well as their speaking and listening skills. Students will learn how to read nonfiction books fully and deeply from the first page to the last. Students will move from simply “fact collecting” to a deeper understanding of main ideas and supporting details. Students will be reading longer books and will acquire the strategies to hold onto the important information in the text and let go of the less important material. Students will compare and contrast information and ideas within books, across books, and across baskets.

Reading	
Big Ideas: <i>Students will know...</i> ☐ How to compare, contrast and synthesize information to develop new ideas in information books. ☐ How to have accountable conversations with club members so they can make inferences, revise their thinking, and grow ideas together. ☐ How to compare and contrast two or more books on the same topic.	Time Line: April - May Duration of Unit: 5 Weeks
Performance Standards: Benchmark Instructional Levels: L/M	Enduring Understandings <i>What will students understand about the big ideas?</i>
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> ☐ How can I draw on everything they know about informational reading to understand how the different parts of their books go together? ☐ How can I work together with my book club and add my own thinking to the information we learn from the books we read? ☐ How can I work collaboratively in a book club to hold meaningful conversations, make inferences, and revise our thinking and grow ideas to grown new ideas? ☐ How can I assume a teaching voice when I read so I can share my learning with my reading club?	Students will understand that... ☐ Readers teach their club mates the main idea of what they’ve read. ☐ Readers consider the author’s purpose in writing a book. ☐ Readers read like writers, comparing and contrasting the styles of different books. ☐ Readers respond to the information they learn in books. ☐ Students participate in collaborative conversations with diverse partners.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)		Examples, Outcomes, Assessments
Students will:		Instructional Focus: In this bend, students will work productively in their nonfiction books club building upon reading strategies previously learned. Bend I: Individuals Bring Their Strengths as Nonfiction Readers to Clubs (This unit should take 1 ½ weeks.) - Readers use all that they know to read nonfiction texts. They do this by using the anchor charts in the classroom as a reminder of the work they have been doing all year. - Nonfiction readers don't just <i>read</i> with explaining voices, they <i>talk</i> about the text with explaining voices. - When reading nonfiction books, readers should always be able to make sense of the text. Readers know that if they are having trouble explaining the text to their partner, then, they need to go back and reread, paying closer attention to what the book is mostly about. - Readers get ready to read by taking a tour of all the pages in the book, from cover to cover, to see what kind of text structures the book contains. - Readers break a longer text apart into manageable sections. They do this by using clues in the text such as: headings, new pages, paragraphs, and pictures.
NJSLS	Description	
Progress Indicators for Reading Literature Text		
Key Ideas and Details:		
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
NJSLSA.R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
Craft and Structure:		
NJSLSA.R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
NJSLSA.R5.	Analyze the text structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
NJSLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.	

Integration of Knowledge and Ideas		Bend II: Nonfiction Clubs Add Their Own Ideas to What They Learn In this bend students will generate information and ideas to share with their book clubs. Students can be grouped by interest groups. ** These teaching points will be taught over multiple days. This bend should take 2 weeks. • Readers hold onto the key details in a text. They do this by asking themselves, “Who or what is this mostly about? What is happening? When or where is this taking? Why is this happening? Why is this important? How does this work?” • Readers gather information across an entire book. Readers think “How does this page fit with the one before it?” • Readers know the importance of being prepared for their book clubs. • Readers share information from their books by dramatizing what they see in pictures or what they have imagined as they were reading.
NJSLSA.R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
Range of Reading and Level of Text Complexity		
NJSLSA.R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	
<u>Progress Indicators for Reading Informational Text</u> Key Ideas and Details		
RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	
RI.2.2	Identify the main topic of multi paragraph text as well as the focus of specific paragraphs within the text.	
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
Craft and Structure		
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	
RI.2.4	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.	
RI.2.6	Identify the main purpose of a text, including what	

	the author wants to answer, explain or describe.	Bend III: Nonfiction Clubs Compare and Contrast Information about Topics In the final bend of this unit, students will compare and contrast across texts. Students will analyze the author's craft of how the author conveys information. Students will work together to gain knowledge on the topic chosen. Then children are encouraged to creatively share what they have learned with their peers. This bend should take 1 – 2 weeks. • Readers teach their club mates the main idea of what they've learned in their book. • Readers compare books by naming what each chapter or section was mostly about. Readers notice which books have similar main ideas. • Reading partners hold each other accountable to the information in the text. They do this by prompting each other with questions like, "Where does it say that? Is there another example? Prove it!" • Readers share the information they have learned in their books. They do this by having a "museum" share in which visitors come to hear what they have learned.
Integration of Knowledge and Ideas:		
RI.2.7	Explain how specific illustrations and images (e.g., diagram showing how a machine works) contribute to and clarify text.	
RI.2.9.	Compare and contrast the most important points presented by two texts on the same topic.	
Range of Reading and Level of Text Complexity		
RI.2.10.	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.	
<u>Progress Indicators for Reading Foundational Skills</u>		
Print Concepts		
Phonics and Word Recognition		
RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondences for common vowel teams. B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes. D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words.	
Fluency		



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RF.2.4.	Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
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The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Multicultural and Cultural Competency Perspectives Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy
Professional Resources: ☐ <u>If... Then... Curriculum: Assessment-Based Instruction</u> by Lucy Calkins with Elizabeth Moore, pgs. 91-117, Grade 2 Units of Study in Opinion, Informational and Narrative Writing ☐ A User's Guide for Reading Nonfiction Cover to Cover: Nonfiction Book Clubs (If... Then ...) 2017- 2018 www.readingandwritingproject.org ☐ <u>Becoming Experts: Reading Nonfiction</u> (Unit 2) ☐ Online resources: www.heinemann ☐ <u>Lab Reports and Science Books</u> (Unit 2) ☐ <u>The Reading Strategies Book</u> by Jennifer Serravallo ☐ <u>Words Their Way</u> (for Word Study Instruction) ☐ Adapted from Summit Public Schools Curriculum www.summit.k12.nj.us/district/curriculum	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Multicultural and Cultural Competency Perspectives Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy
Mentor Texts: <u>Ant Cities</u>, by A. Dorros <u>Apples</u>, by G. Gibbons (any Gail Gibbons' book for nonfiction features) <u>Apples and Pumpkins</u>, by A. Rockwell <u>Butterflies and Moths</u>, by B. Kalman <u>Eagle Flight</u>, by G. Heard <u>Super Storms</u>, by S. Simon	<u>Owls</u>, by M. Dunn <u>Rain</u>, by S. Sloan <u>That Sky, That Rain</u>, by C. Otto <u>Sharks</u>, by A. Schreiber <u>Forces and Motion</u>, by J. Graham <u>Sky Tree</u>, by T. Locker & C. Candance <u>A Tree for All Seasons</u>, by R. Bernard

Unit Description: Series Book Clubs – Book 4

This unit is designed to support the reading of series books. Students' comprehension is supported when they encounter familiar characters and places, book after book, throughout a series. A scaffold approach to learning is inherent in the reading of series books and is an alignment with the Common Core Standards. Teaching students to think across books is also good practice to set them up for reading longer, multi-chapter novels. It also builds young reader's stamina. Students will draw on previously learned strategies, and develop new strategies to integrate what they know about a character (or characters) across a series. Children will use this information to understand, predict, and critique a story. They will react and pay attention to the important parts of the story and learn about how stories in series tend to go. They will pay attention to predictable structures that contain familiar, typical elements; these observations will help them predict and understand the characters better. Finally, children will learn to make decisions about what they want to study, and how they will study those things together in reading clubs.

Reading	
Big Ideas: Course Objectives / Content Statement(s) (Skill Progressions) ☐ Thinking across books in a series – noticing patterns, and predicting what will happen ☐ Readers grow ideas by looking across books in a series by comparing and contrasting to push our thinking ☐ Reading series books or just one book can lead us to wonder about a topic ☐ Reading club partnerships help push our thinking as we read.	Time Line: May – June Duration of Unit: 5-6 Weeks
Performance Standards: Benchmark Instructional Levels: M/N	Enduring Understandings <i>What will students understand about the big ideas?</i>
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> ☐ How can I use all that I know about reading fiction to read a series?	Students will understand that... ☐ Reading a book series makes them a character expert. ☐ Reading a book series familiarizes them with a particular author's craft. ☐ Readers form opinions based on their own reading experiences and share those with others.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)		Examples, Outcomes, Assessments
Students will:		Instructional Focus: Bend I: Becoming Experts on Characters In this bend students will work in their series book clubs to become experts on main and secondary characters. Students will study the plot of a story in order to learn more about the characters in the series. • Readers collect information about the main characters in a series. • Readers focus on how characters respond to problems. • Readers notice similarities of characters across a series. • Readers synthesize what they know about a character in order to understand the character better. • Readers think about the things they learned about characters in order to make predictions or inferences. • Readers study the relationship between characters.
NJSLS	Description	
<u>Reading Standards for Literature</u> Key Ideas and Details:		
RL.2.1	☐ Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details. ☐ Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson or moral.	
RL.2.2		
RL.2.3	☐ Describe how characters in a story respond to major events and challenges using key details.	
Craft and Structure:		
RL.2.4	☐ Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song. ☐ 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.	
RL.2.5		
RL.2.6	☐ Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	



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Integration of Knowledge and Ideas	
RL.2.7	☐ Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.
Range of Reading and Level of Text Complexity	
RL.2.9	☐ Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Foundational Skills:	
Fluency:	
RF.2.4	☐ Read with sufficient accuracy and fluency to support comprehension a) Read grade-level text with purpose and understanding. b) Read grade-level text orally with accuracy, appropriate rate with expression. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLs		Description	Bend II: Becoming Experts on Author's Craft In this bend, students will notice craft technique the author uses in a text. Students will identify repeated craft moves in a series. • Readers notice descriptive language throughout a series. • Readers pay attention to the words in the text in order to visualize what is happening in the story. • Readers pay attention to literary language and think about what does the author really means. • Readers think about what they know in a series and apply that when they read other books in that series. • Readers notice the way the words are placed on a page (e.g., font and punctuation) to make the reader understand the story. • Readers identify the lesson of a story.
Reading Standards for Literature			
Key Ideas and Details:			
RL.2.1	☐ Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.		
RL.2.2	☐ Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson or moral.		
RL.2.3	☐ Describe how characters in a story respond to major events and challenges using key details.		
Craft and Structure:			
RL.2.4	☐ Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.		
RL.2.5	☐ 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.		
RL.2.6	☐ Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		
Integration of Knowledge and Ideas			
RL.2.7	☐ Use information from the illustrations and words in a print or digital text to		



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	demonstrate understanding of its characters, setting or plot.	
Range of Reading and Level of Text Complexity		
RL.2.10:	☐ Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.	
Foundational Skills:		
Fluency		
RF.2.4:	☐ Read with sufficient accuracy and fluency to support comprehension. - Read grade-level text with purpose and understanding. - Read grade-level text orally with accuracy, appropriate rate with expression. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

NJSLs		Description
Reading Standards for Literature		
Key Ideas and Details:		
RL.2.1	☐	Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
RL.2.2	☐	Recount stories, including fables and folktales for diverse cultures, and determine their central message/theme, lesson or moral.
RL.2.3	☐	Describe how characters in a story respond to major events and challenges using key details.
Craft and Structure:		
RL.2.4	☐	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in story, poem or song.
RL.2.5	☐	Describe the overall structure of a story, including describing how the beginning introduces the story and ending concludes the action identifying how each successive part builds on earlier sections.
RL.2.6	☐	Acknowledge difference in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas		
RL.2.7	☐	Use information gained from the illustrations and words in print or digital

Bend III: Sharing Opinions with the World In this bend students share the most important information they have learned about a series. Students will invent ways to share these ideas with other students. • Readers invent ways to get others to love a book like they did. • Readers present books to share with other readers. • Readers share books and important information about the books. • Readers debate as a way to share their opinions about a book. • Readers expand on their opinions about a book in a debate.



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		text to demonstrate understanding of its characters, setting or plot.	
Range of Reading and Level of Text Complexity			
RL.2.10	☐	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.	
Foundational Skills:			
Fluency			
RF.2.4	☐	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

	Formative and Summative (*) Assessments: K-2: • Concepts About Print • Letter-Sound Identification • High Frequency Words • Tallies or Book Logs • Writing About Reading • Running Records • Post-It Notes • Conferring Notes a Instructional Strategies Interdisciplinary Connections <i>Correlates to routine units in math, rules and community units in social studies</i> • Students can read nonfiction texts in the content areas and jot down the big ideas for each section on Post-It notes.
	Technology Integration • Work in small groups to create a book club blog
	Media Literacy Integration • Ask students to look for specific elements/ideas when they view videos or read print material and then ask partners to discuss • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic.
ELA Curriculum 2017-2018	Global Perspectives

	Possible Read-Alouds: • Matzo Ball Moon, by L. Newman • Kaminshiban Man, by A. Soy • Jin Woo, by Eve Bunting
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Civic Literacy Health Literacy
Professional Resources: ☐ <i>Series Book Clubs</i>, by Lucy Calkins and Amanda Hartman with colleagues from the Teachers College Reading and Writing Project ☐ <i>If... Then...</i> Curriculum: <i>Assessment-Based Instruction, Grades K-2</i> by Lucy Calkins and Elizabeth Moore ☐ <i>A Guide to the Reading Workshop: Primary Grades</i> by Lucy Calkins ☐ Digital Resources: www.heinemann.com	
Mentor Texts: ☐ <i>Owl Moon</i>, by Jane Yolen ☐ <i>The Stories Julian Tells</i>, by Ann Cameron ☐ <i>Days with Frog and Toad</i>, by Arnold Lobel ☐ <i>Magic Tree</i>, by Mary Pope Osborne	



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