



West Windsor-Plainsboro Regional School District
Reading
Grade 2

**Grade 2 Reading:
Second Grade Reading Growth Spurt**

Content Area: Language Arts

Course & Grade Level: English, Grade 2

Summary and Rationale

This first unit builds excitement around a new year and gets the reading workshop up and running with an introduction to the procedures for participating in a new classroom reading community. Second graders learn to take charge of their own reading and good build habits. They follow the routines, procedures, and expectations for reading workshop. They review and apply what they already know about reading and seek out “just right” books, reflect on their reading lives, and learn to set personal reading goals. Students also practice reading with stamina, engagement, and fluency.

During this unit students are also introduced to the routines of the other components of balanced literacy that take place at other times of the day to support their growth in reading: interactive read aloud, word study, and shared reading.

Recommended Pacing

September (approximately 20 days)

New Jersey Student Learning Standards

Standard RL.2 Reading: Literature

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.2.5	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.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Standard RF.2 Reading: Foundational Skills

RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.

Standard SL.2 Speaking and Listening

SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3	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. DELETE (NOTE: This is more appropriate for Unit 4- Characters & Story Elements Through Fairy Tales and Fiction)
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Standard L.2 Language

L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.6	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).

New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
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CPI #	Cumulative Progress Indicator (CPI)
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
9.4.2.CT.3	Use a variety of types of thinking to solve problems
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
9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic)

New Jersey Student Learning Standards for Computer Science and Design Thinking	
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CPI #	Cumulative Progress Indicator (CPI)
8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.
8.1.2.DA.4	Make predictions based on data using charts or graphs.

Interdisciplinary Standards Social Studies and Math	
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6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.3.2.CivicsPD.1:	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
MP3	Construct viable arguments and critique the reasoning of others.

Instructional Focus	
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Unit Enduring Understandings
<ul style="list-style-type: none"> • Readers learn to read by reading. • Readers are part of a reading community.
Unit Essential Questions
<ul style="list-style-type: none"> • How do readers build good reading habits in order to do their best reading work? • How do learners work together in partnerships and in a reading community?
Objectives

Students will know:

- The expectations, routines, and procedures of reading workshop.
- Strategies for working with and talking to a reading partner and a community of readers.
- Strategies for building stamina and volume.

Students will be able to:

- Follow routines, procedures, and expectations for reading workshop.
- Build stamina for reading in class and at home.
- Think and talk about books with partners, and listen to and discuss stories in a community of readers

Evidence of Learning**Assessment**

- Fountas & Pinnell reading assessment, scored and analyzed
- Conferring notes
- Notes from informal observations
- Student writing about reading (this may include sketches, Post It Notes, etc.)
- Learning Progressions
- Student Checklists (e.g., self-assessments)

Resources**Suggested Resources:**

Allington, R. (2002). *When Kids Can't Read – What Teachers Can Do*. Heinemann.

Calkins, L. (2001). *The Art of Teaching Reading*. Longman.

Calkins, L. (2015). *A Guide to the Reading Workshop: Primary Grades*. Heinemann.

Calkins, L. et. Al. (2015). *If...Then...Curriculum: Grades K-2*. Heinemann.

Calkins, L. et al. (2015). *Reading Pathways Grades K-2: Performance Assessments and Learning Progressions*. Heinemann.

Calkins, L. & Schwartz, S. (2015). *Second-Grade Reading Growth Spurt*. Heinemann.

Nichols, M. (2006). *Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop*. Heinemann.

Pinnell, G.S. & Fountas, I. C. (2011). *The Continuum of Literacy Learning: A Guide to Teaching: Grades PreK-2*. Heinemann.

Pinnell, G.S. & Fountas, I. C. (2001). *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy*. Heinemann.

Serravallo, J. & Goldberg, G. (2007). *Conferring With Readers: Supporting Each Student's Growth & Independence*. Heinemann.

Teachers College Reading & Writing Project at Columbia University. (2019-20). *Curricular Calendars*. <http://readingandwritingproject.org/resources/documents-to-support-units-of-study>

Grade 2 Reading: Growing Word Solving Muscles

Content Area: Language Arts: Reading

Course & Grade Level: English, Grade 2

Summary and Rationale

This unit will teach students that readers are active problem solvers. Children in the beginning and transitional stages of reading encounter words and phrases they do not understand. They need a growing repertoire of strategies and skills to read the words on the page. They also need to learn what it means to be a resourceful, independent problem solver and how to read with fluency. Throughout the unit students learn skills and strategies to do the important work of making meaning alongside word solving.

Recommended Pacing

October (approximately 15 days)

New Jersey Student Learning Standards

Standard RL.2 Reading: Literature

RL2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL2.3	Describe how characters in a story respond to major events and challenges.
RL2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Standard RF.2 Reading: Foundational Skills

RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.

Standard SL.2 Speaking and Listening

SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3	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.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

Standard L.2 Language

L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.
L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe.

New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.

9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement

9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
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New Jersey Student Learning Standards for Technology

8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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Instructional Focus

Unit Enduring Understandings

- Readers monitor for meaning, syntax, and visual information in flexible and resourceful ways, and self-correct at the point of error.
- Readers read to think and learn about the world and themselves, and to communicate with others about what they read.

Unit Essential Questions

- How can readers be resourceful when encountering tricky parts at the word and sentence levels, and throughout the whole text?
- What can readers do to better understand the stories they are reading?

Objectives

Students will know:

- Readers read for meaning and stop when meaning breaks down to problem-solve.
- Readers use all they know about letters and sounds, how stories sound, high frequency words, and monitoring for meaning to read new texts.
- Readers develop an ear for fluent reading and have ways of making their own reading fluent.

Students will be able to:

- Use print strategies flexibly to figure out tricky parts, and monitor for meaning.
- Develop automaticity with high frequency words.
- Read with fluency.

Evidence of Learning

Assessment

- Fountas & Pinnell reading assessment, scored and analyzed
- Conferring notes
- Notes from informal observations
- Student writing about reading (this may include sketches, Post It Notes, etc.)
- Learning Progressions
- Student Checklists (e.g., self-assessments)

Resources**Suggested Resources:**

Allington, R. (2002). *When Kids Can't Read – What Teachers Can Do*. Heinemann.

Calkins, L. (2001). *The Art of Teaching Reading*. Longman.

Calkins, L. (2015). *A Guide to the Reading Workshop: Primary Grades*. Heinemann.

Calkins, L. et. Al. (2015). *If...Then...Curriculum: Grades K-2*. Heinemann.

Calkins, L. et al. (2015). *Reading Pathways Grades K-2: Performance Assessments and Learning Progressions*. Heinemann.

Nichols, M. (2006). *Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop*. Heinemann.

Pinnell, G.S. & Fountas, I. C. (2011). *The Continuum of Literacy Learning: A Guide to Teaching: Grades PreK-2*. Heinemann.

Pinnell, G.S. & Fountas, I. C. (2001). *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy*. Heinemann.

Serravallo, J. & Goldberg, G. (2007). *Conferring With Readers: Supporting Each Student's Growth & Independence*. Heinemann.

Teachers College Reading & Writing Project at Columbia University. (2019-20). *Curricular Calendars*.

<http://readingandwritingproject.org/resources/documents-to-support-units-of-study>

**Grade 2 Reading:
Becoming Experts:
Reading Nonfiction**

Content Area: Language Arts

Course & Grade Level: English, Grade 2

Summary and Rationale

This unit helps students find meaning in informational texts. Children have a natural curiosity about the world. Reading nonfiction taps into that curiosity and enriches children’s lives with information and ideas. The first part of the unit has the students reading a variety of books on topics of interest. They then learn to sort and categorize chunks of text to learn about the topic they are reading about. In the last part of the unit, students will work in reading clubs to envision text and compare and contrast information across categories and texts to grow ideas and ask questions about them rather than simply stating the facts. This unit also helps students to tackle new vocabulary and read nonfiction with fluency and intonation.

Recommended Pacing

November-December (approximately 25 days)

New Jersey Student Learning Standards

Standard: Reading Informational Text

RI.2.1	Ask and answer such questions as who, what, when, why, and how to demonstrate understanding of key details in a text.
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus the 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.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RI.2.5	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.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
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 topics.
RI.2.10	Read and comprehend information texts, including history/social studies, science, and technical texts, at the grade level complexity with scaffolding as needed.

Standard: Reading: Foundational Skills

RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.

Standard: Writing	
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
Standard: Speaking and Listening	
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3	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.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2I.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Standard: Language	
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.
New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement	
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

New Jersey Student Learning Standards for Technology	
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Interdisciplinary Connections	
2.MD.D	Represent and interpret data.
2.MP.2	Reason abstractly and quantitatively.
2.MP.3	Construct viable arguments and critique the reasoning of others.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • We read non-narrative nonfiction for different purposes than we read narratives. • Nonfiction texts have their own text structure. • Readers grow their understanding of nonfiction texts by discussing them with others. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What strategies do we use to read nonfiction texts? • How do we recognize and use nonfiction text features and conventions? • How do we talk in book clubs to discuss informational texts? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • Nonfiction readers read for main and supporting ideas, being aware of what is important and reading with a voice that “pops out” the important information. • Nonfiction texts have features and conventions that help us understand the text. • Readers share information in book clubs to deepen our understanding of text by comparing and contrasting information from different texts on the same topic, and asking questions. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the main idea and supporting details in chunks of text to determine what the author is trying to teach about the subject (importance). • Identify nonfiction features and use them to help them understand a nonfiction text. • Have conversations with others to identify what has been learned (synthesizing) in order to grow new ideas. 	
Evidence of Learning	
Assessment	
<ul style="list-style-type: none"> • Fountas & Pinnell reading assessment, scored and analyzed • Conferring notes • Notes from informal observations • Student writing about reading (this may include sketches, Post It Notes, etc.) • Learning Progressions • Student Checklists (e.g., self-assessments) 	
Resources	
<p>Suggested Resources:</p> <p>Allington, R. (2002). <i>When Kids Can't Read – What Teachers Can Do</i>. Heinemann.</p> <p>Calkins, L. (2001). <i>The Art of Teaching Reading</i>. Longman.</p>	

Calkins, L. (2015). *A Guide to the Reading Workshop: Primary Grades*. Heinemann.

Calkins, L. et. al. (2015). *Becoming Experts: Reading Nonfiction*. Heinemann.

Calkins, L. et. Al. (2015). *If...Then...Curriculum: Grades K-2*. Heinemann.

Calkins, L. et al. (2015). *Reading Pathways Grades K-2: Performance Assessments and Learning Progressions*. Heinemann.

Nichols, M. (2006). *Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop*. Heinemann.

Pinnell, G.S. & Fountas, I. C. (2011). *The Continuum of Literacy Learning: A Guide to Teaching: Grades PreK-2*. Heinemann.

Pinnell, G.S. & Fountas, I. C. (2001). *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy*. Heinemann.

Serravallo, J. & Goldberg, G. (2007). *Conferring With Readers: Supporting Each Student's Growth & Independence*. Heinemann.

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**Grade 2 Reading:
Accelerating Readers' Growth in Longer Fiction Books**

Content Area: Language Arts

Course & Grade Level: English, Grade 2

Summary and Rationale

At this time of the year, second grade readers are moving into longer books that require a different kind of attention. Secondary characters become more important, main characters may have more than one problem, settings change and shift, and new vocabulary is introduced. This unit will help students hold onto their good reading habits while forming the new habits that will help them successfully navigate these longer texts. In the first part of the unit, the focus is on teaching skills and strategies for keeping track of characters and their problems. Part two of the unit shifts the focus to the ongoing monitoring of meaning. Finally, students will continue the work of growing ideas about a character, but now will extend that work to longer books as well as reading within a series.

Recommended Pacing

January - February (approximately 25 days)

New Jersey Student Learning Standards

Standard RL.1 Reading: Literature

RL.2.1	Ask and answer such questions as <i>who, what, where, when, 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.
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.
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.
RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

Standard RF.1 Reading: Foundational Skills

RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.

Standard SL.1 Speaking and Listening

SL.2.1	Participate in collaborative conversation with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.3	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.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.2.6	Produce complete sentences when appropriate to task and situation.
Standard 3.1 Language	
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.4	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.
L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.2.6	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., <i>When other kids are happy that makes me happy</i>).
New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement	
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
New Jersey Student Learning Standards for Technology	
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Readers study the characters in books to help them better understand themselves and the world. • Readers continuously monitor their understanding of the story. • Characters are the same and different throughout stories and across different books in a series. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How do readers keep track of the characters and their problems in longer books? • How do readers make sure they have a clear picture of all that is happening across the big parts of the story? • How do readers grow ideas about characters in one story and across different books? 	
Objectives	
Students will know:	
<ul style="list-style-type: none"> • Readers pay attention to patterns within a text or across a series to predict and understand characters, inferring in order to understand the character’s thoughts, feelings, and motivations in longer books. • Readers read and pause, read and pause, read and pause, asking, “How does this part go with what I’ve already read?” 	

- Readers study characters to understand the story better across longer books, and as they read in a series about those characters.

Students will be able to:

- Follow characters and their problems by tracking the problem, predicting what might happen next and checking those predictions to revise or confirm, keeping track of “where” and “when”, retelling the important parts, and connecting parts of the story together.
- Readers make a clear picture of the story as they read by making a movie to picture what’s happening, rereading to learn more about the characters, paying attention to other characters, bringing the character to life, and explaining and thinking about new words.
- Readers keep track of how characters grow and change across longer books by noticing when feelings change, talking about lessons learned, comparing and contrasting books together with their partners.

Evidence of Learning

Assessment

- Fountas & Pinnell reading assessment, scored and analyzed
- Conferring notes
- Notes from informal observations
- Student writing about reading
- Learning Progressions
- Student Checklists (e.g., self-assessments)

Resources

Suggested Resources:

Allington, R. (2002). *When Kids Can't Read – What Teachers Can Do*. Heinemann.

Calkins, L. (2001). *The Art of Teaching Reading*. Longman.

Calkins, L. (2015). *A Guide to the Reading Workshop: Primary Grades*. Heinemann.

Calkins, L. et. Al. (2015). *If...Then...Curriculum: Grades K-2*. Heinemann.

Calkins, L. et al. (2015). *Reading Pathways Grades K-2: Performance Assessments and Learning Progressions*. Heinemann.

Nichols, M. (2006). *Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop*. Heinemann.

Pinnell, G.S. & Fountas, I. C. (2011). *The Continuum of Literacy Learning: A Guide to Teaching: Grades PreK-2*. Heinemann.

Serravallo, J. & Goldberg, G. (2007). *Conferring With Readers: Supporting Each Student's Growth & Independence*. Heinemann.

Teachers College Reading & Writing Project at Columbia University. (2019-20). *Curricular Calendars*. <http://readingandwritingproject.org/resources/documents-to-support-units-of-study>

**Grade 2 Unit 2 Reading:
Bigger Books Mean Amping Up Reading Power**

Content Area: Language Arts: Reading

Course & Grade Level: English, Grade 2

Summary and Rationale

Building on the work done in the previous unit of study, this unit continues to support students who are reading longer and more complex fictional stories. In the first part of the unit, students will work on ways to read their longer books more fluently, trying out many strategies to improve pace, phrasing, and intonation. The second part of the unit focuses on ways to work with literary language, monitoring and inferring for meaning as they read. The importance of thinking aloud during whole-class read alouds, and work with shared reading texts will be critical in helping students develop these skills. Next, the unit turns attention toward helping students accumulate and synthesize information across chapters. Finally, students will have an opportunity to transfer all they've learned as they work in book clubs, self-assessing, setting goals for themselves, and working collaboratively with their peers.

Recommended Pacing

February (approximately 20 days)

New Jersey Student Learning Standards

Standard RL.2 Reading: Literature

RL2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL2.3	Describe how characters in a story respond to major events and challenges.
RL2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Standard RF.2 Reading: Foundational Skills

RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.

Standard SL.2 Speaking and Listening

SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3	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.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

Standard L.2 Language

L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.
L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe.

Instructional Focus

Unit Enduring Understandings

- Reading with fluency helps readers understand their stories better.
- Longer stories use more complex language.
- Longer stories require readers to use their good reading habits differently.
- Readers are part of a community.

Unit Essential Questions

- How does reading with fluency and expression help readers?
- What strategies do readers use to better understand their longer stories?
- How can readers be resourceful when encountering longer stories?
- How do readers participate in a community of readers to deepen their comprehension?

Objectives

Students will know:

- Readers use a variety of strategies for reading fluently.
- Readers pay careful attention to literary language.
- Readers use all they know to keep track of longer books, even when they tricky.
- Readers participate in book clubs to set goals, give and receive feedback, and celebrate their reading.

Students will be able to:

- Improve their pace, phrasing, and intonation as they read longer books.
- Recognize and understand literary language by understanding comparisons, playing with words, and identifying special language.
- Keep track of longer stories by previewing, predicting and confirming/revising, reading aloud to themselves or others, reading the same book as a partner, or reading in a series.
- Work in book clubs to set personal and group goals, give and receive feedback, and celebrate their reading.

Evidence of Learning

Assessment

- Fountas & Pinnell reading assessment, scored and analyzed
- Conferring notes
- Notes from informal observations
- Student writing about reading (this may include sketches, Post It Notes, etc.)
- Learning Progressions
- Student Checklists (e.g., self-assessments)

Resources

Suggested Resources:

Allington, R. (2002). *When Kids Can't Read – What Teachers Can Do*. Heinemann.

Calkins, L. (2001). *The Art of Teaching Reading*. Longman.

Calkins, L. (2015). *A Guide to the Reading Workshop: Primary Grades*. Heinemann.

Calkins, L, Kolbeck, L. & Parlitsis, B. (2015). *Bigger Books Mean Amping Up Reading Power*. Heinemann.

Calkins, L. et. Al. (2015). *If...Then...Curriculum: Grades K-2*. Heinemann.

Calkins, L. et al. (2015). *Reading Pathways Grades K-2: Performance Assessments and Learning Progressions*. Heinemann.

Nichols, M. (2006). *Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop*. Heinemann.

Pinnell, G.S. & Fountas, I. C. (2011). *The Continuum of Literacy Learning: A Guide to Teaching: Grades PreK-2*. Heinemann.

Serravallo, J. & Goldberg, G. (2007). *Conferring With Readers: Supporting Each Student's Growth & Independence*. Heinemann.

Teachers College Reading & Writing Project at Columbia University. (2019-20). *Curricular Calendars*. <http://readingandwritingproject.org/resources/documents-to-support-units-of-study>

**Grade 2 Reading:
Reading Nonfiction Cover to Cover**

Content Area: Language Arts Reading

Course & Grade Level: English, Grade 2

Summary and Rationale

At this point in the year, our second grade readers are ready to read longer and more complex nonfiction texts. They will need new strategies that will allow them to acquire new information, and then use it to grow their understanding of a topic across multiple texts. They will move from “fact collecting” to a deeper understanding of main ideas and supporting information. In addition, this unit will allow them to work on their listening and speaking skills.

Recommended Pacing

February - April (approximately 30 days)

New Jersey Student Learning Standards

Standard RL.2 Reading: Literature

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.2.3	Describe how characters in a story respond to major events and challenges.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
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.
RRLTC.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Standard RI.2 Reading Informational Text

RI.2.1	Ask and answer such questions as who, what, when, why, and how to demonstrate understanding of key details in a text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topics or subject area.
RI.2.5	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.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.7	Explain how specific images contribute to and clarify a text.
RI.2.10	By the end of the year, read and comprehend information texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Standard RF.2. Reading: Foundational Skills

RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
Standard SL.2 Speaking and Listening	
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.3.3	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.
Standard L.2 Language	
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.
L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement	
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
New Jersey Student Learning Standards for Technology	
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Interdisciplinary Connections	
2.MD.D	Represent and interpret data.
2.MP.2	Reason abstractly and quantitatively.
2.MP.3	Construct viable arguments and critique the reasoning of others.
Instructional Focus	
Unit Enduring Understandings	

- Nonfiction texts come in many different forms and styles.
- Readers use a wide variety of strategies to learn about a topic.

Unit Essential Questions

- How do authors teach others about a topic?
- What strategies do readers use when reading nonfiction?

Objectives

Students will know:

- There are strategies readers use to read to learn.
- Reading information text can lead us to important questions and answers, and grow our learning.
- Readers collaborate with peers to gather information on a topic and teach others about that topic

Students will be able to:

- Use strategies for reading informational text before, during and after reading or watching video on a topic including how to understand new vocabulary.
- Grow their understanding of a topic by asking and answering questions and adding their own ideas to their developing understanding.
- Work with partnerships and small groups to learn about a topic, and prepare for and present their learning on a topic.

Evidence of Learning

Assessment

- Fountas & Pinnell reading assessment, scored and analyzed
- Conferring notes
- Notes from informal observations
- Student writing about reading (this may include sketches, Post It Notes, etc.)
- Learning Progressions
- Student Checklists (e.g., self-assessments)

Resources

Suggested Resources:

Allington, R. (2002). *When Kids Can't Read – What Teachers Can Do*. Heinemann.

Calkins, L. (2001). *The Art of Teaching Reading*. Longman.

Calkins, L. (2015). *A Guide to the Reading Workshop: Primary Grades*. Heinemann.

Calkins, L. et. Al. (2015). *If...Then...Curriculum: Grades K-2*. Heinemann.

Calkins, L. et al. (2015). *Reading Pathways Grades K-2: Performance Assessments and Learning Progressions*. Heinemann.

Nichols, M. (2006). *Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop*. Heinemann.

Pinnell, G.S. & Fountas, I. C. (2011). *The Continuum of Literacy Learning: A Guide to Teaching: Grades PreK-2*. Heinemann.

Pinnell, G.S. & Fountas, I. C. (2001). *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy*. Heinemann.

Serravallo, J. & Goldberg, G. (2007). *Conferring With Readers: Supporting Each Student's Growth & Independence*. Heinemann.

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Grade 2 Reading: Series Book Clubs

Content Area: Language Arts

Course & Grade Level: English, Grade 2

Summary and Rationale

This unit encourages students to step into the shoes of characters as if seeing through his or her eyes. Students learn to work in series based reading clubs reading closely, asking key questions in an effort to infer characters' roles. They also envision as they read, making movies in their mind and read with fluency, increasing authority and intonation, through rereading aloud. According to Timothy Rasinski, children's rate of reading needs to progress from approximately 30 to 50 words per minute in the fall of second grade (which often means they are reading in short two to three word phrases) to reading more like 70-100 words per minute (and reading in longer phrases) in the spring. So it is especially important for second graders to learn to read more quickly, and expressively, with intonation that suggests and supports comprehension.

Recommended Pacing

April - May (approximately 20 days)

New Jersey Student Learning Standards

Standard RL.2 Reading: Literature

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, lesson, or moral.
RL.2.3	Describe how characters in a story respond to major events and challenges.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
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.
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.
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Standard RF.2 Reading: Foundational Skills

RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
FRF.2.4	Read with sufficient accuracy and fluency to support comprehension.

Standard SL.2 Speaking and Listening

SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
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SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3	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.
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Standard L.2 Language

L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SL.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.
SL.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
SL.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.

9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement

9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
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New Jersey Student Learning Standards for Technology

8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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Instructional Focus

Unit Enduring Understandings

- Readers study the characters in books across a series to help them better understand themselves and the world.
- Authors communicate important lessons through the craft moves they make.
- Discussing books in a series in book clubs helps deepen our understanding.

Unit Essential Questions

- How do series go?
- What strategies do readers use across a series?
- How do reading clubs help us as readers?

Objectives

Students will know:

- Readers look across books in a series to understand the characters more deeply.
- Readers study the author's craft to help them deepen their understanding of the stories in a series.
- Readers grow their thinking by sharing their ideas with members of their book clubs.

Students will be able to:

- Develop, test and revise theories about characters across books in a series.
- Pay close attention to the craft moves authors make, and why they made those choices.
- Develop opinions about the series books they are reading, and share and revise their thinking.

Evidence of Learning

Assessment

- Fountas & Pinnell reading assessment, scored and analyzed
- Conferring notes
- Notes from informal observations
- Student writing about reading (this may include sketches, Post It Notes, etc.)
- Learning Progressions
- Student Checklists (e.g., self-assessments)

Resources

Suggested Resources:

Allington, R. (2002). *When Kids Can't Read – What Teachers Can Do*. Heinemann.

Calkins, L. (2001). *The Art of Teaching Reading*. Longman.

Calkins, L. (2015). *A Guide to the Reading Workshop: Primary Grades*. Heinemann.

Calkins, L. et. Al. (2015). *If...Then...Curriculum: Grades K-2*. Heinemann.

Calkins, L. et al. (2015). *Reading Pathways Grades K-2: Performance Assessments and Learning Progressions*. Heinemann.

Hartman, A. et. Al (2015). *Series Book Clubs*. Heinemann.

Nichols, M. (2006). *Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop*. Heinemann.

Pinnell, G.S. & Fountas, I. C. (2011). *The Continuum of Literacy Learning: A Guide to Teaching: Grades PreK-2*. Heinemann.

Pinnell, G.S. & Fountas, I. C. (2001). *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy*. Heinemann.

Serravallo, J. & Goldberg, G. (2007). *Conferring With Readers: Supporting Each Student's Growth & Independence*. Heinemann.

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**Grade 2 Reading:
Choose Your Own Adventure:
Independent Reading**

Content Area: Language Arts
Course & Grade Level: English, Grade 2

Summary and Rationale

One of the outcomes we most want for our students is that they become lifelong learners. As they move into this unit focusing on independent reading projects, we put the spotlight squarely on this goal. The opportunity for repeated practice of these reading and thinking moves will continue to support their growth and, as we all know, success feeds on itself. Students will take control of their reading lives in the classroom by choosing a reading goal for themselves, deciding what evidence will allow them to show their growth, selecting the materials they will need and then - reading, reading, reading!

Recommended Pacing

May – June (approximately 22 days)

New Jersey Student Learning Standards

Standard RL.2: Reading Literature

RL.2.1	Refer to details and examples in a text when explaining what the text says explicitly and when Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
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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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Standard SL.2: Speaking and Listening

SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
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New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
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CRP2	Apply appropriate academic and technical skills.
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CRP4	Communicate clearly and effectively and with reason.
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9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement

9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
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New Jersey Student Learning Standards for Technology

8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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Interdisciplinary Connections

2.MD.D	Represent and interpret data.
2.MP.2	Reason abstractly and quantitatively.
2.MP.3	Construct viable arguments and critique the reasoning of others.

Instructional Focus

Unit Enduring Understandings

- People read to understand themselves, others, and the world around them.
- Readers are part of a larger community of readers.

Unit Essential Questions

- Why do people read?
- How do readers improve their reading skills and strategies?

Objectives

Students will know:

- Readers read with a focus or purpose in mind, monitoring their understanding as they progress through texts.
- Readers create goals for themselves grounded in a topic of interest and/or goals they’ve set for themselves.

Students will be able to:

- Independently identify the work that needs to be done based on the requirements of the text they are reading.
- Demonstrate the application of reading skills and strategies needed for their particular texts and goals.

Evidence of Learning

Assessment

- Fountas & Pinnell reading assessment, scored and analyzed
- Conferring notes
- Notes from informal observations
- Student writing about reading (this may include sketches, Post It Notes, etc.)
- Learning Progressions
- Student Checklists (e.g., self-assessments)

Resources

Suggested Resources:

Allington, R. (2002). *When Kids Can’t Read – What Teachers Can Do*. Heinemann.

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Calkins, L. (2015). *A Guide to the Reading Workshop: Primary Grades*. Heinemann.

Calkins, L. et. Al. (2015). *If...Then...Curriculum: Grades K-2*. Heinemann.

Calkins, L. et al. (2015). *Reading Pathways Grades K-2: Performance Assessments and Learning Progressions*. Heinemann.

Nichols, M. (2006). *Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop*. Heinemann.

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Serravallo, J. & Goldberg, G. (2007). *Conferring With Readers: Supporting Each Student’s Growth & Independence*. Heinemann.

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