

# Reading Grade 2 Trimester 1

Content Area: **ELA**  
Course(s): **ELA Grade 1**  
Time Period: **MP1**  
Length: **45**  
Status: **Published**

## **NJSLS ELA**

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SL.PE.2.1: A - Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussions).

RL.CR.2.1 Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

L.RF.2.4: A - Read grade-level text with purpose and understanding

L.RF.2.4: B - Read grade-level text orally with accuracy, appropriate rate, and expression

L.RF.2.4: C - Use context to confirm or self-correct word recognition and understanding, rereading as necessary

L.KL.2.1: A - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

L.KL.2.1: B - Compare formal and informal uses of English

L.VL.2.2: A - Use sentence-level context as a clue to the meaning of a word or phrase.

SL.PE.2.1: B - Build on others' talk in conversations by linking their explicit comments to the remarks of others.

RL.IT.2.3 - Describe how characters in a story respond to major events and challenges using key details within a text.

RI.IT.2.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

L.2.2: E - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

SL.11.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CI.2.2 - Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures).

RI.CI.2.2 - Recount a text in oral and written form and determine the main topic (in multi-paragraph informational text, focusing on specific paragraphs).

L.VL.2.2: D - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

L.VL.2.2: C - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g.

addition, additional).

RL.PP.2.5 - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialog aloud.

RL.PP.2.5 - Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe

L.VI.2.3: A - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

RL.MF.2.6 - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RI.MF.2.6 - Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text

L.VI.2.3: B - Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

RI.AA.2.7 Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RL.CT.2.8 Compare and contrast literary versions of the same story (e.g., Cinderella Stories) by different authors or from different cultures.

T.2.8 Compare and contrast two informational versions of the same idea or topic by different authors or from different cultures.

L.VI.2.3: C - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RI.AA.2.7 Describe and identify the logical connections of how reasons support specific points the author makes in a text.

## **Rationale and Transfer Goals**

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### **SL.PE.2.1 A: Follow agreed-upon norms for discussions**

**Rationale:** Establishing norms for discussions helps create a respectful and productive classroom environment. It teaches students how to communicate effectively, listen actively, and engage in conversations in a way that values everyone's contributions.

**Transfer Goals:** Students will use discussion norms to contribute thoughtfully in group work and class discussions, ensuring that all voices are heard and respected.

### **RL.CR.2.1: Ask and answer questions to demonstrate understanding of key details in an informational text**

**Rationale:** Asking and answering questions about a text helps deepen comprehension and ensures that students can identify and understand important details. It encourages active reading and critical thinking.

**Transfer Goals:** Students will apply questioning techniques to explore and understand texts across different subjects, enhancing their ability to engage with and retain information.

### **L.RF.2.4 A: Read grade-level text with purpose and understanding**

**Rationale:** Reading with purpose and understanding ensures that students are not only able to decode words but also grasp the meaning and significance of the text. It promotes meaningful reading experiences.

**Transfer Goals:** Students will approach reading tasks with a clear focus and purpose, enhancing their ability to understand and analyze a variety of texts.

### **L.RF.2.4 B: Read grade-level text orally with accuracy, appropriate rate, and expression**

**Rationale:** Reading with accuracy, appropriate rate, and expression improves fluency and helps students convey meaning effectively. It enhances the reading experience for both the reader and the audience.

**Transfer Goals:** Students will read aloud in a manner that demonstrates their understanding of the text, which supports their participation in class activities and discussions.

### **L.RF.2.4 C: Use context to confirm or self-correct word recognition and understanding**

**Rationale:** Using context to confirm or correct word recognition helps students become more independent readers. It allows them to make sense of words and their meanings without relying solely on external aids.

**Transfer Goals:** Students will independently solve reading challenges by using context clues to understand and correct words in texts.

### **L.KL.2.1 A: Use words and phrases acquired through conversations, reading, and responding to texts**

**Rationale:** Utilizing new words and phrases from various sources helps expand vocabulary and improves language skills. It supports more effective communication and expression.

**Transfer Goals:** Students will incorporate newly learned words and phrases into their writing and speaking tasks, enhancing their communication skills.

### **L.KL.2.1 B: Compare formal and informal uses of English**

**Rationale:** Understanding the differences between formal and informal English helps students choose the appropriate language for different contexts. It supports effective communication and understanding of social norms.

**Transfer Goals:** Students will use formal language in academic and professional contexts and informal language in casual interactions, reflecting an understanding of context-appropriate communication.

### **L.VL.2.2 A: Use sentence-level context as a clue to the meaning of a word or phrase**

**Rationale:** Using sentence-level context helps students deduce the meaning of unfamiliar words, promoting

independent reading and comprehension.

**Transfer Goals:** Students will use contextual clues to infer meanings while reading, enhancing their ability to comprehend and engage with diverse texts.

**SL.PE.2.1 B:** Build on others' talk in conversations

**Rationale:** Building on others' comments helps advance conversations and shows active listening. It encourages collaborative dialogue and mutual understanding.

**Transfer Goals:** Students will effectively participate in discussions by connecting their responses to what others have said, supporting a collaborative learning environment.

### **RL.IT.2.3: Describe how characters in a story respond to major events and challenges**

**Rationale:** Analyzing characters' responses helps students understand story development and character motivations. It supports deeper comprehension of narrative elements.

**Transfer Goals:** Students will describe character responses to events in stories, supporting their analysis of texts and participation in literary discussions.

### **RI.IT.2.3: Describe the connection between a series of historical events, scientific ideas, or steps in a sequence**

**Rationale:** Understanding connections between events or ideas helps students grasp the overall structure and flow of information in informational texts.

**Transfer Goals:** Students will explain how events or concepts are related in informational texts, aiding their comprehension and analysis of content.

### **L.2.2 E: Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases**

**Rationale:** Using glossaries and dictionaries helps students find definitions and clarify meanings of unfamiliar words, promoting independent learning and vocabulary growth.

**Transfer Goals:** Students will use reference tools to look up and understand new words encountered in texts, improving their reading comprehension and writing skills.

### **SL.11.2.2: Recount or describe key ideas or details from a text read aloud or presented orally**

**Rationale:** Recounting or describing key ideas helps students demonstrate comprehension and retain important information from oral or read-aloud texts.

**Transfer Goals:** Students will recount and describe key details from texts and presentations, supporting their participation in discussions and assessments.

## **CI.2.2: Recount a text in oral and written form and determine the central message**

**Rationale:** Recounting a text and determining its central message helps students understand and communicate the main ideas and themes of literary works.

**Transfer Goals:** Students will recount stories and determine central messages in both oral and written formats, enhancing their literary analysis and communication skills.

## **RI.CI.2.2: Recount a text in oral and written form and determine the main topic**

**Rationale:** Recounting and identifying the main topic helps students understand and convey the core focus of informational texts, supporting their comprehension and analytical skills.

**Transfer Goals:** Students will recount and identify main topics in texts, supporting their ability to engage with and present information in academic settings.

## **L.VL.2.2 D: Use knowledge of the meaning of individual words to predict the meaning of compound words**

**Rationale:** Understanding how compound words are formed from individual words helps students deduce meanings and enhance their vocabulary skills.

**Transfer Goals:** Students will use their knowledge of individual words to understand and interpret compound words in texts, improving their reading and vocabulary skills.

## **L.VL.2.2 C: Use a known root word as a clue to the meaning of an unknown word with the same root**

**Rationale:** Using known root words helps students infer the meanings of related words, expanding their vocabulary and understanding of word formation.

**Transfer Goals:** Students will use root word knowledge to understand and analyze unfamiliar words in texts, enhancing their reading and language skills.

## **RL.PP.2.5: Acknowledge differences in the points of view of characters**

**Rationale:** Recognizing different points of view helps students understand characters' perspectives and motivations, enriching their reading experience and comprehension.

**Transfer Goals:** Students will acknowledge and discuss different character perspectives in literature, supporting their literary analysis and comprehension.

## **RL.PP.2.5: Identify the main purpose of a text**

### **Rationale:**

- **Purpose:** Identifying the main purpose of a text helps students understand the author's intent and the central message of the work, supporting deeper comprehension.
- **Importance:** This skill is critical for analyzing and engaging with texts effectively, enhancing overall reading and critical thinking abilities.

**Transfer Goals:** Students will determine the main purpose of texts in various subjects, aiding in their ability to analyze and discuss content.

## **L.VI.2.3 A: Identify real-life connections between words and their use**

**Rationale:** Making real-life connections between words and their use helps students understand and apply vocabulary in practical contexts, enhancing their language skills.

**Transfer Goals:** Students will identify and use vocabulary in real-life contexts, improving their ability to communicate and understand various concepts.

## **RL.MF.2.6: Use information from illustrations and words to understand characters, setting, or plot**

**Rationale:** Combining information from illustrations and text helps students build a complete understanding of a story's elements, supporting comprehension and analysis.

**Transfer Goals:** Students will use both text and illustrations to analyze and discuss literary elements, improving their ability to understand and interpret stories.

## **RI.MF.2.6: Explain how specific illustrations and images contribute to and clarify a text**

**Rationale:** Understanding how illustrations and images clarify texts helps students appreciate the role of visual elements in enhancing comprehension and conveying information.

**Transfer Goals:** Students will explain how images and illustrations contribute to their understanding of texts, enhancing their analytical and interpretative skills.

## **L.VI.2.3 B: Distinguish shades of meaning among closely related verbs and adjectives**

**Rationale:** Understanding the subtle differences between closely related words helps students use language more precisely and effectively.

**Transfer Goals:** Students will use their understanding of word nuances to improve their writing and verbal communication, contributing to more precise and effective expression.

## **RI.AA.2.7: Describe and identify the logical connections of how reasons support specific points the author makes**

**Rationale:** Analyzing how reasons support points in a text helps students understand and evaluate arguments

and explanations, promoting critical thinking.

**Transfer Goals:** Students will describe and identify how reasons support points in informational texts, enhancing their analytical and evaluative skills.

### **RL.CT.2.8: Compare and contrast literary versions of the same story**

**Rationale:** Comparing and contrasting different versions of a story helps students understand variations in storytelling and cultural perspectives, enriching their literary analysis.

**Transfer Goals:** Students will compare and contrast literary versions of stories to analyze differences and similarities, supporting their understanding of narrative elements and cultural perspectives.

### **T.2.8: Compare and contrast two informational versions of the same idea or topic**

**Rationale:** Comparing and contrasting informational texts helps students understand different perspectives and approaches to the same topic, enhancing critical thinking and analysis.

**Transfer Goals:** Students will compare and contrast informational texts to analyze and discuss various approaches to the same topic, supporting their research and analytical skills.

### **L.VI.2.3 C: Describe how words and phrases supply rhythm and meaning in a story, poem, or song**

**Rationale:** Understanding how words and phrases contribute to rhythm and meaning enhances students' appreciation of literary and poetic elements, supporting engagement with diverse texts.

**Transfer Goals:** Students will describe and analyze how rhythm and meaning are created in texts, enhancing their literary analysis and creative writing skills.

### **RI.AA.2.7: Describe and identify the logical connections of how reasons support specific points the author makes**

**Rationale:** Understanding how reasons support points helps students critically analyze texts and evaluate the strength of arguments and explanations.

**Transfer Goals:** Students will describe and identify how reasons support points in texts, supporting their analytical and evaluative skills.

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## **Enduring Understandings**

## Speaking and Listening

### SL.PE.2.1: A - Follow agreed-upon norms for discussions

- **Enduring Understanding:** Effective communication in discussions relies on respecting agreed-upon norms, such as taking turns, listening actively, and responding thoughtfully. These practices help ensure that everyone can contribute and be heard.

### SL.PE.2.1: B - Build on others' talk in conversations

- **Enduring Understanding:** Building on others' contributions in conversations involves listening carefully and connecting your own ideas to what others have said. This enriches the discussion and fosters collaborative learning.

## Reading Literature and Informational Texts

### RL.CR.2.1 - Ask and answer questions to demonstrate understanding

- **Enduring Understanding:** Asking and answering questions about a text helps clarify and deepen comprehension by focusing on key details and explicitly referring to the text for evidence.

### RL.IT.2.3 - Describe how characters respond to major events and challenges

- **Enduring Understanding:** Characters' responses to events and challenges in a story reveal important aspects of their personalities and the story's themes. Understanding these responses helps to interpret and analyze the narrative.

### RI.IT.2.3 - Describe connections between a series of events, ideas, or steps

- **Enduring Understanding:** Identifying and describing how events or ideas are connected helps us understand the structure and flow of informational texts, making it easier to grasp the overall message or process.

### RL.PP.2.5 - Acknowledge differences in characters' points of view

- **Enduring Understanding:** Recognizing different characters' points of view enriches our understanding of a story by highlighting diverse perspectives and motivations, which contribute to the complexity of the narrative.

### RL.PP.2.5 - Identify the main purpose of a text

- **Enduring Understanding:** Identifying the main purpose of a text involves understanding what the author aims to explore, explain, or describe, which guides our interpretation and engagement with the content.

### RL.CT.2.8 - Compare and contrast literary versions of the same story

- **Enduring Understanding:** Comparing and contrasting different versions of the same story reveals how different authors or cultures interpret and present similar themes, highlighting variations in storytelling techniques and cultural perspectives.

### T.2.8 - Compare and contrast informational versions of the same topic



- **Enduring Understanding:** Comparing different informational texts on the same topic helps us understand various perspectives and approaches, allowing us to critically evaluate the information and develop a more comprehensive understanding of the subject.

## **Reading Fluency and Word Recognition**

### **L.RF.2.4: A - Read grade-level text with purpose and understanding**

- **Enduring Understanding:** Reading with purpose and understanding involves using strategies to comprehend the text's meaning and intention, which enhances overall reading comprehension and engagement.

### **L.RF.2.4: B - Read grade-level text orally with accuracy, appropriate rate, and expression**

- **Enduring Understanding:** Oral reading with accuracy, appropriate rate, and expression improves communication and helps convey the text's meaning and emotion effectively, enhancing the listener's experience.

### **L.RF.2.4: C - Use context to confirm or self-correct word recognition**

- **Enduring Understanding:** Using context clues to confirm or correct word recognition ensures accurate reading and understanding, helping to maintain fluency and comprehension as we read.

## **Vocabulary and Language**

### **L.KL.2.1: A - Use words and phrases acquired through conversations and reading**

- **Enduring Understanding:** Acquiring and using new words and phrases from various sources enriches vocabulary and communication skills, enabling more effective and precise expression.

### **L.KL.2.1: B - Compare formal and informal uses of English**

- **Enduring Understanding:** Understanding the differences between formal and informal language helps us choose the appropriate style for different contexts, enhancing our ability to communicate effectively in diverse situations.

### **L.VL.2.2: A - Use sentence-level context as a clue to word meaning**

- **Enduring Understanding:** Sentence-level context provides valuable clues for determining the meaning of unfamiliar words, aiding in vocabulary acquisition and reading comprehension.

### **L.VL.2.2: C - Use a known root word to understand unknown words**

- **Enduring Understanding:** Recognizing and understanding root words helps us decipher the meanings of new words, expanding our vocabulary and enhancing our ability to comprehend complex texts.

### **L.VL.2.2: D - Predict the meaning of compound words**

- **Enduring Understanding:** Understanding how compound words are formed and predicting their meanings based on their parts helps us learn new vocabulary and understand text more effectively.

### **L.VI.2.3: A - Identify real-life connections between words and their use**

- **Enduring Understanding:** Connecting words to real-life examples helps us grasp their meanings and applications, making vocabulary more relevant and memorable.

### **L.VI.2.3: B - Distinguish shades of meaning among closely related words**

- **Enduring Understanding:** Differentiating between closely related words and their nuances enhances our ability to choose precise language and understand subtle variations in meaning.

### **L.VI.2.3: C - Describe how words and phrases supply rhythm and meaning**

- **Enduring Understanding:** Words and phrases contribute to the rhythm and meaning of texts, such as stories and poems, by creating patterns and effects that enhance the reader's experience and interpretation.

## **Media and Information**

### **SL.11.2.2 - Recount or describe key ideas or details from a text read aloud**

- **Enduring Understanding:** Recounting key ideas and details from read-aloud texts or media presentations helps reinforce understanding and memory of important information and concepts.

### **CI.2.2 - Recount a text and determine the central message**

- **Enduring Understanding:** Identifying and recounting the central message of a text helps us grasp the core lesson or theme, facilitating deeper comprehension and reflection.

### **RI.CI.2.2 - Recount a text and determine the main topic**

- **Enduring Understanding:** Summarizing the main topic of an informational text and its key points enables us to understand and communicate the text's central ideas more effectively.

### **RI.AA.2.7 - Describe logical connections of reasons supporting points**

- **Enduring Understanding:** Understanding how reasons support specific points in a text helps us evaluate arguments and evidence, enhancing our critical thinking and analytical skills.

### **RI.MF.2.6 - Explain how illustrations and images contribute to a text**

- **Enduring Understanding:** Illustrations and images enhance comprehension and interpretation of a text by providing visual context and clarifying information, making the content more accessible and engaging.

## **Essential Questions**

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### **SL.PE.2.1 A: Follow agreed-upon norms for discussions**

- "How can we make sure our discussions are respectful and everyone has a chance to speak and listen?"

### **RL.CR.2.1: Ask and answer questions about key details in an informational text**

- "What questions can we ask about a text to help us understand it better, and how can we find the answers using the text?"

**L.RF.2.4 A: Read grade-level text with purpose and understanding**

- "How can we read a text carefully to understand what it is about and why it is important?"
- **L.RF.2.4 B:** Read grade-level text orally with accuracy, appropriate rate, and expression
- "How can we read aloud in a way that shows we understand the text and makes it interesting to listen to?"

**L.RF.2.4 C: Use context to confirm or self-correct word recognition and understanding**

- "How can we use the words around a tricky word to understand and fix mistakes while we read?"

**L.KL.2.1 A: Use words and phrases acquired through conversations, reading, and responding to texts**

- "How can we use new words and phrases we learn from talking and reading in our own writing and speaking?"

**L.KL.2.1 B: Compare formal and informal uses of English**

- "How do the words we use change depending on whether we are speaking formally or informally?"

**L.VL.2.2 A: Use sentence-level context as a clue to the meaning of a word or phrase**

- "How can we use the sentences around a new word to figure out what it means?"

**SL.PE.2.1 B: Build on others' talk in conversations**

- "How can we connect our thoughts to what others have said to keep a conversation going and make it better?"

**RL.IT.2.3: Describe how characters in a story respond to major events and challenges**

- "How do characters' actions and feelings help us understand what is happening in a story?"

**RI.IT.2.3: Describe the connection between a series of historical events, scientific ideas, or steps in a sequence**

- "How can we explain how different parts of a text are connected to each other, such as events or ideas?"

**L.VL.2.2 E: Use glossaries and dictionaries to determine or clarify the meaning of words and phrases**

- "How can we use a glossary or dictionary to understand new words and phrases?"

**SL.11.2.2: Recount or describe key ideas or details from a text read aloud or presented orally**

- "How can we retell the main ideas or important details from a text we have heard or seen?"

**CI.2.2: Recount a text and determine the central message**

- "What is the main message or lesson of a story or text, and how can we explain it?"

**RI.CI.2.2: Recount a text and determine the main topic**

- "What is the main topic of an informational text, and how can we find specific details to support it?"

**L.VL.2.2 D: Use knowledge of the meaning of individual words to predict the meaning of compound words**

Essential Question:

- "How can knowing the meanings of smaller words help us understand compound words?"

**L.VL.2.2 C: Use a known root word as a clue to the meaning of an unknown word**

- "How can we use a root word we know to figure out the meaning of a new word that has the same root?"

**RL.PP.2.5: Acknowledge differences in the points of view of characters**

- "How can we show and understand different characters' points of view when we read or act out their parts?"

**RL.PP.2.5: Identify the main purpose of a text**

- "What is the main purpose of a text, and how can we find out what the author wants us to explore or understand?"

**L.VI.2.3 A: Identify real-life connections between words and their use**

- "How can we relate the words we learn to real-life things or situations?"

**RL.MF.2.6: Use information from illustrations and words to understand characters, setting, or plot**

- "How can illustrations and words together help us understand what is happening in a story?"

**RI.MF.2.6: Explain how illustrations and images contribute to a text**

- "How do illustrations or images in a text help us understand more about the content or meaning?"

**L.VI.2.3 B: Distinguish shades of meaning among closely related verbs and adjectives**

- "How can we tell the difference between similar verbs or adjectives and use them correctly?"

**RI.AA.2.7: Describe and identify how reasons support specific points the author makes**

- "How can we explain how reasons in a text support the author's main points or arguments?"

**RL.CT.2.8: Compare and contrast literary versions of the same story by different authors or cultures**

- "How can we compare different versions of the same story to see how they are similar or different?"

**T.2.8: Compare and contrast two informational versions of the same idea or topic by different authors or cultures**

- "How can we compare different informational texts about the same topic to understand their similarities and differences?"

**L.VI.2.3 C: Describe how words and phrases supply rhythm and meaning in a story, poem, or song**

- "How do specific words and phrases help create rhythm and add meaning in a story, poem, or song?"

**RI.AA.2.7: Describe and identify the logical connections of how reasons support specific points the author makes**

- "How can we describe how reasons given in a text help support the author's points or ideas?"

## **Content, Learning Targets, and Activities**

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[Trimester 1](#)

## **Assessments**

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## **Spiraling for Mastery**

<b>Content or Skill for this Unit</b>	<b>Spiral Focus from Previous Unit</b>	<b>Instructional Activity</b>

## **Career Awareness, Exploration, Preparation, and Training**

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ELA.L

Language

WRK.9.1.2.CAP

Career Awareness and Planning

WRK.9.1.2.CAP.1

Make a list of different types of jobs and describe the skills associated with each job.

Different types of jobs require different knowledge and skills.

## **Life Literacies & Key Skills**

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TECH.8.1.2.B

Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.2.B.1

Illustrate and communicate original ideas and stories using multiple digital tools and

resources.

## **Interdisciplinary Connections**

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SCI.1	Structure, Function, and Information Processing
SCI.1-LS1-2	Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
SOC.6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.
SOC.6.1.12.HistoryUP.2.b	Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
SOC.6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).  Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.