

**NORTHFIELD COMMUNITY SCHOOL**  
**ENGLISH LANGUAGE ARTS (ELA) CURRICULUM FRAMEWORK**  
BOE APPROVED AUGUST 2024

***Preparing students to meet the demands of college and career and engage as productive American citizens with global responsibilities.***

**Vision for English Language Arts Education in New Jersey**

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

## Practices of English Language Arts

Student capacities include:

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

*The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.*

ELA practices describe the capacities held by students who have progressed through a kindergarten through grade 12 ELA program in NJ including:

- Developing responsibility for learning
- Adapting Communication
- Valuing Evidence in Argumentation
- Building Knowledge
- Leveraging Technology
- Understanding Self and Others

Four Domains:

**Language - Foundational Skills: Reading (RF)**

K-5 emphasize importance in:

- decoding and encoding words
- analyzing word parts
- reinforcing awareness of segments of sounds in speech and how they link to letters
- develop reading accuracy, fluency, and comprehension
- highlight broad oral language skills

**Foundational Skills: Writing (WF)**

- System and Structure of Language (SS)
- Knowledge of Language (KL)
- Vocabulary, Acquisition and Use: Literal Meaning (VL)
- Vocabulary Acquisition and Use: Interpretive Meaning (VI)

K-5 emphasize importance in:

- emphasizing sound-letter basics
- advancing letter formation skills and stamina-building
- develop encoding and spelling skills
- using elements of grammar, syntax, and punctuation in sentence composition
- facilitating development of writing skills and habits

**Reading - Literary Text**

**Informational Text**

- Close Reading (CR)
- Central Ideas and Themes of Text (CI)
- Interactions among Text Elements (IT)
- Text Structures (TS)
- Perspective and Purpose in Texts (PP)
- Diverse Media and Formats (MF)
- Analysis of an Argument (AA)
- Comparison of Texts (CT)

## **Writing**

- Argumentative Writing (AW)
- Informative and Explanatory Writing (IW)
- Narrative Writing (NW)
- Writing Process (WP)
- Writing Research (WR)
- Sources of Evidence (SE)
- Range of Writing (RW)

## **Speaking and Listening**

- Participate Effectively (PE)
- Integrate Information (II)
- Evaluate Speakers (ES)
- Present Information (PI)
- Use Media (UM)
- Adapt Speech (AS)

## **Summary of Anchor Statements**

Anchor Statements are designed to identify the domain-specific knowledge, skills, and abilities students will acquire throughout a kindergarten through grade twelve education in English language arts necessary for their postsecondary success. Each of the anchor statements nested within the four domains (Language, Reading, Writing, Speaking and Listening) describes the endpoint of a developmental progression that, in concert with the performance expectations at each grade level, outlines the knowledge and skills that students acquire at each grade level and how these concepts build upon each other over time.

## **READING** Anchor Standards and Progress Indicators include:

- Key Ideas and Details
  - Craft and Structure
  - Integration of Knowledge and Ideas
  - Range of Reading and Complexity of Text
- Reading and Foundational Skills

Print Concepts (gr K,1)

Phonological Awareness (gr K,1)

Phonics and Word Recognition (gr K,1,2,3,4,5)

Fluency (gr K,1,2,3,4,5)

**WRITING** Anchor Standards and Progress Indicators include:

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

**SPEAKING AND LISTENING** Anchor Standards and Progress Indicators include:

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

**LANGUAGE** Anchor Standards and Progress Indicators include:

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

### **Note on range and content of student reading**

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

### **Note on range and content in student writing**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

### **Note on range and content of student speaking and listening**

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

### **Note on range and content of student language use**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

## GRADE: 2nd

### PACING GUIDE: The Superkids Hit Second Grade (Review Unit & Units 1-16)

	1st MP	2nd MP	3rd MP	4th MP
<b>UNITS</b>	Review Unit, Unit 1, Unit 2, Unit 3, Unit 4	Unit 5, Unit 6, Unit 7, Unit 8	Unit 9, Unit 10, Unit 11 Unit 12	Unit 13, Unit 14, Unit 15 Unit 16
<b>READING</b>	Review: CV, CVC, CVCe, CVVC, sh/sh, ch,tch/ch, th/th, wh/hw/, le/el/, ng/ng/, y/i/, y/e/, short-vowel le words, identify long-vowel words, s, s/ss/, z, zz/z/, ar/ar, or/or/, er, ir, ur, or, ear, ar/er/, Possessive Nouns, Past-tense verbs, Plurals with -s and -es, Syllabication, Add endings to -y words, add -er and -est endings	aw, au/o/, all, al/ol/, ay/a/, oi, oy/oi/, ou, ow/u/, ow/o/, oo/oo/, oo, ew, ue/oo/, soft c and g (c/s, g/j), kn/n/, wr/r/, igh/i/, aught, ought/ot/, ph, Homophones with kn/n/, wr/r/, gh/f/, add un- and re-, old/old/, ost/ost/, ild/ild/, tion/shen/, ture/cher/, ea/e/, long o and long i words, compound words	ff, ll, ss, dd, Associate a- with /ü/, Associate -en with /ün/, Associate -on with /ün/, Add -ful and -less, Contractions with pronouns, Associate ay, eigh with /ā/, Associate ange with /ānj/, Associate -ey, ie, ei with /ē/, Associate ine with /ēn/, Adverbs, Distinguish /ā/ and /ē/ words, Add -ing and -ed endings, Irregular verbs, Long-vowel words with open-syllable patterns, Tricky w words, Compound words, Singular and plural pronouns	Long e words, Long a words, Super e, Homophones, Long i words, Long o words, Irregular comparative and superlative adjectives, Add -ness, Associate ui, ue, ou, oo, ew with /ōo/, Associate air, ear, are, err, ar with /ār/, Homophones, Associate ir, er, ur, or, ar, ear with /ēr/, Associate or, ore, oor, our, oar, ar with /ōr/
<b>WRITING</b>	R: Informative, Narrative, Opinion 1: Correspondence 2: Narrative 3: Opinion 4: Informative	5: Poetry 6: Narrative 7: Explanatory 8: Opinion	9: Poetry 10: Descriptive 11: Narrative 12: Informative	13: Informative 14: Opinion 15 & 16: Informative, Narrative, Opinion
<b>SPEAKING &amp; LISTENING</b>	Participate in collaborative conversations with 2 topics, Recount or describe key ideas or details, Ask and answer questions about what a speaker says to clarify comprehension, Tell a story or recount an experience with appropriate facts Use multimedia, Produce complete sentences when appropriate to provide requested detail or clarification.	Participate in collaborative conversations with 2 topics, Recount or describe key ideas or details, Ask and answer questions about what a speaker says to clarify comprehension, Tell a story or recount an experience with appropriate facts Use multimedia, Produce complete sentences when appropriate to provide requested detail or clarification.	Participate in collaborative conversations with 2 topics, Recount or describe key ideas or details, Ask and answer questions about what a speaker says to clarify comprehension, Tell a story or recount an experience with appropriate facts Use multimedia, Produce complete sentences when appropriate to provide requested detail or clarification.	Participate in collaborative conversations with 2 topics, Recount or describe key ideas or details, Ask and answer questions about what a speaker says to clarify comprehension, Tell a story or recount an experience with appropriate facts Use multimedia, Produce complete sentences when appropriate to provide requested detail or clarification.
<b>LANGUAGE</b>	Pronouns Singular and plural, possessive nouns, Contractions, Sentence types and end marks, Nouns and verbs, Adjectives ending in y, -s and -es plurals, Verbs with -ed and -ing endings, Comparative and superlative adjectives, Singular and plural animal names	Commas, Conjunction while, Verbs with prefixes un- and re-, Using transition words, Editing marks	Adjectives with -ful and -less, Contractions, Review parts of speech, Adverbs, Conjunctions and, but, and or, Irregular verbs, Irregular plurals, Verbs with mis- and dis-, Singular vs. plural pronouns	Capitalization, Comparative and superlative adjectives, Nouns with suffix -ness, Adjectives with suffix -able, Homophones, Adjectives with -ous

## REVIEW UNIT - Time Frame : 2 Weeks

**Overview:** In second grade, students consolidate their understanding of all phonetic elements and achieve decoding automaticity and fluent reading. They read authentic literary and informational texts that have not been controlled for decodability and apply comprehension and vocabulary skills to longer, more complex texts. Using the writing process, students write longer, more structured narratives, informational texts, and opinion pieces.

**READING - Primary Focus Standards:** 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., 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.2.6 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., 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.2.3 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.2.7 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text., 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., 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., 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.

**Text Type:** Unit Reader, Book Club, Book Talk Journals, Decodables, Superkids Magazine (fiction, non-fiction, fantasy)

**WRITING - Primary Focus Standards:** 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 (e.g., because, and, also)



to connect opinion and reasons, and provide a conclusion., W.2.2 Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion., W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure., W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.,

**Speaking and Listening - Primary Focus Standards:** 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., A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)., B. Build on others' talk in conversations by linking their explicit comments to the remarks of others., C. Ask for clarification and further explanation as needed about the topics and texts under discussion., 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.

**Language - Primary Focus Standards:** L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking., C. Use reflexive pronouns (e.g., myself, ourselves)., E. Use adjectives and adverbs, and choose between them depending on what is to be modified., F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)., L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing., D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)., 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. A. Use sentence-level context as a clue to the meaning of a word or phrase., 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.2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)., 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 my happy).

**Reading Skills Focus:**

**Phonemic Awareness:** Isolate medial phonemes, Identify same medial phonemes, Segment phonemes, Substitute initial phonemes

**Phonics:** Short and long vowel sounds, Decode CV, CVC, CVCe and CVVC words, Decode words with oa/o/, ai/a/, Associate and decode words with ee/e/, ea/e/, Identify vowel pairs in CVVC words,

**Fluency:** Observe dialogue punctuation, Read with natural expression and phrasing, Observe typographical clues and punctuation, Read with appropriate pitch and volume, Read at an appropriate rate

**Comprehension:** Discuss and understand a fiction story., Discuss and understand an informational text., Answer comprehension questions about texts read.

**Language & Writing Skills Focus:**

**Grammar:** Understand sentence structure., capitalization and end marks: periods, question marks, and exclamations points, Use prepositional phrases, understand -ed and -ing endings,

**Vocabulary:** Discuss meaning of key words in a story., Discuss the meaning of key words in an informational text., Understand and use words to know.

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How does the author's choice of words show feelings or the senses? How do readers approach different text types? What can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare and contrast characters in stories? What strategies do I use to become an independent reader?

**RI:** How can asking and answering questions help me understand the text? Why is identifying the main topic from the text important? How do readers retell informational text? How can making connections help understand informational text? How do you describe the connection between two events? Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How do images and words provide information? How can two texts be the same or different?

**RF:** How do sentences help me read? How are words made up of sounds? How can sounds help me understand a word? How can recognizing grade level words help me be a better reader?

**W:** How do writers express an opinion? How can I use reasons to support my opinion? How can I use facts to write an informational piece? How can I include details to express an event in order? How can answering questions from

others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate?  
**SL:** When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?  
**L:** Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

**ASSESSMENTS: Superkids Midyear Test: Part 1:** Decoding: Decode words with silent letters; gh, ph /f/; old, ost, ild, ind families; tion, ture; ea for short e, RF.2.3, RF.2.3C, RF.2.3D, **Part 2: Grammar, Usage, and Mechanics:** Possessives, punctuation, capitalization, adjectives with -er and -est endings, L.2.1E, L.2.2, L.2.2C, **Part 3: Spelling:** Correctly spell words with sound-spelling patterns that have been taught, L.2.2, L.2.2D, **Part 4: Comprehension:** Understand setting, characters, plot structure, and descriptive language (literary text), RL.2.3, RL.2.4, RL.2.7, **Part 5: Fluency:** Read a literary text with fluency and understanding, RL.2.10, RF.2.4A, RF.2.4B, **Part 6: Writing:** Write a book review that expresses an opinion and supports it with reasons or examples, W.2.1  
Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS:**

Fairness, Thinking and acting quickly

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:** Superkids Textbooks, Superkids Workbooks, Superkids Book Club, Book Talk Journals, Decodables, Superkids Magazine, Supplemental Resources: Wilson Reading: Foundations, UFLI Foundations Grade Level textbook, online sites, classroom library, approved novel list, etc

### UNIT 1 - Time Frame : 2 Weeks

**Overview:** In second grade, students consolidate their understanding of all phonetic elements and achieve decoding automaticity and fluent reading. They read authentic literary and informational texts that have not been controlled for decodability and apply comprehension and vocabulary skills to longer, more complex texts. Using the writing process, students write longer, more structured narratives, informational texts, and opinion pieces.

**READING - Primary Focus Standards:** 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., 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.2.6 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., 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., 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., 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.

**Text Type:** Unit Reader, Book Club, Book Talk Journals, Decodables, Superkids Magazine (fiction, non-fiction, humorous fiction)

**WRITING - Primary Focus Standards:** W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing., W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

**Writing Focus: Correspondence:** Friendly letters, one to help someone get to know them and the other to tell what's new.

**Speaking and Listening - Primary Focus Standards:** 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., A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)., B. Build on others' talk in conversations by linking their explicit comments to the remarks of others., C. Ask for clarification and further explanation as needed about the topics and texts under discussion., 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 in order to provide requested detail or clarification.

**Language - Primary Focus Standards:** L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking., F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)., L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing., A. Capitalize holidays, product names, and geographic names., B. Use commas in greetings and closings of letters., C. Use an apostrophe to form contractions and frequently occurring possessives., D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)., E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings., 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. A. Use sentence-level context as a clue to the meaning of a word or phrase., L.2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)., B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny)., 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 my happy).

**Reading Skills Focus:**

**Phonemic Awareness:** Articulate /sh/, /ch/, /th/, /Th/, Isolate initial, final phonemes, Identify same initial, final phonemes, Categorize initial, final phonemes, Blend phonemes, Segment phonemes

**Phonics:** Associate sh with /sh/, Associate ch, tch with /ch/, Associate th with /th/, Associate wh with /hw/, Contractions, Possessive nouns

**Fluency:** Observe punctuation, Use typographical clues, Read rhymes, Read dialogue, Read with expression, Read speech balloons

**Comprehension: Informational:** Main topics and details, Find answers in a text, Connect scientific ideas

**Language & Writing Skills Focus:**

**Grammar:** Pronouns Singular and plural possessive nouns Contractions Sentence types and end marks

**Vocabulary:** Synonyms, Onomatopoeia, Words related to invent, Homonyms, Words to Know: splendid, admire, style, expert

**Study & Research Skills:** List main ideas on a graphic organizer, Check spelling with a dictionary.

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How does the author's choice of words show feelings or the senses? How do readers approach different text types? What can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare and contrast characters in stories? What strategies do I use to become an independent reader?

**RI:** How can asking and answering questions help me understand the text? Why is identifying the main topic from the text important? How do readers retell informational text? How can making connections help understand informational text? How do you describe the connection between two events? Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How do images and

words provide information? How can two texts be the same or different?

**RF:** How do sentences help me read? How are words made up of sounds? How can sounds help me understand a word? How can recognizing grade level words help me be a better reader?

**W:** How do writers express an opinion? How can I use reasons to support my opinion? How can I use facts to write an informational piece? How can I include details to express an event in order? How can answering questions from others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate?

**SL:** When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?

**L:** Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

**ASSESSMENTS: Unit Test 1: Part 1: Grammar, Usage, and Mechanics:** Use possessives, end marks, and contractions L.2.1, L.2.2, L.2.2,C, **Part 2: Comprehension:** Identify main topic, compare and contrast, sequence steps, use Pictures (informational text), RI.2.2, RI.2.3, RI.2.7, **Part 3: Fluency:** Read an informational text with fluency and Understanding RI.2.10, RF.2.4A, RF.2.4B

Unit Tests, Fluency Checks, Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS:**

Perseverance, Sharing opinions respectfully

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:** Superkids Textbooks, Superkids Workbooks, Superkids Book Club, Book Talk Journals, Decodables, Superkids Magazine, Supplemental Resources: Wilson Reading: Foundations, UFLI Foundations Grade Level textbook, online sites, classroom library, approved novel list, etc

## UNIT 2 - Time Frame : 2 Weeks

**Overview:** In second grade, students consolidate their understanding of all phonetic elements and achieve decoding automaticity and fluent reading. They read authentic literary and informational texts that have not been controlled for decodability and apply comprehension and vocabulary skills to longer, more complex texts. Using the writing process, students write longer, more structured narratives, informational texts, and opinion pieces.

**READING - Primary Focus Standards:** 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., 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.2.6 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., 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., 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.

**Text Type:** Unit Reader, Book Club, Book Talk Journals, Decodables, Superkids Magazine (fiction, non-fiction, realistic fiction)

**WRITING - Primary Focus Standards:** 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 (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion., W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure., W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing., 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.

**Writing Focus: Narrative:** Personal narrative about something they've done or that's happened in their lives.

**Speaking and Listening - Primary Focus Standards:** 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., A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)., B. Build on others' talk in conversations by linking their explicit comments to the remarks of others., C. Ask for clarification and further explanation as needed about the topics and texts under discussion., 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 in order to provide requested detail or clarification.

**Language - Primary Focus Standards:** L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking., E. Use adjectives and adverbs, and choose between them depending on what is to be modified., F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)., L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.,

D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)., E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings., L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Compare formal and informal uses of English., 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. A. Use sentence-level context as a clue to the meaning of a word or phrase., C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)., L.2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)., 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 my happy).

**Reading Skills Focus:**

**Phonemic Awareness:** Articulate /ng/, Isolate initial, final, medial phonemes, Locate phonemes, Identify same final, medial phonemes, Categorize final phonemes, Blend phonemes, Segment phonemes

**Phonics:** Associate le with /əl/, Associate ng with /ng/, CV, CVC, CVCe, CVVC review, Associate y with /ī/, Associate y with /ē/, Short-vowel le words, Identify long-vowel words

**Comprehension: Literary:** Easy: Ask and answer questions, Cite text evidence, Plot: beginning, middle, end, On-level: Humor, Character motivations, Plot: beginning, middle, end, Challenging: Character motivations, Plot: problem and solution

**Language & Writing Skills Focus:**

**Grammar:** Nouns and verbs, Adjectives ending in y

**Vocabulary:** Descriptive language (EBC), Similes (EBC), Onomatopoeia (OBC), Compound words (OBC), Root words (CBC), Syllabication (CBC), Words to Know: inspect, disappointed, ability, panic

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How does the author's choice of words show feelings or the senses? How do readers approach different text types? What can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare

and contrast characters in stories? What strategies do I use to become an independent reader?

**RI:** How can asking and answering questions help me understand the text? Why is identifying the main topic from the text important? How do readers retell informational text? How can making connections help understand informational text? How do you describe the connection between two events? Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How do images and words provide information? How can two texts be the same or different?

**RF:** How do sentences help me read? How are words made up of sounds? How can sounds help me understand a word? How can recognizing grade level words help me be a better reader?

**W:** How do writers express an opinion? How can I use reasons to support my opinion? How can I use facts to write an informational piece? How can I include details to express an event in order? How can answering questions from others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate?

**SL:** When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?

**L:** Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

**ASSESSMENTS: Unit Test 2: Part 1: Decoding:** Decode words with consonant digraphs (ch, tch, sh, th, wh, ng);le/əl/;y /ī/,y/ē/; long vowel patterns RF.2.3, RF.2.3B, **Part 2: Comprehension:** Understand characters, events, and vocabulary; draw conclusions (literary text), RL.2.2, RL.2.3, RL.2.5, RL.2.7, **Part 3: Fluency** Read a literary text with fluency and understanding, RL.2.10, RF.2.4A, RF.2.4B

Unit Tests, Fluency Checks, Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS:**

Resolving conflicts by talking things out, Relax, don't panic

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:** Superkids Textbooks, Superkids Workbooks, Superkids Book Club, Book Talk Journals, Decodables, Superkids Magazine, Supplemental Resources: Wilson Reading: Foundations, UFLI Foundations Grade Level textbook, online sites, classroom library, approved novel list, etc

**UNIT 3 - Time Frame : 2 Weeks**

**Overview:** In second grade, students consolidate their understanding of all phonetic elements and achieve decoding automaticity and fluent reading. They read authentic literary and informational texts that have not been controlled for decodability and apply comprehension and vocabulary skills to longer, more complex texts. Using the writing process, students write longer, more structured narratives, informational texts, and opinion pieces.

**READING - Primary Focus Standards:** 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., 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.2.6 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., 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., 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.

**Text Type:** Unit Reader, Book Club, Book Talk Journals, Decodables, Superkids Magazine (fiction, non-fiction, folktale, fable)

**WRITING - Primary Focus Standards:** 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 (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion., W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing., 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.

**Writing Focus: Opinion:** Opinion paragraph with two or three supporting reasons and an ending.

**Speaking and Listening - Primary Focus Standards:** 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., A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)., B. Build on others' talk in conversations by linking their explicit comments to the remarks of others., C. Ask for clarification and further explanation as needed about the topics and texts under discussion., 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 in order to provide requested detail or clarification.

**Language - Primary Focus Standards:** L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking., A. Use collective nouns (e.g., group)., F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)., L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing., D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)., E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings., C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)., L.2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)., 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 my happy).

**Reading Skills Focus:**

**Phonemic Awareness:** Articulate /s/, /z/, Isolate initial, final phonemes, Identify same final phonemes, Categorize final phonemes, Blend phonemes, Segment phonemes

**Phonics:** Associate s, ss with /s/, Associate z, zz with /z/, Associate ed/ed/, ed/t/, and ed/d/, Past-tense verbs, Plurals with -s and -es, Syllabication, Add endings to -y words

**Fluency:** Read with natural phrasing, Observe punctuation, Read with expression, Recognize repeated words, Distinguish related words, Read a poem rhythmically

**Comprehension: Informational:** Make and confirm predictions, Find answers in a text, Connect text to self, Determine important ideas

**Language & Writing Skills Focus:**

**Grammar:** -s and -es plurals, Verbs with -ed and -ing endings

**Vocabulary:** Onomatopoeia, Vivid adjectives and verbs, Words to Know: useful, respect, distract, focus

**Study & Research Skills:** Use references and resources, Interpret information from diagrams and charts

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How

does the author's choice of words show feelings or the senses? How do readers approach different text types? What can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare and contrast characters in stories? What strategies do I use to become an independent reader?

**RI:** How can asking and answering questions help me understand the text? Why is identifying the main topic from the text important? How do readers retell informational text? How can making connections help understand informational text? How do you describe the connection between two events? Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How do images and words provide information? How can two texts be the same or different?

**RF:** How do sentences help me read? How are words made up of sounds? How can sounds help me understand a word? How can recognizing grade level words help me be a better reader?

**W:** How do writers express an opinion? How can I use reasons to support my opinion? How can I use facts to write an informational piece? How can I include details to express an event in order? How can answering questions from others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate?

**SL:** When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?

**L:** Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

**ASSESSMENTS: Unit Test 3: Part 1: Grammar, Usage, and Mechanics:** Use past-tense verbs and plurals L.2.1, L.2.1B, L.2.1D, **Part 2: Comprehension:** Identify main topic, connect ideas, recognize an author's reasons (informational text), RI.2.2, RI.2.3, RI.2.6, RI.2.8, **Part 3: Fluency:** Read an informational text with fluency and understanding RI.2.10, RF.2.4A, RF.2.4B

Unit Tests, Fluency Checks, Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS:**

Respecting animals, Working together cooperatively

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:** Superkids Textbooks, Superkids Workbooks, Superkids Book Club, Book Talk Journals, Decodables, Superkids Magazine, Supplemental Resources: Wilson Reading: Foundations, UFLI Foundations Grade Level textbook, online sites, classroom library, approved novel list, etc

**UNIT 4 - Time Frame : 2 Weeks**

**Overview:** In second grade, students consolidate their understanding of all phonetic elements and achieve decoding automaticity and fluent reading. They read authentic literary and informational texts that have not been controlled for decodability and apply comprehension and vocabulary skills to longer, more complex texts. Using the writing process, students write longer, more structured narratives, informational texts, and opinion pieces.

**READING - Primary Focus Standards:** 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., 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.2.6 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., 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., 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., 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.

**Text Type:** Unit Reader, Book Club, Book Talk Journals, Decodables, Superkids Magazine (fiction, non-fiction, historical fiction)

**WRITING - Primary Focus Standards:** W.2.2 Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion., W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing., 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.

**Writing Focus: Informative:** Informational paragraph about an animal, written from research.

**Speaking and Listening - Primary Focus Standards:** 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. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)., B. Build on others' talk in conversations by linking their explicit comments to the remarks of others., C. Ask for clarification and further explanation as needed about the topics and texts under discussion., 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 in order to provide requested detail or clarification.

**Language - Primary Focus Standards:** L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking., E. Use adjectives and adverbs, and choose between them depending on what is to be modified., F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)., L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing., D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)., E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings., 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., C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)., L.2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)., B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny)., 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 my happy).

**Reading Skills Focus:**

**Phonemic Awareness:** Articulate /är/, /ôr/, /ër/, Isolate final, medial phonemes, Identify same final, medial phonemes, Locate phonemes, Segment phonemes, Delete initial phonemes

**Phonics:** Associate ar with /är/, Associate or with /ôr/, Associate er, ir, ur, or, ear, ar with /ër/, Add -er and -est endings

**Fluency:** Read with expression, Read with natural phrasing, Read at an appropriate rate, Use typographical clues, Observe punctuation

**Comprehension: Literary:** Easy: Compare and contrast characters, Sequence events, On-level: Text structure, Character motivations, Challenging: Understand plot: problem and solution, multiple storylines

**Language & Writing Skills Focus:**

**Grammar:** Comparative and superlative adjectives, Singular and plural animal names

**Vocabulary:** Multiple-meaning words (EBC), Compound words (EBC), Synonyms and antonyms (OBC), Puns and wordplay (OBC), Idioms and expressions (CBC), Words to Know: realize, nervous, hesitate

**Study & Research Skills:** Take notes using a graphic organizer, Generate research questions

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How does the author's choice of words show feelings or the senses? How do readers approach different text types? What can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare and contrast characters in stories? What strategies do I use to become an independent reader?

**RI:** How can asking and answering questions help me understand the text? Why is identifying the main topic from the text important? How do readers retell informational text? How can making connections help understand informational text? How do you describe the connection between two events? Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How do images and words provide information? How can two texts be the same or different?

**RF:** How do sentences help me read? How are words made up of sounds? How can sounds help me understand a word? How can recognizing grade level words help me be a better reader?

**W:** How do writers express an opinion? How can I use reasons to support my opinion? How can I use facts to write an informational piece? How can I include details to express an event in order? How can answering questions from others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate?

**SL:** When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?

**L:** Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

**ASSESSMENTS: Unit 4 Test: Part 1: Decoding:** Decode words with r-controlled vowels and endings -s, -es, -ed, -ing, -er, -est, RF.2.3, RF.2.3C, **Part 2: Comprehension:** Understand characters, plot structure, and vocabulary (literary text), RL.2.3, RL.2.5, RL.2.7, **Part 3: Fluency:** Read a literary text with fluency and understanding RL.2.10, RF.2.4A, RF.2.4B, **Part 4: Writing:** Write an informational paragraph based on notes, W.2.2, W.2.8  
Unit Tests, Fluency Checks, Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS:**  
Resolving problems with partners, Forgiving others

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:** Superkids Textbooks, Superkids Workbooks, Superkids Book Club, Book Talk Journals, Decodables, Superkids Magazine, Supplemental Resources: Wilson Reading: Foundations, UFLI Foundations Grade Level textbook, online sites, classroom library, approved novel list, etc

**UNIT 5 - Time Frame : 2 Weeks**

**Overview:** In second grade, students consolidate their understanding of all phonetic elements and achieve decoding automaticity and fluent reading. They read authentic literary and informational texts that have not been controlled for decodability and apply comprehension and vocabulary skills to longer, more complex texts. Using the writing process, students write longer, more structured narratives, informational texts, and opinion pieces.

**READING - Primary Focus Standards:** 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., 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.2.6 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., 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., 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.

**Text Type:** Unit Reader, Book Club, Book Talk Journals, Decodables, Superkids Magazine (fiction, non-fiction, humorous fiction)

**WRITING - Primary Focus Standards:** W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing., W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

**Writing Focus: Poetry:** Mystery creature and animal poems with descriptive words, similes, and onomatopoeia.

**Speaking and Listening - Primary Focus Standards:** 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. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)., B. Build on others' talk in conversations by linking their explicit comments to the remarks of others., C. Ask for clarification and further explanation as needed about the topics and texts under discussion., 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 in order to provide requested detail or clarification.

**Language - Primary Focus Standards:** L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking., E. Use adjectives and adverbs, and choose between them depending on what is to be modified., F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)., L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing., A. Capitalize holidays, product names, and geographic names., D. Generalize learned spelling patterns when writing

words (e.g., cage → badge; boy → boil)., E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings., L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Compare formal and informal uses of English., 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. A. Use sentence-level context as a clue to the meaning of a word or phrase., C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)., L.2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)., 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 my happy).

**Reading Skills Focus:**

**Phonemic Awareness:** Articulate /ô/, Isolate final, medial phonemes, Locate phonemes, Identify same medial phonemes, Segment phonemes, Delete final phonemes

**Phonics:** Associate aw, au with /ô/, Associate all, al with /ôl/, Associate ay with /ā/, Associate oi, oy with /oi/, Associate ou, ow with /ou/, Associate ow with /ō/, Tag-along e, Distinguish between homophones

**Fluency:** Use typographical clues, Read long words, Read text in art, Read speech balloons, Read with expression, Use appropriate pitch for questions and answers, Read a poem smoothly

**Comprehension: Informational:** Summarize, Use context clues, Compare and contrast, Discuss cause and effect

**Language & Writing Skills Focus:**

**Grammar:** Commas

**Vocabulary:** Onomatopoeia, Recognize specialized terminology, homophones, Words to Know: dilemma, increase, adjust, frazzled

**Study & Research Skills:** Use references and resources, Interpret information from charts and diagrams

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How does the author's choice of words show feelings or the senses? How do readers approach different text types? What can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare

and contrast characters in stories? What strategies do I use to become an independent reader?

**RI:** How can asking and answering questions help me understand the text? Why is identifying the main topic from the text important? How do readers retell informational text? How can making connections help understand informational text? How do you describe the connection between two events? Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How do images and words provide information? How can two texts be the same or different?

**RF:** How do sentences help me read? How are words made up of sounds? How can sounds help me understand a word? How can recognizing grade level words help me be a better reader?

**W:** How do writers express an opinion? How can I use reasons to support my opinion? How can I use facts to write an informational piece? How can I include details to express an event in order? How can answering questions from others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate?

**SL:** When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?

**L:** Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

**ASSESSMENTS: Unit 5 Test: Part 1: Grammar, Usage, and Mechanics:** Commas in place names and a series, adjectives with -er and -est endings, L.2.1E, L.2.2, **Part 2: Comprehension:** Understand main idea and details, recognize cause and effect, understand vocabulary (informational text), RI.2.2, RI.2.3, RI.2.4, **Part 3: Fluency:** Read an informational text with fluency and understanding, RI.2.10, RF.2.4A, RF.2.4B  
Unit Tests, Fluency Checks, Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS:**

Being responsible, Don't jump to conclusions

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:** Superkids Textbooks, Superkids Workbooks, Superkids Book Club, Book Talk Journals, Decodables, Superkids Magazine, Supplemental Resources: Wilson Reading: Foundations, UFLI Foundations Grade Level textbook, online sites, classroom library, approved novel list, etc

**UNIT 6 - Time Frame : 2 Weeks**

**Overview:** In second grade, students consolidate their understanding of all phonetic elements and achieve decoding automaticity and fluent reading. They read authentic literary and informational texts that have not been controlled for decodability and apply comprehension and vocabulary skills to longer, more complex texts. Using the writing process, students write longer, more structured narratives, informational texts, and opinion pieces.

**READING - Primary Focus Standards:** 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., 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.2.6 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., 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., 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.

**Text Type:** Unit Reader, Book Club, Book Talk Journals, Decodables, Superkids Magazine (fiction, non-fiction, realistic fiction)

**WRITING - Primary Focus Standards:** W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure., W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing., W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

**Writing Focus: Narrative:** Fiction story with a beginning, middle (problem), and end (solution).

**Speaking and Listening - Primary Focus Standards:** 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., A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)., B. Build on others' talk in conversations by linking their explicit comments to the remarks of others., C. Ask for clarification and further explanation as needed about the topics and texts under discussion., 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.

**Language - Primary Focus Standards:** L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking., E. Use adjectives and adverbs, and choose between them depending on what is to be modified., F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)., L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing., D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)., 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. A. Use sentence-level context as a clue to the meaning of a word or phrase. 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.2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)., B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny)., 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 my happy).

**Reading Skills Focus:**

**Phonemic Awareness:** Articulate /oo/, /o<sup>o</sup>o/, /s/, /j/, Isolate initial, final, medial phonemes, Identify same final, medial phonemes, Locate phonemes, Segment phonemes, Add initial phonemes

**Phonics:** Associate oo with /oo/ Associate oo, ew, ue with /o<sup>o</sup>o/ Soft c and g (associate c with /s/, associate g with /j/)

**Fluency:** Read with appropriate stress, Use natural phrasing, Read dialogue, Use typographical clues, Observe dialogue punctuation, Observe punctuation (commas)

**Comprehension: Literary:** Easy: Cause and effect, Identify themes and morals in fables, On-level: Genre (folktales), Recognize descriptive language, Understand character's point of view, Challenging: Identify a narrator, Compare and contrast characters

**Language & Writing Skills Focus:**

**Grammar:** Conjunction while

**Vocabulary:** Synonyms and antonyms, Recognize word relationships (CBC), Use context clues (CBC), Words to Know: prepare, courage, encourage, embarrassed

**Study & Research Skills:** Use a dictionary, Use graphic organizers

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How does the author's choice of words show feelings or the senses? How do readers approach different text types? What can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare and contrast characters in stories? What strategies do I use to become an independent reader?

**RI:** How can asking and answering questions help me understand the text? Why is identifying the main topic from the text important? How do readers retell informational text? How can making connections help understand informational text? How do you describe the connection between two events? Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How do images and words provide information? How can two texts be the same or different?

**RF:** How do sentences help me read? How are words made up of sounds? How can sounds help me understand a word? How can recognizing grade level words help me be a better reader?

**W:** How do writers express an opinion? How can I use reasons to support my opinion? How can I use facts to write an informational piece? How can I include details to express an event in order? How can answering questions from others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate?

**SL:** When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?

**L:** Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

**ASSESSMENTS: Unit 6 Test: Part 1: Decoding:** Decode words with vowel digraphs (au, aw, ay, ew, oi, oo, ou, ow, oy, ue), soft c and g, RF.2.3, RF.2.3A, RF.2.3D, **Part 2: Comprehension:** Understand characters, vocabulary, and cause and effect; draw conclusions (literary text), RL.2.2, RL.2.3, RL.2.5, RL.2.7, **Part 3: Fluency:** Read a literary text with fluency and understanding, RL.2.10, RF.2.4A, RF.2.4B  
Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS:**

Being on time, Helping each other

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

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**Resources:** Superkids Textbooks, Superkids Workbooks, Superkids Book Club, Book Talk Journals, Decodables, Superkids Magazine, Supplemental Resources: Wilson Reading: Foundations, UFLI Foundations Grade Level textbook, online sites, classroom library, approved novel list, etc

**UNIT 7 - Time Frame : 2 Weeks**

**Overview:** In second grade, students consolidate their understanding of all phonetic elements and achieve decoding automaticity and fluent reading. They read authentic literary and informational texts that have not been controlled for decodability and apply comprehension and vocabulary skills to longer, more complex texts. Using the writing process, students write longer, more structured narratives, informational texts, and opinion pieces.

**READING - Primary Focus Standards:** 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., 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.2.6 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., 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., 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.

**Text Type:** Unit Reader, Book Club, Book Talk Journals, Decodables, Superkids Magazine (fiction, non-fiction, folktale)

**WRITING - Primary Focus Standards:** W.2.2 Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion., W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing., 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.

**Writing Focus: Explanatory:** How-to text that explains in three or more steps how to do something.

**Speaking and Listening - Primary Focus Standards:** 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., A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)., B. Build on others' talk in conversations by linking their explicit comments to the remarks of others., C. Ask for clarification and further explanation as needed about the topics and texts under discussion., 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.

**Language - Primary Focus Standards:** L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking., D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told)., F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)., L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing., D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)., E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings., 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. A. Use sentence-level context as a clue to the meaning of a word or phrase., B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell)., D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark)., E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases., L.2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)., 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 my happy).

**Reading Skills Focus:**

**Phonemic Awareness:** Articulate /n/, /r/, Isolate initial, final, medial phonemes, Locate phonemes, Categorize final phonemes, Identify same medial phonemes, Segment phonemes, Add final phonemes

**Phonics:** Associate kn with /n/ Associate wr with /r/ Associate igh with /ī/ Associate aught, ought with /ô/ Associate ph, gh with /f/ Homophones with kn/n/, wr/r/ Add un- and re-

**Fluency:** Observe punctuation (dashes), Read sentences of varying lengths smoothly, Read dialogue with expression, Read with natural phrasing and expression, Read text and dialogue in a play smoothly and accurately

**Comprehension: Informational:** Identify sequence of events, Distinguish among items in a category, Understand text features (detailed labels for a photo)

**Language & Writing Skills Focus:**

**Grammar:** Verbs with prefixes un- and re-, Using transition words

**Vocabulary:** Synonyms for pro and con, Discuss figurative language, Homophones, Words with prefixes un- and re-, Words to Know: loyal, experiment, impossible, equipment

**Study & Research Skills:** Interpret information from diagrams and charts, Learn parts of a dictionary entry

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How does the author's choice of words show feelings or the senses? How do readers approach different text types? What can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare and contrast characters in stories? What strategies do I use to become an independent reader?

**RI:** How can asking and answering questions help me understand the text? Why is identifying the main topic from the text important? How do readers retell informational text? How can making connections help understand informational text? How do you describe the connection between two events? Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How do images and words provide information? How can two texts be the same or different?

**RF:** How do sentences help me read? How are words made up of sounds? How can sounds help me understand a word? How can recognizing grade level words help me be a better reader?

**W:** How do writers express an opinion? How can I use reasons to support my opinion? How can I use facts to write an informational piece? How can I include details to express an event in order? How can answering questions from others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate?

**SL:** When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?

**L:** Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

**ASSESSMENTS: Unit 7 Test: Part 1: Grammar, Usage, and Mechanics:** Dialogue punctuation, commas in dates and place names, L.2.2, **Part 2: Comprehension:** Understand descriptive language, sequence and connect events, identify main idea (informational text), RI.2.2, RI.2.3, RI.2.4, **Part 3: Fluency:** Read an informational text with fluency and understanding, RI.2.10, RF.2.4A, RF.2.4B

Unit Tests, Fluency Checks, Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS:** Being a good sport, Caring for

the environment

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:** Superkids Textbooks, Superkids Workbooks, Superkids Book Club, Book Talk Journals, Decodables, Superkids Magazine, Supplemental Resources: Wilson Reading: Foundations, UFLI Foundations Grade Level textbook, online sites, classroom library, approved novel list, etc

**UNIT 8 - Time Frame : 2 Weeks**

**Overview:** In second grade, students consolidate their understanding of all phonetic elements and achieve decoding automaticity and fluent reading. They read authentic literary and informational texts that have not been controlled for decodability and apply comprehension and vocabulary skills to longer, more complex texts. Using the writing process, students write longer, more structured narratives, informational texts, and opinion pieces.



**READING - Primary Focus Standards:** 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., 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.2.6 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., 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., D. Identify words with inconsistent but common spelling-sound correspondences., E. Recognize and read grade-appropriate irregularly spelled words., RI.2.8 Describe and identify the logical connections of how reasons support specific points the author makes in a text., 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.

**Text Type:** Unit Reader, Book Club, Book Talk Journals, Decodables, Superkids Magazine (fiction, non-fiction, fantasy)

**WRITING - Primary Focus Standards:** 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 (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion., W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing., W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

**Writing Focus: Opinion:** Book review with reasons and examples to support an opinion, and an ending.

**Speaking and Listening - Primary Focus Standards:** 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., A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)., B. Build on others' talk in conversations by linking their explicit comments to the remarks of others., C. Ask for clarification and further explanation as needed about the topics and

texts under discussion., 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 in order to provide requested detail or clarification.

**Language - Primary Focus Standards:** L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking., F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)., L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing., A. Capitalize holidays, product names, and geographic names., D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)., C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)., 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.2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)., 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 my happy).

**Reading Skills Focus:**

**Phonemic Awareness:** Isolate medial phonemes, Identify same medial phonemes, Segment phonemes, Substitute initial phonemes

**Phonics:** Associate old with /ōld/, Associate ost with /ōst/, Associate ild with / ī ld/, Associate ind with / ī nd/, Associate -tion with /shən/, Associate -ture with /chér/, Distinguish ea/ě/ from ea/ē/, Long o and long i words, Compound words

**Fluency:** Observe dialogue punctuation, Read with natural expression and phrasing, Observe typographical clues and punctuation, Read with appropriate pitch and volume, Read at an appropriate rate

**Comprehension: Literary:** Easy: Cause and effect, Determine main idea, On-level: Character motivations, Fantasy vs. reality, Challenging: Compare and contrast characters, Compare and contrast texts

**Language & Writing Skills Focus:**

**Grammar:** Editing marks

**Vocabulary:** Recognize word relationships (EBC), Figurative language (OBC), Alliteration (OBC), Puns and wordplay (CBC), Compound nouns (CBC), Words to Know: nature, position, miserable, concentrate

**Study & Research Skills:** Use graphic organizers

## **ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How does the author's choice of words show feelings or the senses? How do readers approach different text types? What can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare and contrast characters in stories? What strategies do I use to become an independent reader?

**RI:** How can asking and answering questions help me understand the text? Why is identifying the main topic from the text important? How do readers retell informational text? How can making connections help understand informational text? How do you describe the connection between two events? Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How do images and words provide information? How can two texts be the same or different?

**RF:** How do sentences help me read? How are words made up of sounds? How can sounds help me understand a word? How can recognizing grade level words help me be a better reader?

**W:** How do writers express an opinion? How can I use reasons to support my opinion? How can I use facts to write an informational piece? How can I include details to express an event in order? How can answering questions from others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate?

**SL:** When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?

**L:** Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

**ASSESSMENTS: Superkids Midyear Test: Part 1: Decoding:** Decode words with silent letters; gh, ph /f/; old, ost, ild, ind families; tion, ture; ea for short e, RF.2.3, RF.2.3C, RF.2.3D, **Part 2: Grammar, Usage, and Mechanics:** Possessives, punctuation, capitalization, adjectives with -er and -est endings, L.2.1E, L.2.2, L.2.2C, **Part 3: Spelling:** Correctly spell words with sound-spelling patterns that have been taught, L.2.2, L.2.2D, **Part 4: Comprehension:** Understand setting, characters, plot structure, and descriptive language (literary text), RL.2.3, RL.2.4, RL.2.7, **Part 5: Fluency:** Read a literary text with fluency and understanding, RL.2.10, RF.2.4A, RF.2.4B, **Part 6: Writing:** Write a book review that expresses an opinion and supports it with reasons or examples, W.2.1

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS:**

Fairness, Thinking and acting quickly

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:** Superkids Textbooks, Superkids Workbooks, Superkids Book Club, Book Talk Journals, Decodables, Superkids Magazine, Supplemental Resources: Wilson Reading: Foundations, UFLI Foundations Grade Level textbook, online sites, classroom library, approved novel list, etc

**UNIT 9 - Time Frame : 2 Weeks**

**Overview:** In second grade, students consolidate their understanding of all phonetic elements and achieve decoding automaticity and fluent reading. They read authentic literary and informational texts that have not been controlled for decodability and apply comprehension and vocabulary skills to longer, more complex texts. Using the writing process,

students write longer, more structured narratives, informational texts, and opinion pieces.

**READING - Primary Focus Standards:** 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., 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.2.6 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., 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., 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.

**Text Type:** Unit Reader, Book Club, Book Talk Journals, Decodables, Superkids Magazine (fiction, non-fiction, realistic fiction)

**WRITING - Primary Focus Standards:** W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing., W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Writing Focus: Poetry:** Imaginary city poem with alliteration and family member poem with rhyming couplets.

**Speaking and Listening - Primary Focus Standards:** 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., A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)., B. Build on others' talk in conversations by linking their explicit comments to the remarks of others., C. Ask for clarification and further explanation as needed about the topics and texts under discussion., 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 in order to provide requested detail or clarification.

**Language - Primary Focus Standards:** L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking., A. Use collective nouns (e.g., group)., E. Use adjectives and adverbs, and choose between them depending on what is to be modified., F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)., L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing., C. Use an apostrophe to form contractions and frequently occurring possessives., D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)., 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. A. Use sentence-level context as a clue to the meaning of a word or phrase., C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)., L.2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)., 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 my happy).

**Reading Skills Focus:**

**Phonemic Awareness:** Segment phonemes, Substitute final phonemes

**Phonics:** ff, ll, ss, dd, Associate a- with /ŭ/, Associate -en with /ŭn/, Associate -on with /ŭn/, Add -ful and -less, Contractions with pronouns

**Fluency:** Read text in illustrations, Read dialogue with expression, Observe punctuation, Differentiate among characters in dialogue, Read text in speech balloons, Read with natural phrasing

**Comprehension: Informational:** Connect text to self, Identify central idea, Cite text evidence to answer questions, Discuss imagery and figurative language

**Language & Writing Skills Focus:**

**Grammar:** Adjectives with -ful and -less, Contractions

**Vocabulary:** Multiple-meaning words, Adjectives with -ful and -less, Match words with definitions, Write a definition of a new term, Use precise verbs, Words to Know: adopt, celebration, culture, edible

**Study & Research Skills:** Use references and resources, Use text evidence to answer questions

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How does the author's choice of words show feelings or the senses? How do readers approach different text types? What can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare and contrast characters in stories? What strategies do I use to become an independent reader?

**RI:** How can asking and answering questions help me understand the text? Why is identifying the main topic from the text important? How do readers retell informational text? How can making connections help understand informational text? How do you describe the connection between two events? Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How do images and words provide information? How can two texts be the same or different?

**RF:** How do sentences help me read? How are words made up of sounds? How can sounds help me understand a word? How can recognizing grade level words help me be a better reader?

**W:** How do writers express an opinion? How can I use reasons to support my opinion? How can I use facts to write an informational piece? How can I include details to express an event in order? How can answering questions from others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate?

**SL:** When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?

**L:** Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

**ASSESSMENTS: Unit Test 9: Part 1: Grammar, Usage, and Mechanics:** Contractions, plurals L.2.1, L.2.2, L.2.2C, **Part 2: Comprehension:** Locate information, connect ideas, understand vocabulary, and use maps (informational text) RI.2.1, RI.2.3, RI.2.4, RI.2.5, **Part 3: Fluency:** Read an informational text with fluency and understanding RI.2.10, RF.2.4A, RF.2.4B

Unit Tests, Fluency Checks, Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS:**

Making a plan to solve a problem, Kindness

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

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**Resources:** Superkids Textbooks, Superkids Workbooks, Superkids Book Club, Book Talk Journals, Decodables, Superkids Magazine, Supplemental Resources: Wilson Reading: Foundations, UFLI Foundations Grade Level textbook, online sites, classroom library, approved novel list, etc

**UNIT 10 - Time Frame : 2 Weeks**

**Overview:** In second grade, students consolidate their understanding of all phonetic elements and achieve decoding automaticity and fluent reading. They read authentic literary and informational texts that have not been controlled for decodability and apply comprehension and vocabulary skills to longer, more complex texts. Using the writing process, students write longer, more structured narratives, informational texts, and opinion pieces.



**READING - Primary Focus Standards:** 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., 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.2.6 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., 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., 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.

**Text Type:** Unit Reader, Book Club, Book Talk Journals, Decodables, Superkids Magazine (fiction, non-fiction, humorous fiction)

**WRITING - Primary Focus Standards:** W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing., W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

**Writing Focus: Descriptive:** Descriptions of an imagined character and a setting.

**Speaking and Listening - Primary Focus Standards:** 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., A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)., B. Build on others' talk in conversations by linking their explicit comments to the remarks of others., C. Ask for clarification and further explanation as needed about the topics and texts under discussion., 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.

**Language - Primary Focus Standards:** L.2.1 Demonstrate command of the conventions of standard English

grammar and usage when writing or speaking., E. Use adjectives and adverbs, and choose between them depending on what is to be modified., F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)., L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing., D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)., 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. A. Use sentence-level context as a clue to the meaning of a word or phrase., C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)., L.2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)., 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 my happy).

**Reading Skills Focus:**

**Phonemic Awareness:** Segment phonemes, Substitute medial phonemes

**Phonics:** Associate ay, eigh with /ā/, Associate ange with /ānj/, Associate -ey, ie, ei with /ē/, Associate ine with /ēn/, Adverbs, Distinguish /ā/ and /ē/ words

**Fluency:** Read with natural phrasing, Read with expression, Observe typographical clues, Distinguish between characters in dialogue, Read and connect text in illustrations

**Comprehension: Literary:** Easy: Humor, Character motivations, Plot: beginning, middle, end, On-level: Character motivations, Plot: problem and solution, Challenging: Plot: problem and solution, Cause and effect

**Language & Writing Skills Focus:**

**Grammar:** Review parts of speech, Adverbs, Conjunctions and, but, and or

**Vocabulary:** Onomatopoeia (EBC), Compound words (EBC), Syllabication (OBC), Root words (OBC), Adverbs with -ly (CBC), Descriptive language (CBC), Words to Know: arranged, exhibit, immediately, investigate

**Study & Research Skills:** Use a graphic organizer to plan writing

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How

does the author's choice of words show feelings or the senses? How do readers approach different text types? What can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare and contrast characters in stories? What strategies do I use to become an independent reader?

**RI:** How can asking and answering questions help me understand the text? Why is identifying the main topic from the text important? How do readers retell informational text? How can making connections help understand informational text? How do you describe the connection between two events? Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How do images and words provide information? How can two texts be the same or different?

**RF:** How do sentences help me read? How are words made up of sounds? How can sounds help me understand a word? How can recognizing grade level words help me be a better reader?

**W:** How do writers express an opinion? How can I use reasons to support my opinion? How can I use facts to write an informational piece? How can I include details to express an event in order? How can answering questions from others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate?

**SL:** When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?

**L:** Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

**ASSESSMENTS: Unit Test 10: Part 1: Decoding:** Words with -ff, -ll, -ss; a, e/ə/; ay, eigh, ange/ā/; ey, ie, ine/ē/; -ful, -less RF.2.3, RF.2.3A, RF.2.3C, RF.2.3D, **Part 2: Comprehension:** Recognize plot (problem and solution), understand characters and vocabulary (literary text), **RL.2.3, RL.2.5, RL.2.7, Part 3: Fluency:** Read a literary text with fluency and understanding RL.2.10, RF.2.4A, RF.2.4B  
Unit Tests, Fluency Checks, Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS:** Improving your work, Dealing with teasing

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:** Superkids Textbooks, Superkids Workbooks, Superkids Book Club, Book Talk Journals, Decodables, Superkids Magazine, Supplemental Resources: Wilson Reading: Foundations, UFLI Foundations Grade Level textbook, online sites, classroom library, approved novel list, etc

**UNIT 11 - Time Frame : 2 Weeks**

**Overview:** In second grade, students consolidate their understanding of all phonetic elements and achieve decoding automaticity and fluent reading. They read authentic literary and informational texts that have not been controlled for decodability and apply comprehension and vocabulary skills to longer, more complex texts. Using the writing process, students write longer, more structured narratives, informational texts, and opinion pieces.

**READING - Primary Focus Standards:** 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., 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.2.6

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., 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., 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.

**Text Type:** Unit Reader, Book Club, Book Talk Journals, Decodables, Superkids Magazine (fiction, non-fiction, historical fiction)

**WRITING - Primary Focus Standards:** W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure., W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing., W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers., W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

**Writing Focus: Narrative:** Fiction story with a beginning, middle (problem), and end (solution), published as a picture book.

**Speaking and Listening - Primary Focus Standards:** 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., A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)., B. Build on others' talk in conversations by linking their explicit comments to the remarks of others., C. Ask for clarification and further explanation as needed about the topics and texts under discussion., SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media., SL.2.5 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 in order to provide requested detail or clarification.

**Language - Primary Focus Standards:** L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking., B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish)., D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told)., F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)., L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing., D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)., 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. A. Use sentence-level context as a clue to the meaning of a word or phrase., C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)., L.2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)., 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 my happy).

**Reading Skills Focus:**

**Phonemic Awareness:** Segment phonemes, Manipulate phonemes: mixed practice

**Phonics:** Add -ing and -ed endings Irregular verbs Long-vowel words with open-syllable patterns

**Fluency:** Distinguish between characters in dialogue, Read text in speech balloons, Observe typographical clues, Read a comic strip, Read with expression and appropriate phrasing

**Comprehension: Informational:** Connect text to self, Understand diagrams, Draw and support conclusions, Summarize

**Language & Writing Skills Focus:**

**Grammar:** Irregular verbs, Irregular plurals

**Vocabulary:** Words for body parts, Words to Know: media, challenge, confident, famous

**Study & Research Skills:** Interpret information from diagrams, Use a graphic organizer to plan writing

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How

does the author's choice of words show feelings or the senses? How do readers approach different text types? What can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare and contrast characters in stories? What strategies do I use to become an independent reader?

**RI:** How can asking and answering questions help me understand the text? Why is identifying the main topic from the text important? How do readers retell informational text? How can making connections help understand informational text? How do you describe the connection between two events? Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How do images and words provide information? How can two texts be the same or different?

**RF:** How do sentences help me read? How are words made up of sounds? How can sounds help me understand a word? How can recognizing grade level words help me be a better reader?

**W:** How do writers express an opinion? How can I use reasons to support my opinion? How can I use facts to write an informational piece? How can I include details to express an event in order? How can answering questions from others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate?

**SL:** When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?

**L:** Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

**ASSESSMENTS: Unit Test 11: Part 1: Grammar, Usage, and Mechanics:** Irregular verbs and plurals, conjunctions L.2.1, L.2.1B, L.2.1D, **Part 2: Comprehension:** Identify main topic, understand diagrams, and connect ideas (informational text) RI.2.2, RI.2.3, RI.2.7, **Part 3: Fluency:** Read an informational text with fluency and understanding RI.2.10, RF.2.4A, RF.2.4B

Unit Tests, Fluency Checks, Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS:**

Copying, Dealing with anger

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:** Superkids Textbooks, Superkids Workbooks, Superkids Book Club, Book Talk Journals, Decodables, Superkids Magazine, Supplemental Resources: Wilson Reading: Foundations, UFLI Foundations Grade Level textbook, online sites, classroom library, approved novel list, etc

**UNIT 12 - Time Frame : 2 Weeks**

**Overview:** In second grade, students consolidate their understanding of all phonetic elements and achieve decoding automaticity and fluent reading. They read authentic literary and informational texts that have not been controlled for decodability and apply comprehension and vocabulary skills to longer, more complex texts. Using the writing process, students write longer, more structured narratives, informational texts, and opinion pieces.

**READING - Primary Focus Standards:** 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., 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.2.6 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., 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., 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.

**Text Type:** Unit Reader, Book Club, Book Talk Journals, Decodables, Superkids Magazine (fiction, non-fiction, fairy tale, mystery)

**WRITING - Primary Focus Standards:** W.2.2 Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion., W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing., 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).

**Writing Focus: Informative:** Research report and informational poster about an African animal.

**Speaking and Listening - Primary Focus Standards:** 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., A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion), B. Build on others' talk in conversations by linking their explicit comments to the remarks of others., C. Ask for clarification and further explanation as needed about the topics and texts under discussion., SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media., SL.2.5 Use multimedia: add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

**Language - Primary Focus Standards:** L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking., F. Produce, expand, and rearrange complete simple and compound

sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)., L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing., D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)., 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. A. Use sentence-level context as a clue to the meaning of a word or phrase., B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell)., C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)., 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.2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)., 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 my happy).

**Reading Skills Focus:**

**Phonemic Awareness:** Segment phonemes, Manipulate phonemes: mixed practice

**Phonics:** Tricky w words, Compound words, Singular and plural pronouns

**Fluency:** Read dialogue with expression, Read text in illustrations, Read with appropriate phrasing and rhythm, Observe punctuation and typographical clues

**Comprehension: Literary:** Easy: Text structure, Determine character motivations, On-level: Plot: problem and solution, Multiple storylines, Challenging: Determine character motivations

**Language & Writing Skills Focus:**

**Grammar:** Verbs with mis- and dis-, Singular vs. plural pronouns

**Vocabulary:** Compound words, Synonyms and antonyms (EBC), Puns and wordplay (EBC), Idioms and expressions (OBC), Multiple-meaning words (CBC), Words to Know: avoid, protest, creative, expression

**Study & Research Skills:** Use maps and an index, Use multiple sources of information

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How

does the author's choice of words show feelings or the senses? How do readers approach different text types? What can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare and contrast characters in stories? What strategies do I use to become an independent reader?

**RI:** How can asking and answering questions help me understand the text? Why is identifying the main topic from the text important? How do readers retell informational text? How can making connections help understand informational text? How do you describe the connection between two events? Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How do images and words provide information? How can two texts be the same or different?

**RF:** How do sentences help me read? How are words made up of sounds? How can sounds help me understand a word? How can recognizing grade level words help me be a better reader?

**W:** How do writers express an opinion? How can I use reasons to support my opinion? How can I use facts to write an informational piece? How can I include details to express an event in order? How can answering questions from others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate?

**SL:** When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?

**L:** Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

**ASSESSMENTS: Unit Test 12: Part 1: Decoding:** Words with open-syllable vowel patterns, initial w, prefixes mis- and dis-, and compound words, RF.2.3, RF.2.3B, RF.2.3C, L.2.4B, L.2.4D, **Part 2: Comprehension:** Understand plot, characters, and vocabulary (literary text), RL.2.3, RL.2.5, RL.2.7, **Part 3: Fluency** Read a literary text with fluency and understanding RL.2.10, RF.2.4A, RF.2.4B, **Part 4: Writing:** Complete a problem-and-solution story W.2.3  
Unit Tests, Fluency Checks, Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS:**

Having confidence, Helping others feel better

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:** Superkids Textbooks, Superkids Workbooks, Superkids Book Club, Book Talk Journals, Decodables, Superkids Magazine, Supplemental Resources: Wilson Reading: Foundations, UFLI Foundations Grade Level textbook, online sites, classroom library, approved novel list, etc

**UNIT 13 - Time Frame : 2 Weeks**

**Overview:** In second grade, students consolidate their understanding of all phonetic elements and achieve decoding automaticity and fluent reading. They read authentic literary and informational texts that have not been controlled for decodability and apply comprehension and vocabulary skills to longer, more complex texts. Using the writing process, students write longer, more structured narratives, informational texts, and opinion pieces.

**READING - Primary Focus Standards:** 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., 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.2.6

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., 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., 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.

**Text Type:** Unit Reader, Book Club, Book Talk Journals, Decodables, Superkids Magazine (fiction, non-fiction, mystery)

**WRITING - Primary Focus Standards:** W.2.2 Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion., W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing., W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Writing Focus: Informative:** Research report and informational poster about an African animal.

**Speaking and Listening - Primary Focus Standards:** 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., A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)., B. Build on others' talk in conversations by linking their explicit comments to the remarks of others., C. Ask for clarification and further explanation as needed about the topics and texts under discussion., 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.

**Language - Primary Focus Standards:** L.2.1 Demonstrate command of the conventions of standard English

grammar and usage when writing or speaking., F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)., L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing., D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)., 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. A. Use sentence-level context as a clue to the meaning of a word or phrase., L.2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)., 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 my happy).

**Reading Skills Focus:**

**Phonemic Awareness:** Segment phonemes, Manipulate phonemes: mixed practice

**Phonics:** Long e words, Long a words, Super e, Homophones

**Fluency:** Differentiate between characters in dialogue, Use typographical clues, Read with natural phrasing and expression, Read text in illustrations

**Comprehension: Informational:** Understand context clues, Determine main ideas and details, Connect text to self, Understand timelines

**Language & Writing Skills Focus:**

**Grammar:** Capitalization

**Vocabulary:** Words for animal body parts, Homophones, Words to Know: rambunctious, treasure, uncomfortable, cycle

**Study & Research Skills:** Understand diagrams, charts, and maps, Use context clues to understand new vocabulary

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How does the author's choice of words show feelings or the senses? How do readers approach different text types? What

can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare and contrast characters in stories? What strategies do I use to become an independent reader?

**RI:** How can asking and answering questions help me understand the text? Why is identifying the main topic from the text important? How do readers retell informational text? How can making connections help understand informational text? How do you describe the connection between two events? Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How do images and words provide information? How can two texts be the same or different?

**RF:** How do sentences help me read? How are words made up of sounds? How can sounds help me understand a word? How can recognizing grade level words help me be a better reader?

**W:** How do writers express an opinion? How can I use reasons to support my opinion? How can I use facts to write an informational piece? How can I include details to express an event in order? How can answering questions from others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate?

**SL:** When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?

**L:** Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

**ASSESSMENTS: Unit Test 13: Part 1: Grammar, Usage, and Mechanics:** Singular and plural pronouns, capitalization for titles L.2.1, L.2.1C, L.2.2, **Part 2: Comprehension:** Understand main idea and details, information in a chart, and vocabulary (informational text) RI.2.2, RI.2.4, RI.2.7, **Part 3: Fluency:** Read an informational text with fluency and understanding RI.2.10, RF.2.4A, RF.2.4B

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS:**

Being reliable, Avoiding jumping to conclusions

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:** Superkids Textbooks, Superkids Workbooks, Superkids Book Club, Book Talk Journals, Decodables, Superkids Magazine, Supplemental Resources: Wilson Reading: Foundations, UFLI Foundations Grade Level textbook, online sites, classroom library, approved novel list, etc

**UNIT 14 - Time Frame : 2 Weeks**

**Overview:** In second grade, students consolidate their understanding of all phonetic elements and achieve decoding automaticity and fluent reading. They read authentic literary and informational texts that have not been controlled for decodability and apply comprehension and vocabulary skills to longer, more complex texts. Using the writing process, students write longer, more structured narratives, informational texts, and opinion pieces.

**READING - Primary Focus Standards:** 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., 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.2.6 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., 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., D. Identify words with inconsistent but common spelling-sound correspondences., E. Recognize and read grade-appropriate irregularly spelled words., RI.2.8 Describe and identify the logical connections of how reasons support specific points the author makes in a text., 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.

**Text Type:** Unit Reader, Book Club, Book Talk Journals, Decodables, Superkids Magazine (fiction, non-fiction, realistic fiction)

**WRITING - Primary Focus Standards:** 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 (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion., W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.

**Writing Focus: Opinion:** Written speech that expresses an opinion.

**Speaking and Listening - Primary Focus Standards:** 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., A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)., B. Build on others' talk in conversations by linking their explicit comments to the remarks of others., C. Ask for clarification and further explanation as needed about the topics and texts under discussion., SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media., SL.2.5 Use multimedia: add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

**Language - Primary Focus Standards:** L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking., E. Use adjectives and adverbs, and choose between them depending

on what is to be modified., F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)., L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing., D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)., 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. A. Use sentence-level context as a clue to the meaning of a word or phrase., C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)., L.2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)., 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 my happy).

**Reading Skills Focus:**

**Phonemic Awareness:** Segment phonemes, Manipulate phonemes: mixed practice, Delete second phoneme in initial blends

**Phonics:** Long i words, Long o words, Super e, Irregular, comparative and superlative adjectives, Add -ness

**Fluency:** Use typographical clues, Read with expression, Distinguish among characters in dialogue, Read text in illustrations, Observe punctuation

**Comprehension: Literary:** Easy: Understand folktales, Understand character's point of view, On-level: Identify narrator, Compare and contrast characters, Challenging: Plot: problem and solution, Fantasy vs. reality

**Language & Writing Skills Focus:**

**Grammar:** Comparative and superlative adjectives, Nouns with suffix -ness

**Vocabulary:** Synonyms (EBC), Descriptive language (EBC), Recognize word relationships (OBC), Context clues (CBC), Puns (CBC), Words to Know: persuasion, texture, bitter, specific

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How does the author's choice of words show feelings or the senses? How do readers approach different text types? What can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare

and contrast characters in stories? What strategies do I use to become an independent reader?

**RI:** How can asking and answering questions help me understand the text? Why is identifying the main topic from the text important? How do readers retell informational text? How can making connections help understand informational text? How do you describe the connection between two events? Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How do images and words provide information? How can two texts be the same or different?

**RF:** How do sentences help me read? How are words made up of sounds? How can sounds help me understand a word? How can recognizing grade level words help me be a better reader?

**W:** How do writers express an opinion? How can I use reasons to support my opinion? How can I use facts to write an informational piece? How can I include details to express an event in order? How can answering questions from others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate?

**SL:** When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?

**L:** Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

**ASSESSMENTS: Unit Test 14: Part 1: Decoding:** Words with different spellings for /ē/, /ā/, /ī/, /ō/ RF.2.3, RF.2.3A, RF.2.3D, **Part 2: Comprehension:** Identify setting, understand characters, events, and figurative language (literary text) RL.2.3, RL.2.4, RL.2.7, **Part 3: Fluency:** Read a literary text with fluency and understanding, RL.2.10, RF.2.4A, RF.2.4B

Unit Tests, Fluency Checks, Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS:**

Coping with setbacks, Being patient

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc. Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:** Superkids Textbooks, Superkids Workbooks, Superkids Book Club, Book Talk Journals, Decodables, Superkids Magazine, Supplemental Resources: Wilson Reading: Foundations, UFLI Foundations Grade Level textbook, online sites, classroom library, approved novel list, etc

**UNIT 15 - Time Frame : 2 Weeks**

**Overview:** In second grade, students consolidate their understanding of all phonetic elements and achieve decoding automaticity and fluent reading. They read authentic literary and informational texts that have not been controlled for decodability and apply comprehension and vocabulary skills to longer, more complex texts. Using the writing process, students write longer, more structured narratives, informational texts, and opinion pieces.

**READING - Primary Focus Standards:** 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., 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.2.6

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., 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., D. Identify words with inconsistent but common spelling-sound correspondences., E. Recognize and read grade-appropriate irregularly spelled words., RI.2.8 Describe and identify the logical connections of how reasons support specific points the author makes in a text., 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.

**Text Type:** Unit Reader, Book Club, Book Talk Journals, Decodables, Superkids Magazine (fiction, non-fiction, science fiction)

**WRITING - Primary Focus Standards:** 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 (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion., W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure., W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing., W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

**Writing Focus: Informative, Narrative, Opinion:** SUPER magazine with an informational article, personal narrative, advice column, and review of a book or show.

**Speaking and Listening - Primary Focus Standards:** 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., A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion), B. Build on others' talk in conversations by linking their explicit comments to the remarks of others., C. Ask for clarification and further explanation as needed about the topics and texts under discussion., 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 in order to provide requested detail or clarification.

**Language - Primary Focus Standards:** L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking., E. Use adjectives and adverbs, and choose between them depending on what is to be modified., F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)., L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing., D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)., 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. A. Use sentence-level context as a clue to the meaning of a word or phrase., C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)., L.2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)., 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 my happy).

**Reading Skills Focus:**

**Phonemic Awareness:** Segment phonemes, Manipulate phonemes: mixed practice, Articulate /ā̄r/, Substitute second phoneme in initial blends

**Phonics:** Super e, Associate ui, ue, ou, oo, ew with /ōo/, Associate air, ear, are, err, ar with /ā̄r/, Homophones

**Fluency:** Read with natural phrasing and expression, Read text in illustrations, Read with appropriate rhythm, Read rhyming couplets

**Comprehension: Informational:** Connect text to self, Connect text to photos, Draw conclusions

**Language & Writing Skills Focus:**

**Grammar:** Adjectives with suffix -able Homophones

**Vocabulary:** Homophones, Words with un- and -tion, Use context clues, Proper nouns and place names, Understand prefixes and suffixes, Words to Know: firmly, reflection, mixture, eager

**Study & Research Skills:** Use references and resources, Interpret information from maps and photographs

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How does the author's choice of words show feelings or the senses? How do readers approach different text types? What can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare and contrast characters in stories? What strategies do I use to become an independent reader?

**RI:** How can asking and answering questions help me understand the text? Why is identifying the main topic from the text important? How do readers retell informational text? How can making connections help understand informational text? How do you describe the connection between two events? Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How do images and words provide information? How can two texts be the same or different?

**RF:** How do sentences help me read? How are words made up of sounds? How can sounds help me understand a word? How can recognizing grade level words help me be a better reader?

**W:** How do writers express an opinion? How can I use reasons to support my opinion? How can I use facts to write an informational piece? How can I include details to express an event in order? How can answering questions from others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate?

**SL:** When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?

**L:** Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

**ASSESSMENTS: Unit Test 15: Part 1: Grammar, Usage, and Mechanics:** Comparative and superlative adjectives L.2.1, L.2.6, **Part 2: Comprehension:** Understand main idea and details, cause and effect, and vocabulary (informational text) RI.2.2, RI.2.3, RI.2.7, **Part 3: Fluency:** Read an informational text with fluency and understanding RI.2.10, RF.2.4A, RF.2.4B

Unit Tests, Fluency Checks, Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS:**

Taking care of things you borrow, Finding ways to help out

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:** Superkids Textbooks, Superkids Workbooks, Superkids Book Club, Book Talk Journals, Decodables, Superkids Magazine, Supplemental Resources: Wilson Reading: Foundations, UFLI Foundations Grade Level textbook, online sites, classroom library, approved novel list, etc

**UNIT 16 - Time Frame : 2 Weeks**

**Overview:** In second grade, students consolidate their understanding of all phonetic elements and achieve decoding automaticity and fluent reading. They read authentic literary and informational texts that have not been controlled for decodability and apply comprehension and vocabulary skills to longer, more complex texts. Using the writing process, students write longer, more structured narratives, informational texts, and opinion pieces.

**READING - Primary Focus Standards:** 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., 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.2.6 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., 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., 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.

**Text Type:** Unit Reader, Book Club, Book Talk Journals, Decodables, Superkids Magazine (fiction, non-fiction, fantasy)

**WRITING - Primary Focus Standards:** 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 (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion., W.2.2 Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion., W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing., W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

**Writing Focus: Informative, Narrative, Opinion:** SUPER magazine with an informational article, personal narrative, advice column, and review of a book or show.

**Speaking and Listening - Primary Focus Standards:** 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., A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)., B. Build on others' talk in conversations by linking their explicit comments to the remarks of others., C. Ask for clarification and further explanation as needed about the topics and

texts under discussion., 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 in order to provide requested detail or clarification.

**Language - Primary Focus Standards:** L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking., F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)., L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing., D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)., 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. A. Use sentence-level context as a clue to the meaning of a word or phrase., C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)., L.2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)., 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 my happy).

**Reading Skills Focus:**

**Phonemic Awareness:** Segment phonemes, Manipulate phonemes: mixed practice, Delete first phoneme in final blends

**Phonics:** Associate ir, er, ur, or, ar, ear with /êr/, Associate or, ore, oor, our, oar, ar with /ôr/, Homophones

**Fluency:** Read at an appropriate rate, Read with natural phrasing, Read with expression, Read with appropriate stress, Observe punctuation

**Comprehension: Literary:** Easy: Character motivations, Fantasy vs. reality, On-level: Compare and contrast characters, Character motivations, Challenging: Draw conclusions Setting

**Language & Writing Skills Focus:**

**Grammar:** Adjectives with -ous

**Vocabulary:** Common proverbs, Homophones, Figurative language (EBC), Alliteration (EBC), Puns and wordplay (OBC), Compound nouns (OBC), Synonyms (CBC), Onomatopoeia (CBC), Words to Know: determined, mischievous, sensible, content

**Study & Research Skills:** Use references and resources

## **ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

**RL:** How can asking and answering questions help me understand the text? Why is using key details from the story important in retelling the story? How do readers discover the central message or lesson of a text? How can I retell the text to express the central message or lesson? How can I use the details of the text to express the theme? How do readers identify and describe story elements? How does word choice impact the overall meaning of the text? How does the author's choice of words show feelings or the senses? How do readers approach different text types? What can illustrations tell me about the story? What can illustrations tell me about story elements? How can you compare and contrast characters in stories? What strategies do I use to become an independent reader?

**RI:** How can asking and answering questions help me understand the text? Why is identifying the main topic from the text important? How do readers retell informational text? How can making connections help understand informational text? How do you describe the connection between two events? Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How do images and words provide information? How can two texts be the same or different?

**RF:** How do sentences help me read? How are words made up of sounds? How can sounds help me understand a word? How can recognizing grade level words help me be a better reader?

**W:** How do writers express an opinion? How can I use reasons to support my opinion? How can I use facts to write an informational piece? How can I include details to express an event in order? How can answering questions from others help improve my writing? How can technology be used as a tool to write, publish, and/or collaborate?

**SL:** When is an appropriate time to ask or answer questions? How can I add to a conversation? How can asking and answering questions support understanding? What kinds of questions should I ask during a presentation to increase my understanding? Why is it important to describe people, places, things, and events with details? How can I express my ideas clearly? Why do I need to speak in complete sentences?

**L:** Why is grammar important when speaking or writing? Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? What strategies can help me determine the meaning of unknown words? How do I recognize word patterns?

**ASSESSMENTS: Superkids End-of-Year Test: Part 1: Decoding:** Words with different spellings for /ōō/, /ār/, /èr/ and /ōr/ RF.2.3, RF.2.3A, RF.2.3D, **Part 2: Grammar, Usage, and Mechanics:** Irregular verbs and plurals, comparative and superlative adjectives, singular and plural pronouns, conjunctions L.2.1, L.2.1B, L.2.1C, L.2.1D, L.2.6, **Part 3: Spelling:** Correctly spell words with sound-spelling patterns that have been taught L.2.2, L.2.2D, **Part 4: Comprehension:** Identify genre, understand plot and characters, identify a story's lesson (literary text) RL.2.2, RL.2.3, RL.2.7, **Part 5: Fluency Read a literary text with fluency and understanding RL.2.10, RF.2.4A, RF.2.4, Part 6: Writing:** Write instructions that explain how to do something W.2.2

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS: LASTING LESSONS:**

Avoiding getting lost, Avoiding feeling lonely

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

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**Resources:** Superkids Textbooks, Superkids Workbooks, Superkids Book Club, Book Talk Journals, Decodables, Superkids Magazine, Supplemental Resources: Wilson Reading: Foundations, UFLI Foundations Grade Level textbook, online sites, classroom library, approved novel list, etc