Grade 2

Reading Curriculum

Oradell Public School District

Oradell, NJ

2024

The Grade 2 Reading Curriculum was developed by the Oradell Language Arts
Curriculum Team and aligned to the New Jersey Student Learning Standards (NJSLS).

Oradell Public School District

Grade 2 Reading Curriculum Committee Credits:

Jennifer Hook, Grade 2 Teacher
Roberta Kenyon, Grade 2 Teacher
Melissa Pizza, Grade 3 Teacher
Kristin Terzano, Intervention Teacher
Amy Brancato, Assistant Principal, Grades K-3
Lorri-Anne Cummings, Director of Curriculum and Instruction

Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Language Arts, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.
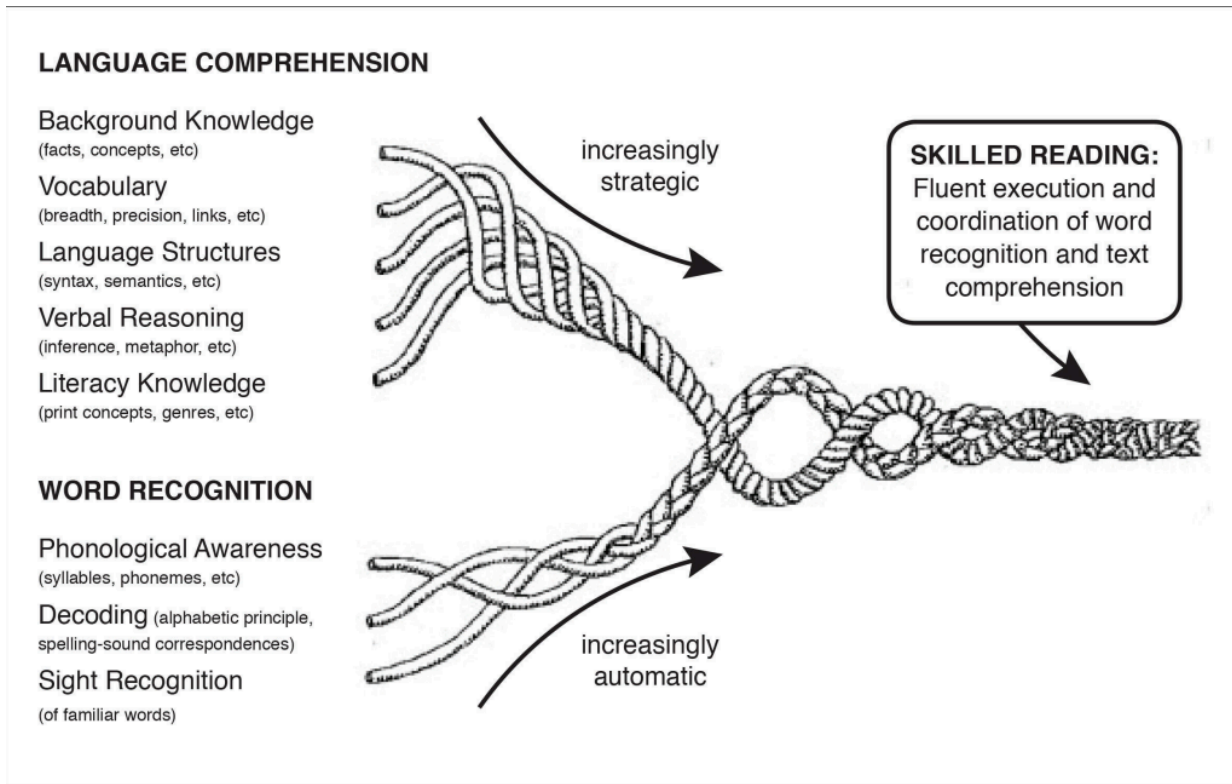
Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent
Michelle Hawley, Principal

Our Language Arts Philosophy

We believe in a balanced approach to the teaching of language arts. We develop readers and writers to become thinkers and to develop strategies to become global citizens. We believe that readers need access to books that they find fascinating, time to read, and expert instruction (Richard Allington 2011). We believe that writers need time, choice, and feedback to be successful. The curriculum includes explicit instruction in language arts content through read alouds and vocabulary instruction that build background knowledge and schema. The units are built using research based strategies that promote literacy behaviors and skills that contribute to strategic thinking, reading, and writing. We have based the creation of this curriculum on the components of Scarborough's Rope, pictured below. Students need both strong language comprehension paired with word recognition to develop skilled reading (NJ Dyslexia Handbook, p. 20).

LANGUAGE COMPREHENSION

Background Knowledge
(facts, concepts, etc)

Vocabulary
(breadth, precision, links, etc)

Language Structures
(syntax, semantics, etc)

Verbal Reasoning
(inference, metaphor, etc)

Literacy Knowledge
(print concepts, genres, etc)

WORD RECOGNITION

Phonological Awareness
(syllables, phonemes, etc)

Decoding (alphabetic principle,
spelling-sound correspondences)

Sight Recognition
(of familiar words)

increasingly
strategic

SKILLED READING:
Fluent execution and
coordination of word
recognition and text
comprehension

increasingly
automatic

Reading Workshop

What is Reading Workshop?

Throughout the year, students will go on a literacy journey learning important skills that contribute to their lives as readers and writers in an ever-changing world. Within a workshop model, teachers implement standards-based minilessons to support whole class goals, followed by individualized small group work, conferences, and assessments that allow for a gradual release of responsibility and differentiated support and challenge for each student's individual learning needs. Ultimately, the workshop will close with a quick culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Minilesson

Each reading workshop lesson begins with explicit instruction in a mini lesson. During each minilesson, the teacher introduces a specific concept, also known as the teaching point. Most often, the teaching point focuses on a reading skill and a strategy. The teacher will explicitly model or demonstrate the skill for the students. Skills are explicitly modeled during minilessons. The mini lesson has four parts: the connection, the teach (demonstration), the active engagement and the link. The teacher chooses a skill and strategy that the class needs based on classroom assessments. During the connection portion of the lesson, the teacher connects prior learning to the current skill. The teacher announces the teaching point: the skill and strategy being taught. In this approach, the teacher shows students how to accomplish the skill by modeling the strategy in a book with which the students are familiar. The teacher also uses a think-aloud. This method shows students how to think about the text and then allows them to work this out in their own books or a shared text during the active engagement portion of the mini lesson. During the link portion of the minilesson, the teacher reminds students about the strategies they can use while they are reading.

Reading Aloud

At Oradell Public School, we value the importance of reading aloud as a time for teachers to model reading with expression, fluency, intonation, and good pacing. Instructional read-alouds promote strategic reading, where students must draw upon their full toolbox of reading knowledge. Most importantly, read-aloud time should promote the joy of reading, thinking, sharing, and learning. The read-alouds in our curriculum are carefully chosen in order to expose students to topics that will develop their knowledge more deeply. These mentor texts find their way into many lessons as the year unfolds and serve as a model for student self-discovery within their own texts.

Interactive Read-Aloud

An interactive read-aloud consists of a series of purposeful activities that engage the class in the book and the strategies that surround it. The following list contains the many parts of an interactive read-aloud:
- Scaffolding on prior knowledge
- Modeling vocabulary development
- Teaching reading fluency
- Emphasizing elements of the story
- Asking purposeful questions
- Using think-alouds to assist comprehension
- Summarizing the story to bring closure

Texts used during the interactive read-aloud should be chosen from a wide variety of genres. They should tap into the readers' interests and be full of rich vocabulary.

Shared Reading

Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression

Independent Reading and Book Clubs

Research suggests that a high volume of reading improves reading comprehension. Furthermore, research suggests that students comprehend better when they have an opportunity to discuss their reading content and process.Specific class time is reserved for independent reading, partner reading, guided reading and/or book club reading followed by occasions to talk about texts in student partnerships, small groups, and whole group settings.

Through book clubs, readers will raise the level of conversation about literature. Students will recognize that readers have different viewpoints, and they will defend their claims with reasons and evidence. Students will use everything they know about characters to dig deeper and develop the theme and its complexity. Students will begin to write and think analytically as they interpret literature within their book clubs to link ideas and build larger theories about texts.

Accountable talk is a strategy that supports students' academic language development through discussion by giving students key phrases they can use when learning skills such as explaining, agreeing, disagreeing, and justifying.

Teachers conduct the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in grades K-5 three times a year to gather benchmark data. Teachers use this data to develop targeted small group and individual instruction. In addition, grades 2-6 teachers will use a homegrown reading assessment to gather more information about the student as a reader to best support continued growth on their trajectory of reading.

Reading Conferences

In a reading conference, teachers check-in with individual students (or small groups of students with a specific and similar learning need) on their reading interests and progress. After listening to a student read a portion of a text aloud or asking specific teacher-driven questions, teachers will work to:

1. Compliment the student(s).
2. Provide an explicit teaching point.
3. Coach the student as he/she works to apply the skill/strategy.

Teachers take anecdotal notes on conferences as formative assessment data to drive subsequent conferences and small group work. Each conference or small group lesson focuses on a particular reading strategy to learn more about individual student reading needs within the small group setting.

Reading Strategy Groups

Teachers may gather strategy groups when students at various levels need support with a specific skill. For example, teachers may gather a group of students based on similar noticings on formative assessments. Students will practice working on a targeted skill with scaffolded supports as needed.

Close Reading

Close reading is a rereading of a short passage looking at specific details to deepen comprehension. It promotes higher order thinking in relation to the text by determining importance and analyzing select passages and excerpts.

Writing Workshop

What is Writing Workshop?

The writing workshop framework is used for writing instruction. This is the daily block of time devoted to teaching students to become skilled writers. Each Writing Workshop lesson begins with explicit instruction in a curriculum driven mini lesson that is grounded in a clear teaching point. After the mini lesson, individual writing conferences take place while the majority of the students are writing independently. This structure allows teachers to truly get to know each child as an author, and then to provide ongoing support for each child's writing.

Mini Lesson

Writing workshop begins with a mini lesson, a short whole class lesson in which the teacher teaches students something about writing (Anderson 2005). The majority of the class time is spent with students practicing the skill and strategy work that was introduced during minilessons, small group work, and/or shared writing. The teacher gradually releases responsibility to students with strategic levels of support.

Writing Conferences

While students write, teachers move around the classroom conducting writing conferences. In these one-on-one conversations, teachers teach each student about an aspect of writing that meets that students' needs as a writer (Anderson 2005). According to Lucy Calkins, a writing conference should contain the following parts:

1. Research: Observe and note something to praise and something to grow.
2. Decide: Determine the teaching point.
3. Teach: Coach a part of the student's writing process.
4. Link: Remind the student to use his/her new skills as an author in future writing endeavors.

Anecdotal records of writing conferences are used to compile all of the useful information collected. The conference notes are an effective tool to help identify trends in each child's writing and assess his/her growth as a writer. Conference notes provide formative assessment data for subsequent individual and
small group instruction. (See below for Carl Anderson's example of a writing conference form.)

Assessment Notes for _____ Date _____

What am I learning about this student as a writer?	What do I need to teach this student?

Ⓣ is the symbol for Teaching Point.　　Ⓖ is the symbol for Instructional Goal.
© 2005 by Carl Anderson from *Assessing Writers*. Heinemann: Portsmouth, NH.

14　　*Strategic Writing Conferences: Teacher's Guide*

Writing Strategy Groups

Teachers may convene strategy groups when students at various levels need support with a specific writing skill. This is an effective format when a small group of students is struggling with the same writing skill and the teacher can target that particular group.

Independent Writing

This is the time when students practice the skill taught during the mini lesson with their own writing. Students are encouraged to write with independence, focus, and stamina in order to produce writing in volume.

Writing Share

Ultimately, the lesson will close with a culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Interactive Writing (K-1)

Interactive writing supports foundational skills for young writers. In this lesson structure, the teacher and students compose a message together and the pen is shared. This type of work supports concepts of print, sound-symbol relationships, increases spelling knowledge, and provides opportunities to plan and construct text in a shared writing setting (Fountas & Pinnell, 2001). Unlike independent writing, where students spell using a developing understanding of sound-symbol relationships (i.e. inventive spelling), interactive writing models correct writing conventions. In other words, if the students do not know a writing convention rule, the teacher delivers it explicitly in the creation of the shared text.

Shared Writing (K-6)

Teachers and students work together to compose written texts that support the current genre/unit of study. This demonstrates how writing works, provides opportunities to model spelling strategies, revision work, and editing strategies. The students are brought through the writing process together. This also provides an exemplar to post in the classroom for reference.

What is the difference between revising and editing?

Revising and editing are not the same part of the writing process. When revising, the author is changing the meaning or way in which the reader perceives, experiences and interprets a piece of writing. This can be accomplished by adding new thoughts, clarifying existing thoughts, choosing more descriptive words, improving overall understanding of ideas presented, enhancing character development, adding more detail, or eliminating unnecessary elements.

When editing, the overall piece remains exactly the same, but the writer fixes the mistakes they have made, such as typos, grammatical errors, and spelling mistakes. This is an ideal point in the unit to teach grammar lessons, as students can apply what they learn to their own pieces of writing.

Word Study

Oradell Public School District utilizes an integrated approach to word study. Although word study is embedded in the various reading and writing workshop lessons, time is reserved for word study activities and assessments during the literacy block. Word study time begins in Kindergarten with early literacy concepts, phonics/word work, and handwriting activities and evolves toward work in spelling, grammar, and vocabulary.

Phonological and Phonemic Awareness for Kindergarten and Grade 1

Heggerty Phonological and Phonemic Awareness
Teachers in grades K-1 use Heggerty to teach phonological and/or phonemic awareness skills daily including Rhyme, Phoneme Isolation, Blending, Segmenting, and Manipulation. Students will also practice 2-3 early literacy skills, including building alphabet knowledge, language awareness, and phoneme-grapheme connections. Teachers implement Heggerty as an oral and auditory warm-up to phonics instruction. Explicit phonemic awareness instruction provides a foundation for students to anchor their reading and writing skills during phonics instruction.

Phonics Resource for Primary Grades
Oradell Public School is implementing the Wilson Fundations program in our K-3 classrooms.Teachers will use the Fundations materials during their literacy block to build students' phonics/vocabulary skills. Through Fundations, emerging readers review letters, their sounds, and how to form them, along with strategies for segmenting and blending words as they try to read and spell them. They also learn about many aspects of word and sentence structure. Echo, an owl puppet children love, encourages them as they learn through repetition, build sounds and words with magnet letters, and engage in other visual, auditory, oral, and kinesthetic activities that foster literacy.

Word Study in the Upper Grades
Students in grades 4-6 engage in multiple ways into a deeper study of vocabulary. Word study provides students with opportunities to investigate and understand the patterns in words. Knowledge of these patterns means that students needn't learn to spell one word at a time. Word study is also designed to build word knowledge that can be applied to both reading and spelling. Students learn Tier 2 and Tier 3 words through read alouds and have opportunities to engage in authentic practice with the words to gain a deeper understanding and application in their writing. The more students understand academic vocabulary, the easier it is for them to understand the information they may read or hear about a topic (Marzano 2005).

Grammar

Oradell Public School District believes in an embedded and a blend of an explicit and inquiry-based approach. With this in mind, we incorporated a grammar skills continuum created by Patty McGee of grammar and mechanics skills that will be taught at each grade level. The continuum suggests mini lessons that include a gradual release model of immersion, focus area, and transfer.

All About the Language Arts Curriculum

How was the curriculum developed?
The Oradell Public School District's curriculum consists of reading and writing units that have been inspired by both the Science of Reading and the work of Jennifer Serravallo and Patty McGee. Please see the "Professional References" section for specific books used. Additionally, writing rubrics for narrative, informational, and opinion writing are provided. The OPS rubrics have been linked to the document as Google Docs for ease of use; teachers can make a copy and revise for specific units as needed. Teachers are encouraged to collaborate to create additional minilessons and formative assessments for the whole group, small-group, and individual conferences.

Each unit contains modules with corresponding WALT statements (We are learning to/that) that serve as teaching points or learning objectives. A module is the section of each unit that groups particular teaching points. A WALT statement addresses both the skill and strategy that will be practiced in a given reading or writing block followed with a "by" which indicates how the objective is to be met. The WALT statements in the curriculum are directly connected to the standards. There are often a variety of ways to achieve the WALT statement which is meant as a menu of options and are chosen based on assessment and student data.

Modifications

The modifications section at the end of each bend is meant to help guide the differentiation of the units for students with IEPs, English Language Learners, Tier 2 At-Risk students (students in Basic Skills) and Gifted and Talented students. Carol Ann Tomlinson defines differentiation as tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction (Tomlinson 2000).

Teachers can differentiate at least four classroom elements based on student readiness, interest or learning profile:

1. Content: what the student needs to learn or how the student will get access to the information
2. Process: activities in which the student engages in order to make sense of or master the content
3. Products: culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit
4. Learning environment: the way the classroom works and feels

Professional References

Fountas, I. & Pinnell, G.S. (2016). *The Fountas & Pinnell Literacy Continuum, Expanded Edition: A Tool for Assessment, Planning, and Teaching, PreK-8.* Portsmouth, NH: Heinemann.

Ludwig VanVanDerwater, Amy. (2017). *Poems are Teachers: How Studying Poetry Strengthens Writing in All Genres.* Portsmouth, NH: Heinemann.

McGee, Patti (2020). Grammar Study: Micro-Workshop.New Rochelle, NY:Benchmark Education Company

Serravallo, J. (2023). The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers 1st Edition, Portsmouth, NH: Heinemann.

Serravallo, J. (2017). Writing Strategies Book: Your Everything Guide to Developing Skilled Writers. Portsmouth, NH: Heinemann.

Tomlinson, C. A. (August, 2000). *Differentiation of Instruction in the Elementary Grades.* ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education.

Oradell Public School District

Suggested Pacing Guide for Reading & Writing Units
Grade 2

Unit	Approximate Months	Reading Unit	Writing Unit	Grammar Skills
1	September - October	Careful Readers Develop Good Habits	Manuals	Use Declarative and Interrogative Sentences Use Imperative and Exclamatory Sentences Make a Compound Sentence
2	November - December	Exploring Nonfiction Texts	Fairy Tales	Using end punctuation Using commas Use Commas in Compound Sentences Use Commas in Complex Sentences
3	January - March	Connecting Fiction & Nonfiction-Paired texts to build content knowledge	Teaching Books	All about nouns The many functions of verbs Past, Present, Future Tenses Adding "Have" and "Has"
4	March - April	Reading and Responding to Chapter Books	Persuasive Letters	Adjectives Prepositions Adverbs Pronouns
5	May - June	Reading in Content Area	Fly Guy Books (Egypt)	Capitalize letters Apostrophes: Possessives and Contractions Commas in Dialogue

Note: Highlighted activities indicate Holocaust Awareness or Amistad Commission or Asian American and Pacific Islander legislation related activities.

Grade 2 Reading

Unit 1: Careful Readers Develop Good Habits (Sept-Oct)

Unit Overview: Careful Readers Develop Good Habits by utilizing various reading strategies that will set the groundwork for students to explore a variety of fiction texts. The first few weeks focus on Reading Workshop routines and structures. Students will also learn how to properly interact with their classmates, talking to one another and building upon their conversations by adding additional information.

Readers will immerse themselves in a variety of fiction texts, including fairy tales and folktales, while exploring characters and their traits. Students will also be analyzing who the characters are and how they respond to the world around them. Students will also examine story elements such as setting, important events, problem and solution. Diving into these characteristics allow for readers to think about lessons learned, motives, morals, and the author's message.

At the culmination of this unit, readers will have the opportunity to pull together all of the skills they have been acquiring as readers as they are immersed in the theatre standards, allowing them to bring these stories to life in a guided drama experience.

Standards Addressed in this Unit

Language Domain: Foundational Skills Reading

Phonics and Word Recognition
L.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.
    C. Decode words with common prefixes and suffixes.
    D. Identify words with inconsistent but common spelling-sound correspondences.
    E. Recognize and read grade-appropriate irregularly spelled words.
    F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
Fluency
L.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.

Language Domain: Foundational Skills Writing

Sound-Letter Basics

L.WF.2.1. Demonstrate command of the conventions of writing.
A. Write legibly and with sufficient fluency to support composition.
B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:
   i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck
   ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

Spelling

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.
A. Regular, single-syllable words that include:
   i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
   ii. Complex consonant blends (scr, str, squ).
   iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).
   iv. Vowel-r combinations (turn, star, third, four/for).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
B. Capitalize holidays, product names and geographic names.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
B. Compare formal and informal uses of English.

L.VL.2.2. 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.

Reading Domain
RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.   RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .   RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text   RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.   RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.   RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.   RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures

Writing Domain
W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.

     A.   Introduce an opinion.

     B.   Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

     C.   Provide a conclusion.

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information. 🌱

     A.   Introduce a topic clearly.

     B.   Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.

     C.   Provide a conclusion.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

     A.   Identify audience and purpose before writing.

     B.   Participate in self-evaluation of written work.

     C.   With feedback and digital or print tools such as a primary dictionary, find and correct errors.

W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

Speaking and Listening Domain

SL.PE.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.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.ES.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.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.UM.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.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Computer Science and Design Thinking

8.1.2.DA.3: Identify and describe patterns in data visualizations.
- Setting goals and tracking data on bar graph to monitor reading goals

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- Use the Reader's Workshop model to successfully read.

8.1.2.AP.4: Break down a task into a sequence of steps.
- Use the Reader's Workshop model to successfully read.

8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- Create a storyboard about a fairy tale.

8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- Use reading notebooks, post-its, and pencils to take reading notes.

8.2.2.NT.1: Model and explain how a product works after taking it apart, identifying the relationship of each part, and putting it back together.
- Create and put a twist on a fairy tale using a storyboard.

8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem
- Create and put a twist on a fairy tale using a storyboard.

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.
- Discuss how stories are passed on, for example legends.

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Interdisciplinary Connections

Comprehensive Health and Physical Education

2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.

2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

Social Studies

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish

responsibilities, and fulfill roles of authority.

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Visual and Performing Arts

1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

Assessment	
Benchmark	DIBELS assessments administered beginning, middle, and end of year to all students. Students scoring strategic will be progress monitored as part of Tier II OPS Reading Assessment administered beginning, middle, and end of year to all students. Students not meeting expectations for text complexity, fluency, **and/o**r comprehension will be progress monitored as part of Tier II Linkit! Benchmark Assessment
Possible Ongoing Assessments	Teacher Observation Student Participation Notebook Entries Running Records Conferring Notes

Materials/Resources	
Suggested Read Aloud Texts	**Additional Resources**
Texts for Teaching Point *Yeh Shen* by Gina Sabella *Mufaro's Beautiful Daughters* by John Steptoe **Read Aloud Texts for Comprehension** *Chrysanthemum* by Kevin Henkes	Decodable Poems Fundations: Unit 1 Weeks 1-2, Unit 2 Weeks 1-2, Unit 3 Week 1, Unit 4 Weeks 1-2 Fundations Trick Words Wilson Fundations Scope and Sequence UFLI Foundations Toolbox

SEL Read Aloud	

Module 1: Launching Into Reading: Learning about the Classroom Library Refer to Goal 3 and 4 in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.	
Learning Goal/Objective **We are learning to/that . . .**	**Suggested Learning Activities** **. . . by engaging in this task**
WALT there are routines and structures that help our reading block run smoothly	by ● Thinking about who they are as readers and setting their own personal goals in second grade. ● Understanding the structure of workshop — mini-lesson, independent reading time, conferencing/guided reading/strategy groups and partner share. ● Reading and working with stamina so they stay focused and do not disrupt their classmates or teachers. ● Choosing a good reading spot where they are comfortable and can work with stamina. ● Choosing books and genres they enjoy and knowing if the book is too hard or too easy. ● Having a reading partner and understanding partner talk (12.3).
WALT the classroom is set up to enhance learning	by ● Setting up a library with clearly labeled bins along with storage/ organization for their personal books.

	● Creating expectations of what reading will look like, sound like, and feel like. ● Having a toolbox of solutions for problems that may arise during reading (ex: What if I have to use the bathroom? What if I read all of the books in my book bin? What if I need a post-it?)

WALT (reading strategies)	by
	● Using a variety of decoding strategies.
	   ○ Start on the left side of the word (Lefty Larry). (RS 3.1)
	   ○ Hop to each grapheme and make each sound (Grapheme Grape). (RS 3.2)
	   ○ Blend the sounds together to read the word (Blendy Wendy). (RS 3.3) (RS 3.20)
	   ○ Chop the word into syllables (Syllable Sam). (RS 3.22)
	   ○ Separate the base from the prefix or suffix (Chase the Base). (RS 3.23)
	   ○ Reread the sentence. Does it make sense? (Lucy Lightbulb). (RS 1.12, 1.13, & 3.9)
	● Rereading for fluency (RS 4.1).
	● Scooping up words to read in phrases (RS 4.8).
	● Reading to the end of the line. (RS 4.10)
	● Minding the ending punctuation (RS 4.12).

Module 2: Understanding Characters in Fiction Books
Refer to Goal 5 and 6 in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.

Learning Goal/Objective	Suggested Learning Activities

We are learning to/that . . .	. . . by engaging in this task
WALT ask and answer questions to demonstrate understanding of key details in a literary text	by ● referring explicitly to the text as the basis for the answers. ● Check for understanding by asking themselves, "What is happening so far?" ● Identifying characters using pictures and names (RS 6.1). ● Identifying who is telling the story (RS 6.2).
WALT use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters.	by ● Role-playing to understand characters (RS 6.3). ● Thinking about how the character is feeling (RS 6.5). ● Studying talk and actions as windows into traits and feelings (RS 6.8).
WALT describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections, setting, and plot	by ● Saying what is most essential (RS 5.2) ● Using their senses to understand the setting (RS 5.6). ● Using story elements to identify problems (RS 5.14).
WALT describe how characters in a story respond to major events and challenges using key details within a text	by ● Backing up ideas about characters with evidence (RS 6.9). ● Summarizing based on what a character wants and needs (RS 5.17) ● Looking for a pattern of behavior that creates a change to the character's trait through actions, thoughts, or dialogue. (RS 6.10) (RS 7.4 & 7.5) ● Tracking feelings of the characters are they change from one point in the story to another and what caused the change. (RS 6.11)

Module 3: Digging Deeper Into Other Types of Fiction Texts (Folktales, Fables, and Fairytales)	
Refer to Goal 5 and 7 in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.	
Learning Goal/Objective **We are learning to/that . . .**	**Suggested Learning Activities** **. . . by engaging in this task**
WALT compare and contrast literary versions of the same story by different authors or from different cultures	by ● Listening to the story of <u>The Legend of the Coqui</u> and comparing similarities and differences between it and The Frog Prince. ● Reading different versions of the same story: ○ For example: Cinderella stories around the world.

WALT acknowledge differences in the points of view of characters	by
	● Speaking in a different voice for each character when reading dialogue aloud.
	● Find the problem by focusing on the reactions of the characters through their interactions, feelings, or words. (RS 5.15)
	● Comparing paired stories from different character's points of views and forming opinions about the characters.
	   ○ The Three Little Pigs and The True Story of the Three Little Pigs
	   ○ <u>Wolf/Pig Point of View</u>

WALT recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .	by
	● Identifying the characteristics of fairytales, fables, and folktales.
	   ○ Characters
	   ○ Lesson learned/moral of the story

	○ [Elements of a Fairy Tale](#) ● Noticing when wise characters teach (RS 7.7)
WALT identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.	by ● Thinking about what they can learn from the motives and actions of their characters. ● Making connections to real-life situations based on the moral of the lesson learned. ● Recognizing what the author's message is intended to teach.

Module 4: Bringing Stories to Life (Theater)
Refer to the K-2 [Theatre Curriculum](#) to support this module.

Learning Goal/Objective We are learning to/that . . .	Suggested Learning Activities . . . by engaging in this task
WALT ● recount a text in oral and written form and determine the central message ● identify audience and purpose before writing ● participate in self-evaluation of written work ● provide dialogue and description of experiences and show the responses of characters to situations ● use multimedia: add drawings of visual displays to stories to clarify ideas, thoughts, and feelings	by ● creating a storyboard with their group to sequence the events to advance a familiar story of their choosing. ○ Students will use the five finger retell to capture the main events, verbally discuss what details to add to advance the story, and then sketch onto a storyboard. ● revisiting their storyboards to collaborate with peers to devise meaningful dialogue that supports the plot. ● becoming their characters by practicing various tones,

	volumes, facial expressions and movements. ○ Think about how the character might change throughout the story and make decisions on sounds and movements. Characters have emotions and feelings that connect to their actions causing them to make certain decisions. ■ Possible activity: Place all the characters' names into a cup and have the group select one character at a time. The group discusses and shares their ideas on how that character sounds and behaves throughout the storyboard. ■ Compare and contrast how characters respond to challenges in a guided drama experience. ● engaging in a discussion using art vocabulary to visualize how props and scenery could be created and theatre terms to discuss how technical elements could be used. ○ Students are encouraged to be creative and imaginative in order to create multiple ways to represent an object or prop. ○ Technical elements are lighting, sound, setting, and all other pieces that go into a production other than the actors. ■ Example: Students decide to show it is night by having the lights off. ● engaging in accountable talk: Students will provide feedback to each other and make revisions based on the feedback. ○ Feedback should be based on emotional responses to characters, the use of props, and any artistic choices. ○ Students are encouraged to identify similarities between characters and make connections to personal experiences.

Modifications *These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.*	
Students with IEPs	- Use various methods to understand a student's learning style: observation, surveys, conferring - Refer to the student's IEP for goals and modifications. - Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. - Model book selection process. - Model productive and engaging partner talk. - Provide direct instruction for completing a reading log. - Build anchor charts with students and continually refer to them as you teach. - Provide students with their own copies of the text that they can read independently and use to retell. - Provide opportunities for students to turn and talk. - Use modeling, role playing and cuing. - Provide graphic organizers for text connections. - Model fluency, intonation, and inflection during guided reading and poetry lessons.. - Provide direct, explicit instruction using Wilson Fundations lessons. - Incorporate differentiated reading techniques, such as tiered assignment and flexible groupings.
Students with 504s	- Use various methods to understand a student's learning style: observation, surveys, conferring - Refer to student's 504 plan for goals and modifications. - Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. - Model book selection process. - Model productive and engaging partner talk. - Provide direct instruction for completing a reading log. - Build anchor charts with students and continually refer to them as you teach. - Provide students with their own copies of the text that they can read independently and use to retell. - Provide opportunities for students to turn and talk. - Use modeling, role playing and cuing.

	- Provide graphic organizers for text connections. - Model fluency, intonation, and inflection during guided reading and poetry lessons.. - Provide direct, explicit instruction using Wilson Fundations lessons. - Incorporate differentiated reading techniques, such as tiered assignment and flexible groupings.
Students at Risk	- Use various methods to understand a student's learning style: observation, surveys, conferring - Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. - Model book selection process. - Model productive and engaging partner talk. - Provide direct instruction for completing a reading log. - Build anchor charts with students and continually refer to them as you teach. - Provide students with their own copies of the text that they can read independently and use to retell. - Provide opportunities for students to turn and talk. - Use modeling, role playing and cuing. - Provide graphic organizers for text connections. - Model fluency, intonation, and inflection during guided reading and poetry lessons. - Decode and write tricky words by using the Sonday System - Provide direct, explicit instruction using Wilson Fundations, Sonday, UFLI Foundations lessons.
Talented and Gifted	- Use various methods to understand a student's learning style: observation, conferring - Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. - Provide students with their own copies of the text that they can read independently. - Provide opportunities for students to turn and talk. - Provide student opportunities to set their own agenda. - Allow students to demonstrate mastery through a culminating project. - Allow for independent study to accelerate learning based on learning progressions. - Incorporate differentiated reading techniques, such as choice boards. - Student creates and sets literacy goals
Multilingual Learners	Use various methods to understand a student's learning style: observation, surveys, conferring

	- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. - Model book selection process. - Model productive and engaging partner talk. - Provide direct instruction for completing a reading log. - Build anchor charts with students and continually refer to them as you teach. - Provide students with their own copies of the text that they can read independently and use five finger retell. - Provide opportunities for students to turn and talk. - Provide audio books when available. - Use modeling, role playing, and cuing. - Provide graphic organizers for text connections. - Model fluency, intonation, and inflection during guided reading and poetry lessons.. - Provide direct, explicit instruction using Wilson Fundations lessons. - Incorporate differentiated reading techniques, such as tiered assignment and flexible groupings.

Unit 2: Exploring Nonfiction Texts (Nov-Dec)

Unit Overview In Exploring Nonfiction Texts, students will focus on learning about the world through informational texts. The unit will begin by immersing children in nonfiction books of all topics, by learning how to choose ones that are appropriate as well as creating a plan of action for reading. Readers will learn how to work together to gather ideas; obtain and share information in clubs/partnerships. By reading multiple books across a topic, students will also learn how to dig deeper into the information presented by using text features to help comprehend topics of interest better. Students will understand how titles, captions, labels, pictures, diagrams, maps, and other text features fit into a text and help readers to learn at higher levels. The unit will culminate with a celebration that allows students to present the information acquired about a specific topic of interest to their peers through writing and a visual project. This will help children continue learning to share important information with others.

Standards Addressed in this Unit

Language Domain: Foundation Skills Reading

Phonics and Word Recognition

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

    A.   Know spelling-sound correspondences for common vowel teams.

    B.   Decode regularly spelled two-syllable words with long vowels.

    C.   Decode words with common prefixes and suffixes.

    D.   Identify words with inconsistent but common spelling-sound correspondences.

    E.   Recognize and read grade-appropriate irregularly spelled words.

Fluency

L.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.

Language Domain: Foundations Skills Writing

Sound-Letter Basics

L.WF.2.1. Demonstrate command of the conventions of writing.

    A.   Write legibly and with sufficient fluency to support composition.

    B.   Write the most common graphemes (letters or letter groups) for each phoneme, for example:

        i.   Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck

Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

Spelling

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

    A.   Regular, single-syllable words that include:

        i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).

        iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).

        iv. Vowel-r combinations (turn, star, third, four/for).

    B.   Regular two- and three-syllable words that:

      i.   Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).

      ii.   Are compounds comprising familiar parts (houseboat; yellowtail).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.VL.2.2. 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).

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

L.VI.2.3. 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).

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

Reading Domain

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

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

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

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

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

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

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

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

Writing Domain

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information. 🌱

    A. Introduce a topic clearly.

    B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.

    C. Provide a conclusion.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

    A. Identify audience and purpose before writing.

    B. Participate in self-evaluation of written work.

    C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Speaking and Listening Domain

SL.PE.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.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.ES.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.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.UM.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.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Computer Science and Design Thinking

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- Read a nonfiction book online, conduct research, and identify nonfiction text-features via Epic.com

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- Read about how computers are used to collect information and communicate globally. Technologies from hundreds of years ago to now may be discussed.

8.1.2.DA.3: Identify and describe patterns in data visualizations.
- Search for nonfiction text-features, such as maps and graphs, that display patterns.

8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- Follow directions from a How-To book to complete a task.

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.2: Explain the importance of respecting the digital content of others.

9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

Practices
CLKSP1 Act as a responsible and contributing community member and employee.
CLKSP4 Demonstrate creativity and innovation.
CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

Interdisciplinary Connections
Social Studies 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Assessment	
Benchmark	DIBELS assessments administered beginning, middle, and end of year to all students. Students scoring strategic will be progress monitored as part of Tier II OPS Reading Assessment administered beginning, middle, and end of year to all students. Students not meeting expectations for text complexity, fluency, **and/o**r comprehension will be progress monitored as part of Tier II Linkit! Benchmark Assessment
Possible Ongoing Assessments	Teacher Observation Student Participation Notebook Entries Running Records Conferring Notes

Materials/Resources	
Suggested Read Aloud Texts	**Additional Resources**
	Decodable Poems Fundations: Unit 5 Weeks 1-2, Unit 6 Weeks 1-2, Unit 7 Weeks 1-2

Module 1: Immersion into Nonfiction Texts
Refer to Goal 10 in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.

Learning Goal/Objective We are learning to/that . . .	Suggested Learning Activities . . . by engaging in this task
WALT ask and answer questions to demonstrate understanding of key details in an informational text	by ● referring explicitly to the text as the basis for the answers. ● Notice what information is repeating to understand what the whole book is about. (RS 8.2)

WALT describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information	by
	● Thinking and noticing the ways that nonfiction books are organized (RS 10.1).
	   ○ Read the information from the text and features in an order that makes sense to you (RS 10.2).
	   ○ Reading and understanding captions (RS 10.4).
	   ○ Being alert to bold words (10.8).
	   ○ Previewing the text with the table of contents (10.11).
	● Identifying subtopics to understand what the part is mostly

	about. (RS 8.1)
WALT explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text	by ● Getting more from photographs (RS 10.6). ● Using text feature to learn new vocabulary specific words for your topic (RS 10.10) ● Studying diagrams to understand what is it showing and telling about a topic. (RS 10.23)

Module 2: Exploring Topics to Find Our Passions Refer to Goal 8 in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.	
Learning Goal/Objective **We are learning to/that . . .**	**Suggested Learning Activities** **. . . by engaging in this task**

WALT generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research	By
	● Creating a KWLS Chart on a topic of interest
	   ○ What do I know?
	   ○ What do I wonder?
	   ○ What did I learn?
	   ○ What do I still want to learn?
	● Learning to find the information you need by using the table of contents to help you answer the questions. (RS 10.13)

WALT identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe	By ● Looking for main ideas in the introduction (RS 8.3). ● Looking for main ideas in the conclusion (RS 8.4). ● Naming the "what" and "so what" (RS 8.6).

WALT describe and identify the logical connections of how reasons support specific points the author makes in a text	By ● Reading with a sense of "wow" (RS 9.1). ● Asking themselves, "How do I know?" (RS 9.10).

Module 3: Reading Across a Topic to Become an Expert
Refer to Goal 9 in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.

Learning Goal/Objective We are learning to/that . . .	Suggested Learning Activities . . . by engaging in this task

WALT Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic	By
	● Reading, Covering, Remembering, Retelling (RS 9.5).
	● Distinguishing between important from interesting information to support our research. (RS. 9.11)
	● Learning the meaning of topic- specific words (RS 11.8).
	● Learning to jot notes for nonfiction to remember text details. (RS 13.2)
	● Learning to take notes based on structure. (RS 13.4)
	    ○ Boxes and bullets
	    ○ Cause and effect
	    ○ Compare and contrast
	    ○ Question and answer

WALT compare and contrast two informational versions of the same idea or topic by different authors	By ● Building knowledge with a text set (RS 9.9). ● Framing your reading with a question to see what information you have gained. (RS 9.12)
WALT describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text	By ● Categorizing to compare (RS 9.14).

| Module 4: Sharing Our Learning with Others
Refer to Goal 13 in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module. ||

Learning Goal/Objective We are learning to/that . . .	Suggested Learning Activities . . . by engaging in this task

WALT use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings	By
	● Learning to organize your jots and showcase ones that are worthy of the project. (RS 13.6)
	● Collaborating with peers to highlight new thinking and understanding.
	  ○ Use a vehicle such as Google slides to create presentations using technology.
	  ○ Create a visual project.
	● Sharing their visual presentation with their peers.

Modifications *These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.*	
Students with IEPs	● Use various methods to understand a student's learning style: observation, surveys, conferring ● Refer to the student's IEP for goals and modifications. ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Model book selection process. ● Model productive and engaging partner talk.

	- Provide direct instruction for completing a reading log. - Build anchor charts with students and continually refer to them as you teach. - Provide students with their own copies of the text that they can read independently and use to retell. - Provide opportunities for students to turn and talk. - Use modeling, role playing and cuing. - Provide graphic organizers for text connections. - Model fluency, intonation, and inflection during guided reading and poetry lessons.. - Provide direct, explicit instruction using Wilson Fundations lessons. - Incorporate differentiated reading techniques, such as tiered assignment and flexible groupings.
Students with 504s	- Use various methods to understand a student's learning style: observation, surveys, conferring - Refer to student's 504 plan for goals and modifications. - Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. - Model book selection process. - Model productive and engaging partner talk. - Provide direct instruction for completing a reading log. - Build anchor charts with students and continually refer to them as you teach. - Provide students with their own copies of the text that they can read independently and use to retell. - Provide opportunities for students to turn and talk. - Use modeling, role playing and cuing. - Provide graphic organizers for text connections. - Model fluency, intonation, and inflection during guided reading and poetry lessons.. - Provide direct, explicit instruction using Wilson Fundations lessons. - Incorporate differentiated reading techniques, such as tiered assignment and flexible groupings.
Students at Risk	- Use various methods to understand a student's learning style: observation, surveys, conferring - Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. - Model book selection process. - Model productive and engaging partner talk. - Provide direct instruction for completing a reading log.

	● Build anchor charts with students and continually refer to them as you teach. ● Provide students with their own copies of the text that they can read independently and use to retell. ● Provide opportunities for students to turn and talk. ● Use modeling, role playing and cuing. ● Provide graphic organizers for text connections. ● Model fluency, intonation, and inflection during guided reading and poetry lessons. ● Decode and write tricky words by using the Sonday System ● Provide direct, explicit instruction using Wilson Fundations, Sonday, UFLI Foundations lessons.
Talented and Gifted	● Use various methods to understand a student's learning style: observation, conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Provide students with their own copies of the text that they can read independently. ● Provide opportunities for students to turn and talk. ● Provide student opportunities to set their own agenda. ● Allow students to demonstrate mastery through a culminating project. ● Allow for independent study to accelerate learning based on learning progressions. ● Incorporate differentiated reading techniques, such as choice boards. ● Student creates and sets literacy goals
Multilingual Learners	● Use various methods to understand a student's learning style: observation, surveys, conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Model book selection process. ● Model productive and engaging partner talk. ● Provide direct instruction for completing a reading log. ● Build anchor charts with students and continually refer to them as you teach. ● Provide students with their own copies of the text that they can read independently and use five finger retell. ● Provide opportunities for students to turn and talk. ● Provide audio books when available. ● Use modeling, role playing, and cuing. ● Provide graphic organizers for text connections.

	- Model fluency, intonation, and inflection during guided reading and poetry lessons.. - Provide direct, explicit instruction using Wilson Fundations lessons. - Incorporate differentiated reading techniques, such as tiered assignment and flexible groupings.

Unit 3: Connecting Fiction & Nonfiction-Paired texts to build content knowledge (Jan-March)

Unit Overview: Through this unit we will recount tales by exploring stories from a variety of cultures while making connections to the world around us. Readers will learn to compare and contrast fiction and nonfiction texts through pictures. They will understand the main idea and the author's purpose by providing examples. Readers will explore and identify the difference between fact and fiction and make real world connections by digging deep into paired texts. They will read nonfiction texts to gather facts and build background knowledge on a particular content and dig deeper on the topic through inquiry. Readers will explore when fiction stories are based on accurate information and engage in discussions about when the author may choose to include a more creative tone to build an engaging story.

Standards Addressed in this Unit

Language Domain: Foundation Skills Reading

Phonics and Word Recognition

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

    A.   Know spelling-sound correspondences for common vowel teams.

    B.   Decode regularly spelled two-syllable words with long vowels.

    C.   Decode words with common prefixes and suffixes.

    D.   Identify words with inconsistent but common spelling-sound correspondences.

    E.   Recognize and read grade-appropriate irregularly spelled words.

    F.   Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).

    G.   Identify the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

L.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.

Language Domain: Foundations Skills Writing

Sound-Letter Basics

L.WF.2.1. Demonstrate command of the conventions of writing.

    A.   Write legibly and with sufficient fluency to support composition.

    B.   Write the most common graphemes (letters or letter groups) for each phoneme, for example:

        i.   Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck

        ii.   Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

Spelling

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.
   A.   Regular, single-syllable words that include:
            iv. Vowel-r combinations (turn, star, third, four/for).
            v. Contractions (we'll; I'm; they've; don't).
            vi. Homophones (bear, bare; past, passed).
            vii. Plurals and possessives (its, it's).
   B.   Regular two- and three-syllable words that:
            i.   Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).

Sentence Composition (Grammar, Syntax, and Punctuation)
L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
   A.   With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
   B.   Capitalize holidays, product names and geographic names.
   C.   Supply adjectives in noun phrases to make them more precise or engaging.
   D.   Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
   E.   Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
   G.   With assistance, link sentences into a simple, cohesive paragraph with a main idea.
L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

   A.   Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

   B.   Compare formal and informal uses of English.

L.VL.2.2. 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).

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

Reading Domain

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

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

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

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

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

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

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

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

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

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

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

Writing Domain

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information. 🌱

    A.   Introduce a topic clearly.

    B.   Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.

      C.   Provide a conclusion.

W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.

      A.   Orient the reader by establishing a situation and introducing characters; organize an event sequence.

      B.   Provide dialogue and description of experiences and events and/or show the responses of characters to situations.

      C.   Use transitional words to manage the sequence of events.

      D.   Use concrete words and phrases and sensory details to convey experience and events.

      E.   Provide a conclusion or sense of closure related to the narrated experiences or events.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

      A.   Identify audience and purpose before writing.

      B.   Participate in self-evaluation of written work.

      C.   With feedback and digital or print tools such as a primary dictionary, find and correct errors.

W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Speaking and Listening Domain

SL.PE.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.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.ES.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.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.UM.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.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Computer Science and Design Thinking

8.1.2.AP.4: Break down a task into a sequence of steps.
- Follow the reading workshop model.

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- Read and research for just right nonfiction books online via Epic.com.

8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
Take appropriate notes on nonfiction books to gain knowledge and become experts on a topic.
- Use reading notebooks, post-its, and pencils to take reading notes.

8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- Create a storyboard about a fairy tale.

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

8.2.2.NT.1: Model and explain how a product works after taking it apart, identifying the relationship of each part, and putting it back together.
- Create and put a twist on a fairy tale using a storyboard.

8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem
- Create and put a twist on a fairy tale using a storyboard.

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.
- Discuss how stories are passed on, for example legends.

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management

CLKSP6 Model integrity, ethical leadership and effective management.

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Interdisciplinary Connections

Visual and Performing Arts

1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

Social Studies

6.1.5.EconNE.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

Assessment	
Benchmark	DIBELS assessments administered beginning, middle, and end of year to all students. Students scoring strategic will be progress monitored as part of Tier II OPS Reading Assessment administered beginning, middle, and end of year to all students.

	Students not meeting expectations for text complexity, fluency, **and/o**r comprehension will be progress monitored as part of Tier II Linkit! Benchmark Assessment
Possible Ongoing Assessments	Teacher Observation Student Participation Notebook Entries Running Records Conferring Notes

Materials/Resources	
Suggested Read Aloud Texts	**Additional Resources**
Texts for Teaching Points Varied texts from the following resources: ● Bookflix paired texts with a fact/ fiction sort ● EPIC ● Newsela ● Readworks **Read Aloud Texts for Comprehension** *Give Bees a Chance* *Shark Lady* *Why Mosquitoes Buzz in People's Ears*	Decodable Poems Fundations: Unit 7 Week 3, Unit 8 Week 1, Unit 9 Weeks 1-2, Unit 10 Weeks 1-2 Fundations Trick Words Wilson Fundations Scope and Sequence UFLI Foundations Toolbox

Module 1: Making connections from fiction to nonfiction by using paired texts.
Refer to Goal 5, 8, 9, and 10 in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.

Learning Goal/Objective We are learning to/that . . .	Suggested Learning Activities . . . by engaging in this task

WALT use a variety of resources to explore different genres	By
	● Learning the differences between genres.
	  ○ Sort books that have similar topics but are different genres.
	  ○ Sorting sentences to identify what is factual or fiction.
	● Exploring different genre texts that can be paired together.
	  ○ Look for topics or themes that bring texts together.
	  ○ For example: animals, weather, history, geography, space
	● Use online resources to pair fiction and nonfiction texts
	  ○ Epic
	  ○ Bookflix
	  ○ NewsELA
	● Forming genre based expectations (RS 5.13).

WALT ask and answer questions to demonstrate understanding of key details in a literary and informational text, referring explicitly to the text as the basis for the answers	by
	● Moving from what you know to what is new (RS 9.2).
	● Categorize to compare (RS 9.14).
	● Finding similarities and differences between paired texts.
	● Ask and answer questions about a topic (RS 8.7)
	  ○ Read a fiction text, ask questions
	  ○ Read a nonfiction text, answer questions
	● Bring pictures to life (RS 10.4).

WALT recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures)	by ● Thinking about the moral of the story. (RS 7.1.)
WALT recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific	by ● Summarize the main idea with explanations from the paired

paragraphs)	texts (RS 9.16).
	● Taking notes to remember details between the paired texts.. (RS 3.12)

Module 2: Making real-world connections through Fables. Refer to Goal 7 Comprehending Theme in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.	
Learning Goal/Objective **We are learning to/that . . .**	**Suggested Learning Activities** **. . . by engaging in this task**
WALT describe how characters in a story respond to major events and challenges using key details within a text	by ● Consider characters' identities for different perspectives on themes to identify what matters in the story, the problem/solution and what they are learning. (7.20) ● Thinking about the moral of the story and making a connection to the real-world (RS 7.1). ● Noticing what characters teach us. (RS 7.7)
WALT describes the connection of a text related to events and/or concepts of our world.	By ● Learning more about the setting (RS 5.7). ● Identifying social issues (RS 7.15).
WALT Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures	By ● Connecting texts to texts to find lessons (RS 7.8). ● Creating a venn diagram to compare and contrast the paired texts.

Module 3: Making real-world connections through Folktales and Fairytales. Refer to Goal 7 in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.	
Learning Goal/Objective **We are learning to/that . . .**	**Suggested Learning Activities** **. . . by engaging in this task**
WALT Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures	- Reacting to what is unfair (RS 7.21). - Making text to world connections through folktales and fairytales. - Creating a venn diagram or T-chart to compare and contrast the paired texts. - Reading fairy tales from a variety of cultures - Dig deeper through reading about that culture, location, traditions, and customs.

Modifications *These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.*	
Students with IEPs	- Use various methods to understand a student's learning style: observation, surveys, conferring - Refer to the student's IEP for goals and modifications. - Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. - Model book selection process. - Model productive and engaging partner talk. - Provide direct instruction for completing a reading log. - Build anchor charts with students and continually refer to them as you teach. - Provide students with their own copies of the text that they can read independently and use to retell. - Provide opportunities for students to turn and talk. - Use modeling, role playing and cuing.

	- Provide graphic organizers for text connections. - Model fluency, intonation, and inflection during guided reading and poetry lessons.. - Provide direct, explicit instruction using Wilson Fundations lessons. - Incorporate differentiated reading techniques, such as tiered assignment and flexible groupings.
Students with 504s	- Use various methods to understand a student's learning style: observation, surveys, conferring - Refer to student's 504 plan for goals and modifications. - Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. - Model book selection process. - Model productive and engaging partner talk. - Provide direct instruction for completing a reading log. - Build anchor charts with students and continually refer to them as you teach. - Provide students with their own copies of the text that they can read independently and use to retell. - Provide opportunities for students to turn and talk. - Use modeling, role playing and cuing. - Provide graphic organizers for text connections. - Model fluency, intonation, and inflection during guided reading and poetry lessons.. - Provide direct, explicit instruction using Wilson Fundations lessons. - Incorporate differentiated reading techniques, such as tiered assignment and flexible groupings.
Students at Risk	- Use various methods to understand a student's learning style: observation, surveys, conferring - Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. - Model book selection process. - Model productive and engaging partner talk. - Provide direct instruction for completing a reading log. - Build anchor charts with students and continually refer to them as you teach. - Provide students with their own copies of the text that they can read independently and use to retell. - Provide opportunities for students to turn and talk. - Use modeling, role playing and cuing. - Provide graphic organizers for text connections. - Model fluency, intonation, and inflection during guided reading and poetry lessons. - Decode and write tricky words by using the Sonday System

	● Provide direct, explicit instruction using Wilson Fundations, Sonday, UFLI Foundations lessons.
Talented and Gifted	● Use various methods to understand a student's learning style: observation, conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Provide students with their own copies of the text that they can read independently. ● Provide opportunities for students to turn and talk. ● Provide student opportunities to set their own agenda. ● Allow students to demonstrate mastery through a culminating project. ● Allow for independent study to accelerate learning based on learning progressions. ● Incorporate differentiated reading techniques, such as choice boards. ● Student creates and sets literacy goals
Multilingual Learners	● Use various methods to understand a student's learning style: observation, surveys, conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Model book selection process. ● Model productive and engaging partner talk. ● Provide direct instruction for completing a reading log. ● Build anchor charts with students and continually refer to them as you teach. ● Provide students with their own copies of the text that they can read independently and use five finger retell. ● Provide opportunities for students to turn and talk. ● Provide audio books when available. ● Use modeling, role playing, and cuing. ● Provide graphic organizers for text connections. ● Model fluency, intonation, and inflection during guided reading and poetry lessons.. ● Provide direct, explicit instruction using Wilson Fundations lessons. ● Incorporate differentiated reading techniques, such as tiered assignment and flexible groupings.

Unit 4: Reading and Responding to Chapter Books (March- April)

Unit Overview: In the unit, Reading and Responding to Chapter Books, students will learn how to choose books of their interest to read with a book club. These book clubs will work together to establish expectations and an understanding of how book club members can work together to be successful. In these book clubs, students will use a reader's notebook to share their thoughts by making connections, talking about their opinions, and analyzing characters. They will also work on comprehension strategies that allow readers to understand books on a deeper level. As they move through the unit, students will begin to notice different patterns within a series, focusing on characters, problems, solutions, and settings. At the completion of the unit, students will celebrate by sharing their book reviews and recommendations with others.

Standards Addressed in this Unit

Language Domain: Foundation Skills Reading

Phonics and Word Recognition

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

    A. Know spelling-sound correspondences for common vowel teams.
    B. Decode regularly spelled two-syllable words with long vowels.
    C. Decode words with common prefixes and suffixes.
    D. Identify words with inconsistent but common spelling-sound correspondences.
    E. Recognize and read grade-appropriate irregularly spelled words.
    F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).

Fluency

L.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.

Language Domain: Foundations Skills Writing

Sound-Letter Basics

L.WF.2.1. Demonstrate command of the conventions of writing.

    A. Write legibly and with sufficient fluency to support composition.

    B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:

        i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck

        ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

Spelling

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

    A. Regular, single-syllable words that include:

        i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).

        ii. Complex consonant blends (scr, str, squ).

        iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).

        v. Contractions (we'll; I'm; they've; don't).

    B. Regular two- and three-syllable words that:

        i. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).

        ii. Are compounds comprising familiar parts (houseboat; yellowtail).

        iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).

    C. Words with suffixes that require:

        i. consonant doubling (penning, slimmed).

        ii. dropping silent-e (smiled, paving).

    D. Most often used words in English:

        i. Irregular words (against, many, enough, does).

        ii. Pattern-based words (which, kind, have).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

    A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.

    B. Capitalize holidays, product names and geographic names.

    C. Supply adjectives in noun phrases to make them more precise or engaging.

D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.

F. Use an apostrophe to form contractions and frequently occurring possessives.

G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

L.VL.2.2. 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).

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

L.VI.2.3. 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).

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

Reading Domain

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

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

RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

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

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

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

Writing Domain

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
   A.   Identify audience and purpose before writing.
   B.   Participate in self-evaluation of written work.
   C.   With feedback and digital or print tools such as a primary dictionary, find and correct errors.
W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Speaking and Listening Domain

SL.PE.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.ES.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.

Computer Science and Design Thinking

8.1.2.AP.4: Break down a task into a sequence of steps.
   ● Follow book club process
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
   ● Read and research chapter books online.
8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
   ● Use google classroom to share opinions and ideas about book club books.

8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- Take various types of notes as you read, for example tell what surprised you, a question you have, or the main idea.

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
9.4.2.TL.2: Create a document using a word processing application.
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Practices
CLKSP1 Act as a responsible and contributing community member and employee.
CLKSP4 Demonstrate creativity and innovation.
CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
CLKSP6 Model integrity, ethical leadership and effective management
9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
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9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).
9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
9.4.2.TL.2: Create a document using a word processing application.
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

Interdisciplinary Connections

Social Studies

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Assessment	
Benchmark	DIBELS assessments administered beginning, middle, and end of year to all students. Students scoring strategic will be progress monitored as part of Tier II OPS Reading Assessment administered beginning, middle, and end of year to all students. Students not meeting expectations for text complexity, fluency, **and/o**r comprehension will be progress monitored as part of Tier II Linkit! Benchmark Assessment
Possible Ongoing Assessments	Teacher Observation Student Participation Notebook Entries Running Records Conferring Notes

Materials/Resources

Suggested Resources
Decodable Poems Fundations: Unit 11 Weeks 1-2, Unit 12 Week 1, Unit 13 Weeks 1-2, Unit 14 Week 1 Fundations Trick Words Wilson Fundations Scope and Sequence UFLI Foundations Toolbox

Module 1: Reading Chapter Books with a Book Club

Refer to Goal 2 in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.

Learning Goal/Objective We are learning to/that . . .	Suggested Learning Activities . . . by engaging in this task
WALT ask and answer questions in order to gather additional information and deepen understanding of themselves as a reader	By ● Considering aspects of your reading identity to help you choose (RS 2.2). ● Searching for chapter books that are interesting. ● Seeking out a recommendation from readers you trust (RS 2.4). ● Reading a review to help you choose (RS 2.5). ○ Students can type a title into Amazon, Goodreads, Spaghetti Book Clubs, and read a review. ● Sampling the book, then deciding (RS 2.6). ● Checking the book's readability (RS 2.7). ○ Can I read the words? ○ Can I read it smoothly?

	○ Can I understand?
WALT describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.	By ● Noticing that there are different kinds of chapter books—some are written in short episodes with each chapter as a separate story; others are one continuous story that builds, and some are in a series.

WALT participate in collaborative conversations with diverse partners about grade 2 topics and texts	By
	● Using the structure of a book club to read chapter books:
	  ○ Setting reading resolutions for the group and/or themselves (RS 2.10).
	  ○ Planning goal-focused stopping places (RS 2.11).
	  ○ Selecting a book for the book club to read.
	  ○ Choosing your reading environment (RS 2.14).
	● Building habits of discussion with peers:
	  ○ Sharing thoughts with partners through listening and connecting (RS 12.3).
	  ○ Using conversation to jot, follow, and discuss ideas (RS 12.4).
	  ○ Coming prepared to talk (RS 12.7).
	  ○ Keep the book in the book talk by making connections (RS 12.9)
	● Using a notebook to keep thoughts organized:
	  ○ Considering if an idea is worth writing down (RS 13.3).
	  ○ Writing notes, talking with a partnership, and then seeing if you can write more about your thoughts (RS 13.11).

Module 2: Noticing Literary Language	
Refer to Goal 3 in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.	
Learning Goal/Objective **We are learning to/that . . .**	**Suggested Learning Activities** **. . . by engaging in this task**
WALT use a variety of reading strategies to decode multisyllabic words	By ● Revisiting the reading strategies learned in Unit 1. ● Applying phonics and word study to your reading a.k.a FUNdations skills (RS 3.12). ● Combine word syllables across a line break (RS 3.36).
WALT learn the meaning of new or unfamiliar words.	By ● Taking a word apart and putting it back together (RS 3.23). ● Using context clues to figure out the meaning of new words. ● Noticing and collecting new, challenging, and interesting words on post-its.

Module 3: Reading in the Voice of the Characters.	
Refer to Goal 4 and Goal 5 in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.	
Learning Goal/Objective **We are learning to/that . . .**	**Suggested Learning Activities** **. . . by engaging in this task**
WALT read with sufficient accuracy and fluency to support comprehension	By ● Thinking about reading longer sentences—they scoop up words into phrases (RS 4.8). ● Practicing reading chapter books in storytellers' voices by

	paying close attention to quotation marks. (RS 4.19).
WALT acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud	By - Using a character's voice for the words inside quotation marks (RS 4.19). - Reading it how the author tells you to (RS 4.20). - Making your voice match the feeling (RS 4.21). - Thinking: Who's speaking? (RS 5.3).

Module 4: Reading With Deep Comprehension Refer to Goal 2 and 5 in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.	
Learning Goal/Objective **We are learning to/that . . .**	**Suggested Learning Activities** **. . . by engaging in this task**
WALT ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers	By - Retelling and saying what is most essential (RS 5.2). - Prime yourself with prior knowledge and making connections to what you are reading (RS 2.21). - Getting focused with questions before you read (RS 2.23). - Asking questions as you read (RS 2.24). - Visualizing to focus (RS 2.25).
WALT describe how characters in a story respond to major events and challenges using key details within a text	By - Finding the problem by focusing on reactions (RS 5.15). - Summarizing: - Based on what a character wants (RS 5.17).

	○ With "Somebody… Wanted… But… So.. Then…" (RS 5.18).
WALT identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe	By ● Knowing that chapter titles help them retell the main ideas of each chapter. ● Summarizing with "Uh-oh… UH-OH… Phew!" (RS 5.16). ● Recording each chapter's main event (RS 5.19). ○ Students will gain information about a chapter from the illustrations and words to understand characters, setting, and plot of a story. ● Reviewing the recording of previous chapters to make sure they remember what has happened so far and then continuing to record.

Module 5: Celebrating Book Clubs: Culminating Activity

Culminating Activity/ Project: Throughout this unit, students will be reading chapter books in book clubs to grow fluency, accuracy, and comprehension all while forming opinions about the text. They will be engaging in discussions and collaborating to grow a deeper understanding of the characters, setting, and plot. As students complete each chapter book, they will be reflecting by reviewing each book through. As an ending celebration to the unit, they will each rate their favorite chapter book and share their opinion by: creating a bookmark for the book, writing a letter to a future reader, or creating a digital review and leaving a QR code in the book.

Students who are creating a bookmark should use this checklist:
My bookmark has:
- ☐ The title of the book I am reviewing
- ☐ A visual of the character
- ☐ A visual of the setting
- ☐ Words that describe character traits and/or questions that lead to curiosity

Students who write a letter to a future reader should use this checklist:
- ☐ I used a letter format written to "Future Reader"

☐ I introduced myself
☐ I included the title of the book
☐ I wrote about the main character to tell their traits and/or describe their actions
☐ Share an event that took place in the book (without spoiling the ending)

Students can use a checklist for FlipGrid in order to stay organized when sharing about their favorite chapter book.
☐ Introduce yourself and the title of the book
☐ Share something about the character(s), such as traits and/or describing their actions
☐ Share an event that took place in the book (without spoiling the ending)
☐ Encouraging the viewer to read the book

Modifications
These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Students with IEPs	- Use various methods to understand a student's learning style: observation, surveys, conferring - Refer to the student's IEP for goals and modifications. - Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. - Model book selection process. - Model productive and engaging partner talk. - Provide direct instruction for completing a reading log. - Build anchor charts with students and continually refer to them as you teach. - Provide students with their own copies of the text that they can read independently and use to retell. - Provide opportunities for students to turn and talk. - Use modeling, role playing and cuing. - Provide graphic organizers for text connections. - Model fluency, intonation, and inflection during guided reading and poetry lessons.. - Provide direct, explicit instruction using Wilson Fundations lessons. - Incorporate differentiated reading techniques, such as tiered assignment and flexible groupings.

Students with 504s	- Use various methods to understand a student's learning style: observation, surveys, conferring - Refer to student's 504 plan for goals and modifications. - Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. - Model book selection process. - Model productive and engaging partner talk. - Provide direct instruction for completing a reading log. - Build anchor charts with students and continually refer to them as you teach. - Provide students with their own copies of the text that they can read independently and use to retell. - Provide opportunities for students to turn and talk. - Use modeling, role playing and cuing. - Provide graphic organizers for text connections. - Model fluency, intonation, and inflection during guided reading and poetry lessons.. - Provide direct, explicit instruction using Wilson Fundations lessons. - Incorporate differentiated reading techniques, such as tiered assignment and flexible groupings.
Students at Risk	- Use various methods to understand a student's learning style: observation, surveys, conferring - Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. - Model book selection process. - Model productive and engaging partner talk. - Provide direct instruction for completing a reading log. - Build anchor charts with students and continually refer to them as you teach. - Provide students with their own copies of the text that they can read independently and use to retell. - Provide opportunities for students to turn and talk. - Use modeling, role playing and cuing. - Provide graphic organizers for text connections. - Model fluency, intonation, and inflection during guided reading and poetry lessons. - Decode and write tricky words by using the Sonday System - Provide direct, explicit instruction using Wilson Fundations, Sonday, UFLI Foundations lessons.
Talented and Gifted	Use various methods to understand a student's learning style: observation, conferring

	- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. - Provide students with their own copies of the text that they can read independently. - Provide opportunities for students to turn and talk. - Provide student opportunities to set their own agenda. - Allow students to demonstrate mastery through a culminating project. - Allow for independent study to accelerate learning based on learning progressions. - Incorporate differentiated reading techniques, such as choice boards. - Student creates and sets literacy goals
Multilingual Learners	- Use various methods to understand a student's learning style: observation, surveys, conferring - Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. - Model book selection process. - Model productive and engaging partner talk. - Provide direct instruction for completing a reading log. - Build anchor charts with students and continually refer to them as you teach. - Provide students with their own copies of the text that they can read independently and use five finger retell. - Provide opportunities for students to turn and talk. - Provide audio books when available. - Use modeling, role playing, and cuing. - Provide graphic organizers for text connections. - Model fluency, intonation, and inflection during guided reading and poetry lessons. - Provide direct, explicit instruction using Wilson Fundations lessons. - Incorporate differentiated reading techniques, such as tiered assignment and flexible groupings.

Diversity Mandate Read-Aloud Lesson Plans

Each Kindness by Jacqueline Woodson

Unit 5: Reading in Content Area (May-June)

Unit Overview Readers will explore texts about Ancient Egypt in Reading in a Content Area. The unit will begin by revisiting nonfiction strategies, vocabulary, and note-taking for this genre. This time around, students will be focusing on topics to understand Ancient Egypt and will immerse themselves in a specific area of interest under this subject's umbrella. Following that, students will progress by gathering information on the topic of choice (within the realm of Ancient Egypt) to further their understanding and enjoyment. The ultimate goal of this unit is to turn all of the information collected into a nonfiction or all about book that focuses on a topic within the subject of Egypt. Students will craft an all-about book, either as a physical book or in digital form, on The Great Pyramids, gods or goddesses, The Valley of Kings,

mummies, or another topic of interest.

Standards Addressed in this Unit

Language Domain: Foundation Skills Reading

Phonics and Word Recognition

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
   A.   Know spelling-sound correspondences for common vowel teams.
   B.   Decode regularly spelled two-syllable words with long vowels.
   C.   Decode words with common prefixes and suffixes.
   D.   Identify words with inconsistent but common spelling-sound correspondences.
   E.   Recognize and read grade-appropriate irregularly spelled words.
   F.   Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
   G.   Identify the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

L.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.

Language Domain: Foundations Skills Writing

Sound-Letter Basics

L.WF.2.1. Demonstrate command of the conventions of writing.
   A.   Write legibly and with sufficient fluency to support composition.
   B.   Write the most common graphemes (letters or letter groups) for each phoneme, for example:
      i.   Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck

      ii.   Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

Spelling

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.
- A. Regular, single-syllable words that include:
    - i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
    - ii. Complex consonant blends (scr, str, squ).
    - iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).
    - iv. Vowel-r combinations (turn, star, third, four/for).
    - v. Contractions (we'll; I'm; they've; don't).
    - vii. Plurals and possessives (its, it's).
- B. Regular two- and three-syllable words that:
    - i. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).
    - Iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
- C. Words with suffixes that require:
    - i. consonant doubling (penning, slimmed).
    - ii. dropping silent-e (smiled, paving).
- D. Most often used words in English:
    - i. Irregular words (against, many, enough, does).
    - ii. Pattern-based words (which, kind, have).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
- A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
- B. Capitalize holidays, product names and geographic names.
- C. Supply adjectives in noun phrases to make them more precise or engaging.
- D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
- E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
- F. Use an apostrophe to form contractions and frequently occurring possessives.
- G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- B. Compare formal and informal uses of English.

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

Reading Domain

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

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

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

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

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

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

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

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

Writing Domain

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information. 🌿

    A. Introduce a topic clearly.
    B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
    C. Provide a conclusion.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

    A. Identify audience and purpose before writing.
    B. Participate in self-evaluation of written work.
    C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Speaking and Listening Domain

SL.PE.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.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.ES.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.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.UM.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.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Computer Science and Design Thinking

8.1.2.AP.4: Break down a task into a sequence of steps.
- Follow reading workshop model.

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- Read and research for just right nonfiction books online via Epic.com.

8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- Take appropriate notes on nonfiction books to gain knowledge and become experts on a topic.

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management

Interdisciplinary Connections
<u>**Social Studies**</u> 6.1.5.EconNE.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

Assessment	
Benchmark	DIBELS assessments administered beginning, middle, and end of year to all students. Students scoring strategic will be progress monitored as part of Tier II OPS Reading Assessment administered beginning, middle, and end of year to all students. Students not meeting expectations for text complexity, fluency, **and/o**r comprehension will be progress monitored as part of Tier II Linkit! Benchmark Assessment

Possible Ongoing Assessments	Teacher Observation
	Student Participation
	Notebook Entries
	Running Records
	Conferring Notes

Materials/Resources
Suggested Resources
Decodable Poems Fundations: Unit 14 Week 2, Unit 15 Weeks 1-2, Unit 16 Week 1, Unit 17 Weeks 1-2 Fundations Trick Words Wilson Fundations Scope and Sequence UFLI Foundations Toolbox

Module 1: Utilizing Nonfiction Reading Strategies Through Immersion Refer to Goal 8 , 9, and 10 in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.	
Learning Goal/Objective **We are learning to/that . . .**	**Suggested Learning Activities** **. . . by engaging in this task**
WALT explore a specific nonfiction topic, Ancient Egypt	By ● Immersing themselves in many nonfiction books on ancient Egypt. ● Exploring Ancient Egypt books of all topics.

	● Moving from what you know to what is new (RS 9.2).
	● Learning more about the setting and how it connects to today's world (RS 5.7).
WALT describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information	By ● Identifying subtopics (RS 8.1). ● Surveying the text (RS 8.8). ● Scanning before turning the page (RS 10.2). ● Being alert to bold words (RS 10.8). ● Previewing important words and using the glossary (RS 10.9). ● Using text features to learn new words (10.10). ● Previewing a text with the table of contents (10.11).
WALT explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text	By ● Turning the 2D into 3D (RS 10.3). ● Bringing pictures to life (RS 10.4). ● Covering up part of a picture and then zooming in (RS 10.5). ● Getting more from photographs (RS 10.6). ● Captioning photos (RS 10.7).
WALT identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe	By ● Looking for main ideas in the introduction (RS 8.3). ● Looking for main ideas in the conclusion (RS 8.4). ● Cluing into key sentences (RS 8.5). ● Naming the What and the So What (RS 8.6). ● Asking questions and forming main ideas (RS 8.7). ● Reading with a sense of "wow" (RS 9.1).

Module 2: Building Knowledge in a Content Area

Refer to Goal 8 and 9 in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.	
Learning Goal/Objective **We are learning to/that . . .**	**Suggested Learning Activities** **. . . by engaging in this task**
WALT ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers	By • Checking themselves at points of confusion (RS 9.3). • Consistently asking, "How do I know?" (RS 9.10).
WALT read with the goal of learning new information while forming a deeper understanding	By • Paraphrasing each chunk and then putting the pieces together (RS 8.9). • Sketching each chunk and then putting the pieces together (RS 8.10). • Adding up details to determine the main idea (RS 8.11). • Shrinking a text to discover the main idea (RS 8.12).

Module 3: Gathering Information About a Topic Refer to Goal 10 in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.	
Learning Goal/Objective **We are learning to/that . . .**	**Suggested Learning Activities** **. . . by engaging in this task**
WALT recount a text in oral and written form to determine main topic and comprehend key details	By • Reading, covering, remembering, and retelling into notes (RS 9.5). • Slowing down for numbers (RS 9.6).

	- Taking notes to remember key details (RS 13.2). - Visualizing with comparisons (RS 9.7). - Looking for comparatives and superlatives (RS 9.8) - Asking themselves, "How do I know?" (RS 9.10). - Framing your reading with a question (RS 9.12). - Summarizing with explanations (RS 9.16).
WALT use nonfiction text features to dig deeper on a topic in order to take detailed notes	By - Reviewing with the table of contents (RS 10.12). - Finding just the information you need (RS 10.13). - Getting a heads up with heading (RS 10.14). - Exploring maps (RS 10.16). - Using context to understand fact lists (RS 10.22). - Studying what diagrams show and tell (RS 10.23).
WALT compare and contrast texts to dig deeper and learn more about a specific subtopic	By - Using boxes and bullets to organize information across texts. - Building knowledge with a text set (RS 9.9). - Finding contradictions (RS 9.15). - Comparing and contrasting with images (RS 10.26).

Modifications
These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Students with IEPs	- Use various methods to understand a student's learning style: observation, surveys, conferring - Refer to the student's IEP for goals and modifications. - Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.

	● Model book selection process. ● Model productive and engaging partner talk. ● Provide direct instruction for completing a reading log. ● Build anchor charts with students and continually refer to them as you teach. ● Provide students with their own copies of the text that they can read independently and use to retell. ● Provide opportunities for students to turn and talk. ● Use modeling, role playing and cuing. ● Provide graphic organizers for text connections. ● Model fluency, intonation, and inflection during guided reading and poetry lessons.. ● Provide direct, explicit instruction using Wilson Fundations lessons. ● Incorporate differentiated reading techniques, such as tiered assignment and flexible groupings.
Students with 504s	● Use various methods to understand a student's learning style: observation, surveys, conferring ● Refer to student's 504 plan for goals and modifications. ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Model book selection process. ● Model productive and engaging partner talk. ● Provide direct instruction for completing a reading log. ● Build anchor charts with students and continually refer to them as you teach. ● Provide students with their own copies of the text that they can read independently and use to retell. ● Provide opportunities for students to turn and talk. ● Use modeling, role playing and cuing. ● Provide graphic organizers for text connections. ● Model fluency, intonation, and inflection during guided reading and poetry lessons.. ● Provide direct, explicit instruction using Wilson Fundations lessons. ● Incorporate differentiated reading techniques, such as tiered assignment and flexible groupings.
Students at Risk	● Use various methods to understand a student's learning style: observation, surveys, conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Model book selection process.

	- Model productive and engaging partner talk. - Provide direct instruction for completing a reading log. - Build anchor charts with students and continually refer to them as you teach. - Provide students with their own copies of the text that they can read independently and use to retell. - Provide opportunities for students to turn and talk. - Use modeling, role playing and cuing. - Provide graphic organizers for text connections. - Model fluency, intonation, and inflection during guided reading and poetry lessons. - Decode and write tricky words by using the Sonday System - Provide direct, explicit instruction using Wilson Fundations, Sonday, UFLI Foundations lessons.
Talented and Gifted	- Use various methods to understand a student's learning style: observation, conferring - Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. - Provide students with their own copies of the text that they can read independently. - Provide opportunities for students to turn and talk. - Provide student opportunities to set their own agenda. - Allow students to demonstrate mastery through a culminating project. - Allow for independent study to accelerate learning based on learning progressions. - Incorporate differentiated reading techniques, such as choice boards. - Student creates and sets literacy goals
Multilingual Learners	- Use various methods to understand a student's learning style: observation, surveys, conferring - Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. - Model book selection process. - Model productive and engaging partner talk. - Provide direct instruction for completing a reading log. - Build anchor charts with students and continually refer to them as you teach. - Provide students with their own copies of the text that they can read independently and use five finger retell. - Provide opportunities for students to turn and talk. - Provide audio books when available.

	- Use modeling, role playing, and cuing. - Provide graphic organizers for text connections. - Model fluency, intonation, and inflection during guided reading and poetry lessons.. - Provide direct, explicit instruction using Wilson Fundations lessons. - Incorporate differentiated reading techniques, such as tiered assignment and flexible groupings.