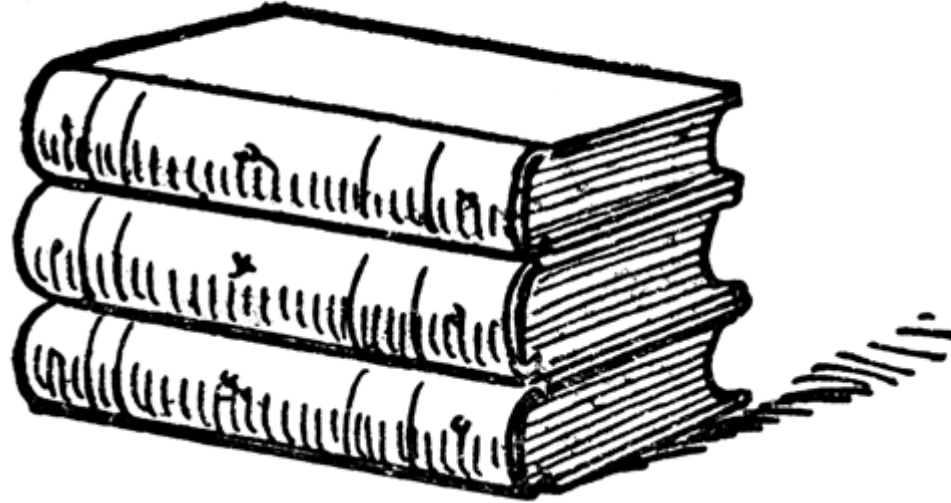


# 2nd Grade Reading Curriculum Guide



## **Innovation 2020**

**Mission: Engage, Empower, Inspire**

District 6 provides every student with a personalized, well-rounded and excellent education in a safe, caring environment.

## **Student Learning and Achievement**

Students will engage in a challenging, personalized, well-rounded education preparing every student to be college and career ready with the skills needed to be successful in the community and world.

## Quick Reference Pacing Guide

2016-2017

### Grade 2-5

Unit	Instructional Days	Additional TRE Days	Dates
Start Smart	5	0	Aug. 22 – Aug. 26
1	30	2	Aug. 29 – Oct. 13
2	30	3	Oct. 17 – Dec. 6
3	30	3	Dec. 7 – Feb. 7
4	30	3	Feb. 8– April 3
5	30	3	April 4 – May 19

**\*Omit week 6 on Units 1-5**

#### **Unit 4, Week 4:**

**Give ELA before Spring Break, on the 16<sup>th</sup> of March.**

**Then, teach Unit 4, Week 5 after Spring Break.**

# Common Core Priority Standards

## 2<sup>nd</sup> Grade

### Reading: Foundational Skills

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

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

#### **RF 2.4 Read with sufficient accuracy and fluency to support comprehension**

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Reading: Literature

**RL 2.1 Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.**

**RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.**

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

**RL 2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.**

### Speaking and Listening

#### Reading: Informational Text

**RI 2.1 Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.**

**RI 2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.**

**RI 2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.**

**SL 2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.**

- a. Follow agreed-upon rules 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 responding to the comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**Reading: Language**

**L. 2. 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**L 2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies**

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).
- 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*)

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

**L 2.5 Demonstrate understanding of 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*).

## 2<sup>nd</sup> Grade Standard Matrix

<b>Literature Standards</b>	<b>Introduced / Practiced</b>	<b>Assessed</b>	<b>Revisited / Practiced</b>	<b>Re-Assessed</b>
<u>CCSS.ELA-LITERACY.RL.2.1</u> <b>Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</b>	Unit 1	Unit 1	Unit 2 Unit 4 Unit 5	Unit 2 Unit 4 Unit 5
<u>CCSS.ELA-LITERACY.RL.2.2</u> <b>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</b>	*Recommendation: Introduce and practice this priority standard during the first three units.	Unit 4	Unit 4	*Resources available: Weekly Assessments
<u>CCSS.ELA-LITERACY.RL.2.3</u> <b>Describe how characters in a story respond to major events and challenges.</b>	Unit 1	Unit 1	Unit 2 Unit 4 Unit 5	Unit 2 Unit 4 Unit 5
<u>CCSS.ELA-LITERACY.RL.2.4</u> <b>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</b>	*Word Learning Strategy should be practiced weekly.	*Assessed in all units through Language standards.		
<u>CCSS.ELA-LITERACY.RL.2.5</u> <b>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</b>	Unit 2	Unit 2	Unit 3 Unit 4	Unit 3 Unit 4
<u>CCSS.ELA-LITERACY.RL.2.6</u> <b>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</b>	Unit 5	Unit 5		

<b>Literature Standards</b>	<b>Introduced / Practiced</b>	<b>Assessed</b>	<b>Revisited / Practiced</b>	<b>Re-Assessed</b>
<u>CCSS.ELA-LITERACY.RL.2.7</u> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	*Look for ways to embed this standard within unit texts and use certain sidebar questions that address this standard	*Resources available: Weekly Assessments		
<u>CCSS.ELA-LITERACY.RL.2.9</u> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Unit 3	Unit 3		
<u>CCSS.ELA-LITERACY.RL.2.10</u> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	* Wonders provides grade-level appropriate complex text and support through the ACT questions			
<b>Informational Standards</b>	<b>Introduced / Practiced</b>	<b>Assessed</b>	<b>Revisited / Practiced</b>	<b>Re-Assessed</b>
<u>CCSS.ELA-LITERACY.RI.2.1</u> <b>Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</b>	Unit 1	Unit 1	Unit 2 Unit 3 Unit 4 Unit 5	Unit 2 Unit 3 Unit 4 Unit 5
<u>CCSS.ELA-LITERACY.RI.2.2</u> <b>Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</b>	Unit 2	Unit 2	Unit 3	Unit 3
<u>CCSS.ELA-LITERACY.RI.2.3</u> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Unit 4	Unit 4	Unit 5	Unit 5
<u>CCSS.ELA-LITERACY.RI.2.4</u> <b>Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</b>	*Word Learning Strategy should be practiced weekly.	*Assessed in all units through Language standards.		

<a href="#">CCSS.ELA-LITERACY.RI.2.5</a> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	*Look for ways to embed this standard within unit texts and use certain sidebar questions that address this standard	*Resources available: Weekly Assessments		
<a href="#">CCSS.ELA-LITERACY.RI.2.6</a> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	*Look for ways to embed this standard within unit texts and use certain sidebar questions that address this standard	*Resources available: Weekly Assessments		
<b>Informational Standards</b>	<b>Introduced / Practiced</b>	<b>Assessed</b>	<b>Revisited / Practiced</b>	<b>Re-Assessed</b>
<a href="#">CCSS.ELA-LITERACY.RI.2.7</a> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	*Look for ways to embed this standard within unit texts and use certain sidebar questions that address this standard	*Resources available: Weekly Assessments		
<a href="#">CCSS.ELA-LITERACY.RI.2.8</a> Describe how reasons support specific points the author makes in a text.	*Look for ways to embed this standard within unit texts especially when the skill is Author's Purpose.	*Resources available: Weekly Assessments		
<a href="#">CCSS.ELA-LITERACY.RI.2.9</a> Compare and contrast the most important points presented by two texts on the same topic.	Unit 5	Unit 5		
<a href="#">CCSS.ELA-LITERACY.RI.2.10</a> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	* Wonders provides grade-level appropriate complex text and support through the ACT questions			

**D6 Priority Standards = bold print**

## 2nd Grade Wonders Reading At a Glance

Priority Standard RL 2.2 needs to be introduced and practiced during all units when reading narrative text.  
It will be formally assessed in Unit 4 only.

Unit 1	Week	Weekly Concept	Comprehension Strategy	Comprehension Skill	Genre	Vocabulary Strategy	Focus Standard	Story 2: Modify/Adjust
<b>Friends and Family</b>	1	Friends Help Friends: <i>How do friends depend on each other?</i>	Visualize	Key Details	Fantasy	Inflectional Endings	<b>RL 2.1 (Questions and key details)</b>	Focus on Skill: Key Details. Use QAR to guide questioning.
	2	Families Around the World: <i>How are families around the world the same and different?</i>	Visualize	Character, Setting, Events	Realistic Fiction	Root Words	<b>RL 2.3 (Character response to events)</b>	Focus on Skill: Character, Setting, Event
	3	Pets Are Our Friends: <i>How can a pet be an important friend?</i>	Ask and Answer Questions	Character, Setting, Events	Fiction	Context Clues	<b>RL 2.1 (Questions and key details)</b>	Focus on Strategy: Ask and Answer Questions and other side bar questions to meet the standard of Ask and Answer questions. Use QAR to guide questioning.
	4	Animals Need Our Care: <i>How do we care for animals?</i>	Ask and Answer Questions	Key Details: Use Photos	Narrative Nonfiction	Root Words	<b>RI 2.1 (Questions and key details)</b>	Focus on Skill: Key Details
	5	Families Working Together: <i>What happens when families work together?</i>	Ask and Answer Questions	Key Details	Expository Text	Inflectional Endings	<b>RI 2.1 (Questions and key details)</b>	Focus on Skill: Key Details

\* For the first common assessment, give the students feedback after the assessment as a scaffold to support test taking skills. Prior to the assessment, give the students multiple opportunities to perform at the standard level and practice written responses. Standard Check-outs can be used for this support. There is a misconception that since students were in RMSE the last two years they will not be able to perform at the level of these common assessments at the beginning of second grade. In actuality, independent practice pages from RMSE and transitions are similar to the expectations of these assessments.



Priority Standard RL 2.2 needs to be introduced and practiced during all units when reading narrative text.  
It will be formally assessed in Unit 4 only.

Unit 2	Week	Weekly Concept	Comprehension Strategy	Comprehension Skill	Genre	Vocabulary Strategy	Focus Standard	Story 2: Modify/Adjust
<b>Animal Discoveries</b>	1	Animals and Nature: <i>How do animals survive?</i>	Make Predictions	Character, Setting, Plot	Realistic Fiction	Prefixes	RL 2.5 (Story structure)	Focus on Skill: Character, Setting, Plot
	2	Animals in Stories: <i>What can animals in stories teach us?</i>	Make Predictions	Plot: Problem and Solution	Fable	Suffixes	<b>RL 2.3 (Character response to events)</b>	Focus on Skill: Problem and Solution Questions and other side bar questions that address this standard.
	3	Animal Habitats: <i>What are features of different animal habitats?</i>	Make Predictions	Main Topic and Key Details	Narrative Nonfiction	Suffixes	<b>RI 2.1 (Questions and key details)</b>	Focus on Skill: Main Topic and Key Details
	4	Baby Animals: <i>How are offspring like their parents?</i>	Reread (Monitor and Clarify)	Main Topic and Key Details	Expository Text	Multiple-Meaning Words	<b>RI 2.2 (Topic)</b>	Focus on Skill: Main Topic and Key Details
	5	Animals in Poems: <i>What do we love about animals?</i>	Reread (Monitor and Clarify)	Key Details	Poetry	Multiple-Meaning Words	<b>RL 2.4 (Rhythm and meaning in a poem)</b>	Focus on literary element questions.

Priority Standard RL 2.2 needs to be introduced and practiced during all units when reading narrative text.  
It will be formally assessed in Unit 4 only.

Unit 3	Week	Weekly Concept	Comprehension Strategy	Comprehension Skill	Genre	Vocabulary Strategy	Focus Standard	Story 2: Modify/Adjust
<b>Live and Learn</b>	1	The Earth's Forces: <i>How do the Earth's forces affect us?</i>	Reread (Monitor and Clarify)	Author's Purpose	Expository Text	Similes	<b>RI 2.1 (Questions and key details)</b>	Focus on Strategy: Reread, questions, Ask and Answer Question questions, and Stop and Check questions
	2	Look at the Sky: <i>What can we see in the sky?</i>	Reread (Monitor and Clarify)	Plot: Sequence	Fiction	Compound Words	RL 2.5 (Story structure)	Focus on Skill: Plot/Sequence questions
	3	Ways People Help: <i>How can people help out their community?</i>	Ask and Answer Questions	Author's Purpose	Narrative Nonfiction	Synonyms	<b>RI 2.1 (Questions and key details)</b>	Focus on Strategy: Ask and Answer Question questions
	4	Weather Alert: <i>How does weather affect us?</i>	Ask and Answer Questions	Main Idea and Key Details	Expository Text	Antonyms	<b>RI 2.2 (Topic)</b>	Focus on Skill: Main Idea and Key detail questions
	5	Express Yourself: <i>How do you express yourself?</i>	Ask and Answer Questions	Main Idea and Key Details	Expository Text	Prefixes	<b>RI 2.2 (Topic)</b>	Focus on Skill: Main Idea and Key detail questions

Priority Standard RL 2.2 needs to be introduced and practiced during all units when reading narrative text.  
It will be formally assessed in Unit 4 only.

Unit 4	Week	Weekly Concept	Comprehension Strategy	Comprehension Skill	Genre	Vocabulary Strategy	Focus Standard	Story 2: Modify/Adjust
<b>Our Life, Our World</b>	1	Different Places: <i>What makes different parts of the world different?</i>	Reread (Monitor and Clarify)	Connections within Text: Compare and Contrast	Expository Text	Compound Words	RI 2.3 (connection between events)	Focus on Skill: Compare and Contrast questions
	2	Earth Changes: <i>How does the Earth change?</i>	Reread (Monitor and Clarify)	Connections within Text: Cause and Effect	Expository Text	Context Clues	RI 2.3 (connection between events)	Focus on Skill: Cause and Effect questions
	3	Our Culture Makes Us Special: <i>How are kids around the world different?</i>	Visualize	Plot: Compare and Contrast	Realistic Fiction	Similes	<b>RL 2.3 (Character response to events)</b>	Focus on Skill: Plot/Sequence and include questions that ask how the two characters respond to major events in order to truly hit the standard.
	4	Folktales about Nature: <i>How can we understand nature?</i>	Visualize	Theme	Folktale/ Drama	Root Words	<b>RL 2.2 (Central Message)</b>	Focus on Skill: Theme questions; Utilize words like central message, lesson, and moral to help students understand theme. See Ashlock Central Message card for support.
	5	Poems About Nature: <i>What excites us about nature?</i>	Visualize	Theme	Free Verse	Similes	<b>RL 2.2 (Central Message)</b>	Focus on literary elements and figurative language questions alongside finding the central message of the text

Priority Standard RL 2.2 needs to be introduced and practiced during all units when reading narrative text.  
It will be formally assessed in Unit 4 only.

Unit 5	Week	Weekly Concept	Comprehension Strategy	Comprehension Skill	Genre	Vocabulary Strategy	Focus Standard	Story 2: Modify/Adjust
<b>Let's Make a Difference</b>	1	Being a Good Citizen: <i>What do good citizens do?</i>	Summarize	Point of View	Realistic Fiction	Suffixes	RL 2.6 (Character point of view)	Focus on Skill: Point of View questions
	2	Cooperation Works!: <i>How do people get along?</i>	Summarize	Point of View	Fiction	Idioms	<b>RL 2.3 (Character response to events)</b>	Use the Skill: Point of View questions to focus on how the character responds to events in the story to truly hit the standard.
	3	Our Heroes: <i>What do heroes do?</i>	Summarize	Connections within Text: Sequence	Biography	Synonyms	RI 2.3 (Connection between events)	Focus on Skill: Sequence questions
	4	Preserving Our Earth: <i>How can we protect the Earth?</i>	Make Predictions	Plot: Problem and Solution	Fiction	Homophones	<b>RL 2.3 (Character response to events)</b>	Focus on the Skill: Plot/Problem and Solution questions
	5	Rights and Rules: <i>Why are rules important?</i>	Make Predictions	Connections within Text: Cause and Effect	Expository Text	Multiple-Meaning Words	RI 2.3 (connection between events)	Focus on Skill: Cause and Effect questions

## Grade 2 Start Smart (5 Days)

### Establishing Routines and Expectations

The *Start Smart* lessons provide an introduction to the key instructional routines and procedures that you will use throughout the year. During this time you will provide many models, guided practice, and allow for application of the various routines inside of Wonders (e.g., Collaborative Conversations, Vocabulary, Accessing Complex Text, Close Reading of Text, Citing Evidence, Writing About Reading, and Research and Inquiry). All student materials for Start Smart are found online-

<http://connected.mcgraw-hill.com/connected/login.do>

Instructional Routines and Expectations				
Day 1	Day 2	Day 3	Day 4	Day 5
+ Introduce the Concept S5-S6 +Vocabulary Routine S7-S8 +Shared Reading Routine S9-S10 +Collaborative Conversations	+ Comprehension S11-S14 +Vocabulary Strategy S15-S16 +Collaborative Conversations	+ Introduce the Concept S19-S20 +Shared Reading S21-S22 +Collaborative Conversations	+ Comprehension S23-S26 +Vocabulary Strategy S27-S28 +Collaborative Conversations	+Independent Reading S32 +Integrate Ideas S35-S36 +Collaborative Conversations

\*\*\*This would also be the time to establish routines and procedures for Time in Text, managing materials, behavior expectations, collaborative groupings, etc... Utilize the Core block and Targeted Instruction to build these routines, as well as other instructional times in the day over the next few weeks. Below you find a toolbox of resources for building your classroom community.

**Building your classroom community:** Building a strong community is essential so that the teacher is able to teach explicitly, work with mini groups, conference, and assess for the rest of the year.

Trust  
 Respect  
 Choice  
 Community  
 Sense of urgency  
 Stamina

**Steps to building a strong community:**

- ✓ Brainstorm desired behaviors for each task.
  - ✓ Provide a mini lesson on the first behavior (model, guided practice, example, non-example).
  - ✓ Students practice that behavior while the teacher observes without interacting.
  - ✓ Teacher leads group reflection, providing descriptive feedback.
- Repeat the process for each behavior.

**Resources (Books):**

- *Whole Brain Teaching* ( Chris Biffle) [wholebrainteaching.com](http://wholebrainteaching.com), *Growth Mindset* ( Carol S. Dweck, Ph.D), *Leader In Me* ( Stephen Covey), *Daily 5* (Gail Boushey and Joan Moser)

- Children's Books: *Have You Filled a Bucket Today?* (Carol McCloud), *How Full is Your Bucket?* (Rath and Reckmeyer), *Ask Me* (Antje Damm), *Your Fantastic, Elastic Brain Stretch it, Shape it, The Dot* (Peter H. Reynolds)

( JoAnn Deak), *Beautiful Oops* ( Barney Saltzberg), *The Most Magnificent Thing* (Ashley Spires), *The Girl Who Never Makes Mistakes* ( Mark Pett, and Gary Rubenstein), *7 Habits of Happy Kids* (Sean Covey)

#### Videos and Hyperlink:

**Search YouTube Class dojo Big Ideas, Episode 1/5, Growth Mindset for students - Episode 3/5**

<https://www.youtube.com/watch?v=-ogghnxBmY>, <https://www.youtube.com/watch?v=I-gQLqv9f4o&list=PLgXsolshMsvpyOIJU2gRQdrqCoiHk-X1>

(Kid President) Google Kid President, he has a few videos to help with growth mindset, (Kid President's Pep Talk to Teachers and Students!, and Kid President's 20 Things We Should Say More Often)

<https://www.youtube.com/watch?v=NG3HxrW1qZk> (Growth Mindset Song) <https://www.youtube.com/watch?v=pN34FNbOKXc>

(Good for older kids),

<https://www.youtube.com/watch?v=zLYECljmnQs&list=PLmQSJICY9X0fEdDOWepUX60JvBiYAqqap>

(Good for older kids)

<http://www.milkeneducatorawards.org/connections/articles/view/10-team-building-activities-for-the-first-week-of-school> (Team Building)

Saving Sam [https://www.biologycorner.com/worksheets/saving\\_sam.html](https://www.biologycorner.com/worksheets/saving_sam.html) (Team Building)

**Icebreakers Volume 12: Excellent Activities for Getting Students Warmed Up**

[http://www.educationworld.com/a\\_lesson/lesson/lesson343.shtml#sthash.h9L3VNHZ.dpuf](http://www.educationworld.com/a_lesson/lesson/lesson343.shtml#sthash.h9L3VNHZ.dpuf)

**Beginning the School Year: It's About Connections Not Content** <https://usergeneratededucation.wordpress.com/2011/08/21/class-beginnings-its-about-connections-not-content/>

#### Activities/Strategies:

- Kagan Strategy activities ( kaganonline.com )
- Class Meetings/Morning Meetings
- Google marshmallow challenge, build the tallest tower out of cards, marshmallow tower building
- STEM challenges
- QTEL tasks
- Whole Brian Teaching