Grade Level: 2
Subject: Reading

Short Synopsis of the Course/Subject Areas of Focus

Reading units of study in second grade are designed to introduce a range of strategies that will support and encourage lifelong readers. Second grade readers will grow their stamina and volume of reading, talk with partners. We encourage readers right from the start to reflect and think about how they can make reading this year the best it could be. Readers will adventure alongside the characters they meet in their books and recognize that stories are made up of various story elements. They will read a variety of nonfiction texts and explore the differences in the structure of nonfiction text. They will read different books on the same topic to answer questions and to deepen their understanding of a topic. Students will establish helpful reading habits, develop a sense of who they are as readers and who they want to become.

Big ideas of the unit

Trimester 1

Unit 1: Understanding Characters' Journeys and Adventures

- Readers make sure their stories always make sense when they read
- Readers build strong reading habits & stamina
- Readers share their understanding with others in a variety of ways (retell, reactions, ideas...).
- Readers recognize that stories are made up of parts (story elements) and use them to help them retell.
- Readers read and reread in a smooth voice that shows the feeling of the part of the book.

Unit 2: Reading to Learn Information

- Readers use informational book's structure and features to help them learn.
- Readers build an understanding of an informational text topic by stopping to think and jot.
- Readers use strategies to help them understand a text when it gets difficult or confusing.
- Readers share what they are learning with others.

Trimester 2

Unit 3: Developing Ideas About Characters with a Partner

- Readers pay attention to what a character does, says, and thinks to form ideas about characters.
- Readers jot their ideas and opinions about characters and explain these ideas to their partners.
- Readers compare their ideas with their partners' ideas.
- Readers smoothly read parts of the text aloud to their partner to support their ideas and opinions.

Unit 4: Researching a Topic

- Researchers study a topic across a collection of materials starting with "starter books" into "harder books."
- Researchers jot notes about what they are learning and organize them into categories.
- Researchers compare what they learned from book to book including facts and different points of view of different authors.
- Researchers create collections of texts and resources to study about a topic.

Trimester 3

Unit 5: Forming and Supporting Opinions About Series Books

- Readers form opinions about the characters, setting, or plot of their series books.
- Readers use writing and conversation as a tool to help them understand their series.
- Writers prove their opinions about characters with examples from the books and explanation to go with each one, often reading aloud some parts.
- Readers notice and share how their opinions change across a series of books.

Unit 6: Building Independent Reading Lives

- Readers make independent choices.
- Readers reflect on and look to strengthen their reading lives.
- Readers make summer reading plans.

Student learning standards (Students will be able to)

Trimester 1:

Students will be able to . . .

Unit 1:

- Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text RL.2.1
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.2
- Describe how characters in a story respond to major events and challenges.RL.2.3
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.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.2.6
- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.2.7
- Read grade-level text with purpose and understanding. RF.2.4.A
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings..RF.2.4

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

Unit 2:

- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.RI.2.2
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.RI.2.3
- Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. RI.2.4
- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI.2.5
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe. RI.2.6
- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.RI.2.7
- Describe how reasons support specific points the author makes in a text.RI.2.8
- Compare and contrast the most important points presented by two texts on the same topic.RI.2.9
- 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.RI.2.10
- Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text. RI.2.1
- Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3
- Read grade-level text with purpose and understanding. RF.2.4.A
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings..RF.2.4.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.2.4.C
- 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). SL.2.1.A
- Recall information from experiences or gather information from provided sources to answer a question. W.2.8
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.2

- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.3
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL.2.4
- Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. SL.2.5
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. SL.2.6

Trimester 2

Part of Unit 2 is in Trimester 2.

Unit 3:

Students will be able to-

- Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text RL.2.1
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.2
- Describe how characters in a story respond to major events and challenges.RL.2.3
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.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.2.6
- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.2.7
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.RL.2.9
- 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..RL.2.10
- Read grade-level text with purpose and understanding. RF.2.4.A
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings..RF.2.4
- Describe how characters in a story respond to major events and challenges. RL.2.3
- Recall information from experiences or gather information from provided sources to answer a question.W.2.8

- Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.SL.2.1
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL.2.4
- Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. SL.2.5
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. SL.2.6

Unit 4:

Students will be able to-

- Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text. RI.2.1
- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.RI.2.2
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.RI.2.3
- Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. RI.2.4
- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI.2.5
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe. RI.2.6
- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.RI.2.7
- Describe how reasons support specific points the author makes in a text.RI.2.8
- Compare and contrast the most important points presented by two texts on the same topic.RI.2.9
- 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.RI.2.10
- Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3
- Read grade-level text with purpose and understanding. RF.2.4.A
- Recall information from experiences or gather information from provided sources to answer a question.W.2.8
- Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. 2.1

- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.2
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.3
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL.2.4
- Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. SL.2.5
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. SL.2.6

Trimester 3

Part of Unit 4 is in Trimester 3.

Unit 5:

Students will be able to-

- Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text. RL.2.1
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.2
- Describe how characters in a story respond to major events and challenges. RL.2.3
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RL.2.6
- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.2.7
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.2.5
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. RL.2.9
- 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..RL.2.10
- Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. SL.2.1
- 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). SL.2.1.A

- Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.1.B
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.2
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.3
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL.2.4
- Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. SL.2.5
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. SL.2.6
- Recall information from experiences or gather information from provided sources to answer a question.W.2.8
- Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3
- Read grade-level text with purpose and understanding. RF.2.4.A

Unit 6:

Students will be able to:

- By the end of the year, read and comprehend literature, in the grades 2-3 text complexity band proficiently. RL.2.10
- Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. SL.2.1
- 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). SL.2.1.A
- Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.1.B
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. SL.2.6
- Read grade-level text with purpose and understanding. RF.2.4.A
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings..RF.2.4.

Culturally responsive content and practices

Trimester 1

This unit features the use of narrative mentor texts representing people of color, and different cultures including The Name Jar and The Day You Begin. Interactive read aloud discussions centered around these mentor texts for reading will include an explicit focus on recognizing the importance of listening to every student's story, making connections to their classmates and the importance of celebrating what is unique. Each Kindness is read with a focus on treating others with kindness and empathy. Students will be able to pick high interest books from our diverse class libraries to read independently and discuss in partnerships.

Trimester 2

Books chosen by the diverse books committee for this unit include, Christian, the Hugging Lion, The Empty Pot and Pedro. Students will recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. Students will describe and discuss how characters in a story respond to major events and challenges.

Trimester 3

In this unit our students will be studying characters across a series. Students will be able to read from a variety of series that include diverse main characters including the Katie Woo Series, Jaden Toussaint Series, King and Kayla Series and the Sofia Martinez Series.

Assessment plan

Trimester 1

Unit 1

Pre and post unit 1 conferring assessment
Throughout unit conferring notes
Teacher observation
F&P benchmark assessment
Acadience universal screener

Unit 2

Pre and post unit 2 conferring assessment
Throughout unit conferring notes
Teacher observation

Trimester 2

Unit 3

Pre and post unit 1 conferring assessment
Throughout unit conferring notes

Teacher observation
F&P benchmark assessment
Acadience universal screener

Unit 4
Pre and post unit 2 conferring assessment
Throughout unit conferring notes
Teacher observation

Trimester 3
Unit 5
Pre and post unit 1 conferring assessment
Throughout unit conferring notes
Teacher observation

Unit 6
Pre and post unit 2 conferring assessment
Throughout unit conferring notes
Teacher observation
F&P benchmark assessment
Acadience universal screener

Resources
Trimester 1
Unit 1-
The Name Jar
The Day You Begin
Each Kindness
Amelia Bedelia Book
Little Red Riding Hood
Chester's Way
No, David!
Houndsley and Catina
The Dot
Students will read anything accessible with characters

Unit 2-
Under the Snow
Big Blue Whale
Ladybugs- by Claire Llewellyn
A Pet's Perfect Home

Informational books by Nic Bishop, Steve Jenkins, Gail Gibbons, and Seymour Simon
Students will read lots of nonfiction text of many topics and levels
National Geographic books

Trimester 2
Unit 3-
Christian, the Hugging Lion
The Empty Pot
Pedro by Fran
Clementine
Mercy Watson
Sandwich Swap
Miss Nelson is Missing
Arthur Book
Harriet You'll Drive me Wild
Stephanie's Ponytail
Books with characters that are accessible to the readers in your class. Giving kids the chance to browse the books and suggest categories for the classroom library-- animal characters, characters who are silly, or whatever ideas come from students.

Unit 4-
The Girl Who Thought in Pictures
A Boy and a Jaguar
Disgusting Critters Series
High interest books, articles, pictures, and informational websites.

Trimester 3
Unit 5-
Time Warp Trio Series
Katie Woo Series
Jaden Toussaint Series
Olivia Series
The Boy Series
King and Kayla Series
Frog and Toad Series
Poppleton Series
Henry and Mudge Series
Fancy Nancy Series
Sofia Martinez Series
This unit will need a variety of books in series. These can be anything like, Ivy and Bean, Cam Jansen, Magic Treehouse, the ones listed above and any others that are of interest to students.