



Grade 2 - Unit 1 Reading - Foundations for Second Grade Literacy

Unit Focus

In *Foundations for Second Grade Literacy*, students establish foundational literacy routines and expectations while transitioning from Grade 1 skills to more structured, systematic reading and writing instruction. Through consistent classroom practices, students build confidence as readers and writers and develop the habits needed for engaged literacy learning. They experience a wide range of high-quality texts that support early exposure to literature and language while strengthening their understanding of how reading works. This unit emphasizes developing independence, stamina, and a strong sense of identity as a member of a literacy community, laying the groundwork for continued growth across the year.

Instruction is grounded in the Science of Reading, integrating systematic instruction in phonics, vocabulary, fluency, and comprehension to support the development of skilled, independent readers and writers. Students engage in structured literacy instruction through Foundations, which provides explicit instruction in word recognition and encoding; Bookworms, which builds background knowledge, vocabulary, and comprehension through read-alouds and shared reading; and Geodes, which allows students to apply phonics skills in connected, decodable texts to build fluency and accuracy. Teachers provide differentiated targeted practice across the five pillars of literacy.

Students engage with high-quality texts that build knowledge, vocabulary, and comprehension while supporting close reading of grade-level standards, including *Arthur's Back to School Day* by Lillian Hoban, *Goldsocks and the Three Libearians* by Jackie Mimms Hopkins, *I Can Do Hard Things* by Gaby Garcia, *Scaredy Squirrel* by Melanie Watt, *Hailstones and Halibut Bones* by Mary O'Neill, *Daniel Finds a Poem* by Micha Archer, *A Poke in the I* by Paul Janeschko and Chris Raschka, *Quick as a Cricket* by Audrey Wood, and *The Magical Yet* by Angela DiTerlizzi.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Common Core English Language Arts: 2 <ul style="list-style-type: none">Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (CCSS.ELA-LITERACY.RL.2.1)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. (CCSS.ELA-LITERACY.RL.2.10)Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (CCSS.ELA-LITERACY.RI.2.4)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. (CCSS.ELA-LITERACY.RI.2.10)Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS.ELA-LITERACY.RF.2.3.A)Recognize and read grade-appropriate irregularly spelled words. (CCSS.ELA-LITERACY.RF.2.3.F)	<i>Students will be able to independently use their learning to...</i> T1 Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers. T2 Listen, exchange, evaluate, and build upon ideas. T3 Use a variety of tools to identify areas of personal strengths and style.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Using routines, goal-setting, reflection, and collaboration fosters growth and independence as problem-solvers. U2 Sounds, letters, and patterns work together to support decoding and spelling of words. U3 Reading with accuracy, fluency, and expression supports understanding of text. U4 Vocabulary supports understanding of text and builds deeper meaning.	<i>Students will keep considering...</i> Q1 How do routines, habits, and reflection help readers and writers grow and become independent problem-solvers? Q2 How do sounds, letters, and patterns work together to help me read and spell words? Q3 How does reading smoothly and accurately help me understand what I read? Q4 How can the words I know help me understand what I read?

Stage 1: Desired Results - Key Understandings

- Read grade-level text with purpose and understanding. (CCSS.ELA-LITERACY.RF.2.4.A)
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. (CCSS.ELALITERACY.RF.2.4.B)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.ELALITERACY.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). (CCSS.ELA-LITERACY.SL.2.1.A)
- Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS.ELA-LITERACY.SL.2.1.B)
- Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS.ELALITERACY.SL.2.1.C)
- Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS.ELALITERACY.L.2.4.A)
- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/ retell). (CCSS.ELA-LITERACY.L.2.4.B)
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). (CCSS.ELA-LITERACY.L.2.4.C)
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (CCSS.ELA-LITERACY.L.2.4.D)
- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (CCSS.ELA-LITERACY.L.2.4.E)

Madison Public Schools Profile of a Graduate

- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)
- Self-Awareness: Examining current performance critically to identify steps/ strategies to persist. (POG.4.1)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 Readers choose books they enjoy and can think about

K2 Asking and answering questions about who, what, where, when, why, and how helps them understand key details in a story.

K3 Stories and poetry have important details, characters, and events that help them understand the text.

K4 Using descriptive words, including adjectives and adverbs, makes writing more interesting and clear.

K5 Participating in discussions about texts, listening carefully, and responding to others helps them learn from their peers.

K6 Sounds, letters, and spelling patterns work together to form words, supporting accurate reading and spelling.

K7 Reading with accuracy, fluency, and expression supports understanding of text.

K8 Vocabulary supports understanding of text and builds deeper meaning.

K9 Foundations:

- Letter-keyword-sound for consonants and vowels
- Concept of consonant digraphs Letter-keyword- sound for digraphs
- Concept of consonant blends
- Spelling /k/
- Closed syllable type
- Bonus letter spelling rule
- Blending and reading words with glued sounds
- Segmenting and spelling words with bonus letters and glued sounds

Skill(s)

Students will be skilled at...

S1 Selecting grade-level books based on personal interest and reflect on their thinking about the text.

S2 Asking and answering questions about who, what, where, when, why, and how to understand key details in a story.

S3 Retelling or summarizing stories and poems, including characters, events, and important details.

S4 Using adjectives and adverbs from reading, conversations, or texts to describe ideas, feelings, and actions in their writing.

S5 Participating in discussions about texts, responding to peers' ideas, building on others' comments, and asking for clarification when needed.

S6 Decoding unfamiliar words and spelling words correctly using their knowledge of sounds, letters, and patterns.

S7 Reading aloud with accuracy, smoothness, and expression to focus on comprehension.

S8 Using known words, context clues, and new vocabulary to understand and make meaning from texts.