

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Grade 2 Reading

2025

(Last revision date: 2023)

Curriculum Writing Team

Kate Engeldrum, ELA Program Leader

Amy Congdon, Grade 2, Tashua School

Joanne Antignani, Grade 2, Jane Ryan School

Kristen Beccaria, Literacy Consultant, Jane Ryan School

Dr. Susan C. Iwanicki, Assistant Superintendent of Teaching and Learning

Grade 2 Reading Table of Contents

Core Values & Beliefs.....	3
Introduction & Philosophy.....	3
Course Goals.....	4
Course Enduring Understandings.....	4
Course Essential Questions.....	4
Course Knowledge & Skills.....	5
Reading Year at a Glance.....	6
Module 1: New Beginnings, Friendships, Life Cycles; Word Study (<i>Foundations</i> Units 1, 2, 3 & 4).....	7
Module 2: Native Americans, Actions and Consequences; Word Study (<i>Foundations</i> Units 5, 6, 7 & 8).....	21
Module 3: Making a Difference in Our World, Changing the Game, Mysterious Mummies; Word Study (<i>Foundations</i> Units 9, 10, 11, 12 & 13).....	36
Module 4: Book and Culture, Myths and Cultures; Word Study (<i>Foundations</i> Units 14, 15, 16 & 17)	50

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Our core belief is that **all** students will become readers who are curious, critical, and analytical thinkers. Our vision is to guide students in developing a love for reading through experiences with rich and diverse formats for varied purposes (ie. books, digital media, periodicals, etc.). In conjunction with Vision of the Graduate, teaching and learning will be focused on:

- ★ Teachers who provide multisensory practice for transferring reading skills across all content areas.
- ★ Readers who apply the skills and dispositions to become a proficient reader.

The Trumbull Public Schools English Language Arts curriculum is grounded in the Common Core State Standards and research by the National Reading Panel which shows that there are five key concepts at the core of effective literacy instruction.

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Each day, K-5 students will build these foundational literacy skills through instruction of evidence-based programming, such as:

- Foundations (K-2)
- Heggerty (K-1)
- Bookworms Shared Reading (K-5)
- Differentiated Instruction (K-5)

All together, these programs are resources that help teachers to develop and deliver comprehensive, explicit lessons which lead to the formal assessment of all standards for ELA at each grade level.

In summary, this is our vision which will empower our K-5 readers to become lifelong and inspired learners.

COURSE GOALS

To expose students to a high volume of engaging, grade-level trade books to build knowledge and drive literacy instruction, transforming them into "bookworms" by fostering a love of reading and providing them with the necessary skills and knowledge to become fluent, confident readers who can critically analyze and engage with diverse texts.

The course goals derive from the 2010 Connecticut Core Standards for Literacy. Goals specific to a unit of study are listed in this guide at the beginning of each unit. Many standards recur over the course of the year. The lessons therein encourage student engagement so that each student will see himself/herself as a reader and reflect on the processes learned.

COURSE ENDURING UNDERSTANDINGS

- Readers engage with a high volume of diverse, grade-level texts to deepen their understanding of the world and themselves.
- Strong foundational reading skills are essential for accessing, comprehending, and enjoying complex texts.
- All readers deserve equitable access to challenging and engaging texts that foster intellectual growth.
- Fluency, vocabulary, and comprehension are interconnected components that contribute to a reader's overall proficiency.
- Reading and writing are reciprocal processes that enhance and inform each other.
- Developing a love of reading transforms individuals into lifelong learners and critical thinkers.

COURSE ESSENTIAL QUESTIONS

- How does engaging with a wide variety of texts build my knowledge and understanding?
- What foundational skills are necessary to become a confident and independent reader?
- How can all readers access and succeed with challenging, grade-level texts?
- How do reading aloud and encountering new words help me understand what I read?
- How does my writing improve my understanding of texts, and how do texts improve my writing?
- What does it mean to be a "bookworm," and how can reading empower me?

COURSE KNOWLEDGE & SKILLS

Students will know:

- Strategies for building deep knowledge through extended engagement with full-length texts.
- The components of systematic foundational reading skills (e.g., phonics, phonemic awareness, word recognition).
- The importance of equitable access to challenging texts for all learners.
- The role of repeated oral reading in developing reading fluency and automaticity.
- Strategies for acquiring and using new vocabulary encountered within various contexts.

- Different comprehension strategies to understand complex texts (e.g., making inferences, identifying main idea, summarizing).
- The characteristics and purposes of various writing genres (narrative, informational, opinion).
- How to connect reading experiences to their own writing.
- That reading can be a source of joy, knowledge, and personal growth.

Students will be able to:

- Engage deeply with full-length grade-level trade books to build knowledge.
- Apply systematic foundational reading skills in shared reading and independent practice.
- Navigate and comprehend challenging, grade-level texts with support.
- Improve reading fluency through repeated oral reading and practice.
- Utilize context clues and other strategies to determine the meaning of unfamiliar words.
- Apply various comprehension strategies to understand and analyze complex texts.
- Participate in rich discussions about texts, demonstrating understanding and critical thinking.
- Produce coherent and well-structured writing in narrative, informational, and opinion genres.
- Connect ideas from texts to their own writing.
- Demonstrate a growing love for reading and an eagerness to explore diverse texts.
- Critically analyze and engage with diverse texts.

Grade 2 READING YEAR AT A GLANCE

Time	Reading	Word Study
September-Mid-November	Bookworms Shared Reading Module 1: New Beginnings, Friendships, Life Cycles How to Plan Differentiated Reading Instruction (small-group instruction over multi week cycles)	Fundations Units 1,2,3,4
Mid-November-Mid-February	Bookworms Shared Reading Module 2: Native Americans, Actions and Consequences How to Plan Differentiated Reading Instruction (small-group instruction over multi week cycles)	Fundations Units 5,6,7,8

Mid-February- Late April	Bookworms Shared Reading Module 3: Making a Difference in Our World, Changing the Game, Mysterious Mummies How to Plan Differentiated Reading Instruction (small-group instruction over multi week cycles)	Fundations Units 9,10,11,12,13
Late April-June	Bookworms Shared Reading Module 4: Book and Culture, Myths and Cultures How to Plan Differentiated Reading Instruction (small-group instruction over multi week cycles)	Fundations Units 14,15,16,17

Module 1:
New Beginnings, Friendship, Life Cycles

Connecticut Framework: The Common Core State Standards

L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, subtraction).

L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., lighthouse, housefly; bookshelf, notebook, bookmark).

L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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

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.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice when representing a character when reading dialogue aloud.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of characters, setting, or plot.

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 complexity band proficiently, with scaffolding as needed at the high end of the range.

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

RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.

RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.

RF.2.3.c Decode regularly spelled two-syllable words with long vowels.

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

RF.2.4.a Read on-level text with purpose and understanding.

- RF.2.4.b** Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RF.2.4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding in a text.
- RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in procedures in a text.
- RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic icons) to locate key facts or information in a text efficiently.
- RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8** Describe how reasons support specific points the author makes in a text.
- RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.
- RI.2.10** By the end of year, read and comprehend informational texts, including history/social studies, science/technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- 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.2.6** Produce complete sentences when appropriate to task and situation in order to provide requested details or ideas.
- W.2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, provide reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, provide a concluding statement or section.
- W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details about the actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.8** Recall information from experiences or gather information from provided sources to answer a question.

SUBJECT

Grade 2 Reading

MODULE 1:

New Beginnings, Friendship, Life Cycles

Unwrapped Performance Standards

Concepts:

Need to know about:

- fiction text structure
- same theme expressed across multiple texts
- multiple informative text structures
- same scientific theme expressed across multiple texts
- text structure anchor charts
- characters

Skills

Need to be able to:

- complete written response tasks
- participate in oral discussions
- describe characters, settings, and events
- take the perspective of characters
- compare and contrast characters using character traits
- summarize
- provide relevant reasons and evidence to support their statements or opinions

SUBJECT
Grade 2 Reading

MODULE 1:
New Beginnings, Friendship, Life Cycles

Big Ideas
Student's statements of enduring ideas

1. Stories can show us that people and animals change in different ways because they feel, act, and think differently.
2. The same theme can be found in multiple texts.
3. I can learn by reading several books with the same theme or topic to learn more.

Essential Questions
Teacher's guiding questions

1. What do different stories teach us about starting something new?
2. Why do friendships change, and how can we handle those changes?
3. How can reading more than one book on the same topic help us learn more?

SUBJECT

Grade 2 Reading

MODULE 1:

New Beginnings, Friendship, Life Cycles

LEARNING OBJECTIVES*The students will be able to:***Students will be able to:**

1. collaboratively create a story map to identify narrative story elements and summarize the text
2. make connections between their own lived experiences and those of the book characters
3. demonstrate the idea that the same scientific theme can be expressed across multiple texts with different details
4. complete written response tasks
5. participate in oral discussions as a whole class and with partners
6. describe characters, settings, and events
7. take the perspective of characters
8. compare and contrast characters using character traits
9. summarize what is read in each text
10. provide relevant reasons and evidence to support their statements or opinions

Apply the Vision of the Graduate by:

- A. Communication and Collaboration: Students participate in oral discussions with partners and the whole class and engage in collaborative writing tasks.
- B. Critical Thinking: Students compare and contrast characters and character traits across texts. They take the perspective of characters, analyzing actions and motivations. Students summarize texts to extract key themes.
- C. Growth Mindset and Self-Efficacy: Students persist in developing skills across different units and texts and improve over time by revisiting and applying strategies from both reading and writing.
- D. Emotional Intelligence: Students consider and discuss different ways people react to new experiences and the complexities of friendship and human relationships and develop empathy by taking character perspectives and understanding motivations.
- E. Integrity: They show integrity by expressing their own ideas and opinions respectfully in discussions and when disagreeing.

SUBJECT

Grade 2 Reading

MODULE 1:

New Beginnings, Friendship, Life Cycles

Instructional Strategies

Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction

- Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, student models with support, then independently).

Modeling

- The teacher will demonstrate strategies and skills (e.g., how to represent sounds in writing, how to re-express, how to think aloud about a text).

Gradual Release of Responsibility

- Starting with high teacher support and gradually transferring responsibility to students as they become more independent.

Differentiation/Monitoring Progress

- Continuously observing student progress to provide individualized support for those struggling and to challenge advanced learners to move ahead.

Creating a Print-Rich Environment

- Surrounding students with a variety of engaging reading materials to encourage independent exploration.

Establishing Daily Reading Routines

- Consistent and enjoyable practice with reading and comprehension activities.

For Word Study (Phonics and Spelling):

Explicit Phonics Instruction

- Direct teaching of consonant and digraph blends, closed syllables and closed syllable exceptions.

Systematic Instruction

- Moving from easier to more complex phonics concepts (e.g., single-syllable before multi-syllable).

Multi-sensory Activities

- Engaging multiple senses (e.g., visual, auditory, tactile) to reinforce learning.

Word Building Activities

- Encouraging students to create new words by adding or changing letters.

Dictated Sentences

- Providing opportunities for students to apply their letter-sound knowledge to spell words in sentences.

Encoding Assessments

- Regularly evaluating students' ability to represent sounds and spell words with target patterns.

Games and Interactive Activities

- Making phonics and spelling practice fun and engaging (e.g., Foundations "make it fun").

Decodable Texts

- Utilizing texts that primarily contain words students can sound out based on their learned phonics skills.

For Text Engagement (Fluency, Vocabulary, and Comprehension):

Repeated Readings

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension.
 - Echo Reading: Teacher reads a section, then students repeat it.
 - Choral Reading: Teacher and students read a section together in unison.
 - Partner Reading: Students read aloud with a peer.

Read-Aloud Sessions

- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and invite students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Encouraging Predictions

- Prompting students to think about what might happen next based on titles, covers, and illustrations.

Asking Open-Ended Questions

- Using questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, plot, etc.).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve using story arcs (who, what, where, when, why, how) or specific protocols.

Comprehension Monitoring

- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking questions when needed.

Connecting Texts

- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Practicing Transcription and Sentence Writing Skills

- Integrating these skills directly into written response tasks.

Collaborative Writing

- Students will work together to write a research report, fostering shared learning and understanding of the topic.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.

- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan it.
- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing

SUBJECT Grade 2 Reading	
MODULE 1: New Beginnings, Friendship, Life Cycles	
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will monitor student progress and provide feedback to students about the following:</i>	
<u>Formative</u> • DIBELS ORF Retell and informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups. • Text Connections (L5, L10, L15, L20, L25, L30, L35, L40, L45) • Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit. • DIBELS progress monitoring	<u>Summative</u> • Unit Tests for <i>Foundations</i> Units 1, 2 • Bookworms Module 1 Culminating Research Report

SUBJECT Grade 2 Reading	
MODULE 1: New Beginnings, Friendship, Life Cycles	
Pacing & Resources 45 Days Time Allotment: September- mid November	
All three units in module 1 will build literacy knowledge by introducing the structure of fiction, demonstrating how texts can express the same theme, and using illustrations and key details to identify and describe story elements.	
Unit 1 New Beginnings	
Lessons 1-5	<i>Arthur's Back to School Day</i> is a text about Arthur, his sister Violet, and his family heading off to the first day of school. This text is a story with a strong narrative text structure.
Lessons 6-10	<i>Henry and Mudge</i> is a text about Henry and his new dog, Mudge, who learns to be a friend and stay safe. This text is a story with a strong narrative text structure.
Unit 2 Friendship	
Lessons 11-15	<i>Pinky and Rex</i> is a text about a brother and sister going to a museum. They travel along with each other on their trip. This text is a story with a strong narrative text structure.
Lessons 16-25	<i>Ivy + Bean</i> is a text about two girls who seem very different from each other. As the story progresses, similarities arise between the girls. This text is a chapter book with a narrative text structure.
Unit 3 Life Cycles	
Lessons 26-30	<i>Tale of a Tadpole</i> is an informational text about the life cycle of the frog, and includes a variety of nonfiction text features: table of contents, labeled diagrams, photographs, captions, running text, glossary, and index.
Lessons 31-35	<i>From Tadpole to Frog</i> is a nonfiction text about the life cycle of a frog. Though written in a narrative style, <i>From Tadpole to Frog</i> also uses a variety of nonfiction text features: illustrations, captions, running text, and a map.
Lessons 36-40	<i>Caterpillar to Butterfly</i> is an informational text about the life cycle of a butterfly. It uses a variety of nonfiction text features: table of contents, photographs, captions, diagrams, checklists, running text, and word bank.
Lessons 41-45	<i>Great Migrations: Butterflies</i> is an informational text about the life cycle and journey of the monarch butterfly. It uses a variety of nonfiction text features: table of contents, photographs, captions, labeled diagrams, labeled maps, running text, and index.

Word Study: Foundations Time Allotment: September-Mid November		
Unit	Topic	Time
1	- Consonant and digraph blends - Closed syllable - High-frequency (sight) words: <i>quit, elf, shred, kick, crush</i>	2 weeks

2	• Bonus letters: <i>ff, ll, ss, zz</i> • Glued sounds: <i>-all, -am, -an, -ang, -ing, -ong, -ung, -ank, -ink, -onk, -unk</i> • <i>ar, er, ir, or, ur</i> • Story retelling • Fluent reading • High-frequency (sight) words: <i>shall, pull, full, both, talk, walk</i>	2 weeks
3	• Closed-syllable exceptions • Glued sounds: <i>-ild, -ind, -old, -olt, -ost</i> • <i>ai, ay, ea, ee, oi, oy</i> • Story retelling • Fluent reading • High-frequency (sight) words: <i>gone, goes, pretty</i>	2 weeks
4	• Review suffixes: <i>-s, -es, -ed(/d/, /t/), -ing</i> • Comparison suffixes: <i>-er, -est</i> • Present and past tenses • <i>oa, oe, ow, ou, oo, ue, ew</i> • High-frequency (sight) words: <i>again, please, animal, sure, use, used</i>	2 weeks

MODULE 2:
Native Americans/Actions and Consequences

Connecticut Framework: The Common Core State Standards

L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

L.2.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., tell/retell).

L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition).

L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central messages and 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.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice when representing a character when reading dialogue aloud.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of characters, setting, or plot.

RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 complexity band proficiently, with scaffolding as needed at the high end of the range.

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

RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.

RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.

RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences.

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

RF.2.4.a Read on-level text with purpose and understanding.

RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

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

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

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

RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic icons) to locate key facts or information in a text efficiently.

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify the text.

RI.2.8 Describe how reasons support specific points the author makes in a text.

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science/technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested details or clarifications.

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, provide reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details about the actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question or solve a problem.

SUBJECT

Grade 2 Reading

MODULE 2:

Native Americans/Actions and Consequences

Unwrapped Performance Standards

Concepts:

Need to know about:

- structure and organization of nonfiction texts
- structure and purpose for the table of contents in nonfiction texts
- nonfiction text features: maps, labeled diagrams, images and captions, and glossaries
- multiple information sources on subtopics related to a larger overall topic
- narrative text structure
- narrative mystery text structure and elements

Skills

Need to be able to:

- complete written response tasks
- participate in oral discussions
- use narrative story elements to accurately retell a story
- compare texts with similar structures
- describe characters, settings, and objects in great detail
- identify and analyze narrative mystery text elements
- identify and use various nonfiction elements
- compare and contrast the historical and modern lives of four different Native American tribes
- summarize what they have read in each text

SUBJECT
Grade 2 Reading

MODULE 2:
Native Americans/Actions and Consequences

Big Ideas
Student's statements of enduring ideas

1. I can learn more about important topics by reading different nonfiction texts and using text features to understand.
2. I can become a better reader by exploring different kinds of stories and using story elements to understand and compare what I read.
3. We show our understanding by using what we read to explain our ideas through writing and discussion.

Essential Questions
Teacher's guiding questions

1. Why is it important to look at more than one source when we're learning something new?
2. Why is it helpful to compare stories with similar structures?
3. How can we use story parts and nonfiction features to share what we've learned?

SUBJECT

Grade 2 Reading

MODULE 2:

Native Americans/Actions and Consequences

LEARNING OBJECTIVES*The students will be able to:***Students will be able to:**

1. complete written response tasks
2. participate in oral discussions
3. use narrative story elements to accurately retell a story
4. compare texts with similar structures
5. describe characters, settings, and objects in great detail
6. identify and analyze narrative mystery text elements
7. identify and use various nonfiction elements
8. compare and contrast the historical and modern lives of four different Native American tribes
9. summarize what they have read in each text
10. providing relevant reasons and evidence to support their statements or opinions

Apply the Vision of the Graduate by:

- A. Communication and Collaboration: Students participate in whole-group and partner discussions about texts with peers to build text structure anchor charts collaboratively. They engage in shared knowledge-building and collaboratively apply reading and writing strategies to group-based tasks and discussions.
- B. Critical Thinking: Students analyze nonfiction text features (e.g., maps, diagrams, glossaries) to deepen comprehension. They compare and contrast historical and modern lives of different Native American tribes and examine and analyze narrative mystery text elements to enhance understanding of structure.
- C. Growth Mindset and Self-Efficacy: Students persist through reading and writing tasks that require independence and depth of understanding. They revisit, reflect, and improve work across the reading and writing connection.
- D. Emotional Intelligence: Students explore cultural understanding and empathy by learning about diverse Native American histories and contemporary experiences. They practice listening to and learning from others in discussions and use respectful language and tone when expressing opinions and ideas about cultural content.
- E. Integrity: They show integrity by expressing their own ideas and opinions respectfully in discussions and when disagreeing.

SUBJECT Grade 2 Reading	
MODULE 2: Native Americans/Actions and Consequences	
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>	
General:	
Explicit Instruction • Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, with support, then independently).	
Modeling • The teacher will demonstrate strategies and skills (e.g., how to represent sounds in writing, how to re expression, how to think aloud about a text).	
Gradual Release of Responsibility • Starting with high teacher support and gradually transferring responsibility to students as they become	
Differentiation/Monitoring Progress • Continuously observing student progress to provide individualized support for those struggling and to learners to move ahead.	
Creating a Print-Rich Environment • Surrounding students with a variety of engaging reading materials to encourage independent exploration	
Establishing Daily Reading Routines • Consistent and enjoyable practice with reading and comprehension activities.	
For Word Study (Phonics and Spelling):	
Explicit Phonics Instruction • Direct teaching of vowel-consonant-e and open syllables.	
Systematic Instruction • Moving from easier to more complex phonics concepts (e.g., single-syllable before multi-syllable).	
Multi-sensory Activities • Engaging multiple senses (e.g., visual, auditory, tactile) to reinforce learning	
Word Building Activities • Encouraging students to create new words by adding or changing letters.	
Dictated Sentences • Providing opportunities for students to apply their letter-sound knowledge to spell words in sentences	
Encoding Assessments • Regularly evaluating students' ability to represent sounds and spell words with target patterns.	
Games and Interactive Activities • Making phonics and spelling practice fun and engaging (e.g., Foundations "make it fun,").	
Decodable Texts • Utilizing texts that primarily contain words students can sound out based on their learned phonics skills	
For Text Engagement (Fluency, Vocabulary, and Comprehension):	
Repeated Readings	

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension.
 - Echo Reading: Teacher reads a section, then students repeat it.
 - Choral Reading: Teacher and students read a section together in unison.
 - Partner Reading: Students read aloud with a peer.

Read-Aloud Sessions

- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce texts in context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance comprehension and understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Encouraging Predictions

- Prompting students to think about what might happen next based on titles, covers, and illustrations.

Asking Open-Ended Questions

- Using questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, plot, and resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve using story arcs (who, what, where, when, why, how) or specific protocols.

Comprehension Monitoring

- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

Connecting Texts

- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Practicing Transcription and Sentence Writing Skills

- Integrating these skills directly into written response tasks.

Collaborative Writing

- Students will work together to write a research report, fostering shared learning and understanding of the topic and meeting expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.
- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

SUBJECT Grade 2 Reading	
MODULE 2: Native Americans/Actions and Consequences	
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will provide feedback to students about the following:</i>	
<u>Formative</u> • DIBELS ORF Retell and informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups. • Text Connections (L5, L10, L15, L20, L25, L30, L35, L40, L45) • Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit. • DIBELS progress monitoring	<u>Summative</u> • Unit Tests for <i>Foundations</i> Units • Bookworms Module 2 Culminating Americans Research Report

SUBJECT Grade 2 Reading	
MODULE 2: Native Americans/Actions and Consequences	
45 Days Time Allotment: mid November - mid February This module helps students understand the structure and purpose of nonfiction text features—such as tables, maps, diagrams, captions, and glossaries—and how these support comprehension. It also emphasizes the consulting multiple sources and comparing similarly structured mystery texts to deepen understanding.	
Unit 1 Native Americans	
Lessons 1-5	<i>The Hopi People</i> is an informational text about the history and culture of the Hopi people, a Native American tribe. It emphasizes how authors structure nonfiction text using a variety of text structures, including: table of contents, illustrations, photographs, captions, labeled maps and diagrams, glossary, index, and running text.
Lessons 6-10	<i>The Cheyenne People</i> is an informational text about the history and culture of the Cheyenne people, a Native American tribe. It emphasizes how authors structure nonfiction text using a variety of text structures, including: table of contents, illustrations, photographs, captions, labeled maps and diagrams, glossary, index, and running text.
Lessons 11-15	<i>The Cherokee People</i> is an informational text about the history and culture of the Cherokee people, a Native American tribe. It emphasizes how authors structure nonfiction text using a variety of text structures, including: table of contents, illustrations, photographs, captions, labeled maps and diagrams, glossary, index, and running text.
Lessons 16-20	<i>The Mohawk People</i> is an informational text about the history and culture of the Mohawk people, a Native American tribe. It will show students how authors structure nonfiction text and has a variety of text structures, including: table of contents, illustrations, photographs, captions, labeled maps and diagrams, glossary, index, and running text.
Lessons 21-31	<i>A–Z Mysteries: The Kidnapped King</i> is a realistic fiction chapter book with a narrative text structure. It is about a group of friends who work together to solve a mystery when one of them goes missing.
Lessons 32-40	<i>Cam Jansen Case #27: The Mystery Writer Mystery</i> is a realistic fiction chapter book with a mystery narrative text structure. It is about a girl named Cam and her friends who work together to solve a case that happens at their school’s book fair.
Lessons 41-45	<i>Practice Makes Perfect for Rotten Ralph</i> is a chapter book with a strong narrative text structure. It is a story about Rotten Ralph, Sarah, and cousin Percy, and what they each do when the carnival comes to town.

Word Study: Foundations
Time Allotment: Mid November-Mid February

Unit	Topic	Time A
5	• 2-syllable words • <i>-ic</i> at the end of multisyllabic words • New suffixes: <i>-ful, -ment, -ness, -less, -able, -en, -ish</i> • Prefixes: <i>mis-, un-, non-, dis-, trans-</i> • <i>au, aw</i> • High-frequency words: <i>against, knew, know, always, often, once</i>	2 weeks
6	• vowel-consonant-e • <i>s-/s/, /z/</i> • 2-syllable words with closed and vowel- consonant-e • Suffix: <i>-ive</i> • Compound words • Syllable division • High-frequency words: <i>only, house, move, right, place, together</i>	2 weeks
7	• Open syllable <i>y</i> as a vowel • Suffixes: <i>-y, -ly, -ty</i> • Combining open syllable with closed and vowel-consonant-e syllables • High-frequency words: <i>eight, large, change, city, every, night, carry, something</i>	3 weeks
8	• <i>r</i>-controlled: <i>ar, or</i> • High-frequency words: <i>answer, world, different</i>	1 week

MODULE 3:

Making a Difference in Our World, Changing the Game, Mysterious Mummies

Connecticut Framework: The Common Core State Standards

L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

L.2.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., tell/retell).

L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition).

L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., lighthouse, housefly; bookshelf, notebook, bookmark).

L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central messages and 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.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and how the ending concludes the action.

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice when representing a character when reading dialogue aloud.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of characters, setting, or plot.

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 complexity band proficiently, with scaffolding as needed at the high end of the range.

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

RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

RF.2.4.a Read on-level text with purpose and understanding.

RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

- RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding 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.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in procedures in a text.
- RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify the text.
- RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.
- RI.2.10** By the end of year, read and comprehend informational texts, including history/social studies, science/technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- 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.2.6** Produce complete sentences when appropriate to task and situation in order to provide requested details or clarifications.
- W.2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, provide reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, provide a concluding statement or section.
- W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details about their actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report, record science observations).
- W.2.8** Recall information from experiences or gather information from provided sources to answer a question.

SUBJECT Grade 2 Reading	
MODULE 3: Making a Difference in Our World, Changing the Game, Mysterious Mummies	
Unwrapped Performance Standards	
Concepts Need to know about:	• narrative text structure • character actions and dialogue • biographical text structure • nonfiction text structure and organization • narrative mystery text structure and organization • same historical topic of study expressed across multiple texts
Skills Need to be able to:	• analyze character actions and dialogue • support opinions with text evidence • make connections between fiction and nonfiction texts on similar topics • complete written response tasks • participate in oral discussions • use topic-subtopic text structure to support understanding of nonfiction text • use narrative text structure and author’s craft to identify clues and evidence useful for determining the mystery • summarize nonfiction chapters

SUBJECT

Grade 2 Reading

MODULE 3:

Making a Difference in Our World, Changing the Game, Mysterious Mummies

Big Ideas*Student's statements of enduring ideas*

1. We can understand stories better by thinking about the characters, what they say and do, and using text to explain our ideas.
2. We can learn about real people's lives and how they made a difference by reading biographies and using features to understand their stories.
3. We can learn more about a topic by reading both stories and information books, and noticing how the texts are related and connected.

Essential Questions*Teacher's guiding questions*

1. How do a character's actions and words help us understand the story and explain our opinions?
2. How can reading about real people's lives help us understand how they made a difference in the world?
3. How do different kinds of texts help us understand the same topic in different ways?

SUBJECT

Grade 2 Reading

MODULE 3:

Making a Difference in Our World, Changing the Game, Mysterious Mummies

LEARNING OBJECTIVES*The students will be able to:***Students will be able to:**

1. analyze character actions and dialogue
2. support opinions with text evidence
3. make connections between fiction and nonfiction texts on similar topics
4. complete written response tasks
5. participate in oral discussions
6. use topic-subtopic text structure to support understanding of nonfiction text
7. use narrative text structure and author's craft to identify clues and evidence useful for determining the mystery
8. summarize nonfiction chapters
9. provide relevant reasons and evidence to support their statements or opinions

Apply the Vision of the Graduate by:

- A. Communication and Collaboration: Students participate in whole-class and partner discussions to analyze and share ideas. They collaboratively build anchor charts to understand text structures
- B. Critical Thinking: Students interpret clues and evidence in mystery texts to form logical conclusions. They understand how a historical topic can be expressed across multiple genres. Students explore complex racism and prejudice in U.S. history, especially through biographies. They support claims with relevant evidence in written responses and opinion writing.
- C. Growth Mindset and Self-Efficacy: Students strengthen skills across multiple genres through ongoing refinement. They embrace challenges of integrating content knowledge and text structures to form informed opinions.
- D. Emotional Intelligence: Students explore real-world issues like racism and social justice through biography discussion. They engage with culturally and historically significant content to build empathy and perspective.
- E. Integrity: They show integrity by expressing their own ideas and opinions respectfully in discussions and when disagreeing.

SUBJECT

Grade 2 Reading

MODULE 3:

Making a Difference in Our World, Changing the Game, Mysterious Mummies

Instructional Strategies*Based on our department philosophy for student learning, teachers will:***General:**

Explicit Instruction

- Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, with support, then independently).

Modeling

- The teacher will demonstrate strategies and skills (e.g., how to represent sounds in writing, how to re expression, how to think aloud about a text).

Gradual Release of Responsibility

- Starting with high teacher support and gradually transferring responsibility to students as they become

Differentiation/Monitoring Progress

- Continuously observing student progress to provide individualized support for those struggling and to learners to move ahead.

Creating a Print-Rich Environment

- Surrounding students with a variety of engaging reading materials to encourage independent exploration

Establishing Daily Reading Routines

- Consistent and enjoyable practice with reading and comprehension activities.

For Word Study (Phonics and Spelling):

Explicit Phonics Instruction

- Direct teaching of double vowels.

Systematic Instruction

- Moving from easier to more complex phonics concepts (e.g., single-syllable before multi-syllable).

Multi-sensory Activities

- Engaging multiple senses (e.g., visual, auditory, tactile) to reinforce learning

Word Building Activities

- Encouraging students to create new words by adding or changing letters.

Dictated Sentences

- Providing opportunities for students to apply their letter-sound knowledge to spell words in sentences

Encoding Assessments

- Regularly evaluating students' ability to represent sounds and spell words with target patterns.

Games and Interactive Activities

- Making phonics and spelling practice fun and engaging (e.g., Foundations "make it fun,").

Decodable Texts

- Utilizing texts that primarily contain words students can sound out based on their learned phonics skills

For Text Engagement (Fluency, Vocabulary, and Comprehension):

Repeated Readings

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension involve:
 - Echo Reading: Teacher reads a section, then students repeat it.
 - Choral Reading: Teacher and students read a section together in unison.
 - Partner Reading: Students read aloud with a peer.

Read-Aloud Sessions

- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce in context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance comprehension and understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (making predictions, visualizing, making connections, asking questions).

Encouraging Predictions

- Prompting students to think about what might happen next based on titles, covers, and illustrations.

Asking Open-Ended Questions

- Using questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, plot, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve using story arcs (who, what, where, when, why, how) or specific protocols.

Comprehension Monitoring

- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

Connecting Texts

- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Practicing Transcription and Sentence Writing Skills

- Integrating these skills directly into written response tasks.

Collaborative Writing

- Students will work together to write a research report, fostering shared learning and understanding of expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan and write it.
- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

MODULE 3:

Making a Difference in Our World, Changing the Game, Mysterious Mummies

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will provide feedback to students about the following:

Formative

- DIBELS ORF Retell and informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Text Connections (L5, L10, L15, L20, L25, L30, L35, L40, L45)
- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- DIBELS progress monitoring

Summative

- Unit Tests for *Foundations* Units
- Bookworms Module 3 Culminating Good Choices

SUBJECT Grade 2 Reading	
MODULE 3: Making a Difference in Our World, Changing the Game, Mysterious Mummies	
Pacing & Resources 50 days Time Allotment: mid February - mid May	
This unit reinforces students' understanding of biographical and nonfiction text structures while exploring the themes of identity and prejudice in U.S. history. Through connections between fiction and nonfiction texts on similar topics, students learn that a single historical subject can be represented across multiple sources.	
Lessons 1-11	<i>Judy Moody Saves the World</i> is a chapter book with a strong narrative text structure that reinforces students' narrative text structure knowledge. It also helps students learn about text events, character actions, and character decisions, to determine cause and change over time.
Lessons 12-30	<i>Abraham Lincoln: The Great Emancipator</i> is a biography about the former U.S. President's life as a boy growing up in Kentucky and Indiana. This text includes a glimpse into his life as President of the United States. It also has a variety of features, including: table of contents, illustrations, captions, and running text.
Lessons 31-35	<i>Jackie Robinson</i> is a biography with a narrative text structure. It tells the life of Robinson, a talented baseball player who overcame prejudice to become the first African American person to play on a modern major league baseball team—the Brooklyn Dodgers.
Lessons 36-40	<i>Mummies</i> is an informational text about how the ancient Egyptians prepared the dead, people and locations for burial after a person died. It has a variety of nonfiction text features, including: illustrations, captions, pronunciation guides, and running text.
Lessons 41-50	<i>The Boxcar Children: The Mystery of the Mummy's Curse</i> is a novel with a mystery text structure. It is about four siblings who visit a museum with their parents. At the museum, they get the chance to help prepare for a new ancient Egypt exhibit. The children discover mummies and end up in the middle of a mystery!

Word Study: <i>Foundations</i> Time Allotment: Mid February - Late April		
Unit	Topic	Time A
9	• <i>er, ir, ur</i> • Dictionary skills • High-frequency words: <i>picture, learn, earth, father, mother, brother</i>	• 2 weeks
10	• Double vowel: <i>ai, ay</i> • Homophones • High-frequency words: <i>great, country, away, America, school, thought</i>	• 2 weeks
11	• <i>ee, ea, ey</i> • High-frequency words: <i>whose, won, son, breakfast, head, ready</i>	• 2 weeks
12	• <i>oi, oy</i> • High-frequency words: <i>favorite, early, ocean</i>	• 1 week
13	• <i>oa, oe, ow</i> • Review suffixes • High-frequency words: <i>Monday, Tuesday, cousin, lose, tomorrow, beautiful</i>	• 2 weeks

MODULE 4:
Books and Culture

Connecticut Framework: The Common Core State Standards

L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, subtraction).

L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., lighthouse, housefly; bookshelf, notebook, bookmark).

L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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

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

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and how it concludes the action.

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice when representing a character when reading dialogue aloud.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of characters, setting, or plot.

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 complexity band proficiently, with scaffolding as needed at the high end of the range.

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

RF.2.3.d Decode words with common prefixes and suffixes.

RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.

RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.

RF.2.3.c Decode regularly spelled two-syllable words with long vowels.

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

RF.2.4.a Read on-level text with purpose and understanding.

RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

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

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

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

RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic icons) to locate key facts or information in a text efficiently.

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify text.

RI.2.8 Describe how reasons support specific points the author makes in a text.

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science/technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested details or ideas.

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, and provide reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details about their actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question or solve a problem.

SUBJECT

Grade 2 Reading

MODULE 4:

Books and Culture

Unwrapped Performance Standards

Concepts:

Need to know about:

- integration of fiction and nonfiction
- narrative text structure
- nonfiction text structure
- text features in nonfiction
- narrative/memoir writing structure

Skills

Need to be able to:

- complete written response tasks
- participate in oral discussions
- identify and discuss narrative text structure elements
- use nonfiction text features to gain additional information from the text
- compare and contrast content related to the history, culture, and mythology/legend of two different cultures
- compare and contrast the cultural practices of ancient vs modern times within a culture
- provide relevant reasons and evidence to support their statements or opinions

SUBJECT

Grade 2 Reading

MODULE 4:

Books and Culture

Big Ideas*Student's statements of enduring ideas*

1. We can learn about history and culture by reading both stories and nonfiction texts, and using text features to understand what we read.
2. We can learn more about a topic by reading both fiction and nonfiction texts and by using text features and details.
3. Using what we know about stories and nonfiction texts helps us learn about different cultures and experiences clearly.

Essential Questions*Teacher's guiding questions*

1. How do text features and story parts help us understand China's past and present?
2. How can reading myths and facts help us understand what life was like in ancient Greece?
3. Why is it helpful to read both stories and information books about the same topic?

SUBJECT

Grade 2 Reading

MODULE 4:

Books and Culture

LEARNING OBJECTIVES*The students will be able to:***Students will be able to:**

1. complete written response tasks
2. participate in oral discussions
3. identify and discuss narrative text structure elements
4. use nonfiction text features to gain additional information from the text
5. compare and contrast content related to the history, culture, and mythology/legend of two different cultures
6. compare and contrast the cultural practices of ancient vs modern times within a culture
7. provide relevant reasons and evidence to support their statements or opinions

Apply the Vision of the Graduate by:

- A. Communication and Collaboration: Students participate in whole-class and partner discussions to build understanding of fiction and nonfiction texts. They co-construct anchor charts to support comprehension of text structure features.
- B. Critical Thinking: Students use text features to gain deeper understanding of nonfiction topics. They compare and contrast cultural practices across time (ancient vs. modern) and between different regions (e.g., China vs. Greece). Students analyze how fiction and nonfiction texts on the same topic provide different but complementary perspectives.
- C. Growth Mindset and Self-Efficacy: Students reflect on their reading and writing identity, recognizing progress throughout the year. They persist through the planning, drafting, revising, and editing process to produce polished pieces.
- D. Emotional Intelligence: Students explore and discuss the histories and cultural practices of ancient China with curiosity and respect. They work to recognize and appreciate diverse perspectives through fiction and mythology. Students thoughtfully express preferences and opinions through structured and supported discussions.
- E. Integrity: They show integrity by expressing their own ideas and opinions respectfully in discussions and when disagreeing.

SUBJECT

Grade 2 Reading

MODULE 4:

Books and Culture

Instructional Strategies*Based on our department philosophy for student learning, teachers will:***General:**

Explicit Instruction

- Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, with support, then independently).

Modeling

- The teacher will demonstrate strategies and skills (e.g., how to represent sounds in writing, how to re-expression, how to think aloud about a text).

Gradual Release of Responsibility

- Starting with high teacher support and gradually transferring responsibility to students as they become

Differentiation/Monitoring Progress

- Continuously observing student progress to provide individualized support for those struggling and to learners to move ahead.

Creating a Print-Rich Environment

- Surrounding students with a variety of engaging reading materials to encourage independent exploration

Establishing Daily Reading Routines

- Consistent and enjoyable practice with reading and comprehension activities.

For Word Study (Phonics and Spelling):

Explicit Phonics Instruction

- Direct teaching of double vowels and consonant-le.

Systematic Instruction

- Moving from easier to more complex phonics concepts (e.g., single-syllable before multi-syllable).

Multi-sensory Activities

- Engaging multiple senses (e.g., visual, auditory, tactile) to reinforce learning

Word Building Activities

- Encouraging students to create new words by adding or changing letters.

Dictated Sentences

- Providing opportunities for students to apply their letter-sound knowledge to spell words in sentences

Encoding Assessments

- Regularly evaluating students' ability to represent sounds and spell words with target patterns.

Games and Interactive Activities

- Making phonics and spelling practice fun and engaging (e.g., Foundations "make it fun,").

Decodable Texts

- Utilizing texts that primarily contain words students can sound out based on their learned phonics skills

For Text Engagement (Fluency, Vocabulary, and Comprehension):

Repeated Readings

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension involve:
 - Echo Reading: Teacher reads a section, then students repeat it.
 - Choral Reading: Teacher and students read a section together in unison.
 - Partner Reading: Students read aloud with a peer.

Read-Aloud Sessions

- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce in context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance comprehension and understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Encouraging Predictions

- Prompting students to think about what might happen next based on titles, covers, and illustrations.

Asking Open-Ended Questions

- Using questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, plot, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve using story arcs (who, what, where, when, why, how) or specific protocols.

Comprehension Monitoring

- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

Connecting Texts

- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Practicing Transcription and Sentence Writing Skills

- Integrating these skills directly into written response tasks.

Collaborative Writing

- Students will work together to write a research report, fostering shared learning and understanding of expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan and write it.
- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

MODULE 4:
Books and Culture

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will monitor student progress and provide feedback to students about the following:

Formative

- DIBELS ORF Retell and informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Text Connections (L5, L10, L15, L20, L25, L30, L35, L40, L45)
- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- DIBELS progress monitoring

Summative

- Unit Tests for *Foundations* Units 14, 15
- Bookworms Module 4 Culminating Task: I've Come

SUBJECT Grade 2 Reading	
MODULE 4: Magic Tree House: Day of the Dragon King, China: Land of the Emperor's Great Wall	
Pacing & Resources 20 days Time allotment: mid May-June The lessons in each unit work together to help students understand how both fiction and nonfiction texts can help them learn more about a topic, and help students understand why it is beneficial to know how different features work together with the main text to provide additional details about a topic.	
Lessons 1-10	<i>Magic Tree House: Day of the Dragon King</i> is a chapter book with a fantasy structure. When siblings Jack and Annie go back in time to ancient China, they find and save the first writing of an ancient Chinese legend.
Lessons 11-20	<i>Magic Tree House Fact Tracker: China, Land of the Emperor's Great Wall</i> is a nonfiction book about the history and culture of China, and is a nonfiction companion book to <i>Magic Tree House: Day of the Dragon King</i> . Jack and Annie from the Magic Tree House series join students on this informative journey.

Word Study: *Foundations*
Time Allotment: Late April - June

Unit	Topic	Time A
14	• /ou/, ou, ow • High-frequency words: <i>Wednesday, Thursday, Saturday, bought, brought, piece</i>	• 2 weeks
15	• /ü/, oo, ou, ue, ew • Long u-ue • High-frequency words: <i>January, February, July, enough, special, December</i>	• 2 weeks
16	• au, aw • High-frequency words: <i>August, laugh, daughter</i>	• 1 week
17	• Consonant -le • Review all 6 syllable types • High-frequency words: <i>trouble, couple, young</i>	• 2 weeks