

**Bi-Borough  
New Jersey Student Learning Standards  
Language Arts Curriculum**

**Reading  
Grade Two**

**Revised June 2017**

**Oradell Public School  
River Edge Public Schools**

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## SECOND GRADE READING CALENDAR

Unit	Schedule
Unit 1: Careful Readers Have Good Habits: Establishing routines to build stamina, engagement, fluency, and accuracy using word solving strategies	September
Unit 2: Careful Readers Build Comprehension by Reading Series Books with Fluency	October
Unit 3: Readers Think and Talk about the Characters in their Books and Become Experts about Characters	November/December
Unit 4: Nonfiction Reading Strategies: Readers can get information and grow ideas from nonfiction text	January
Unit 5: Reading Nonfiction in a Content Area: Readers can learn new information about a topic of interest	February
Unit 6: Digging Deeper into the Text: Close reading of folktales and fairy tales	March/April
Unit 7: Finding Your Niche as a Reader: Return to your old favorites, create your own reading clubs, or make plans for your reading life	May/June

## **SECOND GRADE READING**

### **UNIT ONE: CAREFUL READERS HAVE GOOD HABITS**

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#### **NEW JERSEY STUDENT LEARNING STANDARDS**

- RL.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
- RL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or picture
- SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b. Build on others' talk in conversations by linking their comments to the remarks of others.
  - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.B.1** Gather and evaluate knowledge from a variety of

- sources that fosters creativity and innovative thinking
- 9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency
- 9.1.4.D.3** Understand different cultural perspectives to enhance Communication
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability
- 8.1.2.A.1** Understand how to use digital tools for appropriate applications
- 8.1.2.A.2** Understand how to use word processing programs
- 8.1.2.D.1** Practice cyber safety

## **BIG IDEAS/COMMON THREADS**

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency.

## **ENDURING UNDERSTANDINGS**

Students utilize good reading habits in order to select and enjoy texts that are of appropriate ability and interest.

## **ESSENTIAL QUESTIONS**

How do readers establish routines and behaviors that lead to good reading habits while participating in Reading Workshop?

## **MODULE ASSESSMENT**

Students will select appropriate texts to demonstrate and utilize different strategies while reading  
Teacher's College Independent Reading Assessments

## **UNIT OBJECTIVES**

Students will be able to...

- understand the routines and expectations of reading workshop
- sustain uninterrupted reading for 20 minutes
- choose texts to enhance fluency
- read with fluency
- decode unknown words
- use illustrations to gain meaning
- use story elements to retell a story

## **SKILLS**

Students will be able to...

- participate in collaborative discussions
- get their minds ready to read by taking picture walks to activate schema
- read with fluency by self selecting books that will feel like a “smooth ride”
- attend to punctuation to ensure fluency and comprehension
- reread to work through the “tricky parts”
- use picture clues and meaning to decode unknown words
- select just right books using the “five finger rule”
- set personal goals for increasing stamina
- demonstrate understanding of key details in a text
- offer solutions for characters in the story to solve problems
- integrate non-fiction information from different texts
- work in literature circles in different assigned roles to complete tasks
- read stories about characters from different cultures
- reinforce character traits of characters in stories that emulate good character
- use digital tools for research, writing text, communication, creating graphic organizers
- understand the agreements in the acceptable use policy

## **RESOURCES**

### **MONDO**

#### **Big Books**

Up The Haystack

Look at the Moon

Seahorses

Trees

#### **Songs/Charts**

Follow the Leader

Four Musicians

## **AUTHENTIC LITERATURE**

Poppleton by Cynthia Rylant

Oradell and River Edge Public Schools

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Wilfred Gordon McDonald Partridge by Mem Fox  
The Paperboy by Dav Pilkey  
Dog Heaven by Cynthia Rylant  
Awful Aardvarks Go to School by Reeve Lindbergh Clara  
Bookwagon by Nancy Smiler Levinson  
Mr. George Baker by Amy Hest  
Once Upon A Time by Niki Daly

## **SUPPLIES**

Leveled reading library  
Big books for Shared Reading  
Teacher conference notes  
Teacher tool kit including: notes on previous lessons, white board, post its,  
alphabet chart, highlighting tape

## **Websites:**

[www.tomie.com](http://www.tomie.com) (Tomie DePaola)  
[www.janbrett.com](http://www.janbrett.com)  
(Books and activities)  
[www.gamegoo.com](http://www.gamegoo.com) (phonics)  
[www.pbskids.com](http://www.pbskids.com) (reading/word study)  
[www.a-zreading.com](http://www.a-zreading.com)  
www.greatschools.org  
(book lists for specific topics)  
[www.internet4classrooms.com](http://www.internet4classrooms.com)  
www.education.com/activity/second-grade/r  
ea

**SECOND GRADE READING  
UNIT TWO: CAREFUL READERS BUILD  
COMPREHENSION AND FLUENCY**

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**NEW JERSEY STUDENT LEARNING STANDARDS**

- RL.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.3** Describe how characters in a story respond to major events and challenges using key details.
- RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
- RL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or picture
- RF.2.4** Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding.
  - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.B.1** Gather and evaluate knowledge from a variety of

- sources that fosters creativity and innovative thinking
- 9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency
- 9.1.4.D.3** Understand different cultural perspectives to enhance communication
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability
- 8.1.2.A.1** Understand how to use digital tools for appropriate applications
- 8.1.2.A.2** Understand how to use word processing programs
- 8.1.2.D.1** Practice cyber safety

## **BIG IDEAS/COMMON THREADS**

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency.

## **ENDURING UNDERSTANDINGS**

Readers will utilize a variety of comprehension skills and strategies to build their reading comprehension.

## **ESSENTIAL QUESTIONS**

How do careful readers monitor for meaning when they read?

## **MODULE ASSESSMENT**

Students will be able to have meaningful conversations and thoughts about their books and create connections to their lives.

Teacher's College Independent Reading Assessments

## **UNIT OBJECTIVES**

Students will be able to...

- visualize a story
- engage in book talks
- make predictions
- read with fluency and accuracy
- ask and answer questions
- describe how characters in a story respond to major events and challenges
- retell the story, including beginning, middle and end
- compare, in a meaningful way, the story to other stories they've read and life experiences

## **SKILLS**

Students will be able to...

- make pictures in their minds in order to visualize the story
- work with partners to engage in book talks
- predict while reading, to gain an understanding of where the story is going
- make text to text, text to self or text to world connections while reading
- understand stories while reading by using a voice that is smooth
- visualize to make a movie in their mind
- monitor comprehension by stopping and thinking, checking retellings, and focusing on the task at hand
- read tricky parts aloud to further understand
- talk to a partner about tricky parts
- make sketches to understand
- use clues from the book to understand
- use information from both words and illustrations to understand character, setting, and plot
- use post-its to track their thinking
- offer solutions for characters in the story to solve problems
- integrate non-fiction information from different texts
- work in literature circles in different assigned roles to complete tasks
- read stories about characters from different cultures
- use digital tools to share information
- reinforce character traits of characters in stories that emulate good character
- use digital tools for research, writing text, communication, and creating graphic organizers
- understand the agreements in the acceptable use policy

## **RESOURCES**

### **MONDO**

#### **Big Books**

Milo and the Fire Engine Parade

Milo the Greatest Trick Ever

We're off to Thunder Mountain

Grandpa Comes to Stay

Hide and Seek with Grandpa

Oradell and River Edge Public Schools

OPS BOE Approved

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Grandpa at the Beach

**Songs/Charts**

Something is There Witches' Menu

## **AUTHENTIC LITERATURE**

Amelia Bedelia

Horrible Harry

Amazing Grace by Mary Hoffman Poppleton

Olivia by Ian Falconer

The Paperboy by Dav Pilkey

Books by Kevin Henkes

The Magic Tree House Series

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**SECOND GRADE READING**  
**UNIT THREE: READERS THINK, TALK AND BECOME**  
**EXPERTS ABOUT CHARACTERS**

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**NEW JERSEY STUDENT LEARNING STANDARDS**

- RL.2.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.2.3** Describe how characters in a story respond to major events and challenges using key details.
- RL.2.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations.
- RF.2.4** Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding.
  - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- SL.2.5** 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.2.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)
- L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing

or speaking.

- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

- L.2.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
  - a. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe
- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that foster creativity and innovative thinking
- 9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency
- 9.1.4.D.3** Understand different cultural perspectives to enhance communication
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability
- 8.1.2.A.1** Understand how to use digital tools for appropriate applications
- 8.1.2.A.2** Understand how to use word processing programs
- 8.1.2.D.1** Practice cyber safety

## **BIG IDEAS/COMMON THREADS**

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency.

## **ENDURING UNDERSTANDINGS**

Readers will analyze and infer character traits, actions, and motivations in series books.

## **ESSENTIAL QUESTIONS**

How can readers discuss, analyze and infer character traits, actions, and motivations in series books?

## **MODULE ASSESSMENT**

Posters of internal/external character traits

Teacher's College Independent Reading Assessments

### **UNIT OBJECTIVES**

Students will be able to...

- determine qualities of a character
- recognize how characters have changed over time in a series of books
- infer character traits
- recognize character point of view
- compare and contrast characters in a series
- detect and critique physical and internal characteristics of a character
- understand key details in a text as they relate to understanding characters
- define and explore word choice and idioms
- differentiate between literal and figurative language
- read with fluency and accuracy

### **SKILLS**

Students will be able to...

- participate in collaborative discussions
- ask and answer questions to demonstrate understanding of key details in a text
- use dialogue to determine the qualities of a character
- identify the main character in a story
- analyze what a character says (dialogue) to predict and infer
- track and differentiate dialogue throughout a story
- recognize character voice when reading dialogue aloud
- analyze a character's actions, thoughts, and feelings to infer traits.
- notice how characters change throughout a series.
- notice common catch phrases a character says throughout a series
- participate collaboratively to discuss characters and connections between stories
- use adjectives and adverbs to describe characters and their actions

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- use graphic organizers to sort and classify words
- use tools such as dictionaries and thesaurus to define and explore word choice and idioms
- offer solutions for characters in the story to solve problems
- integrate non-fiction information from different texts
- work in literature circles in different assigned roles to complete tasks
- read stories about characters from different cultures
- use digital tools to share information
- reinforce character traits of characters in stories that emulate good character
- understand the educational background of the subjects in biographies
- use digital tools for research, writing text, communication, creating graphic organizers
- understand the agreements in the acceptable use policy

## **RESOURCES**

### **MONDO**

The Milo Series

Edgar Badger Balloon Day

Edgar Badger's Fix-It-Day

### **Big Book**

Could We Be Friends?

### **Authentic Literature**

The Snowy Day and Peter's Chair by Ezra Jack Keats

Now One Foot, Now The Other

The Art Lesson, Strega Nona, Big Anthony by Tomie DePaola)

The Gingerbread Man

Piggy Pie by Margie Palatini

Picnic in October

The Lorax by Dr. Seuss

Koala Lou by Mem Fox

A Chair for My Mother by Vera Williams

Goggles and Whistle for Willie by Ezra Jack Keats

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**SECOND GRADE READING  
UNIT FOUR: NONFICTION / INFORMATIONAL  
READING STRATEGIES**

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**NEW JERSEY STUDENT LEARNING STANDARDS**

- RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2** Identify the main topic of a multi-paragraph 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 technical 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 menus, 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 illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8** Describe and identify the logical connections of 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.
- SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- c. Ask for clarification and further explanation

as needed about the topics and texts under discussion.

2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems

**9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking

**9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency

**9.1.4.D.3** Understand different cultural perspectives to enhance communication

**9.1.4.E.1** Integrate digital media to enhance communication

**9.1.4.F.1** Promote ethical behavior and accountability

**8.1.2.A.1** Understand how to use digital tools for appropriate applications

**8.1.2.A.2** Understand how to use word processing programs

**8.1.2.E.1** Use information gathered through digital tools to assist in generating solutions and making decisions

**8.1.2.D.1** Practice cyber safety

## **BIG IDEAS/COMMON THREADS**

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency.

## **ENDURING UNDERSTANDINGS**

Readers will acquire new information, classify and learn new facts through informational text.

## **ESSENTIAL QUESTIONS**

How do readers acquire, classify and learn new facts through

informational text?

## **MODULE ASSESSMENT**

Nonfiction reading responses

Ask and answer questions about topics covered in nonfiction texts

Teacher's College Independent Reading Assessments

## **UNIT OBJECTIVES**

Students will be able to...

- participate in collaborative discussions about new topics
- locate and differentiate between main idea and details
- use various text features to locate key facts
- ask and answer questions about key details
- interpret and talk about information found in books
- discuss and present information learned
- synthesize and paraphrase the text into their own words
- compare and contrast information from multiple texts
- define content specific words

## **SKILLS**

Students will be able to...

- identify topics from appropriate texts
- recognize headings, diagrams, labels, table of contents and other non-fiction text features to classify information
- utilize each non-fiction text feature to understand elements of a particular topic
- describe how reasons support specific points the author makes in the text
- interpret and talk about information on a topic
- use context clues to define new words
- offer solutions for characters in the story to solve problems
- integrate non-fiction information from different texts
- work in literature circles in different assigned roles to complete tasks (N/A- NF unit)
- Use digital tools to share information (N/A)
- use digital tools for research, writing text, communication, creating graphic organizers

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- understand the agreements in the acceptable use policy

## **RESOURCES**

### **MONDO**

#### **Big Books**

Beavers

Animal Shelters

Francis Scott Key and the Star Spangled Banner

Thinking about Ants

How to Make a Kite

#### **Read Aloud**

Sports Hall of Fame (from Mondo Guided Reading texts)

Planning a Birthday Party (from Mondo Guided Reading texts)

## **AUTHENTIC LITERATURE**

Emperor Penguins by Roberta Edwards

Look What Tails Can Do by Dorothy Souza

On the Mayflower by Kate Waters

The Story of the Pilgrims by Katherine Ross

Actual Size by Steve Jenkins

Great White Sharks by Sandra Markle

So You Want to Be President by Judith St. George

## **SECOND GRADE READING**

### **UNIT FIVE: NONFICTION READING IN A CONTENT AREA**

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#### **NEW JERSEY STUDENT LEARNING STANDARDS**

- RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2** Identify the main topic of a multi-paragraph 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 technical 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 menus, 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 illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8** Describe and identify the logical connections of 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, and 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** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and

adults in small and larger groups.

c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking
- 9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency
- 9.1.4.D.3** Understand different cultural perspectives to enhance communication
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability
- 8.1.2.A.1** Understand how to use digital tools for appropriate applications
- 8.1.2.A.2** Understand how to use word processing programs
- 8.1.2.E.1** Use information gathered through digital tools to assist in generating solutions and making decisions
- 8.1.2.D.1** Practice cyber safety

## **BIG IDEAS/COMMON THREADS**

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency.

## **ENDURING UNDERSTANDINGS**

Readers will be able to classify and learn new information about a content area through factual text.

## **ESSENTIAL QUESTIONS**

How does a reader gain information through nonfiction text?

## **MODULE ASSESSMENT**

Locate information from books.

Interpret and talk about information found in nonfiction books.

Written assignment asking students to write about the new knowledge gained through reading informational text.

Teacher's College Independent Reading Assessments

## **UNIT OBJECTIVES**

Students will be able to

- locate text features of nonfiction
- interpret and talk about information found in books
- locate the main idea
- determine content specific word meaning
- organize new information through note taking and graphic organizers
- discuss and present information from books
- compare and contrast information from multiple texts

## **SKILLS**

Students will be able to...

- use the table of contents to find a specific area of interest
- use features of nonfiction to locate information
- read nonfiction to learn about a subject and then use their own words to communicate about new learning
- determine what is factual information and what is unnecessary information
- utilize note taking skills and graphic organizers to understand key words and phrases
- utilize the glossary to learn the meaning of unknown or new vocabulary terms
- offer solutions for characters in the story to solve problems
- integrate non-fiction information from different texts
- work in literature circles in different assigned roles to complete tasks
- use digital tools to share information
- use digital tools for research, writing text, communication, creating graphic organizers, and creating slide shows
- understand the agreements in the acceptable use policy

## **RESOURCES MONDO**

### **Songs/Charts**

Some Like it Hot

## **AUTHENTIC LITERATURE**

Magic Tree House Mummies in the Morning Mary Pope Osborne

Mummies and Pyramids Research Guide Mary Pope Osborne

Flat Stanley

The Great Egyptian Robbery

Content area big books and leveled readers

**SECOND GRADE READING**  
**UNIT SIX: DIGGING DEEPER THROUGH**  
**FOLKTALES AND FAIRY TALES**

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**NEW JERSEY STUDENT LEARNING STANDARDS**

- RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- RL.2.3** Describe how characters in a story respond to major events and challenges using key details.
- RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
- RL.2.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RL.2.9** 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** Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking
- 9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency
- 9.1.4.D.3** Understand different cultural perspectives to enhance communication
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability

- 8.1.2.A.1 Understand how to use digital tools for appropriate applications
- 8.1.2.A.2 Understand how to use word processing programs
- 8.1.2.D.1 Practice cyber safety

## **BIG IDEAS/COMMON THREADS**

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency.

## **ENDURING UNDERSTANDINGS**

Readers will become experts through digging deeper into the text to encourage their curiosity and natural wonderings and deepen their comprehension.

## **ESSENTIAL QUESTIONS**

How can digging deeper into the text help readers become experts about folktales and fairy tales?

## **MODULE ASSESSMENT**

FairyTale/Folktale attribute charts

Compare different fairy tales or compare two of the same but different versions Complete venn diagrams

Teacher's College Independent Reading Assessments

## **UNIT OBJECTIVES**

Students will be able to...

- ask questions before, during, and after reading
- identify the features of a fairy tale, folk tale and tall tale
- identify the author's message
- compare and contrast fairy tales
- use story elements to retell fairy tales and folk tales
- locate information
- infer information
- draw conclusions and form interpretations
- recognize the author's purpose
- use schema and textual clues

## **SKILLS**

Students will be able to...

- stop to clarify any misunderstanding while reading
- go back and reread
- create pictures to answer questions
- have an awareness of when to infer
- apply character analysis skills to talk about characters in fairy tales and folktales
- use reading aloud and thinking aloud to clarify
- discuss the choices characters in traditional stories make and analyze their choices and decisions
- discuss some traditional stories' cultural or historical time period
- discuss possible alternate endings
- determine whether the answers to their questions can be found in the text or whether they will need to infer the answer from the text, their background knowledge, or an outside source
- use their schema and textual clues to draw conclusions and form interpretations
- decide whether the author's purpose, is to give a message, inform or entertain
- offer solutions for characters in the story to solve problems
- integrate non-fiction information from different texts
- work in literature circles in different assigned roles to complete tasks
- read stories about characters from different cultures
- use digital tools to share information
- reinforce character traits of characters in stories that emulate good character
- use digital tools for research, writing text, communication, creating graphic organizers
- understand the agreements in the acceptable use policy

## **RESOURCES**

### **MONDO**

**From the Guided Reading Program**

Rumplestilskin

The Four Musicians

The Old Lady and the Vinegar Bottle

### **Big Books**

Pheasant and Kingfisher

Oradell and River Edge Public Schools

OPS BOE Approved

RE BOE Approved (7/26/17)

The Funny Old Man and the Funny Old Woman

**Songs/Charts**

The Four Musicians

**Authentic Literature**

The Magic Fish

The Sweetest Fig by Chris Van Allsburg

The Lotus Seed by Sherry Garland Cinderella

Three Little Pigs

The Bremen Town Musicians

## **SECOND GRADE READING**

### **UNIT SEVEN: FINDING YOUR NICHE AS A READER**

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#### **NEW JERSEY STUDENT LEARNING STANDARDS**

- RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- RL.2.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
- RL.2.9** Compare and contrast the adventures and experiences of characters in stories.
- RL.2.10** Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
- SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b. Build on others' talk in conversations by linking their comments to the remarks of others.
  - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
  3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking

- audibly in coherent sentences.
- SL.2.5** 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.2.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification
- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking
- 9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency
- 9.1.4.D.3** Understand different cultural perspectives to enhance communication
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability
- 8.1.2.A.1** Understand how to use digital tools for appropriate applications
- 8.1.2.A.2** Understand how to use word processing programs
- 8.1.2.E.1** Use information gathered through digital tools to assist in generating solutions and making decisions
- 8.1.2.D.1** Practice cyber safety

## **BIG IDEAS/COMMON THREADS**

All students will sustain reading increasingly complex text through a variety of genre with comprehension and fluency.

## **ENDURING UNDERSTANDINGS**

Readers will be able to explore creating a reading life through discussion and book talks in a book club.

## **ESSENTIAL QUESTIONS**

How can our knowledge of reading help us create plans for our reading life?

## **MODULE ASSESSMENT**

Create a presentation documenting what they have learned through their book club.

Teacher's College Independent Reading Assessments

## **UNIT OBJECTIVES**

Students will be able to...

- work both independently and collaboratively
- be active listeners
- share ideas in a positive manner
- respond to ideas appropriately
- read and comprehend literature

## **SKILLS**

Students will be able to...

- decide how books can be categorized upon meeting for the first time with the group
- take on the roles of book club – leader, materials, timekeeper, etc.
- make reading plans for the group for each meeting
- create plans for the book club
- use information gained through discussion to demonstrate understanding of story elements
- offer solutions for characters in the story to solve problems
- integrate non-fiction information from different texts
- work in literature circles in different assigned roles to complete tasks
- read stories about characters from different cultures
- use digital tools to share information
- reinforce character traits of characters in stories that emulate good character
- use digital tools for research, writing text, communication, creating graphic organizers, and creating slide shows
- understand the agreements in the acceptable use policy

## **RESOURCES**

Multiple copies of fiction leveled chapter books for book clubs

Suggested Titles:

Henry and Mudge Cynthia Rylant

Poppleton Cynthia Rylant

Mr. Putter and Tabby James Howe

Cam Jansen David Adler

Horrible Harry Suzy Kline

Polk Street Kids Patricia Reilly Giff

Weird School Dan Gutman

Nancy Drew Clue Crew

Hardy Boys

Gooseberry Park Cynthia Rylant

Geronimo Stilton

The Stories Julian Tells Ann Cameron

Puppy Place

Kitty Corner

## Differentiation

**Differentiation** is a process teachers use to increase achievement by improving the match between the learner's unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products.

This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, English Language Learners, Students with Disabilities, and Students at Risk of School Failure. This addendum reveals pathways for differentiation specific to four distinct student populations.

Teachers can differentiate

- **Content** What we teach and how we give students access to the information and ideas that matter
- **Process** How students come to understand and “own” the knowledge, understanding, and skills essential to a topic
- **Product** How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study

According to students'

- **Readiness** The current knowledge, understanding, and skill level a student has related to a particular sequence of learning
- **Interest** What a student enjoys learning about, thinking about, and doing
- **Learning Style** A student's preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture

## **Modifications**

Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.

Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).

Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).

Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).

Use project-based science learning to connect social studies with real-life experiences.

Structure the learning around explaining or solving a social or community-based issue.

Provide ELL students with multiple literacy strategies.

Collaborate with after-school programs or clubs to extend learning opportunities.

Restructure lesson using UDL principles

<http://www.cast.org/our-work/about-udl.html#.VXmoXcfD UA>



## **Gifted and Talented** (*content, process, product and learning environment*)

### **N.J.A.C. 6A:8--3.1 Curriculum and instruction**

District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

### ***Sample Differentiation Strategies and Techniques***

#### **Learning Agendas/Contracts**

A learning contract is an agreement established between a student and the teacher; it sometimes involves the student's parents. The contract specifies concrete learning and/or behavioral objectives for the student that all parties agree need to be achieved. The contract also specifies:

- the goals of the contract
- the obligations of each party to the contract
- the time frame within which the terms of the learning contract are to be fulfilled
- the basis on which it will be determined that the conditions of the contract were met

**Self-Directed Learning** Specific ongoing activities in which students work independently

**Curriculum Compacting** Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level.

Sample resource: <http://www.gifted.uconn.edu/sem/semart08.html>

**RAFT Assignments** RAFT is an acronym for a structured technique used to guide student writing. RAFT assignments are used to demonstrate a student's knowledge using a defined point of view. This strategy requires students to write using an assigned format to an audience other than the teacher.

**Flexible Grouping** Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

**Jigsaw Activities** Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

**Graphic Organizers/Extension Menus** Students select from a set of possible assignments (3 to 9 choices is common). Students may be required to select more than one choice. Choices offer differentiated objectives. Choices are often grouped by complexity of thinking skill. Activities are independent so students have freedom as well as responsibility. A variety of options enable students to work in the mode that most interests them.

### **Students at Risk of School Failure**

Districts are required to administer grade level benchmark and/or interim assessments in content areas. After each administration, districts should analyze the data to identify which students are at-risk in this content area. Any of the strategies outlined in the other differentiation/modification categories may be used to address the needs of these students who may be at risk.

## **English Language Learners**

The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. LEP students' capacity to learn can be greatly inhibited by the academic vocabulary and, sometimes, lack of cultural experience living in the United States for short periods of time. Every student deserves an education that is culturally relevant and meaningful to his/her present and future lives.

Educators provide various grouping strategies such as flexible grouping and/or paired learning being sensitive to the language proficiency level of the LEP students. A student's capacity to become fluent in English will be greatly enhanced by activities in oral and written language that connect one's own life in meaningful and engaging ways.

### **Instructional Supports:**

Hands-on materials

- Bilingual dictionaries
- Visual aids
- Teacher made adaptations, outlines, study guides
- Varied leveled texts of the same content

### **Preparing students for the lesson:**

- *Building Background Information* Done through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
- *Simplifying Language for Presentation* Using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.
- *Developing Content Area Vocabulary* Done through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary.
- *Concept Development* Enduring understanding requires thorough and contextualized study of subjects across grades and courses.
- *Giving Directions* Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.

### **Presenting the Lesson:**

- Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction.
- Provide students with opportunities to express new knowledge and learning using written, verbal, and nonverbal communication.
- Provide students with opportunities to participate in numerous discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.

WIDA -- <https://www.wida.us/>

**Students with Disabilities** (appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)

Instructional adaptations for students with disabilities include, but are not limited to, the below approaches. These general suggestions are particularly resonant with students in classroom settings, grades K-12. The primary aim of education is cultivating active and informed citizens. For students with disabilities, self-determination and interdependence are two core principles of citizenship education that applies directly to their educational needs and interests.

**Student Motivation** Expanding student motivation to learn content can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

**Instructional Presentations** The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre-teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

**Instructional Monitoring** Instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences.

**Classroom Organization** The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

**Student Response** The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward lesson/unit objectives.