

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: Reading	Grade Level(s): Second Grade
Department: Humanities	Credits: N/A
BOE Adoption Date: 10/17/2019	Revision Date(s): 6/20/2019, 6/22/2021

Course Description

The instruction of English Language Arts is an ongoing, spiraling process. Units within the Grade 2 ELA curriculum are designed with this in mind. Skills and strategies will be developed and reinforced through differentiated instruction and focus on developing phonological awareness, decoding words, fluent reading, vocabulary development, and comprehension while reading a variety of text genres. Students will be exposed to increasingly complex and varied texts over the course of the school year. This curriculum follows a Reader’s Workshop approach, including instructional contexts such as: Interactive Read Aloud, Mini-Lesson, Guided Reading, and Independent Reading.

Standards are clustered according to their relevance to the genre. These are noted as *primary reading standards* within each unit. Other standards and skills are referenced as *secondary*. These skills will be touched upon within the unit, but may not receive a stronger instructional focus until later in the school year, or were addressed in previous units. Speaking and listening standards and skills are addressed through large and small group discussion as well as presentations. These activities will be designed to enhance student understanding and explanation of the texts. Language/vocabulary skills will be taught in context throughout the year.

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units* . The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key
<p>^=Amistad Law O=Diversity & Inclusion Law <>=Holocaust +=LGBT and Disabilities Law *=AAPI (Asian American and Pacific Islanders) \$=Financial Literacy Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.</p>

Pacing Guide

Course Title: 2nd Grade Reading

Prerequisite(s): 1st grade Reading

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
Unit 1	Trimester 1 60 days September - December	Primary Standards <ul style="list-style-type: none"> ● RL.2.1 ● RL.2.3 ● RL.2.5 ● RL.2.6 ● RI.2.1 ● RI.2.6 ● RI.2.8 ● RF.2.3.b-e ● RF.2.4.c ● SL.2.1a-c ● SL.2.2 ● SL.2.3 ● SL.2.6 ● L.2.4.a-c Secondary Standards <ul style="list-style-type: none"> ● RL.2.4 ● RL.2.6 ● RL.2.7 ● RL.2.9 	Students will be able to: <ul style="list-style-type: none"> ● Ask and answer questions to demonstrate understanding of key details ● Describe how characters respond to events and challenges ● Describe the overall structure of a story ● Acknowledge different points of view of characters ● Identify the main purpose of a text ● Describe and identify how reasons support points an author makes ● Decode regularly spelled two-syllable words with long vowels ● Decode words with prefixes and suffixes 	Reading Mini Lesson: <ul style="list-style-type: none"> ● Work together in the classroom ● Use the classroom library for independent reading ● Engage in classroom literacy work ● Think and talk about books ● Understand plot ● Study authors and illustrators ● Monitor, search, and self-correct ● Understand characters' feelings, motivations, and intentions ● Study narrative nonfiction ● Understand fiction and nonfiction genres ● Use a reader's notebook ● Express opinions about

		<ul style="list-style-type: none"> ● RL.2.10 ● RI.2.2 ● RI.2.3 ● RI.2.4 ● RI.2.5 ● RI.2.7 ● RI.2.9 ● RI.2.10 ● RF.2.3.a ● RF.2.4.a, b ● SL.2.4 ● SL.2.5 ● L.2.1.a-f ● L.2.2.a-e ● L.2.3.a ● L.2.4.d-e ● L.2.5.a-b ● W.2.1 ● W.2.5 ● W.2.8 	<ul style="list-style-type: none"> ● Identify words with inconsistent but common spelling-sound correspondences ● Recognize and read grade-appropriate irregularly spelled words ● Use context to confirm or self-correct ● Participate in conversations about grade 2 topics and texts ● Recount or describe key ideas or details from a text read aloud ● Ask and answer questions about what a speaker says ● Produce complete sentences to provide detail or clarification ● Use sentence-level context to determine meaning ● Determine the meaning of the new word formed when a prefix is added ● Use root words as a clue to the meaning of an unknown word with the same root 	<ul style="list-style-type: none"> books ● Give a book talk ● Engage in book clubs <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> ● Sustain attention to listen to some books that take more than one read-aloud session ● Learn (synthesize) new concepts and ideas from listening to fiction texts ● Think across texts to derive larger messages, themes, or ideas ● Infer the importance of the setting to the plot of the story in realistic fiction and fantasy ● Notice and remember important events of a text in sequence ● Recognize and discuss aspects of narrative structure: Beginning, series of events, high point of the story, problem resolution, ending ● Notice character change and infer reasons from the events of the plot ● Follow and understand
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				<p>assigned and unassigned dialogue among multiple characters with a clear idea about who is speaking</p> <ul style="list-style-type: none"> ● Recognize some authors by the style of their illustrations, characters they use, or typical plots ● Continue to build vocabulary as a foundation for recognizing words in print ● Use some academic language to talk about fiction genres, special types of fiction, forms, literary features, and book and print features ● Notice how illustrations and graphics go together with the text in a meaningful way ● Notice and use and understand the purpose of some organizational tools and text resources outside the body (peritext) ● Notice and remember the important events or steps of a text in temporal or chronological sequence ● Understand that a biography
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				<p>is the story of a persons' life written by someone else and are often set in the past</p> <ul style="list-style-type: none"> ● Notice the main topic of a nonfiction text and subtopics ● Derive the meaning of words from the context of a paragraph or the while text ● Recognize and use information in a variety of graphics <p>Guided Reading:</p> <ul style="list-style-type: none"> ● Notice parts of words and connect them to other words to solve them (J) ● Solve words rapidly while processing continuous text and with minimum overt self-correction (J) ● Read both orally and silently at a rate that reflects fluent processions but also maintains comprehension and accuracy (J) ● Talk about important information in organized summary form after reading (J) ● Understand what
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				<p>distinguishes fiction from nonfiction (J)</p> <ul style="list-style-type: none"> ● Use organizational tools and text resources to search for information (K) ● Understand that some words have multiple meanings (K) ● Make predictions based on the meaning of the text, the organizational structure, or knowledge of certain genres (K) <p>Writing About Reading:</p> <ul style="list-style-type: none"> ● Record the titles and authors of favorite fiction and nonfiction books ● Write summaries that reflect literal understanding of text ● Write about the significance of events in a plot ● Write about how the lesson in a story can be applied to people's lives ● Refer to notes about a text as evidence to support opinions and statements in discussing and writing ● Use graphic organizers such as webs to show how a
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				<p>writer puts together information related to the same topic</p> <p>Foundations:</p> <ul style="list-style-type: none"> ● Identify letter-keyword sound for consonants, vowels, & digraphs (Unit 1) ● Determine sounds of consonant & digraph blends (Unit 1) ● Determine spelling of /k/ sound (Unit 1) ● Identify closed syllables (Unit 1) ● Blend & read words with glued sounds: all, am, an, ang, ing, ong, ung, ank, ink, onk, unk (Unit 2) ● Segment & spell words with bonus letters: ff, ll, ss, zz (Unit 2) ● Identify closed syllable exceptions (Unit 3) ● Identify glued sounds: ild, ind, old, olt, ost (Unit 3) ● Identify suffixes: -s, -es, -ed, -ing (Unit 4) ● Identify comparison suffixes: -er, -est (Unit 4) ● Apply spelling procedures for words with suffixes (Unit 4) ● Construct plural words (Unit 4) ● Construct present & past
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				<p>tense words (Unit 4)</p> <ul style="list-style-type: none"> ● Categorize vowel & consonant suffixes (Unit 4) ● Read and spell two-syllable words (Unit 5) ● Apply syllable concepts, syllable division rules, and spelling procedures for multisyllabic words (Unit 5) ● Apply spelling of ic at the end of multisyllabic words (Unit 5) ● Apply suffixes: ful, ment, ness, less, able, en, ish (Unit 5) ● Apply prefixes: mis, un, non, dis, & trans (Unit 5)
Unit 2	Trimester 2 60 days January - March	Primary Standards <ul style="list-style-type: none"> ● RL.2.2 ● RL.2.4 ● RL.2.5 ● RL.2.6 ● RL.2.7 ● RL.2.9 ● RI.2.2 ● RI.2.4 ● RI.2.7 ● RI.2.9 ● RF.2.3.a-e ● RF.2.4.a-c ● SL.2.4 	Students will be able to: <ul style="list-style-type: none"> ● Recount stories and determine their central message/theme ● Describe how words and phrases supply rhythm and meaning ● Describe the overall structure of a story ● Acknowledge different points of view of characters ● Use information from illustrations and words to demonstrate understanding 	Reading Mini Lesson: <ul style="list-style-type: none"> ● Write letters about reading ● Study authors and illustrators ● Study illustrations in fiction books ● Solve words using a variety of strategies ● Study trickster tales ● Think about where stories take place (setting) ● Write about fiction in a reader's notebook ● Notice text resources

		<ul style="list-style-type: none"> ● L.2.4.b-d <p>Secondary Standards</p> <ul style="list-style-type: none"> ● RL.2.1 ● RL.2.3 ● RL.2.10 ● RI.2.1 ● RI.2.5 ● RI.2.6 ● RI.2.10 ● SL.2.1.a-c ● SL.2.2 ● SL.2.3 ● SL.2.5 ● SL.2.6 ● L.2.1.a-f ● L.2.2.a-e ● L.2.3 ● L.2.4.a, e ● L.2.5.a-b ● L.2.6 ● W.2.1 ● W.2.5 ● W.2.8 	<p>of characters, setting, or plot</p> <ul style="list-style-type: none"> ● Compare and contrast two or more versions of the same story by different authors or from different cultures ● Identify the main topic of a text ● Determine the meaning of grade 2 words and phrases ● Explain how illustrations and images contribute to and clarify a text ● Compare and contrast the main points presented by two texts on the same topic ● Know spelling-sound correspondences for common vowel teams ● Decode 2-syllable words with long vowels ● Decode words with prefixes and suffixes ● Identify words with inconsistent but common spelling-sound correspondences ● Recognize and read grade-appropriate 	<ul style="list-style-type: none"> ● Maintain fluency while reading ● Understand character traits <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> ● Sustain attention to listen to some books that take more than one read-aloud session ● Learn (synthesize) new concepts and ideas from listening to fiction texts ● Think across texts to derive larger messages, themes, or ideas ● Infer the importance of the setting to the plot of the story in realistic fiction and fantasy ● Notice and remember important events of a text in sequence ● Recognize and discuss aspects of narrative structure: Beginning, series of events, high point of the story, problem resolution, ending ● Notice character change and infer reasons from the events of the plot ● Follow and understand
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			<p>irregularly spelled words</p> <ul style="list-style-type: none"> ● Read with accuracy and fluency to support comprehension ● Tell a story with facts and details ● Determine the meaning of words with prefixes ● Use root words to determine meaning ● Use individual word meaning to predict meaning of compound words 	<p>assigned and unassigned dialogue among multiple characters with a clear idea about who is speaking</p> <ul style="list-style-type: none"> ● Recognize some authors by the style of their illustrations, characters they use, or typical plots ● Continue to build vocabulary as a foundation for recognizing words in print ● Use some academic language to talk about fiction genres, special types of fiction, forms, literary features, and book and print features ● Notice how illustrations and graphics go together with the text in a meaningful way ● Notice and use and understand the purpose of some organizational tools and text resources outside the body (peritext) ● Notice and remember the important events or steps of a text in temporal or chronological sequence ● Understand that a biography
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				<p>is the story of a persons' life written by someone else and are often set in the past</p> <ul style="list-style-type: none"> ● Notice the main topic of a nonfiction text and subtopics ● Derive the meaning of words from the context of a paragraph or the while text ● Recognize and use information in a variety of graphics <p>Guided Reading:</p> <ul style="list-style-type: none"> ● Read many words with affixes (L) ● Expand meaning of a word by connecting it to other words (L) ● Infer character traits, feelings, and motivations from what characters say, think, or do and what others say or think about them (L) ● Think analytically about the significance of a title (L) ● Notice a writer's use of poetic and expressive language in dialogue (L) <p>Writing About Reading:</p> <ul style="list-style-type: none"> ● Record the titles and
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				<p>authors of favorite fiction and nonfiction books</p> <ul style="list-style-type: none"> ● Write summaries that reflect literal understanding of text ● Write about the significance of events in a plot ● Write about how the lesson in a story can be applied to people’s lives ● Refer to notes about a text as evidence to support opinions and statements in discussing and writing ● Use graphic organizers such as webs to show how a writer puts together information related to the same topic <p>Foundations:</p> <ul style="list-style-type: none"> ● Practice vowel-consonant-e syllables (Unit 6) ● Identify /s/ and /z/ sounds (Unit 6) ● Construct two-syllable words with closed syllable & vowel consonant-e syllables (Unit 6) ● Determine vowel consonant-e exception -ive (Unit 6) ● Identify open syllable type
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				<ul style="list-style-type: none"> (Unit 7) ● Apply y as a vowel (Unit 7) ● Construct words with suffixes y, ly, ty (Unit 7) ● Identify R-controlled syllable type (Unit 8) ● Apply sounds of ar & or (Unit 8) ● Construct r-controlled syllables with other syllable types (Unit 8) ● Identify sound of er, ir, & ur (Unit 9) ● Choose spelling procedure for /er/ sound (Unit 9) ● Combine R-controlled syllables with er, ir, & ur, along with other syllable types (Unit 9) ● Identify double vowel syllable type (Unit 10) ● Produce sounds of ai & ay (Unit 10) ● Demonstrate spelling option procedure for long a sound (Unit 10) ● Construct words combining all syllable types (Unit 10) ● Identify homophones (Unit 10)
Unit 3	Trimester 3 60 days April - June	Primary Standards <ul style="list-style-type: none"> ● RL.2.1 ● RL.2.2 	Students will be able to: <ul style="list-style-type: none"> ● Ask and answer questions to demonstrate 	Reading Mini Lesson: <ul style="list-style-type: none"> ● Think about character change

		<ul style="list-style-type: none"> ● RL.2.3 ● RL.2.4 ● RL.2.5 ● RL.2.6 ● RL.2.9 ● RI.2.1 ● RI.2.2 ● RI.2.3 ● RI.2.4 ● RI.2.5 ● RI.2.6 ● RI.2.7 ● RI.2.8 ● RI.2.9 ● RF.2.3.a, b, d, e ● L.2.5.a, b <p>Secondary Standards</p> <ul style="list-style-type: none"> ● RL.2.7 ● RL.2.10 ● RI.2.10 ● RF.2.3.c ● RF.2.4.a-c ● SL.2.1.a-c ● SL.2.2 ● SL.2.3 ● SL.2.4 ● SL.2.5 ● SL.2.6 ● L.2.1.a-f 	<p>understanding of key details</p> <ul style="list-style-type: none"> ● Recount stories and determine their central message/theme ● Describe how characters respond to events and challenges ● Describe how words and phrases supply rhythm and meaning ● Describe the overall structure of a story ● Acknowledge different points of view of characters ● Compare and contrast two or more versions of the same story by different authors or from different cultures ● Identify the main topic of a text ● Describe the connection between historical events, scientific ideas, or steps in procedures in a text ● Determine the meaning of grade 2 words and phrases ● Know and use text features to locate information ● Identify the main purpose 	<ul style="list-style-type: none"> ● Understand simple biography ● Study authors and illustrators ● Think about the topic in nonfiction books ● Write about nonfiction in a reader's notebook ● Think about the author's message ● Summarize a text ● Think about the author's purpose ● Analyze the writer's craft ● Notice how authors organize nonfiction ● Use text features to gain information ● Learn information from illustrations and graphics ● Understand fantasy ● Study realistic fiction ● Express opinions about books ● Look closely at print <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> ● Sustain attention to listen to some books that take more than one read-aloud session ● Learn (synthesize) new
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		<ul style="list-style-type: none"> ● L.2.2.a-e ● L.2.3 ● L.2.4.a-e ● L.2.5.a-b ● L.2.6 ● W.2.1 ● W.2.5 ● W.2.8 	<p>of a text</p> <ul style="list-style-type: none"> ● Explain how illustrations and images contribute to and clarify a text ● Describe and identify how reasons support points an author makes ● Compare and contrast the main points presented by two texts on the same topic ● Know spelling-sound correspondences for vowel teams ● Decode two-syllable words with long vowels ● Identify words with inconsistent by common spelling-sound correspondences ● Recognize and read grade-appropriate irregularly spelled words ● Demonstrate understanding of figurative language, word relationships and nuances in word meanings 	<p>concepts and ideas from listening to fiction texts</p> <ul style="list-style-type: none"> ● Think across texts to derive larger messages, themes, or ideas ● Infer the importance of the setting to the plot of the story in realistic fiction and fantasy ● Notice and remember important events of a text in sequence ● Recognize and discuss aspects of narrative structure: Beginning, series of events, high point of the story, problem resolution, ending ● Notice character change and infer reasons from the events of the plot ● Follow and understand assigned and unassigned dialogue among multiple characters with a clear idea about who is speaking ● Recognize some authors by the style of their illustrations, characters they use, or typical plots
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				<ul style="list-style-type: none">● Continue to build vocabulary as a foundation for recognizing words in print● Use some academic language to talk about fiction genres, special types of fiction, forms, literary features, and book and print features● Notice how illustrations and graphics go together with the text in a meaningful way● Notice and use and understand the purpose of some organizational tools and text resources outside the body (peritext)● Notice and remember the important events or steps of a text in temporal or chronological sequence● Understand that a biography is the story of a persons' life written by someone else and are often set in the past● Notice the main topic of a nonfiction text and subtopics● Derive the meaning of words from the context of a
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				<p>paragraph or the while text</p> <ul style="list-style-type: none"> ● Recognize and use information in a variety of graphics <p>Guided Reading:</p> <ul style="list-style-type: none"> ● Use knowledge of grammatical structure and experience with written language to anticipate the text (M) ● Make connections to other areas of study: e.g., science, social studies (M) ● Talk about the lessons the story teaches (M) <p>Writing About Reading:</p> <ul style="list-style-type: none"> ● Record the titles and authors of favorite fiction and nonfiction books ● Write summaries that reflect literal understanding of text ● Write about the significance of events in a plot ● Write about how the lesson in a story can be applied to people's lives ● Refer to notes about a text as evidence to support opinions and statements in discussing and writing
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				<ul style="list-style-type: none"> ● Use graphic organizers such as webs to show how a writer puts together information related to the same topic <p>Foundations:</p> <ul style="list-style-type: none"> ● Identify the sounds of ee, ea, ey (Unit 11) ● Apply spelling option procedure for long e sound (Unit 11) ● Identify sounds of oi & oy (Unit 12) ● Construct spelling generalizations of /oi/ sound (Unit 12) ● Identify sounds of oa, oe, ow (Unit 13) ● Apply spelling option procedure for long o sound (Unit 13) ● Identify sounds of ou and ow (Unit 14) ● Construct spelling generalizations of /ou/ sound (Unit 14) ● Identify sounds of oo, ou, ue, and ew (Unit 15) ● Apply spelling option procedure for long u sound (Unit 15) ● Identify sounds of au and aw (Unit 16)
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				<ul style="list-style-type: none"> Construct spelling generalizations of /aw/ sound (Unit 16)
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Instructional Unit Map					
Course Title: 2nd Grade Reading					
Unit Title	Unit 1			Start Date:	September - December
				Length of Unit:	60 days - Trimester 1
Content Standards <i>What do we want them to know, understand, & do?</i>	Primary Standards RL.2.1 Ask and answer such questions as <i>who</i> ,	Learning Goals	Students will be able to:		<ul style="list-style-type: none"> Ask and answer questions to demonstrate understanding of key details

	<p><i>what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges using key details.</p> <p>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.</p> <p>RI.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.</p> <p>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key</p>		<ul style="list-style-type: none"> ● Describe how characters respond to events and challenges ● Describe the overall structure of a story ● Acknowledge different points of view of characters ● Identify the main purpose of a text ● Describe and identify how reasons support points an author makes ● Decode regularly spelled two-syllable words with long vowels ● Decode words with prefixes and suffixes ● Identify words with inconsistent but common spelling-sound correspondences ● Recognize and read grade-appropriate irregularly spelled words ● Use context to confirm or self-correct ● Participate in conversations about grade 2 topics and texts ● Recount or describe key ideas or details from a text read aloud ● Ask and answer questions about what a speaker says ● Produce complete sentences to provide detail or clarification ● Use sentence-level context to determine meaning ● Determine the meaning of the new word formed when a prefix is added ● Use root words as a clue to the meaning of an unknown word with the same root
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	<p>details in a text.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.8 Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p> <p>RF.2.3.b Decode regularly spelled two-syllable words with long vowels.</p> <p>RF.2.3.c Decode words with common prefixes and suffixes.</p> <p>RF.2.3.d Identify words with inconsistent but common spelling-sound correspondences.</p> <p>RF.2.3.e Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		
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	<p>SL.2.1a Follow agreed-upon norms 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).</p> <p>SL.2.1.b Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional</p>		
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	<p>information, or deepen understanding of a topic or issue.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.2.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>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, additional).</p> <p>Secondary Standards</p> <p>RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration,</p>		
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	<p>rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p>		
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	<p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>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.</p> <p>RI.2.7 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a</p>		
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	<p>text.</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RI.2.10 Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</p> <p>RF.2.3.a Know spelling-sound correspondences for common vowel teams</p> <p>RF.2.4.a, b Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.5 Use multimedia; add drawings or other</p>		
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	<p>visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>L.2.1.a-f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.2.a-e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.3.a Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.4.d-e 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.</p>		
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	<p>L.2.5.a-b Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>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 (e.g., <i>When other kids are happy that makes me happy</i>).</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as</p>		
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	needed through self-reflection, revising and editing. W.2.8 Recall information from experiences or gather information from provided sources to answer a question.		
Essential Questions	<ul style="list-style-type: none"> ● How can we engage in classroom literacy work? ● How can we share our thinking about books? ● What do good readers do? ● How do authors and illustrators tell a story? ● How does understanding story structure help with comprehension? ● What influences a character? ● How does understanding genre help comprehension? 		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative Summative Alternative		
	<ul style="list-style-type: none"> ● Checklists ● Exit Tickets ● Reader’s Notebook/ Post-it Notes ● Student Self-Assessment/Reflection ● Respond to questions, orally or written ● Verbal or written summaries ● Student Observation 	<ul style="list-style-type: none"> ● Fountas & Pinnell Benchmark Assessment ● Reading Records ● Reader’s Notebook ● Cold reads ● Common Summative Assessment ● Foundations Unit Tests 	<ul style="list-style-type: none"> ● Dual modalities (visual and written) ● Create a presentation (multimedia, poster, etc.) ● Group presentation ● Book Reports

	<ul style="list-style-type: none"> ● Daily Independent Classwork ● Class Discussion ● Turn and Talk ● Hand signals to show understanding ● Whiteboards ● Graphic Organizers ● Student Conferencing ● Anecdotal records ● Interactive Online Assessment (Kahoot, Quizizz) 		
<p>Unit Pre-Assessment(s) <i>What do they already know?</i></p>	<ul style="list-style-type: none"> ● Fountas & Pinnell Benchmark Assessment (Guided Reading Level) ● Sight word assessment ● Foundations assessments ● NWEA MAP ● Starting Position (background knowledge) 		
<p>Instructional Strategies/Student Activities</p>	<ul style="list-style-type: none"> ● Responsive Teaching ● Teacher Clarity (goals, expectations, criteria, assessment, etc.) ● Scaffolding ● Mini Lessons/Anchor Charts ● Direct Instruction ● Interactive Read Aloud/Mentor Texts ● Modeling 		

	<ul style="list-style-type: none"> ● Guided Practice ● Active Participation ● Independent Practice/Independent Reading ● Reader’s Notebooks ● Conferring ● Provide detailed and specific feedback ● Cooperative Learning ● Book Club/Literature Discussion ● Graphic Organizers ● Technology Integration ● Learning Centers ● Academic Games ● Problem Solving ● Small Group Instruction (skills, strategies, guided reading) ● Flexible/Strategic grouping 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners Special Education Learners Struggling Learners Advanced Learners			
	Instructional <ul style="list-style-type: none"> ● Pre-teach vocabulary ● Provide definitions of key terms in native language if available 	Instructional <ul style="list-style-type: none"> ● Small group/ individual support ● Consistent Lesson structure ● Graphic Organizers 	Instructional <ul style="list-style-type: none"> ● Small group instruction ● Consistent Lesson structure ● Graphic Organizers ● Additional time 	Instructional <ul style="list-style-type: none"> ● Leveled texts ● Choice Boards ● Independent study/ Sidebar studies ● Peer leader/helper

	<ul style="list-style-type: none"> ● Small group instruction ● Consistent Lesson Structure ● Graphic Organizers ● Shorten Assignments ● Additional Time ● Simplify language for tasks/ directions ● Verbal and Visual examples/ directions ● Classroom buddy ● Leveled text ● Allow oral responses ● Sentence Frames ● Oral Prompts/ Cues ● No penalty for spelling errors <p>Assessments</p>	<ul style="list-style-type: none"> ● Shorten Assignments ● Additional time ● Reword/ Clarify directions ● Verbal and Visual examples, cues, directions ● Classroom buddy ● Leveled text ● Allow oral responses ● Sentence Frames ● Provide examples, notes or study guide ● Monitor on-task behavior ● Frequently check for understanding ● Read texts aloud (if appropriate) ● No penalty for spelling errors <p>Assessments</p>	<ul style="list-style-type: none"> ● Reword/ Clarify directions ● Visual and verbal examples, cues and directions ● Leveled text ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Vary test format ● Highlight/ underline key words ● Chunk sections ● Additional Time ● Reword / clarify test directions 	<ul style="list-style-type: none"> ● Literature Circles <p>Assessments</p> <ul style="list-style-type: none"> ● Tiered assessments ● Choice of test format
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	<ul style="list-style-type: none"> ● Multiple choice format ● Use native language for directions if available ● Reword / clarify test directions ● Read test aloud ● Highlight/ underline key words ● Additional Time ● Accept short answers 	<ul style="list-style-type: none"> ● Varied test format / level of complexity ● Provide/ allow use of study guide ● Reword / clarify test directions ● Read test aloud (if appropriate) ● Highlight/ underline key words ● Additional Time ● Accept short answers ● Allow retakes ● Modified grading 		
<p>Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<p>Access (Resources and/or Process)</p>		<p>Expression (Products and/or Performance)</p>	
	<ul style="list-style-type: none"> ● Independent Reading book choice ● Leveled Texts ● Learning Structures ● Group and Individual routines ● Students working at their own pace during independent reading ● Presenting materials in a variety of ways 		<ul style="list-style-type: none"> ● Reader’s Notebook ● Response Choice Menu ● Tiered assignments (based on individual student readiness) ● Rubrics ● Success Criteria Checklist ● Assessment Retakes 	

	<ul style="list-style-type: none"> ● Flexible Small Group instruction (guided reading, skills, strategies) ● Learning centers ● Conferencing ● Interactive Promethean Board Activities ● General/Specific/Individual Help Options ● Manipulatives ● Reference Materials (anchor charts, rubrics, checklists) ● Peer assistance ● Choice/Options ● Learning Menus ● Chromebook/Technology 	
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II: question, answer, events, structure, purpose, reasons, context, self-correct, details, sentence, author, illustrator, feelings, motivation, intentions, infer</p> <p>Tier III: character, plot, narrative nonfiction, fiction, nonfiction, theme, setting, biography, consonant, vowel, syllable, prefix, suffix</p>	
<p>Integration of Technology SAMR</p>	<p>S - Reader’s response or worksheet in Seesaw or Google Docs; EPIC or other website for reading texts; Use Seesaw to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.)</p> <p>A - Google Forms assessments with automatic grading and feedback; Teacher will use comment feature in Google Docs or Seesaw for feedback; Gamification programs (Kahoot, Quizziz, etc.)</p> <p>M - Students collaborate in Slides or Docs; Students comment and interact with each other in Seesaw</p> <p>R - Students create an Imovie giving a book talk or review; Students publish their work online</p>	

Interdisciplinary Connections

[NJ Student Learning Standards](#)

Science (2020)

- 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

Social Studies (2020)

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. ^O+*
- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

Computer Science and Design Thinking (2020)

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Career Readiness, Life Literacies, and Key Skills (2020)

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school, and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work

	<ul style="list-style-type: none"> • 9.4.2.CT.3: Use a variety of types of thinking to solve problems • 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments • 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals • 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults • 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools 	
<p>21st Century Themes/Skills P21 Framework</p>	<div style="display: flex; justify-content: space-between;"> Themes Skills </div>	
	<ul style="list-style-type: none"> ● Global Awareness - Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts (sharing ideas and stories); Understanding other nations and cultures, including the use of non-English languages. ^O+* ● Environmental Literacy - Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as it relates to air, climate, land, food, energy, water and ecosystems; Demonstrate knowledge and understanding of society’s impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.) 	<ul style="list-style-type: none"> ● Flexibility and Adaptability ● Initiative and Self-direction ● Social and Cross-cultural skills ● Productivity and Accountability ● Leadership and Responsibility ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information, Communication, Technology Literacy

Resources/Materials	<ul style="list-style-type: none">● 2nd Grade Crosswalk Document● Fountas & Pinnell Literacy Continuum● Guided Reading: Responsive Teaching Across Grades● Fountas & Pinnell Online Resources● Interactive Read Aloud Texts/lesson cards (FPC) ^O+*● Reading Mini Lesson book (FPC)● Foundations Manual● Guided Reading Leveled Texts/lesson cards (FPC) ^O+*● Other leveled texts (Scholastic, EPIC, etc.) ^O+*● Reader's Notebook● Classroom Library ^O+*● Foundations Materials (Online Resources, Alphabet pocket chart, Magnetic Letter boards, Large Sound Cards)
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Instructional Unit Map

Course Title: 2nd Grade Reading

Unit Title	Unit 2	Start Date:	January - March
Unit Title		Length of Unit:	60 days - Trimester 2
<p>Content Standards <i>What do we want them to know, understand, & do?</i></p>	<p>Primary 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 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 identifying how each</p>	<p>Learning Goals</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Recount stories and determine their central message/theme ● Describe how words and phrases supply rhythm and meaning ● Describe the overall structure of a story ● Acknowledge different points of view of characters ● Use information from illustrations and words to demonstrate understanding of characters, setting, or plot ● Compare and contrast two or more versions of the same story by different authors or from different cultures ● Identify the main topic of a text ● Determine the meaning of grade 2 words and phrases ● Explain how illustrations and images contribute to and clarify a text ● Compare and contrast the main points presented by two texts on the same topic ● Know spelling-sound correspondences for common vowel teams ● Decode 2-syllable words with long vowels ● Decode words with prefixes and suffixes ● Identify words with inconsistent but common spelling-sound correspondences

	<p>successive part builds on earlier sections.</p> <p>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.</p> <p>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.</p> <p>RI.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>		<ul style="list-style-type: none"> ● Recognize and read grade-appropriate irregularly spelled words ● Read with accuracy and fluency to support comprehension ● Tell a story with facts and details ● Determine the meaning of words with prefixes ● Use root words to determine meaning ● Use individual word meaning to predict meaning of compound words
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	<p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.7 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RF.2.3.a Know spelling-sound correspondences for common vowel teams.</p> <p>RF.2.3.b Decode regularly spelled two-syllable words with long vowels.</p> <p>RF.2.3.c Decode words with common prefixes and suffixes.</p> <p>RF.2.3.d Identify words with inconsistent but common spelling-sound</p>		
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	<p>correspondences.</p> <p>RF.2.3.e Recognize and read grade- appropriate irregularly spelled words.</p> <p>RF.2.4.a Read grade-level text with purpose and understanding.</p> <p>RF.2.4.b Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>L.2.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>L.2.4.c Use a known root</p>		
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	<p>word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <p>Secondary Standards</p> <p>RL.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges using key details.</p> <p>RL.2.10 Read and comprehend literature, including stories and poetry, at grade level</p>		
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	<p>text complexity or above with scaffolding as needed.</p> <p>RI.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>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.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.10 Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity</p>		
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	<p>proficiently with scaffolding as needed.</p> <p>SL.2.1.a-c Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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.</p> <p>SL.2.5 Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and</p>		
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	<p>feelings.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.2.1.a-f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.2.a-e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.3.a Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.4.a, e Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and</p>		
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	<p>content, choosing flexibly from an array of strategies.</p> <p>L.2.5.a-b Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>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 (e.g., <i>When other kids are happy that makes me happy</i>).</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a</p>		
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	<p>conclusion.</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>					
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● How can we share our thinking about books? ● How do authors and illustrators tell a story? ● What strategies can I use to solve unknown words? ● How does understanding genre help comprehension? ● How does understanding story structure help with comprehension? ● How can I describe characters? ● How do I become a fluent reader? ● How do we determine the theme of a story? ● How are visuals connected to text? ● What strategies can I use to determine the meaning of new vocabulary? 					
<p>Assessments</p> <p><i>How will we know they have gained the knowledge & skills?</i></p>	<table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Formative</td> <td style="width: 33%;">Summative</td> <td style="width: 33%;">Alternative</td> </tr> </table>			Formative	Summative	Alternative
Formative	Summative	Alternative				

	<ul style="list-style-type: none"> ● Checklists ● Exit Tickets ● Reader's Notebook/ Post-it Notes ● Student Self- Assessment/Reflection ● Respond to questions, orally or written ● Verbal or written summaries ● Student Observation ● Daily Independent Classwork ● Class Discussion ● Turn and Talk ● Hand signals to show understanding ● Whiteboards ● Graphic Organizers ● Student Conferencing ● Anecdotal records ● Interactive Online Assessment (Kahoot, Quizizz) 	<ul style="list-style-type: none"> ● Fountas & Pinnell Benchmark Assessment ● Reading Records ● Reader's Notebook ● Cold reads ● Common Summative Assessment ● Foundations Unit Tests 	<ul style="list-style-type: none"> ● Dual modalities (visual and written) ● Create a presentation (multimedia, poster, etc.) ● Group presentation ● Book Reports
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<p>Unit Pre-Assessment(s) <i>What do they already know?</i></p>	<ul style="list-style-type: none"> ● Fountas & Pinnell Benchmark Assessment (Guided Reading Level) ● Sight word assessment ● Foundations assessments ● NWEA MAP ● Starting Position (background knowledge)
<p>Instructional Strategies/Student Activities</p>	<ul style="list-style-type: none"> ● Responsive Teaching ● Teacher Clarity (goals, expectations, criteria, assessment, etc.) ● Scaffolding ● Mini Lessons/Anchor Charts ● Direct Instruction ● Interactive Read Aloud/Mentor Texts ● Modeling ● Guided Practice ● Active Participation ● Independent Practice/Independent Reading ● Reader's Notebooks ● Conferring ● Provide detailed and specific feedback ● Cooperative Learning ● Book Club/Literature Discussion ● Graphic Organizers ● Technology Integration ● Learning Centers ● Academic Games ● Problem Solving ● Small Group Instruction (skills, strategies, guided reading)

	<ul style="list-style-type: none"> ● Flexible/Strategic grouping 			
Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	Instructional <ul style="list-style-type: none"> ● Pre-teach vocabulary ● Provide definitions of key terms in native language if available ● Small group instruction ● Consistent Lesson Structure ● Graphic Organizers ● Shorten Assignments ● Additional Time ● Simplify language for tasks/ directions 	Instructional <ul style="list-style-type: none"> ● Small group/ individual support ● Consistent Lesson structure ● Graphic Organizers ● Shorten Assignments ● Additional time ● Reword/ Clarify directions ● Verbal and Visual examples, cues, directions ● Classroom buddy ● Leveled text ● Allow oral responses ● Sentence Frames 	Instructional <ul style="list-style-type: none"> ● Small group instruction ● Consistent Lesson structure ● Graphic Organizers ● Additional time ● Reword/ Clarify directions ● Visual and verbal examples, cues and directions ● Leveled text ● Monitor on-task behavior 	Instructional <ul style="list-style-type: none"> ● Leveled texts ● Choice Boards ● Independent study/ Sidebar studies ● Peer leader/helper ● Literature Circles Assessments <ul style="list-style-type: none"> ● Tiered assessments ● Choice of test format

	<ul style="list-style-type: none"> ● Verbal and Visual examples/ directions ● Classroom buddy ● Leveled text ● Allow oral responses ● Sentence Frames ● Oral Prompts/ Cues ● No penalty for spelling errors <p>Assessments</p> <ul style="list-style-type: none"> ● Multiple choice format ● Use native language for directions if available ● Reword / clarify test directions ● Read test aloud 	<ul style="list-style-type: none"> ● Provide examples, notes or study guide ● Monitor on-task behavior ● Frequently check for understanding ● Read texts aloud (if appropriate) ● No penalty for spelling errors <p>Assessments</p> <ul style="list-style-type: none"> ● Varied test format / level of complexity ● Provide/ allow use of study guide ● Reword / clarify test directions ● Read test aloud (if appropriate) ● Highlight/ underline key words 	<ul style="list-style-type: none"> ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Vary test format ● Highlight/ underline key words ● Chunk sections ● Additional Time ● Reword / clarify test directions 	
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	<ul style="list-style-type: none"> ● Highlight/ underline key words ● Additional Time ● Accept short answers 	<ul style="list-style-type: none"> ● Additional Time ● Accept short answers ● Allow retakes ● Modified grading 		
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> ● Independent Reading book choice ● Leveled Texts ● Learning Structures ● Group and Individual routines ● Students working at their own pace during independent reading ● Presenting materials in a variety of ways ● Flexible Small Group instruction (guided reading, skills, strategies) ● Learning centers ● Conferencing ● Interactive Promethean Board Activities ● General/Specific/Individual Help Options ● Manipulatives ● Reference Materials (anchor charts, rubrics, checklists) ● Peer assistance ● Choice/Options ● Learning Menus 		<ul style="list-style-type: none"> ● Reader’s Notebook ● Response Choice Menu ● Tiered assignments (based on individual student readiness) ● Rubrics ● Success Criteria Checklist ● Assessment Retakes 	

	<ul style="list-style-type: none"> ● Chromebook/Technology
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p>Tier II: structure, illustrations, compare, contrast, fact, details, sentence, author, illustrator, traits, sequence, structure, infer</p> <p>Tier III: central message, theme, character, setting, plot, decode, vowel, prefix, root words, compound words, trickster tale, fiction, nonfiction, biography, syllable, suffix, homophone</p>
Integration of Technology SAMR	<p>S - Reader’s response or worksheet in Seesaw or Google Docs; EPIC or other website for reading texts; Use Seesaw to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.)</p> <p>A - Google Forms assessments with automatic grading and feedback; Teacher will use comment feature in Google Docs or Seesaw for feedback; Gamification programs (Kahoot, Quizziz, etc.)</p> <p>M - Students collaborate in Slides or Docs; Students comment and interact with each other in Seesaw</p> <p>R - Students create an Imovie giving a book talk or review; Students publish their work online</p>
Interdisciplinary Connections NJ Student Learning Standards	<p>Science (2020) 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.</p> <p>Social Studies (2020)</p> <ul style="list-style-type: none"> • 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. • 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. ^O+* • 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability). • 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). • 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

	<ul style="list-style-type: none"> • 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture. <p>Computer Science and Design Thinking (2020)</p> <ul style="list-style-type: none"> • 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. <p>Career Readiness, Life Literacies, and Key Skills (2020)</p> <ul style="list-style-type: none"> • 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school, and community. • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives • 9.4.2.CI.2: Demonstrate originality and inventiveness in work • 9.4.2.CT.3: Use a variety of types of thinking to solve problems • 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments • 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals • 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults • 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools 	
<p>21st Century Themes/Skills P21 Framework</p>	<p style="text-align: center;">Themes Skills</p>	
	<ul style="list-style-type: none"> • Global Awareness - Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts (sharing ideas and stories); 	<ul style="list-style-type: none"> • Flexibility and Adaptability • Initiative and Self-direction • Social and Cross-cultural skills • Productivity and Accountability • Leadership and Responsibility • Creativity and Innovation

	<p>Understanding other nations and cultures, including the use of non-English languages. ^O+*</p> <ul style="list-style-type: none"> ● Environmental Literacy - Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as it relates to air, climate, land, food, energy, water and ecosystems; Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.) 	<ul style="list-style-type: none"> ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information, Communication, Technology Literacy
<p>Resources/Materials</p>	<ul style="list-style-type: none"> ● 2nd Grade Crosswalk Document ● Fountas & Pinnell Literacy Continuum ● Guided Reading: Responsive Teaching Across Grades ● Fountas & Pinnell Online Resources ● Interactive Read Aloud Texts/lesson cards (FPC) ^O+* ● Reading Mini Lesson book (FPC) ● Foundations Manual ● Guided Reading Leveled Texts/lesson cards (FPC) ^O+* ● Other leveled texts (Scholastic, EPIC, etc.) ^O+* ● Reader's Notebook ● Classroom Library ^O+* ● Foundations Materials (Online Resources, Alphabet pocket chart, Magnetic Letter boards, Large Sound Cards) 	

Instructional Unit Map

Course Title: 2nd Grade Reading

Unit Title	Unit 3	Start Date:	April - June
		Length of Unit:	60 days - Trimester 3
Content Standards <i>What do we want them to know, understand, & do?</i>	Power Standards RL.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their	Learning Goals	Students will be able to: <ul style="list-style-type: none"> ● Ask and answer questions to demonstrate understanding of key details ● Recount stories and determine their central message/theme ● Describe how characters respond to events and challenges ● Describe how words and phrases supply rhythm and meaning ● Describe the overall structure of a story ● Acknowledge different points of view of characters ● Compare and contrast two or more versions of the same story by different authors or from different cultures ● Identify the main topic of a text

	<p>central message/theme, lesson, or moral.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges using key details.</p> <p>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.</p> <p>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.</p> <p>RL.2.6 Acknowledge differences in the</p>		<ul style="list-style-type: none"> ● Describe the connection between historical events, scientific ideas, or steps in procedures in a text ● Determine the meaning of grade 2 words and phrases ● Know and use text features to locate information ● Identify the main purpose of a text ● Explain how illustrations and images contribute to and clarify a text ● Describe and identify how reasons support points an author makes ● Compare and contrast the main points presented by two texts on the same topic ● Know spelling-sound correspondences for vowel teams ● Decode two-syllable words with long vowels ● Identify words with inconsistent by common spelling-sound correspondences ● Recognize and read grade-appropriate irregularly spelled words ● Demonstrate understanding of figurative language, word relationships and nuances in word meanings
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	<p>points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RI.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RI.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical</p>		
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	<p>events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>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.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and</p>		
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	<p>clarify a text.</p> <p>RI.2.8 Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RF.2.3.a Know spelling-sound correspondences for common vowel teams.</p> <p>RF.2.3.b Decode regularly spelled two-syllable words with long vowels.</p> <p>RF.2.3.d Identify words with inconsistent but common spelling-sound correspondences.</p> <p>RF.2.3.e Recognize and read grade-appropriate irregularly spelled words.</p> <p>L.2.5.a Identify real-life</p>		
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	<p>connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>L.2.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>Secondary Standards</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate an understanding of its characters, setting, or plot.</p> <p>RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p>		
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	<p>RI.2.10 Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</p> <p>RF.2.3.c Decode words with common prefixes and suffixes</p> <p>RF.2.4.a-c Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.2.1.a-c Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented</p>		
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	<p>orally or through other media.</p> <p>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.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.5 Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in</p>		
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	<p>order to provide requested detail or clarification.</p> <p>L.2.1.a-f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.2.a-e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.3.a Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.4.a-e Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from</p>		
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	<p>an array of strategies.</p> <p>L.2.5.a-b Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>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 (e.g., <i>When other kids are happy that makes me happy</i>).</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.</p>		
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	<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>		
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● How do characters behave when facing challenges? ● How does understanding genre help comprehension? ● How do authors and illustrators tell a story? ● How can we share our thinking about books? ● How can I determine the author’s message in a story? ● How can I determine the author’s purpose for writing? ● How do good readers, writers, and speakers summarize effectively? ● How does the text structure help me understand the text? ● How do illustrations and graphics help understanding? ● How do authors play with language and/or print? ● How can I determine the author’s point of view? 		
<p>Assessments</p>	<p>Formative</p>	<p>Summative</p>	<p>Alternative</p>

<p><i>How will we know they have gained the knowledge & skills?</i></p>	<ul style="list-style-type: none"> ● Checklists ● Exit Tickets ● Reader's Notebook/ Post-it Notes ● Student Self-Assessment/Reflection ● Respond to questions, orally or written ● Verbal or written summaries ● Student Observation ● Daily Independent Classwork ● Class Discussion ● Turn and Talk ● Hand signals to show understanding ● Whiteboards ● Graphic Organizers ● Student Conferencing ● Anecdotal records ● Interactive Online Assessment (Kahoot, Quizizz) 	<ul style="list-style-type: none"> ● Fountas & Pinnell Benchmark Assessment ● Reading Records ● Reader's Notebook ● Cold reads ● Common Summative Assessment ● Foundations Unit Tests 	<ul style="list-style-type: none"> ● Dual modalities (visual and written) ● Create a presentation (multimedia, poster, etc.) ● Group presentation ● Book Reports
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<p>Unit Pre-Assessment(s) <i>What do they already know?</i></p>	<ul style="list-style-type: none"> ● Fountas & Pinnell Benchmark Assessment (Guided Reading Level) ● Sight word assessment ● Foundations assessments ● NWEA MAP ● Starting Position (background knowledge)
<p>Instructional Strategies/Student Activities</p>	<ul style="list-style-type: none"> ● Responsive Teaching ● Teacher Clarity (goals, expectations, criteria, assessment, etc.) ● Scaffolding ● Mini Lessons/Anchor Charts ● Direct Instruction ● Interactive Read Aloud/Mentor Texts ● Modeling ● Guided Practice ● Active Participation ● Independent Practice/Independent Reading ● Reader's Notebooks ● Conferring ● Provide detailed and specific feedback ● Cooperative Learning ● Book Club/Literature Discussion ● Graphic Organizers ● Technology Integration ● Learning Centers ● Academic Games ● Problem Solving ● Small Group Instruction (skills, strategies, guided reading)

	<ul style="list-style-type: none"> ● Flexible/Strategic grouping 			
Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i>	English Language Learners Special Education Learners Struggling Learners Advanced Learners			
	Instructional <ul style="list-style-type: none"> ● Pre-teach vocabulary ● Provide definitions of key terms in native language if available ● Small group instruction ● Consistent Lesson Structure ● Graphic Organizers ● Shorten Assignments ● Additional Time ● Simplify language for 	Instructional <ul style="list-style-type: none"> ● Small group/ individual support ● Consistent Lesson structure ● Graphic Organizers ● Shorten Assignments ● Additional time ● Reword/ Clarify directions ● Verbal and Visual examples, cues, directions ● Classroom buddy 	Instructional <ul style="list-style-type: none"> ● Small group instruction ● Consistent Lesson structure ● Graphic Organizers ● Additional time ● Reword/ Clarify directions ● Visual and verbal examples, cues and directions ● Leveled text ● Monitor on-task behavior ● Frequently check for understanding Assessments <ul style="list-style-type: none"> ● Vary test format ● Highlight/ underline key words ● Chunk sections ● Additional Time 	Instructional <ul style="list-style-type: none"> ● Leveled texts ● Choice Boards ● Independent study/ Sidebar studies ● Peer leader/helper ● Literature Circles Assessments <ul style="list-style-type: none"> ● Tiered assessments ● Choice of test format

	<p>tasks/ directions</p> <ul style="list-style-type: none"> • Verbal and Visual examples/ directions • Classroom buddy • Leveled text • Allow oral responses • Sentence Frames • Oral Prompts/ Cues • No penalty for spelling errors <p>Assessments</p> <ul style="list-style-type: none"> • Multiple choice format • Use native language for 	<ul style="list-style-type: none"> • Leveled text • Allow oral responses • Sentence Frames • Provide examples, notes or study guide • Monitor on-task behavior • Frequently check for understanding • Read texts aloud (if appropriate) • No penalty for spelling errors <p>Assessments</p> <ul style="list-style-type: none"> • Varied test format / level of complexity 	<ul style="list-style-type: none"> • Reword / clarify test directions 	
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	<p>directions if available</p> <ul style="list-style-type: none"> ● Reword / clarify test directions ● Read test aloud ● Highlight/ underline key words ● Additional Time ● Accept short answers 	<ul style="list-style-type: none"> ● Provide/ allow use of study guide ● Reword / clarify test directions ● Read test aloud (if appropriate) ● Highlight/ underline key words ● Additional Time ● Accept short answers ● Allow retakes ● Modified grading 		
<p>Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<p>Access (Resources and/or Process)</p>		<p>Expression (Products and/or Performance)</p>	
	<ul style="list-style-type: none"> ● Independent Reading book choice ● Leveled Texts ● Learning Structures ● Group and Individual routines ● Students working at their own pace during independent reading 		<ul style="list-style-type: none"> ● Reader’s Notebook ● Response Choice Menu ● Tiered assignments (based on individual student readiness) ● Rubrics ● Success Criteria Checklist 	

	<ul style="list-style-type: none"> ● Presenting materials in a variety of ways ● Flexible Small Group instruction (guided reading, skills, strategies) ● Learning centers ● Conferencing ● Interactive Promethean Board Activities ● General/Specific/Individual Help Options ● Manipulatives ● Reference Materials (anchor charts, rubrics, checklists) ● Peer assistance ● Choice/Options ● Learning Menus ● Chromebook/Technology 	<ul style="list-style-type: none"> ● Assessment Retakes
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II: question, answer, events, structure, compare, contrast, connection, illustrations, reasons, facts, details, author, illustrator, summarize, graphics, opinion, infer</p> <p>Tier III: central message, theme, character, text features, biography, nonfiction, fantasy, realistic fiction, plot</p>	
<p>Integration of Technology SAMR</p>	<p>S - Reader's response or worksheet in Seesaw or Google Docs; EPIC or other website for reading texts; Use Seesaw to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.)</p> <p>A - Google Forms assessments with automatic grading and feedback; Teacher will use comment feature in Google Docs or Seesaw for feedback; Gamification programs (Kahoot, Quizziz, etc.)</p> <p>M - Students collaborate in Slides or Docs; Students comment and interact with each other in Seesaw</p> <p>R - Students create an Imovie giving a book talk or review; Students publish their work online</p>	

Interdisciplinary Connections

[NJ Student Learning Standards](#)

Science (2020)

2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

Social Studies (2020)

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. ^O+*
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

Computer Science and Design Thinking (2020)

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Career Readiness, Life Literacies, and Key Skills (2020)

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school, and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments

	<ul style="list-style-type: none"> • 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals • 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults • 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools 	
21st Century Themes/Skills P21 Framework	Themes Skills	
	<ul style="list-style-type: none"> • Global Awareness - Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts (sharing ideas and stories); Understanding other nations and cultures, including the use of non-English languages. ^O+* • Environmental Literacy - Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as it relates to air, climate, land, food, energy, water and ecosystems; Demonstrate knowledge and understanding of society’s impact on the natural world (e.g., population growth, population 	<ul style="list-style-type: none"> • Flexibility and Adaptability • Initiative and Self-direction • Social and Cross-cultural skills • Productivity and Accountability • Leadership and Responsibility • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information, Communication, Technology Literacy

	development, resource consumption rate, etc.)	
Resources/Materials	<ul style="list-style-type: none"> ● 2nd Grade Crosswalk Document ● Fountas & Pinnell Literacy Continuum ● Guided Reading: Responsive Teaching Across Grades ● Fountas & Pinnell Online Resources ● Interactive Read Aloud Texts/lesson cards (FPC) ^O+* ● Reading Mini Lesson book (FPC) ● Foundations Manual ● Guided Reading Leveled Texts/lesson cards (FPC) ^O+* ● Other leveled texts (Scholastic, EPIC, etc.) ^O+* ● Reader's Notebook ● Classroom Library ^O+* ● Foundations Materials (Online Resources, Alphabet pocket chart, Magnetic Letter boards, Large Sound Cards) 	