

Southington Public Schools

Curriculum Map

Subject: English Language Arts - Reading

Grade: 2

UNIT TITLE	Take Charge of Reading!	Readers Practically Become the Characters	Readers Learn How to Read and Summarize Nonfiction Text
CONTENT	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How to make decisions based on habits, volume, and stamina. • How reading is thinking- before, during, and after. • How partners can talk about books to grow ideas. • How to being an independent problem solver. • How to retell. <p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> • Syntax • Learning from bands • Context • Content • Multiple meanings 	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How readers meet new characters in the books they read. • How readers notice important details about characters to understand how stories work. • How readers notice clues in the story to help them make inferences on the character. • How readers make connections to their characters’ feelings. • How readers become the characters in their books when working in partnerships. <p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> • Syntax • Learning from bands • Context • Content • Multiple meanings 	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How to identifying non-fiction text features • Different strategies for choosing and reading non-fiction books. • How readers have strategies to synthesize and grow ideas about non-fiction topics. <p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> • Syntax • Learning from bands • Context • Content • Multiple meanings
CT CORE STANDARDS	<p>Reading Standards for Literature 1 – Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p> <p>Reading Standards for Literature 5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action</p> <p>Reading Standard for Literature 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>Reading Standards: Foundational Skills 4 – Read with sufficient accuracy and fluency to support comprehension (a, b & c)</p> <p>Speaking and Listening Standard 1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts</p>	<p>Reading Standards for Literature 1 – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Reading Standards for Literature 3 – Describe how characters in a story respond to major events and challenges.</p> <p>Reading Standards for Literature 5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>Reading Standards for Literature 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>Reading Standards for Literature 7 – Use information gained from the illustrations and</p>	<p>Reading Standards for Informational Text 1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Reading Standards for Informational Text 2 – Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>Reading Standards for Informational Text 4 – Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>Reading Standards for Informational Text 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>Reading Standards for Informational Text 6 –</p>

	<p>with peer and adults in small and larger groups (a, b & c)</p> <p>Speaking and Listening Standard 2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Speaking and Listening Standard 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>words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>Reading Standards: Foundational Skills 4 – Read with sufficient accuracy and fluency to support comprehension. (a, b & c)</p> <p>Speaking and Listening Standard 1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peer and adults in small and larger groups. (a, b & c)</p> <p>Speaking and Listening Standard 2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Speaking and Listening Standard 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>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>Reading Standards for Informational Text 7 – Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>Reading Standards for Informational Text 8 – Describe how reasons support specific points the author makes in a text.</p> <p>Reading Standards: Foundational Skills 4 – Read with sufficient accuracy and fluency to support comprehension. (a, b & c)</p> <p>Speaking and Listening Standard 1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peer and adults in small and larger groups. (a, b & c)</p> <p>Speaking and Listening Standard 2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Speaking and Listening Standard 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>
UNIT TITLE	Readers Become Experts about Series We Love: Series Reading Clubs	Reading Nonfiction in Book Clubs	Readers Read, Examine and Role-Play Fairy Tales, Folktales and Fables
CONTENT	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How readers figure out how a series goes, noticing patterns, and predicting what will happen. • How readers pay attention to the relationships between the characters in their series. • How readers grow ideas about the whole series and use the smart work of club members to push their thinking. <p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> • Syntax • Learning from bands • Context • Content 	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How to be a strong nonfiction reader in their book club. • How nonfiction club members share their own ideas. • How nonfiction clubs compare and contrast information about our topics. <p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> • Syntax • Learning from bands • Context • Content 	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How readers revisit the world of fairy tales identifying story elements and different character types they encounter. • How readers compare and contrast traditional fairy tales to their more modern fractured fairy tales. • How readers use the information they learned from reading fairy tales to reflect on a deeper level to their modern day fiction reads. • How readers read folktales and fables to deepen their inference work around morals and lessons.

	<ul style="list-style-type: none"> Multiple meanings 	<ul style="list-style-type: none"> Multiple meanings 	<p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> Syntax Learning from bands Context Content Multiple meanings
CT CORE STANDARDS	<p>Reading Standards for Literature 1 – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Reading Standards for Literature 3 – Describe how characters in a story respond to major events and challenges.</p> <p>Reading Standards for Literature 5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>Reading Standards for Literature 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>Reading Standards for Literature 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>Reading Standards for Literature 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>Reading Standards: Foundational Skills 4 – Read with sufficient accuracy and fluency to support comprehension (a, b & c)</p> <p>Speaking and Listening Standard 1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peer and adults in small and larger groups (a, b & c)</p> <p>Speaking and Listening Standard 2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Speaking and Listening Standard 3 – Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding</p>	<p>Reading Standards for Informational Text 1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Reading Standards for Informational Text 2 – Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>Reading Standards for Informational Text 3 – Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>Reading Standards for Informational Text 4 – Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>Reading Standards for Informational Text 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>Reading Standards for Informational Text 6 – Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>Reading Standards for Informational Text 7 – Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>Reading Standards for Informational Text 8 – Describe how reasons support specific points the author makes in a text.</p> <p>Reading Standards for Informational Text 9 – Compare and contrast the most important points presented by two texts on the same topic.</p> <p>Reading Standards: Foundational Skills 4 – Read with sufficient accuracy and fluency to support comprehension (a, b & c)</p> <p>Speaking and Listening Standard 1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peer</p>	<p>Reading Standards for Literature 1 – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Reading Standards for Literature 2 – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>Reading Standards for Literature 3 – Describe how characters in a story respond to major events and challenges.</p> <p>Reading Standards for Literature 5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>Reading Standards for Literature 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>Reading Standards for Literature 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>Reading Standards for Literature 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>Reading Standards for Literature 10 – By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>

	<i>of a topic or issue.</i>	<i>and adults in small and larger groups (a, b & c)</i> Speaking and Listening Standard 2 – <i>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</i> Speaking and Listening Standard 3 – <i>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.</i>	
UNIT TITLE	Finding Your Niche as a Reader		
CONTENT	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How to celebrate their accomplishments as readers. <p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> • Syntax • Learning from bands • Context • Content • Multiple meanings 		
CT CORE STANDARDS	<p>Reading Standards for Literature 1 – <i>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</i></p> <p>Reading Standards for Literature 2 – <i>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</i></p> <p>Reading Standards for Literature 5 – <i>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</i></p> <p>Reading Standards for Literature 7 – <i>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</i></p> <p>Reading Standards for Literature 9 – <i>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</i></p> <p>Reading Standards for Literature 10 – <i>By the</i></p>		

	<p><i>end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i></p>
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