



Jersey Community Unit District No. 100
Second Grade Reading Curriculum

Where Excellence is Expected!



Jersey Community Unit School District 100

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Relationships Unit 1	School Days Week 1	Making Friends Week 2	Firefighters at Work Week 3	Being Yourself Week 4	Coming to America Week 5
*Story:	David's New Friends	Mr. Putter & Tabby Pour the Tea	Fighting the Fire	Meet Rosina	My Name is Yoon
Spelling:	Short a, i	Short e, o, u	Short a, Long a	Short i, Long i	Short o, Long o
Grammar:	Statements & Questions	Commands & Exclamations	Subjects	Predicates	Sentence Combining
Reading Skills:	Analyze Story Structure/Character & Setting	Analyze Story Structure/Plot	Summarize/Identify Main Idea and Details	Summarize/Identify Main Idea and Details	Summarize/Make & Confirm Predictions
Writing:	Personal Narrative	Descriptive	Report	Personal Introduction	Journal Entry
Technology: School House Rock www.googames.com Promethean Planet www.okaloosaschools.com/plew www.pppstation.com www.brainpopjr.com www.macmillanmcgrawhill.com www.readwritethink.org www.internet4classrooms.com www.proteacher.com www.quizlet.com					
Activities:					



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*Story that is listed is just a suggestion that goes along with Treasures Reading Series.

Unit 1	Relationships
<p>Common Core Standard Reading:</p>	<p>CC.2.R.L.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.2.R.L.2 Key Ideas and Details: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>CC.2.R.L.3 Key Ideas and Details: Describe how characters in a story respond to major events and challenges.</p> <p>CC.2.R.L.5 Craft and Structure: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>CC.2.R.L.6 Craft and Structure: 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>CC.2.R.L.7 Integration of Knowledge and Ideas: 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>CC.2.R.I.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.2.R.I.2 Key Ideas and Details: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>CC.2.R.I.3 Key Ideas and Details: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>CC.2.R.I.4 Craft and Structure: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>CC.2.R.I.5 Craft and Structure: 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>CC.2.R.I.6 Craft and Structure: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>CC.2.R.I.7 Integration of Knowledge and Ideas: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>CC.2.R.I.8 Integration of Knowledge and Ideas: Describe how reasons support specific points the author makes in a text.</p> <p>CC.2.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.2.R.F.3.a Phonics and Word Recognition: Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>



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	<p>CC.2.R.F.3.c Phonics and Word Recognition: Decode regularly spelled two-syllable words with long vowels.</p> <p>CC.2.R.F.4 Fluency: Read with sufficient accuracy and fluency to support comprehension.</p>
Common Core Standard Grammar:	<p>CC.2.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.2.L.1.a Conventions of Standard English: Use collective nouns (e.g., group).</p> <p>CC.2.L.1.f Conventions of Standard English: Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>CC.2.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.2.L.2.a Conventions of Standard English: Capitalize holidays, product names, and geographic names.</p> <p>CC.2.L.2.b Conventions of Standard English: Use commas in greetings and closings of letters.</p> <p>CC.2.L.2.e Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>CC.2.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CC.2.L.3.a Knowledge of Language: Compare formal and informal uses of English.</p>
Common Core Standard Writing:	<p>CC.2.W.2 Text Types and Purposes: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>CC.2.W.3 Text Types and Purposes: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>CC.2.W.5 Production and Distribution of Writing: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>CC.2.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>CC.2.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from provided sources to answer a question.</p>
Common Core Standard Vocabulary:	<p>CC.2.L.4 Vocabulary Acquisition and Use: 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> <p>CC.2.L.4.a Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>CC.2.L.4.c Vocabulary Acquisition and Use: 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>CC.2.L.4.e Vocabulary Acquisition and Use: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>



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	<p>CC.2.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>CC.2.L.5.a Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>
<p>Common Core Standards Speaking and Listening:</p>	<p>CC.2.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>CC.2.SL.2 Comprehension and Collaboration: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>CC.2.SL.3 Comprehension and Collaboration: 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>CC.2.SL.4 Presentation of Knowledge and Ideas: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>CC.2.SL.6 Presentation of Knowledge and Ideas: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)</p>

Growth & Change Unit 2	Plants Alive Week 1	Animal Rescue Week 2	A Hospital Visit Week 3	How Animals Grow Week 4	Staying Fit Week 5
*Story:	The Tiny Seed	A Harbor Seal Pup Grows Up	A Trip to the Emergency Room	Farfallina & Marcel	There's Nothing Like Baseball
Spelling:	Short u, long u	Blends sl, dr, sk, sp, st	Long a	Long i	Long o
Grammar:	Nouns	Plural Nouns	Proper Nouns	Possessive Nouns	Plurals and Possessives
Reading Skills:	Summarize/ Draw Conclusions	Summarize/ Identify Sequence of Events	Summarize/ Identify Sequence of Events	Generate Questions/ Make Inferences	Generate Questions/ Make Inferences
Writing:	How-to Poster	How-to Paragraph	Report	Friendly Letter	Explanation



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<p>Technology: School House Rock www.googames.com Promethean Planet www.okaloosaschools.com/plew www.pppstation.com www.brainpopjr.com www.macmillanmcgrawhill.com www.readwritethink.org www.internet4classrooms.com www.proteacher.com www.quizlet.com</p>					
Activities:					

*Story that is listed is just a suggestion that goes along with Treasures Reading Series.

Unit 2	Growth and Change
Common Core Standard Reading:	<p>CC.2.R.L.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.2.R.L.2 Key Ideas and Details: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>CC.2.R.L.3 Key Ideas and Details: Describe how characters in a story respond to major events and challenges.</p> <p>CC.2.R.L.6 Craft and Structure: 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>CC.2.R.L.7 Integration of Knowledge and Ideas: 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>CC.2.R.I.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>



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	<p>CC.2.R.1.2 Key Ideas and Details: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>CC.2.R.1.3 Key Ideas and Details: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>CC.2.R.1.4 Craft and Structure: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>CC.2.R.1.5 Craft and Structure: 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>CC.2.R.1.6 Craft and Structure: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>CC.2.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.2.R.F.3.a Phonics and Word Recognition: Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>CC.2.R.F.3.b Phonics and Word Recognition: Know spelling-sound correspondences for additional common vowel teams.</p> <p>CC.2.R.F.3.e Phonics and Word Recognition: Identify words with inconsistent but common spelling-sound correspondences.</p> <p>CC.2.R.F.4 Fluency: Read with sufficient accuracy and fluency to support comprehension.</p>
<p>Common Core Standard Grammar:</p>	<p>CC.2.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.2.L.1.a Conventions of Standard English: Use collective nouns (e.g., group).</p> <p>CC.2.L.1.b Conventions of Standard English: Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>CC.2.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.2.L.2.a Conventions of Standard English: Capitalize holidays, product names, and geographic names.</p> <p>CC.2.L.2.b Conventions of Standard English: Use commas in greetings and closings of letters.</p> <p>CC.2.L.2.c Conventions of Standard English: Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>CC.2.L.2.d Conventions of Standard English: Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>CC.2.L.2.e Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</p>



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	CC.2.L.3.a Knowledge of Language: Compare formal and informal uses of English.
Common Core Standard Writing:	<p>CC.2.W.2 Text Types and Purposes: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>CC.2.W.3 Text Types and Purposes: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>CC.2.W.5 Production and Distribution of Writing: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>CC.2.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>CC.2.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>CC.2.L.3.a Knowledge of Language: Compare formal and informal uses of English.</p>
Common Core Standard Vocabulary:	<p>CC.2.L.4 Vocabulary Acquisition and Use: 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> <p>CC.2.L.4.a Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>CC.2.L.4.e Vocabulary Acquisition and Use: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>CC.2.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>CC.2.L.5.a Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>CC.2.L.6 Vocabulary Acquisition and Use: 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., When other kids are happy that makes me happy).</p>
Common Core Standards Speaking and Listening:	<p>CC.2.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>CC.2.SL.2 Comprehension and Collaboration: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>CC.2.SL.3 Comprehension and Collaboration: 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>CC.2.SL.6 Presentation of Knowledge and Ideas: Produce complete sentences when appropriate to task and situation</p>



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in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)

Better Together Unit 3	Telling Stories Week 1	Safety First Week 2	Creatures old & older Week 3	Curtain Up! Week 4	On the Farm Week 5
*Story:	Head, Body, Legs A Story from Liberia	Officer Buckle and Gloria	Meet the Super Croc	Dancing As a Team	Click, Clack, Moo Cows That Type
Spelling:	Long e	Long u	Digraphs, ch; sh; th; wh	Digraphs, ch; tch; sh; th	Blends, scr; spr; str
Grammar:	Action Verbs	Present – Tense Verbs	Past-tense Verbs	The verb <i>have</i>	Sentence Combining
Reading Skills:	Reread/ Cause and Effect	Read Ahead/ Use Illustration	Adjust Reading Rate- Reread/Summariz e	Visualize/ Summarize	Visualize/ Cause and Effect
Writing:	Persuasive Poster	Persuasive Speech	Personal Narrative	Persuasive Ad	Persuasive Letter

Technology:

School House Rock

www.googames.com

Promethean Planet

www.okaloosaschools.com/plew

www.pppstation.com

www.brainpopjr.com

www.macmillanmcgrawhill.com

www.readwritethink.org

www.internet4classrooms.com

www.proteacher.com



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www.quizlet.com

Activities:					
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*Story that is listed is just a suggestion that goes along with Treasures Reading Series.

Unit 3	Better Together
Common Core Standard Reading:	<p>CC.2.R.L.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.2.R.L.3 Key Ideas and Details: Describe how characters in a story respond to major events and challenges.</p> <p>CC.2.R.L.4 Craft and Structure: 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>CC.2.R.L.5 Craft and Structure: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>CC.2.R.L.6 Craft and Structure: 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>CC.2.R.L.7 Integration of Knowledge and Ideas: 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>CC.2.R.I.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.2.R.I.3 Key Ideas and Details: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>CC.2.R.I.4 Craft and Structure: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>CC.2.R.I.5 Craft and Structure: 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>CC.2.R.I.6 Craft and Structure: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>CC.2.R.I.7 Integration of Knowledge and Ideas: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>CC.2.R.I.9 Integration of Knowledge and Ideas: Compare and contrast the most important points presented by two texts on the same topic.</p> <p>CC.2.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding</p>



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	<p>words.</p> <p>CC.2.R.F.3.b Phonics and Word Recognition: Know spelling-sound correspondences for additional common vowel teams.</p> <p>CC.2.R.F.3.c Phonics and Word Recognition: Decode regularly spelled two-syllable words with long vowels.</p> <p>CC.2.R.F.4 Fluency: Read with sufficient accuracy and fluency to support comprehension.</p>
Common Core Standard Grammar:	<p>CC.2.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.2.L.1.d Conventions of Standard English: Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>CC.2.L.1.f Conventions of Standard English: Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>CC.2.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.2.L.2.b Conventions of Standard English: Use commas in greetings and closings of letters.</p> <p>CC.2.L.2.d Conventions of Standard English: Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>CC.2.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CC.2.L.3.a Knowledge of Language: Compare formal and informal uses of English.</p>
Common Core Standard Writing:	<p>CC.2.W.1 Text Types and Purposes: 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 concluding statement or section.</p> <p>CC.2.W.3 Text Types and Purposes: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>CC.2.W.5 Production and Distribution of Writing: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>CC.2.W.6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>CC.2.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from provided sources to answer a question.</p>
Common Core	<p>CC.2.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words</p>



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<p>Standard Vocabulary:</p>	<p>and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>CC.2.L.4.b Vocabulary Acquisition and Use: 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>CC.2.L.4.e Vocabulary Acquisition and Use: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>CC.2.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>CC.2.L.5.a Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>CC.2.L.5.b Vocabulary Acquisition and Use: 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>Common Core Standards Speaking and Listening:</p>	<p>CC.2.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>CC.2.SL.2 Comprehension and Collaboration: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>CC.2.SL.3 Comprehension and Collaboration: 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>CC.2.SL.6 Presentation of Knowledge and Ideas: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)</p>

Land, Sea, Sky Unit 4	Animal Needs Week 1	Animal Survival Week 2	Helping Planet Earth Week 3	Wild Weather Week 4	Habitats & Homes Week 5
*Story:	Splish! Splash!	Goose's Story	A Way to Help Planet Earth	Super Storms	Nutik, the Wolf Pup
Spelling:	r-controlled vowels- ar, or	r-controlled vowels – er, ir, ur	Variant vowel oo,ou	Variant vowel – oo, ui, ew	Variant vowel - au, aw
Grammar:	Linking Verbs	Helping Verbs	Irregular Verbs	Irregular Verbs	Contractions



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Reading Skills:	Generate ?'s/ Compare and Contrast	Generate ?'s/ Cause and Effect	Generate ?'s/ Text Structure: Description	Reread/ Make and Confirm Prediction	Adjust Reading Rate/ Make Interferences
Writing:	Summary	News Story	Nonfiction Article	Compare/Contrast Paragraph	Book Report
Technology: School House Rock www.googames.com Promethean Planet www.okaloosaschools.com/plew www.pppstation.com www.brainpopjr.com www.macmillanmcgrawhill.com www.readwritethink.org www.internet4classrooms.com www.proteacher.com www.quizlet.com					
Activities:					

*Story that is listed is just a suggestion that goes along with Treasures Reading Series.

Unit 4	Land, Sea, Sky
Common Core Standard Reading:	CC.2.R.L.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.2.R.L.3 Key Ideas and Details: Describe how characters in a story respond to major events and challenges. CC.2.R.L.5 Craft and Structure: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. CC.2.R.L.6 Craft and Structure: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. CC.2.R.L.7 Integration of Knowledge and Ideas: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.



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	<p>CC.2.R.I.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.2.R.I.3 Key Ideas and Details: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>CC.2.R.I.4 Craft and Structure: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>CC.2.R.I.5 Craft and Structure: 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>CC.2.R.I.6 Craft and Structure: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>CC.2.R.I.7 Integration of Knowledge and Ideas: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>CC.2.R.I.9 Integration of Knowledge and Ideas: Compare and contrast the most important points presented by two texts on the same topic.</p> <p>CC.2.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.2.R.F.3.b Phonics and Word Recognition: Know spelling-sound correspondences for additional common vowel teams.</p> <p>CC.2.R.F.3.e Phonics and Word Recognition: Identify words with inconsistent but common spelling-sound correspondences.</p> <p>CC.2.R.F.3.f Phonics and Word Recognition: Recognize and read grade-appropriate irregularly spelled words.</p> <p>CC.2.R.F.4 Fluency: Read with sufficient accuracy and fluency to support comprehension.</p>
Common Core Standard Grammar:	<p>CC.2.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.2.L.1.d Conventions of Standard English: Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>CC.2.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.2.L.2.a Conventions of Standard English: Capitalize holidays, product names, and geographic names.</p> <p>CC.2.L.2.c Conventions of Standard English: Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>CC.2.L.2.d Conventions of Standard English: Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>CC.2.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>



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	CC.2.L.3.a Knowledge of Language: Compare formal and informal uses of English.
Common Core Standard Writing:	<p>CC.2.W.1 Text Types and Purposes: 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 concluding statement or section.</p> <p>CC.2.W.2 Text Types and Purposes: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>CC.2.W.3 Text Types and Purposes: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>CC.2.W.5 Production and Distribution of Writing: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>CC.2.W.6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>CC.2.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>CC.2.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from provided sources to answer a question.</p>
Common Core Standard Vocabulary:	<p>CC.2.L.4 Vocabulary Acquisition and Use: 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> <p>CC.2.L.4.a Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>CC.2.L.4.c Vocabulary Acquisition and Use: 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>CC.2.L.4.e Vocabulary Acquisition and Use: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>CC.2.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>CC.2.L.5.a Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>CC.2.L.6 Vocabulary Acquisition and Use: 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., When other kids are happy that makes me happy).</p>
Common Core Standards	<p>CC.2.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>CC.2.SL.2 Comprehension and Collaboration: Recount or describe key ideas or details from a text read aloud or</p>



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<p>Speaking and Listening:</p>	<p>information presented orally or through other media.</p> <p>CC.2.SL.3 Comprehension and Collaboration: 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>CC.2.SL.4 Presentation of Knowledge and Ideas: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>CC.2.SL.6 Presentation of Knowledge and Ideas: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)</p>
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