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Grade 2: ReadyGen Reading Curriculum Guide

Unit 1	Module	Essential Questions	Enduring Understandings	Goals	Priority CCSS	Assessments	Text Set	Resources	Foundational Skills
1	A (13 Lessons) *Understanding Communities*	How do readers understand a character's point of view?	Readers understand that characters in stories have unique points of view. Learners understand that relationships within a community are important.	Readers will use dialogue and actions to identify points of view of characters in stories. Learners will identify community relationships.	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.	Performance Based Assessment: *What is Theo's, Izzy's, and Josh's point of view about the big boys in the beginning of the book? What sentences make you think this? Use evidence from the text to explain your answer. * What is Theo's, Izzy's, and Josh's point of view about the big boys at the end of the book? What sentences make you think this? Use evidence from the text to explain your answer. *Look at page 18. How does this illustration show you Theo's point of view about Mr. Park? Use 2 or more examples from the text to support your answer.	Trouble at the Sandbox (Anchor Text) Snowshoe Hare's Winter Home (Text Collection) The Hunt for Amelia's Ring (Sleuth) A Birthday Surprise (Sleuth) "Pig" (Text Collection) "Something Told of the Wild Geese" (Text Collection)	Teacher's Guide (TG): pages 6-7 Lesson Overviews TG: pages 8-9 Module Planner TG: Pages FS2-FS13 Foundational Skills Lessons TG: Page TR1 Helpful prior to teaching: Scaffolded Strategies Handbook (SSH): pages 6-14 SSH: pages 396-400 Online Resources Ready-Up	Short Vowels Long Vowels spelled Vce

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								Intervention	
1	**B** *(12 Lessons)* *Understanding Communities*	How do readers determine a text's main topic?	Readers understand that informational texts have main topics that are supported by key details. Learners understand that people in communities have different experiences based on where they live.	Readers will identify main topics and key details in informational texts. Learners will demonstrate understanding of the differences between communities.	RI.2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Optional-Performance Based Assessment: *What is the main topic of <u>Friends Around the World?</u> *Choose one character from the book. Can you explain how where they love affects how they live? Use 2 or more details from the text to support your answer. End of Unit Assessment Optional-Check Progress (Foundational Skills)	Friends Around the World (Anchor Text) The House on Maple Street (Text Collection) Unlikely Friends (Sleuth) "Subway Are People" (Text Collection) "Fishing in the Creek" (Text Collection)	TG: pages 156-157 Lesson Overviews TG: pages 158-159 Module Planner TG: Pages FS14-FS25 Foundational Skills Lessons TG: Page TR1 Helpful prior to teaching: SSH: pages 20-33 SSH: pages 401-408 Online Resources Ready-Up Intervention	Consonant Blends Endings -s, -ed, -ing

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Unit 2	Module	Essential Questions	Enduring Understandings	Goals	Priority CCSS	Assessments	Text Set	Resources	Foundational Skills
2	A (13 Lessons) *Making Decisions*	How do readers identify the beginning, middle, and end of a story?	Readers understand that knowing the structure of a story helps them comprehend text. Learners understand that people make decisions based on their needs and wants.	Readers will describe the structure of a story by identifying its beginning, middle, and end. Learners will identify ways in which people make decisions based on their needs and wants.	RL.2.3: Describe how characters in a story respond to major events and challenges. RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words.	Performance Based Assessment: *Retell the beginning, middle, and end of <u>A Chair for My Mother.</u> *Think about a character from <u>A Chair for My Mother</u> (Josephine, Mama, Grandma, The Girl, Mom's Boss, Uncle, Neighbors). What did this character say and do when the fire happened? Use evidence from the text. *What does that tell you about the character?	Alexander, Who Used to be Rich Last Sunday (Anchor Text) A Chair for My Mother (Text Collection) "Sharing" (Text Collection) "I'll Trade You" (Sleuth) "More Than Cash Dispensers" (Sleuth)	Teacher's Guide (TG): pages 6-7 Lesson Overviews TG: pages 8-9 Module Planner TG: Pages FS2-FS13 Foundational Skills Lessons TG: Page TR1 Helpful prior to teaching: Scaffolded Strategies Handbook (SSH): pages 36-49 SSH: pages 409—413 Online Resources Ready-Up	Consonant Digraph: ch, tch, sh, th, wh r-Controlled: ar, or, ore, oar

								Intervention	
2	B (12 Lessons) *Making Decisions*	How do readers ask and answer questions to better understand the text?	Readers understand that asking and answering questions helps clarify their comprehension of a text. Learners understand the effects that available resources have on people's choices.	Readers will ask and answer questions about details and information in a text. Learners will explain how people make choices based on needs, wants, and available resources.	RL.2.1: Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of the key details in a text. RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words.	Optional-Performance Bases Assessment: *Is an iguana a large or small pet? How do you know? Use evidence from the text to explain. *Could you have an iguana as a pet for a long time? How do you know? Use evidence from the text to explain. *What do you need to do to care for an iguana? Use 2 or more ideas to explain how to care for an iguana. *Why does mom think Alex should not have an iguana? Use 2 or more examples from the text. *What happens at the end? Use 2 or more details from the text to explain the understanding. End of Unit Assessment	Money Matters! (Anchor Text) I Wanna Iguana (Text Collection) Another Movie Night to Remember (Sleuth) Remember (Sleuth) "Lizard Lounging" (Text Collection) "Unfair" (Text Collection)	Teacher's Guide (TG): pages 156-157 Lesson Overviews TG: pages 158-159 Module Planner TG: Pages FS14-FS25 Foundational Skills Lessons TG: Page TR1 Helpful prior to teaching: Scaffolded Strategies Handbook (SSH): pages 50-63 SSH: pages 414-418 Online Resources Ready-Up Intervention	Contractions r-controlled: er, ir, ur

						Optional-Check Progress (Foundational Skills)			

Unit 3	Module	Essential Questions	Enduring Understandings	Goals	Priority CCSS	Assessments	Text Set	Resources	Foundational Skills
3	A (13 Lessons) *Building Ideas*	How do readers use illustrations and text features to better understand what they read?	Readers understand that illustrations in literary texts and specific features in informational texts can help them understand what they read. Learners understand that a person's life story can reveal big ideas about historical events.	Readers will explain how illustrations and text features help the make better sense of what they read. Learners understand that a person's life story can reveal big ideas about historical events.	RL.2.7: Use information gained from the illustrations and words in print or digital text to demonstrate understanding f its characters, setting, or plot. 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.	Performance Based Assessment: Students will use <u>Teddy Roosevelt: The Adventurous President</u> to respond. *What are 3 text features found in this chapter. *What do these text features teach you about Teddy Roosevelt? *Use evidence from the text to support your answer.	Theodore Roosevelt: The Adventurous President (Anchor Text) Marching with Aunt Susan (Text Collection) "Lincoln" (Text Collection) "My America" (Text Collection) "Gregor Mendel" (Sleuth)	Teacher's Guide (TG): pages 6-7 Lesson Overviews TG: pages 8-9 Module Planner TG: Pages FS2-FS13 Foundational Skills Lessons TG: Page TR1 Helpful prior to teaching: Scaffolded Strategies Handbook (SSH): pages 64-79 Online Resources	Plurals Long a spelled a, ai, ay Long e spelled e, ee, ea, y

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							Ready-Up Intervention	
3	B (12 Lessons) *Building Ideas*	How do readers ask and answer questions to identify key details in texts?	Readers understand the importance of asking and answering questions about key details in text. Learners understand that turning an idea into action requires determination and hard work.	Readers will explain how asking and answering questions leads them to understand key details in texts. Learners understand that turning an idea into action requires determination and hard work.	RL.2.1: Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of the key details in a text.	Optional Performance Based Assessment: Students will use Change Makers to respond. *Pick a character from Change Makers. *What is the name of the character? *Where does the character live? *How did they make a change? How did their change help others? *Use evidence from the text to support your answers. End of Unit Assessment Optional-Check Progress (Foundational Skills)	Change Makers (Anchor Text) City Green (Text Collection) "City Trees" (text Collection) Poems from Stone Bench in an Empty Park (Text Collection) "Josh Gibson, Home Run King" (Sleuth)	Teacher's Guide (TG): pages 156-157 Lesson Overviews TG: pages 158-159 Module Planner TG: Pages FS14-FS25 Foundational Skills Lessons TG: Page TR1 Helpful prior to teaching: Scaffolded Strategies Handbook (SSH): pages 80-93 SSH: pages 427-434 Online Resources	Long e spelled e, ee, ea, y Long o spelled o, oa, ow Compound Words

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Unit 4	Module	Essential Questions	Enduring Understandings	Goals	Priority CCSS	Assessments	Text Set	Resources	Foundational Skills
4	A (13 Lessons) *Facing Challenges and Change*	How do readers identify characters' responses to events and challenges?	Readers understand that characters face challenges in stories. Learners understand that facing challenges leads to change in people.	Readers will recount and describe characters' challenges in stories. Learners will explain how facing challenges leads to people and communities to change.	RL.2.3: Describe how characters in a story respond to major events and challenges.	Performance Based Assessment: *Which character responded in a negative way in <u>Seek the Sun?</u> How do you know? Use at least one detail from the story. *Which character responded in a positive way? How do you know? Use at least one detail from the story.	The Earth Dragon Awakes (Anchor Text) Seek the Sun (Text Collection) A Real-Life Action Hero (Sleuth) The Blank Book (Sleuth) "I Am Boom" by Jack Prelutsky (Text Collectoin	Teacher's Guide (TG): pages 6-7 Lesson Overviews TG: pages 8-9 Module Planner TG: Pages FS2-FS13 Foundational Skills Lessons TG: Page TR1 Helpful prior to teaching: Scaffolded Strategies Handbook (SSH): pages 94-111 Scaffolded Strategies	Compound Words Long i spelled i, ie, igh, y (words with syllables v/cv) Comparative Endings-er and -est

							Handbook (SSH): page 435 Online Resources Ready-Up Intervention	
4	B (12 Lessons) *Facing Challenges and Change*	How do readers identify multiple topics within a text?	Readers understand that identifying main topics in a text aids their comprehension. Learners understand that change can happen quickly and create challenges.	Readers will identify multiple main topics in an informational text. Learners will explain various changes that can occur on Earth's surface.	RI.2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs with the text.	Optional Performance Based Assessment: *What is the main idea of <u>Disaster Alert</u>? Use 2 or more details from the book to explain your answer. *Look at the text on page 12 of <u>Disaster Alert</u>. The topic is "Surviving a Flood." What details are discussed in this page? Use 2 or more details from the text to explain your answer. End of Unit Assessment Optional-Check Progress (Foundational Skills)	Disaster Alert (Anchor Text) Danger! Earthquakes (Text Collection) "Curtis the Cowboy Cook" (Sleuth) "Who Could Somersault the San Andreas Fault?" J. Patrick Lewis "Dragon Smoke" Lillian Moore (Text Collection)	Teacher's Guide (TG): pages 156-157 Lesson Overviews TG: pages 158-159 Module Planner TG: Pages FS14-FS25 Foundational Skills Lessons TG: Page TR1 Helpful prior to teaching: Scaffolded Strategies Handbook (SSH): pages	Final Syllable -le Patterns oo, u Dipthongs ou, ow, oi, oy

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								95 and 112-123 SSH: pages 440-444 Online Resources Ready-Up Intervention	

Unit 5	Module	Essential Questions	Enduring Understandings	Goals	Priority CCSS	Assessments	Text Set	Resources	Foundational Skills
5	A (13 Lessons) *Pioneering New Ideas and New Worlds*	How can readers benefit from reading different texts on the same topic?	Readers understand that texts on the same topic have similarities and differences. Learners understand that personal journeys can impact historical events.	Readers will compare and contrast main ideas from two texts on the same topic. Learners will explain how personal journeys can impact the history of communities.	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.	Performance Based Assessment: *List 2 ways that the books John Chapman:Planter and Pioneer and Johnny Appleseed are alike. *List 2 ways the books are different. *Use 2 or more examples from the text to explain.	John Chapman: Planter and Pioneer (Anchor Text) Johnny Appleseed (Supporting Text-Text Collection) Planting a Tree (Poetry) Trees (Poetry) Journey to Freedom (Sleuth) A Journey North (Sleuth)	Teacher's Guide (TG): pages 6-7 Lesson Overviews TG: pages 8-9 Module Planner TG: Pages FS2-FS13 Foundational Skills Lessons TG: Page TR1 Helpful prior to teaching:	Syllable Patterns Vowel Digraphs oo, ue, ew, ui Suffixes ly, ful, er, or, ish

								Scaffolded Strategies Handbook (SSH): pages 126-139 Scaffolded Strategies Handbook (SSH): page 448 Online Resources Ready-Up Intervention	
5	**B** (12 Lessons) *Pioneering New Ideas and New Worlds*	How do readers use both literary and informational texts about similar topics?	Readers understand that different types of texts can be used to learn about similar topics. Learners understand that people's journeys to settle in new places helped our country grow.	Readers will learn information about similar topics. Learners understand that people's journeys to settle in new places helped our country grow.	RL.2.1: Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of the key details in a text.	Optional-Performance Based Assessment: Students will use the texts: <u>Pioneers</u> and <u>Go West</u> *Choose one character from the books (Laura Ingalls Wilder, Ruth Chrisman, George Staples, John McWIlliams). *Describe where, why, and how they decided to move. *How was their life changed by this	Pioneers to the West (Anchor Text) Going West (Text Collection) Home on the Range (Poetry) The Gateway Arch (Poetry) From Seed to Flower to Fruit (Sleuth)	Teacher's Guide (TG): pages 156-157 Lesson Overviews TG: pages 158-159 Module Planner TG: Pages FS14-FS25 Foundational Skills Lessons TG: Page TR1	Prefixes: un, re, pre, dis Consonant Patterns: kn, wr, gn, mb Consonant Patterns: Ph, gh, ck, ng

| | | | | | | experience? Use two or more details from the text to support your answer.
*If you could ask that person one question, what would ask them? Why would you ask them this question?

End of Unit Assessment

Optional-Check Progress (Foundational Skills) | | Helpful prior to teaching:

Scaffolded Strategies Handbook (SSH): pages 95 and 126-134

SSH: pages 453-457

Online Resources

Ready-Up Intervention | |

Unit 6	Module	Essential Questions	Enduring Understandings	Goals	Priority CCSS	Assessments	Text Set	Resources	Foundational Skills
6	A (13 Lessons) *Changing the World*	How do readers use story structure in literary texts and text features in in informal texts to better comprehend what they read?	Readers understand specific strategies they can use to improve their understanding of texts. Learners understand that people can change the world with strong commitment.	Readers will identify and use story structure and text features to understand texts. Learners will recount how people's commitments have made the world a better place.	RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RI.2.5: Know and use various text features (e.g.; captions, bold print,	Performance Based Assessment: Students will use 68 Ways to Save the Planet Before Bedtime to respond. *How does the author use text features on page 6 to support his opinion about how clothes affect the world?	68 Ways to Save the Planet Before Bedtime (Anchor Text) On Meadowview Street (Supporting Text) "Picking up Sunset Park" (Sleuth)	Teacher's Guide (TG): pages 6-7 Lesson Overviews TG: pages 8-9 Module Planner TG: Pages FS2-FS13	Vowel Patterns: aw, au, au (gh), al Inflected Endings: -s, -es, -ed, -ing, -er, -est Abbreviations

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					subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	*What steps are involved in making and selling a t-shirt? *What is the author's opinion about how these steps affect the environment? *What solution does the author give for reducing the effect of clothes on the environment? Would you be willing to do this? Why or why not?	"Making a Difference, One Bag at a Time" (Sleuth) "Walk Lightly" (Text Collection) "Every Time I Climb a Tree" (Text Collection"	Foundational Skills Lessons TG: Page TR1 Helpful prior to teaching: Scaffolded Strategies Handbook (SSH): pages 156-169 Scaffolded Strategies Handbook (SSH): page 461 Online Resources Ready-Up Intervention	
6	B (12 Lessons) *Changing the World*	How do readers determine an author's purpose?	Readers understand an author's purpose by identifying what the author wants to answer, explain, or describe. Learners understand how people's lives can impact the world.	Readers will identify the author's purpose using details from the text. Learners will identify ways in which people's lives have	RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Optional-Performance Based Assessment: Students will use Alfred Nobel: The Man Behind the Peace Prize *Identify an opinion the author includes about Nobel.	Alfred Nobel: The Man Behind the Peace Prize (Text Collection) A Picture Book of Eleanor	Teacher's Guide (TG): pages 156-157 Lesson Overviews TG: pages 158-159 Module Planner	Final Syllables: -tion, -ture, -ion Suffixes: -ness, -less, -able, -ible Prefixes: micro, mid, mis, non

| | | | | impacted the world. | | *Do you agree or disagree with the opinion?
*Use two or more examples of evidence from the text to support your answer.

End of Unit Assessment

Optional-Check Progress (Foundational Skills) | Roosevelt (Text Collection)

Wanted: Great Student Leaders! (Sleuth)

"Hug O'War" (Text Collection)

"Poems from Heroes and She-roes" (Text Collection) | TG: Pages FS14-FS25 Foundational Skills Lessons

TG: Page TR1

Helpful prior to teaching:

Scaffolded Strategies Handbook (SSH): pages 95 and 170-183

SSH: pages 466-470

Online Resources

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