

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
<b>Unit I Building a Literacy Community (Routines and Personal Narrative) 20 days</b>							
<b>September</b>							
What do good readers do?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusion drawn from the text.	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>Students will build reading and writing stamina.</p> <p>Students will understand the routines established during literacy.</p> <p>Students will be able to choose “just right” books.</p> <p>Identify the characteristics of personal narrative genre.</p> <p>Ask and answer questions before, during, and after reading a text.</p> <p>Identify who, what, where, when, why and how to answer questions about a text.</p>	<p>Formative – Teacher observation, Anecdotal notes, Reader’s Conferences</p> <p>Summative – District Reading Inventory/Assessment</p>	<p>6.1.4. A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p> <p>6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.</p>	<p>9.1.4.A.5 Apply critical thinking and problem- solving skills in classroom and family setting.</p> <p>9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations.</p> <p>9.1.4.F.3 Explain the importance of understanding and following rules in family, classroom, and community settings.</p>
Whose story is it, and why does it matter?	To gain keener insight into the integration of knowledge and ideas, effective	Integrate and evaluate content presented in diverse media and formats, including	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of	<p>Identify illustrations that support a story.</p> <p>Explain how illustrations add</p>	Formative – Teacher observation, Anecdotal notes, Reader’s Conferences		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
	readers analyze and evaluate content, reasoning, and claims in diverse formats.	visually and quantitatively, as well as in words.	its characters, setting, or plot.	meaning to the words in a story.  Use illustrations and words in a story to help me describe the character, setting, or plot.	Summative – District Reading Inventory/Assessment		
Am I clear about what I just read?	Students who are college and career ready read and interpret a variety of complex text with confidence and independence.	Read and comprehend complex literary and informational text independently and proficiently.	RL.2.10 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.	Reread a text to find more information or clarify ideas.  Use reading strategies (e.g., ask questions, monitor for meaning, re-read) to help understand difficult complex text.	Formative – Teacher observation, Anecdotal notes, Reader’s Conferences  Summative – District Reading Inventory/Assessment		
How do sounds and letters create words?	Word analysis and decoding skills are foundational for success as a reader.	Not applicable	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound	Identify the most common short vowel pattern.  Identify common vowel teams.  Say the individual sounds a vowel team creates.  Identify two syllable words.	Formative – Teacher observation, Anecdotal notes, individual student/teacher conferences  Summative – Running records, District Reading Inventory/Assessment		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
			correspondences. f. Recognize and read grade-appropriate irregularly spelled words.				
What does fluent reading sound like?	Fluent readers accurately process print with expression at an appropriate rate.	Not applicable	RF.2.4 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Read second grade text fluently and show comprehension through voice, timing and expression.  Read fluently.	Formative – Teacher observation, Anecdotal notes, individual student/teacher conferences  Summative – Running records, District Reading Inventory/Assessment		
What do good writers do?	Writing 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	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.2.3 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.	Write personal narratives with events placed in the correct order.	Formative – Teacher observation, Anecdotal notes, Writer’s conference, drafts, revisions On Demand Writing: Baseline assessment  Summative – Writing Scoring Rubric		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
	closure.						
How can a piece of writing be improved?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Recognize that a good piece of writing requires more than one draft. Revise writing (e.g., reading aloud, checking for misunderstandings, adding and deleting details with the help of others.  Edit writing by checking for errors in capitalization, punctuation, spelling, etc.  Prepare a new draft with changes that strengthens writing.	Formative – Teacher observation, Anecdotal notes, Writer’s conference, drafts, revisions On Demand Writing: Baseline assessment  Summative – Writing Scoring Rubric		
How can discussions with others lead to better understanding?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	Prepare for and participate effectively in a range of conversation and collaboration with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by linking their	Identify and follow the agreed upon rules for discussion.  Ask questions to clarify misunderstandings.	Formative – Teacher observation, Anecdotal notes, Reader’s/Writer’s conference		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
			<p>comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>				
Why do the rules of language matter?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	Demonstrate command of the conventions of standard English grammar and usage when writing or spelling.	<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., <i>group</i>).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.</i></p>	<p>Identify the parts of speech (nouns, action verbs, adjectives)</p> <p>Focus: transition words, irregular plurals (e.g., feet, children), past tense words, vary sentence structure using simple and compound sentences.</p>	<p>Formative – Teacher observation, Anecdotal notes, Reader’s/Writer’s Conference, drafts, revisions, daily grammar work</p> <p>Summative – Running Records, District Reading Inventory/Assessment, Writing Scoring Rubric</p>		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
<b>Unit II Reading and Writing Realistic Fiction –Digging Deeper 20 days October (4 weeks)</b>							
How did the characters react to the events and challenges in the story?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	Analyze how and why individuals, events and ideas develop and interact over the course of a text.	RL.2.3 Describe how characters in a story respond to major events and challenges.	Identify the characteristics of a realistic fiction.  Identify characters in a story.  Describe how characters react to events and challenges in a story.  Use information read from the text to make inferences.	Formative – Teacher observation, Anecdotal notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment	6.1.4. B.8 Compare ways people choose to use and divide natural resources.  6.1.4. D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.  6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.  6.1.4. D.18 Explain how an individuals’ beliefs, values, and traditions may reflect more than one	9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.  9.1.4. B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
						culture.	
How is a story structured?	Analyzing for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e/g/, a section, chapter, scene, or stanza) relate to each other and the whole.	RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Recognize that a story has a beginning, middle and end.  Identify the main story elements: characters, setting, problem, events, and solution.  Describe how the character, setting and action are introduced in a story.  Describe how the events at the end of a story tell what happened to the characters.	Formative – Teacher observation, Anecdotal notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment		
How can illustrations and words in the story be used to describe story elements?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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.	Use illustrations and words in a story to help describe the characters, setting or plot.	Formative – Teacher observation, Anecdotal notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment		
How do sounds and letters create words?	Word analysis and decoding skills are foundational for success as a reader.	Not applicable	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled	Recognize irregularly spelled words  Identify words with common prefixes and suffixes.  Identify vowel teams	Formative – Teacher observation, Anecdotal notes, individual student/teacher conferences  Summative – Running records, District		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
			<p>one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	Identify two syllable words	Reading Inventory/Assessment, Phonics Based Unit Assessment		
What does fluent reading sound like?	Fluent readers accurately process print with expression at an appropriate rate.	Not applicable	<p>RF.2.4</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Read second grade text fluently and show comprehension through voice, timing and expression.</p> <p>Read fluently.</p>	<p>Formative – Teacher observation, Anecdotal notes, individual student/teacher conferences</p> <p>Summative – Running records, District Reading Inventory/Assessment, Phonics Based Unit Assessment</p>		
What do	Writing should	Write narratives	W.2.3	Create story plan prior to	Formative – Teacher		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
good writers do?  How do writers develop a good story?	be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	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.	drafting.  Recount short sequence of events.  Use details to describe characters' actions, thoughts, and feelings.  Use temporal words to signal event order.  Provide a sense of closure.	observation, Anecdotal notes, Writer's conference, drafts, revisions  On Demand Writing: Baseline assessment  Summative – Writing Scoring Rubric		
How do writers strengthen their writing?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Work with an adult and/or peer to make revisions (delete unnecessary details, add clarifying details, and check for misunderstandings).	Formative – Teacher observation, Anecdotal notes, Writer's conference, drafts, revisions.  On Demand Writing: Baseline assessment (second full week of school)  Summative – Writing Scoring Rubric		
How do readers discuss books they have read?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Recount and discuss key details from text presented orally or digitally.	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's conference		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
Why do the rules of language matter?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	Demonstrate command of the conventions of standard English grammar and usage when writing or spelling.	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i> ). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i> ). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, and told</i> ). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.</i> )	Identify and create simple sentences. Identify and use irregular verbs in the past tense.  Use adjectives while writing a story.  Focus: Teach/apply mechanics: use adjectives and adverbs, capitalization, punctuation, commas and quotations.	Formative – Teacher observation, Anecdotal notes, Reader’s/Writer’s Conference, drafts, revisions, daily grammar work  Summative – Running Records, District Reading Inventory/Assessment, Writing Scoring Rubric		
How do writers communicate clearly and	Effective communication of ideas when speaking or	Demonstrate command of the conventions of standard English	L.2.2 Demonstrate command of the conventions of standard English	Capitalize proper nouns.  Identify a contraction and use an apostrophe to spell them	Formative – Teacher observation, Anecdotal notes, Reader’s/Writer’s		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
correctly?  Why do the rules of language matter?	writing relies on the appropriate use of the conventions of language.	capitalization, punctuation, and spelling when writing.	capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i> ), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i> ), and to indicate direct address (e.g., <i>Is that you, Steve?</i> ). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly.	correctly. Use common spelling patterns when writing words.  Identify misspelled words and use a dictionary to correct them.	Conference, drafts, revisions, daily grammar work  Summative – Running Records, District Reading Inventory/Assessment, Writing Scoring Rubric		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
<b>Unit III Reading and Writing Informational Text -opinion 25 days (November/December) 5 weeks</b>							
<p>What do good readers do?</p> <p>How can asking and answering questions help readers understand text?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>	<p>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>RI.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.</p>	<p>Identify characteristics of an informational text.</p> <p>Identify <i>who, what, where, when, why,</i> and <i>how</i> to answer questions about a text.</p> <p>Ask and answer questions before, during, and after reading a text.</p>	<p>Formative – Teacher observation, Anecdotal notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers</p> <p>Summative – District Reading Inventory/Assessment</p>	<p>6.1.4. A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</p> <p>6.1.4. A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p>	<p>9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p>

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
						5.1.4. A.2 Use outcomes of investigations to build and refine questions, models, and explanations.	
How do readers determine the main idea?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Identify main idea of informational text.	Formative – Teacher observation, Anecdotal notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment		
How do good readers use information in text to determine the meaning of words and phrases?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	Use context clues to determine meaning of words and phrases.  Use resources to determine meaning of words and phrases.	Formative – Teacher observation, Anecdotal notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment		
What are text features?	Analyzing texts for structure,	Analyze the structure of	RI.2.5 Know and use various	Identify and use text features.	Formative – Teacher observation, Anecdotal		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
Why are text features important in informational text?	purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	Understand the purpose of each text feature.	notes, Reader's Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment		
How do good readers determine the author's purpose?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Assess how point of view or purpose shapes the content and style of a text.	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Identify the author's purpose for text (inform, describe, explain).	Formative – Teacher observation, Anecdotal notes, Reader's Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment		
How do specific images clarify a text?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Use images to aid in understanding of text.	Formative – Teacher observation, Anecdotal notes, Reader's Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment		
How do sounds and letters create	Word analysis and decoding skills are	Not applicable	RF.2.3 Know and apply grade-level phonics and word	Identify most common short vowel pattern.	Formative – Teacher observation, Anecdotal notes, individual		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
words?	foundational for success as a reader.		analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	Identify most common long vowel patterns.  Distinguish between words with short and long vowel patterns.  Decode two-syllable words with long vowels.  Recognize irregularly spelled words (rule breakers).  Read irregular words without having to sound them out.  Identify words with common prefixes and suffixes.	student/teacher conferences  Summative – Running records, District Reading Inventory/Assessment, Phonics Based Unit Assessment		
How do readers state and support an opinion?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	Write arguments to support claims in analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	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., <i>because, and, also</i> ) to connect opinion and reasons, and provide a concluding statement or	State and support an opinion on a topic or book.  Write an opinion piece including an introduction, supporting reasons, and concluding statement/section.	Formative – Teacher observation, Anecdotal notes, Writer’s conference, drafts, revisions On Demand Writing: Baseline assessment  Summative – Writing Scoring Rubric		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
			section.				
How do writers strengthen their writing?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Revise writing with the help of others.  Edit writing for capitalization, punctuation, spelling, etc.	Formative – Teacher observation, Anecdotal notes, Writer’s conference, drafts, revisions On Demand Writing: Baseline assessment  Summative – Writing Scoring Rubric		
Why do the rules of language matter?	Effective communication of ideas when speaking or writing relies on the appropriate use of conventions of language.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i> ). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i> ). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ). e. Use adjectives and adverbs, and choose between them depending	Use collective nouns.  Use reflexive pronouns.  Expand simple sentences, including developing compound sentences.  Focus: Linking words (e.g., because, and, also) to connect opinion and reasons, use reflexive pronouns (e.g., myself, ourselves), use prefixes to change meaning of words (happy, unhappy), compound words, using dictionaries to check and correct spelling.	Formative – Teacher observation, Anecdotal notes, Reader’s/Writer’s Conference, drafts, revisions, daily grammar work  Summative – Running Records, District Reading Inventory/Assessment, Writing Scoring Rubric		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
			on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ).				
What is the difference between formal and informal language?	Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	Use formal and informal language when appropriate.	Formative – Teacher observation, Anecdotal notes, Reader’s/Writer’s Conference, drafts, revisions, daily grammar work  Summative – Running Records, District Reading Inventory/Assessment, Writing Scoring Rubric		
How can readers and writers determine the meaning of words and phrases?	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of	Use print and digital dictionaries to determine the meaning of words and phrases.	Formative – Teacher observation, Anecdotal notes, Reader’s/Writer’s Conference, drafts, revisions, daily grammar work  Summative – Running		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
		<p>meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>strategies.            a. Use sentence-level context as a clue to the meaning of a word or phrase.            b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).            c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).            d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).            e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>		<p>Records, District Reading Inventory/Assessment, Writing Scoring Rubric</p>		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
<b>Unit IV Reading Fairy/Folktales (comparison) and Writing (persuasive, fairy tales) Traditional Literature-30 days January/February (6 weeks)</b>							
How do good readers determine the central message, lesson, and/or moral of the story?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Recognize features of the folktale genre.  Retell fairytales and folktales, including characters, setting, and main events.  Use information from the story to infer the central message, lesson, and/or moral of the story.	Formative – Teacher observation, Anecdotal notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment	6.1.4. D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.  6.1.4. D.14 Trace how the American identity evolved over time.	9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.  9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, at school, and during play).  9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
How do characters react to events and challenges in a	Effective readers use a variety of strategies to make sense of	Analyze how and why individuals, events, and ideas develop and	RL.2.3 Describe how characters in a story respond to major events and	Use information from the story to make inferences about the characters.	Formative – Teacher observation, Anecdotal notes, Reader’s Conferences,		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
story?	key ideas and details presented in text.	interact over the course of a text.	challenges.		Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment		
What is point of view?  How do characters' points of view differ in a story?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Assess how point of view or purpose shapes the content and style of a text.	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.	Define point of view.  Identify the different points of view of characters.  Change voice to show different points of view when reading dialogue for different characters.	Formative – Teacher observation, Anecdotal notes, Reader's Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment		
How do illustrations add meaning to a story?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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.	Discuss how illustrations add to the meaning of a story.	Formative – Teacher observation, Anecdotal notes, Reader's Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment		
How are different versions of the same	To gain keener insight into the integration of knowledge and	Analyze how two or more texts address similar themes or topics	RL.2.9 Compare and contrast two or more versions of the same story (e.g.,	Compare and contrast different versions of the same fairytale/folktale.	Formative – Teacher observation, Anecdotal notes, Reader's Conferences,		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
fairytale/folktale similar and different?	ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	in order to build knowledge or to compare the approaches the authors take.	Cinderella stories) by different authors or from different cultures.		Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment		
How do sounds and letters create words?	Word analysis and decoding skills are foundational for success as a reader.	Not Applicable	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	Identify two syllable words.  Identify two-syllable words with long vowels.  Identify common vowel teams.  Say the individual sounds a vowel team creates.  Recognize irregularly spelled words (rule breakers). Read irregular words without having to sound them out	Formative – Teacher observation, Anecdotal notes, individual student/teacher conferences  Summative – Running records, District Reading Inventory/Assessment, Phonics Based Unit Assessment		
What does	Fluent readers	Not Applicable	RF.2.4	Read fairytales/folktales	Formative – Teacher		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
<p>fluency sound like?</p> <p>Why does fluency matter?</p>	<p>accurately process print with expression at an appropriate rate.</p>		<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>orally with accuracy, appropriate rate, and expression.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>observation, Anecdotal notes, individual student/teacher conferences</p> <p>Summative – Running records, District Reading Inventory/Assessment, Phonics Based Unit Assessment</p>		
<p>What is a folktale?</p> <p>How do writers develop a good folktale?</p>	<p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.2.3 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>Create an original folktale applying the specific features of the folktale genre.</p> <p>Create story plan prior to drafting.</p> <p>Recount short sequence of events.</p> <p>Use details to describe characters’ actions, thoughts, and feelings.</p> <p>Use temporal words to signal event order.</p> <p>Provide a sense of closure.</p>	<p>Formative – Teacher observation, Anecdotal notes, Writer’s conference, drafts, revisions</p> <p>On Demand Writing: Baseline assessment</p> <p>Summative – Writing Scoring Rubric</p>		
<p>How do writers strengthen their</p>	<p>Producing clear ideas as a writer</p>	<p>Develop and strengthen</p>	<p>W.2.5 With guidance and</p>	<p>Work with an adult and/or peer to make revisions (delete</p>	<p>Formative – Teacher observation,</p>		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
writing?	involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	writing as needed by planning, revising, editing, rewriting, or trying a new approach.	support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	unnecessary details, add clarifying details, and check for misunderstandings)	Anecdotal notes, Writer's conference, drafts, revisions On Demand Writing: Baseline assessment  Summative – Writing Scoring Rubric		
How can writers produce and publish writing?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Collaborate with peers.  Use digital technology to assist with publishing.	Formative – Teacher observation, Anecdotal notes, Writer's conference, drafts, revisions On Demand Writing: Baseline assessment  Summative – Writing Scoring Rubric		
How do good readers and writers clarify information?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	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.	Ask who, what, where, when, why or how questions.	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's conference, Reader's Theater presentations		
What makes a presentation effective? How does an oral presentation enhance the understanding of a story?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and	Read stories out loud using voice (adjusting volume, making exclamations, and changing the pace) to make them come to life. (ex: Reader's Theater; reading student-written stories for an audience; audio recording; Skype presentation)	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's conference, Reader's Theater presentations		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
	use of visual displays, technology, and the appropriate use of language.		feelings.				
What is complete sentence?  How can complete sentences be spoken and written?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)	Recognize, speak and write complete sentences.	Formative – Teacher observation, Anecdotal notes, Reader’s/Writer’s conference, Completed folktale writing piece		
How can readers and writers determine the meaning of words and phrases?	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known	Use print and digital dictionaries to determine the meaning of words and phrases.  Focus: adding details to describe actions, thoughts, and feelings, use temporal order, multiple meaning words, introduce synonyms and distinguish shades of meaning in verb and adjective synonyms (e.g., toss, throw, hurl).	Formative – Teacher observation, Anecdotal notes, Reader’s/Writer’s Conference, drafts, revisions, daily grammar work  Summative – Running Records, District Reading Inventory/Assessment, Writing Scoring Rubric		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
			<p>prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>				
<p>How do good readers and writers clarify information?</p> <p>How do good writers choose appropriate words?</p>	<p>Effective readers and writers use knowledge of the structure and content of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p>	<p>Choose words that show depth of meaning.</p>	<p>Formative – Teacher observation, Anecdotal notes, Reader’s/Writer’s Conference, drafts, revisions, daily grammar work</p> <p>Summative – Running Records, District Reading Inventory/Assessment,</p>		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
			b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i> ) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i> ).		Writing Scoring Rubric		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
<b>Unit V Reading and Writing Informational Text- Biography and Research</b>							
<b>February/March (6 weeks)</b>							
What questions do good readers ask?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI. 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.	Recognize the features of the biography genre.  Ask questions before, during and after reading to improve understanding.	Formative – Teacher observation, Anecdotal notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment	6.1.4. C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.  6.1.4. C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.	9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
How do readers determine the main idea?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	Determine central idea text and analyze their development; summarize the key supporting details and	R I.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Recognize informational text genre features.  Determine the main idea of informational text.  Explain the big idea of paragraphs in	Formative – Teacher observation, Anecdotal notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers	6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels,	8.1.2.E.1 Use digital tools and online resources to explore a problem or issue affecting children, and

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
		ideas.		informational text.	Summative – District Reading Inventory/Assessment	<p>the services provided, and the impact of policy decisions made at each level.</p> <p>6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.</p> <p>6.1.4.C.1 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.</p>	<p>discuss possible solutions.</p> <p>9.1.4.B.1 Participate in brainstorming session to seek information, ideas, and strategies that foster creative thinking.</p> <p>9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).</p> <p>9.1.4.E.2 Demonstrate effective communications using digital media during classroom activities.</p>
How do good readers identify key	Effective readers use a variety of	Analyze how and when individuals,	RI. 2.3 Describe the connection between a series of historical	Identify major events in the life of an important person.	Formative – Teacher observation, Anecdotal notes, Reader’s		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
ideas presented in text?	strategies to make sense of key ideas and details presented in text.	events, and ideas develop and interact over the course of a text.	events, scientific ideas or concepts, or steps in technical procedures in a text.		Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment		
How do good readers use text features?	Analyzing text for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Analyze the structure of text including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	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.	Use informational text features to locate key facts and information efficiently.	Formative – Teacher observation, Anecdotal notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment		
How do specific images clarify a text?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Explain how images add meaning to the text.  Use images to aid understanding of text.	Formative – Teacher observation, Anecdotal notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
How do good readers identify author's purpose?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.2.8 Describe how reasons support specific points the author makes in a text.	Identify key points of the text and the main reasons given to support these points.	Formative – Teacher observation, Anecdotal notes, Reader's Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment		
How do good readers use information from text to compare and contrast?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	Compare and contrast the most important points made by the authors of two texts on the same topic.  Compare and contrast the important points found in two different texts on the same topic.	Formative – Teacher observation, Anecdotal notes, Reader's Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment		
How do sounds and letters create words?	Word analysis and decoding skills are foundational for success as a reader.	Not Applicable	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels.	Identify common vowel teams.  Say the individual sounds a vowel team creates.  Identify two syllable words.  Decode two-syllable words with long vowels.  Recognize irregularly	Formative – Teacher observation, Anecdotal notes, individual student/teacher conferences  Summative – Running records, District Reading Inventory/Assessment, Phonics Based Unit Assessment		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
			d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	spelled words (rule breakers).			
What does fluency sound like? Why does fluency matter?	Fluent readers accurately process print with expression at an appropriate rate.	Not Applicable	RF.2.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Read irregular words without having to sound them out.	Formative – Teacher observation, Anecdotal notes, individual student/teacher conferences  Summative – Running records, District Reading Inventory/Assessment, Phonics Based Unit Assessment		
How do good writers produce informative / explanatory text?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	Write informative / explanatory text to examine and convey complex ideas and information clearly and accurately through the effective selection,	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Write a biography.  Use facts and definitions to explain the important ideas about my subject.  Use graphic organizer to plan prior to writing.	Formative – Teacher observation, Anecdotal notes, Writer’s conference, drafts, revisions On Demand Writing: Baseline assessment  Summative – Writing Scoring Rubric, Completed biography report and		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
		organization, and analysis of content.			presentation.		
How do writers strengthen their writing?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Revise and edit with teacher and/or peers.  Reread piece to check for misunderstandings, to delete unnecessary details, and to add details.	Formative – Teacher observation, Anecdotal notes, Writer’s conference, drafts, revisions On Demand Writing: Baseline assessment  Summative – Writing Scoring Rubric, Completed biography report and presentation.		
What do good researchers do?	Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	Conduct short as well as more sustained research projects based on focus questions, demonstrating understanding of the subject under investigation.	W.2.7 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).	Present information in a clearly organized way, including introducing the subject, providing details, and ending with a concluding statement or section.	Formative – Teacher observation, Anecdotal notes, Writer’s conference, drafts, revisions On Demand Writing: Baseline assessment  Summative – Writing Scoring Rubric, Completed biography report and presentation.		
How do readers gather information from text in order to answer	Effective research presents an answer to questions, demonstrates	Gather relevant information from multiple print and digital sources, assess the credibility	W.2.8 Recall information from experiences or gather information from provided sources to answer a question	Answer questions using information gathered from a story.	Formative – Teacher observation, Anecdotal notes, Writer’s conference, drafts, revisions On Demand Writing:		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
questions about the text?	understanding of the inquiry, and properly cites information from multiple sources.	and accuracy of each source, and integrate the information while avoiding plagiarism.			Baseline assessment  Summative – Writing Scoring Rubric, Completed biography report and presentation.		
How do good readers and writers clarify information?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	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.	Identify important details from information presented orally.  Ask and answer questions in a group discussion.	Formative – Teacher observation, Anecdotal notes, Reader’s/Writer’s conference		
How do good readers and writers retell factual information with supporting evidence?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Present biography project orally using complete sentences and speaking clearly (e.g., appropriate pace, expression, and eye contact with audience).	Formative – Teacher observation, Anecdotal notes, Reader’s/Writer’s conference		
What is a complete sentence?  How can	Presentation of knowledge and ideas is enhanced through	Adapt speech to a variety of context and communicative tasks,	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or	Present research project orally using complete sentences.  Answer audience	Formative – Teacher observation, Anecdotal notes, Reader’s/Writer’s conference		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
complete sentences be spoken and written?	appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	demonstrating command of formal English when indicated or appropriate.	clarification. (See grade 2 Language Standards 1 and 3 on pages 26 and 27 for specific examples).	complete sentences.			
How do writers communicate clearly and correctly?  Why do the rules of language matter?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Capitalize proper nouns.  Define possessive nouns and use an apostrophe to form possessives correctly.  Use common spelling patterns when writing.  Identify misspelled words and use resources to correct misspelled words.  Focus: proper nouns (e.g., holidays, geographic names), using apostrophes to form contractions and frequently occurring possessives, use glossaries and dictionaries (print and digital) to enrich written work.	Formative – Teacher observation, Anecdotal notes, Reader’s/Writer’s Conference, drafts, revisions, daily grammar work  Summative – Running Records, District Reading Inventory/Assessment, Writing Scoring Rubric, Completed biography report / presentation		
What is the difference between	Effective readers, writers, and listeners use	Apply knowledge of language to	L.2.3 Use knowledge of language and its conventions when	Recognize how formal English differs from informal English.	Formative – Teacher observation, Anecdotal notes,		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
formal and informal language?	knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.	understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	Use formal English when writing and presenting biography project.	Reader's/Writer's Conference, drafts, revisions, daily grammar work  Summative – Running Records, District Reading Inventory/Assessment, Writing Scoring Rubric, Completed biography report / presentation		
How can readers and writers determine the meaning of words and phrases?	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. 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> ). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i> ). d. Use knowledge of the meaning of individual	Use sentence level context as a clue to the meaning of the word.  Recognize and define common prefixes.  Determine the meaning of unknown words by using dictionaries and glossaries (print and/or digital).	Formative – Teacher observation, Anecdotal notes, Reader's/Writer's Conference, drafts, revisions, daily grammar work  Summative – Running Records, District Reading Inventory/Assessment, Writing Scoring Rubric, Completed biography report / presentation		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
			<p>words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>				

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative
<b>Unit VI Reading and Witting Poetry 20 days April/May 4 weeks</b>					
How do good readers identify meaning through words, phrases and rhythm?	Analyzing text for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	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.	Identify various forms of poetry.  Identify words and phrases that create a beat in a poem.  Identify words and phrases that create alliteration in a poem.  Identify words and phrases that create rhymes and repetition in a poem.  Describe how words and phrases create rhythm and add meaning to a poem.	Formative – Teacher observation, Anecdotal notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment
Am I clear about what I just read?	Students who are college and career ready read and interpret a variety of complex text with confidence and independence.	Read and comprehend complex literary and informational text independently and proficiently.	RL.2.10 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.	Use reading strategies (ex: visualize, infer, reread) to help understand poetry.	Formative – Teacher observation, Anecdotal notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment
How do sounds and letters create words?	Word analysis and decoding skills are foundational for success as a reader.	Not Applicable	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long	Identify common vowel teams.  Identify two-syllable words.  Identify two-syllable words with long vowels.  Identify words with similar patterns that create different sounds.  Recognize irregularly spelled words (rule breakers).	Formative – Teacher observation, Anecdotal notes, individual student/teacher conferences  Summative – Running records, District Reading Inventory/Assessment, Phonics Based Unit Assessment

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative
			vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.		
What does fluency sound like? Why does fluency matter?	Fluent readers accurately process print with expression at an appropriate rate.	Not Applicable	RF.2.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Read irregular words without having to sound them.  Read poetry orally with accuracy, appropriate rate, and expression.	Formative – Teacher observation, Anecdotal notes, individual student/teacher conferences  Summative – Running records, District Reading Inventory/Assessment, Phonics Based Unit Assessment
How do writers strengthen their writing?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Revise and edit with teacher and/or peers.  Reread piece to check for misunderstandings, to delete unnecessary details, and to add details.  Edit writing by checking for errors in capitalization, punctuation, and spelling.	Formative – Teacher observation, Anecdotal notes, Writer’s conference, drafts, revisions On Demand Writing: Baseline assessment  Summative – Writing Scoring Rubric, Poetry
How can writers produce and publish writing?	Producing clear ideas as a writer involves selecting appropriate style and structure for	Use technology, including the Internet, to produce and publish writing and to interact	W.2.6 With guidance and support from adults, use a variety of digital tools to	Use digital tools to publish poetry.	Formative – Teacher observation, Anecdotal notes, Writer’s conference, drafts, revisions

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative
	an audience and is strengthened through revision and technology.	and collaborate with others.	produce and publish writing, including in collaboration with peers.		On Demand Writing: Baseline assessment  Summative – Writing Scoring Rubric, Poetry
What makes a presentation effective? How does an oral presentation enhance the understanding of a story?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	Make strategic use off digital media and visual displays of data to express information and enhance understanding of presentations.	SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Read poems out loud using voice to make them sound interesting (e.g., appropriate volume, pace, clarity, and expression). Create drawings or visual displays to illustrate original poetry.	Formative – Teacher observation, Anecdotal notes, Reader’s/Writer’s conference, Completed published poem
How do writers communicate clearly and correctly?  Why do the rules of language matter?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Capitalize proper nouns.  Use apostrophes correctly.  Use common spelling patterns when writing words.  Identify misspelled words and use resources to correct misspelled words.	Formative – Teacher observation, Anecdotal notes, Reader’s/Writer’s Conference, drafts, revisions, daily grammar work  Summative – Running Records, District Reading Inventory/Assessment, Writing Scoring Rubric, Completed published poem
How do good	Effective readers and	Demonstrate	L.2.5	Recognize verbs and adjectives that have	Formative – Teacher

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative
<p>readers and writers clarify information?</p> <p>How do good writers choose appropriate words?</p>	<p>writers use knowledge of the structure and context of the language to acquire, clarify, and appropriately used vocabulary.</p>	<p>understanding of word relationships and nuances in word meanings.</p>	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p>	<p>similar meanings and choose the one that best fits the situation in the story.</p> <p>Use figurative language appropriately while writing poetry.</p>	<p>observation, Anecdotal notes, Reader's/Writer's Conference, drafts, revisions, daily grammar work</p> <p>Summative – Running Records, District Reading Inventory/Assessment, Writing Scoring Rubric</p>
<p>How do good readers and writers use words and phrases learned?</p>	<p>Effective readers and writers use knowledge of the structure and context of the language to acquire, clarify, and appropriately used vocabulary</p>	<p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</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>Use adjective and adverbs appropriately.</p>	<p>Formative – Teacher observation, Anecdotal notes, Reader's/Writer's Conference, drafts, revisions, daily grammar work</p> <p>Summative – Running Records, District Reading Inventory/Assessment, Writing Scoring Rubric</p>

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
<b>Unit VII Reading and Writing Mysteries 25 days May/June 5 weeks</b>							
What do good readers do?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusion drawn from the text.	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.	Identify features of the mystery genre. Ask and answer questions before, during, and after reading to enhance understanding.	Formative – Teacher observation, Anecdotal notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment	6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.	9.1.4. A.5 Apply critical thinking and problem-solving skills in classroom and family settings.  9.1.4. A.2 Evaluate available resources that can assist in solving problems.
How do characters react to events and challenges in a story?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.2.3 Describe how characters in a story respond to major events and challenges.	Identify characters in the story. Describe how the characters react to the events in the mystery.	Formative – Teacher observation, Anecdotal notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment		
How is a story structured?	Analyzing for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e/g/, a section, chapter, scene, or stanza)	RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Identify the important events from the beginning, middle, and end of the story.  Describe how the characters, setting, and action are introduced.	Formative – Teacher observation, Anecdotal notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
		relate to each other and the whole.		Describe how the mystery got solved.	Reading Inventory/Assessment		
Am I clear about what I just read?	Students who are college and career ready read and interpret a variety of complex text with confidence and independence.	Read and comprehend complex literary and informational text independently and proficiently.	RL.2.10 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.	Read grade level texts. Use reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, and reread) to aid comprehension. Reread text to find more information or clarify ideas.	Formative – Teacher observation, Anecdotal notes, Reader’s Conferences, Oral or written retellings/responses, Graphic organizers  Summative – District Reading Inventory/Assessment		
How do sounds and letters create words?	Word analysis and decoding skills are foundational for success as a reader.	Not Applicable	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with	Identify two syllable words.  Identify common vowel teams.  Identify words with similar patterns that create different sounds.  Recognize irregularly spelled words (rule breakers).	Formative – Teacher observation, Anecdotal notes, individual student/teacher conferences  Summative – Running records, District Reading Inventory/Assessment, Phonics Based Unit Assessment		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
			inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.				
What does fluency sound like? Why does fluency matter?	Fluent readers accurately process print with expression at an appropriate rate.	Not Applicable	RF.2.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Read irregular words without having to sound them out	Formative – Teacher observation, Anecdotal notes, individual student/teacher conferences  Summative – Running records, District Reading Inventory/Assessment, Phonics Based Unit Assessment		
What is a folktale?  How do writers develop a good folktale?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.2.3 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	Write a mystery story. Use graphic organizer to plan mystery story. Write story with events in the correct order. Describe the characters’ actions, thoughts, and feelings. Use temporal words to show changes in time. Create an effective opening	Formative – Teacher observation, Anecdotal notes, Writer’s conference, drafts, revisions On Demand Writing: Baseline assessment  Summative – Writing Scoring Rubric		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
			signal event order, and provide a sense of closure.	and closing for the mystery story.			
How do writers strengthen their writing?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Revise and edit with teacher and/or peers. Reread piece to check for misunderstandings, to delete unnecessary details, and to add details. Edit writing by checking for errors in capitalization, punctuation, and spelling.	Formative – Teacher observation, Anecdotal notes, Writer’s conference, drafts, revisions On Demand Writing: Baseline assessment Summative – Writing Scoring Rubric		
How can discussions with others lead to better understanding?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	Prepare for and participate effectively in a range of conversation and collaboration with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by linking their comments to the remarks of	Participate in collaborative conversations with peers about mystery books (ex: literature circles).  Follow agreed-upon rules for discussion.  Make connections between the comments of others.  Ask for clarification and further explanation as needed.	Formative – Teacher observation, Anecdotal notes, Reader’s/Writer’s conference		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
			others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.				
How do readers discuss books they have read?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Describe key events and details while participating in discussion group.	Formative – Teacher observation, Anecdotal notes, Reader’s/Writer’s conference		
What is the difference between formal and informal language?	Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	Use formal and informal English as appropriate.	Formative – Teacher observation, Anecdotal notes, Reader’s/Writer’s Conference, drafts, revisions, daily grammar work  Summative – Running Records, District Reading Inventory/Assessment, Writing Scoring Rubric		
How do good readers and writers clarify information?  How do good writers choose	Effective readers and writers use knowledge of the structure and context of the language to	Demonstrate understanding of word relationships and nuances in word meanings.	L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life	Recognize verbs and adjectives that have similar meanings and choose the one that best fits the situation in the story. Use figurative language appropriately while writing	Formative – Teacher observation, Anecdotal notes, Reader’s/Writer’s Conference, drafts, revisions, daily grammar work		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
appropriate words?	acquire, clarify, and appropriately used vocabulary.		connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> ). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i> ) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i> ).	mystery story.	Summative – Running Records, District Reading Inventory/Assessment, Writing Scoring Rubric		
How do good readers and writers use words and phrases learned?	Effective readers and writers use knowledge of the structure and context of the language to acquire, clarify, and appropriately used vocabulary	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	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 Page 46 of 47</i> happy that makes me happy).	Learn new words and phrases (For example, words that apply to the mystery genre). Use new vocabulary when speaking and writing. Use adjective and adverbs appropriately when speaking and writing.	Formative – Teacher observation, Anecdotal notes, Reader’s/Writer’s Conference, drafts, revisions, daily grammar work  Summative – Running Records, District Reading Inventory/Assessment, Writing Scoring Rubric		

Hillsborough Township Public Schools  
Grade 2

Literacy Curriculum Map