

Just the Facts 2nd Grade Non Fiction Reading Curriculum Map

In order to provide a balanced literacy program for students there is a need for them to read and develop comprehension skills using non-fiction materials. This resource provides them with that opportunity.

Each subject area covers the following reading format:

- **Before I Read** which develops reasoning, critical thinking skills, and vocabulary development skills to be used prior to reading the passage.
- **While I Read** which develops comprehension, analysis, application, and critical thinking skills during the reading of the passage.
- **After I Read** which focuses on comprehension, summary, and evaluation skills after the passage has been read.

Teacher Guide Includes:

- Introduction and Teacher Suggestions
- Teacher Assessment Rubric
- Student Self-Assessment Rubric
- Read Aloud Observation Form

Stories and the standards in each:

Story One: Hang Gliding

RI. 2.1 Ask and answer questions for understanding.

RI. 2.2 Identify main idea and supporting details.

RI. 2.7 Create and use detailed illustrations to describe key ideas. Add words as required.

RI. 2.10 Read and comprehend grade-level informational texts.

W. 2.2 Write an informative or explanatory text.

Story Two: Our Earth

RI. 2.7 Create and use detailed illustrations to describe key ideas. Add words as required.

RI. 2.10 Read and comprehend grade-level informational texts.

L. 2.4a Use context to determine the meaning of words and phrases.

W. 2.1 Express and write an opinion; give supporting details.

W. 2.2 Write an informative or explanatory text.

Story Three: Hiking

RI. 2.10 Read and comprehend grade-level informational texts.

W. 2.1 Express and write an opinion; give supporting details.

W. 2.2 Write an informative or explanatory text.

Story Four: Money

- RI. 2.7 Create and use detailed illustrations to describe key ideas. Add words as required.
- RI. 2.10 Read and comprehend grade-level informational texts.
- W. 2.2 Write an informative or explanatory text.
- W. 2.8 Gather information from a variety of sources (including own experiences)

Story Five: Seahorses

- RI. 2.1 Ask and answer questions for understanding.
- RI. 2.2 Identify main idea and supporting details.
- RI.2.3 Describe the connection between ideas and information.
- RI. 2.7 Create and use detailed illustrations to describe key ideas. Add words as required.
- RI. 2.10 Read and comprehend grade-level informational texts.
- W. 2.8 Gather information from a variety of sources (including own experiences)

Story Six: Deserts

- RI. 2.2 Identify main idea and supporting details.
- RF. 2.3 Apply word skills to decode words.
- RI. 2.7 Create and use detailed illustrations to describe key ideas. Add words as required.
- RI. 2.10 Read and comprehend grade-level informational texts.
- W. 2.1 Express and write an opinion; give supporting details.
- W. 2.8 Gather information from a variety of sources (including own experiences)

Story Seven: Horseback Riding

- RI. 2.10 Read and comprehend grade-level informational texts.
- I. 2.4a Use context to determine the meaning of words and phrases.
- W. 2.1 Express and write an opinion; give supporting details.

Story Eight: Skateboarding

- RI. 2.7 Create and use detailed illustrations to describe key ideas. Add words as required.
- RI. 2.10 Read and comprehend grade-level informational texts.
- I. 2.4a Use context to determine the meaning of words and phrases.
- W. 2.1 Express and write an opinion; give supporting details.
- W. 2.2 Write an informative or explanatory text.

Story Nine: An Apple A Day

- RI. 2.10 Read and comprehend grade-level informational texts.
- I. 2.2e Dictionary skills: use a dictionary accurately.
- W. 2.2 Write an informative or explanatory text.



Skateboarding



1. Use your imagination to think about how the skateboard was invented. Write good sentences for your answer.

2. Why do you think so many people like to skateboard?

3. What are some important things to know and to learn before you go skateboarding?

Now read this story about skateboarding. Maybe you will want to try it!





Skateboarding

Many kids like to ride on skateboards. Skateboards are short boards with wheels. Skateboards can be many colors.

1. What would be hard about learning to skateboard?

Some towns and cities have special places where kids can ride skateboards. They are called skateboards parks. The parks may have ramps and jumps.

2. Have you ever been to a skateboard park? Tell about it.

These parks have rules so kids will be safe. Kids must wear kneepads and gloves. They must wear helmets on their heads. Some kids wear special shoes made just for skateboards.

3. Why is it important to wear the proper equipment when you skateboard?

Skateboarding can be a lot of fun if you obey the rules.





A. Name 3 pieces of equipment that skateboarders **MUST** wear.

1. _____ 2. _____ 3. _____

B. Name one more piece of equipment that a skateboarder might wear.

C. Pretend that you are designing a skateboard park for your town.

Draw and color a picture to show what it looks like and what special things it will have. Label your diagram. Tell the name of your park.

The name of my park is _____.

Skateboarding

Before Reading: 1. Answers will vary. 2. Answers will vary. 3. Answers will vary.

During Reading: 1. keeping your balance, not falling, not going too fast, etc.
2. Answers will vary. 3. So you don't get hurt.

After Reading: A. 1. gloves 2. kneepads 3. helmets **B.** special shoes
C. Answers will vary.