

# **Maywood Public Schools**

# **English Language Arts Grade 2**

## Grade 2 English Language Arts

### I. Introduction/Overview/Philosophy

The Grade 2 English Language Arts curriculum affords students interdisciplinary opportunities to become proficient in reading, writing, speaking, listening, and viewing. An integrated approach is utilized to develop independent, active, critical, and selective readers and writers. Students are provided instruction and practice in gathering and analyzing information, solving problems, and communicating effectively. Emphasis is placed on fostering an appreciation of reading as a life-long activity and a means of self-understanding.

### II. Objectives

#### ***Course Outline:***

#### Word Attack

- Phonetic Analysis
  - Initial, medial, final consonants
  - Consonant blends
  - Consonant digraphs
  - Short vowels and patterns
  - Long vowels and patterns
  - R-controlled vowels
  - Vowel variants and diphthongs
  - Silent consonants
  - Hard and soft c and g
  - Multi-syllable words
- Structural Analysis
  - Compound words
  - Root words
  - Prefixes and suffixes
  - Comparative adjectives
  - Rhyming words
  - Contractions
- Sight Words
  - Irregular words
  - Story keywords

#### Spelling Applications

Weekly lists/sound spelling patterns

- Word “families”
- Word forms/rules
  - Base words
  - Plurals
  - Comparatives
  - Contractions
  - Inflected endings

- Abbreviations
- Frequently misspelled words
- Proofing

#### Vocabulary

- Synonyms
- Antonyms
- Homophones/homographs
- Multiple-meaning words
- Context clues
- Cross content vocabulary

#### Fluency

- Pausing
- Phrasing
- Inflection/intonation
- Pacing
- Self-correction
- Volume

#### Comprehension

- Literal Skills
  - Informational recall
  - Sequencing events
  - Paraphrasing
  - Story elements
  - Main idea and details
  - Similarities and differences
- Critical Thinking Skills
  - Cause and effect
  - Drawing conclusions
  - Making inferences
  - Predicting
  - Comparisons
- Interpretive Skills
  - Fact and opinion
  - Character analysis
  - Feelings
  - Traits
  - Motives
  - Author's point of view
  - Mood/tone
  - Analogies
  - Similes
- Understanding Media
  - Film/TV characters
  - Media messages
    - Informing

- Entertaining
- Persuading
- Skills
  - Interpreting ads
  - Judging products
  - Knowing effects of visual arts on emotions
- Literary Appreciation
  - Fiction
  - Fantasy/fairy tales
  - Folk tales
  - Plays
  - Realistic fiction
  - Riddles, puns
- Non-Fiction
  - Biography
  - Informational text
  - Articles
  - Personal narratives
  - Interviews
  - Letters
- Poetry
  - Sound devices
  - Rhyme
  - Rhythm
  - Humor
  - Imagery
  - Mood
- Book Choices
  - In-class reading
  - At-home reading

## Study Skills

### Text Components

- Title page
- Table of contents
- Index
- Graphic aids
- Glossaries
- Sources of Reference
  - Dictionary
  - Atlas
  - Internet
  - Library/media specialist
- Organizing Information
  - Skimming
  - Classifying
  - Note-Taking
  - Paraphrasing/Summarizing

- Test-Taking
  - Special vocabulary
  - Following directions
  - Strategies

### Written Expression

- Sentence Types
  - Statements
  - Commands
  - Questions
  - Exclamations
  - Compound Sentences
- Sentence Parts
  - Subject (Naming Part)
  - Predicate (Action Part)
  - Agreement of subject and predicate
- Paragraphs/Story Writing
  - Titles/main ideas
  - Introductory sentence
  - Supporting details
  - Concluding sentence
  - Audience/purpose
  - Additional paragraphs
- Mechanics
  - Rules for capitalization
  - Punctuation marks
- Parts of Speech
  - Nouns/pronoun/possessives
  - Verbs and tenses
  - Adjectives/Adverbs
  - Irregular Verbs
  - Irregular Plurals
  - Collective Plurals
- Process
  - Prewriting
  - Drafting
  - Revision
  - Evaluative forms
  - Checklists
  - Rubrics
  - Proofreading
  - Publishing

### Oral Expression/Listening

- Group Discussion
  - Listening and speaking
  - Etiquette

- Responding to ideas
- Asking for clarification
- Identifying problems
- Contributing ideas/opinions
- Oral Presentation
  - Clarity of ideas
  - Appropriate volume
  - Responding to questions
  - Understood by audience

***Student Outcomes:***

After successfully completing this course, the student will be able to:

- Understand the concepts of print
- Identify, segment, and combine phonemes
- Read high frequency words
- Demonstrate knowledge of vocabulary and word study
- Reading Comprehension
  - Activate background knowledge
  - Make connections
  - Self-monitor comprehension
  - Retell and summarize
  - Make inferences
- Distinguish various text types/genres
- Use and evaluate story elements
- Use and evaluate text structures and text features
- Appreciate author's craft
- Respond to text
- Set purpose for reading
- Understand and use text features
- Understand and use text structures
- Read critically
- Write with purpose
  - Narrative
  - Informative
  - Persuasive

## **Grade 2**

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

### **Anchor Standards: Reading**

#### **Key Ideas and Details**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### **Craft and Structure**

NJSLSA.R4. 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.

NJSLSA.R5. 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.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

#### **Integration of Knowledge and Ideas**

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. 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.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### **Range of Reading and Level of Text Complexity**

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

## Grade 2

### Progress Indicators Reading Literature Texts

#### Key Ideas and Details

RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

#### Craft and Structure

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.

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

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.

#### Integration of Knowledge and Ideas

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.

RL.2.8. (Not applicable to literature)

RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

#### Range of Reading and Level of Text Complexity

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.



## Grade 2

### Progress Indicators for Reading Informational Text

#### Key Ideas and Details

RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

#### Craft and Structure

RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

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.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

#### Integration of Knowledge and Ideas

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

#### Range of Reading and Level of Text Complexity

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

**Grade 2****Progress Indicators for Reading Foundational Skills****Phonics and Word Recognition**

- RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- A. Know spelling-sound correspondences for common vowel teams.
  - B. Decode regularly spelled two-syllable words with long vowels.
  - C. Decode words with common prefixes and suffixes.
  - D. Identify words with inconsistent but common spelling-sound correspondences.
  - E. Recognize and read grade-appropriate irregularly spelled words.

**Fluency**

- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Anchor Standards: Writing**

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Text Types and Purposes**

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **Grade 2**

### **Progress Indicators for Writing**

#### **Text Types and Purposes**

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., because, and, also) to connect opinion and reasons, and provide a conclusion.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

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.

#### **Production and Distribution of Writing**

W.2.4. (Begins in grade 3)

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

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.

#### **Research to Build and Present Knowledge**

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).

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

### **Range of Writing**

W.2.10. (Begins in grade 3)

## **Anchor Standards: Speaking and Listening**

### **Comprehension and Collaboration**

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

NJSLSA.SL4. 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.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## **Grade 2**

### **Progress Indicators for Speaking and Listening**

### **Comprehension and Collaboration**

SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

- A. Follow agreed-upon norms 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 explicit comments to the remarks of others.
- C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### **Anchor Standards: Language**

#### **Conventions of Standard English**

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### **Knowledge of Language**

NJSLSA.L3. 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.

#### **Vocabulary Acquisition and Use**

NJSLSA.L4. 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.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. 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.

## **Grade 2**

### **Progress Indicators for Language**

#### **Conventions of Standard English**

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Use collective nouns (e.g., *group*).
- B. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- C. Use reflexive pronouns (e.g., *myself, ourselves*).

- D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- 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., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

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 print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

### Knowledge of Language

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Compare formal and informal uses of English.

### Vocabulary Acquisition and Use

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- 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., *happy/unhappy, tell/retell*).
- C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
- D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
- E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
- B. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

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., *When other kids are happy that makes me happy*).

***CRP1 Act as a responsible and contributing citizen and employee***

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

***CRP2 Apply appropriate academic and technical skills***

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

***CRP3 Attend to personal health and financial well-being***

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

***CRP4 Communicate clearly and effectively and with reason.***

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

***CRP5 Consider the environmental, social and economic impacts of decisions.***

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

***CRP6 Demonstrate creativity and innovation***

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

***CRP 7 Employ valid and reliable research strategies***

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

***CRP8 Utilize critical thinking to make sense of problems and persevere in solving them***

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

***CRP9 Model integrity, ethical leadership and effective management***

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

***CRP10 Plan education and career paths aligned to personal goals***

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

***CRP11 Use technology to enhance productivity***

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

***CRP12 Work productively in teams while using cultural global competence***

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.



**TECHNOLOGY STANDARDS**

**STANDARD 8.1: EDUCATIONAL TECHNOLOGY: ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATE AND TO CREATE AND COMMUNICATE KNOWLEDGE.**

**A. Technology Operations and Concepts:** *Students demonstrate a sound understanding of technology concepts, systems and operations.*

8.1.2.A.1 - Identify the basic features of a digital device and explain its purpose.

8.1.2.A.2 - Create a document using a word processing application.

8.1.2.A.3 - Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.

8.1.2.A.4 - Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.A.5 - Enter information into a spreadsheet and sort the information.

8.1.2.A.6 - Identify the structure and components of a database.

8.1.2.A.7 - Enter information into a database or spreadsheet and filter the information.

**B. Creativity and Innovation:** *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

8.1.2.B.1 - Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**C. Communication and Collaboration:** *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

8.1.2.C.1 - Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

**D. Digital Citizenship:** *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

8.1.2.D.1 - Develop an understanding of ownership of print and non-print information.

**E: Research and Information Fluency:** *Students apply digital tools to gather, evaluate, and use information.*

8.1.2.E.1 - Use digital tools and online resources to explore a problem or issue.

**F: Critical thinking, problem solving, and decision making:** *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*

8.1.2.F.1 - Use geographic mapping tools to plan and solve problems.

### **TECHNOLOGY STANDARDS**

**STANDARD 8.2: TECHNOLOGY EDUCATION, ENGINEERING, DESIGN, AND COMPUTATIONAL THINKING – PROGRAMMING:** *ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, COMPUTATIONAL THINKING, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, GLOBAL SOCIETY, AND THE ENVIRONMENT.*

**A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*

8.2.2.A.1 - Define products produced as a result of technology or of nature.

8.2.2.A.2 - Describe how designed products and systems are useful at school, home and work.

8.2.2.A.3 - Identify a system and the components that work together to accomplish its purpose.

8.2.2.A.4 - Choose a product to make and plan the tools and materials needed.

8.2.2.A.5 - Collaborate to design a solution to a problem affecting the community.

**B. Technology and Society:** *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

8.2.2.B.1 - Identify how technology impacts or improves life.

8.2.2.B.2 - Demonstrate how reusing a product affects the local and global environment.

8.2.2.B.3 - Identify products or systems that are designed to meet human needs.

8.2.2.B.4 - Identify how the ways people live and work has changed because of technology.

**C. Design:** *The design process is a systematic approach to solving problems.*

8.2.2.C.1 - Brainstorm ideas on how to solve a problem or build a product.

8.2.2.C.2 - Create a drawing of a product or device that communicates its function to peers and discuss.

8.2.2.C.3 - Explain why we need to make new products.

8.2.2.C.4 - Identify designed products and brainstorm how to improve one used in the classroom.

8.2.2.C.5 - Describe how the parts of a common toy or tool interact and work as part of a system.

8.2.2.C.6 - Investigate a product that has stopped working and brainstorm ideas to correct the problem.

**D. Abilities for a Technological World:** *The designed world is the product of a design process that provides the means to convert resources into products and systems.*

8.2.2.D.1 - Collaborate and apply a design process to solve a simple problem from everyday experiences.

8.2.2.D.2 - Discover how a product works by taking it apart, sketching how parts fit, and putting it back together.

8.2.2.D.3 - Identify the strengths and weaknesses in a product or system.

8.2.2.D.4 - Identify the resources needed to create technological products or systems.

8.2.2.D.5 - Identify how using a tool (such as a bucket or wagon) aids in reducing work.

**E. Computational Thinking: Programming:** *Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.*

8.2.2.E.1 - List and demonstrate the steps to an everyday task.

8.2.2.E.2 - Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.

8.2.2.E.3 - Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).

8.2.2.E.4 - Debug an algorithm (i.e., correct an error).

8.2.2.E.4 - Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug, and algorithm).

**21ST CENTURY LIFE AND CAREERS****STANDARD 9.2: CAREER AWARENESS, EXPLORATION, AND PREPARATION**

- 9.2.4.A.1 – Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 – Identify various life roles and civic work-related activities in the school home, and community.
- 9.2.4.A.3 – Investigate both traditional and non-traditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 – Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**III. Proficiency Levels**

This curriculum is appropriate for all students in Grade 2.

**IV. Methods of Assessment****Student Assessment**

Student progress and achievement are assessed through a variety of means that may include, but are not limited to, the following items:

- Formal
  - DRA
    - The teacher, at her/his discretion, will either perform a Progress Monitor or a DRA on each student in the last 4 weeks leading up to the end of the 1st Trimester in December.
    - Teachers will perform a DRA assessment on all students in the last four weeks leading up to the end of the 2nd Trimester in March.
    - Teachers will perform a DRA assessment on all students in the last four weeks leading up to the end of the 3rd Trimester in June.
  - Published tests
  - Teacher-made tests
  - Individual student writing portfolios
  - Homework
  - Class work
  - Class participation
  - Projects
  - Reading Open-ended Scoring Rubric
  - Holistic Writing Scoring Rubric
  - Standardized tests
- Informal
  - Teacher observation
  - Peer evaluation
  - Teacher/student feedback

- Class discussion
- Self, peer, teacher collaborative feedback
- Portfolios
- Group/individual reports
- Activity sheets/workbooks (publisher/teacher-made)
- Supplemental activities.

## **V. Grouping**

Grade 2 English Language Arts classes are heterogeneously grouped classes; therefore, no level placement criteria apply to this area. Students in Grade 2 Reading are homogeneously grouped by need(s).

## **VI. Articulation/Scope & Sequence/Time Frame**

Grade 2 English Language Arts is a full-year course.

## **VII. Resources**

### ***Texts/Supplemental Reading/References***

- Speakers
  - Teachers are encouraged to contact community groups, parents and organizations to obtain speakers to enhance the curriculum with the approval of the administration.
- Technology
  - Use of technology will conform to the following New Jersey Student Learning Standards: (8.1.2.A.1) (8.1.2.A.2) (8.1.2.A.3) (8.1.2.A.4) (8.1.2.A.5) (8.1.2.B.1) (8.1.2.C.1) (8.1.2.D.1) (8.1.2.E.1) (8.1.2.F.1) (8.2.2.A.1) (8.2.2.B.2)
  - Students shall use computers to complete research and for word processing. Teachers shall use appropriate technology to enhance lessons. Students shall use computers for independent practice of developing skills and as part of the writing process.
- Supplies and Materials
  - Grade 2 may require video/audio equipment for viewing and listening. Students may also require art supplies for project work.

- Textbooks
  - *Good Habits, Great Readers*. 2013. Pearson Education, Inc.
  - *Developmental Reading Assessment*®, Second Edition (DRA™2) ©2005 Professional Development, Pearson Education, Inc.
  - *Units of Study in Opinion, Information, and Narrative Writing, Grade 2 with Trade Book Pack A Workshop Curriculum*, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University.
- Supplemental Reading
  - Included at teacher discretion. Numerous supplemental materials from various publishers are utilized to aid lesson objectives. Teacher-chosen higher-level literature is used for reading aloud. Student book choices are made from classroom libraries of trade books.

## VIII. Suggested Activities

### Word Attack

- Use tiles/magnetic boards to sound/spell words.
- Hold up letter cards in response to sounds.
- Write dictated sounds and representative words.
- Substitute vowels to make new and nonsense words.
- Repeat sound/keyword cheers or raps.
- Illustrate associated keywords for sounds/spellings.
- Mark single and multi-syllable words as directed.
- Match single syllables to form/write multi-syllable words.
- Use supportive phonics worksheets and computer games.

### Structural Analysis

- List, match or mark words, endings and phonemes.
- Cross out and add to root words.
- Make word equations.
- Use appropriate phonics and language worksheets and computer games.

### Sight Words

- “Write” words on desk, arm or in air.
- Identify/use current words in classroom on word walls.
- Use flash cards for quick drill.
- Keep individual word boxes for practice.

### Spelling Applications

- Discover patterns in lists.
- Work with rhyme wheels.
- Use games like “Ends and Blends.”
- Refer to language and spelling handbooks.
- Write posted rules.
- Match singular to plural forms.
- Cross out/add letters to make new forms.
- Write difficult words five times each.
- Fill-in word configuration boxes.
- Do word searches and sorts.
- Circle correct words among inaccurate spellings.

- Engage in spelling “bees.”
- Keep lists of often used abbreviations/difficult words.
- Use current words in dictation activities.
- Use a spelling dictionary for proofreading.

### Vocabulary

- Use glossaries whenever possible.
- Look for synonyms and antonyms in texts.
- Use appropriate worksheets to review word comprehension.
- Look up words in dictionaries and on the Internet.
- Discuss word meaning as clarification is needed in each of the content areas.
- Write and illustrate sentences to demonstrate word meanings.
- Circle/highlight words in text that signal word understanding.
- Keep a vocabulary notebook.

### Fluency

- Read story in school, then at home to parent.
- Read silently first, then orally.
- Model pauses in a short text. Students then read chorally.
- Mark text for phrases and then read.
- Read the dialogue and storyteller parts in a story.
- Paraphrase a sentence or paragraph, and then read it again.
- Reading with one student.
- Have text read into tape recorder; discuss, and redo for improvement.
- Read a single sentence in a “fast and well-heard” story.

### Comprehension

#### Literal Skills

- Use worksheets, books designed for the specific skill.
- Use cloze activities.
- Answer “who, what, where, when” questions.
- List story events with the help of sequence words.
- Make flow charts and timelines.
- Pass a “microphone” for students to speak into as they retell the story.
- Use organizer pages and Venn diagrams.
- Give titles (main ideas) to groups of details.

#### Critical Thinking Skills

- Track text as audiotape is played and pause for predictions.
- Give focusing question or problem prior to reading the text.
- Use cause and effect flow charts.
- Pair or group students to discuss and draw a conclusion(s).
- Use Venn diagrams.

#### Interpretive Skills

- Use books that allow for discussion of fact and opinion.
- Interview student playing main character.

- Start with a list of traits students can highlight for characters discussed.
- Ask “Why. . . What do you think?” questions.
- Write and explain a favorite character choice.
- Refer to a chart of illustrated feelings in discussion.
- Write a letter to an author about a text’s purpose.
- Model use of similes in response to character emotions.
- Explore an “analogy of the week.”

#### Understanding Media

- Start with a book character. Compare, contrast with media characters. Use Venn diagrams.
- Discuss media purposes. View pieces that have a clear single purpose to identify.
- Use published rating scales to assess ads, products and artwork.

#### Skills

- Create an ad to “sell” something.
- Use computer or artistic handiwork to design an appealing product.
- Highlight incentives in printed ads.
- Create and present a script for a commercial.

#### Literary Appreciation

- Note/compare features of different genres.
- Post titles on a map according to countries of origin.
- Read scripts and act out plays.
- Read aloud from longer, higher-level pieces of literature to students on an on-going basis.
- Do a favorite author or illustrator study.
- Read, post and share riddles and puns.

#### Non-Fiction

- Explore biographies in the school library.
- Use KWL Charts.
- Find and list facts from an article.
- Follow the directions of a “How To” article.
- Respond orally or in writing to narratives and letters.
- Interview a sample group and publish the work.

#### Poetry

- Keep a “poetry place” where children’s work and books of poems can be displayed.
- Memorize and recite short poems.
- Work with couplets, limericks and cinquains.
- Write descriptive pieces and acrostics.
- Feature a poem of the week or month for a chosen purpose.
- Illustrate images brought to mind or mood felt listening to a poem.

#### Book Choices

- Classroom, school and public libraries can be used for D.E.A.R. or S.S.R. selections.
- Choices can also be used for shared reading at home.
- Read-at-home minutes can be tallied weekly in a student log.
- Simple comment forms can be filled out by parent/child when a book is shared.



- Recommended reading can be posted by children for their classmates.

### Study Skills

- Discover, rediscover components as new books or content area texts are opened.
- Use graphic aids in texts and Weekly Readers to answer questions.
- Practice ABC order in a variety of activities.
- Teach about guidewords and their purpose.
- Use charts and graphs to record and report data.
- Model use of tables of contents and indexes.

### Sources of Reference

- Use references in response to daily needs for information.
- Model specific strategies for locating information.
- Assign searches for information.
- Have “reports” end with citing of source used.
- Invite the media specialist to discuss sources of reference.

### Organizing Information

- Learn about/model skimming.
- Research simple topics and put “notes” on 3x5 cards.
- Use notes to give a “talk” to the class.
- Put column headings of needed information on a piece of paper before a search begins.

### Test-Taking

- Study direction words/meanings, e.g., underline, mark, choose, solve, etc.
- Practice listening, then reading directions for follow through.
- Highlight direction on a page before beginning a task.
- Discuss helpful test-taking strategies.
- Read definitions/examples in Language Handbook.
- Ask and Respond: Student A asks; student B responds – Roles are then switched.

### Written Expression

#### Sentence Types

- Hold up one of four cards that identify sentences spoken.
- Give students small object they must talk about in each of four different sentences.
- Use a spinner to determine what type of sentence he/she will give orally.

#### Sentence Parts

- Cut up a worksheet of parts and match to make silly sentences.
- Change subjects (or predicates) to make new sentences.
- Pick from cards with verb forms and give a sentence with the word picked.
- Point out, discuss agreement in sentences of the day or week.

#### Paragraphs/Story Writing

- Work from story starters or picture prompts.
- Use organizers (BME forms, the paragraph sandwich) as pre-writes.
- Brainstorm possible introductory and concluding sentences.

- Assign the audience or purpose to a task.
- Use a paper form that is already indented early in the year.
- Move to two-, and then three-paragraph writing as understanding and skill develop.

#### Mechanics

- Use published materials for initially locating and circling errors in capitalization and punctuation.
- Make corrections in sentences of the day or week.
- Look to journal writing to assess application.

#### Part of Speech

- Mark parts of speech in identifiable ways in a short text.
- Highlight all past tense verbs in a short passage.
- Categorize, list all nouns on a page of text.
- Assign using five adjectives in a descriptive piece.

#### Process

- Use webs, lists, organizers to pre-write often.
- Complete a full-process writing with all five steps for a special purpose.
- Have students use forms to evaluate themselves often.
- Put writing in a portfolio for repeated looks at progress made.

#### Oral Expression/Listening

##### Group Discussion

- Post Group Participation Rules. Discuss.
- Sit on floor in a circle for some sharing of ideas.
- Pass an object that gives the person holding it the power to speak.
- Model restating someone's ideas. Then role-play active-listening.
- Give form to an ongoing discussion by writing on the board where class is in the process of problem solving.

##### Oral Presentation

- Assign tasks that require presentation: "Bring and Brag," Author's Chair, etc.
- Ask that presenting voices "hit" the wall being faced.
- Post-presentation talk can include two questions, two statements about "best parts," and two suggestions for future presentations.

## IX. Methodologies

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Student Learning Standards for 21<sup>st</sup> Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12

- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 4, students will be able to:

- 9.2.4.A.1 – Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 – Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 – Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 – Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

## **X. Interdisciplinary Connections**

6.1.4.D.20

Describe why it is important to understand the perspectives of other cultures in an interconnected world

Interdisciplinary curriculum coordination will be done with the other departments on a regular basis.

The nature of an English Language Course demands varied text types and genres. Students will be exposed to informational and literary texts that may encompass any of the following areas: art, history, music, science, mathematics, business, and/or technology. Throughout the year, students will use resources from these areas in their English Language Arts class(es). This course reinforces concepts taught in:

- Social Studies
- Humanities
- Mathematics
- Science
- Technology
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
- Presentation and exploration of related career possibilities 9.2.8
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2

## **XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

*Differentiation for Support (ELL, Special Education, Students at Risk)*

- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Modelling out accounting problems on whiteboard
- Visual aids as we project problems on whiteboard
- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
  - word walls
  - sentence frames
  - think-pair-share
  - cooperative learning groups
  - teacher think-alouds

*Differentiation for Enrichment*

- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

## **XII. Professional Development**

Teachers will continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations.

### XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p><b>Emerging as Readers and Writers</b></p> <ul style="list-style-type: none"> <li>● <b>Project Read</b></li> <li>● <i>Unit 15 – Syllable/Closed Syllable</i></li> <li>● <i>Unit 18 – tch/ Suffix -es</i></li> <li>● <i>Unit 28 – dge</i></li> <li>● <i>Unit 19 – R Controlled Syllable</i></li> <li>● <i>Unit 20 – Open Syllable / Suffix -ed</i></li> <li>● <i>Unit 21 VCE / Suffix -ing</i></li> <li>● <i>Doubling Rule with suffixes –ed and -ing</i></li> <li>● <b>Good Habits, Great Readers</b></li> <li>● <i>Great Readers See Themselves as Readers</i></li> <li>● <i>Great Readers Make Sense of Text</i></li> <li>● <b>Writers’ Workshop</b></li> <li>● <i>Narrative Writing</i></li> </ul>	10 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>● Tracing and saying phonics patterns</li> <li>● Modified word list with prompting</li> <li>● Scaffolded word wall</li> <li>● Assistance selecting books</li> <li>● Provide graphic organizers</li> <li>● Lower level guided reading books</li> <li>● Modeled writing examples and sentence starters</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>● Modified word list with multisyllabic words</li> <li>● Increased book stamina expectations</li> </ul>	<p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> <li>● R.F.2.3 A-E, NJSLSA.W3, W.2.3, W.2.5, W.2.6, W.2.7, W.2.8, NJSLSA.W4- 5, NJSLSA.R.1-4, RL.2.1-3, RF2.4, NJSLSA.SL.1-6, SL.2.1-6</li> </ul> <p><i>21<sup>st</sup> Century Standards CRP:</i></p> <ul style="list-style-type: none"> <li>● CRP1-12</li> </ul> <p><i>Technology Standards 8.1:</i></p> <ul style="list-style-type: none"> <li>● 8.1.5.A.1, 8.1.5.A.3</li> </ul>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>● Whiteboard spelling of Phonics Rules</li> <li>● Writing samples and conferencing</li> <li>● Book selections</li> <li>● Ability to predict, summarize, and retell a story</li> <li>● Correct use of complete sentences</li> <li>● Guided Reading anecdotal notes</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>● Weekly phonics assessment</li> <li>● DRA and/or Progress Monitor</li> <li>● LinkIt!</li> <li>● On Demand Writing Sample</li> </ul>

<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Studying the Masters for Inspiration and Ideas</i></li> <li><input type="checkbox"/> <i>Noticing Author's Craft</i></li> <li><input type="checkbox"/> <i>Studying your own Author's</i></li> </ul>		<ul style="list-style-type: none"> <li>● Higher level guided reading books</li> <li>● Dialogue included in writing</li> </ul>		for Narrative Writing
<p><b>Developing as Readers and Writers</b></p> <ul style="list-style-type: none"> <li>● <b><u>Project Read</u></b></li> <li>● <i>Unit 22 – 5 Cutting Patterns and Review of Syllable Types</i></li> <li>● <i>Unit 23 – Y as a Vowel</i></li> <li>● <i>Unit 24 – Vowel Teams</i></li> <li>● <i>Unit 25 – Short ea</i></li> <li>● <b><u>Good Habits, Great Readers</u></b></li> <li>● <i>Great Readers Use What They Know</i></li> <li>● <i>Great Readers Understand How Stories Work</i></li> <li>● <b><u>Writers' Workshop</u></b></li> <li>● <i>Informational Writing</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Writing as Scientists Do</i></li> <li><input type="checkbox"/> <i>Writing to Teach Others</i></li> <li><input type="checkbox"/> <i>Writing an Information Book</i></li> </ul> </li> </ul>	10 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>● Scaffolded word wall <ul style="list-style-type: none"> <li>● Cutting and assembling words</li> <li>● Bumpy board tracing of high frequency words</li> </ul> </li> <li>● Pre-made fiction text features list</li> <li>● Lower level guided reading books</li> <li>● Modeled writing examples and sentence starters</li> <li>● Voice-typing feature</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>● Modified word list including multisyllabic words</li> <li>● Higher level guided reading</li> </ul>	<p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> <li>● R.F.2.3 A-E, NJSLSA.W2, W.2.2, W.2.5, W.2.6, W.2.7, W.2.8, NJSLSA.W4-5, NJSLSA.W.8, RI.2.1-3,RF2.4, NJSLSA.SL.1-6, SL.2.1-6</li> </ul> <p><i>21<sup>st</sup> Century Standards CRP:</i></p> <ul style="list-style-type: none"> <li>● CRP1-12</li> </ul> <p><i>Technology Standards 8.1:</i></p> <ul style="list-style-type: none"> <li>● 8.1.5.A.3, 8.1.5.A.1, 8.1.5.E.1</li> </ul>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>● Whiteboard spelling of Phonics Rules</li> <li>● Writing samples and conferencing</li> <li>● Ability to make connections, inferences, identify text features</li> <li>● Correct use of end punctuation and plural nouns</li> <li>● Guided Reading anecdotal notes</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>● Weekly phonics assessment</li> <li>● DRA and/or Progress Monitor</li> <li>● LinkIt!</li> <li>● On Demand Writing Sample for Informational Writing</li> </ul>

		books <ul style="list-style-type: none"> <li>● Use of online research tools</li> <li>● Use of domain specific vocabulary in writing</li> </ul>		
<b>Applying as Readers and Writers</b> <ul style="list-style-type: none"> <li>● <b>Project Read</b></li> <li>● <i>Unit 26 &amp; 27- Schwa initial and final position &amp; CLE</i></li> <li>● <i>Unit 29- Diphthong-oo</i></li> <li>● <i>Unit 30-oi/oy</i></li> <li>● <i>Unit 31-ow/ou</i></li> <li>● <i>Unit 33- soft c &amp; soft g</i></li> <li>● <i>Unit 34- au/aw</i></li> <li>● <i>Unit 35- ew/ue/ui</i></li> <li>● <i>Unit 36- Seven Kinds of Syllables</i></li> <li>● <b>Good Habits, Great Readers</b></li> <li>● <i>Great Readers Read to Learn</i></li> <li>● <i>Great Readers Monitor and Organize Ideas and Information</i></li> <li>● <b>Writers' Workshop</b></li> <li>● <i>Poetry Writing</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Seeing with Poets' Eyes</i></li> <li><input type="checkbox"/> <i>Experimenting with</i></li> </ul> </li> </ul>	10 weeks	<i>For Support:</i> <ul style="list-style-type: none"> <li>● Scaffolded word wall</li> <li>● Sandboard tracing of phonics words</li> <li>● Modified word list with prompting of phonics words</li> <li>● Pre-made nonfiction text features list</li> <li>● Lower level guided reading books</li> <li>● Modeled writing examples and sentence starters</li> </ul> <i>For Enhancement:</i> <ul style="list-style-type: none"> <li>● Nonsense word list with rule</li> <li>● Modified word list including multisyllabic words</li> <li>● Increased</li> </ul>	<i>NJSLS – ELA:</i> <ul style="list-style-type: none"> <li>● R.F.2.3 A-E, NJSLSA.W4- 5, NJSLSA.R.5, RL.2.4, RL.2.1-3,RI. 2.1-3, RI.2.5-10, RF2.4,NJSLSA.S L.1-6, SL.2.1-6</li> </ul> <i>21<sup>st</sup> Century Standards CRP:</i> <ul style="list-style-type: none"> <li>● CRP1-12</li> </ul> <i>Technology Standards 8.1:</i> <ul style="list-style-type: none"> <li>● 8.1.5.A.1, 8.1.5.A.3</li> </ul>	<i>Formative Assessment:</i> <ul style="list-style-type: none"> <li>● Whiteboard spelling of Phonics Rules</li> <li>● Writing samples and conferencing</li> <li>● Visualizing illustrations</li> <li>● Ability to identify nonfiction features</li> <li>● Correct use of verbs</li> <li>● Guided Reading anecdotal notes</li> </ul> <i>Summative Assessment:</i> <ul style="list-style-type: none"> <li>● Weekly Phonics Assessment</li> <li>● DRA and/or Progress Monitor</li> <li>● On Demand Writing Sample for Poetry</li> </ul>



<p><i>language and sound to create more meaning</i></p> <p>□ <i>Trying structures on for size</i></p>		<p>evidence for story inferences</p> <ul style="list-style-type: none"> <li>• Higher level guided reading books</li> <li>• Describe what personification is in a poem</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Project</b></li> <li>• <b>Read</b></li> <li>• <i>Unit 37- Diphthong Grapheme Patterns</i></li> <li>• <i>Unit 38- R-Control Patterns</i></li> <li>• <i>Units 39- Long Vowel Graphemes</i></li> <li>• <i>Unit 40- PH/CH Alternate Sounds</i></li> <li>• <i>Unit 41- Silent Letter Combinations</i></li> <li>• <i>Unit 42- Silent E</i></li> <li>• <i>Unit 32- Common Suffixes</i></li> <li>• <b>Good Habits, Great Readers</b></li> <li>• <i>Great Readers Think Critically About Books</i></li> <li>• <b>Writers' Workshop</b></li> <li>• <i>Opinion</i></li> </ul>	<p>10 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Scaffolded word wall</li> <li>• Modified word lists with prompting</li> <li>• Trace and say with sand of phonics words</li> <li>• Finger spelling of phonics list and high frequency words</li> <li>• Lower level guided reading books</li> <li>• Character traits graphic organizer provided</li> <li>• Modeled writing examples and sentence starters</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Nonsense word list with rule</li> <li>• Modified word list including multisyllabic words</li> <li>• Higher level guided reading</li> </ul>	<p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> <li>• R.F.2.3 A-E, NJSLSA.W4- 5, NJSLSA.W1, W.2.1, W.2.5, W.2.6, W.2.7, W.2.8, NJSLSA.W9., RL.2.1-3, RF2.4, NJSLSA.SL.1-6, SL.2.1-6</li> </ul> <p><i>21<sup>st</sup> Century Standards CRP:</i></p> <ul style="list-style-type: none"> <li>• CRP1-12</li> </ul> <p><i>Technology Standards 8.1:</i></p> <ul style="list-style-type: none"> <li>• 8.1.5.A.1, 8.1.5.A.3</li> </ul>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Whiteboard spelling of Phonics Rules</li> <li>• Writing samples and conferencing</li> <li>• Ability to identify character traits, theme of book</li> <li>• Ability to revise/edit sentences</li> <li>• Guided Reading anecdotal notes</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Weekly phonics assessment</li> <li>• DRA and/or Progress Monitor</li> <li>• LinkIt!</li> <li>• On Demand Writing Sample for Opinion Writing</li> </ul>

<p><i>Writing</i></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <i>Letter Writing</i></li><li><input type="checkbox"/> <i>Raising the letter of our letter writing</i></li><li><input type="checkbox"/> <i>Writing nominations and awarding favorite books</i></li></ul>		<p>books</p> <ul style="list-style-type: none"><li>● Longer evidence provided for character traits/ book theme</li><li>● Include similes and metaphors in writing</li></ul>		
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**XIV. Appendices**

## Monthly Map

September	October	November	December	January
<p><b>High Frequency Words</b> Teacher will use words from Grade 2 sight word list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p> <p><b>Phonics</b> Teacher will follow scope and sequence found in this curriculum document.</p> <p><b>Grammar</b> Subject and Predicate Capitalization of Sentences Complete Sentences</p> <p><b>Writing</b> Teacher will follow scope and sequence found in this curriculum document.</p>	<p><b>High Frequency Words</b> Teacher will use words from Grade 2 sight word list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p> <p><b>Phonics</b> Teacher will follow scope and sequence found in this curriculum document.</p> <p><b>Grammar</b> Subject and Predicate Capitalization of Sentences Complete Sentences</p> <p><b>Writing</b> Teacher will follow scope and sequence found in this curriculum document.</p>	<p><b>High Frequency Words</b> Teacher will use words from Grade 2 sight word list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p> <p><b>Phonics</b> Teacher will follow scope and sequence found in this curriculum document.</p> <p><b>Grammar</b> Proper Nouns Sentence Types</p> <p><b>Writing</b> Teacher will follow scope and sequence found in this curriculum document.</p>	<p><b>High Frequency Words</b> Teacher will use words from Grade 2 sight word list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p> <p><b>Phonics</b> Teacher will follow scope and sequence found in this curriculum document.</p> <p><b>Grammar</b> Compound Sentences Lists Commas Plural Nouns Collective Nouns Titles</p> <p><b>Writing</b> Teacher will follow scope and sequence found in this curriculum document.</p>	<p><b>High Frequency Words</b> Teacher will use words from Grade 2 sight word list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p> <p><b>Phonics</b> Teacher will follow scope and sequence found in this curriculum document.</p> <p><b>Grammar</b> Action Verbs End Punctuation Transition Words/Phrases Verb Tense Dialogue Possessive Nouns</p> <p><b>Writing</b> Teacher will follow scope and sequence found in this curriculum document.</p>

February	March	April	May	June
<p><b>High Frequency Words</b> Teacher will use words from Grade 2 sight word list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p> <p><b>Phonics</b> Teacher will follow scope and sequence found in this curriculum document.</p> <p><b>Grammar</b> Complete Sentences Simple Sentences Compound Sentences</p> <p><b>Writing</b> Teacher will follow scope and sequence found in this curriculum document.</p>	<p><b>High Frequency Words</b> Teacher will use words from Grade 2 sight word list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p> <p><b>Phonics</b> Teacher will follow scope and sequence found in this curriculum document.</p> <p><b>Grammar</b> Linking Verbs Irregular Verbs Helping Verbs Possessive Nouns Possessive Pronouns Possessive Plural</p> <p><b>Writing</b> Teacher will follow scope and sequence found in this curriculum document.</p>	<p><b>High Frequency Words</b> Teacher will use words from Grade 2 sight word list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p> <p><b>Phonics</b> Teacher will follow scope and sequence found in this curriculum document.</p> <p><b>Grammar</b> Reflexive Pronouns Possessive Pronouns Contractions Subject Verb Agreement</p> <p><b>Writing</b> Teacher will follow scope and sequence found in this curriculum document.</p>	<p><b>High Frequency Words</b> Teacher will use words from Grade 2 sight word list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p> <p><b>Phonics</b> Teacher will follow scope and sequence found in this curriculum document.</p> <p><b>Grammar</b> Punctuation Adjectives Articles Adverbs</p> <p><b>Writing</b> Teacher will follow scope and sequence found in this curriculum document.</p>	<p><b>High Frequency Words</b> Teacher will use words from Grade 2 sight word list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p> <p><b>Phonics</b> Teacher will follow scope and sequence found in this curriculum document.</p> <p><b>Grammar</b> Mechanics Revision Publishing</p> <p><b>Writing</b> Teacher will follow scope and sequence found in this curriculum document.</p>

## Reading Comprehension Map

<b>September</b>	<b>Oct/Nov</b>	<b>Nov/Dec</b>	<b>January</b>	<b>Feb/March</b>	<b>March/April</b>	<b>May/June</b>
Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension
<b>UNIT 1: Getting to Know Yourself as a Reader</b>  <u>Week 1-</u> Taking Care of Books  <u>Week 2-</u> Choosing Books  <u>Week 3-</u> Knowing Yourself as a Reader  <u>Week 4-</u> Building Reading Stamina	<b>UNIT 2: Making Sense of Text</b>  <u>Week 1-</u> Predictions  <u>Week 2-</u> Asking Questions  <u>Week 3-</u> Problem Solving Unfamiliar Words  <u>Week 4-</u> Summarizing and Retelling	<b>UNIT 3: Using What They Know</b>  <u>Week 1-</u> Making Connections  <u>Week 2-</u> Activate Background Knowledge  <u>Week 3-</u> Building Vocabulary and Concept Knowledge  <u>Week 4-</u> Making Inferences	<b>UNIT 4: Understand How Stories Work</b>  <u>Week 1-</u> Understanding Story Grammar  <u>Week 2-</u> Understanding Story Grammar  <u>Week 3-</u> Identifying and Understanding Literary Devices  <u>Week 4-</u> Identifying and Using Text Features  *Determine	<b>UNIT 5: Read to Learn</b>  <u>Week 1-</u> Setting and Monitoring Your Purpose  <u>Week 2-</u> Identifying and Using Nonfiction Features and Structures  <u>Week 3-</u> Identifying and Using Nonfiction Features and Structures  <u>Week 4-</u> Identifying and Using Nonfiction Features and Structures	<b>UNIT 6: Monitor and Organize Ideas and Information</b>  <u>Week 1-</u> Taking Notes on Fiction  <u>Week 2-</u> Taking Notes on Nonfiction  <u>Week 3-</u> Self Monitoring and Self-Correcting  <u>Week 4-</u> Visualizing	<b>UNIT 7: Think Critically About Books</b>  <u>Week 1-</u> Responding to Characters  <u>Week 2-</u> Evaluating Nonfiction  <u>Week 3-</u> Engaging with Books  <u>Week 4-</u> Identifying and Evaluating the Theme of the Book

			Central Message of a Story			
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**GRADE 2 HIGH FREQUENCY WORD LIST**

the	there	my	name	such
of	use	than	good	because
and	an	first	sentence	turn
a	each	water	man	here
to	which	been	think	why
in	she	called	say	ask
is	do	who	great	went
you	how	oil	where	men
that	their	sit	help	read
it	if	now	through	need
he	will	find	much	land
was	up	long	before	different
for	other	down	line	home
on	about	day	right	us
are	out	did	too	move
as	many	get	means	try
with	then	come	old	kind
his	them	made	any	hand
they	these	may	same	picture
I	so	part	tell	again
at	some	over	boy	change
be	her	new	follow	off
this	would	sound	came	play
have	make	take	want	spell
from	like	only	show	air
or	him	little	also	away
one	into	work	around	animal
had	time	know	form	house
by	has	place	three	point
words	look	years	small	page
but	two	live	set	letter
not	more	me	put	mother

what	write	back	end	answer
all	go	give	does	found
were	see	most	another	study
we	number	very	well	still
when	no	after	large	learn
your	way	things	must	should
can	could	our	big	America
said	people	just	even	world







**SECOND GRADE WRITING SCOPE AND SEQUENCE**

<b>Month</b>	<b>Genre/Type of Writing</b>	<b>Assessment/Publish</b>	<b>Notes</b>
<b>September</b>	<i>Beginning of Year Routines:</i> Introduce Writing Workshop; Build Base for Writing; Explore Read/Write Connections; Review Basic writing routines/conventions  Descriptive Writing: definition poem	*one completed on demand piece to be saved for beginning of year assessment	Compare with beginning of year personal narratives *Used for teachers SGO  *May continue for longer than 4 weeks
<b>October</b>	Descriptive Writing: descriptive paragraph  Personal Narratives; Small Moments, story structure, authors craft	*one completed personal narrative to be saved for portfolio	* May be finished in the first weeks of November.
<b>November</b>	Informational Writing- How To Essay	*one completed personal narrative to be saved for portfolio	*Washington School- Turkey Sandwich
<b>December</b>	Opinion Writing- Persuasive Letter		*Washington School- Corresponds with Gingerbread Unit
<b>January</b>	Informational and Narrative Writing- Paragraph formation		
<b>February</b>	Realistic Story Narrative	*one completed all about writing to be saved for portfolio	
<b>March</b>	Realistic Story Picture prompts; writing to a prompt, story structure		

<b>April</b>	Informational Writing: How to Books; All About Books (second grade topic not yet decided)	*one completed all about writing to be saved for portfolio	
<b>May</b>	Descriptive Writing: poetry, sensory poems, fable		<p>Ideas presented are examples; not all need to be complete</p> <p>*Can be moved/deleted for additional time for personal narratives or other writing that needs to be completed</p>
<b>June</b>	Personal Narrative; Opinion Letter; End of Year Assessment	*one completed on demand narrative piece to be saved for end of year assessment and portfolio	<p>Compare with beginning of year personal narratives</p> <p>*Used for teachers SGO</p>

Lesson:	Unit:	Notes:
1	Unit 15 – Syllable/Closed Syllable	Unit 15 & 18 – Weave in/Infuse Review of Vowel Protectors and Digraphs (sh, ch, th, wh)
2	Unit 18 – tch/ Suffix -es	
3	Unit 28 – dge	
4	Unit 19 – R Controlled Syllable	Discuss exceptions like (i.e. ar next to w)
5	Unit 20 – Open Syllable / Suffix -ed	Emphasis on two syllable with open/closed and suffix -ed
6	Suffix –ed	
7	Unit 21 VCE / Suffix -ing	
8	Doubling Rule with suffixes –ed and -ing	Link Double Rule to Dropping Rule
9	Unit 22 – 5 Cutting Patterns and Review of Syllable Types	
10		
11	Unit 23 – Y as a Vowel	
12		
13	Unit 24 – Vowel Teams	
14		
15		
16	Review	

17	Unit 25 – Short ea	
18	Unit 27 – CLE Syllable	
19		
20	Unit 29 – Diphthong oo	
21	Unit 30 – Diphthongs oi/oy	
22	Unit 31 – Diphthongs ow/ou	
23	Unit 33 – Soft C/Soft G	
24		
25	Unit 34 – Diphthongs au/aw	
26	Unit 35 – Diphthongs ew, ue, ui	
27	Unit 36 – Seven Kinds of Syllables	
28	Unit 37 – Diphthong Grapheme patterns	
29	Unit 38 – R-Control Patterns	
30	Unit 39 – Long Vowel Grapheme Patterns	
31	Unit 40 – PH/CH Alternate Sounds	

<b>32</b>	Unit 41 – Silent Letter Combinations	
<b>33</b>	Unit 42 – Silent E	
<b>34</b>	Unit 32 – Common Suffixes	Focus on meaning
<b>35</b>		
<b>36</b>		