

# Pequannock Township School District Curriculum Syllabus

Course Name and level / Grade level and Subject: Grade 2 ELA

## Course Description:

The Pequannock Grade 2 Language Arts Curriculum has been designed to be interdisciplinary based on thematic units of study: Essential understandings and questions are based on these thematic based inquiries and provide the opportunity to incorporate instruction and activities that can span various academic areas. In addition, the units incorporate the components of Balanced Literacy which provides students the opportunity to examine the roles of readers and writers as well as develop their individual skills in these areas. Each unit would cover one marking period and includes lessons designed to meet all the National Core Curriculum Language Arts Standards: Reading, Writing, Speaking and Listening as well as Language College and Career Readiness. Good writing skills are critical both to students' academic achievement and to their future success in society. Writing instruction should incorporate explicit modeling and practice in the conventions of written English.

The overarching goal of the Grade 2 Language Arts Curriculum is to provide students with the literacy skills and knowledge to be prepared for middle school, followed by high school, college and a career as encapsulated in the Core Curriculum Standards: reading, writing, speaking, listening, and language. This comprehensive interdisciplinary language arts program offers tools and strategies to provide students' success at their personal level in the medium appropriate to their individual needs. Identified enduring understandings, essential questions, and learning targets, matched with appropriate formative and summative assessments ensure student progress and achievement are monitored and met. The curriculum has been designed to include high quality literature, explicit instruction, authentic practice, and assessments designed to provide students with opportunities to have a variety of engaging academic experiences related to the empowering world of language arts.

Writing instruction incorporates the ideas of conventions, process and craft. Students must master certain conventions in order to communicate their ideas and information clearly. Systematic instruction and practice in spelling, grammar, mechanics and presentation skills help students become effective writers. Students should learn about and practice the process skills that good writers use including: planning, revising, re-writing and re-thinking. Particular attention should systematically be paid to revision strategies such as: adding, deleting and clarifying text. Determining a clear focus, organization, effective word choice, and sentence structures allows students to express their own viewpoints.

Skills should be reinforced cumulatively in lessons that teach the elements of writing forms.

## Course Standards:

The following is a list of NJSLs that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLs are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

### 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.

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

## **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.

## **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**

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

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**

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

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.

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.

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

### **Range of Writing**

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.

## **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.

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

### **Comprehension and Collaboration**

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.

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

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

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

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.

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

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

## **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.

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

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**

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

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

#### **Knowledge of Language**

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**

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.

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

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.

### **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*).

## Scope and Sequence

### **Unit 1 (Trimester 1) Friendship, Narrative Writing**

Students will use different graphic organizers, Empowering Writers, 6+1 Traits and WTW to identify the parts of a paragraph, the step of the writing process and how to write a 5 sentence paragraph. Students in second grade should be able to use the writing process to write a well written one paragraph piece.

### **Unit 2 (Trimesters 1 & 2) Discovery, Opinion/Narrative Writing**

Making sense of text is the ultimate goal of reading. By making predictions, asking questions, self-monitoring, problem-solving words, and summarizing, students become more proficient at understanding what they read. Considering their background knowledge helps good readers understand text. Thinking about what they know about a topic aids them in making predictions, figuring out word pronunciations and meanings, connecting new ideas and making inferences. Students will be able to identify the difference between facts and opinions. They will write opinion pieces. Students in second grade should be able to identify character traits, and answer questions pertaining to who, what, when, and where using key facts and details. Students should be able to understand sequence and identify major text features. These are all skills necessary for close reading. Students in second grade should be able to write short opinion paragraphs.

### **Unit 3 (Trimester 2) Explore and Investigate, Information/Explanatory Paragraphs**

By understanding the elements of fiction, students enhance their ability to evaluate the relationships among characters, setting, the story problem, and its solution. Knowing how fiction works enables students to make predictions about story characters and events and to determine an author's purpose. Keeping track of information increases readers' ability to monitor their understanding as they make sense of text and recall important ideas and details from the text. Techniques such as taking notes, using graphic organizers, self-correcting, and visualizing are used by good readers to aid them in keeping track of information and monitoring what they read. At this point in the year, students should be keeping a reading log. Throughout the 8 week unit, students will write a three paragraph text on an animal they have researched. This will tie in to their reading of nonfiction. Students will be able to demonstrate their ability to choose just right books on their specific animal. They will be able to extract information in the text and write two clear and organized paragraphs on their animals. In addition, the students will be able to apply this concept to fiction text by comparing and contrasting two versions of a fairy tale, which connects to their current reading unit. Venn diagrams will assist the students in identifying the similarities and

differences, which they will transcribe into three paragraph compositions. Students in second grade need to be able to decode unfamiliar words, summarize and synthesize what they have read and be able to discuss these summaries in a group. Students should be asking questions they have written which will spark classroom discussions. Students in second grade should be able to write short informational paragraphs. They should be able to use their knowledge of fiction and non-fiction text features to help them locate information, summarize it, and report out.

#### **Unit 4 (Trimester 2 & 3) Adventures, Informative/Explanatory Writing**

Keeping track of information increases readers' ability to monitor their understanding as they make sense of text and recall important ideas and details from the text. Techniques such as taking notes, using graphic organizers, self-correcting, and visualizing are used by good readers to aid them in keeping track of information and monitoring what they read.

Awareness of the purposes, types, features, and structures of nonfiction text increases students' ability to gain factual information from printed material and enables good readers to set and monitor their purpose for reading. Using nonfiction text features (illustrations, charts, diagrams, glossaries, indices, and so on) and structures in addition to running text increases readers' ability to gain information. Students will be writing three paragraph essays that consist of an introduction paragraph, a body paragraph and a conclusion. Student can write the paragraphs in isolation and then learn how to link them together. With nonfiction, the structure of text becomes more formalized and the features found within the text more sophisticated. Students must become familiar with the ways that informational texts work. It is important for students to set a purpose for reading and identify text features and structures for nonfiction books. Students need to monitor and organize the ideas presented in fiction, nonfiction, and poetry. Students need to be able to describe the world around them. To prepare for third grade, by this point in the year students should be able to write and link three paragraphs together: Intro, Body, Conclusion.

#### **Unit 5 (Trimester 3) Growing Up, Opinion Research**

By thinking critically about nonfiction, students learn to evaluate facts and opinions, consider author's and reader's purposes, questions an author's expertise, evaluate the authenticity of information in a book, and determine appropriate sources for information. A critical approach to fiction texts leads readers to become actively involved with the story, respond to characters, distinguish between various types of fiction, and respond to book's theme. Each of these critical responses increases a reader's understanding of the texts. Students will be writing three paragraph opinion essays that consist of an introduction paragraph, a body paragraph and a conclusion. Student can write the paragraphs in isolation and then learn how to link them together. Students will also complete a second research paper. Students will write two complete three paragraph essays. As critical readers, we become aware of our emotional responses about characters. We recognize problems and issues that are relevant to people of all ages. This recognition is a step toward understanding universal themes that pervade in literature. In this unit, students will learn how to look for and discuss aspects of fiction and nonfiction to help them evaluate a book. To prepare for third grade students

should be able to write and link three paragraphs together: Intro, Body, Conclusion. Students should be able to use transition words and to edit their own work.

## Assessments

Evaluation of student achievement in this course will be based on the following:

- Observational data collected by teachers as students are learning
- Formative assessments given by teachers to gauge progress toward each standard
- Reading and Writing standards-based report card rubrics
- DRA
- SRI
- Common Writing Assessments

## Curriculum Resources

### Anchor Programs/Teacher Materials

- *Units of Study*, Lucy Calkins and Colleagues
- Foundations
- Word Walls
- *The Reading Strategies Book*, Jennifer Serravallo
- *The Writing Strategies Book*, Jennifer Serravallo
- *Comprehension Toolkit*
- Classroom library of leveled readers
- Graphic Organizers for Paragraph Writing, see examples attached
- Empowering Writers: The Essential Guide to Grade 2 Writing
- Shared Reading Teachers' Guide
- Classroom library of leveled readers
- Daily 5
  - *Read to Self*
  - *Read to Someone*
  - *Listen to Reading*
  - *Word Work*
  - *Work on Writing*
- Words Their Way
- Proofreader's Marks: Focus on Periods and Capitalization
- Beginner's Dictionaries
- Rubric attached
- 6+1 Traits
- Grammar Workshop
- Good Habits, Great Readers

- Mastering the Mechanics
- RAZ Kids
- Reading A to Z

## Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

- <http://thinkonline.smarttutor.com/a-poem-for-my-gold-fish-phonemic-awareness-rhyming-second-grade/>
- <https://www.kidsa-z.com/main/Login>
- <https://www.readingrockets.org/>
- <http://www.readwritethink.org/parent-afterschool-resources/games-tools/fractured-fairy-tales-a-30186.html>
- <https://kids.scholastic.com/kids/home/>
- <https://www.poetry4kids.com/poems>