

WEYMOUTH TOWNSHIP ELA CURRICULUM Overview /Pacing Guide

Content Area: ELA

Course Title: Reading and Writing Unit of Study

Grade Level: 2

| Unit | Standards | Unit Focus | Skills | Suggested Pacing |
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| Unit 1 | RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.10 RI.2.1, RI.2.2, RI.2.3, RI.2.4 RI.2.9, RI.2.10 RF.2.3, RF.2.4 W.2.1, W.2.2, W.2.3, W.2.5 W.2.6 L.2.1, L.2.2, L.2.3, L.2.4 L.2.5 SL.2.1, SL.2.2, SL.2.3 SL.2.4, SL.2.5, SL.2.6 | <p>Phonological Awareness Review Unit A</p> <p>This unit features advanced phonological awareness skills to solidify students’ ability to blend, segment, and manipulate sounds. Students will strengthen their skills in several key areas, phonemic proficiency, manipulating phonemes and using those phonological skills to read and write words. Because reading and writing are reciprocal processes, the work children do when they are listening to sounds in spoken words to help them write those words, ends up helping them also read those words with more automaticity, with the goal in mind of connecting phonological awareness, listening to phonemes, to phonics, reading and writing of words.</p> <p>Grammar: <i>Unit 1: Sentence Structure</i></p> <p>Understand, classify, formulate, and apply concepts to write different sentence types <i>Unit 5: Capitalization, punctuation, and spelling mechanics:</i> Writing sentences, capitalizing and punctuation rules</p> <p>Reading Workshop</p> <p><i>Second-Grade Reading Growth Spurt:</i> Book 1: This unit is designed as an introduction to second grade reading workshop. Students will learn procedures for participating in their new classroom community, reading independently, and working with partners. They will begin to develop</p> | <p>Through reading and writing:</p> <ul style="list-style-type: none"> ● Isolating ● Blending and Segmenting ● Manipulating ● Making words ● Rime word building ● Writing and reading by analogy ● Dictation ● Write your own (multiple types of) sentences ● Simple sentences: Subjects/Predicates ● Compound Sentences ● Capitalize first word in sentence, geographic names, holidays and product names ● Periods/question marks/exclamation marks ● Possessive nouns ● Abbreviations/Contractions ● Commas in a series | 9/18/23-11/8/23 Approximately 37 days |

Revised: July 2023

Board Approved August 2023

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| | | <p>routines for selecting and recording book information. They will analyze habits of good readers, and begin to demonstrate those same habits which include reading independently and silently, actively thinking as a reader by recording thoughts, using post-its, as well as staying focused and building stamina by keeping a reading log. Students will develop habits for reading and talking about books with partners that may include how to sit, taking turns, reading together and retelling. In addition, Foundations, Level 2, Wilson Language Basics, (2012, Wilson Language Training Corporation) will be utilized and provide comprehensive instruction to students in phonemic awareness word study, spelling, and handwriting curriculum. This instruction will contribute greatly to fluency, vocabulary development, and the applications of strategies for understanding text. All are necessary for the successful development of reading comprehension.</p> <hr/> <p>Writing Workshop</p> <p><i>Lessons from the Master:</i>Book 1 This narrative unit is divided into three bends, each one helping children deepen their understanding of narrative writing and how authors take moments from their personal lives and write about them. Bend 1: students will learn that writers grab hold of particular moments, moments that stay with them, and let those moments spark ideas for their stories. Over the course of Bend 1, you will teach your students ways to stretch out and magnify their small moments, writing these with great attention to detail and to crafting powerful beginnings and endings. The bend ends with a day of goal setting, where children can use the narrative checklist to assess their work and to set goals for themselves as writers. Bend 2, where you will spotlight writing with intentions and learning from author's' craft. Children will be asked to name their intentions as writers-what they hope their readers will feel- and revise on the go. Using the mentor text Owl Moon by Jane Yolen, students will examine parts closely to consider what makes some parts so powerful and how did the author achieve that effect. As the bend progresses, the emphasis shifts to understanding why an author would use a particular craft move, and children will revise, paying attention to word choice and language. Bend 3, children will make reading and writing connections drawing on everything they have learned</p> | <ul style="list-style-type: none"> ●Quotation marks ●Book Titles ●Friendly letters ●Use strategies and skills to check for comprehension, for example using Post-its to monitor ●Choose and read books on their level with fluency and understanding ●Help themselves while reading ●Make decisions about their reading life ●Plan and prepare for partner reading time ●Retell a story from beginning to end ●Think about their reading before, during and after the book ●Use strategies and skills to understand hard words, for example locate small known words inside larger words ●Provide some sense of closure in each narrative ●Write narratives in which they recount two or more appropriately sequenced events ●Write narratives including some details regarding what happened ●Write narratives attempting to use craft moves of authors' studied | |
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| | | <p>up until this point to discover craft moves in books they are reading on their own and to apply these to their own writing. There are two main goals in this bend: first, students will work with increasing independence, transferring what they have learned with teacher guidance and through shared inquiry to work that is largely self-initiated. Second, children will devote careful attention to revision and editing, aiming to make their writing as clear and powerful as it can be.</p> | | |
| <p>Unit 2</p> | <p>RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.10 RI.2.1, RI.2.2, RI.2.3, RI.2.4 RI.2.9, RI.2.10 RF.2.3, RF.2.4 W.2.1, W.2.2, W.2.3, W.2.5 W.2.6 L.2.1, L.2.2, L.2.3, L.2.4 L.2.5 SL.2.1, SL.2.2, SL.2.3 SL.2.4, SL.2.5, SL.2.6</p> | <p>PA: Review Unit B This unit continues the advanced phonological awareness skills to solidify students’ ability to blend, segment, and manipulate sounds. Over the course of this unit, students will strengthen their skills in several key areas, phonemic proficiency, manipulating phonemes and using those phonological skills to read and write words. This unit continues connecting phonological awareness, listening to phonemes, to phonics, reading and writing of words. This unit specifically teaches vowel teams, like <i>ee, ea, ai, ay, ou, ow</i>, and many more.</p> <p>Grammar: <i>Unit 2:Parts of Speech</i></p> <p>Learning about parts of speech is a fundamental aspect of understanding and effectively using a language. Parts of speech are the building blocks of a language, and they provide structure and meaning to sentences.</p> <p>RW: <i>Becoming Experts</i> (Book 2) This unit is designed to teach second graders the strategies of nonfiction reading. Students will focus their attention on growing knowledge as they pay attention to details and question texts. They will tackle both the tricky word work and vocabulary development of nonfiction reading. Readers will grow their knowledge across texts as they read topic sets of texts, comparing, contrasting and connecting information across texts. In addition, Foundations, Level 2, Wilson Language Basics, (2012, Wilson Language Training Corporation) will be utilized and provide comprehensive instruction to students in phonemic awareness word study, spelling, and handwriting curriculum. This instruction will contribute greatly to fluency, vocabulary development, and the applications of strategies for understanding text. All are necessary for the successful development of reading comprehension.</p> | <p>Through reading and writing:</p> <ul style="list-style-type: none"> ● Isolating ● Blending and Segmenting ● Manipulating ● Making words ● Rime word building ● Writing and reading by analogy ● Dictation ● Nouns- Common, proper, collective, singular and plural ● Irregular plural nouns ● Action verbs ● Noun or verb ● Adjectives including telling how many ● Adverbs ● Adverb or adjective ● Prepositions ● Read books across a topic to understand their subject or to compare/contrast ● Read nonfiction texts to learn about the world ● Read the title, subtitles, and skim the text ● Use all their strategies for tackling tricky words ● Use post-its to mark places in | <p>11/13/23-1/19/24</p> <p>Approximately 39 days</p> |

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| | | <p>WW: Lab Books and Reports (Book 2)** Coincide with a science unit*The aim of this unit is to teach students more about information writing and, specifically, about the kinds of information writing that scientists are apt to do. During mini-lessons and small groups students are taught not only about writing but also about force and motion and about the scientific method. This unit illuminates the work of being an information writer. Students will write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. Bend 1: students will study a shared class science topic, which is unusual because usually in a writing workshop students pursue topics of their own choosing and their instruction focuses on writing well, not on the content. Children jot and sketch as they go, getting a four-page lab report booklet started in the meeting area, with their hypotheses on one page, their procedures on another, their result on a third, and their conclusions on a fourth. Bend 2: , “Writing to Teach Others about Our Discoveries,” your goal will be to help your students begin to internalize the scientific procedures and writing processes they encountered in Bend I so they can teach others. By the end of this bend, students will be able to independently design and conduct an experiment, recording their processes on the lab reports they construct as they progress through the work. Students will draft both handwritten pieces as well as pieces using appropriate technology.</p> | <p>the text that support lesson teaching points</p> <ul style="list-style-type: none"> ● Use strategies for holding onto main ideas; for example looking for special nprint word/phrases ● Use text to accumulate information and ask questions ● Use texts to talk to partners ● Choose a structure and organize the information so it is clear ● Choose and write an interesting beginning and conclusion ● Generate information text from their own knowledge of a topic ● Include headings, sub-headings, charts, text boxes, graphs, charts, glossaries, pictures with captions and other visuals in their finished book ● Insert new information on topic into their writing ● Research a topic using books, the internet, and reference materials ● Write this information in a predetermined format | |
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| Unit 3 | <p>RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.10 RI.2.1, RI.2.2, RI.2.3, RI.2.4 RI.2.9, RI.2.10 RF.2.3, RF.2.4 W.2.1, W.2.2, W.2.3, W.2.5 W.2.6 L.2.1, L.2.2, L.2.3, L.2.4 L.2.5 SL.2.1, SL.2.2, SL.2.3 SL.2.4, SL.2.5, SL.2.6</p> | <p>Phonological Awareness Grade 2 Unit 1 Solidify students’ ability to blend, segment, and manipulate sounds through phonemic and phonological awareness reinforcement. Students will strengthen their skills in several key areas, phonemic proficiency, manipulating phonemes and using those phonological skills to read and write words. Students will strengthen their skills in several key areas, phonemic proficiency, manipulating phonemes and using those phonological skills to read and write words. This unit continues connecting phonological awareness, listening to phonemes, to phonics, reading and writing of words. This unit reinforces vowel teams, teaches -r controlled vowels, and listening to multisyllabic words.</p> <p>Grammar: <i>Unit 3:Usage</i> Proper usage helps to eliminate ambiguity in language. Misplaced words or incorrect sentence structures can lead to misunderstandings. Teaching grammar usage helps individuals avoid such pitfalls.</p> <p>RW: <i>Bigger Books Mean Amping Up Reading Power</i> (Book 3) In this unit, children will practice reading with more alertness to the intent that an author brings to a particular book, whether a story or an informational book. They’ll use their own voices, inflections and gestures to bring out the author’s intent and will also work to read with a smooth, steady, confident voice. They’ll do this both on their own and with a partner. They will tackle tricky words and new vocabulary with greater understanding. In more complicated books where they are encountering both words that are hard to read and ones that are hard to understand— i.e., new vocabulary. Throughout this part of the unit, they will learn strategies for what to do when this happens, and they will practice applying these to the books that they read. Then the students will learn the many purposes behind rereading, such as, to clarify confusing parts, to understand how two parts fit together, to connect the beginning (or an earlier part) with</p> | <p>Through reading and writing:</p> <ul style="list-style-type: none"> ● Isolating ● Blending and Segmenting ● Manipulating ● Making words ● Rime word building ● Writing and reading by analogy ● Dictaton ● Words often confused/misspelled ● Irregular verbs ● Demonstrative pronouns ● Tackle new vocabulary and tricky words with greater effort and skill ● Envision and make predictions about the characters and the story ● Explain the importance of the details in a story ● Read with voice and meaning ● Understand special language that authors use in their text ● Understand the effectiveness to reread their text ● Write opinion pieces in which they provide a sense of closure ● Introduce a topic or text clearly, state an opinion and | <p>1/22/24-3/15/24</p> <p>Approximately 39 days</p> |

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| | | <p>the ending (or a later part). Finally children will sort themselves, coach and support one another in one of three goal clubs: Fluency, Literary Language, or Keeping Track of Longer Books, based on common goals.</p> <p>WW: Writing About Reading: Book 3 This unit is geared to help students learn to state clear opinions and to support these ideas with evidence. Students will learn to write about beloved books in ways that persuade others to love them as much as they do. Students will learn to think deeply about characters, favorite scenes, illustrations across text and lessons learned. By engaging in persuasive letter writing students will move more towards an essay format toward the unit's end. Students will draft both handwritten pieces as well as pieces using appropriate technology.</p> | <p>create an organizational structure in which related ideas are grouped to support the writer's purpose</p> <ul style="list-style-type: none"> ● Write opinion pieces on topics or texts, supporting a point of view with reasons and information | |
| Unit 4 | <p>RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.10 RI.2.1, RI.2.2, RI.2.3, RI.2.4 RI.2.9, RI.2.10 RF.2.3, RF.2.4 W.2.1, W.2.2, W.2.3, W.2.5 W.2.6 L.2.1, L.2.2, L.2.3, L.2.4</p> | <p>PA: Grade 2 Unit 2 Continues the advanced phonological awareness skills to solidify students' ability to blend, segment, and manipulate sounds. Over the course of this unit, students will strengthen their skills in several key areas, phonemic proficiency, manipulating phonemes and using those phonological skills to read and write words. This unit continues connecting phonological awareness. This is the second and final unit in the second grade sequence of advanced phonological awareness skills to solidify students' ability to blend, segment, and manipulate sounds and parts of words. This unit continues connecting phonological awareness, listening to phonemes, to phonics, reading and writing of words. This unit works mostly with multisyllabic words.</p> <p>Grammar: Unit 4: Grammar Teaching grammar is essential for effective</p> | <p>Through reading and writing:</p> <ul style="list-style-type: none"> ● Word Ladders ● Word Building ● Writing and Reading by analogy ● Subject-verb agreement ● Past, future, present tense verbs ● Subject/Object pronouns ● Choosing correct pronoun ● Possessive/Indefinite pronouns ● Envision and make predictions about the characters and the story | <p>3/18/24-5/17/34</p> <p>Approximately 40 days</p> |

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| <p>L.2.5 SL.2.1, SL.2.2, SL.2.3 SL.2.4, SL.2.5, SL.2.6</p> | <p>communication, clarity, academic success, and enhanced writing skills</p> <p>RW: Series Book Club Book 4:This unit is designed to support the reading of series books. Student’s comprehension is supported when they encounter familiar characters and places, book after book, throughout a series. Scaffolded learning is inherent in the reading of series books and is an alignment with the Common Core Standards. Teaching students to think across books is also good practice to set them up for working longer, multi-chapter novels. It also builds young reader’s stamina. Bend 1:Students will draw on previously learned strategies, and develop new ones, to integrate what they know about a character (or characters) across a series. Children will use this information to understand, predict, and critique a story. They will react and pay attention to the important parts of the story and learn about how stories in series tend to go. Bend 2:They will pay attention to predictable structures that contain familiar, typical elements; these observations will help them predict and understand the characters better. Bend 3: Children will learn to make decisions about what they want to study, and how they will study those things together in reading clubs. In addition, Foundations, Level 2, Wilson Language Basics, (2012, Wilson Language Training Corporation) will be utilized and provide comprehensive instruction to students in phonemic awareness word study, spelling, and handwriting curriculum. This instruction will contribute greatly to fluency, vocabulary development, and the applications of strategies for understanding text. All are necessary for the successful development of reading comprehension.</p> <p>WW: Poetry Big Thoughts in Small Packages : (Book 4)In this unit, students will find the significance in the ordinary details of their lives, employ strategies of revision, and learn from mentor authors. This unit will give students the opportunity to use language in extraordinary ways. Students will experiment with powerful language, the use of line breaks, metaphor, and comparison to convey feeling. By the end of this unit, students will be able to create clear images with precise and extravagant language. One exciting way to launch this unit is to create poetry centers for students.Students will draft both handwritten pieces as well as pieces using appropriate technology.</p> | <ul style="list-style-type: none"> ● Explain importance of the details in a story ● Talk and share ideas in clubs about a series book to push thinking ● Compare characters and lessons they learn within and across stories ● Describe how characters solve their problems and the lessons they learn ● Notice while reading and mark often with Post-it notes ● Wonder about new topics while reading series books and use many ways to research or find information out that topic ● Write poems in which they include details to describe thoughts ● Develop precise and descriptive language through the creation of poems ● Write poems in which they include details to describe action and feelings | |
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Grade 2 – Language Arts Unit Plan Unit 1:

Unit Overview

The unit is broken into three parts. The first bend launches the year and gets readers working toward the big work of reading with fluency, stamina, and comprehension. The second bend recruits students to work on decoding difficult words. The third bend invites readers to use what they are learning in writing to help them think more deeply in reading.

New Jersey Student Learning Standards

Learning in this unit will focus on:

LA.RL.2.1 - [Progress Indicator] - Ask and answer such questions as who, what, where, when, why, and how to demonstrate unders.

LA.RL.2.3 - [Progress Indicator] - Describe how characters in a story respond to major events and challenges using key details, understanding of key details in a text.

LA.RL.2.7 - [Progress Indicator] - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

LA.RF.2.3.E - Recognize and read grade-appropriate irregularly spelled words.

LA.RF.2.4.A - Read grade-level text with purpose and understanding.

Instructional Focus

Bend 1: Taking Charge of Reading

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| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do readers choose how to read? • How do readers choose what they want to read? |
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- How do readers scoop up phrases and snap words?
- How do readers monitor their comprehension?

Student Learning Objectives:

- Second grade readers will choose what they are going to read and how they are going to read it.
- Second grade readers will be able to review a book and take a sneak peek.
- Second grade readers will be able to scoop up phrases.
- Second grade readers will be able to read more and more and think about what they are reading while they read it.

Suggested Activities

- Mini lessons
- Utilize bend 1 anchor charts during mini lessons
- There Was an Old Lady Who Swallowed a Fly read aloud
- Turn and talk
- Independent reading
- Partner Reading
- Katie Woo Has the Flu read aloud

Instructional Materials/Resources

- Fountas and Pinnell Benchmark Assessment results
- Anchor charts
- Book: There Was an Old Lady Who Swallowed a Fly
- Book: Katie Woo Has the Flu
- Teacher Made Materials
- Reading folders
- Leveled books
- Raz Kids
- Grade 2 Unit 1 Reading Units of Study

Pacing: approx # of class periods: 7

Bend 2: Working Hard to Solve Tricky Words

Essential Questions:

- How do readers figure out how to read tricky words?
- How do readers utilize reading strategies while reading?
- How do readers use beginning and ending sounds to figure out tricky words?
- How do readers read vowel teams in tricky words?
- How do readers use strategies when they come across brand new words?

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| <p>Student Learning Objectives:</p> <ul style="list-style-type: none"> ● Second grade readers will be able to figure out tricky words. ● Second grade readers will be able to become flexible word solvers. ● Second grade readers will be able to read words that have vowel teams. ● Second grade readers will be able to use strategies to check themselves and fix their mistakes as they read. | |
| <p>Suggested Activities:</p> <ul style="list-style-type: none"> ● Mini lessons ● Utilize bend 2 anchor charts during mini lessons ● Vowel team word work ● Turn and talk ● Independent reading ● Partner Reading ● Katie Woo Has the Flu read aloud | <p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> ● Fountas and Pinnell Benchmark Assessment results ● Anchor charts ● Word work materials ● Book: Katie Woo Has the Flu ● Teacher Made Materials ● Reading folders ● Leveled books ● Raz Kids ● Grade 2 Unit 1 Reading Units of Study |
| <p>Pacing: approx # of class periods: 7</p> | |

Bend 3: Paying Close Attention to Authors

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| <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do readers pay attention to author’s craft? ● How do readers think about what they have read? ● How do readers understand what the author was trying to teach them? | |
| <p>Student Learning Objectives:</p> <ul style="list-style-type: none"> ● Second grade readers will be able to understand an author’s intentions. ● Second grade readers will be able to understand an author’s craft moves. ● Second grade readers will be able to explain how the parts of a book fit together. | |
| <p>Suggested Activities:</p> <ul style="list-style-type: none"> ● Mini lessons ● Utilize bend 3 anchor charts during mini lessons | <p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> ● Fountas and Pinnell Benchmark Assessment results |

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| <ul style="list-style-type: none"> ● Turn and talk ● Independent reading ● Partner Reading | <ul style="list-style-type: none"> ● Anchor charts ● Word work materials ● Book: Katie Woo Has the Flu ● Teacher Made Materials ● Reading folders ● Leveled books ● Raz Kids ● Grade 2 Unit 1 Reading Units of Study |
| <p>Pacing: approx # of class periods: 7</p> | |

Interdisciplinary Standards

ELA - (Connections to Science, Social Studies, World Language)

Reading

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.

Integration of Technology

Language Arts instruction engages students in a variety of learning experiences using technology.

- Document cameras
- InFocus touch boards
- Raz kids website
- Desktop computers

21st Century Life and Career Skills

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| X | CRP1. Act as a responsible and contributing citizen and employee. |
| X | CRP2. Apply appropriate academic and technical skills. |
| | CRP3. Attend to personal health and financial well-being. |

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| X | CRP4. Communicate clearly and effectively and with reason. |
| X | CRP5. Consider the environmental, social and economic impacts of decisions. |
| X | CRP6. Demonstrate creativity and innovation. |
| | CRP7. Employ valid and reliable research strategies. |
| X | CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. |
| X | CRP9. Model integrity, ethical leadership and effective management. |
| X | CRP10. Plan education and career paths aligned to personal goals. |
| X | CRP11. Use technology to enhance productivity. |
| X | CRP12. Work productively in teams while using cultural global competence. |

Evidence of Learning

| Summative and Benchmark Assessments | Formative Assessments and Alternative Activities |
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| Fountas Pinnell Benchmark Assessment Performance Assessment Teacher Made Running Records | Hand Signals Student Conferencing Class work/participation Word work Leveled Reading Activities Think Pair Share Reading Check questions Skills Practice Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages |

Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration

- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Small Group Instruction
- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities

Differentiated Instruction, Accommodations & Adaptation

Guided Reading -Leveled Readers
 Alternative Assessments
 Goal Setting with Students
 Homework Options
 Frequent Breaks
 Tests Read Aloud

Cooperative Learning
 Picture Vocabulary Wall
 Anchor Charts of Concepts
 Personal Maps
 Change in Content, Process, Product
 Flexible Grouping
 Modified Class Assignments

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| Special Education/IEP | 504 |
| Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction | Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers |
| ELL | Gifted & Talented |
| Picture study guides Video presentation/Audio presentation Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts | Independent extension research projects Jigsaw cooperative learning activities Student choice |
| I&RS/At Risk | |

Internet Resources

Grade 2 Reading Units of Study www.heinemann.com
www.razkids.com
www.readworks.com

Unit Overview

Content Area: Language Arts Literacy

Unit 2: Fiction, Non-Fiction, Narrative, Descriptive, Informational, Phonics, Phonemic Awareness, Vocabulary, Open-ended questions.

Target Course/Grade Level: 2

Unit 2 Summary: Comprehension will continue and the interpretation of fiction and non-fiction text will be introduced. Communication of information on related themes will continue. Writing will be expanded to include informational writing pieces. The application of phonemic awareness and phonics in reading and writing will be ongoing.

Primary interdisciplinary connections:

Reading Standards for Literacy in History/Social Studies and Reading Standards for Literacy in Science and Technical Subjects can be accessed through the following link:<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf>

21st century themes:

9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.<https://www.nj.gov/education/aps/cccs/career/>

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

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| Learning Targets |
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Content Standards:

| Number | Standard for Mastery |
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| RI.2.1 | Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. |
| RI.2.3 | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
| 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. |
| RI.2.8 | Describe 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. |
| W.2.2 | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |
| 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. |
| SL.2.2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |

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| 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 | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. |
| 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. e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |
| RL.2.4 | Describe how characters in a story respond to major events and challenges. |
| RL.2.7 | Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot. |
| RI.2.2 | Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. |
| RI.2.4 | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. |
| RI.2.7 | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| RF.2.3 | Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. f. Recognize and read grade-appropriate irregularly spelled words. |
| 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. |
| W.2.5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by 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. |
| 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 rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| SL.2.6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| L.2.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i>). c. Use reflexive pronouns (e.g., <i>myself</i> , <i>ourselves</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. |
| L.2.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use commas in greetings and closings of letters. e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |

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| <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are my strategies for reading text and how do I know they are working? • What skills and strategies can I use to become a more effective reader? • How can we communicate ideas in a way that others will understand? | <p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • How does understanding a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning? • How do good writers use a repertoire of strategies that enables them to convey ideas and information? |
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| <p>Unit Target Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Describe how characters in a story respond to major events and challenges. • Examine the illustrations, individual word choices or phrases within a story (print or digital) to describe character traits, setting or plot. • Ask and answer questions pertaining to who, what, when, and where using key details or facts from the text. • Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. • Describe connections between a series of historical events, scientific ideas or concepts, or procedures in a text. • Identify and use various text features (e.g., captions), to locate key facts or information and to determine the meaning of words and phrases relevant to a grade two topic. • Identify the main purpose of a text and what the author wants to answer, explain, or describe. • Describe an image (e.g., picture, graphic) from a text and explain how the image contributes and clarifies the text. • Describe how reasons support specific points the author makes in a text. • Compare and contrast the most important points presented by two texts on the same topic. • Read regularly spelled one-syllable words correctly by distinguishing long and short vowels. • Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for vowel digraphs (e.g. ai, ea, ee, ie, oa, oo). • Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for vowel diphthongs (e.g. au, ou/ow, oi/oy). • Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for r-controlled vowels (e.g. ar, er, ir, or,ur). • Apply vowel pattern pronunciation generalizations to read words with these vowel digraphs, vowel diphthongs, and r-controlled vowels. |
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Evidence of Learning

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| <p>Formative Assessments</p> <p>See Unit 1</p> |
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| <p>Summative Assessments</p> <p>See Unit 1</p> <p>SL. 2.2,SL. 2.4 Assessed in this unit.</p> |
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Modifications (ELLs, Special Education, Gifted and Talented)

- **Follow all IEP modifications/504 plan**
- See Unit 1

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Teacher Notes:

Unit Overview

Content Area: English Language Arts

Unit 3: Fiction, Non-Fiction, Narrative, Descriptive, Informational, Phonics, Phonemic Awareness, Vocabulary, Open-ended questions.

Target Course/Grade Level: 2

Unit Summary: Seeking mastery in reading and interpreting and the introduction to analyzing fiction and non-fiction text will be the focus. Writing will be expanded to include explanatory writing pieces. Writing and speaking using the conventions of the English grammar will be emphasized.

Primary interdisciplinary connections:

Reading Standards for Literacy in History/Social Studies and Reading Standards for Literacy in Science and Technical Subjects can be accessed through the following

link:<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf>

21st century themes:

9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.<https://www.nj.gov/education/aps/cccs/career/>

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

Learning Targets

Content Standards:

| Number | Standard for Mastery |
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| RL.2.2 | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| 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. |
| RF.2.3 | Know and apply grade-level phonics and word analysis skills in decoding words. b. Know spelling-sound correspondences for additional common vowel teams. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. |

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| W.2.1 | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section |
| L.2.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i>). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). |
| 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. c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i> .) |
| 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.2.3 | Describe how characters in a story respond to major events and challenges. |

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| 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. |
| RL.2.6 | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialog aloud. |
| 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. |
| RI.2.4. | Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> . |
| 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. |
| 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. |
| W.2.5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by 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 |
| 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.2.6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

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| L.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. c. Use an apostrophe to form contractions and frequently occurring possessives. |
| 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 rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of 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. |
| <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How do good readers interpret and analyze text to make it personally relevant and useful? • How do writers use the conventions of Standard English grammar to write for different purposes and audiences? | <p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Reading is an active process; it is the key to knowledge and to understanding our world and ourselves. • Using the writing process helps us communicate our ideas, describe an experience, and inform an audience for different purposes. |
| <p>Unit Target Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Describe key details of a read text by asking questions such as who, what, where, when, why, and how. • Recall and describe the central message, lesson, or moral of a story including fables and folktales from diverse cultures. • Describe how characters respond to major story events and challenges. • Describe the feeling and tone words and phrases (e.g., regular beats, alliterations, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. • Describe the structure of a story including a description of the introduction and closing action. • Read with expression, a change in voice tone and demeanor to acknowledge differences in characters' points of view. • Use print or digital text and illustrations to develop understanding of characters, setting, or plot. • Outline the similarities and differences between two versions of the same story (e.g., Cinderella stories) written from the perspective of two different cultures or authors. | |

- Determine the meaning of words and phrases in a text using text features and context clues.
- Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for vowel diphthongs (e.g. au, ou/ow, oi/oy).
- Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for (e.g. ar, er, ir, or, ur).
- Apply vowel pattern pronunciation generalizations to read words with these vowel diphthongs and r-controlled vowels.
- Decode words with common prefixes (e.g., un-, dis-, re-, pre-, mis) and common suffixes (e.g., -ful, -less, er)

Evidence of Learning

Formative Assessments

See Unit 1

Summative Assessments

See Unit 1

Modifications (ELLs, Special Education, Gifted and Talented)

Follow all IEP modifications/504 plan

See Unit 1

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Teacher Notes:

- **Suggestions for Informational Writing**
 - **How-To Book**
 - **ABC Book**
 - **Animal Report**
 - **Biographies for Black History or Women’s History Month**
 - **Interview**
 - **Science Projects**
- **Infuse various literary genres throughout this unit.**
- **Continue a writing portfolio for each student.**

- **The following foundational skills should be developed continuously throughout the year:**
See Unit 1

Unit Overview

Content Area: English Language Arts

Unit 4: Fiction, Non-Fiction, Narrative, Descriptive, Informational, Phonics, Phonemic Awareness, Vocabulary, Open-ended questions.

Target Course/Grade Level: 2

Unit Summary: Comprehension, interpretation, and analysis will continue in conjunction with the introduction of evaluating fiction and non-fiction text. Expansion of writing will include persuasive pieces. Exposure to various types of poetry through reading and writing will lead to the composition of individual pieces. Application of knowledge of grammar and usage in all areas of literacy will be applied.

Primary interdisciplinary connections:

Reading Standards for Literacy in History/Social Studies and Reading Standards for Literacy in Science and Technical Subjects can be accessed through the following link:
<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf>

21st century themes:

9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<https://www.nj.gov/education/aps/cccs/career/>

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

Learning Targets

Content Standards:

| Number | Standard for Mastery |
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| L.2.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |
| 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. |
| 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.2.9 | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |
| RI.2.1 | Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. |
| RI.2.2 | Identify the main topic of a multi-paragraph 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. |

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| RI.2.4 | Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> . |
| 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. |
| RI.2.7 | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| RI.2.8 | Describe 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. |
| RF.2.3 | Know and apply grade-level phonics and word analysis skills in decoding words. b. Know spelling-sound correspondences for additional common vowel teams. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. |
| 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. |
| W.2.2 | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |
| W.2.5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by 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. |

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| W.2.8 | Recall information from experiences or gather information from provided sources to answer a question. |
| 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 rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| 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.2.6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| L.2.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). |
| L.2.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |
| L.2.6 | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>). |
| <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do good readers develop fluency and reading strategies for both decoding and comprehension? ● How do good writers use the conventions of writing to convey meaning? | <p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Reading is an active process; it is the key to knowledge and to understanding our world and ourselves. ● Effective readers use appropriate strategies as needed to construct meaning. ● Using the writing process helps us communicate our ideas, describe an experience, and inform an audience for different purposes. ● We use information to support our thinking ● We will enhance our learning by using many resources and by using technology. ● Language is the way we communicate with each other and share ideas. |

- An understanding of Standard American English helps us understand what we read and what we hear.
- Good listening and speaking skills help us better understand each other.
- Through listening and speaking we will become clear and effective communicators.

Unit Target Objectives

Students will be able to...

- Describe the feelings and tone words and phrases (e.g., regular beats, alliterations, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- Describe the structure of a story, including a description of the introduction and closing action.
- Use print or digital text and illustrations to develop understanding of a story’s characters, setting, or plot.
- Describe the similarities and differences between two or more versions of the same story written from the perspective of two different cultures or authors.
- Show comprehension of an event found in an informational text by asking and answering questions about key details such as who, what, where, when, why and how.
- Determine the focus of specific paragraphs within informational text along with the main topic of a text that includes what the author wants to answer, explain, or describe.
- Using informational texts, describe connections between scientific ideas or concepts.
- Know and use text features (e.g., glossary) to locate key facts or information in a text and to determine the meaning of words and phrases relevant to a grade two topic or subject.
- Explain how a specific image (e.g., graphic, diagram) adds to text comprehension and clarifies information.
- Describe how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.

Formative Assessments

See Unit 1

Summative Assessments

See Unit 1

Modifications (ELLs, Special Education, Gifted and Talented)

Follow all IEP modifications/504 plan

See Unit 1

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Teacher Notes:

- These genres lend themselves to Reader’s Theater
- This would be a good opportunity to celebrate different cultures within your classroom.
- Infuse various literary genres throughout this unit.
- Continue a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:

See Unit 1

Unit Overview

Content Area: English Language Arts

Unit 5: Fiction, Non-Fiction, Narrative, Descriptive, Informational, Phonics, Phonemic Awareness, Vocabulary, Open-ended questions.

Target Course/Grade Level: 2

Unit Summary: Comprehension, interpretation, analysis and evaluation of fiction and non-fiction text will lead to an appreciation of a variety of literary genres. Writing will be expanded to include reflective pieces. Command of the conventions of standard English grammar and usage when writing or speaking will be demonstrated.

Primary interdisciplinary connections:

Reading Standards for Literacy in History/Social Studies and Reading Standards for Literacy in Science and Technical Subjects can be accessed through the following link:
<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf>

21st century themes:

9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
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College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see
<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

Learning Targets

Content Standards:

| Number | Standard for Mastery |
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| RL.2.10 | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| RI.2.10 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| L.2.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English. |
| 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, lesson, or moral. |

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| RL.2. 3 | Describe how characters in a story respond to major events and challenges. |
| RL.2. 5 | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| RL.2. 6 | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialog aloud. |
| 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. 9 | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |
| RI.2.2 | Identify the main topic of a multi-paragraph 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. |
| RI.2.4 | Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> . |
| RI.2.6 | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| RI.2.7 | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| RI.2.9 | Compare and contrast the most important points presented by two texts on the same topic. |

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| RF.2.3 | <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p> |
| RF.2.4 | <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> |
| W.2.1 | <p>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> |
| W.2.5 | <p>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> |
| W.2.6 | <p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> |
| W.2.7 | <p>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).</p> |
| W.2.8 | <p>Recall information from experiences or gather information from provided sources to answer a question.</p> |
| SL.2.1 | <p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> |
| SL.2.4 | <p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> |
| SL.2.2 | <p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> |

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| SL.2.6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| L.2.1 | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i>). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> |
| L.2.2 | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> |
| L.2.4 | <p>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.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> |
| L.2.5 | <p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p> |
| L.2.6 | <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p> |

Unit Essential Questions

- How do good readers connect knowledge from the text with their own background knowledge and experience to reflect and respond to text?
- How do writers consider knowledge and experiences to write reflectively?

Unit Enduring Understandings

Students will understand that...

- Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
- Fluent readers group words quickly to help them gain meaning from what they read.
- Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.
- A writer selects a form based on audience and purpose.
- Rules, conventions of language, help the reader understand what is being communicated.

Unit Target Objectives

Students will be able to...

- Show comprehension of an event found in an informational text by asking and answering questions about key details such as who, what, where, when, why and how.
- Recall and describe the central message, lesson, or moral of a story, including fables and folktales from diverse cultures.
- Describe how characters respond to major story events and challenges.
- Describe the structure of a story, including a description of the introduction and closing action.
- Read with expression, a change in voice tone and demeanor to acknowledge differences in characters' point of view.
- Use print or digital text and illustrations to develop understanding of a story's characters, setting, or plot.
- Compare and contrast two or more versions of the same story written from the perspective of two different cultures or authors.
- Read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Determine the focus of specific paragraphs within informational text and the main topic of a text, including what the author wants to answer, explain, or describe.
- Using informational texts, describe connections between technical procedures.
- Use context clues and text features to determine the meaning of words and phrases relevant to a grade two topic or subject.
- Explain how a specific image (e.g., graphic, diagram) adds to text comprehension and clarifies information.
- Compare and contrast the most important points presented by two texts on the same topic.
- Read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Apply vowel pattern pronunciation generalizations to correctly read two-syllable words with long vowels, vowel digraphs, vowel diphthongs, and r-controlled vowels.
- Decode words with common prefixes (e.g., un-dis-re-) and suffixes (e.g., -ful, less, -er).
- Identify common irregularly spelled words (e.g., bread, love, would, could, their, there, none, both).
- Read grade-appropriate texts irregularly spelled words.
- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression.

- Use decoding skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Write an opinion piece focused on a clearly stated opinion or a topic including reasons supporting the opinion, linking words to connect ideas, and a closing sentence.
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- With guidance and support, work with a group to produce and publish a piece using digitals (e.g., wiki).
- Work with a group to research a topic and generate ideas for a writing project.
- Write a response to a question based on experiences recalled or information gathered from provided sources.
- Use collective nouns (e.g., family), reflexive pronouns (e.g., yourself), adjectives, and adverbs appropriately when speaking and writing.
- Use frequently occurring irregular plural nouns (e.g., feet, children), and the past tense of common irregular verbs (e.g., sat, told) appropriately when speaking and writing.
- Produce, expand, and rearrange complete simple and compound sentences.
- Capitalize holidays, product names, and geographic names when writing.
- Use an apostrophe to form contractions and frequently occurring possessives when writing.
- Use learned spelling pattern to write words (e.g., cage-badge; boy-boil).
- Compare writing that is formal and writing that is informal.
- Determine the meaning of unfamiliar words and phrases using sentence-level context clues.
- Use a dictionary and glossary, both print and digital to determine or clarify the meanings of words and phrases.
- Identify real-life connections between words and their use (e.g., describe foods that are sweet).
- Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- Respond, one at a time, to topics of discussion regarding a read text, build on input provided by peers, and ask for additional information from peers as needed.
- Recount or describe key story details or facts of a text (shared orally or through other media).
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Speak in complete sentences when appropriate to task or situation in order to provide information to others.
- Define a newly formed word in which a prefix was added using the meaning of the prefix and root word.
- Apply the knowledge of common root words to understand the meaning of unfamiliar words with the same root.

| Evidence of Learning |
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| Formative Assessments See Unit 1 |
| Summative Assessments See Unit 1 |
| Modifications (ELLs, Special Education, Gifted and Talented) Follow all IEP modifications/504 plan |

See Unit 1

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Teacher Notes:

- **These genres lend themselves to Reader’s Theater**
- **This would be a good opportunity to celebrate different cultures within your classroom.**
- **Infuse various literary genres throughout this unit.**
- **Continue a writing portfolio for each student.**
- **The following foundational skills should be developed continuously throughout the year:**

See Unit 1