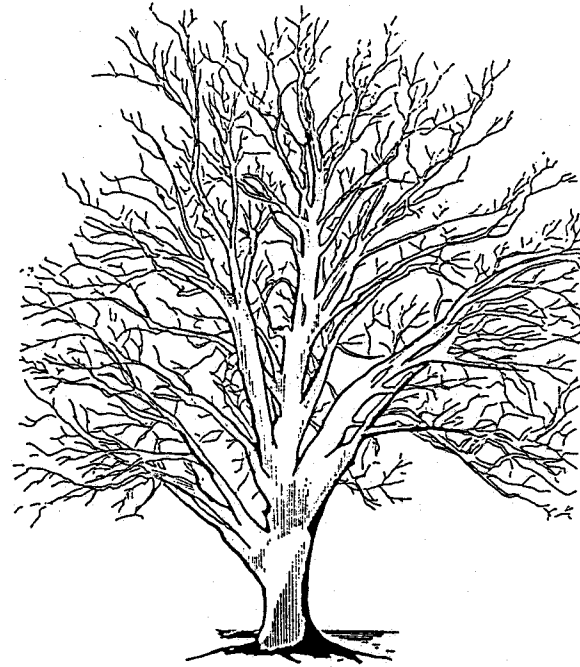


# Monroe Township Schools



## Curriculum Management System

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Language Arts Literacy

Grade 2

July 2008

\* For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 2220.

Board Approved: August 2008

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# **MONROE TOWNSHIP SCHOOL DISTRICT**

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**Dr. Christopher H. Tienken, Assistant Superintendent**  
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**Ms. Nidhi Bhatt**

## Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

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**Secretarial Staff:** Debby Gialanella  
Geri Manfre  
Gail Nemeth

# **Monroe Township Schools**

## Mission and Goals

### **Mission**

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

### **Goals**

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

# **INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS**

## **Philosophy**

The philosophy of the Monroe Township School District's Language Arts Literacy Program is to provide students with a multitude of educational opportunities necessary for life long learning. The educational program takes into account the physical, social, mental, and emotional needs of every student. We recognize that students come to school with prior knowledge and learn best when they can communicate views effectively through reading, writing, speaking, listening, and viewing in the world in which they live. Emphasis on language is placed on realistic, problem-based situations that provide opportunities for students to interact with new understandings. The problem-based learning activities are meaningful and construct higher level thinking that addresses social and common issues. Through open-ended activities, students engage in interdisciplinary studies based on where they are and take their learning as far as possible. Because of the global and ever changing nature of our society, the Language Arts Literacy Program will engage students with experiences necessary to develop a threshold of skills needed for critical thinking, strategizing, communicating, and actively contributing in the world in which they live.

## **Educational Goals**

Students will be able to:

- Communicate in clear, concise, fluent and organized language that varies in content, format, and form for different audiences and purposes.
- Comprehend, understand, analyze, evaluate, critique and respond to messages from various formats.
- Investigate, research, and synthesize various information from a variety of media sources.

## New Jersey State Department of Education Core Curriculum Content Standards

### **A note about Language Arts Standards and Cumulative Progress Indicators.**

The New Jersey Core Curriculum Content Standards for Language Arts were revised in 2004. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Language Arts may also be found at:

<http://www.nj.gov/education/aps/cccs/lal/standards.htm>

## Grade 2 Language Arts Outcomes

| <i>Reading Benchmarks</i>   | <i>Writing Benchmarks</i>   |
|---|---|
| Form  | Form  |
| Recognize main idea or theme                                      | Communicate message to intended audience  |
| Recognize supporting details                                      | Use models, graphic organizers, and/or examples   |
| Connect with prior knowledge                                      | Develop topic / central idea  |
| Determine author or reader's purpose                              | Develop a paragraph   |
| Use appropriate reading strategies                                | Stay on topic   |
| Identify, compare, and contrast story elements                    | Create beginning, middle, and end   |
| Form opinions and conclusions                                     | Provide supporting details  |
| Self-assess one's own reading strategies and responses to text    | Logical progression of ideas  |
| Draw conclusions, make inferences and predictions                 | Use variety of sentences beginnings   |
| Understand new vocabulary   | Engage in writing process   |
| Recognize point of view   | Elaborate/add details to make writing more interesting  |
| Use context clues to enhance comprehension                        | Edit  |
| Recall, retell, and summarize                                     | Self-assess writing   |
| Ask relevant questions to enhance comprehension                   | Exposure to a variety of writing styles: such as descriptive writing, how to's, personal narratives, friendly letters, research reports, fables, folk tales, and poetry |
| Interpret literary devices  |   |
| Distinguish information as fact or opinion and realism or fantasy | Collect, organize, and discuss favorite writing samples and save into a portfolio   |

## Second Grade Phonics and Grammar Skills

| Phonics                          |                                | Grammar and Vocabulary                 |
|----------------------------------|--------------------------------|--|
| Short a, i, u                    | Initial l, r, s blends         | Complete sentences                     |
| Short e, o                       | Final consonant blends         | Subjects                               |
| Long vowels w/ final e           | Initial consonant digraphs     | Predicates                             |
| Long e – ea, ee                  | Final consonant digraphs       | Statements & Questions                 |
| Long e - ey                      | Inflected ending - ed          | Commands & Exclamations                |
| Long a – a, ai, ay               | Inflected ending - s, es, ing  | Nouns                                  |
| Long i – i, igh, y, ie           | Medial consonants              | Proper nouns                           |
| r controlled – er, ir, ur        | Singular plural possessives    | Singular & Plural nouns                |
| Long o – o, oa, ow, oe           | Comparative endings - er, est  | Irregular Plural nouns                 |
| Words with ce, ge, se            | Suffixes - ly, ful, er         | Possessive nouns                       |
| Vowel diphthongs ou, ow          | Silent consonants - kn, mb     | Verbs                                  |
| r controlled - ar                | Silent consonants - gn, wh, wr | Subject/Verb agreement                 |
| Vowel patterns - ew, oo, ou      | Multisyllabic words            | Verb tenses                            |
| r controlled - or, ore, oor, our | Endings and suffixes           | Verb - to be                           |
| Vowels ou, oo                    | Prefixes - un, dis, re         | Adjectives                             |
| r controlled vowels - ear, eer   | Consonants gh, ph, lf          | Comparative and superlative adjectives |
| Vowel diphthongs - oi, oy        | -dge /j/                       | Adverbs                                |
| Short e - ea                     | Consonants ch/k/, sch/sk/      | Pronouns                               |
| Vowel patterns - a, al, au       | Syllable pattern -tion         | Singular & plural pronouns             |
| Vowel patterns - aw, ough        |                                | Subject & object pronouns              |
| Short u - ou                     |                                | Contractions                           |
| Schwa sound                      |                                | Quotation marks                        |
| Vowel digraph - ue               |                                | Commas                                 |
| Long a - ei, eigh                |                                | Homophones                             |
| Pattern ex                       |                                | Antonyms                               |
| Long e - ie, ey                  |                                | Synonyms                               |
| Long e - ei                      |                                | Similes                                |
| r controlled - air, are          |                                | Compound words                         |
| Syllables ending in long vowels  |                                |  |
| r controlled - ear, our          |                                |  |

|                               |   |   |  |  |
|-------------------------------|---|---|--|--|
| Suggested days of Instruction | <p>Curriculum Management System<br/> <b>Grade Level/Subject:</b><br/> <b>Grade 2/Language Arts Literacy</b></p>   | <p><b>Big Idea: YEAR LONG Communication through Friendship, Compare and Contrast, Problem and Solution, and Discovery</b></p> <p><b>Goals:</b><br/> <b>(1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes.</b><br/> <b>(2) Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</b><br/> <b>(3) Investigate, research, and synthesize information from various media sources.</b></p>   |  |  |
|                               | <p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b><br/> <b>The student will be able to:</b></p>   | <p><b>Essential Questions</b><br/> <b>Enduring Understandings</b></p>   | <p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>   |  |
| 180                           | <p>Use and interpret titles, table of contents, chapter headings, glossaries, dictionaries, graphs, charts and diagrams to locate information and report data. (3.1.A.1; 3.5.A.3 and 3.1.F.5)</p> <p>Use a variety of strategies to decode unknown words:</p> <ul style="list-style-type: none"> <li>• Use knowledge of letter-sound correspondences to sound out unknown words. (3.1.B.2)</li> <li>• Look for known chunks or small words to attempt to decode an unknown word. (3.1.C.1)</li> <li>• Reread inserting the beginning sound of the unknown word. (3.1.C.2)</li> <li>• Decode regular multisyllable words and parts of words. (3.1.C.3)</li> <li>• Read many irregularly spelled words and spelling patterns such as diphthongs, special vowel spellings, and common endings. (3.1.C.4)</li> </ul> <p>Speak and read with appropriate fluency. (3.1.D.1-3)</p> <p>Self monitor when text does not make sense by using learned strategies. (3.1.D.5-6)</p> | <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How does understanding the parts of a book help me?</li> <li>• How are letters and sounds connected?</li> <li>• How do I figure out a word I do not know?</li> <li>• What does a good reader sound like?</li> <li>• What do good readers do?</li> <li>• Why do readers need to pay attention to a writer's choice of words?</li> <li>• How do readers construct meaning from the text?</li> <li>• Where can I find more information?</li> </ul> <p><b>Enduring Understandings</b><br/> Students will understand that:</p> <ul style="list-style-type: none"> <li>• The text features and parts of a book help them to make meaning of the text.</li> <li>• Letters and letter combinations represent sounds.</li> <li>• Readers use decoding skills</li> </ul> | <p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p><b>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b></p> <p><b><u>Year Long Assessments and Activities</u></b></p> <ul style="list-style-type: none"> <li>• Reading logs/journals</li> <li>• Guided Reading</li> <li>• Running Records</li> <li>• Student directed vocabulary word wall</li> <li>• Literature Circles</li> <li>• Reader's Workshop</li> </ul> <p><b><u>Teacher Resources</u></b></p> <ul style="list-style-type: none"> <li>• <i>Guided Reading: Good First Teaching for All Children</i> by Fountas and Pinnel</li> <li>• <i>The Reading Workshop: Creating Space for Readers</i> by Frank Serafini</li> <li>• <i>Classroom Literature Circles for Primary Grades</i> by Elizabeth Suarez Aguerre</li> </ul> |  |

|                                      |   |   |   |
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| <b>Suggested days of Instruction</b> | <b>Curriculum Management System</b><br><b>Grade Level/Subject:</b><br><b>Grade 2/Language Arts Literacy</b>   | <b>Big Idea: YEAR LONG Communication through Friendship, Compare and Contrast, Problem and Solution, and Discovery</b>  |   |
|                                      |   | <b>Goals:</b><br><b>(1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes.</b><br><b>(2) Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</b><br><b>(3) Investigate, research, and synthesize information from various media sources.</b>  |   |
|                                      | <b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b><br><b>The student will be able to:</b>  | <b>Essential Questions</b><br><b>Enduring Understandings</b>  | <b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>   |
|                                      | <p>Use effective reading strategies before, during and after reading:</p> <ul style="list-style-type: none"> <li>• Skip over difficult words in an effort to read on and determine meaning. (3.1.E.1)</li> <li>• Return to the beginning of a sentence and try again. (3.1.E.2)</li> <li>• Self monitor for meaning (Does it make sense?). (3.1.D.5)</li> <li>• Use context clues and pictures to determine meaning of unknown words. (3.1.G.1)</li> </ul> <p>Develop a vocabulary of high frequency words, irregular sight words, and vocabulary taught in other subject areas. (3.1.F.1)</p> <p>Demonstrate evidence of expanding language repertoire. (3.1.F.3)</p> <p>Use various reading comprehension strategies to process and respond to information during independent and instructional reading. (3.1.G.1-5)</p> <p>Read a variety of nonfiction and fiction books and produce evidence of reading (Examples: Discussion, reader response journal, graphic organizers, storytelling, book reports and/or projects). (3.1.H.2)</p> | <p>and context clues to identify words and their meanings.</p> <ul style="list-style-type: none"> <li>• Good readers read fluently with appropriate rate, phrasing, and expression.</li> <li>• Good readers use strategies to help them understand and comprehend what they read.</li> </ul> <p><b>This document was written to be utilized throughout the year for all Big Idea areas of study within the Language Arts Literacy Program. The objectives and essential questions may be <u>integrated</u> into the program as an ongoing process that builds the concepts year long.</b></p> | <ul style="list-style-type: none"> <li>• <i>Running Records for Classroom Teachers</i> by Marie M. Clay</li> <li>• <i>Around the Reading Workshop in 180 Days</i> by Frank Serafini and Suzette Youngs</li> </ul> |

|                                      |  |   |  |
|--------------------------------------|--|---|--|
| <b>Suggested days of Instruction</b> | <b>Curriculum Management System</b><br><b>Grade Level/Subject:</b><br><b>Grade 2/Language Arts Literacy</b>  | <b>Big Idea: YEAR LONG Communication through Friendship, Compare and Contrast, Problem and Solution, and Discovery</b>  |  |
|                                      |  | <b>Goals:</b><br><b>(1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes.</b><br><b>(2) Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</b><br><b>(3) Investigate, research, and synthesize information from various media sources.</b>  |  |
|                                      | <b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b><br><b>The student will be able to:</b>   | <b>Essential Questions</b><br><b>Enduring Understandings</b>  | <b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>  |
| 180                                  | <p>Generate ideas for writing: hearing stories, recalling experiences, brainstorming, and drawing. (3.2.A.1)</p> <p>Observe the modeling of writing. (3.2.A.2)</p> <p>Use sentences to convey ideas in writing. (3.2.A.4)</p> <p>Maintain the use of a basic writing process to develop writing and produce a narrative with a beginning, middle, and end. (3.2.A.5 and 3.2.B.2-3)</p> <p>Use everyday words in appropriate written context. (3.2.A.8)</p> <p>Use correct spelling of some high frequency words. (3.2.C.3)</p> <p>Apply sound/symbol relationships to writing words. (3.2.C.4)</p> <p>Recognize and apply basic spelling patterns. (3.2.C.5)</p> <p>Write legibly to meet district standards. (3.2.C.6)</p> <p>Create written texts for others to read. (3.2.D.1)</p> <p>Generate ideas and write on topics in forms</p> | <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What makes a good writer?</li> <li>• How do writers hold their readers' attention?</li> <li>• Why do we need to use correct grammar when we write?</li> <li>• Why am I writing?</li> </ul> <p><b>Enduring Understandings</b></p> <p>Students will understand that:</p> <ul style="list-style-type: none"> <li>• Knowledge and use of grammar rules helps readers understand what is being communicated through writing.</li> <li>• Good writers use a variety of forms and styles for different purposes, audiences, and contexts.</li> <li>• It is important to communicate and express your ideas clearly when writing.</li> </ul> <p><b>This document was written to be</b></p> | <p><b>Year Long Assessments and Activities</b></p> <ul style="list-style-type: none"> <li>• Writer 's Workshop</li> <li>• Writing Portfolio – students should self assess and choose their best work to go into the portfolio</li> <li>• Share writing with the class</li> <li>• Daily Oral Language</li> <li>• Pre/Post district writing prompts</li> <li>• Journals</li> <li>• Book reports</li> </ul> <p><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>• <i>The Art of Teaching Writing</i> by Lucy Calkins</li> <li>• <i>Units of Study for Primary Writing</i> by Lucy Calkins</li> <li>• <i>Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction</i> by Donald Bear</li> </ul> |

|                                      |   |  |   |
|--------------------------------------|---|--|---|
| <b>Suggested days of Instruction</b> | <b>Curriculum Management System</b><br><b>Grade Level/Subject:</b><br><b>Grade 2/Language Arts Literacy</b>   | <b>Big Idea: YEAR LONG Communication through Friendship, Compare and Contrast, Problem and Solution, and Discovery</b>   |   |
|                                      |   | <b>Goals:</b><br><b>(1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes.</b><br><b>(2) Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</b><br><b>(3) Investigate, research, and synthesize information from various media sources.</b> |   |
|                                      | <b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b><br><b>The student will be able to:</b>  | <b>Essential Questions</b><br><b>Enduring Understandings</b>   | <b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b> |
|                                      | <p>appropriate to science, social studies, or other subject areas. (3.2.D.2)</p> <p>Use writing as a tool for learning self-discovery and reflection. (3.2.D.3)</p> <p>Use reading and technology to support writing. (3.2.D.4)</p> <p>Produce finished writings from personal experiences to share with classmates and/or for publication. (3.2.B.1 and 3.2.B.2)</p> <p>Write in a variety of simple genres to satisfy personal, academic, and social needs, such as letters, plays, procedures, biographies, simple reports and nonfiction pieces. (3.2.B.4 and 3.2.D.5)</p> <p>Create written texts for others to read and then organize favorite work samples in a writing folder or portfolio. (3.2.B.5 and 3.2.D.1)</p> | <p><b>utilized throughout the year for all Big Idea areas of study within the Language Arts Literacy Program. The objectives and essential questions may be <u>integrated</u> into the program as an ongoing process that builds the concepts year long.</b></p>   |   |

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| <b>Suggested days of Instruction</b> | <b>Curriculum Management System</b><br><b>Grade Level/Subject:</b><br><b>Grade 2/Language Arts Literacy</b>   | <b>Big Idea: YEAR LONG Communication through Friendship, Compare and Contrast, Problem and Solution, and Discovery</b>  |   |
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| 180                                  | <p>Wait their turn to speak. (3.3.A.4)</p> <p>Use new vocabulary learned from literature and classroom experiences. (3.3.C.1)</p> <p>Begin to understand the importance of looking at a speaker. (3.3.D.2)</p> <p>Listen and contribute to class discussions. (3.4.A.3)</p> <p>Follow one- and two- step oral directions. (3.4.B.1)</p> <p>Develop a strong listening vocabulary to aid comprehension and oral and written language growth. (3.4.B.2)</p> <p>Speculate about characters, events, and settings in books, film, and television. (3.5.A.1)</p> | <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do good speakers express themselves?</li> <li>• What makes a good speaker?</li> <li>• How can I be a good listener?</li> <li>• What do good listeners need to understand?</li> <li>• What can I learn by viewing media?</li> </ul> <p><b>Enduring Understandings</b></p> <p>Students will understand that:</p> <ul style="list-style-type: none"> <li>• Oral discussions help to build connections to others and create opportunities for learning.</li> <li>• A speaker's choice of words and style set a tone and define the message.</li> <li>• Good listeners are able to interpret and evaluate messages from others.</li> <li>• People experience the same media message differently.</li> </ul> | <p><b>Year Long Assessments and Activities</b></p> <ul style="list-style-type: none"> <li>• Daily Oral Language</li> <li>• Oral Presentations</li> <li>• Whole class and small group discussions</li> <li>• Cooperative learning activities</li> <li>• Author's Chair</li> <li>• Read alouds and books on tape/CD</li> <li>• View movies, films, and illustrations</li> <li>• School assemblies</li> <li>• Reinforce appropriate listening behaviors (eye contact, posture, and respectful attention)</li> </ul> <p><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>• <i>Interactive Read Alouds</i> by Linda Hoyt</li> <li>• <i>Just Right Plays – 25 Emergent Reader Plays Around the Year</i> by Scholastic</li> </ul> |

|                               |   |  |   |
|-------------------------------|---|--|---|
| Suggested days of Instruction | <p>Curriculum Management System<br/> <b>Grade Level/Subject:</b><br/> <b>Grade 2/Language Arts Literacy</b></p>   | <p><b>Big Idea: Friendship</b></p>   |   |
|                               |   | <p><b>Goals:</b><br/> <b>(1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes.</b><br/> <b>(2) Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</b><br/> <b>(3) Investigate, research, and synthesize information from various media sources.</b></p>  |   |
|                               | <p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b><br/> <b>The student will be able to:</b></p>   | <p><b>Essential Questions</b><br/> <b>Enduring Understandings</b></p>  | <p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>  |
| 45                            | <p>Review short and long vowels (a,e, i, o and u) and be able to apply this knowledge for decoding words. (3.1.B.1)</p> <p>Listen and identify consonants blends and digraphs (initial, medial and final) and be able to apply this knowledge for decoding words. (3.1.B.1)</p> <p>Add, delete, or change beginning, middle, and end sounds to change words (e.g., cat to cap, cat to bat, cat to cut). (3.1.B.1)</p> <p>Learn the different sentence types and use the correct end point punctuation (statements, questions, commands, exclamations). (3.2.C.1)</p> <p>Apply basic rules of capitalization. (3.2.C.2)</p> <p>Use nouns in sentences to make writing more interesting. (3.2.A.8)</p> <p>Recall, retell and summarize a story. (3.1.G.1)</p> <p>Sequence events of a story. (3.1.G.1)</p> <p>Recognize the purpose of a paragraph. (3.1.A.2)</p> | <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What qualities make a good friend?</li> <li>• How can you be a good friend?</li> <li>• Why is friendship important?</li> </ul> <p><b>Enduring Understandings</b><br/> Students will understand that:</p> <ul style="list-style-type: none"> <li>• Friendship is healthy and necessary for personal growth.</li> <li>• Friendship demands honesty and openness to aid in emotional growth.</li> </ul> <p><b>Additional essential questions should be <u>integrated</u> and can be located within the document under the Big Idea: YEAR LONG Communication through Friendship, Compare and Contrast, Problem and Solution, and Discovery.</b></p> | <p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p><b>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b></p> <p><b>Suggested Read Alouds</b><br/> <i>How to Be a Friend</i> by Laurie Krasny Brown<br/> <i>How to Lose All Your Friends</i> by Nancy Carlin<br/> <i>Frog and Toad are Friends</i> by Arnold Lobel<br/> <i>Do You Want to Be My Friend?</i> by Eric Carle<br/> <i>Henry and Mudge</i> by Cynthia Rylant<br/> <i>Wanted: Best Friend</i> by A.M. Monson<br/> <i>Second Grade Friends</i> by Miriam Cohen</p> <p><b>Additional Resources</b></p> <ul style="list-style-type: none"> <li>• Scott Foresman reading series</li> <li>• Dictionary</li> <li>• Leveled books</li> <li>• <i>Units of Study for Primary Writing</i> by Lucy Calkins</li> <li>• Monroe Twp. Grade 2 Science Curriculum</li> <li>• Monroe Twp. Grade 2 Math Curriculum</li> </ul> |

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| <b>Suggested days of Instruction</b> | <b>Curriculum Management System</b><br><b>Grade Level/Subject:</b><br><b>Grade 2/Language Arts Literacy</b>  | <b>Big Idea: Friendship</b>  |   |
|                                      |  | <b>Goals:</b><br><b>(1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes.</b><br><b>(2) Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</b><br><b>(3) Investigate, research, and synthesize information from various media sources.</b> |   |
|                                      | <b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b><br><b>The student will be able to:</b>   | <b>Essential Questions</b><br><b>Enduring Understandings</b>   | <b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>   |
|                                      | <p>Pause at appropriate end points (e.g., comma, period). (3.1.D.1)</p> <p>Use appropriate pace; "not choppy" or word-by-word. (3.1.D.2)</p> <p>Use appropriate inflection (e.g., dialogue, exclamations, questions). (3.1.D.3)</p> <p>Demonstrate ability to recall facts and details of text. (3.1.G.1)</p> <p>Respond to text by using how, why, and what-if questions. (3.1.G.5)</p> <p>Locate information using alphabetical order. (3.1.H.1)</p> <p>Use graphic organizers to assist with planning writing. (3.2.A.6)</p> <p>Compose readable first drafts. (3.2.A.7)</p> <p>Produce finished writings to share with classmates and/or for publication. (3.2.B.1)</p> <p>Begin to stay focused on a topic of discussion. (3.3.A.2)</p> |  | <ul style="list-style-type: none"> <li>• Monroe Twp. Grade 2 Social Studies Curriculum</li> <li>• <a href="http://www.readwritethink.org">www.readwritethink.org</a></li> <li>• <a href="http://www.gamequarium.com">www.gamequarium.com</a></li> </ul> <p><b><u>Sample Learning Activities to Integrate Skills in the Context of Friendship</u></b></p> <ul style="list-style-type: none"> <li>• Have students go on a noun hunt. They can flip through their books or look around the room and record as many nouns as they can.</li> <li>• Play vowel bingo (short and long vowels).</li> <li>• Put story in order from beginning to end.</li> <li>• Comic-strip sequences.</li> <li>• Assign punctuation partners to practice filling in the proper punctuation marks.</li> </ul> <p><b><u>Assessment Model 1</u></b><br/> Following the reading of the book entitled <u>What's the Recipe for Friends</u> by Greg Williamson. Pretend you are a baker and come up with a recipe for friendship. List the ingredients in alphabetical order. Then write the directions using sequential words (first, then, next, last, etc.) Share recipes with the class and compile a class recipe book of friendship to be added to the class library.</p> <p><b><u>ASK STUDENTS</u></b></p> <ol style="list-style-type: none"> <li>1. How can you explain the importance of a good friend? (Analysis)</li> </ol> |

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| <b>Suggested days of Instruction</b> | <b>Curriculum Management System</b><br><u>Grade Level/Subject:</u><br><b>Grade 2/Language Arts Literacy</b>          | <b>Big Idea: Friendship</b>  |  |
|                                      |  | <u>Goals:</u><br><b>(1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes.</b><br><b>(2) Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</b><br><b>(3) Investigate, research, and synthesize information from various media sources.</b> |  |
|                                      | <b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b><br><b>The student will be able to:</b> | <b>Essential Questions</b><br><b>Enduring Understandings</b>   | <b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>  |
|                                      |  |  | <ol style="list-style-type: none"> <li>2. What would happen if someone didn't follow the recipe? (Synthesis)</li> <li>3. What do you think is the most important ingredient in your recipe? (Evaluation)</li> </ol> <p><b><u>Assessment Model 2</u></b><br/> Create a friendship mirror. Explain that a mirror shows your reflection. Each person should be a reflection of what kind of friends they want to have. In a mirror shaped pattern have students draw or cut out pictures and words that describe the friend they are and want their friends to be. Share them with the class and display them around the room or on a bulletin board.</p> <p><b><u>ASK STUDENTS</u></b></p> <ol style="list-style-type: none"> <li>1. What can you infer by looking in your mirror? (Analysis)</li> <li>2. What could you invent to determine how your friends are? (Synthesis)</li> <li>3. How would you grade yourself as a friend? (Evaluation)</li> </ol> |

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| Suggested days of Instruction | <p>Curriculum Management System</p> <p><b>Grade Level/Subject:</b></p> <p><b>Grade 2/Language Arts Literacy</b></p>  | <p><b>Big Idea: Compare and Contrast</b></p>  |   |
|                               |  | <p><b>Goals:</b></p> <p>(1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes.</p> <p>(2) Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</p> <p>(3) Investigate, research, and synthesize information from various media sources.</p>  |   |
|                               | <p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b></p> <p><b>The student will be able to:</b></p>  | <p><b>Essential Questions</b></p> <p><b>Enduring Understandings</b></p>   | <p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>  |
| 45                            | <p>Identify vowels diphthongs and r controlled words and be able to apply this knowledge for decoding words. (3.1.B.1-2)</p> <p>Identify and use inflected endings correctly. (s, es, ing, ed). (3.1.C.4)</p> <p>Use verbs in sentences to make writing more interesting. (3.2.A.8)</p> <p>Identify and formulate compound words and contractions. (3.1.C.4)</p> <p>Compare and contrast characters in a story, objects, subject areas, media characters, etc. (3.5.A.5)</p> <p>Identify and use similies to make comparisons. (3.5.A.5)</p> <p>Read silently without finger or lip movement. (3.1.D.4)</p> <p>Begin to use a grade-appropriate dictionary with assistance from teacher. (3.1.F.5)</p> | <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>How are objects or characters alike and different?</li> <li>What characteristics can we use to compare?</li> <li>How can we organize objects or characters by their characteristics?</li> </ul> <p><b>Enduring Understandings</b></p> <p>Students will understand that:</p> <ul style="list-style-type: none"> <li>Everyone and everything is different or unique in some way.</li> <li>Appreciate and accept differences in objects, characters, and people.</li> </ul> <p><b>Additional essential questions should be <u>integrated</u> and can be located within the document under the Big Idea: YEAR LONG Communication through Friendship, Compare and Contrast, Problem and Solution, and Discovery</b></p> | <p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p><b>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b></p> <p><b>Suggested Read Alouds</b></p> <p><i>Inside Mouse, Outside Mouse</i> by Lindsay Barrett George</p> <p><i>Two Eggs, Please</i> by Sarah Weeks</p> <p><i>Ira Sleeps Over</i> by Bernard Waber</p> <p><b>Additional Resources</b></p> <ul style="list-style-type: none"> <li>Scott Foresman reading series</li> <li>Dictionary</li> <li>Leveled books</li> <li><i>Units of Study for Primary Writing</i> by Lucy Calkins</li> <li>Monroe Twp. Grade 2 Science Curriculum</li> <li>Monroe Twp. Grade 2 Math Curriculum</li> <li>Monroe Twp. Grade 2 Social Studies Curriculum</li> <li><a href="http://www.readwritethink.org">www.readwritethink.org</a></li> <li><a href="http://www.gamequarium.com">www.gamequarium.com</a></li> </ul> |

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| <b>Suggested days of Instruction</b> | <b>Curriculum Management System</b><br><b>Grade Level/Subject:</b><br><b>Grade 2/Language Arts Literacy</b>   | <b>Big Idea: Compare and Contrast</b>  |  |
|                                      |   | <b>Goals:</b><br><b>(1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes.</b><br><b>(2) Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</b><br><b>(3) Investigate, research, and synthesize information from various media sources.</b> |  |
|                                      | <b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b><br><b>The student will be able to:</b>  | <b>Essential Questions</b><br><b>Enduring Understandings</b>   | <b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>  |
|                                      | <p>Continue to identify story elements in text. (3.1.G.4)</p> <p>Begin to develop an awareness of simple story structures and author's voice. (3.2.A.3)</p> <p>Use graphic organizers to assist with planning writing. (3.2.A.6)</p> <p>Use a simple checklist to improve elements of own writing. (3.2.A.12)</p> <p>Use computer writing applications during some parts of the writing process. (3.2.A.13)</p> <p>Listen critically to identify main ideas and supporting details. (3.4.A.1)</p> |  | <p><b><u>Sample Learning Activities to Integrate Skills in the Context of Compare and Contrast</u></b></p> <ul style="list-style-type: none"> <li>• Use a Venn Diagram to compare and contrast two objects or people such as two friends, two sports, two characters, etc.</li> <li>• Have students go on a verb search. They can flip through their books or look around the room and record as many verbs as they can.</li> <li>• Play compound word match game.</li> <li>• Produce a contraction chart – add contractions as you find them.</li> <li>• Dictionary race – see which team can find the given words first.</li> </ul> <p><b><u>Assessment Model 1</u></b><br/> Following the reading of the book entitled <u>I'm as Quick as a Cricket</u> by Audrey Wood. Compare yourself to an animal. Write a paragraph with a beginning, middle, and end telling how you are like that animal and in what ways you are different. Make sure you use comparing words (and, but, like, as). Add a simile into your paragraph such as (I am as gentle as a lamb). Make into a class book or a PowerPoint slideshow.</p> <p><b><u>ASK STUDENTS</u></b></p> <ol style="list-style-type: none"> <li>1. What can you tell us about the similarities and differences between you and your selected animal/insect? (Analysis)</li> </ol> |

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| <b>Suggested days of Instruction</b> | <b>Curriculum Management System</b><br><b>Grade Level/Subject:</b><br><b>Grade 2/Language Arts Literacy</b>          | <b>Big Idea: Compare and Contrast</b>   |   |
|                                      |  | <u><b>Goals:</b></u><br><b>(1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes.</b><br><b>(2) Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</b><br><b>(3) Investigate, research, and synthesize information from various media sources.</b> |   |
|                                      | <b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b><br><b>The student will be able to:</b> | <b>Essential Questions</b><br><b>Enduring Understandings</b>  | <b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>   |
|                                      |  |   | <ol style="list-style-type: none"> <li>2. What facts can you gather to help make the comparisons? (Synthesis)</li> <li>3. What are the most important similarities and differences? (Evaluation)</li> </ol> <p><b><u>Assessment Model 2</u></b><br/> The local newspaper “Friendship Times” is doing an article on best friends that have many similarities and differences. Have students work in groups of three. Following the reading of the book entitled <u>Cork &amp; Fuzz: Short and Tall</u> by Dori Chaconas. Each student will choose a character (newspaper reporter, Cork, or Fuzz). The newspaper reporter is to come up with 4-5 questions to ask Cork and Fuzz. The reporter will then interview them. Cork and Fuzz are to answer each question according to facts from the story. As a group, the three students will then write an article for the newspaper. Compile all the articles into a newspaper entitled “Friendship Times”.</p> <p><b><u>ASK STUDENTS</u></b></p> <ol style="list-style-type: none"> <li>1. How are Cork and Fuzz alike and different? (Analysis)</li> <li>2. What facts can you gather about Cork and Fuzz’s friendship? (Synthesis)</li> <li>3. What is your opinion of their friendship? (Evaluation)</li> </ol> |

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| Suggested days of Instruction | <p>Curriculum Management System</p> <p><b>Grade Level/Subject:</b></p> <p><b>Grade 2/Language Arts Literacy</b></p>  | <p><b>Big Idea: Problem and Solution</b></p>  |   |
|                               |  | <p><b>Goals:</b></p> <p>(1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes.</p> <p>(2) Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</p> <p>(3) Investigate, research, and synthesize information from various media sources.</p>  |   |
|                               | <p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b></p> <p><b>The student will be able to:</b></p>  | <p><b>Essential Questions</b></p> <p><b>Enduring Understandings</b></p>   | <p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>  |
| 45                            | <p>Continue to identify vowels patterns and r controlled words and be able to apply this knowledge for decoding words (3.1.B.1-2)</p> <p>Use adjectives, adverbs, and pronouns in sentences to make writing more interesting. (3.2.A.8)</p> <p>Recognize, use and explain common antonyms, synonyms, homophones. (3.1.F.4)</p> <p>Know and relate meanings of simple prefixes and suffixes. (3.1.F.2)</p> <p>Blend and segment multi syllable words. (3.1.C.3)</p> <p>Identify a problem and simple steps for solving the problem. (3.3.B.4)</p> <p>Recognize cause and effect in text. (3.1.G.2)</p> <p>Distinguish information as fact or opinion and realism or fantasy (3.1.G.3)</p> <p>Reread drafts for meaning, to add details, and to improve correctness. (3.2.A.9)</p> | <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What are the possible solutions to a given problem?</li> <li>• Why is it important to find solutions?</li> <li>• What happens when people are unable to solve the problem?</li> </ul> <p><b>Enduring Understandings</b></p> <p>Students will understand that:</p> <ul style="list-style-type: none"> <li>• There are many different ways to view and solve a problem.</li> <li>• A compromise may be necessary as the only way to come to a solution.</li> </ul> <p><b>Additional essential questions should be <u>integrated</u> and can be located within the document under the Big Idea: YEAR LONG Communication through Friendship, Compare and Contrast, Problem and Solution, and Discovery</b></p> | <p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p><b>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b></p> <p><b>Suggested Read Alouds</b></p> <p><i>When Sophie Gets Angry, Really, Really Angry</i> by Molly Bang</p> <p><i>Hey Little Ant</i> by Philip and Hannah Hoose</p> <p><i>The War Between the Vowels and the Consonants</i> by Priscilla Turner</p> <p><b>Additional Resources</b></p> <ul style="list-style-type: none"> <li>• Scott Foresman reading series</li> <li>• Dictionary</li> <li>• Leveled books</li> <li>• <i>Units of Study for Primary Writing</i> by Lucy Calkins</li> <li>• Monroe Twp. Grade 2 Science Curriculum</li> <li>• Monroe Twp. Grade 2 Math Curriculum</li> <li>• Monroe Twp. Grade 2 Social Studies Curriculum</li> </ul> |

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| <b>Suggested days of Instruction</b> | <b>Curriculum Management System</b><br><b>Grade Level/Subject:</b><br><b>Grade 2/Language Arts Literacy</b>   | <b>Big Idea: Problem and Solution</b>  |  |
|                                      |   | <b>Goals:</b><br><b>(1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes.</b><br><b>(2) Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</b><br><b>(3) Investigate, research, and synthesize information from various media sources.</b> |  |
|                                      | <b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b><br><b>The student will be able to:</b>  | <b>Essential Questions</b><br><b>Enduring Understandings</b>   | <b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>  |
|                                      | <p>Focus on elaboration as a strategy for improving writing. (3.2.A.10)</p> <p>Participate with peers to comment on and react to each other's writing. (3.2.A.11)</p> <p>Write pieces, such as letters and procedures. (3.2.B.4)</p> <p>Offer personal opinions related to topics of discussion. (3.3.A.3)</p> <p>Recognize and discuss how authors use words to create vivid images. (3.3.C.2)</p> <p>Participate in a dramatization or role play. (3.3.D.1)</p> <p>Begin to distinguish between types of speech. (e.g., a joke, a chat, a warning). (3.4.A.2)</p> |  | <ul style="list-style-type: none"> <li>• <a href="http://www.readwritethink.org">www.readwritethink.org</a></li> <li>• <a href="http://www.gamequarium.com">www.gamequarium.com</a></li> </ul> <p><b><u>Sample Learning Activities to Integrate Skills in the Context of Problem and Solution</u></b></p> <ul style="list-style-type: none"> <li>• Syllable clap along.</li> <li>• Adjective memory game.</li> <li>• Make synonym, antonym, and homophone flip books.</li> <li>• Write a friendly letter to someone in your class or another class.</li> <li>• Put on a skit or Reader's Theater play using props.</li> </ul> <p><b><u>Assessment Model 1</u></b><br/> Following the reading of the book entitled <u>Ella, Of Course!</u> by Sarah Weeks, pretend you are a problem detective. In your detective journal record all the problems that Ella faced and then write how she solved them. If there was a problem that she didn't get to solve, help her come up with a solution. Write a friendly letter to Ella telling her about your findings and letting her know what a great problem solver she is.</p> <p><b><u>ASK STUDENTS</u></b></p> <ol style="list-style-type: none"> <li>1. How is a solution connected to the problem? (Analysis)</li> </ol> |

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| <b>Suggested days of Instruction</b> | <b>Curriculum Management System</b><br><u>Grade Level/Subject:</u><br><b>Grade 2/Language Arts Literacy</b>          | <b>Big Idea: Problem and Solution</b>  |  |
|                                      |  | <u>Goals:</u><br><b>(1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes.</b><br><b>(2) Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</b><br><b>(3) Investigate, research, and synthesize information from various media sources.</b> |  |
|                                      | <b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b><br><b>The student will be able to:</b> | <b>Essential Questions</b><br><b>Enduring Understandings</b>   | <b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>  |
|                                      |  |  | <ol style="list-style-type: none"> <li>2. Predict the outcome if Ella wasn't a good problem solver? (Synthesis)</li> <li>3. What choices would you have made if you were Ella? (Evaluation)</li> </ol> <p><b><u>Assessment Model 2</u></b><br/> With a partner think about different problems that happen on the playground during recess. Create a skit to show the problem and then a good and fair solution. Take turns acting them out in front of the class. The teacher should keep track of the recess problems and solutions and have the students refer back to the list as problems occur during the school year.</p> <p><b><u>ASK STUDENTS</u></b></p> <ol style="list-style-type: none"> <li>1. Discuss the pros and cons to the solution you came up with? (Analysis)</li> <li>2. What would happen if you never solved any problems? (Synthesis)</li> <li>3. What is the most important part of problem solving? (Evaluation)</li> </ol> |

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| Suggested days of Instruction | <p><b>Curriculum Management System</b><br/> <b>Grade Level/Subject:</b><br/> <b>Grade 2/Language Arts Literacy</b></p>  | <p><b>Big Idea: Discovery</b></p>   |  |
|                               |   | <p><b>Goals:</b><br/> <b>(1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes.</b><br/> <b>(2) Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</b><br/> <b>(3) Investigate, research, and synthesize information from various media sources.</b></p>   |  |
|                               | <p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b><br/> <b>The student will be able to:</b></p>   | <p><b>Essential Questions</b><br/> <b>Enduring Understandings</b></p>   | <p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>   |
| 45                            | <p>Continue to identify vowels patterns and r controlled words and be able to apply this knowledge for decoding words. (3.1.B.1-2)</p> <p>Recognize and use plurals, inflected endings and past tense verbs when speaking. (3.3.C.4)</p> <p>Recognize and add commas and quotation marks to their daily reading and writing. (3.1.D.1, 3.2.A.4)</p> <p>Make inferences and support them with textual information. (3.1.G.3)</p> <p>Write nonfiction pieces, such as biographies and/or simple reports. (3.2.B.4)</p> <p>Reread drafts for meaning, to add details, and to improve correctness. (3.2.A.9)</p> <p>Elaborate on experiences and ideas. (3.3.A.1)</p> <p>Respond to ideas posed by others and ask for explanations to clarify meaning. (3.3.B.1-2)</p> <p>Restate to demonstrate understanding. (3.3.B.3)</p> <p>Talk about an experience or work sample in front of a small group. (3.3.D.3)</p> | <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What new or unexpected information did you find out from reading the story?</li> <li>• How does this new information change the way you think about the topic?</li> <li>• How does the discovery impact our lives or the lives of the characters in the story?</li> </ul> <p><b>Enduring Understandings</b><br/> Students will understand that:</p> <ul style="list-style-type: none"> <li>• Learning and discovering helps to change the way you think and allows you to grow.</li> </ul> <p><b>Additional essential questions should be <u>integrated</u> and can be located within the document under the Big Idea: YEAR LONG Communication through Friendship, Compare and Contrast, Problem and Solution, and Discovery</b></p> | <p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p><b>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b></p> <p><b>Suggested Read Alouds</b><br/> <i>Cam Jansen</i> by David A. Adler<br/> <i>A to Z Mysteries</i> by Ron Roy<br/> <i>Nate the Great</i> by Marjorie Weinman Sharmat</p> <p><b>Additional Resources</b></p> <ul style="list-style-type: none"> <li>• Scott Foresman reading series</li> <li>• Dictionary</li> <li>• Leveled books</li> <li>• <i>Units of Study for Primary Writing</i> by Lucy Calkins</li> <li>• Monroe Twp. Grade 2 Science Curriculum</li> <li>• Monroe Twp. Grade 2 Math Curriculum</li> <li>• Monroe Twp. Grade 2 Social Studies Curriculum</li> <li>• <a href="http://www.readwritethink.org">www.readwritethink.org</a></li> <li>• <a href="http://www.gamequarium.com">www.gamequarium.com</a></li> </ul> |

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| <b>Suggested days of Instruction</b> | <b>Curriculum Management System</b><br><b>Grade Level/Subject:</b><br><b>Grade 2/Language Arts Literacy</b>   | <b>Big Idea: Discovery</b>   |   |
|                                      |   | <b>Goals:</b><br><b>(1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes.</b><br><b>(2) Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</b><br><b>(3) Investigate, research, and synthesize information from various media sources.</b> |   |
|                                      | <b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b><br><b>The student will be able to:</b>  | <b>Essential Questions</b><br><b>Enduring Understandings</b>   | <b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>   |
|                                      | <p>Recognize that media messages are created for a specific purpose (e.g., to inform, entertain, persuade). (3.5.A.2)</p> <p>Recognize the work of a favorite illustrator. (3.5.A.4)</p> <p>Interpret messages in simple advertisements and use a simple rating scale to judge media products. (3.5.B.1-2)</p> <p>Begin to look at the effects of visual arts on one's mood and emotions. (3.5.B.3)</p> |  | <p><b><u>Sample Learning Activities to Integrate Skills in the Context of Discovery</u></b></p> <ul style="list-style-type: none"> <li>• Have students write a sentence on a sentence strip. Use elbow macaroni to add in the quotation marks and the commas.</li> <li>• Choose one of your old stories you wrote and elaborate more.</li> <li>• Develop an author study.</li> </ul> <p><b><u>Assessment Model 1</u></b><br/> Following the reading of the book entitled <u>If You Decide to Go to the Moon</u> by Faith McNulty, pretend you and a friend travel into space and are able to visit any planet you want. Write a story describing what you need to bring, how you would get there, and what you would see when you got there. Be sure to include a lot of details and adjectives. This story should also have facts about the planet so some research should be done before you begin. Then make a poster of the planet you visited with pictures and facts on it. Share with the class and display posters in the classroom.</p> <p><b><u>ASK STUDENTS</u></b></p> <ol style="list-style-type: none"> <li>1. What can you share with us about your planet? (Analysis)</li> <li>2. How would you come up with a plan to go to another planet? (Synthesis)</li> <li>3. What is the most fascinating fact you learned about your planet? (Evaluation)</li> </ol> |

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| Suggested days of Instruction | <p>Curriculum Management System<br/> <u>Grade Level/Subject:</u><br/> <b>Grade 2/Language Arts Literacy</b></p>               | <p><b>Big Idea: Discovery</b></p> <p><u>Goals:</u><br/> <b>(1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes.</b><br/> <b>(2) Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</b><br/> <b>(3) Investigate, research, and synthesize information from various media sources.</b></p> |   |  |
|                               | <p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b><br/> <b>The student will be able to:</b></p> | <p><b>Essential Questions</b><br/> <b>Enduring Understandings</b></p>   | <p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>  |  |
|                               |   |   | <p><b><u>Assessment Model 2</u></b><br/> Following the reading of the book entitled <u>Diary of a Worm</u> by Doreen Cronin (provide lined booklets for each student), research an animal or insect of your choice and pretend you are that animal/insect. Write five to eight diary entries in your booklet. Be creative, but be sure there are some real facts too. Share with the class and add journals to your class library.</p> <p><b><u>ASK STUDENTS</u></b></p> <ol style="list-style-type: none"> <li>1. Discuss the pros and cons of being your selected animal/insect? (Analysis)</li> <li>2. What would happen if animals could really talk and write in diaries? (Synthesis)</li> <li>3. What criteria would you use to assess the diary entries? (Evaluation)</li> </ol> |  |